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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

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Articles : Original and Selected.

THE CONVENTION OF 1893.

The Convention of this year in connection with the Provincial Association of the Protestant Teachers of the Province of Quebec was, in many respects, not dissimilar from its predecessors, and the Committee who had for its task the arrangement of the programme are to be congratulated on the manner in which it was carried out. The Report of the Executive Committee contained an account of the progress of the year. At the three meetings of the year, the most of the work done had reference to the programme of the convention, but in one or two instances there was a divergence from this point, as, for example, in the case of the proposed text-book on Canadian history. As you know, says the report, this matter is now in the hands of the Dominion Educational Association. The secretary of it, however, deemed it his duty to report to your committee on the question of the money asked for from the different provincial Governments, that promises for the payment of the money had been received from all the provinces except Quebec. The discussion on this resulted in the appointment of a committee of three chosen from your executive, with power to add to their number, to further the efforts of the Dominion Educational Association in securing the appropriation asked from the

province towards a text-book on Canadian history. This committee, after adding to their number the president of the Roman Catholic Teachers' Association and two representatives of the Catholic schools, were able to secure the co-operation of the Provincial Treasurer in the matter, and before long were assured by the Premier that Quebec would do its duty, and that the amount would be put into the next estimates. Again, in the matter of a Compulsory Educational Bill, you will remember that two years ago a very full report was presented to your Convention, and that you then placed the whole question in the hands of the executive, who appointed a committee to take charge of the question. This committee presented a report, which the committee adopted and ordered to be read as a part of this report.

The report also dealt with the subject of compulsory education in the following terms :—"The time is now ripe for an exhaustive discussion of compulsory education, and the report also proposes a resolution for the Convention to adopt. It sets out that the right of the state to tax for educational purposes is correlative to the duty not only to see that adequate education is offered to the people, but to see that the people are adequately educated. The resolution concludes with a recommendation that "the Province enact such a measure as on one hand will make adequate education accessible to every child, and, on the other, will compel the education of every child; so that neither the wilfulness of children nor the neglect of parents shall issue in ignorance, in the poverty that springs from ignorance and in the crime that festers in communities that are both ignorant and poverty-stricken."

The report of the Executive further asked that the government carry the principle on which governmental interference with education is founded to its legitimate conclusion by insisting on it that not only shall children of the poor and rich be properly instructed, whether in school or privately, but that the sons and daughters of rich and poor alike shall, when school days are over, be fitted for the exercise of some trade, handicraft, art or profession by which they may be able to support themselves and serve the community. The sub-committee believe the time has come for a discussion of the matter and suggest the appointment of a committee to communicate the resolutions to the labor organizations, to the Provincial Government and to church bodies. That steps be taken to secure an early and full discussion of the question of compulsory education.

The report of the Treasurer showed a balance of \$438.38, and this was followed by the report of the Curator of the Library.

The report of the Pension Commissioners showed that the revenue of the fund amounted to \$20,804.66. On June 30, 1893, the total capitalized revenue amounted to the sum of \$175,279.95. At present the expenditure was 23-100 percent. During the past year pensions were paid to 368 persons, of whom 290 were females. The average pension was \$85.41; persons over 56 years of age were paid \$169.36, and those under that age received \$42.04. The report was adopted.

The report of the representative to the Protestant Committee dealt chiefly with the distribution of the moneys at the disposal of that body. The most important matter, as the teacher's representative said, was the division of the fund arising from marriage license fees. According to tradition, a fixed sum was set aside for the universities. This tradition was still in process of being discussed, and possibly an early settlement would lead to a disappearance of what some have deemed an unseemly scramble for the lion's share of this fund.

At the session of the afternoon there was a discussion over the school exhibit at Chicago, which had been announced as having been sent from the Protestant schools of Quebec, and a resolution was passed repudiating the representation, and disclaiming, on the part of the Convention, any connection with the exhibit.

After this discussion, Miss Bishop read her paper on the Delsarte culture. Physical culture was the theme, and she gave the teachers many valuable points which they might use with advantage to themselves and the children committed to their care. One point strongly urged was that respecting the poise of the body. The incorrect, ungraceful and unhealthy positions in standing were practically illustrated. The truthfulness was apparent to all. The paper was very interesting to the Convention, and a brief discussion followed. A vote of thanks was accorded Miss Bishop.

Mr. A. B. Wardrop afterwards discussed the subject of Writing. He spoke of the prevalence of bad writing almost everywhere, and charged lung diseases and spinal deformity in children in a measure to the improper modes of teaching this art, and the improper positions children were allowed to take while at the copy books. He discussed the pen and some of the elementary principles to be followed in using it. There was a short discussion, and then an adjournment of the business session until this morning.

On the evening of the first day of the Convention there was held a *conversazione* in the new building of the Montreal High School, at which addresses were delivered by the Rev. Principal McVicar, the Hon. Gédéon Ouimet, Dr. Heneker, the retiring President of the Teachers' Association, and the Mayor of the city of Montreal. During the evening there were refreshments and music.

The President of the Association, in his address, said: "I would like to speak to the teachers as a teacher, and though there will be a great many details in which outsiders are but little interested, I hope the audience will bear with me. The school boy was an interesting object as at about seven years of age he presented himself at school. He united in himself the trials of the past and the hopes of the future. Education sees in him, soul, mind, and body, and feels its responsibility. It sees in the mind the sum of capabilities and it proceeds to develop them. In this process of development the thing that plays the most important part next to teaching is a judicious course of study, the most difficult of all work. This fact, unfortunately, is by no means universally recognized. Most people have their own ideas about what children should learn, and they forget that it is a professional matter that should not be tinkered with. Mr. Arthy gave several instances of how often the courses of study were changed, not even neglecting the question of dinner and luncheon or teaching pupils how to take care of their body on an empty stomach. The qualifications of a man who is to lay down a course of study were true conception of the value of, and true end of, education. Having determined this he must have a clear idea of the different classes of educators. Then, again, he must be familiar with the process of education as it takes place in the mind of the child. Lastly he must have a fair estimate of the doctrine of educational value and make such a selection that the true balance between knowledge and mental training be preserved. We are fond of comparing our profession with that of the law and others, yet we are on an entirely different footing, for we must acknowledge the supervision of school boards and others. Still, the opinions of teachers ought to be deferred to on professional questions as well as in other professions, and on this point all teachers ought to take a determined stand. There is much in our system of which we ought to be proud, but there are many defects. For one thing it suffers from the mechanical influence of the graded system. In a word, the children are learning to do rather than to know; to acquire power rather than know-

ledge. The picture is attractive, but we feel no assurance that many of our good points are not sacrificed to the progressive spirit of the age. In urging you thus I am aware I am urging you to a step which must end in an amendment to the school law, and yet I am not in favor of a radical change. The question which I have presented involves many impracticable things, many delicate details. But let us go slow. Let us strike a committee to clear away preliminary difficulties and report upon the best way to reach our aim. I find no fault with the gentlemen who administer the law, but with the law itself."

On Friday morning Dr. Robins read a paper on Agriculture, in which he asked: Should the pupil be taught agriculture? If so, how should he be taught it? The subject was one of great importance and difficulty. The text-book of to-day would be antiquated three years hence. They were on the eve of great discoveries in agriculture as a natural science. They had discovered how plant life was sustained by minute forms of parasitic life which conveyed from the air life-giving properties; how life on the great scale was produced from minute forms of other life which had hidden themselves away, and eluded the grasp of the scientist. Other discoveries would be made which would revolutionize present methods of agriculture. Had they the time to take up the subject at all? Had they not too many subjects already? The answer was, that they must get rid of some subjects, or rather, of their method of teaching some subjects. The scheme of education appeared to have been originally intended to supply clerks for the merchant. The commercial element of the arithmetic must be modified. In its place let there be more immediate relation to science. They were teaching a good deal of traditional knowledge. He had been taught that three barley corns made an inch. That came in with the Tudors; yet he and the generation around him had been taught it. They might discard some things. The text-book was only the beginning. It must not be a mere setting forth of principles, but it must open up the way to practical knowledge. It must go into calculations. The farmer did not go into agriculture as an interesting recreation, but to make a living and a profit, to increase the fertility of the soil, to make the business prosperous by a proper rotation of crops. Therefore, whatever was done in this matter should be of a practical character. First of all, and as preliminary to the actual study, there should be a knowledge of physics. To that should be added chemistry; after that the physiology of botany, and the physiology of animal life—not of life in the large animals, so

much as of life in the minute—the microscopic, which was the foundation and the potency of other and higher forms. The utmost knowledge that could be obtained was desirable on this subject. He was not a politician, but he saw that the social superstructure was giving way, because the top was too heavy. He did not profess to say that he had a ready-made remedy for that, but what he knew was, that help must come, not from outside, but from the farmers themselves, in order that agriculture, which was the foundation of all things, should be placed upon a sure footing. The farmer wanted all the light that could be obtained. He wanted to reap the advantage of every fresh discovery, because agriculture lay at the root of all the sciences, and to be prosperous it must be enlightened. Dr. Robins closed with an earnest exhortation to the teachers to take up this study with enthusiasm. Efforts had been made elsewhere. What other men had done they could do. Let them not say they had not the mental equipment which their elders, who had done so much, had. If they possessed it not, let them not rest till they obtained it, so that, rounded and complete, they might grow up to the full measure of a perfect man.

In the discussion which followed, Sir William Dawson was the first to take part. In the course of his remarks he said that he had introduced the subject in Nova Scotia in 1857, and prepared a text-book, which was now out of date. There was a cry against the multiplication of subjects in the schools, with which he sympathized. He held that all sorts of training, whether technical or otherwise, should be undertaken not so much for the purpose of making the pupil this or that handicraftsman, as for furnishing him in such sort that he could go out into the world and take his place at all forms of work. Manual training should aid in the general fitness which would make the man valuable in the various walks of life. But a strong plea could be made for the introduction of agriculture. It was the art of arts. It was the business of our first father, who was commanded to dress his garden. It lay at the very foundation of life. It had immediate relation to the plan of the universe, and to the existence of man and all forms of life on the earth. The man who was placed at a machine in a workshop in the city did not require to know a great deal. But the farmer was independent. He had the means of living within himself, as it were. How desirable it was that he should have all the knowledge possible in relation to the enriching of the soil, the succession of crops, the life of all things that lived

around him! Scientific agriculture, once it got a start as a study, would grow with accelerated ratio. The scientific farmer would impart his knowledge to his children, and thus it would go on. Sir William had a word to say about the Protestant Committee of Public Instruction, of which he was a member. He said that while he had to give up active educational work, he hoped to remain a member of this body as long as he was able, showing his interest in that which was nearest his heart, the education and culture of the people. (Applause.) He could say that that body was sincerely anxious to do all that it could to advance the interests of education. If more was expected of it, it ought to be remembered that it had not the means, it had not the legal power to do more. As to the distribution of grants, that was gone into with every desire to do justice all round. He went a little into the history of the grant to superior education, to show that the universities had commenced by helping the secondary schools. For himself, he desired to see the universities quite independent of this or any other body, independent of any grant from government. Unfortunately, while kind friends came forward to liberally endow the accessories of education, as in the form of technical and other special training, they had not yet come forward to place education proper, that was, general education, upon an independent basis. They were as poor now as they had been many years ago in this respect.

Miss E. Binnmore, B.A., after the discussion on Agriculture had been brought to a close, addressed the Convention on "Manual Training in its Relation to the Public School." Miss Binnmore has been to New York studying the subject, and is enthusiastic over what she saw at a public school in the Bowery, where manual training was carried on with great success.

In the afternoon of Friday, S. B. Sinclair, B.A., of Hamilton, Ontario, spoke on Kindergarten Methods in Primary Work. As Mr. Sinclair's paper will subsequently appear in the RECORD, it may only be said here that his advice was well received with great enthusiasm. After his address, Mr. Gammel, B.A., of the Montreal High School, read an interesting paper on Geography, which was well received.

At the evening session of Friday, which was held in the hall of the Montreal High School, a paper on "Art Education in Elementary Schools" was read by Mrs. Dana Hicks, of Boston. She spoke of form, study and drawing, and briefly sketched the evolution of these, showing that drawing was at first regarded as an accomplishment for a few; then came industrial drawing

for industrial workers, then form study and drawing began to be looked upon as a means of mental development; and we were just now entering on another stage of art culture as a means of spiritual development for all. Form in study and drawing were important factors in mental development, and all progressive educators gave them an important place in the school curriculum.

"Religious Instruction in Public Schools" was the subject of a paper by the Rev. A. C. Courtice, who opposed secularizing the schools. There were two serious objections to purely secular schools; first, that such a system lowered the educational standard, and to that extent deteriorated the educational result, and, second, that it would strongly tend to foster class distinction, and with no broad, deep, unifying influence in the school, such a system would be an effectual bar to the best type of Canadian patriotism within the Dominion. During the evening recitations were given by Miss McGarry and songs by Miss Virtue and Mr. Cunningham.

On Saturday morning a paper was read on the "School Library," addresses delivered by G. W. Stephens, Esq., and the Rev. Dr. Shaw, and an essay on Grammar, read by Miss Peebles, after which the Convention was declared closed.

The remarks made by Mr. Stephens were of a practical character, urging the introduction of ethical teaching in the schools. The Rev. Dr. Shaw's address was one of the pleasantest during the whole Convention. We have not yet received the official list of the officers elected, but as soon as it is received we will publish it.

Editorial Notes and Comments.

At the close of Mr. G. W. Stephens's address on Ethical Training to the teachers at the late Convention, he referred, as he has done previously, to the mean remuneration the most of them are receiving. Like the speaker on religious training the evening before, he made, however, no attempt at suggesting a remedy. And indeed the question seems to be so beset with difficulties that few can think of a remedy, far less develop it into a proposition in which there is sufficient of the practical to recommend it. A recommendation has lately been placed before the Protestant Committee, which, if acted upon, may lead to ameliorating results. But in this effort to increase the salaries, teachers must be true to themselves in helping out the reform. Not long ago the *Educational Journal* of Toronto

published the following from one of its correspondents, and our teachers should carefully take note of what he says: "The educational system of Canada is undoubtedly fine, but in at least one line it is susceptible of improvement. I refer to the salaries of teachers. While in everything pertaining to the training and preparation of teachers for their very important duties, great and rapid strides in advancement have been made since the foundation of our public school system was laid; yet, in many places we find the most primitive method of engaging and paying this hard working class of people to prevail. When these methods involve so much that is derogatory to the dignity of the profession and utterly opposed to that spirit of love of our neighbor which it is the first duty of teachers to inculcate in their pupils, it is a matter of wonder that the abuse has been allowed to continue so long and that even yet it attracts very little notice.

What becomes of the nobility and honor of a profession whose members are supposed to attain the privilege of exercising their talents by a species of tendering and underbidding that would not be tolerated among thieves? And what must be the effect on a school of impressionable children of the life and character of one who takes advantage of the chances allowed by a false system to violate the golden rule?

When a school board finds itself in need of a teacher there should be some better method of securing one than to advertise for "applications with testimonials, *stating salary.*" In how many instances is the emphasis not on the last phrase, but on the one immediately preceding? How many an anxious applicant has tortured his brain "groping blindly in the darkness" after that unknown and unknowable quantity of dollars and cents which should be the highest possible under that to which some other not less anxious soul has fixed his fate? Since all teachers deplore this state of things, why should it be allowed to remain, without, at least, an effort for the better." There have been one or two instances of this indirect underbidding in our own province of late, and we trust it will disappear before publicity is given of individual cases. If the teachers cannot be true themselves in this matter, how can they expect their friends to put forth continuous efforts to stand by them. As our contemporary remarks, the pity is that all teachers could not agree to boycott such advertisements as those that are thus put out as feelers for the man or woman who will consent to work for the smallest salary, and apply for no position in which the School Commissioners refuse to state

clearly the salary they can afford and are willing to pay. We would go further and say that salaries should be graded according to the position, and that no teacher should demean himself by taking a smaller salary than his predecessor had.

—Mr. Richard Lees has stated or restated the question in this way. What is the cause of the exodus from the ranks of even our male teachers? "One reason, no doubt, is the smallness of the remuneration. There are only a comparatively small number of public school positions in which the salary paid is sufficient to enable the men to take a partner, establish a home and assume the duties of and responsibilities of a citizen. The income of even the best positions is a miserable pittance compared with the best positions in law, medicine or theology. Are the men who occupy these so superior in ability or scholarship to the men who occupy the highest positions in the teaching profession, that their remuneration should be three, four, or even five times that of the latter? If they are, it is simply because men of ability shun teaching as offering too poor a field for the exercise of their powers. It is not to these higher positions, however, that what has been said on the subject of salary especially applies, but to the great mass of schools in which salaries are paid ranging from \$200 to \$500. It does not require a very large share of ability or scholarship to obtain a third-class certificate, and yet it requires more than is possessed by everyone. We can all remember cases in which some Solon, not half so wise as he thought himself, envious of the easy time and big pay of the teacher in the neighboring school, has grown ambitious and resolved to become a teacher. Filled with this laudable ambition he started to school, succeeded in passing the entrance examination, spent a year or perhaps several of them at the high school, but never got into his contracted cranium enough learning to pass the third-class examination. So that I say that even the holder of a third-class certificate, besides possessing a degree of scholarship above average, possesses, in most cases at least, an amount of natural ability that will secure for him a remuneration better than that of a farm labourer in almost any other calling than that of teaching, hence the likelihood that he will turn his attention to something else." And yet how often has the case been stated thus without any practical results. Indeed, so little has, so far been done beyond talking of this reform that the teachers are coming to think that there is nothing in it, save the round of applause which generally follows the platform outcry.

—When the Evangelical Alliance lately made their suggestion to our educators that the regulations about religious instruction in our schools should be amended so that they would say exactly what they do say, they were not unlike the old lady who would go to London on the electric telegraph, they evidently knew little or nothing about “the system.” Or, perhaps, they had been reading something like the following, which had excited their righteous fears. “Household or manhood suffrage,” says a late writer to the press, “in the exercise of illiteracy is a dangerous thing. Every child in the land should be educated according to the station he is to fill in life. But shall it be state aided and free? Shall it be compulsory? Shall it be sectarian, or national? I am for compulsory education; and in consequence of this, I hold that it should and must be free. The state receives the benefit, and the state should pay for it. It is perilous for the state to put political power into the hands of the ignorant. But what has the minister to do with this? I answer, work for it with what might he can. He can preach to the rich, from pulpit, platform and press, and ‘charge’ them to be ‘ready to do good and to distribute’ to the help of those who are less fortunate than themselves. Of course, there will be a battle to fight and win, upon the question whether the education shall be sectarian or national. I plead for the national—by the nation and for the nation. This has proved to be more efficient than the sectarian, even where the latter has been at its best. In proof of this one has only to contrast the condition of things in Spain, Mexico, South America, the South of Ireland and in the villages of Quebec, with that of Germany, Scotland, England, the United States and the Province of Ontario. By the national system we escape the evil of giving national money to teach sectarian creeds, of handing Protestant children over to Catholics, or Catholic children over to Protestants. I am aware that the Catholics would oppose this system, on the ground that it is the exclusive prerogative of the Church to decide the methods and nature of the education. I am sorry that they should do so; but our attitude must be one of indifference because of this. That would result in danger to the state, and would be injurious to children and people. We must be active in antagonism to ignorance to sectarian schools, and for a national system. We must endeavor to put the Bible into every school, without note or comment, and I have yet to learn that it will hurt anyone. We must strive to banish from those schools, all creeds and catechisms, and leave the teaching

of these to the Church and Sunday-school. And the schools should be so graded that a willing child can climb from the gutter to the top of the ladder. The struggle for these things will be long and vigorous; but we must not be disheartened by that." In view of the fact that there are such opinions abroad, would it not be well to let well enough alone in the Province of Quebec, even if some of us should miss the self-satisfaction of seeing our name in print. It would surely, at least, be wise always to learn first how far the law *does* go before stating how far it should go.

—Mr. Cross's letter, in a *Witness* of last month, is not a matter to be laughed at by our young teachers. There is a serious *morale* to be drawn from it, and if those applying for positions as teachers do not see it, they are very dull indeed. A teacher who would deliberately apply for a position in school, without carefully scanning the spelling and composition of his or her letter of application, is not worthy receiving any appointment. If the purpose of our school education be not to enable young folks to pass as educated persons in the world, what is its purpose? And if such be the purpose, why is it that so few can pass the test, by showing their ability to express themselves in their own language, written or spoken?

Current Events.

The night schools in Montreal have been re-opened, though the Provincial Secretary declares that they have not given his colleagues in the government satisfaction. The latest instructions are, that these schools may be opened as soon as convenient, and the government will contribute to the same extent as last year. The admission fees will remain as they were, namely, fifty cents, which will be refunded or kept, upon the same conditions as last year. The number of schools to be opened is left to the School Commissioners. If, when the schools are opened, the number of pupils entered is less than the figures fixed by the School Commissioners last year, to keep a school open, the number of schools must be diminished so that each may have the proper quantity. If, after the schools have been opened, the attendance at a school diminishes, so as to fall below the established quota, such schools must be closed, and the pupils transferred to another, so that the latter may have the required number. In all other respects the schools must be conducted in the same way, and on the same conditions as last year.

—The Board of School Commissioners of the City of Quebec has been re-organized as follows:—The Very Rev. Dean Norman, D.D., Chairman, Messrs. W. G. Wurtele and George Lampson, Esq., B.A., as members appointed by the Government, and Messrs. G. R. Renfrew, P. Johnston and Thomas Brodie, as members selected by the City Council.

—Professor Drummond, who has lately been visiting Canada, at the opening of the Chicago University said:—"It seems to me, after all, that the treasure of life is very near. It is close to every life, if we could only get on the right track. The elements which make up religion are few and exceedingly simple. There are three elements which make up complete life. The first is work. Three-fourths of most of our lives is given up to work. How can we then become saints if three-fourths of our lives is given up to work? You are aware that nothing is more religious in the world than working from day to day. The workshop is not the place for making engines—it is the place to make men. The university is not the place to make scholars—it is the place to make character. It makes character by work. How does a man learn to become accurate, conscientious and honest? Just as he learns to play baseball—by practice. Without practice none of these things can be done. The man who deserts his work turns out to be a scamp. But the man who makes a religion of his work from day to day, who sees that that is life—he will become the religious man. The second element which makes up life is God. We must try to cultivate what our forefathers called 'the presence of God.' One of the most difficult things in the world is to get a true conception of God, such a conception as the old scripture-writers had. We think some one else is God. We are always looking 'up there.' There is no 'up there.' What is up there now will be down there to-morrow. God is a spirit. We have all heard these voices of the soul. All that is necessary for growth is for us to yield ourselves to these voices. God must be doing something. For millions of years He made the stars, and the animals and the flowers. Did He stop with man? Has the Creator finished His work? Surely we shall find Him at the top of the building. In every one of us His work is going on. Hence the value of living in the presence of God. What would leave the greatest blank in your life if it were taken away? Love is the third element in the complete life. Life is partly made up of human friends. In the great painting of 'The Angelus' if the man had been there alone it would have been dreary. If the woman had been alone it would have

been sentimental. But they are both there. It always takes two to complete a life. They may be brother and sister, but no man and no woman can live alone and lead a complete life. Let me say to the students what Samuel Johnson said: 'We must keep our friendship in repair.' It is not a small matter that we should have friends. It is a most difficult thing to retain a lasting friend. God is love. Where love is God is, and where love is in our hearts for friends there God is. We therefore cultivate friendships and *esprit du corps*. These three things, then, make up life. If any one is missing we are not happy. A fourth is too many. To rest a man's soul in life he must have work, God and love."

—The opening of the Redpath Library in connection with the McGill University is a prominent event in the history of that institution. As Sir William Dawson said, when called upon to address the assembly met to grace the occasion of the opening ceremonies, the present caused the mind to revert to early times when they had no library at all. These were the days, in 1855, of struggle. In 1860, when they had their new buildings, they had room for 2,000 volumes, and thought themselves rather well off. After that they had the gift from Mr. Molson of the William Molson Hall, which gave them space for 20,000 volumes. Then they appeared to have too much space, and not enough of books, and they thought that the empty space looked meagre. But friends were kind, and the books grew, until, in 1892, they had 35,000, and began to complain that they had no adequate place in which to bestow them. Now, thanks to the kindness of Mr. Redpath, they had a library which would contain 150,000 volumes, and a hall and conveniences and surroundings which gave the students facilities for reading and consultation which they had never before enjoyed. (Applause.) Thanks to the interest and taste of Mrs. Redpath they had those fine windows from which so many of the great ones looked constantly down, stimulating the student to greater diligence and research. Present requirement had now been fully satisfied, but as to the future, it might be said that as they had too little room in the past, so the day would come when the present building might not satisfy a larger need. He hoped that Mr. and Mrs. Redpath would live to see that time, when he was sure that the new need would be met as the present one had been met.

—Of Mr. Redpath, the donor of the above magnificent gift to the McGill University, a contemporary says: Mr. Peter Redpath is the son of the late John Redpath of this city. He

is well and favorably known as an earnest and faithful worker in the interests of his native city of Montreal. During his sixteen or seventeen years residence in England he has never lost interest in the affairs of Canada, and on many occasions has shown that the prosperity of this country is ever dear to his heart. While in Montreal he took an active part in the advancement of the city's interests. He was one of the chief supporters of the Montreal General Hospital, and was for many years connected with the large sugar refining industry founded by his father and bearing his name. Mr. Redpath is one of the London board of directors of the Bank of Montreal. He is a member of the Canadian Institute, and was associated with Sir Donald A. Smith as representative of the Montreal Board of Trade at the recent Intercolonial Trade Congress held in London. His generosity towards and love for the city of Montreal is evidenced by the Redpath museum which was founded through his munificence. In addition to the present gift to the McGill College he has given several endowments, and his name is attached to more than one scholarship in the various faculties.

—The establishing of school libraries in every village in the Province of Quebec is an enterprise which may take rank as a corollary of Mr. Redpath's munificence, and it is to be hoped, that the efforts put forth by the various communities in this connection will meet with recognition by some of our capitalists. Why should all the efforts of the capitalist-philanthropist be directed towards the city. May the country towns and villages not look for "the crumbs that fall from the master's table," if not for the more substantial viands. As has been hinted by the late Principal of McGill, a recognition of our common school-work would not now be out of place.

—Somebody is evidently catching it, though many who attended the Educational Congress perhaps missed the inanity exhibited, or possibly it was not in their section. We hope the editor of the following, who is evidently afraid of having the truth emphasized by repeating it, will keep away from much of our work in the Canadian Provinces which consists more or less of the process of such an emphasis. The practical seems to have done more for education than the theoretical. Yet the editor must have his word of admonition, and this is what he says:—The doings of the World's Educational Congress, recorded in one or two of our weekly journals, are not worth the paper they are printed on. These reports are merely skeleton, and yet not enough to determine their place in the

kingdom of bones educational. It seems to us almost an imposition to ask intelligent men and woman to read such dull, meaningless, inane accounts of the discussion of great questions—and that, too, in a sheet devoted, or supposed to be, to the interests of education.

—The repudiation of the Quebec Exhibit of School Work at Chicago, as selected from the work of our Protestant Schools in Quebec, may be a summary way of running from a humiliation, but as our correspondent, "A Montreal Teacher," hints, is it a manly way of facing a difficulty. The selection that found its way to Chicago was good enough for the teachers at the Dominion Convention of Teachers, at least it was placed alongside of exhibits from other Provinces when that Convention was held in Montreal. It was not then repudiated, and, why, it may well be asked, should it be repudiated now? Has any one's personal dignity been offended?

—In connection with one section of the night schools the following may be read with interest. They will be held at the same places as last year. As last year, those registering will have to make a deposit of fifty cents, which amount will be remitted to those attending two-thirds of the total number. School books, stationery, etc., will be supplied free. The Normal school will not be utilized this year. The teachers are to receive \$1.50 and the principals \$2.50 per night. Principal Archambault will be the superintendent of the system. There will be a hundred nights' course. There will be vacations at Christmas and Easter.

—In Ontario these are some of the regulations about the Inspectors:—With regard to the appointment of inspectors the chief regulation runs as follows: "The qualifications for a Public (Elementary) School Inspector's Certificate shall be (a) five years' successful experience as a teacher, of which at least three years' shall have been in a public school; and (b) a Specialist's Certificate obtained on a University Examination, or a Degree in Arts from the University of Toronto, with first class graduation honours in one or more of the recognized departments in said University, or an equivalent standing in any other University of Ontario, with a certificate of having passed the final examination of the Provincial School of Pedagogy." On the other hand, "Inspectors of High (Secondary) Schools are appointed by the Government, are selected from Principals of Collegiate Institutes, who have obtained the front rank in their profession, it having been fully acknowledged by educationists that work of this kind, to be properly performed.

must be assigned to experts practically engaged as teachers in High School or University." Among the detailed duties of the Public School Inspector we find the following:—"To teach a few model lessons himself. The proper methods of teaching subjects that are found to be neglected or badly taught by the teacher should be exemplified by the inspector. Here all the qualities which go to form the model teacher should be exercised. His method of questioning and receiving answers, of arousing the enthusiasm of the class, of securing attention, of reaching by apt illustration the judgment of the pupils, should serve the teacher both as a model and a stimulus."

—In Ontario there is a movement somewhat similar to the one in our own province. There the Minister of Education has been desirous of discouraging, as far as possible, any multiplicity of classes and of having the work limited largely to the more essential subjects. Pupils from any of the Public Schools, who have passed the Entrance Examination, may write at these examinations, but no money grant will be given where there is a High School, or where the Public School has not at least two teachers, one of them holding at least a second-class certificate. It is to be contended that a teacher should have higher than third-class qualifications to do successfully what is really High School work. It is further held that in a rural school, having only one teacher, it would cause the junior pupils to be neglected, if there should be the temptation of a money grant for passing pupils at this examination. All Public School Boards have still the power of requiring fifth form work to be taken up if there are pupils wishing to take this course, and the optional branches may be taught subject to the control of the Inspector. The Public School Leaving Examination is not a qualifying examination but a pupil who has taken this course will be all the better fitted to enter upon High School work, though the main object of the regulation is, it seems, to give children a good English education should their attainments be limited to Public School work.

—At the closing meeting of the Educational Congress at Chicago, Bishop Keane, discussing the methods and ends of education, said: "There are three great books that education must teach mankind to read—the book of nature, the book of humanity and the book divinity. You cannot separate these three. Humanity demands them all, and the end of education is to teach humanity to read them all. Human life, to stand solidly, must not be one-sided or lop-sided."

—The City of Chicago has taken the training of its

teachers into its own hands, having opened a training department in one of its large school buildings. A corps of specially qualified instructors has been engaged, who will lecture to the cadets and younger teachers on the methods and principles of pedagogy with special reference to the needs of the Chicago schools. It has been found by experience that the cadets, or teachers on probation, are of a sufficiently high scholarship for their duties, and as a rule succeed fairly well in the management of the lower classes to which they are assigned. They lack, however, a comprehensive idea of the system of education as a whole. They fail to perceive the relations between grades and studies and they are inexperienced in the art of mind-development, which is the keynote of the new education. To acquire this needed knowledge they will be expected to attend the lectures at the institutes. Cadets teach only a half-day and the other half-day they will become pupils. In this way the standard of efficiency of the teachers as a whole can be, it is thought, materially raised.

Literature, Historical Notes, etc.

Dr. Wesley Mills in one of his addresses has said: We all recognize in some hazy way the relation of mind and body. Only the rankest materialism now-a-days confounds mind and matter, but I venture myself to think that the close dependence of mind and body in the light of modern science has never been adequately recognized. The essence of either mind or matter we can, of course, never hope to know, and it is not worth an earnest man's while to trouble further with such unprofitable problems. We may well repeat:

“What is mind? No matter.

“What is matter? Never mind.”

In the first place it cannot be too clearly realized, I think, that we only know the minds of others through the body—through some physical manifestation. Mr. Blank may be the perfection of intellect and moral worth, yet we can only learn this through some look or word or deed, and so far as his fellows are concerned he can only influence them directly through his physical being. But there is another truth that I wish more especially to emphasize, viz: that the mind and the body unfold or develop together and that for all practical purposes this associated development is of the utmost moment and, as I think, has never yet been adequately recognized, for if it had our

views of mental and moral development would have been greatly different and much misdirected energy would have been saved.

The changes that take place in the physical constitution of a human being before he is twenty-one years of age are altogether more pronounced than at any later period; and we find a corresponding difference in the non-physical part of the man—his psychic nature, using that term to include the mental and moral. Suppose we now inquire whether there is any real scientific basis for the belief that the period of an individual's life between, say sixteen and twenty-one, is the most important to himself and ultimately to the world. It is generally recognized that during these years the boy passes into the man, though not all that this implies. These years mark an epoch of great physical growth. As a matter of fact it is not the period of absolutely greatest growth, though this is more pronounced than at any later age. It is a period of extraordinary physical vigor, and is marked by a surplus of energy. But above all it is a period of development, characterized, indeed, by great external change in the form and proportion of parts.

But of still more consequence are the tissue changes. The brain usually increases considerably in size, yet not so rapidly as in some former periods. The greatest change seems to be in the hidden molecular life of the cells of this great organ on which all its higher manifestations depend. Two watches may in size and external appearance exactly resemble each other, yet be of very different value as time-pieces. The head-pieces of the graduates going out to-day, if they have undergone a healthy development during their college career, should be machines of a very different sort from those they were some four years ago. If we could but get a glimpse of their complex machinery as it was and as it is we should doubtless perceive wonderful arrangements of the molecular movement of brain cells. For real efficiency in the world the graduate should be, and notwithstanding all the defects of our methods of development, generally is, an organism capable of vastly more than he was as a freshman, whether we regard the quantity or the quality of the work, and especially the latter, which is, of course, of most importance; for the value of work, like that of other things, depends, as you know, very much on demand and supply, and of some kinds the supply is always short of the demand. One conclusion is therefore inevitable, if my premises are sound, viz: that harmonious and full physical development is not only of great but of absolutely vital moment, if the young man is to make the most of himself in the world, and as this is to be

accomplished or the opportunity for ever lost during the college epoch, we should bring our educational methods to this test. Are we as wise in this respect in our age as the Greeks, who laid the greatest stress on this harmonious development of body and mind? Why should physical development be left to haphazard at that period of a youth's life when his whole organism is most plastic, and most susceptible of improvement or injury? Nor should the development of the student's body be entirely according to his own direction any more than the development of his mind. We prescribe courses of study, we lay great stress on discipline as determined by methods. Why then do we not in like manner in all our institutions for education, and especially at college, look to bodily discipline to produce that vigour and development on which higher ends must, as science seems to teach, greatly depend.

To be clear in our discussion, let us inquire what is the object of a college career, or more broadly, what is the object of life? To such inquiries many answers, all containing more or less of the truth, might be given. I suggest as one that will bear the test of scientific examination the following: The object of life is perfect development. The development of the individual man can only be perfect when his relation to his fellows and to the whole universe are considered, and this at once gives us a touchstone to which to apply all educational methods, indeed all methods in every department of human interest. We are now in a position to consider details—to return to that college epoch on which so much of future happiness and success necessarily depend. The period of early youth is characterized by a keenness of the senses usually not equalled in later life; we might almost say a preponderance of the senses. The receptivity of the organisms is boundless. Impressions stream in through every avenue by which the inner consciousness can be reached. If this condition of sense activity is not maximal during the college epoch it is productive of greater results than ever before. For a perfect sensation, let me remind you, we must have on the physical side a sensory organ, a sensory nerve and a collection of cells in the brain (a centre). It is upon the latter the perfection of a sensation most depends, and when we take into account that any one centre in the brain is in relation with innumerable others, it will at once be clear that we have *data* on which to found certain conclusions as to educational methods.

One of the most important and obvious inferences is, that any attempt to get knowledge which can legitimately come through the senses in any other way must lead to failure, and

worse, because of the injury it does to our nature. All our real knowledge of the external world must come through the senses. Hence the idea that acquaintance with any branch of natural science or physics can be acquired through books alone is radically opposed to the structure of our whole organization, and as a large part of literature, even in the most restricted sense of that term, deals with descriptions not alone of men's motives but of his actions and of external nature, even the pure litterateur cannot afford to ignore this conclusion. Shelley's Skylark is no poetry to the man blind and deaf from birth.

A way to knowledge by books alone may sometimes seem to the student a short cut—and in this bustling age how great are the temptations to take short cuts—but in the end the man who acts on this belief suffers worse than disappointment; while he who has the patience to commence with nature learns a thousand things that no book that was ever penned can tell him, and acquires them in ways that are pleasant and give strength, because in harmony with the laws of his organization.

Another result that follows from this keen activity of the senses during the college epoch is that, largely in consequence of this, but partly from that vigour and growth of the cells of the organization, there is a purely physical basis for enjoyment there never can be at a later stage. So that to shut off the student from the world, and to try to make a book worm or recluse of him, is to attempt to put his organization into swaddling clothes, and it is not surprising that young men so treated never have any great influence on the real world about them. Young people, whether at college or not, are entitled to those enjoyments of which the possession of youthful vigour and keen senses render them peculiarly susceptible. And here let me point to what I believe to be a very important law to be observed in development, viz.: that the peculiarities of the organization at any one period must be met or the omission can never be entirely remedied at a later period. An individual can do but little to develop his physical man after fifty. The pleasures of reflection are, or should be, more to him than the pleasures of sensation; but not so at eighteen. To put the matter otherwise, I mean to say that if a man has up to fifty developed himself according to the laws that apply to all the prior periods, he will go on to develop in all later periods in a more healthy and complete manner, and that, with a sound constitution to begin with, and suffering no undue strain, he may reach an old age that will be fraught with usefulness and happiness in a degree which cannot be the case with those who have neglected this law.

—"There is no new thing under the sun," says the Scripture, and I wonder whether or not all the popular sayings attributed to famous men come within that rule. Until I read the book, I did not know how much of our modern wisdom and how many of our socialistic theories are borrowed from Sir Thomas More's "Utopia," and even as it is, I cannot quite get rid of the feeling that Sir Thomas plagiarized his ideas from some of our modern reformers and dreamers of dreams. So it surprises me to find that Shakespeare's fine description of Cardinal Wolsey is borrowed almost literally from the old historian Hollinshed. The expressive and homely phrase, "Every tub must stand on its own bottom," is preserved in Benjamin Franklin's maxims, but it is curious to find that it was used by John Bunyan, and recorded by him in "The Pilgrim's Progress," before Benjamin Franklin was born. It really seems disloyal to question the origin of Lincoln's lofty description of our government "of the people, by the people, and for the people," yet, in looking over some old sermons delivered by Theodore Parker in 1846, I find this; "The aristocracy of goodness, which is the democracy of man, the government *of* all, *for* all, and *by* all, will be the power that is." It is a sentence easy to make by any man who has ever been puzzled by a lesson on prepositions, and very likely it was used by orators in praise of popular government hundreds of years ago.

—Probably most members of modern School Boards know little more of Alcuin than the name, if they know even that. It was the custom, only a little while ago, to treat the eighth century as if it were a dark time of European barbarism, as to which ignorance was obligatory on cultured men. Happily the march of historical research—that newest of all the sciences—has taught us better, and we are ready to believe not only that there lived "strong men before Agamemnon," but even wiser men before Luther, and learned men before the encyclopedists. Charles the Great "brought with him from Rome into Frankland masters in grammar and reckoning, and everywhere ordered the spreading of the study of letters; for before our Lord King Charles there had been no study of the liberal arts in Gaul." The vital force in the educational policy of Charles, which finds noble expression in his great capitulary of 787, was the Northumbrian monk, who was called from the Cathedral School founded by the pupils of Bede at York to be the master of the Palace School at Aachen. He was a man of whom any time or nation might be proud, who, although omnipotent in the favour of the world's master, remained a "humble

Levite" to the end, and although unable to stop the flow of royal bounty, died poor in all but the greatness of his scholars. The key-note of his life, and of the movement which he guided, is given in the words of the charter, doubtless written by him—"Those who seek to please God by living aright, should also not neglect to please Him by right speaking." It is a maxim which might be commended to other votaries of moral and religious renovation. Of the man, his work, and his writings—all too little known—the American biographer gives us a vivid and sympathetic outline, which is not the less welcome because it gives us at the same time an insight into the strenuous life of the Court of that maker of history who is well called Charles the Great.

—Most people believe that the French spoken in Canada is a corruption of the mother tongue—a *patois*, that none but Canadians are capable of understanding. There is nothing in the world more unjust than this opinion, which can only be the fruit of ignorance. The French Canadian *habitant* speaks a *patois*, it is true, but cannot the same thing be said with equal truth of the uneducated of every nation? The mere circumstance of bringing together emigrants from the various departments of France, in an age when the means of communication between the different linguistic centres were slow and laborious and when, consequently, the varieties of idiom were much more marked than we now have them—this condition of things alone was sufficient to produce important changes in the language of inhabitants who, previous to this, had never come into social contact with one another. Two branches of Canadian French are recognized—the Acadian, spoken in the Maritime provinces of Nova Scotia, New Brunswick and Prince Edward Island, and the French spoken in the Province of Quebec. The original source of the Acadian French is the Langue d'Oc dialects. The common belief that it differs so widely from the French spoken in the province of Quebec as to entitle it to the dignity of being regarded as a separate language is a little exaggerated. In former times, it is true that the Acadian French was so unintelligible to strangers that their missionaries were obliged previously to study the language in order to be competent to fulfil their sacerdotal duties. To-day the language does not constitute a dialect species so distinct from the current Canadian idiom; the levelling process has been so widespread as to do away with most of its original characteristics. While the *habitant* of the Province of Quebec has sadly-disfigured the pronunciation of the mother-tongue, authorities admit that the

structure of the language is preserved in greater purity than in many portions of France. And now, about the French spoken by the upper classes of Canadian society. Madame Bernhardt, who cannot be accused of partiality to anything Canadian, says: "Nowhere have I heard more beautiful French than that spoken by the upper classes of Montreal society." Speaking on the same subject, the abbé d'Olivet says: "One might send an opera to Canada, and it could be sung at Quebec, note for note, just as in Paris, but you could not send a conventional phrase to Bordeaux or Montpellier and find that it would be pronounced, syllable for syllable, as at the court." When the colonization of Canada was in its infancy, the ladies of Canada, especially Quebec, were very much disposed to laugh at the mistakes that foreigners made in speaking their language. There French was rarely spoken, except by the Gallic race, for there were few foreigners, and the savages, naturally too proud to learn French, obliged the colonists to speak their language. As a rule, Montreal people are extremely sensitive upon this subject. Nothing in the world more thoroughly stirs the female Canadian heart with joy than the question, "Were you educated in Paris?"

—The first money that I ever earned in America, says a writer, I earned as a "roustabout," some forty-six years ago. I was at that time an "undesirable immigrant" in quarantine at Grosse Isle in the St. Lawrence River, a few miles below Quebec. I know I was "undesirable," because although I had paid my fare to Quebec the authorities there would not permit me to land, and they ordered the captain of the boat to take me "to — out o' this," whereupon he carried me up to Montreal, and dumped me on the levee like freight. While at Grosse Isle, a sloop came along laden with pine boards for sheds to shelter the fevered immigrants in quarantine, and the mate hired a small squad of us to unload the sloop, promising to pay us one pound as wages for the entire job. We unloaded the sloop, whereupon he paid us a gold sovereign, English money, and here I got my first lesson in monetary science, and the way of it was this: We went into a little store to buy some trifles, and the storekeeper worked a financial miracle right there. He gave us not only the articles we bought, but also more money in change than we had paid in. Thinking he had made a mistake we called his attention to the number of shillings given us, but he said there was no mistake, and that he had given us the proper change. The explanation was that silver being at that time "cheap money" in Canada, a gold

sovereign was worth more than twenty silver shillings. The lesson I committed to memory then was this, that the dearest money is the best for wages to the workingman. The mate of that sloop could have paid us twenty silver shillings and pocketed the discount, but he paid us a gold sovereign, and we pocketed the premium. If any workingman, or any other man, can show me that there is a fallacy in this example and that the quotient is wrong, I will cheerfully reverse my opinion that the dearest money is the best for wages, although I have cherished that opinion for forty-six years.

Practical Hints and Examination Papers.

THE NOISY TEACHER.

“ Her voice was ever soft, gentle and low ;
An excellent thing in woman.”—*King Lear*.

Shakespeare's heroines are always admirable. We feel sometimes as though we should like to extend their virtues throughout the entire teaching profession, both among men and women.

The ideal school is one where the maximum of results is obtained with an apparent minimum of effort. The empty cart rattling over the stony street makes much more noise than the engines that propel the mighty ocean grey-hounds across the Atlantic. But we never pause for a moment to decide which is the more graceful and powerful. The comparison is entirely unnecessary and decides itself for us.

So, a teacher who has her work perfectly in hand works quietly and to much better purpose than one whose deportment inspires her pupils to see if they can rival her in noise. A noisy teacher almost invariably has a noisy school. She disturbs the pupils who may be trying to study by shouting her explanations or direction to the class on the front seat. She exhausts herself physically and nervously. And for all that, she does not do the work or inspire the enthusiasm that her quieter, more self-contained sister does. The teacher who can quell incipient disorder with a look is greater than the one who has to shout, tap the bell or pound the table to accomplish a like result.

AN EXERCISE IN THINKING.—The following is a plan for stimulating thought and observation that has been found suitable for pupils of all ages and available at home as well as at school. It is a form of “object lesson,” though the object is present to the imagination only, and the discussion is limited to two questions. But five minutes a day are devoted to the exercise. Each day the name of some common object is placed before the children and they are asked simply, “What must it have?” and “What may it have?” The first day it was decided by the children that a chair must have a single seat, legs and a back. It may have rungs, cushions, springs, arms, varnish, casters,

rockers, head rest, etc. The simple exercise, requiring so small an expenditure of time, is more far-reaching in its mental effects than one is apt to suppose at a glance. First, it cultivates the imagination or picture power, so much neglected in the wholesale education the public gives its children. A great many kinds of chairs presented themselves to the minds of the children that first day, and memory and imagination were exercised together in a rapid review of all former observations in that line. Second, it teaches to classify. The chair family was set apart and its necessities defined. Third, it teaches caution in making absolute statements. The child who confidently asserts that a tree must have "root, trunk, branches, bark, leaves—" is suddenly cut short with the question, "Must a tree have leaves?" And effort of the recollection reminds him that there are times when trees do not have leaves. A tendency to the formation of hasty generalizations thus receives correction. There is culture in this, even for the adult mind. Fourth, if continued, it imparts a ready insight into the necessities of an object, case, or problem. People are too little prone to look for completeness or to know what constitutes it. It would take too long an argument to show how this exercise may cultivate the sense of utility, the taste, the constructive powers, and even the moral nature. To distinguish between the musts and the may's is a power that lies at the bottom of artistic construction, from brevity and ornament in literary composition to the trimming of a hat. No one need fear through ignorance to engage in these little discussions. If a doubt arises it need cause no alarm. Leave the question open when it is not easy to answer it. The best teacher is not the one that imparts the most facts, but the one that stirs the most faculties to action. The greatest teachers have been those who studied with their pupils and were not ashamed to learn from them.—*N. Y. School Journal*.

SOME HISTORY STORIES for the young people may be found by the teacher. As has been said, these stories are prepared for the oldest primary children, but are equally adapted to lower grammar grades. By the use of such stories either as supplementary reading or language work the children become familiar with historical names and events and acquire a taste for historical and biographical literature.

SIR ISAAC NEWTON.—Even when only a lad, Isaac Newton showed great interest in those studies which afterward made him one of the great men of the world. One day there was a heavy wind. The clouds were black; the trees creaked; the rain poured down in torrents. "I wonder with what force the wind is blowing?" thought the boy. "Could it not be measured—this power of air in motion?" For a long time the boy sat thinking. "I have it!" he cried; and rushing out into the storm, he began jumping, first one way, then another; and at each leap, he marked the place where his feet landed, with a stone. The village folk who saw him laughed and said, "A

strange boy—this Isaac Newton. What may he be up to now?" Very likely he did look rather foolish, out there in the storm leaping backward and forward; but the lad himself knew what he was about. He was measuring the force of the storm first leaping *with* the wind then *against* the wind. He was a strong boy; and his leaps *with* the wind were very long; *against* the wind he could hardly hold his own. "Your clothes are soaking wet," fretted the house-keeper as he came in from the storm. "Yes," answered the lad; "but I have learned the force of the tempest."

ENGLISH (GRADE II. ACADEMY.)

[Two questions to be answered from each Section.]

SECTION I.

1. In what connection does Sir Walter Scott make use of the following lines in his "Lady of the Lake?"

Then dashing down a darksome glen
 Soon lost to hound and hunter's ken
 Hail to the chief who in triumph advances,
Honoured and blessed be the evergreen pine.
 All seemed as peaceful and as still
 As the mist *slumbering* on yon hill.
 The monarch saw the gambols flag,
 And bade *let loose* a gallant stag.
 Within 'twas brilliant *all* and bright,
 A thronging scene of figures bright.

2. Analyse the last four of the above sentences and parse the words in italics.

3. Describe in your own words the combat between Fitz James and Roderick Dhu, making a quotation of at least fifteen lines, indicating the issue of the contest.

SECTION II.

4. Draw a map of the region of the Trosachs, or give an account of a trip by way of the Trosachs, naming the various places of interest you pass on the way.

5. Explain the following terms which occur in the poem:—*Claymore, eglantine, augury, reveillé, querdon, scaur, tangled, meed, prove, brake.*

6. Narrate the events referred to in the last Canto of the poem; or quote any one of the songs to be found in the production.

SECTION III.

7. Write out a neatly composed paragraph descriptive of Sir Walter Scott as a literary man. (The language employed must be your own.)

8. Reconstruct, so that it may read smoothly, a compound or complex sentence from the following elements:—

(a) All this tract of land is heated by the rays of the sun.

(b) The tract is vast.

(c) The tract is flat and fertile.

(d) The rays of the sun there are burning and tropical.

(e) The tract is covered with vegetation.

(f) The vegetation is most luxuriant.

(g) The great river (the Amazon) flows through it.

(h) The great river and its tributaries slowly wind their way to the Atlantic ocean.

9. Write out in prose, in your own words, the scene in the "Lady of the Lake" which refers to the arrival of Roderick Dhu at the island. (Be careful of your composition and write neatly.)

DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English as above, the teacher may copy on the blackboard the figure selected from page 2 of the Dominion Freehand Drawing Course No. 4, which the pupils will afterwards sketch on drawing paper.

2. In addition to the above the pupil is to sketch the design of a *cyllinder*, a *pyramid*, a *cone* and a *vase*. (No marks will be given to a figure which is not in pencil and which is not at least three inches in one of its dimensions.)

3. Make a design from the model of a dictionary or any other large volume lying upon the teacher's desk or table; the table to be drawn as well as the book.

Correspondence, etc.

To the Editor of the Witness.

SIR,—As there is to be a convention of teachers in Montreal at an early date, the present would seem to be an opportune time in which to direct attention to some unsatisfactory results of the prevailing methods of teaching. The situation is serious if existing methods of school tuition are so defective that a large percentage of the holders of Model School diplomas do not know how to write a business letter properly, yet the facts below stated would indicate that such an unfavorable state of affairs actually exists.

There are now before me thirty letters of application for the position of head teacher of a model school, a position which became vacant and had to be filled during the past summer. With two exceptions, the writers of these letters declare themselves to be holders of model school or academy diplomas, and two of them affix the letters 'B.A.' to their signatures. All these letters must be supposed to have been written with deliberation and in full expectation of their being closely scrutinized. A glance at these letters, however, discloses the following facts:

Nineteen of them make no mention of the official position of the person to whom they are addressed, but are simply directed to a gentleman by name as if they were private missives.

Three of them contain such crude and flippant abbreviations as 'ad.' and 'adv.' for 'advertisement,' 'elem.' for 'elementary' and 'rec'd' for 'received,' faults which, if pardonable at any place, are certainly not to be excused in a formal application to a public body.

Four of them disclose a slovenly habit of entirely omitting the subject of a sentence, as witness this sentence from the letter of one who says that he holds an Academy diploma: 'As to personal appearance, am fair complexioned, six feet one-inch in height (*sic*), straight and weigh 175 to 180 lbs.'

Perhaps a more serious kind of fault is one consisting in a looseness of expression evidenced in such sentences as these: 'Seeing your advertisement in Saturday's *Witness* for a teacher for the—— Model School, I send in an application for the same.'

'I am also enclosing a copy of my religious instructor's reference, pastor of which church (Dominion sq. Methodist) I have attended for the past three years.'

Errors in spelling are happily not frequent, though there are to be found such instances as: 'Favoraly,' 'refrences,' 'advertisment.'

The best that can be said of more than one-half of these thirty letters is that they bear internal evidence of being original compositions not copied from any 'Polite Letter Writer.'

A clerk in a commercial house would be held incompetent and perhaps dismissed if he were to draft a letter for his employers as faulty as one-half of those above referred to.

I hasten to admit that doubtless these teachers had amassed such a knowledge of abstract facts as enabled them to pass satisfactory examinations, else they would not have obtained their diplomas, but, if from the point of view of practical results, the model school teachers of this province are open to the foregoing criticism, what, in the next place, is to be expected of the teachers of elementary schools, and, what, in the last place, is to be expected of the pupils themselves? Are the children to go on from day to day and year to year carrying an armful of text-books to school without at the end having learned how to write a presentable letter, or how to turn some portion of their accumulation of learning to practical account?

Will the teachers in convention discover what is to be done, and afterwards do it?

Lachine, Oct. 16, 1893.

A. G. CROSS.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—At the late meeting of the Teachers Convention in Montreal, there was not a little fuss about the specimens of school work, which had appeared at the World's Fair, professedly coming from the Protestant Schools of the Province of Quebec. Where there is smoke there is sure to be fire, though it is not always easy to say who has been burnt. Can you throw any light on the subject, Mr. Editor? Can you tell us how and when Messrs. Truell and McQuat came to know of the terrible disgrace that had fallen upon our Protestant Teachers? Was it before or after they came to Montreal to attend the Convention? And can they now tell us who it was that happened to be burnt? A MONTREAL TEACHER.

NOTE.—The figures of Grade III. Model in the Tabular Statement of last month should read 3 passed and 1 failed, for Freleighsburg School.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

We have been told that Sir William Dawson has a new work in the press, of which the Messrs. Drysdale are to be the Canadian publishers.

The work consists, in great part, of papers and discourses which have fallen out of print, or become difficult of access, and which have been revised and brought up to date for the purpose of re-publication. There is also much that is new; the whole treating of leading points in geological science in a popular manner, and with many remi-

niscences of the great geologists of the last generation, with whom the author was conversant in his youth.

The following are some of the subjects treated of:—"World-Making," "The Imperfection of the Record," "The North Atlantic," "The Dawn of Life," "The Growth of Coal," "The Apparition and Suspicion of Forms of Life," "Predeterminations in Nature," "The Great Ice-Age," "Early Man," besides many others.

In the introduction it is stated that the reader will find in these papers, in a plain and popular form, yet it is hoped not in a superficial manner, some of the more important conclusions of a geological worker of the old school, who, while necessarily giving attention to certain specialties, has endeavored to take a broad and comprehensive view of the making of the world in all its aspects.

To Canadians the work has a special interest, as, wherever possible, the topics discussed are illustrated by facts occurring and discoveries made in Canada.

A peculiar feature of the work is the dedication of the several chapters to the memory of friends, teachers, guides and companions in labor who have passed away; and in the papers themselves there are many notices of these men and their labors, as well as interesting sketches of the experiences of the author in his work in this country.

THE LITERARY STUDY OF THE BIBLE, an Account of the Leading Forms of Literature represented in the Sacred Writings, Intended for English Readers, by Richard G. Moulton, M.A. (Camb.), Ph.D. (Penn.), University Extension Lecturer to the University of Chicago, and (formerly) to the University of Cambridge, and to the London and the American Societies for the Extension of University Teaching. The purpose of this work is conveyed by its title. Theological, or even distinctly religious questions are not touched by it, and it is addressed not only to the clergy and professed students of Scripture, but also to the general reader, on the principle that the English Bible, as a supreme classic, should enter into all liberal education. The body of the work is occupied with the classification of the sacred writings into such forms as Lyric, Epic, Prophetic, Philosophic, and the subdivisions of these, the distinctions of which are obscured by the mode in which our Bibles are printed. Notable examples of each are analyzed. An appendix contains the whole of the Bible in tabular arrangement, intended to serve as a complete manual of Bible reading, whenever it is desired to read from the literary point of view.

The book is expected to be ready in the near future, and will be published by D. C. Heath & Co., Boston.

The following works have been lately received, and will be reviewed in time:—

SEMITIC PHILOSOPHY, by Philip C. Friese. S. C. Griggs & Co., Chicago.

- PROGRESSIVE FRENCH READER. Part II. By H. H. Curtis and L. R. Gregor, B.A. William Drysdale & Co., Montreal.
- A, B, C OF SWEDISH EDUCATIONAL GYMNASTICS, by Hartvig Nissen. F. A. Davis, Philadelphia.
- BRIGITTA, by J. Howard Gore, Ph.D. Ginn & Co., Boston.
- THE RELIGION OF SCIENCE, by Dr. Paul Carus. Open Court Publishing Co., Chicago.
- PRIMER OF PHILOSOPHY, by Dr. Paul Carus. Open Court Publishing Co., Chicago.
- MAGAZINE OF POETRY. A Quarterly Review. Charles Wells Moulton, Buffalo, N. Y.
- SOLID GEOMETRY, by Arthur L. Baker, C.E., Ph.D. Ginn & Co., Boston.
- POPULAR SCIENCE, by Jules Luquiens, Ph.D. Ginn & Co., Boston.
- GERMAN GRAMMAR, by William Eysenbach, revised by Clara S. Curtis. Ginn & Co., Boston.
- DIE ERHEBUNG EUROPAS, by A. B. Nichols. Ginn & Co., Boston.
- GREEK COMPOSITION, by Collar & Daniell. Ginn & Co., Boston.
- THE FOOD OF PLANTS, by A. P. Laurie, M.A., B. Sc. Macmillan & Co., London and New York.
- PRODUCTION OF COAL, by E. W. Parker. Washington Government Printing Office.
- MODERN PURE GEOMETRY, by R. Lachlan, M.A. Macmillan & Co., London and New York.
- PRISE DE LA BASTILLE, by J. Michelet. Ginn & Co., Boston.

Official Department.

STATEMENT OF REVENUE AND EXPENDITURE OF THE PENSION FUND FOR OFFICERS OF PRIMARY INSTRUCTION FOR THE YEAR 1892-93.

REVENUE R.S.P.Q. ART. 2262 AND 2264.

Stoppages of 2 per cent. :—

On Public Schools Grant.	\$3,200 00
On Superior Schools Grant.	1,000 00
On Salaries of Professors of Normal Schools.	359 28
On Salaries of School Inspectors	674 67
“ “ “ Teachers in Schools under control.	13,252 09
On Pensions paid this year.	603 61
Stoppages paid direct by Officers.	155 11
Interest to 30th June, 1892, on Amount Capitalized.	8,474 18
Government Grant for year 1892-93.	1,000 00
Amount to Cover Deficit.	3,042 82

\$31,761 76

EXPENDITURE.	
Amount Paid for Pensions.....	\$31,432 71
Instalments Remitted.....	44 30
Expenses of Administrative Commission..	284 75
	<u>\$31,761 76</u>
Balance held in Trust by the Provincial Treasurer, to 1st July, 1892.....	\$23,847 48
Less Amount of Deficit, hereabove men- tioned.....	3,042 82
	<u>\$20,804 66</u>

CAPITALIZED REVENUE R.S.P.Q. ART. 2261.

1892.	
June 30. Accumulated Revenue since 1880.....	\$172,211 30
Revenue for the year 1892-93 :—	
Arrears of Stoppages. \$	45 73
Reductions on Pen- sions.....	3,030 16
	\$3,075 89
Less Instalments Remitted	7 24
	3,068 65
1893.	
June 30. Capitalized Revenue to date.....	\$175,279 95

F. X. COUILLARD,
Sec. of the Adm. Commission.

STATEMENT SHOWING THE NUMBER OF PENSIONS AND THE AMOUNT OF PENSIONS PAID IN 1892-93.

	No.	Pensions paid in 1892-93.	Average.
Pensioners aged 56 years and over.....	122..	\$20,418 85..	\$167 36
Pensioners under 56 years of age.....	233..	9,796 50..	42 04
Widows.....	13..	1,217 36..	93 64
	368	\$31,432 71	\$85 41
Male Pensioners.....	78..	\$17,670 30..	\$226 54
Female Pensioners.....	277..	12,545 05..	45 29
Widows.....	13..	1,217 36..	93 64
	368	\$31,432 71	\$85 41