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A PLEA FOR THE STUDY OF THE TEACHER.

By H. G. WELLS.

There has grown up, during the present century, a really very respectable literature, at last, upon the child, and how to educate the child. It would even appear that some of the most earnest teachers read this literature, and that the knowledge of educational conditions and method is slowly and steadily increasing. Pestalozzi's resolution, to "psychologize" education, has had its effect, and the study of the thing we cultivate has begun in earnest. No one—in an educational paper, at least—need plead with educationalists for the psychology of the child. But the question of the psychology of the teacher is in an altogether different position; for it is not at all clear in educational literature that such a study is needed. Yet it is, we contend, and most urgently.

One finds that, in the books of pedagogic literature, the gentle reader is more or less overtly assumed to be "one of us," and there is a polite tendency on the part of the author to avoid personality. Your methods, my dear friend, are bad, even very bad, your ideas are rudimentary or wrong, but you yourself, he hints, are Better Nature, pure and simple, and needing only the light. The adoption of this tone enables us to read him in an easy chair, and without any great searchings of

heart. He convicts us of mistakes, plentifully enough, but of limitations—never. "To-morrow we will alter our procedure, and all will be well."

Teachers who read books on pedagogics, and others too, who have caught it from them, understand now pretty clearly what is meant by the comparison of the pupil's mind to a plant. We have in the pupil not an inert thing, but a centre of forces; we have something obeying certain inexorable laws of development, which we can stand outside of and affect, but into which we can introduce no new motive influence. We are dealing with growth, a matter as much beyond our immediate control as creation; we may plant, we may water, but the increase is not in our decision. And, consequently, our success is proportionate to the adjustment of our teaching to the intrinsic constitution of our pupil. We know now the import of that childish restlessness that the old type of schoolmaster identified with original sin. Inattention is now, by a veritable revolution of opinion, not a crime of the child's, but a verdict. In fact, all educational matters have, in theory at least, been brought to the test of the child's psychology, and appraised by its laws. And the teacher has been forgotten.

Every advance in our knowledge of educational laws has made a greater demand upon the teacher. In the first place, upon his character: the need of patience and self-restraint has been enormously increased by our wiser views of discipline. In the good old rough-and-ready days, a schoolmaster might "give himself away" half-a-dozen times a day and recover the position with the cane. But now he must needs be watchful, dexterous, introspective, planning his praise and blame and manipulating the minds under him with the skill of a Jesuit, while at the same time, preserving a contagious cheerful openness that must defy youthful scrutiny—a difficult combination. And then, upon his intellect; how thorough is the preparation of lessons in the theory of the educationalist compared with those given—let us say, in the distant past! The fertility of illustration, the richness of the iridescent side-lights of the New Teacher, need only be compared with the lessons we grown-up people actually suffered, to realize the difference. And then, finally, one must consider the huge requirements of "preparation" and "correction" now made upon him—or her. The conscientious examination and correction of exercises, the skilful utilization of errors, in such a subject as English composition, for instance, involves not only a powerful intellect, and taste enough for a minor poet, but a colossal, a superhuman

conscience. When we think of all these things that a modern teacher *must* have, and in the literature of education is politely assumed always to have, our self-respect grows like Jonah's gourd. While we are eating the apple of knowledge we become like gods.

But the real teacher is not like this. I speak not in the spirit of Mephistopheles, but of Mrs. Betsy Prig. On earth, such serenity with such subtilty, such avoidance of all but righteous anger, such impartiality, such innocent and æsthetic intellectuality, as the theoretical teacher needs, is not to be obtained. Perhaps some members of the Brotherhood of the Common Life, perhaps some odd exceptional Jansenite or Jesuit, has clambered as near as earthly gravitation admits to this celestial dream. But it is a great obstacle, a great gulf, as it were, between the school of the theorist and this everyday world in which we would realize his doctrine.

It is possible to misinterpret the agricultural comparison of teaching. People forget that in agriculture we not only study the needs of the plants we grow, but the nature of the things we bring to bear upon them. We investigate, for example, the properties and peculiarities of soils, and the origin and idiosyncrasies of various manures. And we find in the nature of agricultural appliances and stimulants as rigorous a set of possibilities and limitations as we do in the intrinsic conditions of the growth and prosperity of the things cultivated. Wheat may grow with exceptional luxuriance on certain old battlefields, or in certain alluvial valleys, between narrow limits of latitude, or on virgin soil, but an agricultural writer who quietly assumed these conditions, and indulged in incidental humorous allusions to those who cultivate it elsewhere, would be subverting practical necessities to an ideal—in itself an excellent thing—rather too unreservedly. Before educational science can be completely recognized as a branch of technical education, the laws of the mind that plays upon the mind of the child—the limitations and necessities of the average teacher—must be exhaustively formulated, and the demands of the educational writer corrected after the process.

The mind brought to bear upon the mind of the child is anything but divinely comprehensive. The economic conditions of teaching render it probable that, in ninety-nine cases out of a hundred, this mind will not be even exceptionally powerful. At the most, the taste for teaching, and the desire to honorably earn a salary, are only two among many other impulses of the human heart. As young men and maidens—

so many of our teachers answer to that description—grow into men and women, their thoughts go out of themselves, and not altogether into their teaching. Since the schoolmasters of a civilized country must, on the most obvious economical considerations, be necessarily numerous, and in receipt of an average salary not greatly in excess of the average wages of the citizens, it is apparent that these limitations of average intelligence and moral fallibility are not merely transitory circumstances of this age, but permanent considerations in the educational problem. The whole tenor of educational reform, for a hundred years or more, has been the substitution of a sane acceptance of the actual facts of a child's being for an absurd and pedantic idea. Is there not some necessity for a smaller but parallel movement in respect to our ideas of the teacher? The claim of the child to ample air, to play, to patient guidance and to tolerant encouragement, to sweetness and light in its surroundings, is abundantly, almost redundantly, asserted. But that education must necessarily be a mere beginning, and even then half a failure, unless the teacher has leisure, athletic relaxations, the refreshments of music and leisurely social intercourse, and freedom from the avoidable anxieties of life; and, in the case of assistant teachers and employed headmasters and mistresses, social recognition and confidence is by no means so keenly insisted upon, and, in the practice of too many schools, it is quite evidently not understood.

In fine, the nexus of all mental existence is compromise, and it is submitted that, in their devotion to the child's needs and to educational ideals, pedagogic writers are too often impracticably uncompromising and ignore the fact that the teacher is, after all, like the child, of fallible clay, a bundle of instincts and desires, of small power and finite horizon—a consideration which would profoundly modify very many of their prescriptions.

THE DOWNWARD PATH.

In some of our communities, especially in the northern parts of our Province, the boys seem to have too much authority, and while the villagers complain and the local editor threatens, so far no remedy has been provided to prevent the rowdiness that trains itself at the street corners of too many of our villages. The teacher not infrequently comes in for a share of the blame that such a state of affairs should exist, but until his efforts in the school are sustained by the activity of the constable in the streets, there is not much chance of an improvement.

The humorist, Robert J. Burdette, under the title of "Little Way Down Street" has portrayed the traps which lie in wait for the boy who is allowed out at nights, by the indulgent parent, and it has been suggested to place his sketch in the hands of teachers who happen to be labouring in a community where such temptations tend to counteract his influence. Elsewhere it has been issued as a Morning Exercise Help, and as such it is reproduced here:—

My boy, you came in rather late last night, and when your mother asked where you were, you said: "Down street." Then she wanted to know where about down the street, and you said: "Oh, just a little ways."

Now I don't think you meant to lie to your mother; whenever a boy comes home late at night and is afraid or ashamed to tell just where he has been and what he has been doing, I know as well as he does, and his mother knows, and everybody who knows anything about boys, knows that he has been down street.

But more than that, my boy. I know that he has been a long way down street, a long, long way. Have you a map of your route last evening? No! well, never mind; sit down here and we'll make a map in a minute and see how far a boy travels when he leaves home after supper, and goes just down street a little way, and does not get back till ten o'clock.

Here is your home, this bright little spot like a star on the map. The sweetest, purest, safest place this side of heaven; where from father to baby, they love you better than all the rest of the people in the big, wide world.

Now from here, the streets all have a down grade, when you sneak out after dark. See how far you are from respectability when you reach this corner where you loafed—eh? Well, I'll say loitered if you prefer it, last night. Here are the fellows you were with. Sweet gang for your father's son to loiter with, isn't it? It's a long way from your respectable home, from your father's friends and your mother's guests to this corner down street, now isn't it?

Then, look on the map, my boy, see how far it is from manliness and decency. Two ladies hurried past, friends of your mother. Thank heaven they did not see you, for you slunk back into a dark doorway, feeling like the sneak that you were. As they passed by one of the loafers shouted after them an insulting remark. Your cheeks burned in the dark at that. Did not your home and sisters seem a thousand miles away, just then?

See, too, how far you were from purity. Some of the boys told some stories; do you think you could repeat them to your sisters? Don't you wish now in the pure light of the morning that you could forget them forever? Don't you know that your mind will never again be as pure as it was before you went "just a little way down street" last night? While you were listening to those stories, punctuated with oaths, the dear ones at home gathered in the sitting room, your father opened a book and read. They knelt and commended themselves to the keeping of the Heavenly Father, tenderly remembering their boy who was "a little way down street." Then the lights went out, and only a loving mother waited anxiously and sleeplessly for her boy. It was more than ten million miles away from the sweet old chapter that your father read, down to those stories you heard, my boy. And what a steep grade all the way! And it was a long, long way from truth. When you evaded your mother's question the lie in your false heart looked guiltily out of your eyes, as it rose to your cowardly lips. Just see where you were; you, ordinarily a brave, manly, truthful boy, turned into a liar and a coward! You would fight, I know, if any boy called you such names, but just tell yourself the truth; don't lie to yourself. Were not you ashamed to tell your mother where you were? Yes, well, does not that make you a sneak? And were not you afraid to tell your father? Yes, well what does that make you? And did you tell the honest truth when your mother asked where you were? No, well what are you then? And let me tell you that the "half truth" and "half lie" you told her is like all half-breeds; it has all the worst traits of the vilest race, and none of the virtues of the best.

But you say, a boy does not have to go with toughs and riff-raff; there are some mighty nice boys go down street at night. My boy, I know it; there are some mighty nice boys go out of nights, but they are not so nice when they come back.

You can't select your company on the street, the corner is free to everybody. There is no safe corner for you after night, except the chimney corner. And when you leave that and spend your evenings where you can give no account of yourself save the bald statement that you were "just down street a little ways," we know with pain and sorrow that our boy has locked up in his mind shameful guilty things, he dare not tell at home. Keep off the street after night, my boy. Other people will think better of you, and what is far more important, you will think better of yourself.

Editorial Notes and Comments.

The graded school in our towns and villages is now an accomplished fact, and when we contemplate the enterprise of the School Commissioners in erecting convenient structures wherein the graded school may be seen to advantage, we have some reason for congratulating the Province of Quebec on the progress that has been made in improving the schools that have charge of secondary education. There is, however, no standstill-point in the progress of education, and it is with no inclination to find fault, but rather with the desire to encourage our teachers that we quote the following words of a principal of the widest experience in the supervision of academy work, in the best of our graded schools.

The most general defect, as he says, especially among our graded schools, is that which comes from a loose faculty organization. Teachers are like soldiers; they may act together under one leadership as one man, or they may act each for himself, scattering their energies with meagre results. Too many of our schools have no unity in the faculty; the principal has but little influence with his teachers, and seldom or never has teachers' meetings for discussion of school or class work. In some cases the principal has no skill as superintendent, and is only a high school teacher; in some cases the board of commissioners does not encourage him to supervise lower grades, and we have seen cases in which lower grade teachers considered it impertinent that the principal should review their work. It not infrequently happens that the work of a promising young teacher is quite a failure for the lack of a few wise suggestions and proper support from a competent principal. This condition of things suggests its own remedy. Every principal should know his whole school, its work, its teachers, their abilities and their defects. He should be in continual communication with all parts of his school and ready to support the weak and to economize all the ability of his faculty in moving the school forward in steady progress. To do this the teachers' meetings are indispensable. Coming now to the high school, the best schools impress the visitor immediately upon entering the room by the sober studiousness of the pupils and their attention to and interest in their work. The noticeable characteristic of the inferior schools is a lack of power to fix their minds continuously and persistently upon their work. Childhood is for play, and through the years preceding the high school we expect that, by alternation of play and attentive study, the

minds of youth will acquire that power of continuous attention and intellectual grasp that are necessary to master the subjects. That the training of the earlier grades has not accomplished this appears in the feeble and spasmodic efforts of attention and understanding that these pupils show in recitation and study, and in the little attention given to study or reading out of school hours. Intellectual power is the real test of fitness for high school work; but, as it cannot be gained or measured independent of knowledge, the latter is the usual and practicable measure of intellectual progress. And now to apply this test; it is frequently found that pupils entering the high school are unable to handle skilfully the common instruments of learning. They cannot get ideas from the printed page. They read and learn words, but get no thoughts. In their mathematical problems, principles and laws of language and science they are so burdened with the effort to understand that they have little energy remaining for vigorous thinking. All this indicates a lack of old-fashioned thoroughness in drill and review.

Coming next to the subject matter, the learning of these young students in our high schools is often an aggregation of disconnected facts, operations and processes which have never been systematized under principles, general laws and rules. For example, in algebra they have learned the device that a quantity may be transposed to the other member of an equation by changing its sign, but when we ask according to what principle or axiom this is done, very few can tell. Again, when we ask a pupil to reduce $\frac{1}{x}$ to an equivalent fraction with the denominator $3x$; to divide 3,600 by 1,200, abbreviating and solving by short division; to multiply $\frac{3}{4} \times \frac{6}{5}$ by cancellation; they may solve without difficulty, but also without comprehending that in the many different operations used they have applied one principle to quantities sustaining the same relations, although in forms incidentally different.

—It is always looked upon as something of an encouragement when others follow our example; and when the teachers of the Province of Quebec learn that the system under which they labour has come to be adopted by other provinces in the Dominion they cannot but feel that there are some merits in it. The attempt in New Brunswick to place the grammar and high schools under the more immediate supervision of the Board of Education was a step in the right direction, and now the Province of Nova Scotia has followed suit. The Nova Scotians have, however, gone a step further and their activity may be

in itself a word of advice to us in our endeavours to make our school system a continuity. According to the report of changes in the *Journal of Education* of Nova Scotia, at the close of the present school year the academies and high schools will be examined in the same way in which the examinations for teachers' licenses have been formerly conducted, and high school certificates of grade D, C, B or A awarded to the successful candidates. At the same time, a "minimum professional qualification" examination will be held for such students as wish to qualify themselves for teachers. A high school certificate and a minimum professional qualification certificate will entitle the holder to a teachers' license, provided he or she has reached the required age. These licenses, however, will be one class lower than if a normal school diploma were substituted for a minimum professional qualification certificate, thus a grade A high school certificate and a minimum professional qualification certificate will entitle the holder to a teacher's license of class B. A high school certificate of grade B and the minimum professional certificate will entitle the holder to a license of class C. A certificate of grade C, and a minimum professional certificate will entitle the holder to license of class D. A certificate of grade D with a minimum professional certificate will entitle the holder to a license of class D, good for one year. On the other hand, a candidate who holds a normal school diploma and high school certificate will be awarded a teacher's license of the class corresponding to the grade of high school certificate held. Thus a high school certificate of grade A, and a normal school diploma will entitle the holder to an A license and similarly with the other grades. By this it will be seen, that while attendance at normal school is not compulsory, those who hold normal school diplomas will receive a higher government grant than those who do not. At the same time it gives students of limited means an opportunity of teaching without being compelled to incur the expense of a normal training. Hereafter students will only be admitted to the normal school on presentation of a high school certificate. For the incoming year, however, all who have made an average of 45 or over at the teachers' examination, but who have not secured licenses, will be admitted, and, if successful in securing normal school diplomas, will receive license without further examination. Hereafter the normal school will devote itself entirely to professional work, leaving to the academies and high schools the non-professional training.

—One of our correspondents says rightly that the teacher's

own method is generally found to be the best for the school, and when we change the word method for device we must give the preference to the device put in practice by the teacher who invents it. As has been said by a practical educationist, a device may be defined as a means or contrivance to secure a certain result; method is a way or manner of proceeding. A device may be a useful means of applying a good method. The latter is general and closely related to the principle; the former is special, particular, formal, with a marked tendency to become mechanical. Like a rule in arithmetic, it may be applied correctly by one ignorant of its philosophy, but we do not for that reason commend the plan of beginning with the rule, to those who wish to master the art. A certain homœopathic doctor believes in minute division of the dose of medicine. At his office he often pours a few drops of medicine into a bottle of pellets, which, equally saturated, effect the division. At the house of a patient the medicine is always put in water, never on pellets. The method is one; the device variable. From the known to the unknown is an accepted principle; to base the study of foreign countries upon the previous study of home geography is consequently a wise method; and to find watersheds, rapids, waterfalls and deltas along a country road after a shower is an ingenious and interesting device. This will enable the teacher on an Illinois prairie to show her pupils the relation of river to lake, and of both to the great ocean. Yet we cannot say to the teacher of geography that this is always an admirable method. When the pupil is in the presence of actual hills and valleys, of large and small rivers, of rock and forest and pond, to hunt for play-rivers by the roadside and neglect nature's greater object lessons that we may almost imagine specially provided for use, is certainly nonsense. The method is indeed universal, but the special device is variable, temporary.

Current Events.

—The recovery of Sir William Dawson, Principal of McGill University, cannot but be the best of good news to all interested in the educational progress of our province. Though more immediately interested in university education, as member of the Protestant Committee, he has been instrumental in bringing about changes in our system of common schools which have led to their improvement; and it is with the hope that he may be long spared to take part in the further improve-

ment of our school system, that we chronicle the fact that he is in the way of being restored to health and strength. As a distinguished scientist he has brought fame to his native land, and as an educationist he has earned the lasting gratitude of the Province of Quebec.

—Our teachers will regret to learn that the Secretary of the Protestant Committee, G. W. Parmelee, Esq, has been laid upon a bed of sickness during the past month. He is now in a fair way of recovery, and will soon return to the active duties of his office.

—The new school building at Lachute has been opened under the most favourable auspices, as has already been announced, under the supervision of Mr. N. T. Truell, formerly of St. Johns, P.Q. An addition to the staff has been made in Miss E. MacLeod, B.A., who has charge of the under grades of the Academy. The classes in the Academy are largely attended by pupils chiefly from the outlying districts in the county, and there is every prospect of a successful year in all the departments.

—The Hull Model School, with its four departments under the principalship of Mr. A. D. MacQuarrie, has seemingly entered upon a successful year. Mr. MacQuarrie was principal of one of the Quebec Schools for many years.

—The Huntingdon Academy is even more largely attended this year than it was last year. Mr. Holiday, the principal, has now been in charge of this institution for over eight years, having ably sustained its reputation during that period, as one of the best of our academies. This year, in addition to the services of Miss Nolan, one of our most industrious teachers, he has been able to secure the services of Miss Wills, who has taken charge of the French and Music Classes. The former assistant in the Academy has retired from the profession, though as Mrs. Henderson, the wife of one of the capitalists of the village, she is not likely to lose her interest in the institution where she was so successful as a teacher.

—The commissioners of St. Lambert have been forced to open an additional department in the Model School, thus making the institution one of four departments. Miss Cameron, formerly of the same school, has been appointed teacher of the elementary department. Mr. Mackay continues as principal of this school with much acceptance, his other assistants being Miss Grant and Miss Cameron.

—The development of a High School into a Collegiate Institute in Ontario is a gradual process. In Toronto a new Collegiate Institute was lately opened, making three in all, and

at the opening ceremonies it was stated that this was the first instance in the province in which a school took such rank from the first. Principal Spotton is the head-master of the new institution.

—Lord Wolseley expressed his opinion before the Military Society of Ireland that the British swagger a great deal over their labours in educating the poor. But they are begun from the wrong end. The limbs of young people should be trained before their heads. He hopes to see the day when a gymnasium will be attached to all national schools in England. Every benevolent person of common sense, says the *Evening Standard*, echoes that wish. Some who think would carry it further indeed—eliminating the word “national,” and adding that the exercises be compulsory.

—Cooking has just been introduced into the San Francisco schools. A newspaper of that city says:—

“The girls were delighted. The doings of the first day in a municipal kitchen were interesting and the experiment of engrafting culinary training upon the scheme of popular education is an interesting and important one. The novelty was the result of the energy and ideas of Principal James G. Kennedy, who has long thoroughly believed that children should be taught something practical, which will influence their lives and homes, as well as the way to extract cube roots and demonstrate the binomial theorem. Mr. Kennedy received the cordial approval of Superintendent Swett and a large majority of the board of education for his plans, and now the science and art of cookery have gained a definite and probably permanent foothold in the public school curriculum.

On the blackboard there were strange substitutes for problems in algebra and exercises in syntax. There were imposing tables showing by both graphic methods and figures the number of pounds purchasable for 25 cents, and the proportion of ingredients in cheese, rice, potatoes, sirloins, etc., and a lot of economical information with which the girls are to go marketing in the future.”

Besides this there will be a thorough training in sewing, dressmaking, and millinery in the same school.

After a good “send-off” to the new school enterprise, the graphic reporter adds the inevitable mannish touch, by saying: “And this is supposed to place graduates of the Franklin grammar school at a premium in the matrimonial market.” If the bright San Francisco girls get nothing from this new industrial training but the “market premium” they will fall

below the expectations warranted by their heredity and environments. There are more things in this industrial training than ever was dreamed of in newspaper philosophy.

—The faculties in the Russian universities were originally only three, but are now four, namely, law, medicine, philosophy, physics and mathematics. The University of St. Petersburg has a faculty of Eastern languages, but none of medicine. There are five distinct classes of teachers, viz., the emeritus professor, the ordinary or full professor, the extraordinary professor, the docent and the lector or reader. A professor keeps his appointment for a term of twenty-five years, after which he may be reappointed for five years more. At the close of thirty years' service he must retire from the regular staff, but may retain the title of emeritus professor, and may deliver lectures for one or two additional periods of five years. The incomes of Russian professors vary widely. The ordinary and extraordinary professors are paid three and two thousand roubles respectively, but they receive in addition fees, which constitute the variable element. The rector gets fifteen hundred roubles extra, and the dean of each faculty six hundred. The honorarium of a docent varies still more, being mainly dependent on the bounty of the Minister of Public Instruction. The docents are the class from which professors are chosen. The five chief universities employ about three hundred and fifty professors of both grades, and two hundred and ten docents, with some twenty lecturers. In Russia, as in Germany, the rivalry between professor and docent is generally wholesome; it keeps the former from relaxing his exertions, while it stimulates the latter to incessant activity.

—One of the improvements recently introduced in Russian universities is the institution of examination boards. The tests applied by these boards are guarantees that students on leaving the university have attained to the standard required for entrance into the civil service. No student is admitted to the examinations who has not kept ten half-yearly terms in medicine and eight in any of the other faculties. Each faculty prescribes the examination for degrees and prizes. It should, by the way, be noted that in the Russian universities the degree of bachelor is not conferred. At the conclusion of their course the graduates are practically divided into three classes; those who pass out first receive the title of candidates, next come the "real students" and, finally, those who merely obtain certificates. The higher degrees are those of doctor and master.

—Mr. J. G. Schurman, who has just been unanimously elected President of Cornell University,—a position which, in addition

to the honors, carries with it, we believe, the snug little salary of \$16,000 a year,—is a Canadian. He was born in Prince Edward Island, received a part of his education at Acadia College, Nova Scotia, and after a successful career as a student in England and Germany, was for a time a Professor in Acadia University, Wolfville, and afterwards in Dalhousie University, Halifax. He has been in Ithaca, the seat of Cornell, only six years. Very rarely, indeed, has any one risen so rapidly to so high a position in the educational sphere. The case is one of many which show that Canadians know how to give a good account of themselves when brought into competition with the natives of other lands.

—“The University of Leipzig has just opened its portals to twenty female students, mostly American and English.”

“By order of the Grand Duke of Baden, all the universities of that principality have just been opened to women in the departments of science and mathematics. Women were already admitted as students in all departments at Freiburg and at the Polytechnical School at Karlsruhe, and hence the new order has to take effect on Heidelberg alone, but this, of course is of very great importance. The Swiss universities have long been open to women; at Leipzig, women have for some time studied by the side of men exactly as if that had been the order of nature from the beginning of the world; Heidelberg, Berlin (and probably Gottingen, too) have succumbed this year; Oxford and Cambridge are victories of an older date.”

—It is well known that since the French Revolution there has been in France but one university, the “Université de France,” the chief seat of which is in Paris, but which has branches or “Faculties” all over the country. For some time past there has been a feeling that this excessive centralization is a source of weakness to the higher studies in the provinces, and it is now a year ago since a bill was introduced into the Senate by the Minister of Education by which it is proposed to create (or rather re-create) separate universities wherever the four faculties of Law, Medicine, Arts and Science are grouped together, with an attendance of at least five hundred students, in such towns as Lisle, Nancy, Lyons, Toulouse, Bordeaux and Montpellier, perhaps not more than half a dozen in all. The commission appointed to consider the bill has just presented its report to the Senate. This report, as well as the discussion which ensued on it, betrays a considerable divergence of opinion. But no vote has yet been taken, for at the eleventh hour an amendment was proposed of so important a character that the

whole question was unanimously referred back to the commission.

—M. Michel Breal, who is well known to English teachers, is now giving a course of lectures at the Sorbonne on "The Teaching of Modern Languages." The *France* has published a spiteful and derisive article charging him with incompetency, with being an enemy to the classics, and, gravest of all, with being German born; but we venture to think that his views will still be received with respect both in France and England. When the course is completed, we hope to review the lectures as a whole.

—How many of our most prominent citizens have been school teachers? It is asserted by some biographers that Andrew Jackson taught a country school for a term or two before he entered the army, but the statement is doubted by others, there being no conclusive evidence on the subject. Millard Fillmore, when eighteen years of age, taught a country school for a term, and subsequently, while carrying on the study of law, he taught for four successive winters to secure means to enable him to continue his studies. Franklin Pierce also taught a country school for three months during the second or third year of his college course—not because he needed the money for his studies, as Fillmore did, since his father, Benjamin Pierce, of Hillsborough, N.H., was a well-to-do farmer, and willing to supply his son's necessary expenses at college. But young Pierce took the school, partly because the wages offered—\$13 a month—would give him a supply of pocket-money, not in those frugal days to be despised. Jas. A. Garfield was a teacher, as every one knows, beginning his work in that line in a country school during the winter of 1849-50, after his first term in the seminary at Chester. He taught classes at Hiram College, during his student course there, and after taking an additional course at Williams College, he became a professor in the Hiram institution. The next year, 1857, at the age of twenty-six, he was made president of this college, which position he held until he entered the army in 1861. Chester A. Arthur supported himself in part during his college course by teaching, and after his graduation continued in that occupation several years, meanwhile devoting himself to the study of the law. Grover Cleveland also taught for a time, becoming in his seventeenth year a clerk and assistant teacher in the New York institution for the Blind, in New York City, in which his elder brother, William Cleveland, was a teacher. He held that position nearly two years.

—School Inspector General Pisani has recently published

a book on the Italian schools which is designed to show what progress public education has made during recent years in Italy. The number of elementary pupils in 1889-90 was 2,102,615 (or 1,094,467 boys and 1,008,148 girls); this is an increase of fifty-five thousand over the previous year. Of the sum total, 1,966,988 pupils were in public schools, 135,627 in private schools. The number of classes in the public schools was 78,675; hence, the average number of pupils per classroom was 25. The private schools had 8,791 classes, which is an average of 15 pupils per classroom. The number of teachers, however, is not equal to the number of classes; it is only 41,336 for public and 5,063 for private schools. The number of teachers shows an increase of 1,500 over the previous year. It is evident that the most of the teachers teach two classes a day. The hygienic conditions of the schools and the school furniture are said to be anything but satisfactory. The teachers are not well prepared for their profession and their standing in society is very inferior. The communal authorities are said to be irregular in paying their teachers. A law is being prepared which will protect the teachers from arbitrary action on the part of the local authorities, and securing the payment of a minimum salary by the State.

—The young emperor of China has begun to study English, being instructed by two of those connected with President Martin's Imperial College at Peking. It is extraordinary news, and implies the beginning of a new era in the history of the Flowery Kingdom.

—Dean W. E. Huntington, Boston University, finds that there are in the United States 12,000,000 children of the age assigned to the grammar and lower school grades, while there were 13,000,000 enrolled in those schools, or eight per cent. more than the age limit provided. Of High school age there are 4,760,000, while only one in seven, or 668,000 are in that grade. Of the college age there are 4,000,000, and only one in 30, or 127,000, are in the colleges.

—Mr. W. J. Ashley, Professor of Political Science in the University of Toronto, has resigned, and accepted a similar position in Harvard University. Mr. Ashley came to Toronto from Oxford University hardly three years ago, and was the first Professor in Political Science in the University of Toronto. Under his care Political Science has become one of the most popular and best attended courses in the University.

—The real gist of the educational "reform" movement in Sweden lies in the fact that the peasantry have come to the

front as the controlling influence. The successful minister of state conceals his knowledge of Latin and more or less ostentatiously wears the peasant garb. That the peasant should have attained to active participation in the State is a matter of congratulation. That in his influence upon the State the peasant should be totally ignorant of the historical conditions leading up to his own present widened life is a matter of deep regret. For by blindly breaking down the educational media by which his own class has gradually emerged out of servitude into relative freedom, he is unwittingly preparing the way for an industrial servitude still narrower on the part of his descendants. What hitherto has been styled a "liberal" education is in truth a liberalizing—a truly liberating process. It is the process by which a man comes to know *himself* in his own essential nature, and thus to know in what true *freedom* consists. Germany, too, stung by the sense of her own slow pace—halting in the "middle stage"—is awakening to the "needs of the hour." The young, ambitious Emperor vies with the Swedish peasant in his determination to be "modern." It would seem that he too is far from being aware of the organic process of history—far from being aware of the fact that to break away from the process is not to reform but rather to deform.

—The Annual Convocation of Morrin College, held this month, was a great success. The lecture delivered by Professor Crocket was a masterpiece, as everybody who heard it afterwards acknowledged. The degree of B.D. was conferred upon the Rev. Mr. Whitelaw, B.A., of Kinnear's Mills by the acting principal the Rev. A. T. Love, B.A. The Very Rev. Dean Norman of the Cathedral addressed the meeting, congratulating the college on the prospects of its perpetuation..

Literature, Historical Notes, etc.

By common consent the *Æneid* is the greatest literary monument of ancient Rome. It is not only a poetic expression of the national soul, but a faithful mirror of the national life. Whoever would see the Roman civilization may behold it in the pages of Virgil and Livy, moving, breathing, living. The theme of each is the destiny of Rome and her glories; the one treating it as poet and prophet, the other as historian. The *Æneid*, as its name implies, professes to tell the fortunes of *Æneas*, but it is an epic of national destiny, and it might well be called the *Romaid*. *Æneas* is a tool in the hands of the

gods. The reader is made to feel at once that the little band of wanderers from Troy are quite powerless of themselves, but swept along on the stream of fate which is flowing irresistibly and grandly to Rome, the great ocean of time and humanity.

The gods themselves cannot stop the stream of destiny, and Juno's wrath is as powerless as Dido's love. Even Jupiter, who shakes the world with his nod, must hold the balance justly and let the Fates fulfil their decrees. Back in the womb of chaos Rome was begotten, and now the time of birth is full. Jealous gods and goddesses conspire to prevent its achievement, and the elements themselves are used for attack and defence. The contest wages in earth, sky and ocean; and continents are battle-grounds. The destiny of Rome! Gods and men contending, some to promote and some to prevent! Surely a noble theme for an epic, and most nobly handled!

Full appreciation of the *Æneid* demands, of course, not only the sympathetic and frequent reading of the entire poem, but a large acquaintance with the ancient systems of law, religion, social life and politics. Like all literary masterpieces, its power is beneath the surface; and it grows in beauty and strength, as you live with it and make it a friend.

School-boys are unable, from lack of time and from lack of easy familiarity with Latin, to read the twelve books. If a selection is to be made, the first two books afford very interesting matter. The third book is a weak imitation of Homer, and is not to be compared with the others in interest or in perfection of finish. The fourth book, which narrates the love and suicide of Dido, is one of the most remarkable literary products of antiquity. Nowhere else may be found a female character approaching so nearly the modern literary type as Dido. There are passages in this book worthy of Scott, or even of Shakespeare. The fifth book is not essential to the course of the epic, and might be passed over, although the description of the athletic contests would probably furnish interesting matter to school-boys.

The climax of the *Æneid* is Book VI, which gives an account of *Æneas* descending into Hades, conversing with the ghost of his father, and beholding, as they lie unborn in the womb of time, the great heroes and events of Roman history. We have here two themes that well might inspire the noblest genius, the greatness of the Roman civilization and the mystery of the future life. Virgil handles them both with rare power and skill.

In company with the spirit of his father Anchises and the Cumæan Sibyl, *Æneas* wanders through the Elysian Fields and

sees the spirits which will one day live in the bodies of Roman kings, consuls, heroes and statesmen. With masterly touches the poet paints the greatest scenes and the greatest characters in Roman history. Not only does he display artistic power of delineation, his insight into the character of men and events is even more remarkable. He fully comprehended the spirit of the Roman civilization, and he has described it in three hexameter verses so fully and so accurately that the retrospect of nineteen centuries cannot change a word that he wrote. Few men can comprehend the genius of their own times, or the spirit of their nations, or of contemporaneous nations. How difficult it would be to describe in three lines the genius of Russia, or of France, or the United States, or of Germany. But Virgil seized the spirit of the two greatest civilizations of antiquity, one at its climax in his own day and the other passing below the horizon. See how briefly, and yet how powerfully, he contrasts the genius of Greece and of Rome.

*“Excudent alii spirantia mollius aera
Credo equidem, vivos ducent de marmore voltus,
Orabunt causas melius, caelique meatus
Describent radio, et surgentia sidera dicent.”*

Others, I ween, with happier grace
From bronze or stone shall call the face,
Plead doubtful causes, map the skies,
And tell when planets set or rise.

*“Tu regere imperio populos, Romane, memento ;
Hae tibi erunt artes ; pacisque imponere morem,
Parcere subjectis, et debellare superbos.”*

But ye, my Romans, still control
The nations far and wide ;
Be this your genius—to impose
The rule of peace on vanquished foes,
Show pity to the humbled soul,
And crush the sons of pride,

Aeneas passes through the cavern of the Sibyl on Lake Avernus into the lower world. When he reaches the bank of the Styx, that dark river separating the upper from the lower world, he finds an innumerable host of spirits trying to get across the river. Good and bad throng along the shore and beg the ferryman for a passage over.

*“Each in pathetic suppliance stands,
So may he first be ferried o'er,
And stretches out his helpless hands
In yearning for the further shore ;
The ferryman, austere and stern,
Takes these and those in varying turn,
While other some he scatters wide,
And chases from the river side.”*

Those that died and were not buried will not be allowed to cross the river, until they have wandered wretched on its banks for a hundred years. No wonder the ancients laid great stress upon funeral rites.

Across the river is a region occupied by the souls of those who for some reason failed to complete the allotted span of human life and yet died without crime. Here are infants, suicides, victims of unjust sentences, victims of unrequited love, and warriors slain in battle. This region corresponds somewhat to the modern purgatory. Next is hell with its manifold horrors most vividly described by the poet, who has evidently furnished Milton with some of his burning imagery. Here are those who in the world above hated their brothers, or struck their father in anger, lawyers who cheated their clients, misers and stingy rich men, adulterers, slaves rebellious against their masters, and traitors to the State. Here, too, are the giants that made war upon the gods, and mortals guilty of blasphemy. "This one betrayed his country for gold and gave it a tyrant master; that one made and unmade laws for a price; they all dared some monstrous wickedness and accomplished what they dared."

The next region is the Elysian Fields—heaven.

"Here sees he the illustrious dead
 Who fighting for their country bled;
 Priests, who while earthly life remained,
 Preserved that life unsoiled, unstained;
 Blest bards, transparent souls and clear,
 Whose song was worthy Phœbus' ear;
 Inventors, who by arts refined
 The common life of human kind,
 With all who grateful memory won
 By services to others done;
 A goodly brotherhood, bedight
 With coronals of virgin white."

Here Æneas finds the spirit of Anchises, who points out to him the course of Roman history for a thousand years, and explains the origin of life and the mystery of death. It is interesting to observe that his explanation of the origin of life dimly suggests the modern doctrine of evolution, and that the final perfection or purification of the human soul through suffering and by means of successive stages of metempsychosis is set forth somewhat as in the religious philosophy of Buddha.

"One life through all the immense creation runs,
 One spirit is the moon's, the sea's, the sun's;
 All forms in the air that fly, in the earth that creep;
 And the unknown nameless monsters of the deep,—
 Each breathing thing obeys one Mind's control;
 And in all substance is a single Soul."

First, to each seed a fiery force is given ;
 And every creature was begot in heaven ;
 Only their flight must hateful flesh delay
 And gross limbs moribund and cumbering clay.
 So from that hindering prison and night forlorn
 Thy hopes and fears, thy joys and woes are born,
 Who only seest, 'till death dispart thy gloom,
 The true world glow through crannies of a tomb.

“ Nor all at once thine ancient ills decay,
 Nor quite with death thy plagues are purged away ;
 In wondrous wise hath the iron entered in,
 And through and through there is a stain of sin,
 Which yet again in wondrous wise must be
 Cleansed of the fire, abolished in the sea ;
 Aye, through and through that soul unclotted must go
 Such spirit winds, as, where they list, will blow ;—
 Or hovering many an age ! for ages bare,
 Void in the void, and impotent in the air !

“ Then, since his sins unshriven, the sinner waits,
 And to each soul that soul herself is Fate,
 Few to Heaven's many mansions straight are sped,
 Past without blame that Judgment of the Dead.
 The most shall mourn, 'till tarrying time hath wrought
 The extreme deliverance of the airy thought,
 Hath left unsoiled by fear or foul desire
 The spirit's self, the elemental fire.

“ And last to Lethe's stream on the ordered day
 These all God summoneth in great array ;
 Who, from that draught reborn, no more shall know
 Memory of past or dread of destined woe,
 But all shall there the ancient pain forgive,
 Forget their life, and will again to live.”

In the Fourth Georgic is a passage that aptly concludes the sentiments of the above :

“ Then since from God those lesser lives began,
 And the eager spirits entered into man,
 To God again the enfranchised soul must tend ;
 He is her home, her Author, is her End ;
 No death is hers ; when earthly eyes grow dim
 Starlike she soars and Godlike melts in him.”

DR. GEO. T. WINTON.

Practical Hints and Examination Papers.

—If an abstract thought is to be developed from an illustration, be sure to give ample time, and do not suppose words will help when the thought itself is embodied before the mind. Often a teacher has an itching desire to display his own appreciation of a truth, or the beauty of an experiment, and takes the thought out of the pupil's mind by setting forth his own notions, and almost invariably misleads by some word or emphasis that is not so suggestive of the truth as the fact itself. It is like the commentary on “ Pilgrim's Progress,” which Dr. Thomas Scott presented to a friend whom he

thought too illiterate to understand the noble thoughts of Bunyan. When the author asked his friend how he enjoyed the book, he was told it was all very clear except the notes.—*Palmer in Science of Education.*

—In the coming school. Parent—"My boy Sammy doesn't seem to be learning anything about figures. He can't do the simplest example in addition."

Teacher—"Your boy Sammy is one of the brightest pupils I have, Mr. Wiggles. He can mend a hole in a tin pan as well as a regular tinner, go through the newly imported Danish exercise in calisthenics without a single mistake, put an invisible patch on an old shoe, take a watch to pieces and put it together again, tie a sailor's knot, do a chess problem and putty a pane of glass in a window as neatly as a glazier can do it."

"But he doesn't seem to know anything about reading, writing and spelling."

"My dear sir, we don't teach those studies any more."

—Many teachers, who succeed admirably in teaching little ones to recognize words as wholes and to read sentences fluently, fail to give them the power to master new words. Hence there comes a limit to the seeming progress, and reading becomes a wearisome task.

We have a class of thirty who are now reading their third first reader for this year. Their teacher has been very successful in giving them the power to master new words, and the little people really enjoy attacking a tough one. We give a few of the devices as described by this primary teacher.

We first teach the *word*, then the *sounds* that compose the word, and last the *names* of the letters—thus combining the word, the phonic, and the alphabet methods. More attention is given to the first two, and special attention is given to the second. The sounds of the letters are taught as an aid to the correct pronunciation of new words.

In teaching names of objects, first present the objects as pictures of them; encourage the children to talk freely about them; and while they are interested, present the printed or written word. The same plan, or a similar one, can be followed with all words.

When the children have learned a number of words and can read sentences, we teach them to learn new words for themselves. Suppose they have just learned "man," we ask them to name other words that sound like "man." We write them as given, and perhaps have such a list as can, Dan, fan, pan, ran, tan, an. The children soon notice that the initial sound is the one changed in each word. From such a word as "cake," they build on ake, bake, lake, make, rake, sake, take, wake, make, stake, flake. So new words may be formed by changing the terminal letter. From bid we get big, bin, bit. In like manner, they may be found by changing some other letter,—hat, hot, hit, hut.

A good way to test the children's power of recognizing words at sight is to place on the blackboard the words already learned. Select two pupils and give them pointers. Pronounce a word, and see who will be first to find it. Again the words are placed on different parts of the board, and each child is given a word to find. This may be called "a hunt."

We frequently have the following exercise. Place new words, made up of sounds already learned, on the blackboard. Have the children study the first word. When they think to have it, they raise their hands, each one eager to be the first to name the word.

Write on the blackboard such words as can, man, pan, van. Then write opposite them cane, mane, pane, vane. After a few such lessons the children soon learn the use of silent e. Some other silent letters may be taught in a similar way.

—The Ladies' Sanitary Association, of London, gives the following alphabetical method of keeping well. The italicized lines have a special message to teachers :

As soon as you are up shake blanket and sheet ;
 Better be without shoes than sit with wet feet ;
Children, if healthy, are active, not still :
 Damp beds and damp clothes will both make you ill ;
 Eat slowly and always chew your food well ;
Freshen the air in the house where you dwell ;
Garments must never be made too tight ;
 Homes should be healthy, airy, and light ;
 If you wish to be well, as you do, I've no doubt,
 Just open your windows before you go out ;
 Keep your rooms always tidy and clean ;
 Let dust on the furniture never be seen.
 Much illness is caused by the want of pure air ;
 Now, to open your windows be ever your care ;
 Old rags and old rubbish should never be kept ;
 People should see that their floors are well swept ;
Quick movements in children are healthy and right ;
Remember the young cannot thrive without light ;
 See that the cistern is clean to the brim ;
 Take care that your dress is all tidy and trim ;
 Use your nose to find if there be a bad drain ;
 Very sad are the fevers that come in its train ;
 Walk as much as you can without feeling fatigue ;
 Xerxes could walk fully many a league.
 Your health is your wealth which your wisdom must keep.
 Zeal will help a good cause, and the good you will reap.

—BUSY WORK.—For something novel and interesting, take a piece of common wrapping twine twelve inches long and tie the ends together. Then pour enough water on each slate to make the twine adhere. With the pencil arrange the twine so as to form the outline of a square. Then place the pencil at the middle of the upper edge and draw it toward the center one inch. Repeat with each edge, and then let the pupils tell in complete sentences, what this form resembles, eliciting as many different answers as possible. Then draw in each corner and repeat the above language exercise. Give

the same dictation with an oblong, a circle, and the different triangles. This exercise can be made a good review for many things learned in drawing. For an invention exercise, let each child make anything he may choose, and tell what he intends to represent.

MORAL TRAINING.—It will be seen by our course of study that we emphasize the teaching of morals and manners in our schools. It is not intended that morality shall be taught as a subject apart from the other studies, but in connection with every exercise in the school, and even outside of the school-room as far as the teacher can control pupils and his influence will reach. No one branch, or even all of the branches taught in our schools, can at all compare in importance with the moral training of a pupil. No greater responsibility rests upon a teacher than this duty of moral training.

The pupil must be so trained that he will recognize the difference between right and wrong, between right-living and wrong-doing, so that he will be influenced along the line of the former, and have a strong aversion for the latter. It is necessary that everything possible should be done in and through the schools to counteract the evil influences with which children are so often surrounded. All the teaching of the school should be in this direction.

Sectarianism cannot be taught in our public schools, but reverence for God can; and moral training may be made effective in the life of every pupil by the instruction, the influence, and the example of a good teacher. No one whose life is not worthy to be imitated by the child should ever be allowed to enter the school-room as a teacher.—*Superintendent J. H. Collins, Springfield, Ill.*

AN EXPERIMENT IN EDUCATION.—Recalling the first general conception reached in the science lesson, a child was asked "Nina, what did you say children do?" "Children grow," she replied. I said, "I will put upon the blackboard something that means what Nina said," and wrote in Spencerian script, "Children grow." In response to invitation, the children eagerly gave the general statements gained in the science lesson. Each was written upon the board and read by the child who gave it. They were told that what they had said and I had written were sentences. Each child read his own sentence again. This was the first reading lesson.

One by one each child stood by me at the board, repeated his sentence, and watched while it was written. He was then taught to hold a crayon, and left to write his sentence beneath the model. When a first attempt was finished, the sentence was written in a new place, and the child repeated his effort at copying. In this manner each made from one to four efforts, each time telling what his copy meant and what he wished his effort to mean. None of this work was erased before the children had gone. This was the first writing lesson.

The children were led to count their classmates, their sentences on the blackboard, the tables, chairs, and other objects in the school-

room. It was found that all could use accurately the terms one, two, three and four, and the symbols 1, 2, 3, 4 were put on the board as meaning what they said, and their power to connect these symbols with the ideas that they represent was tested in various ways. This was the first number lesson.—*Mrs. M. A. Aber, in the Popular Science Monthly for January.*

HOW MUCH THE LITTLE ONES THAT ARE NEW PUPILS KNOW.—It is a little more than twenty years since the first special effort was made even in Germany to learn how much and how little there was in the child's mind as he entered school. In 1859 an investigation in Berlin showed that children upon entering school very generally had an idea that a mountain was a place of amusement, that a pond or lake meant a water-holder whether there was any water in it or not. They had never seen the most important monuments, squares and gardens in the city, and knew little of any of the features of the city.

By far the larger part of the returns were worthless, but there were satisfactory returns from the 75 questions from 2,238 pupils. Out of each hundred 90 knew what a house was, 89 knew their father's business, 85 their father's name, 77 a rainbow, 74 the numbers 2, 3, and 5, 63 potato field, 62 the moon, 60 butterfly, 59 clouds, 54 a menagerie, 54 a square, 49 a circle, 40 zoological gardens, 39 a flock of sheep, 36 a forest, 36 the city hall, 35 a squirrel, 30 sunrise, 26 the oak, 20 the plough, 13 the birch, 11 a river.

Of the seventy-five concepts inquired for, the boys had the advantage of the girls in fifty-seven cases. Boys had clearer ideas than the girls, and when the list was enlarged and new fields were entered the greater the advantage of the boys.

The girls excelled only in regard to the common objects. Girls excelled in ideas of family, house, and thunder storms.

Country children had the advantage of the city children by about two to one in regard to the rising and setting of the sun, knowledge of a pond, forest, singing of birds, trees, growing grass, carpeting. The city child had advantage of the country child only in regard to those things seen in the city.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—In the RECORD of September the Superannuation scheme of the Educational Institute of Scotland is laid before our Quebec teachers. There is one clause in that scheme to which I desire to call attention. (You will find section of scheme from which I quote on pp. 248-9 of September number of RECORD.)

“In case of premature death or leaving the profession, repayment should be made of the premiums paid by the teacher.”

I cordially approve of that clause. It shows that the educational body in Scotland appreciate the wrong in the non-recognition of the

teachers' claim on moneys paid by her into the Fund, as well as I I contend that it would be only fair in case of death to repay premiums paid by teacher to her heirs, or in case of teacher leaving profession, to pay to her the premiums already paid in, or if retaining premiums allow a claim from heirs at death of teacher. The Pension Fund has been called an Insurance Company for teachers. I should like it if conducted on solid business principles. I contend that it is neither fair nor right for some who contribute to the Fund (suppose we teachers all contribute) to be allowed to retire from active work on full pay, and others to retire on a very slim percentage of their salary, which salary has been, during their term of service, at just a little above starvation rates when at its best.

Starvation rates! Well, I suppose that teachers can always pay their board bills, dentists, doctors, dressmakers, milliners, etc., but when it comes to keeping up in a slight degree with current literature, even professional literature, and attending professional meetings, the slender purse says "no," and the teacher says, bitterly, I am afraid. "Where's the use of trying to keep up with educational work, I might as well leave the profession," and in a year or two she leaves the profession. It had not sufficient attractions to retain her in its ranks, and she accepted a situation which promises a surer competence when age creeps on; for a teacher cannot always be young.

Excuse my warmth on this question, Mr. Editor, I have "been there" myself, and know whereof I speak, although I generally found ways and means to attend a professional meeting at least once a year.

As the Pension Fund is carried on in this Province at the present time, I believe there are many teachers who are compelled to pay into the Fund and never receive the slightest equivalent. This is neither right, nor businesslike. Can we not adopt some plan such as has commended itself to the educational body in Scotland. We may rest assured that this plan will not be a financial failure, seeing it has been adopted by the "canny Scot."

I am aware that our delegates and representatives *re* the Pension Fund find their duties both heavy and thankless, but I am sure if they secured the insertion of a clause of this nature into the rules governing receipts and expenditures of the Fund, the elementary teachers of this province would be truly grateful.

Yours truly, ELEMENTARY TEACHER.

To the Editor:

DEAR SIR,—What to say to you on the interesting theme of teaching, I scarcely know. If by relating my experience, I can be of assistance to any, I gladly do so, but have no secret to reveal, and in referring to my method incur the risk of appearing egotistic and becoming tiresome without benefiting anyone.

It seems to me that teaching presents as wide a field for individuality, originality of method as any other profession, and a teacher is most successful when using his own method. I have tried in vain to

teach as other teachers did. They have told me that they found it equally impossible to succeed in my way. That is the reason why I did not write out my plan when asked to do so some time ago.

After mature reflection I decided that "keeping in" was fruitful only of evil to teacher and pupils. Firm in that conviction, I tried the experiment to which reference has been made, and met with greater success than I anticipated, but could not persuade any teacher to co-operate with me. Now I must tell you what influenced me to take such a step. I noticed that in every school the same pupils were kept in nearly every day. There was a set of boys and girls to whom going home at 3 o'clock was the exception, not the rule. By noticing the demeanor and listening to the remarks of these children, I learned that many went home angry and defiant and some discouraged; few, indeed, in a tranquil frame of mind. It seemed to me that the little knowledge thus gained did not compensate for the loss of temper and loss of good fellowship between pupils and teacher. I say *little* knowledge, for after six hours of application to study the brain is too weary to work beneficially, and by forcing it to continued exertion we wear out the very energies on which we are to depend the following day. Weariness, I think, nearly always produces ill-humor, and our own experience teaches that all the faculties of the mind are rendered more obtuse by ill-humor and are brightened by good humor. Some may say that "keeping in" does not have such bad effects, but I maintain you may treat a "kept-in" pupil with all the courtesy of a Chesterfield, and yet he will not go home with as sunny a smile as one allowed to leave promptly at 3 o'clock. I let my pupils leave on the ringing of the bell, and requested them not to study until after tea, but to have a real good time in the open air during the afternoon, and then give their undivided attention to their studies for one hour and a half. When pursuing this plan they learned more than they did when detained an hour after school, and compelled by their parents to study all the afternoon to prevent being kept in the next day. Missed lessons were far fewer, and there was also a great improvement in deportment, demerits being almost unknown.

I tried, by varying the monotony of the exercises in every conceivable way, to keep the attention of the pupils. I believe that when pupils are inattentive the teacher is at fault. They fail to pay attention to a speaker for the same reason that we grown-up children do, and that is because subjects are not presented in an attractive, interesting manner. But I digress. You asked what I did about missed lessons. During recitation one pupil wrote on the blackboard the name of the study and the names of those who recited imperfectly. Before each recitation I gave the school three minutes to "look over the lesson." During that time those who had failed the day before, and whose names were on the board, arose, stated the question missed and recited the answer. The names remained on the board for a week, not, ostensibly, as a mortification to the pupils,

though it proved so, but to enable me to find the per cent. gained on each study during the week, and show each pupil just where and how often he had failed. I would sometimes offer an extra to the school for a high per cent. on a certain study. The children would work hard to gain a good average. The good students were anxious for the poorer ones to improve, and would try to assist them. I have known some of my girls to spend their whole recess explaining lessons, and often they succeeded where I had failed; for which, of course, I thanked them. They would sometimes write notes, begging the lazy boys to study and not spoil the record. This would arouse their pride, and some, who before had been inattentive, would listen and try to understand things. They would ask me to stay and explain a hard lesson after school. When I would say, "You all are tired and ought to go home," the reply was, "It will not take you long, and we had rather stay." So you see I was kept in by my pupils instead of their being kept in by me; but, instead of their being in a bad humor and hurrying over their task in order to leave, they wanted to learn, and thanked me for my instruction.

I am afraid you are sick of *my pupils* and *me*, so will not write any more on the subject. What I have written does not meet with my approval, but if I do not send this letter you will not hear from me for a long time, so I send it, trusting you will clothe yourself in a mantle of charity as you read it.

AN EX-TEACHER.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I desire to make a few remarks *re* H. D. Honey's complaint in your issue of October. A child may be to a certain extent dependent on the school for the formation and culture of a literary taste, but it is far more dependent on the home life, and degree of "book-knowledge" there. If there is a good library of standard authors at home, and a father and mother who appreciate said authors, the child will develop in the same line. If on the contrary the parents have no literary sympathies, the culture of the teacher will be to the child, as an unknown tongue. We only appreciate what we have abilities to understand, and only as far as those abilities have been trained. "During the first year at school How important it is that the best literature should engage his attention." We all agree as to the quality of the literature, but I venture to assert that few teachers would agree as to what literature would rank as best for the youthful mind.

"We need something in our books that will feed the soul of the child while he is learning the mechanical part of education"; I beg to suggest that for a young child the amount of soul nutriment which it can absorb from a book fades into mere nothingness compared with what it can receive from the ever-present, living personality of the teacher. A book, to a young child, is something that requires considerable imagination to invest with kindly personal interest; while

the life of the teacher is a "living epistle, known and read" by all children who come into contact with her.

Accustom a child to a correct use of nouns, pronouns, adjectives and other parts of speech, and let its surroundings be refined, such as will appeal to and develop the æsthetic side of its nature, and I venture to assert, that if the child cannot name one part of speech correctly, yet it will appreciate the beauties of literary composition as found in our standard authors.

I knew one case in point; a girl of thirteen years of age, whose grammatical training was all in the future, who could recite selections from our classical English authors in a manner which showed clearly that the ideas, presented in glowing words, had power to thrill her young soul to its depths. I can hear the young voice yet, and see the plain, dark face, lighted by glorious eyes of soft dreamy grey, as she would recite:

"Amid the strings, his fingers strayed,
And an uncertain warbling made,
And oft he shook his hoary head—
But when he caught the measure wild
The old man raised his face and smiled."

I am sure she could not at that date have parsed three words of the above extract correctly, but she loved it! She had inherited decided literary tastes from her father, and a strong love of all beautiful things from her mother, and these traits showed in her school life.

I agree with H. D. Honey that the choicest specimens of American and English literature and translations of some Greek and Latin authors should be presented to the child's mind in the school room, and an occasional quotation from these authors by the teacher will go a long way towards fixing the author's ideas in the minds of the children.

Get acquainted with language whether you know the technicalities of grammar or not. One can command quite a vocabulary by the age of ten years if the surroundings are favorable; and every word the child fully understands is just so much mental wealth. A teacher's duty in regard of language is to lead the child skilfully to realize the meanings of new words, and to use them correctly.

But I must bring this already too long epistle to a close, or I will weary both you and the readers of the RECORD.

STE. THÉRÈSE, P.Q.

Yours truly, SARAH F. SIMPSON.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—We have been doing our best to raise funds for an organ for our school, and as that is an important piece of school apparatus, it seems to me that our efforts might be supplemented from the amount awarded to our school last year for appliances. Can you inform me if there can be any possible objection to our applying the grant in this way.

Yours truly, MODEL SCHOOL.

[The grant for appliances is to be devoted to the purchase of apparatus for the school, and if all necessary apparatus has been obtained, such as that mentioned in the regulations, or that suggested by the inspector, there can be no objection in your applying to the commissioners to be assisted in the way you indicate. Ed. E. R.]

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Does it not appear to you as it appears to me, that only one set of readers should be authorized for the province. I believe my district is the only township that uses the *Royal Readers*, and when pupils come from outside to my school they have to buy new readers, and that constitutes a grievance.

In regard to drawing also, there is a difficulty. Most of the pupils from the district schools know, comparatively speaking, little or nothing about drawing, yet some of them enter the second and third grade, where they are expected to pass an examination in No. 2 and 3 Dominion Drawing Course. It simply cannot be done in the time at our disposal for that subject in one session of nine months. As I noticed in my remarks accompanying last examination papers, I think there ought to be some change made in the method of examining pupils in that subject, as the work required to be done is altogether too difficult for a great many pupils who have no taste and not sufficient practice to do artistic work. Some appear to draw naturally, whilst others never appear to do anything more than copy indifferently, or produce sad caricatures. I do not think that drawing should be a fatal subject. A new difficulty has arisen in connection with my work here this year. I have a class of three in grade III. Academy, (and you know my school is only a Model School) and one in grade II. Academy. Now, some people find fault because I take up the last two grades in the Academy Course. They say that I am not justified in having these classes in a Model School, and that my time should be taken up with the lower grades. Now, what is to be done in a case of that kind? If we discard those grades, the school will not take so high a standing, and the parents of those children will be dissatisfied because they cannot go on with the higher grades, and if we don't do it, then the other class will grumble. Where there are only two teachers in a school, such difficulties must necessarily arise, although this is the first time I ever was found fault with, for trying to do the higher work in order to keep up the standard of the school.

I have adopted a kind of compromise by taking part of the subjects of the class in grade I. Model under my charge, and allowing the third grade A. to take up subjects for junior certificate, and do extra work after school hours. If I am able to stand the work, I think this will do very well, but should my health give out—I do not feel very robust—then some class will have to be dropped. I would have no trouble with my present number of pupils, but when the school fills

up with boys who only come in for a few months in winter, then the agony begins, and one is put to their wits end.

In an entirely rural community like this, it is impossible to work up a school to any degree of efficiency, owing to the irregularity in attendance. If you can give any suggestions in a matter of this kind they will receive due consideration. Yours sincerely, G. M. D.

Books Received and Reviewed.

LES FRÈRES COLOMBE of Georges de Peyrebrune and LA FÉE of Octave Feuillet, edited by Mr. J. Squair, B.A., of University College, Toronto, and Professor MacGillivray of Queen's College, Kingston. This is one of the Messrs. W. J. Gage and Company's Educational series, and the care with which it has been edited and the neatness with which it has been published is a guarantee that it will be well received by the teachers of modern languages throughout Canada. With the biographical sketch, copious notes and composition exercises which accompany the text, the book is everything that could be desired by teacher or student. The vocabulary at the end of the book has been arranged with the intention of teaching English as well as French.

KERR'S BOOK-KEEPING; an Elementary Treatise, by Mr. S. Kerr, Principal of the St. John Business College, and published by the Messrs. J. & A. McMillan, St. John, N.B. This is a second edition of a text-book which has been well received in the Maritime Provinces. As a text-book for schools and business colleges, it includes all that the student may require before taking a position in the counting-house, and in every respect is very complete. The review questions will be of great assistance to the teacher while preparing his pupils for an examination, as well as the chapter on the routine connected with Negotiable Papers, and Commercial Forms. A series of Commercial Calculations and Problems adds very much to the value of the book.

LE CIGALE CHEZ LES FOURMIS is a comedy in one act, prepared by Messrs. Legouvé and Labiche, with English notes by Professor Van Daell of the Massachusetts Institute of Technology, and published by the Messrs. Ginn & Company, Boston. The student of the French language will enjoy this pamphlet edition of a bright selection from the works of two writers, whose names, though seldom mentioned on this side of the Atlantic, are household words in France.

PAST AND PRESENT is the Magazine of the Berthier Grammar School, edited by Mr. P. M. Newton, and printed by Messrs. John Lovell & Son, Montreal. As a current history of the progress of the school it deserves commendation and encouragement, and must be a thorough enjoyment to the "old boys" of this institution, as well as to the boys of the present generation. It is both bright and witty.

SELECTIONS FROM WORDSWORTH, edited by J. E. Wetherell, B.A., Principal of Strathroy Collegiate Institute and published by the

Messrs. Gage and Company of Toronto. Mr. Wetherell deserves great credit for this attractive edition. The Memoir by Professor Clark of Trinity University, the article on the Literary Mission of Wordsworth by Principal Grant, Mr. William Houston's chapter on the Æsthetic Use of Wordsworth's Poetry, Professor Robert's critique, the selection from the *Athenæum* on Dorothy and William Wordsworth, and other features, make up a volume which is sure to have an influence in our schools towards promoting literary culture in the right way. The natural method of studying an author is exemplified in the well-considered arrangement of the volume, which is sure to be welcomed by the progressive teacher.

MACMILLAN'S HISTORY READERS. While such a reader as the one before us, *A Reading Book for Standard V.*, cannot well be introduced in Canadian Schools, it would be an excellent ally to the teacher in his elucidations of the periods of English History to his pupils. As such we have no hesitation in recommending it to them, neatly arranged, beautifully illustrated and provided with the biographies of the leading persons of the period, as it is.

ENGLISH GRAMMAR, by Professor Meiklejohn and published by the Messrs. D. C. Heath and Company, Boston. This is an American edition of the text-book in use in our province. It is issued in superior form, being well bound in cloth, strong and durable.

THE COMPLETE MUSIC READER, by Charles E. Whiting, formerly teacher of music in the Boston Public Schools, and published by the Messrs. D. C. Heath and Company. Mr. Whiting has prepared a volume which the teacher of the old notation is sure to appreciate. The first part of the book is devoted to musical notation, illustrated by well graded exercises. The part songs have been carefully selected, while the anthems and hymns make the book valuable for practice outside school-work. An excellent book in every respect.

GRADUATED MATHEMATICAL EXERCISES, by Professor Richardson of the Isle of Wight College, and published by the Messrs. MacMillan & Co., London and New York. This is a second series of what has been a great help to thousands of students preparing for examinations in arithmetic and algebra. This new series is a continuation of the preceding one, and includes problems in higher algebra, logarithms, trigonometry, easy mechanics and analytical geometry. We feel that no undergraduate in our colleges should be without the book, as he can make use of it periodically as a test of his own progress.

INITIA GRÆCA, PART I., by Dr. Wm. Smith. Messrs. Harper & Brothers have favoured us with a copy of their latest edition of this old and reliable introduction to the grammar of the Greek language. This edition has been thoroughly revised and attention has also been given to an improved arrangement. As it is used in the schools throughout the province, we may remind our teachers that this new edition may be had direct from Messrs. Harper & Brothers, New York, or from any Canadian bookseller.