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THE CANADA

EDUCATIONAL MONTHLY

DECEMBER, 1900.

MANUAL TRAINING.*

IT is with sincere pleasure and satisfaction that Lady Minto and I have accepted the invitation of the Public School Board to be present at the opening of the Macdonald Manual Training Schools for the City of Ottawa.

We all know that the people of Canada are to be congratulated upon the splendid opportunities which exist for the education of the children and youth of the country. The progress of the Dominion depends chiefly upon the intelligence, the honesty and the ability of its citizens, and these qualities, together with habits of perseverance and thrift, are most certainly inculcated and developed during the early years of life when the minds and the bodies of the pupils are plastic under the training influence of skilful teachers.

In a comparatively new country like this, it is of the utmost importance that institutions of learning and courses of study should provide for the thorough education of those who are to follow any profession: and it is no less in the highest interests of the state that the Elementary Schools should give the best possible education to those children whose school life ends when they leave the Public School. A British report on

this subject has lately very truly said: "The progress of the people in wealth and material prosperity must largely depend on the education given in the Primary Schools."

In accordance with this view, during recent years the educational authorities in the leading countries of Europe and also in the United States have been supplementing the course of study from text books with various forms of manual exercises and object lessons; as after careful consideration they have found that this class of training tends immensely to develop the most useful faculties of the pupils, which are neglected when the education is chiefly of a receptive character from books.

In this age of notable progress in the various fields of human activity, it is not a matter for surprise that educators should express the opinion from time to time, that educational methods require to be improved to meet changed and still changing conditions. Evidently there will not be a finality to the processes or methods of education so long as there are advances in civilization, in science and in human achievements.

Schools are the means which experience has taught us to use as the

* Summary of the address of his Excellency the Governor General at the opening of the Macdonald Manual Training Schools for Ottawa, Oct. 22, 1900.

most convenient and economical way of conveying to the rising generation the mental wealth of the present and the past. It is now recognized that they can do that, none the less well, but rather the better through educating the faculties of the scholars which are not called into activity by lessons from books.

The report of the Commission on Manual and Practical Instruction in Primary Schools under the Board of National Education in Ireland contains much information on the subject. It was presented to the Imperial Parliament in 1898. The members had ninety-three meetings; they took the evidence of one hundred and eighty-six persons whom they considered qualified to give information on the matters submitted to them; and they visited one hundred and nineteen schools in most of which they had an opportunity of seeing Manual and Practical Instruction given.

Nothing can be stronger than the opinion expressed by the Commissioners in favour of such instruction. I could refer to many passages in their report ably supporting in detail the views they express; but I think it may be better that I should leave to other speakers who I hope will address you this afternoon the task of dealing with educational technicalities in which they are so well versed, and I will only say that the experience of the educators, the parents and the pupils in places where Educational Manual Training has been introduced supports the expectations expressed in the report to which I refer. Ten years ago probably not more than fifty Board Schools in England had provided Manual Training; whereas it is now reported that the boys from nearly five thousand schools go to Manual Training centres.

It is with profound pleasure and keen expectation that we welcome to Canada and to this noble and useful work in our midst, the Manual Training teachers who have come from Great Britain, and also the United States. They may be assured that those of us whose school days are long past will have an interest in their labours as deep, if not so evident, as that of the boys in their classes.

But, ladies and gentlemen, I would ask you to understand that Manual Training is not intended to teach any trade or even the elements of any trade as such. Only as the alphabet and the art of reading are necessary to the literature of all the professions, so Manual Training fits a boy to begin his apprenticeship to any trade with greater aptitudes and correspondingly better chances to be a skilful, excellent workman.

I hope it will be understood that Manual Training does not aim at preparing the pupils to earn their living through Manual work, although it does help them in that most honorable and laudable purpose after they take up their life work whatever it may be. Because the boys *like it*.

It helps to keep them longer at school and thus gains for them a more thorough education in other respects also.

Sir William Macdonald has certainly added another magnificent gift to those he has already conferred upon Canada; and I am sure you will all agree with me that in selecting Professor Robertson to assist him in his great work, he has chosen a man whose ability and perseverance would go far to secure the success of any undertaking and to whom we are deeply indebted for his organization and energy.

We have all heard of the generous

gifts of Sir William C. Macdonald to the cause of higher education in Canada; and now he has put the people of Canada under a new debt to him by having placed in the hands of Professor Robertson a sum sufficient to provide Manual Training for the boys attending the Public Schools of at least one city or town in every province of Canada for a period of three years. These

one thing which the Macdonald Manual Training Fund does not provide for, it will be rather to suggest what some like-minded benefactor may do for the girls, than to imply that Sir William's benefaction is not complete in itself.

The fund provides for the training of boys only. We all know that womankind is the better half of mankind.



His Excellency, Lord Minto, Governor-General of Canada.

are expected to serve as object lessons to be observed by all interested. By the end of the present year provision will be made in equipment and instructors for training about five thousand boys and several hundred teachers. One may truly say that the scheme is one of high statesmanship in its plan, methods and endowment.

If I may be allowed to refer to

Manual Training and practical instruction for girls in schools are not less important than for boys, though the subjects and exercises for girls would naturally be different from those for boys. Such exercises are admirably furnished by courses of study and practice under the heading of Domestic Science; and it augurs well to know that in other countries and in other cities Domes-

tic Science for the girls in the schools has followed close on Manual Training in woodwork for the boys.

In my opinion it would be impossible to overestimate the value to girls of the training afforded by classes in cooking, laundry work, general household economy, and some slight primary acquaintance with first aid to the injured, and nursing—knowledge capable of contributing so much to the happiness of the individual, the comfort of the home and the weal of the country.

Her Excellency the Countess of Minto and myself are greatly delighted with the keen and thoughtful interest with which the movement to introduce Domestic Science into

the schools is already being supported in many quarters. We learn with great satisfaction that it is being favorably considered in and for Ottawa and several other places at the present time, and I can assure you that no one is more deeply interested in the scheme than Lady Minto herself.

Ladies and gentlemen, it is a great pleasure to me to declare the Macdonald Manual Training Schools for Ottawa ready to receive boys for instruction and training; and Lady Minto and I wish them every success in the good work which is expected of them in this community and in Canada.

OPENING ADDRESS TO THE STUDENTS.

J. H. REYNOLDS.*

STUDENTS of the day departments of the Municipal Technical School:

A growing feeling in my mind of the increasing importance of the day courses of instruction in this school has constrained me to take advantage of the opening of a new session to address to you a few words.

The fact that this Session promises to be the last in the present building has farther influenced me to speak to you. For the last 17 years the technical day departments have been carried on here and they have grown each year in importance. I have been concerned with them from their birth, and naturally I take pride in the thought that shortly they will be housed in a splendid building, the finest without doubt in the kingdom, alike in respect of its architecture, of its planning and of its equipment.

Some of you will, I hope, be

amongst its day students and will have occasion, I trust, to look back with pride, in the years to come, to the fact that you were the first to partake of its advantages and its benefits.

I have seen much of foreign schools, both Continental and American, and I have realized that the great advance these nations have made and are making is due to the fine education their students have received, not only in their technical schools and institutions, but in preparation for scientific and technical studies. The students in these schools are much older than you are—never less than 18 years of age—and they stay longer, consequently they make greater progress and reach a higher plane of knowledge. They are not afraid to spend time, knowing full well that.

“Knowledge is a steep which few may climb.”

*The Municipal Technical School, Manchester, Dir. Sec.

but perhaps like us not always remembering that

"Duty is a path which all may tread."

The achievements of modern Germany, which have caused so much perturbation of mind to industrial and commercial England, are rooted in her schools, and as a great French preacher, Père Didon, recently dead, boldly stated, "The University was the foundation stone of the German Empire."

I say these things to you that you may be patient of learning, steadfast in the pursuit of knowledge, willing to spend your energies of thought in the endeavor to grasp clearly the principles of science, upon which, believe me, all sound technical applications must be firmly based, and further, that you may be loyal to your teachers who see, though you may not, the goal which has to be gained, and who, having themselves trodden the road, can lead your steps with unflinching directness.

I have spoken of Germany; she and our brethren across the broad Atlantic are straining every nerve to diminish the distance which separates them commercially and industrially from us. Some of you have been to the Paris Exhibition, others of you have heard and read of it, and you cannot have failed to realize to some extent the magnificent effort which these nations have made, but especially Germany, to stand in the foremost rank of the industrial and commercial nations of the world.

In every department she makes a splendid show, as who should say, "where is the nation that we will not excel?" I have no doubt that, as is characteristic of English youth, you take delight in the doings of the great fleets, which are England's glory, which carry her produce to the ends of the earth and bring back

rich stores of nature's bountiful gifts for her people's use and pleasure. Well, it is not grateful to our pride to read in the daily press that the two greatest and the fastest steamers of the world no longer fly the British flag, but sail under the banner of the double-headed eagle.

There was a time not so long ago when "Made in Germany," was accepted as indicating goods at once "cheap and nasty," but when in January of last year the "Kaiser Wilhelm der Grosse" sailed up the Solent to the port of Southampton, having then made the swiftest passage of any vessel that ever crossed the broad Atlantic, this phrase received another and more potent significance; and her captain, in glowing pride at the achievement of his splendid vessel, painted upon her sides, so that all the world might see, the legend "Made in Germany."

Now, I think you will agree with me that there are few monuments of man's power so fine and impressive, few so indicative of a perfect union of science and art and of skill as a great steamship. It is the very acme of man's intellectual and constructive power. What then must the nation be, and what the cause, which in a short 30 years has gained so great a triumph? I am speaking to English youths, who dearly love their own land, are jealous of her fame, and desirous, I am sure, to maintain the glorious heritage unimpaired which has come down to them, and I have to say, with all the depth of conviction of which I am capable, that that splendid heritage will fade and disappear and become but a memorable tradition unless her sons will consent to that stern discipline of the intellect which has made Germany the powerful nation she is to-day, and which bids fair to bring her level with ourselves

and perhaps surpass us as a great manufacturing and commercial nation. For, no matter what the department of human knowledge, what the investigations which the soaring mind of man feels called upon to enter, there you will find the German thinker, the German scientist, the German seeker after the truths of nature, and he has to be reckoned with.

Now, you cannot have this result without an adequate cause. If there be anything which your studies in this school will teach you, it is that for every effect there exists an efficient cause, nothing of mere chance or guesswork, and that it is your main business to discover this and connect the one with the other. Now, the efficient cause for all I have been saying about Germany is her schools.

But the great empire of Germany is not our only rival. We have only to go across her southern boundary, and there we shall find, nestled in the security of the everlasting Alps, a nation small in numbers, not larger in population than Lancashire and not greater in wealth, to which education has been the all in all. No sacrifice has been too great to equip her sons with knowledge. Her polytechnic ranks with the most famous in the world, and her land, barren of minerals, shut out from the sea, has nevertheless become a busy hive of exporting industry, of which there is no feature more remarkable than the young highly-educated Swiss who swarm in every commercial centre of Europe.

Would that we had the wisdom and fervor to say, as did a Swiss official, "Our land is steeped in poverty, we will take good care it is not steeped in ignorance also." What Switzerland is to day is but an augury of what she will be here-

after. Her unrivalled water power, which, unlike our coal, cannot be exported or exhausted, which will last as long as her hills endure, will, linked with the giant electricity, place her in the front rank of industrial nations and in respect of certain chemical products give her an unquestioned superiority.

Why, you may ask, have I travelled so far afield? Simply that I may stir your minds and quicken your thoughts to consider the business you have in hand.

This is not a place "for boys to play, but for men to work." You have to put on one side "childish things" and set your faces to the business of your lives. If you are not serious in your aims, if you are here only because you are sent, you had better put on your caps at the close of this address and frankly say, "We have no business here." Why otherwise should you waste your own time, or the time of your comrades, or, more than all, that of the men, who, at the community's great expense, are placed here to guide and aid you to the achievement of an honorable living? We want no loafers; we want no young men who by their evil example, by their idleness, by their want of loyalty to the school, by their indifference to their own well-being, place difficulties in the way and prevent the school from accomplishing its work. Better a dozen students willing and able to work than 500 who make little or no response to the teacher's efforts. "We count time by heart beats, not by minutes on a dial." What folly will be all that splendid school in Sackville street, concerning which Manchester citizens are beginning to express themselves with justifiable pride, the costly equipment and the accomplished teaching staff, if the students within its walls are blind and deaf

to its appeals, or too maimed in mind to grasp its teachings, or too mean in spirit to realize its ideals!

I desire to inspire each of you with a feeling of honorable rivalry as to which of you will most zealously maintain the good name of the school, and that not so much for the school's sake as your own. In an institution such as this, disciplinary measures of any kind should be unknown; a fine spirit of manly self-respect should be everywhere evident. It should be possible, for example, to leave an examination room and be quite sure that no mean advantage would be taken; that if any accident happen to school property, it will be frankly and instantly made known in the proper quarter by those concerned; that there shall prevail an absolute and inviolable respect always and everywhere for the property of a fellow-student; that, in all that pertains to the good order of the school, each student will bear an honorable and zealous part.

We have a fine old English word in our language, that of "gentleman." You know all of you that to be one is not a question of wearing a fine coat, else the tailor could make them by the thousand, but of having those instincts of heart and mind which make a man loveable, tender, loyal, true, brave and honorable. May each of you deserve and attain to it.

I once saw on a notice board in a well known American Engineering College the following somewhat naive propositions:

"Every student in this College is a gentleman."

"Every gentleman in this College is a student."

And then followed as evidence of their earnestness of purpose and their directness of aim:

"Every student in the College

knows what he comes for and means to get it."

Well, I don't propose to put up such a notice in this school. I am something of a pessimist. I am not quite sure of my ground, and fear that I might be too rudely awakened to the fact that the propositions could not be maintained.

But it nevertheless lies with you to make of me the most cheerful of optimists by producing convincing evidence in your own acts and bearing, so that if anybody chose to make these statements dogmatically they would be the words of truth and soberness.

I would fain hope, however, that every student "knows what he comes for and means to get it." If that were only true, how easy would be the work of the teachers, and how great and satisfactory the progress of the students!

It is a pleasure to note upon the benches in front of me that there are there seated both young men and young women. It is a further gratification to observe that the women students are not less, and sometimes are more, zealous and conscientious than the men students, but the feature that commends itself most to me is, that if each sex rightly understands and uses its privileges and responsibilities the association of the one with the other in this school cannot but redound to the advantage of both. Here comes in what a famous woman novel writer has aptly called "the religion of self respect." See that it receives your loyal and constant homage.

Nothing but good can come of this association, if, as the director of a great American college once said to me with satisfied pride, "it makes the boys gentlemen and the girls ladies."

I will not disguise from myself or from you that, having regard to the

fact that many of you are not too well prepared for the serious studies upon which you are entering, you may find the work tedious, difficult, and often seemingly unfruitful. To discipline the mind is ever a hard task, and yet the training which comes of discipline, of the power of clear, cogent reasoning from well-founded premises to incontestable conclusions, is of more value than bushels of undigested and unrelated facts. What is it, then, you need, what is it you most lack?

I will venture to say it is the power of concentration. Demosthenes, the great Athenian orator, was once asked the secret of his art, and he replied:

"First, practice; second, practice; third, practice;" and I would say of the art of gaining knowledge, "First, concentrate; second, concentrate; third, concentrate."

I have lately been reading the story of a wonderful life, that of a girl, Helen Keller, of Massachusetts, born absolutely blind and deaf, the chief avenues to the mind all shut out, and yet, after infinite patience and toil, she has just graduated, at nineteen years of age, with much distinction, into the freshman class of the Radcliffe College of the great Harvard University, passing in advanced English, French, German, Latin and Greek, and in Mathematics. The story of this achievement is too long to tell here, but anything more inspiring or helpful I never read. How the idea of language was first got into her mind, how when this was accomplished every word was spelled by her clever, faithful teacher into her hand, how she gradually obtained the power to read, then to speak, whilst all the time remaining blind and deaf, and finally how she came to realize and take delight in the problems of geometry and mathematics,

and to appreciate the beauties of the great world literature, is one of those marvels too wonderful for understanding. But the point of it all is, and the lesson for you, that it was, as she herself says, by concentration of mind, the avoidance of all distracting circumstances, that the victory over seemingly unconquerable difficulties was won.

What kind of a spirit will you bring to your work and duties? In two or three years at most, the longer period all too short for the work that has to be done, you will have stepped into the world to win your way by strife. As you are equipped, as is your temper and conduct, so will be your success. Now is the seed time, then the harvest, and as you sow so you will reap. There is no escaping the sentence, the seed time is now, and it is yours. Will you work in the spirit of old Stradivarius, the fiddle-maker, whose violins to day will fetch £500 apiece, though they cost but three or four pounds two centuries ago, and who, in answer to a charge that he worked only for pelf, replied:

"Who draws a line and satisfies his soul,
Making it crooked where it should be straight?
An idiot with an oyster shell may draw
His lines along the sand, all wavering,
Fixing no point or pathway to a point,
An idiot one remove may choose his line,
Straggle and be content, but, God be praised,
Antonio Stradivari has an eye
That wincens at false work and loves the true,
With hand and arm that play upon the tool
As willingly as any singing bird
Sets him to sing his morning roundelay,
Because he likes to sing and likes the song."

If you work in such a spirit, being content with nothing less than the best, the best alone being good enough for you, then, however painful the road, success will come and with it joy and satisfaction. You will carry with you into your life's work a high ideal. It will be your aim to make everything of the best

in material and in workmanship, and though great wealth may not be yours, you will be content with the satisfaction that conscientious work brings, and with the competence that will not be denied to honest, painstaking effort.

Above all, avoid conceit; your best will be but little. Take to heart the words of that Père Didon, whom I quoted just now, "There is no surer way of not knowing anything at 40 than to know everything at 17."

And, as a final word to what, I hope, you will not have found too tedious, let it be remembered that we who administer the school have a deep, abiding interest in you. For good or evil you bear the school's repute in your hands to enhance or besmirch it. One indifferent or incapable student who leaves these walls and enters a manufactory or into business does more injury to the fair fame and the usefulness of the school than 20 good and capable students can do it service. Nothing

will be forgiven to the school. As a chain is as strong as its weakest link, so the school will often be judged by its worst students.

I will not believe that there is one amongst you who, at the threshold of his studies, does not mean to do his best. I will promise for all such every encouragement and the most sympathetic support on the part of every teacher and instructor. As I look back over the last 17 years of the history of the Technical School, I can recall with pleasure the names of many who have done well, and who are glad to recognize the service the school has rendered to them. And I now conclude by saying to you, that it is in your power to give an equal pleasure in the years to come to those who are now only too glad to serve you and to help you to enter upon the business of your lives, well equipped in brain and heart and hand to face the inevitable struggle which lies before the coming generation of Englishmen.

MODERN LANGUAGE TEXT BOOKS—A REPLY.

W. H. FRASER, B.A., UNIVERSITY OF TORONTO.

IN a contributed article on Modern Language Text Books, appearing in the November number of THE EDUCATIONAL MONTHLY, the High School French Grammar and Reader, of which I am joint author along with Professor Squair, is criticized with such animosity and misrepresentation that some reply seems to be called for. This is the more necessary, since the article in question (though itself unsigned) has received the support of editorial commendation, and is hence more likely to mislead.

In the fictitious account which your critic gives of the genesis of the

French book, some objectionable form of collusion is implied, as between the Education Department, the publishers, the Modern Language Association and the authors. To support this imputation, he states that a resolution demanding the change made, "viz., a fixed Grammar and Reader bound together in one book" was passed at the last session of the modern language section of the Ontario Educational Association. After indulging in a discreet amount of innuendo as to the character of the meeting and the motive of the mover of the alleged resolution, he states that the French Grammar and

Reader appeared about five months thereafter. He concludes thus: "That must have been a strong and urgent resolution, the Department must have been unusually susceptible to public opinion, such as it was, and those editors and publishers who then received the mandate must have been 'hustlers.'"

Now what is the fact? No such resolution as he describes was passed at the meeting of the Association in 1900, and the matter was not even discussed, nor indeed was any such resolution passed at any previous meeting. I think it necessary to give his imaginary account of what happened an explicit denial, because his alleged facts constitute the fundamental part of the article, in so far at least as malicious imputation is concerned. The intelligent reader will form his own opinion as to the recklessness of a writer who ventures to make a statement so utterly at variance with fact, and also as to the value of any conclusions resting on such a basis.

It is noteworthy that your critic singles out the French book alone for attack. He ignores the fact that this work is merely one out of five of a similar character. Was he not aware that a Greek book, two Latin books, a German book and a French book, all on essentially the same model, had been provided for, and that four out of these five are already in use in the schools? If he was aware of this, it was scarcely ingenuous on his part, to put it mildly, to ignore the actual situation. And yet the existence of five such books is of the very essence of the case, in fair argument. It confines him to the alternative either of admitting that the plan of these books is the result of a settled policy of the Senate and the Department in dealing with the foreign languages, or else it puts on him the burden of proving a

somewhat extensive, and I might add, somewhat improbable, conspiracy, between the Senate, the Department and the publishers. Professor Young, in his article, in the same number of the magazine, takes the former view, and discusses the policy temperately on its merits. I should like to ask your critic which alternative he is disposed, on further consideration, to accept.

The sweeping denunciation of the plan and execution of the book contained in the article I am naturally not disposed to accept without protest. It is hardly safe to deal with a working book, such as this is, on abstract theories resting on no firmer basis than the *ipse dixit* of the writer, who, I fear, is in this case, not even a modern language expert. The familiar adage that "the proof of the pudding is in the eating" applies with unusual force here, and I for one shall be quite satisfied to accept the verdict of my fellow-teachers, when they shall have used the book a reasonable time in their classes. It is well in this connection to explain, however, that the revision of the book is quite in accordance with the expressed wishes of the teachers in the High Schools. Curiously enough, some of the very features which your critic condemns most strongly, are those on the necessity of which the teachers have long been insisting. Especially as regards the adoption of easy fixed extracts for linguistic drill, I may remark that I have in my possession more than twenty letters from leading High School teachers, who almost unanimously approve this principle. As to the amount of exercises, I may add that for years the teachers have been urging the very increase which your critic with superior theoretic wisdom condemns.

I am sorry that the "absurd sys-

tem of hieroglyphic phonetics" does not meet with the approbation of your critic. It is sad to find in these days any person of liberal education, even though he be not a modern language expert, who appears to be ignorant of the purpose and application of a phonetic transcription in teaching pronunciation. He appears to be unaware that what he calls "hieroglyphics," and what is perchance such to him, is the system adopted by progressive modern language teachers the world over, and that there is practical unanimity among them as to its usefulness. Moreover, in the improvements introduced by the German, French, and English modern language reformers, such a system has from the first been recognized as fundamental. It is truly lamentable that one professing to criticize modern language methods should be found laboring under the delusion that French and English sounds are sufficiently identical to enable the teacher to inculcate the one by simple reference to the other without more ado.

Your critic's opinion as to the superiority of the elementary French books of Great Britain and the United States is emphatically expressed. One might reasonably infer from his comparisons that the High School French Grammar would have but little chance of approbation or adoption in either of these countries, and it will doubtless surprise him to learn that, since the publication of the book here, two

of the leading publishing houses of the United States have applied for permission to re-publish it.

I feel obliged to refer, in conclusion, to a somewhat personal matter. To enforce his condemnation of the French book, and to afford a plausible excuse for the shortcomings of the authors, your critic remarks: "The editors (*sic*) have not been accustomed to dealing with young pupils, evidently, or they would have avoided this mistake." I am sorry to take away any comfort which he may have derived from this theory, but in justice to myself I must state that it is incorrect. My experience in teaching elementary pupils extended over almost ten years, six of which were spent in teaching all grades of French in Upper Canada College, where the work was practically that of the High Schools. This is, I think, a sufficiently long experience to enable me to have some knowledge of the capacity and needs of young pupils. Professor Squair also served an apprenticeship of several years in elementary teaching, so that this argument, such as it is, may be considered as exploded.

I may add that my colleague in the authorship of the French Grammar, Professor Squair, who is equally responsible with me for the plan and execution of the work, approves of what I have here written by way of reply, and regrets with myself the misrepresentations which I have felt it my duty to correct.

Take time to breathe a morning prayer, asking God to use you for His glory during the day. Take time to read a few verses from God's Word each day.

Take time to be pleasant. A

bright smile and a pleasant word fall like sunbeams upon the hearts of those around us.

Take time to be thoughtful about the aged. Respect grey hairs, even if they crown the head of a beggar.

THE EDUCATIONAL SOLUTION OF RACE PROBLEMS.

BY THE REVEREND GEORGE C. LORIMER, D.D., BOSTON, MASS.

(Continued from last issue.)

Our friends on the other side of this contention seem to have no hope that even the slow method of education will ever elevate the yellow and black races to the high level of Saxon civilization. They bewail the failure of the efforts put forth in America to enlighten the negro, and argue that these have rather injured than improved him or his condition. If comparative failure were all that these critics mean, we would not feel as intensely as we do on this subject; for to-day, among the most thoughtful, the outcome of education in the case of the whites is not as satisfactory as could be desired. Goethe to Eckermann, in his time, complained of the inefficiency of much that passed for instruction in Germany. Froude has quite a philippic against the barren results of college training; and we have in the United States not a few who complain of the woeful defects of our public-school system. And now, that is within the last few years, the Emperor of Germany voices the existing discontent. Among other things he said: "The schools have done superhuman work; I consider that they give us too many learned men; they turn out more learning than is good for the nation at large, more than is good for the individuals. . . . Through this excess our country is now like a flooded field which can bear no further watering." And yet who is there who does not deplore his loss if he has not had the benefits of college training? Napoleon always regretted his lack of early training; and Meissonier, at the height of his success, felt that he could have done better had he been college bred;

and Abraham Lincoln, when asked some question involving accurate information, would say smilingly and yet with a sigh, "I am not a college man, ask Seward." With all defects, we are still proud of our educational system, and mean to adhere to it and improve it. But why should we be less tolerant in dealing with the education of the blacks than we are when reviewing the education of the whites? We should remember that multitudes of the latter fail to profit as they should by the means provided for their instruction; and that in the case of the former, if the numbers are greater, it should not be overlooked that, if Lessing, Leibnitz and Pascal are to be believed, there is an education of the race as well as of individuals, and that, as the African race has practically had no schooling until the end of the Civil War, we may credit its members with having done exceptionally well. Let all the facts be taken into consideration: The previous condition of servitude, the present home surroundings, in a majority of instances unfavorable to study, and the comparatively slim equipment of many of their teachers—and the outcome of the educational experiment, I am sure, more than justifies its continuance.

Nor is this favorable estimate merely born of a sentimental interest in the welfare of the colored races. General C. H. Grosvenor, member of Congress from Ohio, writes (*Forum*, August, 1900) more than corroborating my convictions. He says, referring to the colored people of America: "Take the whole country over, it has been a

world's wonder that they have sought after and have obtained such a degree of education as they are shown to have acquired." President Booker T. Washington, replying to Professor Straton in the *North American* (August, 1900), argues that "it is too soon to decide what effect general education will have upon the rank and file of the negro race, because the masses have not been educated, in the larger number of districts schools being rarely in session more than three months in the year;" but stoutly maintains that as far as it has gone its results have been encouraging. And speaking as an expert, he does not for a moment admit Professor Straton's wide-sweeping assertions regarding the increasing immorality, shiftlessness and decay of the negro population where the educational advantages are greatest. From three hundred replies to letters of enquiry addressed to southern representative whites, he gathered that, in their judgment, education had helped the race. And that is a home thrust where he states that "prostitution for gain is far more prevalent in the cities of Europe than among the colored people of our cities," and that in the record of crime "there are few instances where an educated black man has been charged with assaulting a white woman." He also calls to his aid statistics to show that the negro is not dying out, and is not as shiftless as he is represented as being. Of course a case may be made out full of discouragements, and one may feel warranted in reaching adverse conclusions. But in my opinion such conclusions are at present premature. Before the Civil War there were no reliable statistics preserved as to crime among negroes. Misdemeanors were usually punished by masters, sexual transgressions

were not always discouraged nor dealt with as very serious affairs, and usually the race was not regarded as exceptionally diligent and industrious. The disposition on the part of writers to paint the slave in ideal colors, as temperate, chaste, truthful and contented tends only to mislead, and has no real foundation in fact. Doubtless he was as good as his surroundings permitted; but he is much better, happier and stronger now. Compelled to look after himself, it is not singular that he should often be indifferent to sanitation and hygiene, and so increase the dangers of disease, as in the Middle Ages among the whites; nor is it strange that the new freedom should come to mean to many an opportunity for license and idleness, or that the cities, a new home for the colored man, should prove for a time a source of temptation to vice. Only let us not forget that the white man, not the black, made the city with its pitfalls and evils; and if stumbling in them is regarded as a mark of deterioration in the black, shall their creation be taken as a sign of elevation in the white? Moreover, the restricted sphere of activity available to trained artisans and scholars of the ostracized race may have something to do in producing some of the conditions which critics justly condemn. But what would you have? You shut the door in the face of skilled mechanics, and you admit reluctantly, if at all, to every profession except that of the clergy, because complexion and lineage are not as yours, and then you affect surprise that these debarred men and women are discontented, are unwilling to become day laborers, and perhaps fall into vicious courses. What would we do were the cases reversed? Would you submit to such treatment with philosophical meekness? If it did

not crush you, it would anger you. Ought we not, then, to make allowance for its crushing effect on the negro, and judge his shortcomings accordingly?

Though the criticisms we have examined cannot have impaired our confidence in the educational solution of race problems, they must have created the impression that enlightened measures, wise precautions and generous provisions are indispensable to success. And, if we acquaint ourselves with some of these necessary requirements, it will probably serve to establish our faith in the efficacy of the remedy we are defending. Thus it will go far toward disarming antagonism if pains are taken to show by vivid examples the fitness of education to elevate and civilize the so called inferior races. An instance of this power we have in the recent history of Japan, whose people have excited the admiration of the West by their remarkable progress. They have neither been emasculated nor demoralized by their contact with European institutions and learning. In science, in civil engineering, in military prowess and organization, and in civil administration they are beginning to take high rank. No opium is allowed in their territories, and youths are forbidden by law to use tobacco until they are twenty-one years of age. Efforts are now being made to have the one man and one-woman rule adopted in wedlock. The extremes of wealth and poverty are unknown among this people. They are temperate, and know very little of scandals such as are enacted in our police courts; and it occasionally they have more than one wife, they are both wives, and not something else. In commerce they are making rapid strides, though it is said that they are in danger of carrying their civili-

zation too far, in that they are indisposed, unlike the Chinese, to pay their debts. The latter drive a hard bargain, and are keen in trade, but they may be relied on to keep their promises. Formerly Japan was as isolated from the rest of the world as China; but fifty years of strenuous effort have thoroughly transformed her, and she is now regarded as the England of the East. Similar aptness to receive Western civilization is claimed for the Filipino children of Manilla by the superintendent of education in that city, Mr. G. P. Anderson. He says: "The Manilla native is not a savage; he appreciates civilization, and highly prizes good education. He wants his children to know English, and to obtain a good common school training."* Given fair conditions for progress, and the great archipelago may witness as wonderful a change as has taken place in Japan. And in America, in men like Booker T. Washington, we have evidence of unmistakable force that the negro is not necessarily inferior to the Japanese or the Tagalogs. It may be said that such men are exceptional and prove nothing as to the race. But will it be maintained, because the whites do not produce an annual crop of Shakespeares, Bacons and Gladstones, that the common stock is degenerate and incapable of development? No, these choice spirits are the very fruit and flower of the old tree, and indicate what the old tree can do. And, to me, educated and brilliant colored people are samples of race potentialities, and are the scattered prophecies of what shall be on a wider scale in coming years. These and other instances should not be lost sight of by the advocates of education. An ounce of demonstration is worth a pound of argument; and multitudes

* *Forum*, August, 1900, p. 208.

will be ready to second our endeavors, and we ourselves will work with more zeal and less misgiving, if we keep prominent the evidence that the educational method has passed beyond the experimental stage.

To this, permit me to add, if we are anxious to succeed, we must be careful not to press the point of race inferiority too far. When we hold in what pretty much amounts to contempt those whom we would enlighten, we naturally indispose them to receive our ministrations, and we are in danger of rendering only slovenly service. Sullenness on the one side and superciliousness on the other will render abortive the most commendable and promising enterprises. The race prejudices of the Saxon, whether English or American, are very strong; and he usually takes no pains to conceal them. If he is not cruel, he is domineering, dictatorial, and at times a trifle brutal. He is not liked by yellow and black skins. He is feared and flattered, but he is not liked. Even the blessings he confers do not reconcile the weaker tribes to his rule. It is said that Americans are distasteful to the people of Cuba and Porto Rico, even more so than were the Spaniards. And yet they are benefactors; but, unfortunately, they apparently have an offensive way of conferring benefactions and of making the recipients feel the favor they confer. Thus, while they are doing friendly acts they are making enemies. This overbearing and haughty sense of superiority which has made the English to be sincerely detested by various nations must necessarily impair the efficiency of educational endeavors. The feeling of He drickje Stoffels for Rembrandt was doubtless coarsely expressed, when she said to the elders of the Church who

were displeased with her relations to the painter: "I would rather go to hell with Rembrandt Harmens than play a harp in heaven, surrounded by such as you;" but, at the same time, considering the harshness of the Dutch inquisitors, it was not unnatural. And there are multitudes emerging from barbarism who would rather remain in the hell of ignorance than suffer the humiliation of being made to realize at every step their inferiority by those who would translate them to their heaven of knowledge. They, too, have sensibilities which may be outraged. The Saxon should lay this to heart. He is not ungenerous or unkind, but he is often thoughtless, and is not always considerate of others. He should remember that all the good qualities of human nature are not in his exclusive possession. The Latin and the Celt excel him in several particulars, and he could hardly have made his own civilization without borrowing from theirs. And in the far East the Hindu and the Chinese are not without their racial excellencies. He is undoubtedly more aggressive, inventive, and even creative, than the people of the East; but they are more meditative, more temperate and patient. The negro, also, is not destitute of native gifts and powers which may contribute by and by to the general advantage of mankind. These distinctions should not be overlooked or despised by the new dominant race. Its own superiority and supremacy are acknowledged. No necessity exists for it to prove its mastery. This is acknowledged. He is overlord, and his empire is not in danger. Let him, then, if he really desires to solve the problems we are confronting, be generously considerate of the weak, and never forget that they are human beings. As among the people of his own

blood, there are many who are inferior in mental and moral qualities, and yet are entitled to fair and gentle treatment; so among the millions of earth's inhabitants they who are least promising should be dealt with in the spirit of helpful tenderness and sympathetic brotherliness.

But, yet further, the educational solution demands that we do not forfeit the respect and confidence of those we would enlighten and civilize. If we talk of honor, chastity, purity, freedom, justice as being the crowning glory of our Christian intelligence, an intelligence fostered by our schools, and then ignore them in our ordinary dealings, it is reasonable to expect that our testimony will produce but a slight impression. Why should the heathen go to school only to learn what he knows already; and why should he be tolerant of our assumptions when he perceives that they do not prevent us from fastening vices on him for our selfish gain, or from violating solemn treaties when it suits our convenience, or from stealing his territory when we are minded to enlarge our trade? The colored man sees that superior intelligence is employed by the white to deprive him of his vote and to keep him from rising; is it to be counted surprising if he comes also to use education as a means to cheat and get ahead of others? Is he to be condemned if, in view of the past, he hesitates to commit himself to the training of the white man; or, if he does so, does so in the hope that the result will make him as shifty, wily and calculating as his teacher? Perhaps he is guilty for not discriminating; but in his position it is not easy to discriminate. In all of our great cities we have many shiftless white people, we have in temperate multitudes, and we have

criminals of every degree. There are crowds of colored people who fall into their evil ways, and let us admit, in proportion to the population, in greater numbers, and we do not make the allowance that we should for the force of example. But the ratio is no greater than we should expect; for, taking into consideration their opportunities and advantages, the whites are more inexcusable than the blacks. The excesses of both are to be denounced. No terms are harsh enough in which to express our reprobation of the black man's crimes against person and property; but no excuse should be sought for the mob violence of the white, whether in the East or South. What is specially needed to day is for the superior race to act in a superior way; and by its honorable dealings, by its magnanimity and by its own respect for law, and its determination that the negro shall not violate it either, to compel that esteem, reverence and confidence, without which the mission of education will be hopelessly embarrassed.

The broader application of the principle we are illustrating is suggested by current history in China. It is to be explained only by considering certain events which have shaken Chinese confidence in the European powers. Dr. James Legge relates a conversation he had in 1877 with Kwo Sung-Tao, Chinese ambassador to London. The question the gentlemen were discussing was whether England or China morally was the better of the two; and when the doctor answered "England," he was met by the inquiry: "You say that; then how is it that England insists on our taking her opium?" Well might such a query have startled Dr. Legge, for it reveals an anomaly in the annals of Christian England. But the history of this

outrage is only a sign of the policy adopted by European nations toward China during the last 25 years, and which has led up to the present murderous retaliation. Time was, according to Colquhoun, when foreigners were not unwelcome to the Chinese Empire. Marco Polo was well received, and even appointed to office, and the Jesuit missionaries were generously treated. A change, however, came over rulers and people, and the strongest aversion to strangers and aliens was studiously fostered. This was due at first to the fear they inspired in the governing dynasty, a fear justified by subsequent events; for on every possible occasion, and with every provocation the most exacting demands were made by the European powers. The ports on the Yangtze River were opened to trade as an indemnity for the murder of a British consul (1874). Other ports have been opened through diplomatic threats, and Germany and Russia have not hesitated for slight cause to demand territorial rights, so that the Chinese must be criminally blind if they failed to see that the so-called civilized world is intent on logically concluding a series of unjust usurpations by a final act of shameful spoliation. As Goret writes: "Rape, murder, and a constant appeal to force chiefly characterized the commencement of Europe's commercial intercourse with China," and these things have disgraced it even to this day. And the United States, by the violence inflicted years ago on Chinese within its borders, who were here under the protection of a solemn treaty, a treaty that was annulled to please the sandlot agitators of the Pacific slope, strengthened the intensity of hate existing in China toward foreigners. I am not saying that the interests of our country did not

demand a modification of the then existing treaty. But it ought to have been brought about in a different way, in a way consistent with national dignity, and not in a way to suggest that they who managed its abrogation were more anxious for party success than for national honor. It is the fault of many politician and statesmen that they do not take into their calculations, I do not say the retributive action of providence, for most of them believe themselves sufficiently quick-witted to provide against that, but the normal workings of that human nature which they profess to understand and to have mastered. History is full of instances where rulers and their advisers have trampled on their subjects and scorned their protests, imagining that in the end they would settle down quietly and submissively. But their fools' paradise has never been enduring. Human nature, whether Mongol or Caucasian, will bear just so much, and then despair inspires revenge, and we have the massacres of the German peasants' war, the bloody terror of the Revolution, and now the impotent and diabolical fury of the Chinese. Statesmen not intoxicated with admiration of their own genius, would, or should, have anticipated this outbreak. It is the product of blundering, vicious, selfish and rapacious conduct, as devoid of real statesmanship as of Christian honor. We sow the wind and we wonder we reap the whirlwind. Whether after the crisis is past, a crisis full of danger, we shall have learned the lesson, that if we would influence others we must act so as to preserve their respect and confidence, remains to be seen; but if we have not, we shall find both at home and abroad that the triumph of education will be retarded and fatally compromised.

If it is to be advanced there is another measure which must not be slighted. It is the alliance and affiance of education with religion. I am not favoring the subordination of the school to the Church, or the superintendence of the school by the Church; for my reading has satisfied me that where such relationship has existed it has often come to pass that the relationship has been substituted for the piety and morality which it was supposed to foster. This, perhaps, does not necessarily follow. But still it is a peril. Let Christian denominations found schools, and let individual Christians feel an interest in their management and share in the government, but the official control had better not be vested in church organizations as such. The day, however, has not come, and never will, for a divorce of the cultivated intellect from the Christian conscience. Professor Stratton complains of vicious tendencies among the educated negroes; and we have reason to complain that among the whites, also, there is much in the way of unrighteousness to be deplored. The white man may not fall into the same excesses as his black brother, but of that I am in doubt; still he is far from realizing in his conduct anything like the ethical conceptions of Jesus. The land is full of reports of his greed, his tricks of trade, and his disregard of sacred obligations, and there is an impression that something must be done to arrest the drift. Primarily the duty of stemming the tide rests with the Church, but of her ability to do so there are serious doubts. Her power over public morals does not seem to be very great, and her grip on the ethical life of the world does not appear to be very strong. I am sure, with the resources at her disposal, she is capable of doing

better work than she is doing. The schools and Colleges must hasten to co-operate with her. Without the religious spirit education will not solve race problems; for without it, education may foster intellectual pride, and fail to inculcate a just view of the rights of the weak, and may at least create only an aristocratic oligarchy of culture. If experts are to be credited, there are now good reasons for Colleges and Universities to labor more ardently than ever on behalf of spiritual progress. They have, of late, incurred the suspicion of a bias against evangelical faith, thus impairing the foundations of personal and social morals without being able to furnish other or better ones. I do not undertake to pronounce on the justice of this allegation. But I am persuaded that it is a matter of surpassing moment to the world that our schools should everywhere foster Christianity—historical, inspired, spiritual, broad, tolerant Christianity—if education is to achieve its best, and is to succeed in solving the problems of race and color.

Education what a word is this, how vast, comprehensive, and far reaching, so exhaustless in the variety and richness of its meaning, that through the centuries and at this hour in a thousand institutions of learning, thoughtful men have been striving to discover the terms of its definition. And this inquiry must continue; for so long as it halts, blunders are possible, and possibly it is these blunders that call forth criticism, and impair confidence in the power of education itself to co-ordinate and harmonize the races. It will not do to assume that we have sounded its depths and scaled its heights, and that it has no new unsuspected potentialities to be brought up from its deeps, and no fresh vistas and visions to be

discovered from its summits. Not until we know man more completely, man in the mystery of his higher nature, in the capacities of his thought and the resources of his feelings; not until we know him more thoroughly in the complexity of his physical being, and in the subtleties and solitudes of his spiritual essence, and not until we know him in his strange variety of race and blood, and, more than this, not until we know more scientifically how to relate him to the universe, seen and unseen, and how and by what fine instruments to quicken and call forth into activity all that is now latent in his soul, can we hope to fashion such a conception of education as will be commensurate with its grandeur and with the sublimity of the mission it is destined to accomplish. Until then we are merely stumbling along, not altogether sure of our ground, but doing our best, and thankful that it is no worse. Our relative failures, however, are not due to the weakness and insufficiency of the method relied on, but to the crude and narrow ideas of its nature and scope, and to the comparatively coarse and immature means and appliances at our disposal. Nevertheless, we must not be discouraged. As critics and reformers have suggested no other, and certainly no better, substitute for the solution of race problems than education, and merely assail and disparage our only hope, let us press forward and strive, and still strive, to relieve it from defects and perfect its facilities and instruments. This is the duty of the present hour. Education to be effective in compassing the end we have been considering, must be intellectual, spiritual, scientific, technical, practical, and cosmopolitan. It must make the man master of himself, of his mind, passions, will, and, humanly

speaking, master of his world-destiny. But, in addition it must train him out of his localisms and provincialisms, out of his race and creed prejudices, must teach him to discern in every human being a brother, and open his eyes to see that his heritage is the entire earth and the universe as well. Measures and provisions calculated to promote and secure such an education as this may well occupy the thought of our most cultured men, and may well appeal to the generosity and affluence of our most sagacious and philanthropic citizens; and in proportion as they are furnished and adopted will race problems become a memory of the sad and savage past, and the way be cleared for the final triumph of the highest, and the only true, civilization.

In this noble work we have a right to expect the great Universities to lead. It is just here that they find their opportunity in modern life to be true to the traditions of their earlier history. We pointed out at the beginning of this discussion that from Athens to Oxford they had potently and directly influenced national development. They must not fail society now. It is for them, assuming the proud name "University," to be universal in their spirit and scope. They must not be content to exist for themselves alone. Not only ought they to perfect education in its ideals, aims and methods, they ought also to train, equip, and inspire men and women to go forth to the ends of the earth as its missionaries. Fair Harvard in bringing Cuban teachers to its summer schools has set a notable example of what the institutions of higher learning can do for the advancement of enlightenment beyond the boundaries of our own country. Perhaps the next enterprise should

be inaugurated by the University of Chicago, and should consist in the dispatch of an adequate body of professors to Manila for the purpose of instructing the instructors of youth. This would certainly be a species of "affiliation" worthy its highest ambition, and would be a form of "benevolent assimilation" acceptable to both political camps. Never let us forget that in eastern lands, not excepting China, there is at present a wide and open door in viting teachers from our western world. The demand for books and other appliances for the spread of knowledge has increased wonderfully of late in Asia, and the opportunity for efficient service at home was never greater. What we need is an effective company of heroic missionary teachers, men and women who as ardently believe in the power of education as the older missionaries believed, and yet believe, in the power of evangelism. These should be raised up and sent forth, as Wycliffe sent out his preaching friars, by our great Universities, that they may advance the cause of education in those regions on this continent where as yet it has not been established, and

beyond our borders to those distant lands where its blessings are yet unknown. And if they shall accept this responsibility, and in the spirit of that expansion which has so charmed our American people of late shall fulfill its manifest requirements, then to them shall belong the honor of solving those race problems which have been the despair of publicists and philanthropists for centuries. But if they shall count it a small thing and visionary—well, at least, I shall have delivered my message and have spoken as the Christ would have spoken on behalf of the despised and ostracised; and should these be my last words in this imperial city, and before this imperial seat of learning, it will ever be my consolation that they were devoted, as I trust my last words on earth may be, to that great cause of human brotherhood for which Christ died, and whose triumph in the future no present race antagonisms and class prejudices can hope to defeat: for

"Is it a dream?

Not, but the lack of it the dream,
And failing it, life's love and wealth a dream,
And all the world a dream."

—*The University Record, Chicago.*

UNIVERSITY QUESTION.

GRADUATE.

THE "University Question," briefly outlined in your last issue, has since then been making further developments. Queen's, the principal actor, has taken a step, or rather several steps, in advance towards the final stage of its development. The attitude of Toronto University, to judge from recent utterances of some prominent graduates, still seems one of expectant hostility

The steps taken by Queen's are, as nearly as can be learned, as follows:

The Board of Trustees, at its annual meeting last April discussed the advisability of nationalizing the University and placing it under a more representative board of trustees, and of governing the Theological Faculty by a special board appointed by the General Assembly.

The subject came up before the

General Assembly at its annual meeting last summer in connection with the usual report of the authorities of Queen's University. The Assembly last summer expressed itself as "gratified by the proposal to have the Theological Faculty under the care of a special board appointed by the Assembly; and added that it "would approve of any well considered change in the constitution of the University which would still further increase its usefulness by making the body of trustees more completely representative of the undenominational character of the work which it is at present doing." A committee was also appointed to aid the committee of the trustees in arriving at a final conclusion.

In the month of October last the city of Kingston, the seat of Queen's University, voted on its own initiative, and by an enormous majority, the sum of \$50,000 to the University, to be expended on building additional class room and laboratory accommodation, necessitated by the large increase in the attendance of students during recent years. This act was, as already noted, spontaneous, and took place when Queen's was still, nominally at least, a Pre-byterian and denominational institution. This, in a city, the seat of a Roman Catholic archbishopric, and of an Anglican bishopric as well as a stronghold of Methodism, would seem to show that Queen's, even under its old constitution, was not considered, by those in a position to judge, either sectarian or inefficient. Coupled with this grant from the city was a pledge from the University authorities to expend \$35,000 of University funds in the erection of further accommodation for the School of Practical Science.

At the beginning of November a convention was held in Kingston,

consisting of the Board of Trustees and of all others interested in Queen's University "to consider the proposed changes in the charter which were submitted by the trustees to the last General Assembly." It was unanimously resolved that Queen's University should be undenominational; that the Faculty of Theology should be under the management of a board distinct from the governing board of the University; that the matriculation student as well as the graduates and benefactors should be part of the corporation and represented on the Governing Board; that the graduates respectively should be represented on the board to an extent not exceeding one third each, by election or co-option; and that the city of Kingston be represented and that provision be made for representing the government of the province.

Details, appertaining to these resolutions or incident to the constitutional changes contemplated, were left over for discussion at a joint meeting of the trustees and the Assembly's committee, who are to report on their conclusions for further consideration at the annual meeting of the University Council next spring.

This is the present position of the "University Question" as far as Queen's is concerned. It is a position largely, if not entirely, the result of circumstances and the natural outcome of the University's expansion.

The Theological Faculty from being, it may be said, the entire University, is now but a small fraction of it, while several Arts and Science departments that did not even exist fifteen or twenty years ago, are now among the most flourishing of the University. At its commencement the staff were entirely, and the students largely,

if not entirely Presbyterians. Now, while among the instructors and students, (apart from those in Theology). Presbyterians may be in the majority, Methodists, Anglicans, Roman Catholics, Baptists, Congregationalists and others are represented

It was therefore thought that if the University were to rise equal to the occasion and meet the demands made upon her, she should adopt a new constitution adapted to actual conditions. This has been done

The University has a respectable endowment of her own, which along with fees and other sources of revenue produces for all purposes an annual income of about \$45,000. The greater part of this is devoted to the Arts and Science Faculties of the University. Some important departments are, however, still undermanned. Under the new regime this want will be still more felt. To supply it or at least to help supply it, it seems to be the intention to ask the Ontario Government for financial aid

It has already been said that the part likely to be played by Toronto University in this "University Question" will be hostility and opposition to Queen's. The object of this hostility and opposition is to prevent Queen's from obtaining State aid. This was voiced by the learned President of University College in his Commencement Day address. He characterized a request by Queen's to the provincial government for aid, as an "aggression" on Toronto University to be resisted by all friends of this institution. Toronto he added is the child of the province and as such is alone entitled to the support of the parent.

The friends of Queen's answer that the child has been long enough supported by the parent, and that it

ought now to be self supporting. Queen's they claim, is really in everything except in receiving support, as much the child of the country as Toronto. Queen's educates the young people of the country as well as Toronto or any of the affiliated colleges. She educates not only for private life, but also for the professions, including the teaching profession which is directly controlled by the State. In this profession alone it is claimed, and doubtless on reliable authority, that Queen's has in the last ten years proportionately outstripped Toronto. About ten years ago there were scarcely a dozen graduates or undergraduates of Queen's in the High Schools. Now about 20 per cent. of the total number of teachers in the High Schools and Collegiate Institutes of the province received their non-professional training at Queen's. Toronto can lay claim to the majority, but not to all of the remaining 80 per cent. And her new constitution will further increase her efficiency and the scope of her work

If, then, Toronto is still to receive provincial aid, in addition to her already large revenue, the friends of Queen's claim a proportionate share of it for the work done by Queen's in the higher education of the country

The friends and alumni of Queen's who have also been her benefactors and supporters, constitute no inconsiderable proportion of the electors of the province that contribute to the revenue of Toronto. This is an additional reason, they claim why the State should help support their institution, which, also according to them, is the institution of the State in as far as it does the work of the State

But in advancing their claim on these grounds, they wish it to be

understood that they do not meditate any aggression on the revenue now devoted to educational purposes in connection with the University of Toronto. They do not wish to interfere with the legitimate requirements of Toronto University.

As a friend and graduate of Toronto University, we regret that President Loudon, a gentleman otherwise noted for moderation, tact and judgment, should have allowed himself to make use of the terms which he did in his Commencement address. To suppose as Dr Loudon did, that any responsible, representative body would vote away the people's money without retaining any control over its disposal seems to display a lack of knowledge of one of the fundamental principles of free institutions. In any case it was an unnecessary anticipation for the Board of Trustees of Queen's have, as already said, provided for such a contingency.

Mr. S. Blake, Q. C., in a recent address before the Students' Union of Toronto, spoke along the same lines when he designated Queen's as a denominational University, and added that all other denominational Universities would have as good a right to State aid as Queen's

Mr. Blake's argument would theoretically be correct to a certain extent at least, if his premise were correct. Queen's was to all intents and purposes no longer a denominational University when Mr. Blake spoke. Even if such were the case he would only be right if the State aid given were proportionate to the private revenues, to the strength of the respective staffs and to the numbers of graduates and undergraduates of the institutions demanding it. But Queen's intends to claim State aid as an undenominational University. If the other denominational Universities choose to follow in the wake of Queen's there is nothing to prevent them, but then, as just stated, aid would have to be proportionate and the recipients subject to some control. Friends of Queen's could not well make any objections, and no reasonable man should.

The whole question, then, seems to resolve itself into this: Shall existing conditions (apart from Church control) remain and then shall the State give financial aid according to the services received and exercise control over the expenditure of this aid in proportion to the amount given?

A writer in the *New York Observer* has this to say of family life in England:

Nothing impresses an American more in England than the contentment of the middle and upper classes with their home life, the entire absence of the craving, so ever present in America, for publicity, and the conservative character and tone of all amusements. Of course, London and the large cities of the kingdom have the characteristics of all cosmopolitan places, but the small towns and the countryside are a homeland, a garden enclosed, a region of privacy and family life,

which neither desires nor allows public intrusion. Its beauties are for a chosen circle, and its pleasures are of that simple and family character which have no sympathy with crowds and noise and popular demonstrations. This is why England is so restful to an American visitor, especially if he is so fortunate as to have friends in the Mother Country who are outside of diplomatic and fashionable life. Those who know only London and its fashionable life, or the public side of English character, can have little idea of the peace and healthful influence of a great part of English living.

EDITORIAL NOTES.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Though sitting girl 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 intercesses of all.

Compliments of the Season.

Wake me to-night, my mother dear,
That I may hear
The Christmas Bells, so soft and clear,
To high and low glad tidings tell,
How God the Father loved us well ;
How God the Eternal Son
Came to undo what we had done.

—John Kemble.

APRIL number, 1891, specially wanted.

THE TEACHER'S LIFE — One of the most unaccountable things to laymen is, Why do teachers say that they have hard work? Other laborers, at least work, eight hours a day and in many trades and callings ten hours of the twenty-four. Teachers generally work in the school room five hours a day. But our point is that no teacher can do his work by being five hours in school. To do his work even in decent form he will be in his room before 9 a.m. and he cannot slip out immediately at 4 p.m. So that even the slave of eye service, must be more than five hours at his post. Says the manual laborer, "You are then 5½ hours in your class-room and I ten in mine, and moreover you have from six to eight weeks holidays in the year." The business man says: "You deal with children, innocent children ready to listen to you, to obey, and to do their best in the ordinary work of the school. We are dealing with men only too ready to take advantage of us, to make profit for themselves at our loss," then he adds

significantly, 'you are sure of your salary, you are not troubled about money, while we are exposed to failure at any time.' This is the reasoning the teacher generally hears.

All this may be true, and in very many cases is true, and yet the fact remains that teachers are care-worn, are constantly in need of enjoyment and recuperation. No class of workers in the community are so constantly under the pressure of emptying themselves of nervous, vital energy as the teachers in our High and Public Schools.

There is no escape from the law, work consumes energy.

The strain is ever present in the school room, the teacher has to bear it, of imparting knowledge to to children, many of whom do not wish to learn and at the same time keep good order. Many scholars are a school because they must. How to instruct the class and hold the non-worker from interfering with the others is the task laid upon the teacher. Gentle reader, do you wonder at the fact that the teacher looks care-worn.

That expression on the face of the teacher of many years is the natural result of one will controlling for

years the wills of many eager, earnest pupils set on doing right and of pupils set on doing forbidden things or of pupils not acting at all.

This is the great demand on the teacher; this it is that demands the vacation every year.

Those who have no experience in teaching cannot realize how much watchfulness and steady determination is necessary to secure fair work from an average school. A person must be some years a teacher before he becomes conscious himself how much vital force he is spending.

No analogy exists in any other sphere of labor, unless it be the case of a preacher when he is speaking to an unsympathetic congregation.

The man of business must at times put on his hat and run out, or he must spare a day more or less to see about his business but the teacher remains, day in day out in the same building; there is no break in the inevitable strain; it is a part of his burden but it wears.

Since the expenditure of nervous energy on the part of the faithful teacher is inevitable, let us consider the question of restoring it as rapidly as possible.

After the dismissal of school at three or four o'clock the teacher is not fitted for any further work until supper or dinner, whichever he may happen to have in the evening. Some teachers unwisely stay after school hours in the school building correcting exercises. The wisest thing to do is to leave the school building as soon as you conveniently can. Very much of the teacher's efficiency depends on the use made by the worker in our schools, of the two or three hours now at his disposal. The teacher's work pulls him down, he is likely to be more or less unhinged, perhaps disappointed by

lack of expected success, worry on account of disobedience or unexpected listlessness. One thing is imperative to revive the lost elasticity of spirit, and that is, that the teacher during these hours should divest himself as far as possible of all school queries and worries. He cannot hope to think judiciously on these recent school affairs while in his present condition. To recover lost power and poise of mind is his first quest. To secure this the teacher, if at all possible, must be in the open air.

All studies are profitable to the teacher, every acquisition from book or field can be made use of by the thoughtful instructor.

Therefore, in order to withdraw the mind from the irritating and worrying perplexities of the passing day let the teacher make a choice of some branch of learning as a specialty.

The plants which grow in the neighborhood, the streams in your section of the country, their action on the land, etc. (physiography): the industries in your town or city, their beginnings in Canada and elsewhere. In this way, gradually, most interesting information can be collected to the advantage of the worker and to all within his influence. Do not forget to keep the time from school closing till supper time free for outdoor amusement. A good walk into the country, a game of tennis with an agreeable companion is a pleasant change and tells favorably on body and spirit.

All human knowledge should be put under contribution, and for wholesome work must be by the teacher if he aims at the highest for his pupils.

How to use the evening by the teacher is an important consideration and what adds to its peril is that teaching in an ordinary school

involves much of routine work. It is easy to fossilize while teaching; you teach just so much year by year. Do not keep your mind constantly on the subjects you teach, but always on your scholars. They are always new; they are continually showing freshness, and the teacher moving with them never becomes old. This it is which keeps the teacher who can count many years in his school-life, hopeful and young. The teacher must always be a student. And it is well if his reading in the evenings is not too much allied to his school studies. Engage in study that will keep the mind alert.

The teacher who would do the best for his school must live a social life, the questions which meet him in the management of schools and classes are very largely social questions. Therefore every gain he makes in social intercourse will be an addition to his task of dealing with pupils. For many reasons, therefore, the master of the school, whether in country or in city, should be on friendly terms with, at least, the community in which the school is situated.

This brief sketch contemplates that the daytime not spent in school is divided into three parts: From school to supper, amusement; evenings, to society and literary work; mornings, an hour and a half for school preparation.

NORMAL SCHOOL, LONDON.

At the Teachers' Convention, touching the professional training of teachers there was unanimity among speakers as to the advisability or necessity of extending the length of the term of the Normal and Model Schools. The reform was impracticable in the Normal Schools while the number of applications was so greatly in excess of the capacity

that admission could be offered only after a year or eighteen months' waiting. At the Ontario Educational Convention three or four years ago the Minister of Education announced the intention of the Government to build another Normal School. It had been as good as promised to London, so when the present member for that city, Col. F. B. Leys, was elected he told the Government that the promise must be executed without delay. In 1898 a site was selected and a contract for a handsome modern building was given to Mr. John Purdon.

Work was begun in the fall of 1898 and although it went on without any serious interruption it was not got sufficiently advanced to permit the occupation of the building by students until February of this year. Even then only two classrooms were finished but the students assembled and lectures began while the remaining rooms were pushed on to completion.

The grounds occupy a half-block. The building faces on Elmwood avenue along which the Electric Street Railway runs and the site extends from Marley Place to Worthey Road. The front of the edifice contains four large rooms each capable of accommodating 100 students. The two second story rooms are the regular lecture rooms; the west one on the lower side is equipped for science lectures and the eastern one is the reading and study room and will contain the library when that necessary adjunct is provided. The beautiful and capacious assembly hall extends rearward from the middle of the main part. The building is heated by steam on the direct radiation system with automatic control and except ventilation the equipment from the respective points of view of the plumber, electrician and sani-

tarian are of first class quality and strictly modern. The imposing appearance of the building is heightened by a fine tower rising 80 feet or more over the main entrance and offering an observatory that commands a view of the city and the valley of the Thames for several miles beyond the city's limits

One of the London Public Schools, a twelve-roomed building, known as the *Simcoe Street School*, is used for Model School purposes. This school was the joint Model School for the county and city for several years so that the staff entered on the duties connected with the new Normal with the valuable experience gained in the years of successful Model School work.

Staff: F. W. Merchant, M A, Principal; Jno Dearman, Vice President; Miss McKenzie, Kindergarten Directress; F K Davidson, Day Master; Sergt. Copeman, Drill; F. Evans, Music Master.

SCHOOL TRUSTEES.

The management of schools in Boston has lately got into an undesirable condition. The weakness appeared unmistakably when the question of reappointments came up before the "School Committee," *i.e.* the School Board. The reappointments of the experienced and capable superintendent of schools and one of its esteemed and faithful supervisors were held in abeyance, thus endangering their appointments. The valuable services of these two tried servants of the city were retained only by the electors of Boston taking most active steps to defeat the designs of the schemers.

The result of this contest is that the members of the Board are being passed by the electors of Boston in review. The conclusions arrived at

are, (1) that the members are largely part zan politicians, (2) that they are inferior to the trustees that Boston use to have in charge of her schools and who made the commonwealth of Massachusetts the model state in school affairs for the whole country (3) An agitation now vigorously conducted to diminish the number of trustees, (now 24) and also secure the appointment of better members, with regard to school board, it is claimed:

"If properly performed, the duties of the school committees are inferior to none in the service of the commonwealth. Instead of being an unimportant officer, a member of a school committee holds the life of a community in his hands. He wields the mightiest instrument ever forged by the fates for promoting the welfare or insuring the degradation of a people, the education of the children."

"Is this an office for an inferior person? Are such powers insignificant! The committees, it is true, do not act upon the children directly, but it is the captain who guides the ship and not the helmsman under his orders; and it is the men who select the books that the children study who instruct the children, and it is the men who choose the teachers who really do the teaching."

In the indictment of the trustee we find this "count," that instead of looking carefully at the qualifications of an applicant as teacher he is measured according to his political "pull," to the permanent injury of the scholars, and of course to the loss of the whole community.

Along with other public spirited men we find President Elliott, of Harvard University, most active in the discussion, urgently pressing on the city the absolute necessity of electing capable, intelligent and hon-

orable men and women to take the charge of the Common Schools.

The women voters are called upon specially to exercise their influence and voting power at the crisis as they did in 1888 when they polled a vote of 19,000! And that is not their whole voting strength. It is claimed that the women can do this most happily; for not being qualified to vote in the general elections of the great political parties, they belong to no political party and can therefore offend neither by their rescuing the schools from the "machine" of party politics. The discussion in the city of Boston is an object lesson for all Canada.

IN MEMORIAM—PROFESSOR MAX
MULLER

We record with deep regret the death of Professor Max Muller, which took place on Sunday at his residence, Norham Gardens, Oxford, from disease of the liver.

Frederick Max Muller, son of Wilhelm Muller, a poet well known in his day, was born at Dessau on December 6, 1823 and received his early education in the school of that town and subsequently at Leipzig and Berlin, where he graduated in 1843.

He came to England in 1846, and on the advice of Baron Bunsen he remained here, the East India Company helping him in some of his early publications. In 1848 he settled at Oxford where the first volume of the "Rig-Veda" was published.

At Oxford he held successively the posts of Taylorian Professor of Modern Languages and Curator of the Bodleian, until, in 1868, there was specially created for him the chair of Comparative Philology at Corpus, which he soon made one of

the most important in the University.

In 1873, at the request of Dean Stanley, he delivered a lecture in the nave of Westminster Abbey on the "Religions of the World." which at the time caused great excitement, and in 1878 he delivered in the Chapter House of Westminster a course of lectures on "The Origin and Growth of Religion as Illustrated by the Religion of India."

Of the great object of his life he gave some interesting particulars in 1875, when resigning the Taylorian Chair to a deputy: "I shall," he wrote, "at the end of this academic year have served the University for exactly twenty-five years. I have just finished the work of my life, the *editio princeps* of the text and commentary of the oldest of sacred books of the Brahmans, the oldest book of the Aryan world. This first brought me, in 1846, to England, where alone I could have found all the manuscripts necessary for that undertaking, and where I afterwards obtained, through the liberality of the Indian Government, the pecuniary means required for publishing the largest Sanskrit text ever published in Europe. It was in order to be able to stay in England to superintend the printing of this work that I accepted the duties of a professor in your University; and if I tell you that, in addition to my professional duties, I have had to print at your University press what would amount to a volume of about 600 pages, octavo, of pure Sanskrit, in every one of the last twenty-five years, you will, perhaps, be less surprised that I begin to long for some rest."

Though he lived so long in England, he was to the end a German in modes of thought and in intellectual sympathy. Professor Max Muller wrote an autobiographical

work under the title of "Auld Lang Syne," on which he was engaged at the time of his death.

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The Dominion election, 1900, is now an event of the past. It is a matter of satisfaction that the people conducted the contest so orderly. There was no lack of energy and earnestness and excitement. Still there was quietness and good humor. No doubt there were reprehensible things said, and perhaps more reprehensible things done. We must all remember that we are a nation of many races, nationalities and creeds. We must rise, (if we are really to be a nation) above provincialism. Canada is from the Atlantic to the Pacific, and from the great lakes to the North Pole. As a people we must be enlightened and tolerant. Otherwise, we perish. A new and regrettable feature we noticed in the Province of Quebec—bringing the Colleges into politics. Attacks were made on French-speaking public men who have sent their sons to be educated at what are called "English and Protestant" Colleges. As far as we know this is a new feature and cannot be of advantage to a good cause.

If we are not mistaken, Sir Wilfrid Laurier, and Mr. Justin Girouard, are graduates, among others of McGill University. In the medical profession also there are many, as we all know, French-speaking members of high standing who have studied in the same school of learning and are the better for doing so.

It would be a serious loss to the young men in the province of Quebec seeking to qualify themselves for the professions or the final University of life, if any ignorant cry should prevent their attendance at an institution such as

McGill University, so admirably equipped for the work of sending young men well prepared into the pursuits of daily life.

A morning, early in June, the writer, returning from attendance at College, in 1857, travelling on foot towards Erin village, saw ahead of him a man walking leisurely in the same direction. The road at this place passes through a low lying land; the ground soft, nourishing



ALEX. N. K. MCLAUGHLIN, born in Johnstone, Renfrewshire, Scotland, August 12, 1818, came to Canada 1840. Died at Orangeville, Ontario, March 20, 1896. Author of *Lyrics*, 1858; *The Emigrant and Other Poems*, 1861; *Poems and Songs*, 1888. His *Complete Poems, with Memoir*, published May, 1900.

the beautiful, small cedar, so graceful, fragrant and pleasing to the eye. The earth looked young, and was inspiring that early June morning. The earth was responding to the call of spring; plants and flowers were evidence of the joyous answer. The trees clapped their hands and proclaimed this is the leafy month of June. The sky was bright; the blue-bird was enjoying the free air, bright sky and freedom from intruders, excepting such solitary wanderers as the stranger in front and I, was under the necessity of giving vent

to his delicate and pleasing notes, to the no small enjoyment of the wayfarers.

In a short while, the stranger was overtaken, and we entered into conversation on the usual standard subjects — the day, the weather, the beauty of the season and prospect. Then the old, old questions, who are you? and whence do you come? followed in due course. Thus as companions, we occupied pleasantly some three miles' travel together, till we reached Erin village, where he stopped and I continued my journey. I did not then know who Alexander McLachlan was. But this has been a possession of mine since that June day: The "bold-heach" face of my companion, (the expression on it that day showed that McLachlan was in high regions, where the spirit sees visions, and dreams) are more than his courteous manner, his simple speech realized His *tout ensemble* impressed the writer in such a way that it has been to him a helpful and gracious memory.

He carries very little sail,
 Makes very little show,
 But gains the haven without fail,
 Whatever winds may blow,
 His is a nature true as steel,
 Where many virtues blend;
 A head to think, a heart to feel,
 A soul to comprehend.

I love to look upon his face,
 What'er be his decree—
 An honour to the human race,
 The king of men, is he.

—*The Anglo-Saxon, Alexander McLachlan*

The poetical works of Alexander McLachlan have been collected and published by William Briggs, Wesley Building, Toronto

What boots it to the readers of this brief note about my spring companion in the fresh woods of "Erin" what my opinion is in respect of the quality of his verses?

My opinion is of a certain kind;

yours, most likely, will be different, and yet each of us have profit and pleasure in our reading of McLachlan's sweet lines. Teachers, buy the book, read and enjoy; on fitting occasions lead your pupils to do the same, and in after years the thoughtful of them will praise you.

— — —
 An important life insurance appointment is announced in the election of Mr. William Porter to the office of Comptroller of the Mutual Reserve Fund Life Association. This is an example of the sure preference that rewards conscientious effort in the insurance business. Seven years ago Mr Porter entered the Home office of the Association in a clerical capacity. His ability and energy presently carried him to a more responsible position. Further promotions attended his zeal in the interests of the company, culminating this week in his election by the Board of Directors to a position on the Executive staff of the Association.

— — —
 The students in attendance at the Normal School have bound themselves not to accept situations as teachers at a lower salary than \$300 per annum"—*Elova*.

In many countries the government fixes a minimum salary for the teachers, according to the grade of certificate of qualification which the teacher holds

No third class certificates are now issued in Ontario; therefore the teachers referred to in the above item of news must hold second class certificates of qualification. The minimum salary they name is \$300 a year. Is it any wonder that young men of even fair average ability avoid teaching or leave it as soon as possible? Will the Education Department do anything for educa

tion in respect to this view of it? It has seemed to us, owing to the very close relation between the Government and the teacher, that it is due to the teacher that the Government should not force the profession of teaching into trade unionism.

THE CANADA EDUCATIONAL MONTHLY wishes all success, in the matter of a fair salary, to the teacher every where.

This wish has in view the best interests of the country.

Last July, after thirty one years of faithful and efficient service, J.

B. Calkin, M.A., resigned his position as principal of the Normal School at Truro. His successor is David Soloan, B.A., who entered upon his new duties on the 17th of October.

Mr. Soloan is a Nova Scotian and graduate of Dalhousie University, Halifax; has had ten years experience in teaching; he spent some months in Germany and France studying the educational systems and work of these two countries. We wish Mr. Soloan much success in conducting the Normal School at Truro, Nova Scotia

CURRENT EVENTS.

PROPOSED INTRODUCTION OF THE BIBLE INTO THE NATIONAL SCHOOLS OF THE ARGENTINE REPUBLIC.

Congratulatory address presented to the Government and the official reply.

BYOND all question, one of the greatest ideas brought forward since the constitution of the Argentine people as a free nation, is that suggested and advocated by the Minister of Justice and Public Instruction, Dr. Osvaldo Magnasco, in his message to Congress which accompanied the project of Educational Reform, dated 5th June, 1899. The Minister has received many letters of congratulation from England, the United States and Canada, and quite a number of leading papers and reviews have warmly commended the statements contained in this Message, and have praised the action of the Minister.

In Buenos Ayres, a special address has been drawn up and presented to the Minister—signed by many leading capitalists, bankers, merchants, the clergy of the English, American and German churches, agents of the American Bible Society and the British and Foreign Bible Society, and other prominent gentle-

men of various nationalities, including some Argentines of eminence.

The address bears in all between three and four hundred signatures, and is neatly bound in morocco, with an illuminated dedication, and was presented in January of this year.

The following is a correct translation of the address, and of the official letter from the Minister replying to the same:

Buenos Ayres, 31st Dec., 1899.
To His Excellency

The Minister of Justice and Public Instruction,

Dr. Osvaldo Magnasco.

SIR,—We desire most respectfully to offer to the Executive a word of warm congratulation and applause.

Believing that we thus fulfil a duty which we owe to the people and to the National Government of this great republic—a duty laid upon us by our living interest in, and earnest desire for, the progress and welfare of the Argentine institutions—we come to give expression to our sentiments of gratitude for the noble and lofty ideas contained in the Message of the Executive, addressed to the Honorable Congress, and dated the 5th of June of the present

year. We would make special reference to the following paragraphs from that Message :

" But this foremost position should be shared by the religious element, and with the fullest sincerity ; and in order not to stifle the suggestions of one of its strongest educational convictions, the Executive must make this declaration. Nothing can better fortify human virtues than a religious sentiment well constituted and directed ; and this must be so when the greatest nations of the world offer as the first line of their programme of studies this essential factor in the education of their generations. The ignorant credulity of the present times can never produce either individual or civic austerity.

" The Executive is very far from pretending to advocate a system of odious and exclusive preferences. incompatible with the declarations of our Constitution, and much less to practice the monstrosity of the imposition of particular dogmas ; for it is evident that this would be as serious an evil as is the wild scepticism to which our scholars and students have been carelessly and blindly abandoned. The Executive is unable, for reasons which will be easily understood, to introduce innovations in this direction, and therefore confines itself to the expression of an earnest desire for the advent of an epoch in which—imitating England and Germany—the unprejudiced reading of the Bible shall constitute one of the most delightful and edifying occupations of our Public Schools "

For many of the signers of this address the Argentine Republic is our adopted country, to others it is our native land ; but we wish to manifest unanimously our profound conviction that the paragraphs from this noble message, quoted above point out the cause of nearly all the

great evils of the present, and indicate also the only efficient remedy.

The great Book of the Ages—the Holy Bible—contains the secret of the true strength and greatness of nations. Its truths emancipate the conscience, illuminate the intellect, fortify and ennoble the spirit. This peerless Book—in a modern and accurate translation into Spanish from the original Hebrew and Greek—ought to be in the hands of all our Argentine children. This is the only weapon with which to conquer the " wild scepticism " pointed out by the Executive, and with which to vanquish all error, superstition, and ignorance in morality and religion.

May we therefore be permitted to unite our hopes and wishes with those of the Executive for the advent in the near future " of an epoch in which—imitating England and Germany—the unprejudiced reading of the Bible shall constitute one of the most delightful and edifying occupations of our Public Schools "

Righteousness exalteth a nation but sin is a reproach to any people.

Sincerely desiring to support and stimulate as far as may be possible the noble intention of the Executive we beseech Your Excellency, to accept this our respectful congratulation.

We have the honor to salute Your Excellency, and praying that God may spare you for many years ; we subscribe ourselves your obedient servants.

Official Reply to the Above.

Ministry of Justice and Public Instruction.

BUENOS AYRES, Aug. 20, 1900.

To the Rev. William C Morris,
Calle Uriarte, 2572, Palermo.

STR.—I have read with satisfaction the address in which you, to—

gether with other influential members of the foreign community, kindly tender to the Executive the applause with which the idea—suggested in the plan of Educational Reform—of introducing the reading of the Bible into the Public National Schools, has been received.

His Excellency the President of the Republic, and also the writer, appreciate in all its value, and are deeply grateful for, your spontaneous manifestation, and are convinced that the projected measure is of positive value from the standpoint of the moral education of our youth.

Availing myself of this opportunity, I have the pleasure of tendering to you and to all the gentlemen referred to, the assurance of my kind and most grateful regards.

(Signed). OSVALDO MAGNASCO.

Many true friends of the Argentine people will hail with delight this movement towards the intellectual and religious emancipation, and the moral uplifting of the youth of this great country. It is the first time in the history of this or any South American republic, that an Executive has had the wisdom and the courage to advocate such an important measure.

Everything possible should be done to support and encourage the Minister in this upward but difficult undertaking.

WILLIAM C. MORRIS.

Sept. 14, 1900.

OUR JUVENILE CRIMINALS.

THE most indifferent citizen has surely at times serious thoughts about the welfare of the people among whom he or she lives, and there are very few men or women who do not at times view with some misgiving the juvenile prece-

city of the rising generation. The patriotic citizen does not merely shout at a demonstration or wear a loyal button, on his breast. He does even more practical work than either of these, for he bears his share of citizenship, casts his ballot at all elections, refuses to be led, by the nose by any party makes up his own mind on public questions, and finally he so lives and labors, whatever his position in life may be, that some one is the better for his life. The great difficulty, however, in every country, is to get the community as a whole to consider the training of the young, and yet this is the most vital question of the day. The children around us to-day are growing into the men and women of tomorrow, and what they are the country will be. We seemed to have passed into a period when children are expected to be and to act, so far as parents and communities are concerned, as men and women. The result of this unnatural state of affairs is indeed serious. It is not merely that many boys and girls are liable to become criminal, but that immorality of a grosser nature even is not unknown among our youth. The records of our morality department, the experience of doctors, and the sorrowful stories of too many parents, all tell the same story. We are impelled to speak plainly of these things, because in our opinion it is absolutely necessary that every lover of Canada should face these moral cancers, and know what dangers to the welfare of our country lie in this treatment of our boys and girls. Frequently our judges at the criminal courts have referred to the subject and warned the community of the dangers there are ahead of us if we fail to take steps to root out the evils referred to. It is not legislation which we require to meet

the evils, but home regulation. The crying need of the day is for fathers and mothers who will guard the children God gave them as carefully as they should guard each other's honor. Every mother should know her children's hearts, and should so live herself that her very purity will be as a wail of fire around her boys and girls. The father who loves his children will have his boys grow up not merely as his sons, but as his comrades, and his every word and act, will be such as to win and retain the confidence and esteem of the boys and the love of the girls. There are no safer hands for boys and girls to be in than their own parents; but alas, too often the parents are neglectful and indifferent, paying little heed to the company their children keep, and not awaking to the danger until a catastrophe occurs. If the Church of Christ would more faithfully fulfil the functions Christ meant it to fulfil the parents of Canada would be fathers and mothers in Israel, and the companions of our boys and girls would be found among the children of the best, the most manly and the most womanly Christians. To us it is a terrible thing to see one boy or girl depart from the path of virtue and righteousness. Every juvenile criminal and every juvenile offender, against the laws of morality has been led astray or allowed to drift into evil by the action or neglect of his or her parents or neighbors. Whoever has to answer for the wrong-doing of our boys and girls will at the day of reckoning have to face and answer a serious indictment. Young Canada must be saved from crime and vice. If some parents neglect their duty the community at large must assume the neglected duties. The future of our country depends on the training of the young in the way they should go.—*O. Sentinel.*

THE National Council of Women held their annual meeting in Victoria during July. On the afternoon of the 23rd the Teachers' Conference found assembled members of the profession from far-off Prince Edward Island, the intervening provinces, the Territories and the United States. The question of salary was discussed, the West and the United States compensating much more liberally, and giving equal pay to women doing the same work as men, the Government in British Columbia determining the salaries, thus taking a perplexing burden from their local trustees. The teachers in that province are pleased with that mode of payment. There are no Normal Schools in our most western province.

Some time was spent talking over superannuation, but the most exciting discussion was on the subject of a Uniform Certificate for the Dominion.

The following resolutions were passed, after the fears of the West that there might be an exodus from the East were somewhat allayed:

1. Resolved, that there be an Inter-Provincial Committee on Education.

2. The committee to be composed of the following members of the teaching profession: President, Miss Agnes Deans Cameron, Victoria, B.C.; secretary, Miss Lilian C. Harrington, 405 Jarvis street, Toronto, Ont.; Prince Edward Island, Miss Sara Harris, Charlottetown; New Brunswick, Miss Ella Thorne, Fredericton; Nova Scotia, Miss Murray, Halifax; Quebec, Miss Angus, West Mount Academy, Montreal; Ontario, Miss Meston, Hamilton; Manitoba, Miss Murray, Brandon; The Territories, Miss Kyle, Indian Head; British Columbia, Miss Spears, Victoria.

3. Resolved, that each representative bring before her province the

idea of a national committee of teachers to be elected at the provincial conventions; also a discussion on a Uniform Standard of Examinations for Teachers, and that each representative communicate with the secretary, Miss L Harrington, of 405 Jarvis street, Toronto, Ont.

THE CIGARETTE CURSE.

WHAT MEDICAL EXPERTS HAVE TO SAY.

AN eminent Sydney doctor observed a few days ago, "I am one of those who believe cigarette smoking by boys stunts their growth. It is a passion which saps vitality, and for which they will pay a severe penalty sooner or later." And there are many tangible reasons for a determined crusade against the pernicious habit. While diving into medical works on the subject, the opinion of a venerable Oriental who smokes seventy or eighty cigarettes per diem was noticed. Quoth this votary of the weed, "Always use a cigarette-holder, and in it place a tiny plug of cotton wool, soaked with lemon-juice, changing it with each cigarette." This advice may apply to the reposeful occupant of an Eastern bazaar, but not to a bustling city man. We do not press the point, save as a recognition by inveterate smokers of the necessity of taking precautions against the poisons lurking in the cigarette. This is a generation which yields no time nor patience to ring frequent changes with the fruit juice. Accordingly the solution must be sought elsewhere, and by way of legislation.

Visitors to the city comment freely on the number of boys in the streets puffing cigarettes, punctuating their conversation with that fascinating pastime of self-poisoners known as the "draw back." In

ninety-nine cases out of one hundred boys involuntarily drop into this habit. Medical science has only one verdict, and it is fraught with grave issues. The effects vary according to individual stamina. On the Continent, as in England, laws against smoking are strictly enforced in schools. It is *apropos* to refer to the class which is always before the public eye—the boys of the streets. And they are a mere soiled and tattered fringe of their distinct social fabric—the swift fore-runners of an army of wan and pallid youths. Some infest in a motley array the labyrinth of petty city streets and lanes. There is little happiness, and only a few passions, in their lives. Money reaches them by vagrant courses, and a "smoke" is about the first consideration, and one of their "sorrowful joys." When in low water, their spoils are the "bumpers" or "ends" of the pavements; their exhortation is "Got a match, mister?" The appeals come from pinched, unhealthy scraps, from five years and so on to dwarfed manhood. Drifting or struggling, according to the fortunes of war, they are pale, drawn, hungry and careless. The past a sordid reflection, the present a scramble for a meal and a smoke, the future a temporal vacuity—no illuminating glimmer of ambition. Give such a street arab his cigarette, and, stunted and hoarse, one of the most enervated types of degeneracy, his wits will carry him precariously through a brief and bitter life.

There is plenty of proof to be seen any day in confirmation of the medical conclusion that continued devotion to the cigarette is followed by nervousness, exhaustion, listlessness—both mental and physical fatigue. One authority says: "In a moderate use of tobacco I see no harm, except it may be in youth." Doctors

often disagree, but on the subject of boys and cigarettes they are unanimous in their condemnation. The numerous anti-tobacco societies of Great Britain furnish very impressive data to show that the habitual use of the cigarette, "especially in the young," produces symptoms of anæmia, palpitation, intermittent pulse and other evidences of heart affections, and interferes with the circulation. The disease of the vision amblyopia is admittedly one of their results. But in an age when scientists find virulent germs in anything and everything, well-developed men need not trouble any more than they falter at the prospect of tea and coffee poisoning. The vast aggregate discovers in reasonable smoking an exhilaration and charm which does something to bring about that peace which all men crave. Hence the universality of smoking. But here we refer only to men. The crucial point is that it should be rejected until the constitution has acquired the stability of manhood. With boys whose systems are in course of development the effect must necessarily be deleterious. Research, indeed, discloses that there are actual bodily changes. The young smokers look older and physiologically speaking, their tissues are actually older, and have deteriorated at an abnormal rate. Sajon's "Annual" records the statement of Dr. Coombes (Louisville), "that the use of cigarettes is particularly injurious, because of the almost universal practice of inhaling the smoke and expiring it through the nose, thus exciting general irritation and inflammation of the respiratory passages."

Athletes admit that cigarettes result in wakefulness and shortness of breath. Altogether the craze loses its alluring tints on investigation. In a work now on sale—"Mad

Humanity," by Dr. L. Forbes Winslow, lecturer on insanity at Charing Cross Hospital—the author stigmatises the cigarette as "one of the curses of the age." He refers to the well-known experiment of a leech dropping dead upon the sip of a cigarette-smoker's blood, and draws a distasteful picture of enervation, hypocondriasis, dwarfish development, tendency to consumption, "suffering lives and early deaths." One death immediately due to the cigarette was that of a boy aged 11 years, who had smoked a dozen or more cigarettes daily for 10 months. It is well attested that early smoking often leads to a craving for liquor. Dr. Ross, M.L.A., who has introduced the Juvenile Smoking Bill into the New South Wales Parliament, writes, "Juvenile smoking, particularly cigarettes, affects the stomach, liver, brain, heart, kidneys and nervous system, leading often to congestion of the lungs; it interferes with the growth and with the development of a sound mind and a healthy constitution." Schoolmasters testify to the clogging effect of cigarette-smoking on boys engaged in study. At the annual conference this year of the Lancashire and Cheshire branch of the British Medical Association, Dr. J. Hilton Thompson demonstrated the presence of carbonic oxide gas in tobacco smoke, and declared that when inhaled from cigarettes it had the same injurious effect on the system as choke-damp in collieries. The fatal result to mice is as popularly known as the leech experiment. In June last, at a public meeting at Sheffield, medical reports laid stress on the prevalency of juvenile smoking, and an appeal was made to young men, as they valued health of body, clearness of intellect, and strength of moral purpose to abstain from the cigarette.

To the observer of national life the cigarette craze in Australia is an indication of ephemeral character, which, if not remedied by firm authority, will eventually stultify the race morally, mental and physically.—*Australian Star*.

MANUAL TRAINING—QUEBEC.

In the Province of Quebec Manual Training Schools in connection with the Macdonald Fund were opened in September last at Knowlton (Brome), and Waterloo (Shelford). Another is to be opened after the Christmas vacation at Bedford (Missisquoi).

A room has been specially prepared and equipped at the Academy in each of these places. The room at Knowlton accommodates 22 pupils, that at Waterloo 15, while the one at Bedford will accommodate 20.

All the young men and boys of the Academy and Model grades attend, and those boys of the Elementary School who are over nine years of age.

Opportunity has been afforded for addresses on Manual Training at a number of Teachers' Institutes, and teachers and members of the public present have shown a ready appreciation of the educational value of the work, and expressed strong approval of its introduction.

—*Lindley H Bennett, Supt. P. Q.*

The Provincial Secretary has asked Dr. J. G. Hodgins, of Toronto, and Prof Mills, of the Agricultural College, Guelph, to investigate the charges made in a pamphlet written by Mr. W. A. Radcliffe, of Port Hope, and in a memorandum sent to the head of the department by Mr. A. W. Beale, of Peterboro', reflecting upon the management of the Ontario Institution for the Blind, Brantford. Mr. Radcliffe and

Mr. Beale have been notified that an investigation has been granted, and that it will commence at Brantford on 27th inst. The department will pay the travelling expenses of the pupils mentioned by these gentlemen as being witnesses, necessary to substantiate their allegations. The two commissioners will report the result of their investigation to the department at an early date, together with such suggestions for the improvement of the curriculum as they may feel called upon to make. Dr. Chamberlain, Inspector of Charities and Prisons, is associated with Dr. Hodgins and Prof. Mills in the enquiry.

Morrin College, Quebec, has decided not to close its doors but to provide a course for day and evening classes in classics, modern languages, English language and literature, mathematics and elocution. The instruction provided will be in advance of that given in High Schools and Academies, and under such accomplished scholars and teachers as Rev. Dr. Macrae, Dr. Wm. Crocket and others of the staff, excellent work in the higher education should be accomplished.

The following schools have held their Annual Commencement during last month:

Collegiate Institute, Guelph;
Jamieson Avenue Coll. Institute, Toronto;

Harbord st. Coll. Inst., Toronto;
High School, Arthur.

It is gratifying to notice the increased interest taken by the public in their Secondary Schools.

D. D. P. McLeod, Chief Superintendent of Education, P. E. Island, it is reported, intends resigning his position to engage in business at Sydney, Cape Breton.

CORRESPONDENCE.

To the Editor of the C. E. M.

To much that Professor Young and your other contributor say regarding the new French Grammar and Reader I can cheerfully subscribe. I agree that the editors have done their work well; that the new Grammar is a great improvement on the old one, which was a serviceable book in its time; that the publishers, as is usual in Ontario, have produced an indifferent book mechanically; and that it would have been better to keep Grammar and Reader separate. Would it not yet be possible to have the elementary part and the Reader published separately for those who wish them in that form?

I wish, however, to take exception to two statements. Firstly, I believe it will be a distinct advantage to have a portion of our language texts stable for a term of years. Part of the work, at least, will be done with a thoroughness that is impossible in most schools under present conditions. It will facilitate making prose passages a basis for instruction in grammar

and composition. Teachers are not precluded from making their own exercises, but some teachers, whose time is limited, will have good and varied exercises at their command. Then there will still be the movable text, on which the teacher who fears getting into a rut may pay his ingenuity.

Secondly, the modern language section did not, last Easter, or for several years back, pass the resolution referred to by your anonymous contributor: he may satisfy himself on that point by referring to the published minutes. Therefore the inuendo based upon his assumption was uncalled for. Some years ago, I believe, certain members of the section expressed a desire to have a new Primary Grammar combined with a Reader, or to have the examination questions in grammar and composition based on a limited portion of the old Reader; and it is, I feel sure, in response to such demands that the present book has been prepared. I have no brief for the authors either.

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 BOOKS AND MAGAZINES.

A Modern English Grammar, by Huber George Buchler, English Master in Hotchkiss School: Published by George N. Morang & Company, limited. The subject of English Grammar is presented as far as possible by the inductive method; the author begins with the sentences, then gradually enters upon the consideration of the different parts of speech. The author, who prides himself upon omitting every useless distinction or definition, has done his work well. The firm of George N. Morang &

Company is worthy of special commendation in its laudable attempt of showing the people of Ontario what kind of text books can be produced by private effort.

“The Art of Study”: A manual for teachers and students of the science and art of teaching, by Prof. B. A. Hinsdale of the University of Michigan, American Book Company, New York. This is one of the latest and best books on this too little understood art, and one well worthy

the attention of every teacher and real student. Professor Hinsdale's conclusion that the teacher is merely the medium by which the pupil is brought into contact with the thing to be learned is one that commends itself to every truly thoughtful mind. The real teacher is the one who understands how to teach the pupil to learn for himself. This every teacher may learn how to do from this little manual, $5\frac{1}{2} \times 7\frac{1}{2} \times \frac{3}{4}$, 260 pages.

W. J. Gage & Co., of Toronto, have published within the last month or so "The Gateless Barrier," by Lucas Malet, "Robert Orange," by "John Oliver Hobbes," and "The Footsteps of a Throne," by Max Pemberton. "The Gateless Barrier" is an unusual essay in the realm of the unseen; it is, however, an unusual success. None but an ambitious writer would have chosen a heroine whose charms have all the perils of immateriality with which to contend, but the lady does not need to complain of her author's treatment. Agnes is a most interesting heroine. "Robert Orange" is the sequel to "A School for Saints," a political novel in the manner of Disraeli, which was published some years ago, and excited a great deal of interest at the time of its appearance. "Robert Orange" is supposed to be a slight falling off from "A School for Saints," but the author's work gives evidence of as much research, sheer cleverness and invention as would suffice for a half-dozen novels of the slighter kind. "The Footsteps of a Throne" is one of the entertaining stories of love and excitement which Mr. Pemberton's public have learned to expect from him. The scene of the novel is laid in Russia, which gives not so much an excuse for local color as for the need of a hero in order to

extricate the heroine from her difficulties.

Messrs. William Briggs have lately secured the Canadian copyright of a number of books by highly popular writers—writers who, fortunately, at the same time deserve their popularity. Among these may be mentioned "Quisanté," by Anthony Hope, and "The Isle of Unrest," by Henry Seton Merriman. "Quisanté" is a political novel, a class of fiction that is particularly suited to Mr. Hope's literary style. It has been stated by some of the English papers that a study of the absorbing personality of Mr. Joseph Chamberlain is to be found in "Quisanté." "The Isle of Unrest" is the name by which Mr. Merriman distinguishes Corsica. The swift action and tragical complications in which Mr. Merriman delights may be easily found in the history of Corsica. Mr. Merriman has not yet ceased to explain the general characteristics of women, even in the smallest manifestations. But he always does it in such a sincere and interesting way that no one should mind. Mr. Merriman has a high standard in his work, and he does not suffer popularity to overthrow it.

The November *Lippincott* has for its complete novel a story called "Madame Noel," by George H. Picard. The scene of the story is an Acadian one. The story itself is quiet, romantic in atmosphere and charming. The last of Stephen Crane's battle papers is published in this number. "The Storming of Burkersdorf Heights," where Frederick the Great overcame the Austrians, is the subject chosen. The *New Lippincott* is to be congratulated on securing the work of such writers as Mrs. Wharton, one of whose stories, "The Line of Least Resistance" appears in the November number.

"Penelope's Irish Experiences," by Kate Douglas Wiggin, are all that the greatest admirer of Penelope in England and Scotland could have wished. There is a new character introduced, a maiden called Benella, who has great possibilities. Readers of the *Atlantic*, in which this work of the writer is appearing, may promise themselves rare entertainment. The November number contains also a charming account of Edward Fitzgerald by Bradford Torrey.

The November number of the *Cosmopolitan* has a striking table of contents. "The Way That He Took" is a continued South African story by Rudyard Kipling. Mr. A. G. Wells begins one of his most characteristic serials, "The First Men in the Moon," which illustrates fully the extraordinary scientific imagination of the writer. Mr. S. R. Crockett contributes a short story called "The Last of the Smugglers," chiefly remarkable for its in-consequence; and Mr. Morgan Robertson has as vivid and startling a sea story as has ever been written, called "A Fall From Grace."

One of Mr. Henry James' most remarkable stories appears in the November *Scribner's*. "The Tone of Time," it is scarcely necessary to say, is a masterly study in human nature. "The Tartar Who Was Not Caught" is the title of a capital short story by Richard Wilsted. Mrs. Rebecca Harding Davis contributes an agreeable reminiscence of famous people under the heading "A Little Gossip"; and "Tommy and Grizel" attains its conclusion.

Students of any art, pictorial or otherwise, seldom are given better advice than is contained in a skilful criticism by Walter Shaw Sparrow

of the work of Ralph Peacock which appears in the October number of *The Studio*. "It is not his fretful habit to waste time by striving to make more progress in one piece of work than he can reasonably expect to attain in it. The surest way to fail is to endeavor to succeed too well."

The announcement of *The Sunday School Times* for 1901 contains much that is interesting. Dr. Babcock, who succeeded Dr. Henry Van Dyke in the Brick Presbyterian Church, New York, is to contribute a series of papers called "Little Pictures of Life's Great Truths." Dr. Babcock's church is a living illustration of the effect of a minister whose mind strives to be in constant communion with his Master.

"The Decay of the Chaperon," by Lady Juene, an article that appeared originally in the *Fortnightly Review*, is one of the chief attractions of *The Living Age* for November 10.

The following publications have been received:

J. M. Dent & Co., London—
Molière's *Le Bourgeois Gentilhomme*, with notes by Frederic Spencer.

Moffatt & Paige, London—
Macaulay's *Essay on Milton*, with notes by Thomas Page.

B. F. Johnson Publishing Co., Richmond, Va.—
Physical Culture, by B. F. Johnson.

At The University Press, Cambridge—

The Elements of Hydrostatics, by S. L. Loney.

Fifteen Studies in Bookkeeping, by Walter W. Snailum.