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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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**Articles : Original and Selected.**

**THE STATUS OF EDUCATION AT THE CLOSE OF  
THE CENTURY \***

By Prof. N. M. BUTLER, of Columbia University.

“Development so rapid, changes so startling, inventions so undreamed of crowd each other in a whirl of confusing images when we try to picture this century and to note its salient facts. More leaders of enterprise and more captains of industry have appeared during this 100 years than in all previous recorded History. How can all this be interpreted ?

“The wisest answer seems to me to be this : The nineteenth century is pre-eminently the period of individual liberty—political, religious, intellectual, industrial ; and its manifold triumphs and achievements are due to the large opportunities which have been granted to individual initiative and to individual expression. The greatness, the shortcomings and the contradictions of the nineteenth century are alike due to this.

“Education, as a matter of course, has always borne the impress of the civilization whose product it was. In 1848

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\* Some interesting statements from an address on this subject before a Convention of the Department Superintendents of the National Educational Association.

the individual gained the foothold which he had struggled for but lost in the haste of 1789.

"The pressure from practical life followed. The old educational material and traditional educational methods were attacked with greater frequency and with greater vigor as not adapted to modern needs. The ancient languages and the civilizations they embalmed were denounced as fetishes. The world's philosophy was nonsense, its art was archaic; its literature pedantic and overlaid with form. Straightway altars were erected to new and unfamiliar gods—before all, to that product of the human understanding called science, which Herbert Spencer, with a humor quite unconscious, defined as partially unified knowledge. The new spirit exulted in its freedom. It accomplished much; it ignored much. In a thousand ways it impressed itself on life, on literature and on art. Education was shaken to its foundations. Nothing was sacred. No subject of study, no method of teaching was immune. Old institutions of learning were too slow to move and to adapt themselves to these conditions. New ones were invented, created, set in motion. Wealth, public and private, poured out like water to make possible and to sustain these new types of schools. The seven liberal arts faded into insignificance beside the endless list of subjects now found to be worthy of study.

"This great world-wide movement justified itself for the time by its results. In consequence the hasty conclusion was drawn that not only methods of procedure in education, but the sole principles upon which to proceed, could be learned by the study of the infant mind and the infant body. Upon this as a basis a superstructure of educational theory and practice was erected which would have delighted the heart of that arch Philistine Rousseau. All that had been was misleading, wrong, not on its merits, but simply because it had been. The progress of the race in civilization was explained as having taken place in spite of men's ideals, not because of them, and it was, therefore, rejected as a source of inspiration and of information. Individualism had not only won a great victory, but apparently its opponents were annihilated.

"This new philosophy, however, had not established itself without a protest, and as this type of the individual-

ism became more and more extreme in its claims the protest grew louder and more earnest. Individualism had gone too far. In the effort of forming its fullest flower, it had torn itself up by the roots. History did mean something after all, and the environment was discovered to be a thing of three dimensions, not of two only. Reflections succeeded to controversy. Meanwhile, the new sciences of nature had themselves been studying embryology and heredity. These words took on new meaning. The individual was seen to be a product as well as a producer. Product of what? Of all that man had thought and done, and of his own infinitesimal self. But if this were true, then what of education? Obviously, the defenders of the new must shift their ground and retreat from the untenable position of Rousseau to the impregnable fortress, Gliedganzes of Froebel, of Hegel and of all philosophical teachers of evolution. This change has been made, and as the century closes the soundest educational philosophy the world over teaches that the individual alone is nothing, but that the individual as a member of society and of a race is everything. Selfhood, which can only be attained by entering into the life history and the experience of the race, is now put in the high place which was about to be rashly filled by selfishness. True individualism, which would enrich the life of each with the possessions of all is well nigh supreme, and sham individualism, which would set every man's hand against his fellow, is disposed of, let us hope, forever. Education rests securely upon the continuous history of man's civilization, and looks to the nature of each individual for guidance in the best methods of conducting him to his inheritance, but not for knowledge of what that inheritance is.

"Every conception of this nineteenth century, educational as well as other, has been cross fertilized by the doctrine of evolution. In whichever direction we turn we meet that doctrine or some one of its manifestations. The course of evolution in the race and in the individual furnishes us with the clew to the natural order and the real relationship of studies. It warns us against the artificial, the bizarre, and points us to the fundamental and the real. Only educational scholarship can protect the scholars against educational dilettantism."

## THE GROWTH OF THE BRITISH EMPIRE.

SIR CHARLES DILKE.

The beginning of the century is not a marking date in the growth of the British Empire. Before the Great War we had established the commencements of our Empire in India, and had settled down in North America to the loss of the United States and the gain of Canada. The Great War led to the Colonial dominions of Holland, Spain and France passing to some extent within our rule, although in South America we suffered grave defeat at the hands of Spaniards and Indians led by Frenchmen. At the close of the Great War, however, the theory that we had been fighting for the restoration of legitimate kings, which had been maintained by Pitt and the Tories against Fox and a section of the Whigs, prevailed, and we restored to France, and in a measure to the other powers, the territories which we had taken from them. Java, for example, one of the most fertile and easily governed of all tropical islands, was restored after a period of exceptional prosperity it had enjoyed under Sir Stamford Raffles, whose portrait figures at Batavia in the great series of the Dutch 'Governors-General of India.'

While, however, this was, as a general principle, the case, our South African dominions date from the Great War, and it was the Great War which enabled us to substitute ourselves there, politically speaking, for the Dutch, although we have not yet succeeded—probably by our own fault—in making the Cape Dutch as thoroughly contented citizens of the Empire as are the Canadian French.

Our expansion in India has been steady. The great growth of our dominion in the present century has occurred through our conquests of Scinde and of the Punjab, but it has been continuous, and the peaceful absorption of the whole of Baluchistan (which even now is not yet colored red upon our maps) has been the latest successful example of advance. Australia was dotted with a few convict settlements early in the century, but our practical annexation of the whole of Australia, and the covering of that great continent by our self-governing colonies, has been mainly the business of the Queen's reign. In Canada we have during the century stretched forward with actual power, as against a mere disputed paper control, to the Pacific

coast, and the completion of the railway from sea to sea is fusing the country together under the auspices of the successful Federal Government of the Dominion. The federal process is being repeated in the creation of the Australian Commonwealth, and Fiji, with some of the other Pacific stations occupied at later periods in the Queen's reign, will probably end by coming within the orbit of Australia or of New Zealand. In South Africa great annexation of territory took place about the time of the Bechuanaland expedition, despatched by Mr. Gladstone's Second Administration to keep the Boers within the limits of the Transvaal or South African Republic, and a district to which peculiar boundaries have been assigned by the singular arrangements of Lord Salisbury, but which stretches in the centre of the continent far towards the north, is being gradually brought under direct British authority.

The largest recent territorial annexation, accompanied by considerable increase of population of the Empire, which has occurred, is on the west coast of Africa, where, after allowing our old Crown colonies to be surrounded by French dominions, we have, under the auspices of a chartered company, now bought out by the Crown, brought, in the Niger districts, a vast Mohammedan population more or less effectively under our control.

One of the most interesting expansions of the Empire in the Queen's reign is one which is geographically about the slightest, namely, the occupation of the rocky island of Hong Kong, which received afterwards a small development, by a private lease, ultimately turned into annexation, of a little strip on the opposite mainland, which has now recently been enlarged. The trade of Hong Kong, like that of Singapore, cannot be measured by the size or even by the population or wealth of the territory at the spot. Hong Kong, even more than Singapore, has become a vast distributing centre for our China trade, and has shown how completely British interests are suited by good means of distribution, unaccompanied by large territorial concessions, but accompanied by open door or equal opportunity for trade in countries under a foreign flag. If our trade in China could be secured for ever under existing conditions, no annexation would be needed; and our gigantic trade in South America is a proof that no hoisting of the flag is necessary to secure the predominance of British trade

where circumstances are not artificially adverse. Here, however, comes in the difficulty, that these hostile conditions are created for us by the interference of other powers, and that in many cases those who had resisted annexation in the past have been brought naturally to think it necessary.

The process, then, which has occurred with regard to the British Empire in the present century is one rather of the expansion of existing settlements than of the foundation of wholly new ones. Canada has grown in the century from a British patch upon the north-eastern side of America into a Dominion which reaches across the continent to the Pacific. India has grown from three small presidencies into the whole peninsula, with extensions beyond the peninsula on the east and to the north-west. Australia has grown from a convict settlement into an entire British contingent with the separate great colony of New Zealand in its neighborhood. British South Africa has spread from a tiny Dutch colony, itself finally acquired only within the century, into another vast possession. The one great new field has been the Lower Niger; for British East Africa is rather the expansion of a virtual Protectorate, already long existing through our influence in Zanzibar, which itself was the growth of a pre-existing influence in Muscat, than an entirely new creation. In the Niger district and in British East Africa, as in North Borneo and in the Zambesi region, chartered companies have paved the way for the Crown, but the connection between these companies and the Crown was close from the beginning, and in India through the whole century, up to the legislation of 1858, the Crown stood in fact in a position of control towards the East India Company.

My exact subject, the Growth of the British Empire, does not include what is more important than the territorial growth of the Empire itself, namely, the growth in the century of our carrying power and of our merchant shipping fleet. We may say roughly that we are the masters of something like a quarter of the globe, but that as regards shipping we are in possession of almost everything which exists.

One of the best measures of the growth of the British Empire is afforded by considering the position in the Empire of the West Indies. These colonies at the beginning

of the century were among the most important of our possessions in the world. They have not receded, although it is sometimes thought they have. On the whole, they have stood still. But their relative position now is one which is microscopic as compared with our general situation in the world. The weak point, as was shown in his admirable paper, read at a meeting of the Colonial Institute on Valentine's Day, even by so pacific an authority as Sir R. Griffen, is that the means of the defence of the Empire have not relatively prospered at so rapid a pace as has the Empire itself. Our fleet is at the moment relatively stronger than it has been at some previous periods of our history, but it will not in the next few years possess the superiority of strength against a possible combination of powers which seems necessary in the case of an Empire possessing so many jealous rivals, and so dependent for its communications and for the safety of its capital upon the empire of the sea. Our military forces, which would be required for the purpose of bringing to a close even a successful war, are absolutely little stronger than they were a quarter of a century ago, and relatively to the forces of other powers and to the calls upon our own, may be considered to have decreased.—*London Graphic.*

### **Editorial Notes and Comments.**

THE newspaper is absorbing not only the leisure hours but even the business hours of many people at the present moment. The teachers more than any class of readers require to take the newspaper into account in their daily programme. They must know the trend of thought in relation to so many things. The newspapers keep the teacher up to date in regard to geography, history, civics, literature, science and so forth. But it would be well to take the advice of Emerson in relation to this matter of reading, for he saw very clearly how much time might be frittered away in newspaper reading. Emerson wrote to a college boy: "Newspapers have done much to abbreviate expression and to improve style. They are to occupy during your generation a large share of attention, and the most studious and engaged man can neglect them only at his cost. But have little to do with them. Learn how to get their best, too, without their getting yours. Do not read



when the mind is creative. And do not read them thoroughly, column by column. Remember, they are made for everybody, and do not try to get what is not meant for you. The miscellany, for instance, should not receive your attention. There is a great secret in knowing what to keep out of the mind as well as what to put in..... You cannot quote from a newspaper. Like some insects, it died the day it was born."

THE question of pupil self-government is one that is at present occupying the attention of educationists. There is a strong feeling that children must gradually assume the government of themselves or disastrous results will follow when they are suddenly cast upon their own responsibility. But how to accomplish this end is the question. Mr. W. L. Gill, of New York, the originator of the School City, says, "Citizenship in a self-governing community should be developed by the practice of the principles of self-government from the earliest possible age." Mr. Gill's School City form of government, which has taken root in Milwaukee, Omaha, Chicago, Philadelphia, etc., in both district schools and high schools, is thus described in the *American Review of Reviews* for December: "Mr. Gill looks at a school in an American town as a community of young people associated with one another and with their teachers for purposes having to do with their right training and development. He proposes that for certain purposes the school shall organize itself voluntarily on self-government principles, taking as the form of its organization a model provided by the larger government of the city or town in which the school is situated. It is not necessary that the school organization should conform in all details to the municipal government; for evidently it would not require so many or so diverse departments. But it is plain that the main outlines of a city government could readily enough be adopted. The most obvious thing at the starting point is the holding of elections. The whole school may choose one of the older and more experienced boys for mayor, and in doing so it may follow the electoral mechanism in a general way that is provided for the election of the mayor of the city.

Each class or each school-room may be considered a separate ward or division entitled to a certain amount of representation in the school's common council or board of aldermen. This council meets at stated times and makes

certain rules or laws. The proper enforcement of these rules requires the appointment of a police force, and also the election or appointment of judges before whom the policemen bring the offending citizens whom they arrest.

It is not expected that the establishment of a School City in a given school will supersede the functions of the school board or of the teachers. But it is, on the other hand, expected that it will very greatly modify the management of the school on its disciplinary or governmental side, and that it will also have a really important bearing upon educational methods and results if fairly and patiently tried. One of the greatest practical difficulties under ordinary circumstances in maintaining good school government arises from the fact that the best sentiment of the school is of so little practical use on the side of the governing authority.

The typical good boy in school sees all sorts of misconduct and violation of rules going on about him, but it is no part of his business to interfere, because he is neither directly or indirectly concerned with the government of the school. He cannot report to the teacher, because that would put him in the position of a gratuitous spy and tell-tale on his fellows. But where the self-governing system is introduced and every boy assumes a part of the responsibility for the good order of the institution, the situation is revolutionized at once. Law being self-imposed must be maintained by the united effort of all.

Thus a teacher under the ordinary system of school government is practically powerless to suppress such offenses as profanity on the playgrounds; but under Mr. Gill's system a rule against profanity having been deliberately adopted and promulgated as one of the laws of the School City, the offender is at once arrested, brought before the court, tried, convicted, and sentenced. The sentence probably would be nothing worse than remaining after school and working out ten sums in long division. But the public opinion of the school, followed up by such prompt measures, would do more to abolish profanity in ten days than the best teacher could probably do in a year.

The same observations would apply to the offense of cheating in examinations. Where the young citizens under Mr. Gill's system take it upon themselves to detect and suppress such offenses, the teacher may be sure enough that the best sentiment of the school will prevail.

In the University of Virginia and some other institutions of the South what is known as the "honor system" has always prevailed, and the professors have not concerned themselves in the least with such matters as cheating in examinations or other offenses having to do with the upright and gentlemanly behavior of the students. The students having assumed full responsibility for the right conduct of the student body in all such matters relating to themselves, the enforcement of high standards is more perfect than in any other institutions perhaps in the world. It is to very much the same principle in human nature that Mr. Gill's School City appeals."

This is teaching civics practically. Mr. French, the Principal of Hyde Park High School, Chicago, states the method of safe-guarding the whole system: "While these powers are entrusted to the student, it is with the distinct understanding, that, if they are abused or misapplied, the principal or teachers will immediately intervene."

### Current Events.

A SCHOOL for abnormal and anæmic children is being established in Virginia. Is it wise to have a great many sick children educated together ?

—THE American Primary Teacher draws attention to an educational experiment by Mr. F. D. Boynton, Principal of the Ithaca High School. Mr. Boynton finds that any good teacher can do as much with twelve little children in one hour as with forty-eight in five hours. If this is so, we may expect a great reduction in school expenses shortly.

—ARBOR Day is for the study of nature, and for assisting nature in pleasing mankind. As you plant a tree or a flower, remember that you are likewise planting a thought in your life, which will become fragrant and fruitful if it be planted in a good soil.—*F. J. Browne.*

—THE new Principal of Aberdeen University is the Rev. John Marshall Lang, D.D.

—In Scotland there is a dearth of male teachers willing to teach for £90, or less, a year. The result is that salaries are rising.

—MR. Jerome Wallace, head-master of the Canonbie Public School, Dumfriesshire, has been appointed by the

Canadian Government to be organiser and instructor of the Sloyd system of training children in Canada. Mr. Wallace is considered one of the best authorities on the subject in this country, having thrice visited Sweden and studied it on the spot. He is also known as the author of a very complete and popular course of Woodwork for Schools, to be followed immediately by a practical manual on Timber and Tools, both published by Messrs. T. Nelson and Sons. His friends wish him every success.

The *Practical Teacher* of London, England, publishes the above under the heading, "Colonial Appointment for a Scotch Teacher."

—A WRITER in *Leslie's Weekly* is advocating an "Institute of Philippine Dialects," where the young men who are going out to fill positions in the public service on the Islands of the Philippine group may learn the language of the particular tribes to which they may be sent to set forth "Uncle Sam's wishes." Native interpreters have proved unreliable. The educated Filipinos, as well as the natives in Manila and in a few other large cities, speak the language of their Spanish masters, but millions of them know no word of Spanish, and it goes without saying that they do not speak English.

—MELBOURNE, the Capital of Victoria, has been very successful in an experiment with technical schools. Three years from the opening of "The Working-Men's College" 2,000 students were in attendance. The subjects taught fall under nine departments. Among these may be mentioned mathematics, engineering, mining, metallurgy, chemistry, art and applied art, and rural industries. The trades are represented by plumbing, carpentry, coach building, printing, house painting, etc.

—THE city authorities of Berlin have established a kind of botanical garden from which all the city schools are provided with a sufficient number of plants and specimens serving to illustrate botanical and biological instruction. On specified days 50,000 to 100,000 specimens are delivered to the schools and classes studying botany. Both elementary and secondary schools are thus provided.—"Report of the Bureau of Education."

—THE MILLENNIUM OF ALFRED THE GREAT.—The year 1901 will be the thousandth anniversary of the death of

England's celebrated king, Alfred the Great. A memorial service is to be held in his honor in many parts of the Anglo-Saxon world, among others at his burial place in Winchester, where a monument is to be erected to his memory.

—Mrs. A. M. Hughes, wife of Inspector J. L. Hughes, of Toronto, was elected president of the Ontario Educational Association. It is the first time that a woman has been appointed to this office.

The thirty-ninth annual meeting of this association was signalized by a most interesting and able discussion of the question of the relation of the school to the Bible. Other subjects discussed were manual training, spelling reform, local nature observations for the Province, etc.

### **Practical Hints and Examination Papers.**

#### **COMPETITION EXERCISE.**

WE have thought it wise to vary the exercise for competition this month. Pupils are required to re-write the following extract, putting synonyms for as many words as possible. The spirit and intention of the author must be preserved :

As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for what they received.

When I saw one too ambitious to court favor, sacrificing his time in attendance on levees, his repose, his liberty and perhaps his friends to attain it, I have said to myself, "This man is paying too much for his whistle".

When I saw another fond of popularity constantly employing himself in political bustles, neglecting his own affairs and ruining them by that neglect, "He pays, indeed", said I, "too much for his whistle".

If I knew a miser who gave up any kind of a comfortable living, all the pleasure of doing good to others, all the esteem of his fellow citizens and the joys of benevolent friendship for the sake of accumulating wealth, "Poor man", said I, "you pay too much for your whistle".

When I met with a man of pleasure sacrificing every laudable improvement of the mind or of his fortune to mere corporal sensations, and ruining his health in their pursuit,

“Mistaken man”, said I, “you are providing pain for yourself instead of pleasure”.

If I see one fond of appearance or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts and ends his career in a prison, “Alas!” say I, “he has, paid dear, very dear for his whistle”.

In short I conceive that a great part of the miseries of mankind are brought upon them by the false estimates they have made of the value of things.—*Benjamin Franklin.*

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or state what is the correct answer. The reply must be posted to the editor within three weeks of the date of issue of the questions in the RECORD. The award of the editor is to be final and without dispute, and will be published not later than the third issue after the publication of the questions. The prize when received will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

The best answer will be published in the second issue of the RECORD succeeding that in which the exercise appeared.

The following exercise is open to competition to all school grades, but in assigning the prize this month the age of the child, or the average age of the class, competing will be taken into account.

—PROBLEMS like the following are helpful in awakening thought and rousing an interest in foreign countries. Say to the children: “Now imagine that you are boys and girls living in Bombay. I want you to write me a letter describing the way you eat, the food you eat, the clothes you wear, the way you ride about the city, the church and school you attend and the work you do.” To do this well the child

must enter into the life of the Hindu and see things somewhat from his point of view.

—Two suggestions have been received from teachers for the celebration of Empire Day.

One teacher proposes that India be the subject for the geography lesson on Empire Day, so that the sufferings, on account of famine, of this large part of the Empire, may be intelligently understood, and that sympathy for it may be aroused.

The other suggestion is to be found in the Correspondence column.

—THE aim of education is, in truth, always an ideal aim, for it contemplates the completion of a man—the realization in each man of what each has it in him to become.—*Laurie*.

—MIND grows by mysterious contact with spirit; thought kindling itself at the fire of living thought —*Carlyle*.

—A TEACHER was explaining to a little girl how the trees developed their foliage in the springtime. "Oh, yes," said the child, "I understand; they keep their summer clothes in their trunks."

—Equations in Algebra, where the square root sign is used, present a difficulty to students working simple equations. Take for instance  $\sqrt{x+11} + \sqrt{x+9}=10$ . In solving for  $x$  the students want to square  $\sqrt{x+11}$  and  $\sqrt{x+9}$  separately. In such cases an arithmetical example is very useful because in arithmetic the results can be shown to be true or false. Take  $5+4=9$ . Square both sides of the equation, first, as the children usually do. Then  $25+16=81$ ; a statement evidently untrue. Now square, as you square any binomial, and you get  $25+20+20+16=81$ . Take a somewhat more difficult arithmetical example.  $\sqrt{9} + \sqrt{4}=5$ . Try the children's method first. Then  $9+4=25$ . This statement is evidently incorrect. Now square considering  $\sqrt{9} + \sqrt{4}$  as a binomial. Then  $9 + \sqrt{9 \times 4} + \sqrt{9 \times 4} + 4=25$  i.e.  $9+6+6+4=25$ .

—THE folly of trying to learn a living language, by means of a grammar and dictionary, is illustrated again and again. Here is another instance taken from current history. "I have before me a letter from a Parisian friend, a gentleman of some literary note in his own country, who informs me that he is learning English by the aid of a small text-book and a dictionary, without any other instructor; and he adds: 'In small time I can learn so many English as I

think I will come to the America and go on the scaffold to lecture.' ”

—We print this month two recitations for Empire Day: “The British Union Jack” and “Canada Forever.” The former was recited most effectively recently, at the School Concert of the Girls’ Department of the McGill Model School, by a girl waving an old tattered Union Jack, and at the High School Concert, Montreal, by one of the boys supported by a small army of other boys carrying the Canadian flag. The latter, by Miss A. M. Machar (Fidelis), won the first prize in the “Witness” National Song Competition in which over seven hundred persons from various parts of the Empire took part.

### THE BRITISH UNION JACK.

#### I

It's only a small piece of bunting,  
 It's only an old colored rag,  
 Yet thousands have died for its honor,  
 And shed their best blood for the flag.  
 It's charged with the cross of St. Andrew,  
 Which of old Scotland's heroes has led ;  
 It carries the cross of St. Patrick,  
 For which Ireland's bravest have bled ;  
 Joined with these, on our own British ensign,  
 St. George's red cross on white field,  
 Round which, from King Richard to Wolseley,  
 Britons conquer or die, but ne'er yield.

#### II

It flutters in triumph o'er ocean,  
 As free as the winds and the waves ;  
 And bondsmen from shackles unloosened,  
 'Neath its shadows no longer are slaves.  
 It floats over Cyprus and Malta,  
 O'er Canada, the Indies, Hong Kong ;  
 And Britons, where'er that flag's flying,  
 Claim the rights which to Britons belong.  
 We hoist it to show our devotion  
 To our Queen, to our country and laws,  
 It's the outward and visible emblem  
 Of advancement and liberty's cause.  
 You may say it's a small piece of bunting,  
 You may call it an old colored rag,  
 Yet freedom has made it majestic,  
 And time has ennobled the flag.



## CANADA FOREVER.

Our Canada, strong, fair and free,  
 Whose sceptre stretches far,  
 Whose hills look down on either sea,  
 And front the polar star ;—  
 Not for thy greatness—hardly known—  
 Wide plains, or mountains grand,  
 But as we claim thee for our own,  
 We love our native land.

God bless our mighty forest land  
 Of mountain, lake, and river—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Wrapped in thy dazzling robe of snow,  
 We proudly call thee ours,  
 We crown thee, when the south winds blow,  
 'Our Lady of the Flowers !'  
 We love thy rainbow-tinted skies,—  
 The glamor of thy Spring,—  
 For us, thine Autumn's gorgeous dyes,  
 For us, thy song-birds sing.

God bless our fair Canadian land,  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

For us, thy brooding summer wakes  
 The corn-fields' waving gold,  
 The quiet pastures, azure lakes,  
 For us, their treasures hold,  
 To us each hill and dale is dear,  
 Each rock, and stream and glen,  
 Thy scattered homes of kindly cheer,  
 Thy busy haunts of men.

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Our sires their old traditions brought,  
 Their lives of faithful toil,  
 For home and liberty they fought,  
 On our Canadian soil :  
 Quebec to us is sacred still,  
 -Nor less is Lundy's Lane,—  
 Long may a loyal people fill  
 The land they fought to gain.

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Saxon and Celt and Norman we :  
 Each race its memory keeps,  
 Yet o'er us all, from sea to sea,  
 One red-cross banner sweeps.  
 Long may our 'Greater Britain' stand  
 The bulwark of the free ;  
 But Canada, our own dear land,  
 Our first love is for thee !

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 The chorus ring from strand to strand  
 Of 'Canada Forever.'

—LEARNING TO THINK.—Learning to think is by far the most important part of education ; and it is that part of it which is most neglected. With all the boasted advantages of our system of public instruction, it fails in this. It seems to go on the assumption that education consists chiefly in what is put into the mind, rather than in what is drawn out of the mind's own inherent powers. The result is a system of cramming, which, as an educational process, does the minimum of good, with the maximum of evil. Children, and even young men and women, are made to think that education is something external to the mind, rather than something in the mind and of the mind itself ; and the lessons of the school and college are apprehended as an end, rather than as a means, their value being estimated according to what they put into the mind, rather than the mastery which they give the student over his own powers. In other words, the impression is created that knowledge is the test of education, and that in proportion

to the amount of it which is stowed away in the memory, however crudely, is the victim of this cramming process to be regarded as an educated boy or girl, or man or woman.

Surely no person, whether man or woman, can be called an educator in the proper sense of the term, who has not the power to draw out, to develop these faculties, and teach the student to use them to the best advantage. In other words the great business of the teacher is to teach his pupils to think; and in order to this, he is not to stand, holding his tallow candle over their heads to show them the dusky way to the attainment of the knowledge which he would have them possess, but to touch a spring which shall turn on the electric light within, that shall be with them through the entire journey of life, enabling them to make the best of their opportunities in every department of activity in which their inclination may lead them to engage.—*The Christian Guardian*.

—SCHOOL GARDENS.—The recent pamphlet issued by the United States Department of Agriculture upon the school gardens of the Rhine affords food for thought to a writer in the *Outlook*. This writer says:

It is a common experience to enter from an absolutely barren school yard into a school-room decorated with botanical and natural history charts, and to find that these charts and text-books are the only mediums used for teaching these branches of the natural sciences. The pamphlet above named shows the practical application of the school-room work. The grounds are cultivated solely by the pupils, two hours' work per week being compulsory. The result is that the community life is affected. The farms and gardens are cultivated with new knowledge; the boys and girls work in the home grounds with greatly increased interest. Destructive insects and diseases are watched for. The products of the farms and gardens in the district bring the best prices, because they are handled with care and intelligence. The first requisite for this work is such practical knowledge as will make success possible. The introduction of the school garden into this country is entirely feasible. It would create a new avenue of employment for the students in our agricultural colleges and experiment stations; it would make another avenue for the use of the knowledge collected for our Department of Agriculture. Our township system would make a practical division for the control of one agricultural supervisor and instructor.

## GREAT BRITAIN'S TRADE ROUTES.

There are many possible answers to last month's problem on the above subject. The one given below is representative of the principal products carried to and from various parts of the Empire.

FROM.	THROUGH.	CARGO.	To	RETURN CARGO.
1 Liverpool.	Mouth of the Mersey, Irish Sea, St. George's Channel, Atlantic O.	Textiles, chemicals, iron and steel manufactures.	New York.	Grain, cattle, hay.
2 Glasgow.	River Clyde, Firth of Clyde, North Channel, Atlantic O., Str. of Belle Isle, Gulf of St. Lawrence, River St. Lawrence.	Iron and steel manufactures, dyed and printed cottons, chemicals.	Montreal.	Grain, nickel, copper.
3 Southampton.	Southampton Water, English Channel, Atlantic O.	Boats, engines, iron manufactures.	New York.	Grain, cattle, hay.
4 Southampton.	Southampton Water, English Channel, Atlantic O., Florida Strait, Gulf of Mexico.	Boats, engines, iron manufactures.	New Orleans via Havana.	Molasses, sugar, cotton, tobacco, cigars, bananas.
5 Southampton.	Southampton Water, English Channel, Atlantic Ocean.	Boats, engines, iron manufactures.	St. Thomas, (West Indies).	Fruits, rum, guinea grass.
6 Southampton.	Southampton Water, English Channel, Atlantic Ocean, Mouth of the Rio de la Plata.	Wool, iron goods, cutlery, crockery.	Monte Video.	Wool, canned beef, bones.
7 Plymouth.	Plymouth Sound, English Channel, Atlantic O.	Tin, fish, marble.	Cape Town by Ascension and St. Helena Islands.	Ivory, rubber, feathers.
8 Liverpool.	Mouth of the Mersey, Irish Sea, St. George's Channel, Atlantic O. Indian O.	Cotton, iron and woolen manufactures.	Mauritius.	Sugar, vanilla, drugs.
9 Mauritius.	Indian O., Bass Str., King George Sound, Yarra Yarra River, Indian Ocean, Arabian Sea.	Coffee, indigo, pepper.	Melbourne and Bombay.	Wool, gold, hides, Opium, indigo, tea.

## GREAT BRITAIN'S TRADE ROUTES.—(Continued.)

	FROM	THROUGH.	CARGO.	TO	RETURN CARGO.
10	London.	Thames R., Mouth of the Thames, Straits of Dover, English Channel, Atlantic Ocean, Straits of Gibraltar, Mediterranean Sea, Suez Canal, Gulf of Suez, Red Sea, Straits of Bab-el-Mandeb, Gulf of Aden, Indian Ocean, Bass Strait, King George Sound, Mouth of the Yarra-Yarra River.	Tinware, ironware, fabrics.	Melbourne via Mediterranean Sea.	.
11	London.	Thames R., Mouth of the Thames, Str. of Dover, Eng. Chan., Atlantic O., Pacific O., King George Sound, Bass Str., Yarra-Yarra River.	Textiles, machinery, cutlery.	Melbourne by Cape Horn.	Wool, gold, feathers.
12	Aden.	G. of Aden, Arabian Sea.	Coffee, dates, horses.	Bombay.	Jute, coal, rice.
13	Bombay.	Arabian S., Indian O., Bass Strait, King George Sound, Yarra-Yarra River.	Wheat, opium, seeds.	Melbourne by Pt. de Galle.	Wool, gold, wine, Pearls, coffee, cinnamon.
14	Cape of Good Hope.	Indian O.	Ivory, diamonds, rubber.	Adelaide and Hobart Town.	Canned meats, wool, leather. Corn, wool, hides.
15	Victoria.	Juan de Fuca Str., Pacific O.	Gold, coal, lumber.	Yokohama.	Jap. goods, silk, tea.
16	Yokohama.	Pacific O., Eastern Sea, Str. of Formosa, China Sea.	Copper, sulphur, rice.	Hong Kong.	Tea, rice, spice.
17	Hongkong.	South China Sea.	Tea, spice, rice.	Singapore.	Pine-apples, nutmegs, cocoa-nuts.
18	Aden.	Gulf of Aden, Arabian Sea, Indian Ocean.	Camels, coffee, gums.	Pt. de Galle.	Cinnamon, tea, pearls.
19	Pt. de Galle.	Indian O., Str. of Malacca.	Coffee, pearls, spices.	Singapore.	Aloes, gambier, nutmegs.
20	Singapore.	China Sea.	Coffee, nutmegs, aloes.	Batavia (Java)	Arrack, teak-wood, palm-oil.

GREAT BRITAIN'S TRADE ROUTES.—*Continued.*

FROM	THROUGH.	CARGO.	TO	RETURN CARGO.
21 Batavia.	Java Sea, Flores Sea, Arafura Sea, Torres Sea, Coral Sea, Pacific O.	Indigo, teak-wood, coffee.	Sydney.	Frozen meat gold, wool.
22 Halifax.	Atlantic Ocean.	Hay, nickel, copper.	Boston & N.Y.	Tobacco, corn cotton.
23 Montreal.	St. Lawrence R., Gulf of St. Lawrence, Atlantic O., North Channel, Irish Sea, Mouth of the Mersey.	Cattle, nickel, hay.	Liverpool.	Cotton fabrics, cutlery, woollens.
24 Victoria .....	Juan de Fuca Str., Pacific O.	Lumber, coal, salmon.	Sydney.	Wool, tallow, ostrich feathers.
25 Auckland.	Waitemata Bay, Pacific O.	Kauri gum, flax, gold.	Honolulu.	Molasses, sugar, bananas.

—THERE is a good teaching method that is evidently gaining ground among us. This is the pushing more and more out of the school work the idea of emulation. The pitting of one child against another engenders moral weakness and prevents the child seeing the true end of education—the development of his own powers quite regardless of comparison with others.

—WHAT ARE THE DUTIES OF CANADIAN CITIZENS ?—It is the highest duty of a Canadian citizen to obey the laws, even if they are, in his belief, unjust or unwise. Resistance to the law is inexcusable, because the people themselves make the laws ; the courts are open for the redress of grievances, and by patient argument and exposure before the people, the repeal of bad or unjust laws can with certainty be effected.

Further, it is the duty of citizens to watch the conduct of public officers, and if they do not perform their duties properly to expose their misconduct, to arouse public sentiment against them and cause their punishment by defeat for re-election. It is only by such constant vigilance in the individual that a free nation can hope to preserve its liberties unimpaired

What are the rights of a Canadian citizen ?

A Canadian citizen is a free man; no one can enslave him; and his liberty cannot be taken from him except for crime, of which he must be convicted upon a fair trial. Neither can his property be taken except by due process of law.

He has a right to believe and worship God as he pleases, and to express his opinions on all subjects freely, but he can be punished for slandering his fellow-citizens or inciting others to riot against the Government. He has a right peaceably to assemble and to petition the State or Federal Government for redress of grievances.

If he be arrested, it must be on a proper and legal warrant served by an officer of the law, who must show his authority. He may be released on bail except for a capital crime, and be produced before the nearest court, on writ of *habeas corpus*, in order that it may decide if the arrest and imprisonment were properly made.

He has a right to a speedy trial, by jury, to be confronted by witnesses against him, to engage a competent person for defense, and to know definitely the accusation against him. He can apply to the court for protection to person and property, and is entitled to damages if the authorities do not protect him. Officers of the law cannot search his house except on proper warrant.

The citizen may keep and bear arms, but not concealed upon the person. If an officer of the law arrests or tries him in an unlawful manner he can sue such official for damages.

An interesting lesson on Civics may be drawn, by the Socratic or question and answer form of lesson, from the facts given above. These have been adapted to Canadian conditions from an article in *Our Times*.

—THE DECORATION OF THE SCHOOLROOM.—A recent Ministerial circular in France deals with the decoration of the schoolroom. "The school," we read, "is not to be regarded as a mere place of call, where instruction is to be had between the ages of six and thirteen; it is intended rather to be a home whither the child may return as an adult to complete his education, and where he may be sure of finding a counsellor in his former master, and friends in his former school-fellows. Appropriate mural decoration—especially coloured landscapes, portraits of great men, and reproductions of some of the great national pictures—will, it

is urged, contribute to this result. The familiarity with French landscapes will, moreover, serve to foster the finer forms of patriotism, "mieux connaître son pays, c'est être prêt à le mieux servir." As the purpose of the Minister is also to "awaken the taste and develop the sense of beauty," we may assume that the pictures will be carefully selected, and that such daubs as occasionally do duty on our own school walls will not be allowed to disfigure the schools in a country where "for ten centuries art has been developed from age to age with such marvellous originality." It may be hoped, too, that pictures of which the interest centres in slaying,—man or animal—will be excluded more rigorously than with us, even though France has not yet founded her Society for the Prevention of Cruelty to Animals."

—CIRCUMSTANCES are the rulers of the weak; they are but the instruments of the wise.—*Lover*.

—AN ALARMING DESTRUCTION.—Through the Middle States and in some parts of the South, a mischievous trade is carried on during the winter and the early spring. It is the slaughter of insect-destroying birds, to be sold as "reed-birds" in the city markets. "Reed-bird on toast" is a favorite dish with the epicures; but the epicures seldom get the "reed-birds" they order.

Authorities at Washington declare that hundreds of thousands of robins, bluebirds, cedar-birds, shore larks and other insect-eating birds are killed for this purpose every year. A single dealer in Washington received five thousand robins in one shipment from North Carolina and sold them all as reed-birds.

Not only is the traffic reprehensible as a commercial fraud, but it is a direct and very grave injury to farmers, whose fruit trees, shrubs and crops would be seriously injured, and in some cases ruined, if insectivorous birds were exterminated.

Through the work of the men of science in the Government departments at Washington, our farmers are learning the value of insect-destroying birds to their fields and gardens. They are, therefore, neglectful of their own interests if they do not protest against this cruel and ruinous traffic, not only in the name of humanity, but because of the imperative needs of agriculture.

—Now is the time to have a talk with the children about the value of the bird life of our continent.



—THE music of birds was the first song of thanksgiving which was offered on earth before man was formed. All their sounds are different, but all harmonious, and all together compose a choir that we cannot imitate.—*Selected.*

—AT the annual meeting of the Association of Teachers and Lecturers in Training Colleges on the 11th of January, the Bishop of London, Eng., delivered an address, containing, of course, some good things and some things profitable. As the meeting took place in the Imperial Institute, it is to be presumed that a more wide-spread teaching community was in the Bishop's mental view than any that could be gathered from the little island in the North Sea, where the sources of our civilization lie. Colonial teachers, not less readily than teachers at home, will recognize a true description of their function in the Bishop's representation of it as resembling a mustard blister. The teacher, so runs the explanation of the parable, is a person who applies himself to as many minds as possible, and he is only really doing his work when he is producing a strong irritation on those minds. In the olden time, and even to this day, in certain seminaries of sound learning and religious education, the irritation is not confined to the pupil's mind; rather when the blister fails to act, or acts imperfectly on the mind, compensation is found in an irritating operation on the pupil's body. The fact that this compensation is generally limited to the case of boys may be accounted for, not only by the physical difference of which it is proper to take account, but also by the intellectual difference tersely stated by the Bishop. "From his knowledge of the English boy," he said, "he had not been able to discover any means by which that boy could be induced to learn anything, except at the point of the bayonet. The boy was carefully prepared by nature to face the world as it was, but he also carefully prepared himself, and his natural and acquired equipment rendered him an exceedingly obdurate person to deal with; he began with a deeply-rooted objection to knowledge; he disliked knowledge for its own sake, and not for any ulterior results; he not only disliked it, but he despised it, and how that dislike was to be got over was the great problem which the teacher of boys always had to face. There was a great deal of difference in the teaching of boys and girls. It was said that the accident of sex could be disregarded, but he thought that the difference

corresponded to certain mental qualities. There were these two great differences, the girl really wanted to learn, and the boy was determined not to learn. The boy always regarded his teacher and the subjects taught with contempt, whereas the girl had a mild and sometimes impetuous enthusiasm for her teachers." This description of the sexual antagonism in the intellectual sphere is worth getting up for the occasion of a prize distribution by some distinguished person having a prospect of so delightful an engagement in the future.

The danger of being hardened by the formal and mechanical side of things was one which the teacher was bidden avoid. A system which turns out boys and girls who, after passing their last examination, are resolved never to open another book, certainly leaves much to be desired in the way of mental quickening. The teacher who is to be an intellectual blister, stimulating the mind and accelerating its activities, must cultivate the quality of mental alertness; he must also have a sense of vocation, and the gift of sympathy. For want of these attainments, and especially through defect of sympathy, teachers sometimes produce results illustrated in the following anecdote: "The Bishop quoted a case in which a scholar was asked by an inspector the meaning of the title to a book called 'Our Feathered Friends,' which referred to birds. The child in answer said it meant 'The Angels,' and another described it as 'Red Indians.' That the name of the book had any connection with its contents had never entered the minds of the children, and the answers given showed that there was some defect in the teacher's method." On the other hand the mental alertness of the teacher may sometimes spring a surprise in its reflection in the pupil: "The Bishop quoted an example of this, in which a class was asked to describe a man and something connected with him, his qualities, for instance, and the inspector presented himself as the subject. The description of one child was 'A little man,' but the inspector was not satisfied. After a long pause another child said, 'Please, Sir, an ugly little man.' That, the Bishop remarked, showed powers of observation." It was perhaps lucky for the observant pupil that the inspector was the object of the exercise, not the teacher. The Bishop's closing advice may be commended to all who are engaged in forming the minds and characters

of the growing generation: "But the teacher's business was to do something which was beyond the power of the inspector to ascertain; and the elementary teacher would never be happy until he said, 'I know how much I am teaching these children, which no inspector could put his finger upon, and in that knowledge I am quite contented, and by that knowledge I am ready to stand or fall.'" If that spirit could be instilled into the minds of the teachers, the training colleges would have done their share in equipping them to deal with the great responsibilities and difficulties of the honourable but onerous profession, to which they have been called.—*The Capetown Times*.

—STAYING POWER IS THE SECRET OF SUCCESS.—"I have been watching the careers of young men in this city for thirty years," said an eminent New York preacher, recently, "and I find that the chief difference between the successes and the failures lies in the single element of staying power." It is by tenacity of purpose, rather than by sudden dash, however brilliant, that success is won. Hindrances, checks, trials, instead of defeating one, should bring out one's native force. "Feeble natures," on the contrary, as Balzac strikingly says, "live in their sorrows, instead of converting them into apothegms of experience. They are saturated with them, and they consume themselves by sinking back each day into the misfortunes of the past. To forget is the great secret of strong and creative existences—to forget after the manner of Nature, which knows no past, and begins again every hour the mysteries of her indefatigable productiveness." Harken to an old English dramatist:

The wise and active conquer difficulties  
By daring to attempt them; sloth and folly  
Shiver and shrink at sight of toil and hazard,  
And make the impossibility they fear.

—*Saturday Evening Post*.

—THE EYESIGHT OF SCHOOL CHILDREN.—That the eyesight of school children may be preserved, in the best possible condition, the following rules should be carefully observed, says Dr. B. F. Rogers in the *Buffalo Medical Journal* for last March:

"*Light*.—This commences, of course, with the location of the school lot, its surroundings, and the number and location

of the windows. Quantity and quality of light are modified by the color of the walls and the shades to the windows. Shades should be hung on the adjustable shade fixtures.

“*Tints.*—Blue, gray, or neutral tints are the best for walls.

“*Desks.*—Adjustable desks should be used and placed so that the light falling from the upper sash, when possible, shall strike the desk over the pupil’s left shoulder.

“*Artificial Light.*—Artificial light is always a bad light for young eyes; school children with myopia or any form of eye-strain should not work or study by artificial light.

“*Writing on Blackboards.*—The writing should be large and legible; if required to be read at fifteen feet, it should be large enough to be read at thirty feet.

“*Excessive Work.*—School hours should be carefully adjusted to the strength of the pupil. There should be frequent intervals during school hours for relaxation of the eyes.

“*Length of School Year.*—There is no time gained for the pupil by school sessions the last half of the month of June and the first half of September, the two most beautiful months of the year for outdoor recreation.”

—AT a recent conference of head masters of English schools the subject of “Teaching English,” among other subjects, was under discussion. The Rev. G. C. Bell in introducing the question said, “That his experience showed that public school boys, even in the higher forms, were often deficient in their knowledge of English to such a degree that even their purely classical work was seriously hindered by their inability to understand English, their limited vocabulary, and their lack of power to express their thoughts orally or in writing. The time usually assigned to the teaching of English was not sufficient. The remedy suggested for the lower form boys was an intelligent knowledge of simple English prose and verse; and for this purpose a series of reading books, graduated in difficulty, should be employed. This would be greatly helped by continual practice in reading aloud and careful attention paid to pronunciation, and by degrees to spirit and expression. For the higher form boys the reading books used in the lower forms should be replaced by a careful choice of English classical writers in prose and verse. There were lots of good readers for elementary schools, but they were

hardly suitable for public school boys. Some of the upper standard ones that he had tried with his lower forms had been condemned by them as babyish. If only their humility were proportioned to their ignorance, their progress might be greater. He had approached Messrs. Macmillan with a view of their putting in hand a series adapted for higher schools, and the firm had consented to undertake the work if he would give an assurance that they would be generally used. This, at present, he was unable to do. Not seldom the English lesson justified Mr. Balfour's prayer that the school-master might not spread his blighting influence over the fair fields of English literature. But, if the school-master used his efforts properly, no lesson could be more effective for training style, and giving a spur to the imagination."—*Journal of Education*.

One head master was of the opinion that essay writing was all important in this relation, other masters thought that the reading aloud to the boys, by one who understood English, was the *sine qua non* for obtaining good English.

—THE COMING ECLIPSE OF THE SUN.—The children will be interested in hearing about the eclipse of the sun that is to take place on the 27th of May in America and on the 28th of May in Portugal, Spain and Algiers. The eclipse will be visible in the Southern States—in Louisiana, Georgia and North and South Carolina. The total eclipse is caused by the moon passing between the sun and us and blotting it out. The total eclipse lasts only two minutes. Dr. Grant has written a magnificent description of this, the most awesome phenomenon of nature. "On no other occasion does the display of stupendous power," he says, "in the economy of the physical universe exercise so subduing an influence over the mind, or produce so humiliating a conviction of the impotence of all human efforts to control the immutable laws of nature and arrest the course of events, as when the glorious orb of day, while riding in the heavens with unclouded splendor, begins to melt away from an unseen cause, and soon totally disappears, leaving the whole visible world wrapped in the sable gloom of nocturnal darkness. The scene is rendered still more impressive by the circumstances accompanying so remarkable an occurrence. The heavens assume an unnatural aspect which excites a feeling of horror in the spectator: a livid hue is diffused over all

terrestrial objects; plants close up their leaves as on the approach of night; the fowls betake themselves to their resting places; the warbling of the grove is hushed in profound silence; in other words, universal nature seems to relax her energies, as if the pulse, which stimulated her mighty movements had all at once stood still." Sir Norman Lockyer, after an experience of seven eclipses of the sun, says that no better description of the phenomenon has ever been written.

—"ART is man's conception of nature."

—"GREAT minds rest themselves on small ones."

—WHILE YOU ARE YET GROWING.—Growing girls and boys do not always appreciate that it is while they are growing that they are forming their figures for after life. Drooping the shoulders a little more every day, drooping the head as one walks, standing unevenly, so that one hip sinks more than the other—all these defects, easily corrected now, will be five times as hard in five years, and twenty-five times as hard in ten years. A graceful, easy carriage, and an erect, straight figure, are a pleasure to beholder and possessor, and are worth striving for.

An easy way to practise walking well is to start out right. Just before you leave the house, walk up to the wall and see that your toes, chest, and nose touch it at once; then, in that attitude, walk away. Keep your head up and your chest out, and your shoulders and back will take care of themselves.

A southern school teacher used to instruct her pupils to walk always as if trying to look over the top of an imaginary carriage just in front of them. It was good advice, for it kept the head raised. Do not think these things are of no value. They add to your health and your attractiveness, two things to which everybody should pay heed.—*N. Y. Times.*

### PRIZES AWARDED FOR MAP EXERCISES.

It has been decided to award two prizes for answers to the Map Exercises on the Equator, the Tropic of Cancer and the Tropic of Capricorn. The prizes have been won by the 4th Grade pupils of the Papineau Village School No. 7, who sent a composite answer, and by J. C. Morrill, of the Way's Mills School.

Unless we receive a special request not to do so, we shall in future, in addition to announcing the name of the school winning the prize, publish the names of the schools sending in superior work.

### Correspondence.

#### EMPIRE-DAY SUGGESTIONS.

*To the Editor of the RECORD :*

DEAR SIR,—As a reading exercise for Empire day, which seems likely to be interesting and also successful, I have instructed my class to select a short extract or paragraph, from some book, magazine or paper, bearing upon some person or event or fact connected with the British Empire. The selection may be a short anecdote, an interesting bit of history, an extract from statistics, or a biographical sketch, and may refer to or be the work of some one distinguished in literature, art, music, painting, sculpture, oratory, statesmanship, discovery, invention, philanthropy, self-sacrifice, or in anything else in which a good deed or noble act has tended to benefit individuals or the Empire at large. The article selected by each pupil must be submitted for inspection, and if it be of sufficient merit it must be read before the class on Empire day. Should it be too long it must be abbreviated or a shorter piece found. As the selections are made and passed, each pupil must study his own choice so as to be able to read it aloud creditably to his class. On Empire day, when each one has read his contribution, the opinion of the class may be taken as to which was the best and most suitable selection for the occasion, and that which is most in favour may be read as an exercise in dictation, or re-read and made the subject for reproduction as a composition, should time permit. It is my intention to give marks for the reading which may be made to count in the June examination.

As the very air seems to be saturated with the germs of war-fever, reference to wars and warriors, though not prohibited, is discouraged in making the selections to be read.

Another suggestion is that the teacher, as soon as possible, assign to each pupil, or allow him to choose for himself the name of some celebrated person—man or woman—and have him find out all he can regarding his hero; the result of his research to be rehearsed extempore, or read to the class from his own composition.

READER.