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THE RISING GENERATION.

Address delivered before the Provincial Teachers' Association at Montreal, October 16th, 1903, by His Honor R. Stanley Weir, D.C.L., Recorder of Montreal.

(Continued.)

THE SIGNIFICANCE OF INFANCY.

But it is not alone in the literature of our time, and the child in literature is a topic that might easily detain us, that evidences of the widespread interest in the child are to be seen. Physiological psychology is endeavouring to interpret those fascinating and important phenomena which are traceable in human beginnings in the individual as in the race. Such a book as Dr. Chamberlain's *Study of the Child* in the Evolution of Man is of immense value to us. The hints we gather from the new psychology are of surpassing value, and I may, perhaps, be pardoned if I remind you of some of them. I have already referred to the increased respect with which we observe the instincts of the young as they reach out after knowledge in their appointed way. Let me also refer to the immense significance of the helplessness of infancy which is now more clearly perceived. Without going so far as Rousseau, who observes that "If man came into the world grown up, he would be a perfect imbecile, an automaton, an immovable and almost senseless statue," we can agree when he says "Although we pity the

state of infancy, we must perceive that the human race would have perished if man had not begun by being a child." The prolongation of the infantile period provided an epoch of plasticity during which the race-acquisitions could be transferred to the individual. Says Dr. Chamberlain : " In a sense man has not lived for the child, but the child for man." By reason of his childhood man is enabled to advance beyond the condition of his fathers. The fact of human childhood has made human civilization possible. Or to quote John Fiske : " The prolonged helplessness of the offspring must keep the parents together for longer and longer periods in successive epochs ; and when at last the association is so long kept up that the older children are growing mature, while the younger ones still need protection, the family relations begin to become permanent."

Thus out of parental, conjugal and social sympathy has arisen what is best in the human race, and the king of the world is always the little child.

THE MEANING OF PLAY.

In the next place I would refer to the meaning of play in relation to youth as expounded by Schiller, Karl Groos and our own Herbert Spencer. It is, perhaps, to be feared that our educationists do not sufficiently appreciate the vast importance of play in the development of children. I quite well remember that in my own boyhood play was regarded as sheer waste of time, and while it was tolerated it certainly never was encouraged. As Nature will have her revenges and compensations I have contrived of late years to get in quite a good deal of play with great satisfaction to myself, and I trust without injury to the quality of the work I have to do. I cannot pretend to say what the prevailing opinion is to-day among those who teach, but I fear that our curricula beyond the bare few minutes of intermission entirely ignore the necessity of play. Indeed it strikes me that the school play grounds of to-day are scantier far than those of a generation ago.

Doubtless this is owing in part to financial considerations, but also, I fear, to the still prevailing opinion that as between play and study the latter is of really greater importance. Or, the authorities may assume that play is

something to be indulged in out of school hours ; but here again they contrive by the assignment of home tasks and burdens grievous to be borne to ensure that the hours for play shall be very few and very short and burdened by the haunting recollection of the lessons to be recited on the morrow. Now what is the truth about play ? To leave the child absolutely helpless during the long period of infancy and to bring him into manhood by a sudden shock like the striking of twelve is not nature's way. The playfulness of young animals and of the young human being have been commented upon by writers in all ages. But for centuries the exuberance of play seemed of itself explanatory ; it was merely surplus energy taking on here and there imaginative forms. The relation of play to the various arts and activities of human social life seems only recently to have received its true interpretation. When Dr. Groos says epigrammatically that "the child does not play because he is young, but has a period of youth because he must play," he comes very close to the truth. Youth is the time for play ; the time when in the order of natural development the wealth of innate instincts and impulses may be expressed in an agreeable way. Childhood is the period in which by the supple and attractive instrument of play, the natural instincts and impulses, so exuberant and so far-reaching, make possible the normal, healthy, active, ingenious, self-knowing and self-reliant man and woman. In a sense every man who finds his right vocation in life plays. What is it to enjoy one's work but to play, and how can work be better done than when we enjoy the doing of it ? The finest achievements of the race have been its playthings. The orator, the poet, the artist, play as surely and as naively as the child. The child as he piles his blocks in the nursery is not happier than Sir Christopher Wren building St. Paul's ; as he manipulates some mechanical toy is not more intent than Mr. Edison when perfecting the phonograph or storage battery ; as he engages in character play is not more absorbed than Sir Henry Irving in Hamlet or The Bells ; as he makes his drawing and daubs with colour shares the same joy as flushed the cheek of Raphael or Michael Angelo. For these great men when at their work were not more absorbed than the child at play.

THE IMPORTANCE OF DIETARY.

In its relation to health the function of play is perhaps more commonly recognized than in the possibly more recondite relations at which I have hinted. But the word health suggests a passing word as to dietary. In the opinion of Dr. Oppenheimer, of Mount Sinai Hospital Dispensary, a great majority of the failures and perversities of individual life may be traced to poorly nourished bodies and impoverished cerebral tissue. A child that is growing and learning some new fact of experience every hour, whose delicate nerve cells are not able to bear any great stress, needs an exact and wise attention to his dietary; much more so than, for instance, his father. On this point the responsibility rests chiefly with parents, of course, but much can be done by the teacher in a wise co-operation with nature. For instance the common interval between the child's breakfast at 8 a. m., and a luncheon any time between 12 and 2 is far too great, and the dangers resulting from consequent inanition exceedingly serious, and I may say that I have the warrant of eminent medical authority in stating that a school luncheon at an earlier hour than noon and with sufficient time for its consumption, would be vastly better for the health of a growing child.

ARRESTED DEVELOPMENT.

In the next place I should like to refer to a remarkable promise which many children display but do not fulfil. It was a saying of Goethe, that "If children grew up according to early indications we should have nothing but geniuses," and the declaration of Schopenhauer may follow it: "Every child is to a certain extent a genius, and every genius is to a certain extent a child." The wonderful progress in acquisitive development in early childhood, and the remarkable decrease in activity which marks the human individual later in life, have often been remarked. A French writer (M. E. Egger) says on this topic: "In the first period of its life, the child's progress is marked from day to day, then from week to week, then from month to month, then from year to year." To this statement he adds: "The age when the mind has as yet no teacher (in the ordinary sense) is perhaps that in which it learns the most and learns it most

quickly." Our own observation shows us too, I would add, that it is precisely during this period of great activity that childhood is most attractive to those who regard it. How comes it then, that so soon and almost universally there comes a time of arrested development; and the loss of that charm and *naïveté* that make early childhood so pleasing?

SIGNIFICANCE OF THE CHILD'S ENTHUSIASMS.

On this point, I do not wish to dogmatize, nor shall I presume to criticize modern methods of education as to lay the blame and serious responsibility for this arrested development upon them, but I venture to remark that the most beautiful efflorescence of human genius is invariably accompanied by an obsession of consuming interest. I mean that the adult genius and the infant have this in common, that they are intensely absorbed in that which occupies them. Hence the truth of the common maxim, that we should devote ourselves to that which interests us most. Our conventional life and the stress of circumstances often prevent this desirable condition, and when they do they sadly interfere with our happiness. At this point the moralist exalts the claims of duty, but irksome duty however heroically done is not friendly, we must admit, to the lively flights of genius. If the whole of our faculties assist at each engagement of the mind they clearly act most freely when agreeably employed. And the various bursts of genius, whether Periclean, Elizabethan or Italian, show not so much a difference in the average of human faculty or opportunity, as a tremendous climax of enthusiasm and interest, a mental quickening, a passion for some form of intellectuality which resulted in these splendid resurgences of mentality that are the pride and hope of humanity.

From this standpoint it would seem that the completest development of human faculty should result when, without cessation or arrest, the mind can be engaged with that absorption and enthusiasm which mark alike the activities of the happy child and the most splendid genius; for genius, although it is almost classically described as the capacity for taking infinite pains, yet possesses a swiftness of vision, a sureness of touch, and a certain ease and delight in per-

formance that are far removed from the laborious necessity of taking infinite pains.

The peril that attends the education of children is lest we interfere with the appointed order of nature, and as yet we are not sure of this order. We are beginning to see that from the earliest years there are more or less rhythmic movements of progress and rest, ebb and flow, activity and idleness. Often this idleness is more apparent than real, in children that may seem to be inactive or listless, and a true mood of the child has been admirably depicted by Josephine S. Peabody, in some recent verses in *Harper's Monthly* for June.

“ I have so many things to do
I don't know when I shall be through.
To-day I had to watch the rain
Come sliding down the window pane,
And I was humming all the time
Within my head a kind of rhyme,
And blowing softly on the grass
To see the dimness come and pass.
I am so busy every day
I haven't any time for play.”

A HINT FROM THE KINDERGARTEN.

The entertaining editor of the *Philestine* has declared the Kindergarten to be the greatest scheme ever devised for the education of parents. The editor doubtless means that the education of parents cannot begin too early. The transcendent merit of the Kindergarten is that it seeks to develop the mind rather than store it with useful knowledge. The kindergartner does not believe that the most useful knowledge is the most useful. She knows that heart is more valuable than head, and temperament than deportment. She therefore seeks to stimulate her flock to the liveliest interest, who being constantly interested are constantly happy. The problem before educationists is how to continue the method of the Kindergarten beyond the present age standard, how to abolish transition classes or any necessity for them. The geniuses of the past have for the most part belonged to the Irregulars. If you clip the wings of a child's imagination you lame him for life. If you force his mind into artificial grooves it eventually loses

all elasticity. Competitive examinations and the drudgery of Home Lessons so called are being looked upon by many teachers with increased suspicion and distrust. The desire is to prolong the spontaneity and gaiety and ready receptivity of the kindergartner through all the grades of our schools and colleges. How to achieve this is the problem. But we may be assured that to abridge the term of childhood and hasten the acquisition of so-called practical knowledge is the very worst preparation for a happy and useful life."

We are, therefore, beginning to realize that the shades of the prison-house have somewhat obscured the vision of many pedagogists. The instincts of childhood are wiser than the inductions of logical analysis. To reduce the adult psychology to its lowest terms and apply it to children is absurd. And the eminent Dr. Martineau has written these words: "If both Church and State will only learn what the child's simple nature may teach, instead of teaching what he cannot innocently learn, the truth may dawn upon us that he seldom requires to be led—only not to be mis-led.

SOME DEFECTS IN EDUCATIONAL METHODS.

I fancy I cannot, in concluding these discursive observations, do better than remind you of certain warnings which anthropologists of various schools have lately sounded in our ears. We err in making our education too practical. It is impossible to fit a child for the precise things he will be called upon to do in maturity. Any man of affairs will tell us that, in a sense, he has to submit to a second education on entering practical life. It is a mistake then to be too particular and to multiply subjects of study. Better far to widen the imaginative horizon of the young, to keep open the windows on the spiritual side by feeding their ardour, strengthening their insight and cherishing their fancies. If there be indifference, endeavour to penetrate the secret of it, remembering that young as he is the child has elective affinities and antipathies very subtle in their origin, but dominant in their influence upon him. Books and apparatus, moreover, are not the only means of grace, and wisdom may be distilled from the

world of nature, the earth and air, and every common sight and the school. The children of our *école en Espagne* spend much of their time out of doors. It is, doubtless, good to train the hand, but Dr. Chamberlain declares, speaking doubtless of the schools in the United States more particularly, that the mistake of education to-day lies in making manual training a fetish *per se* instead of following the race-order and letting it, naturally precede and prepare for the higher handicrafts of the painter and sculptor. The highest results of manual dexterity are not utilitarian, but artistic, and artistic possibilities ought not to be imperilled. The danger, of course, after courses of manual training is that the springs, whence later art may flow, are early dried up. With reference to art there are complaints that the free-hand drawings of school-children afford abundant evidence of the influence of the stick-laying, geometrically-controlled art of the Kindergarten. Trees, men, and other animals under this influence, all suffer from an epidemic of the angle, triangle and square. Both the savage and the child revel in the freedom of the curved line with all its variations, and there is danger lest the later descriptive art be maimed by the diagrammatism of the straight-line school.

There are a few voices here and there who proclaim that the business of schools is not so much to impart knowledge as a capacity for acquiring it, and one of them has recently exclaimed: "If only a genius could arise and make England believe that the school-room is a place for training the child's heart and mind rather than stuffing his head, we should hear less about the value of facts, and the man of genius would not be so rare."

—*The Natural Review.*

THE CHILD AS IDEAL AND PROPHET.

The child with his beauty of face, his frequent genius (so often wrongly thought to be mere precocity) his strong individuality, his swift choices appeal strongly no doubt to all of normal human instincts, but we do not fully appreciate in him the indications of what nature would have him become. The average man of to-day, even the man of education schooled with all the knowledges of the universities, learned in practical experience and methods, familiar

with the ways of the world and saturated with their influences, is far from fulfilling the wish of our ancient mother. He has not fulfilled the promise of his childhood. Shades of the prison-house too soon have folded him in. The conditions of our life, improving doubtless, but still imperfect and unequal, are still, in large measure, hostile to the finest ideals. The strenuous life is greatly praised, but men do not always perceive how it coarsens manners, stimulates unhealthy ambition and thrusts aside the weak. The simple life is better far than the strenuous, and the most exquisite prophecy of what Humanity shall be, is still the little child. The child it is who opens up the vistas of a gentler race with milder manners, purer laws in the statelier Eden to come. Again and again with each new progeny does Nature repeat her prophecy; but only mothers seem to hear it, and they are shy of proclaiming the truth to an incredulous, strenuous generation. There is not so much need that children shall become like men and women—especially the men and women of to-day—as that men and women shall become like little children. And indeed the choice ones of our race are those who unite the charm and genius and gentleness, and blue-eyed wonder and graciousness of the child with the wisdom and self-reliance that naturally comes with years well spent. I could name tonight a cavalry officer of world-wide fame, swift and keen as a flashing scimitar in action, but whose normal pose is as simple, as gentle, as unaffected as any young darling of the Gods, and I could name a distinguished statesman, whose busy life leaves him but the scantiest leisure, who commands with ease the applause of listening Senates, but who exudes personal magnetism as flowers their odours, and as he exchanges greeting or converses of letters or of politics, or it matters not what, impresses you with a certain delicacy of temperament apparent in the touch of the hand, the glance of the eye and other symptoms still more subtle but difficult to describe, that compel you to reflect: How like a little child! And no man strikes us complete in character, no matter how eminent his achievements, unless he carries with him the atmosphere of gentleness—even the gentleness of childhood; and in the plane of morals is not the child with his clear and open countenance, a perpetual rebuke to those of us who are not too good to be conscious of our shortcomings.

These reflections, I humbly submit, must impress us, whether as parents or teachers or citizens, with greater reverence for the ever-rising generations; and no one can engage in the contemplation of the perfect beauty of the child his embodiment of ideals and of prophecy without echoing such lines as those of one of our own poets, the lamented Archibald Lampman:

“ Child, for thy love and for thy beauty’s sake
My heart has opened kindlier to the day;
Springs of new joy and deeper tears awake,
Whose wells were buried in the baser clay.

“ For thy sake nobler visions are unfurled,
Vistas of tenderer humanity;
And all the little children of the world
Are dearer now to me !”

Editorial Notes and Comments.

—HOWEVER carefully the terms of law may be chosen, strange inconsistencies and omissions are discovered when the law is applied, especially by people who have no knowledge of the principles of law or of interpretation. The Endowed Schools’ Act furnishes an instance in England. This Act declares that assistant masters shall be dismissed “at pleasure,” but at whose pleasure it does not say. The headmasters, who feel the necessity of having power commensurate with responsibility, insist that dismissals shall be made at their pleasure. Probably they cite the custom of the country to support their contention. The assistant masters, however, do not want their tenure of office to depend upon any one but the governors.

Whatever may be the merits of the two methods of dismissal, it is obvious that in the absence of any specific statement in a contrary sense the body which appoints is the body which dismisses “at pleasure.” The question has no interest to us in its purely legal aspect, but head teachers are sometimes very much embarrassed here by the continued presence on their staff of inefficient, disloyal or unenthusiastic assistants, whose faults are concealed by an ability to please pupils, parents and members of the board. Generally speaking, however, the board gives the headmaster all the power he needs for the control of his staff by

seeking his advice as to the appointment and reappointment of assistants. Moreover, the school regulations make the head teacher responsible for the organization, classification and discipline of the whole school, and authorize him to prescribe, with the concurrence of the school board, the duties of the assistant teachers.

This gives a nice balance of power and responsibility. The assistant has the right of appeal to the school board for justice, but cannot expect to escape from the direction of the responsible headmaster.

—HOBART BUTLER, M.A., one of the best known and most successful of the older teachers of the Province. died a few weeks ago in Bedford. He retired some years ago, after reaching the age entitling him to a pension, and practised law in Bedford. Although he was admitted to the bar as a young man, he continued to teach in the best academies of the Eastern Townships. His great talents as an instructor of youth and his love of his work combined to furnish him with inducements to remain in a profession which could offer none of the ordinary prizes of life.

Mr. Butler was characterized by high ideals, a lofty conception of the purpose of education, an infectious enthusiasm and a robust turn of mind. His qualities were such as to make him leave an indelible impression upon the minds of his pupils, while his methods were of the kind which seek to develop the powers of observation, thought, and independent judgment. Scores of successful men, who are now themselves passing middle life, acknowledge the value of Mr. Butler's teaching and especially of the permanent stimulus they received by contact with him. His memory commands respect.

Current Events.

—THE first election of scholars under the Rhodes bequest will be held between February and May next, and the elected scholars will begin residence at Oxford in the following October.

—ONE of the most coveted volumes in the world, a book collecting the original poetry by "Victor and Cazire," the pen names of Shelley and his sister, was sold in London the other day for \$3,000. It was a presentation copy from the printer, Charles Phillips. The salesrooms were filled to their utmost limits by a crowd, which included a sprinkling of American agents prepared to bid high prices to secure the treasure for the wealthy collectors they represented.

—AN American Inspector, Mr. Sadler, thus drew attention to the darker parts of the picture of American education. In some cities municipal corruption had had baleful effects in the sphere of educational administration. Secondly, there was grave doubt whether the stricter kinds of intellectual discipline had not been unduly sacrificed in American schools to the desire of exciting and maintaining interest. In revolt from the repressive precision of the overstrict Puritan home, there had been a tendency to encourage among young children what was called "self-realization," sometimes even to the point of impertinence. Another weakness was superficiality, accompanied by exaggeration in language and by love of excitement. A further danger lay in the influence of American over-zeal for business success over the minds of the rising generation, and thus indirectly on educational ideas.—*Practical Teacher*.

—THE original manuscript of the book of Milton's "Paradise Lost" was offered at auction in London recently. It was expected to bring at least £5,000, but the highest bid received was £4,755, from the British Museum. The manuscript consists of thirty-three pages.

—THE *Boston Herald* of Dec. 3rd publishes some of the fatalities of the last football season.

One died from a broken neck, two from broken backs, one from a fractured skull, one from a ruptured artery, nine from internal injuries, and two from heart trouble.

—As the Dominion Exhibition is held this year in Winnipeg, it has been decided to hold the Dominion Educational Association meeting at the same time, in order that those attending may have the benefit of the cheap rates, and at the same time may see more of the western country during the days they spend there. The exact dates will probably be July 26-27-28. The programme is not yet com-

plete in all its details and may not be for some little time but every organized department will be fully represented and the general sessions will be of special interest. One of the most interesting features of the gathering will be an exhibit of school work and supplies. Those who can assist in this should kindly notify the Secretary, Principal McIntyre of the Normal School, Winnipeg.

The rates granted to the Dominion Exhibition will be published shortly. There should be a very large attendance.

—SEGREGATION OF SEXES.—According to a report submitted by Dean George E. Vincent to President Harper, of the University of Chicago, the experiment of segregating the sexes in the junoir college work during the last year has been a success. Dean Vincent says:—

“ Unofficially various instructors, who have taught the classes exclusively for men or women, have told me that from their experience they believe segregation is going to work out as an educational and social success. One interesting feature of the situation is that several of the instructors who were radically opposed to segregation now say that their experience leads them to favor it heartily.”

—THE custom receipts for the Dominion during the seven months ending with January were \$23,628,504. compared with \$20,752,865 for the same time in the previous fiscal year.

—THE establishment of gardens in connection with public schools is one of the most practical ways of presenting nature study to children, and every encouragement should be given to the efforts that are being made in that direction.

A grant of \$1200 was made some time ago by the Ontario Government to assist schools, and an order-in-council has been passed making the first appropriation from it.—*Toronto Mail & Empire.*

—LEAD PENCILS.—The lead of the pencil so generally used to-day is in reality graphite. The name “lead pencil” is derived from the fact that prior to the time when pencils were made from graphite metallic lead was employed for the purpose. Graphite was first used for pencils after the discovery in 1565 of the famous Cumberland mines. This

graphite was of remarkable purity, and could be used without further treatment by cutting it into thin slabs and encasing them in wood. For two centuries England enjoyed practically a monopoly of the lead pencil industry. In the eighteenth century, however, it had found its way into Germany. In 1761 Caspar Faber, in the village of Stein, near the ancient city of Nuremburg, made his business the centre of the lead pencil industry for more than a century. For five generations Faber's descendants made lead pencils. Up to the present day they have continued to devote their interest and energy to the development and perfection of pencil-making.

Practical Hints and Examination Papers

REMINDERS TO TEACHERS.

—TRUTH.—Teach, I pray you, to your pupils the love of truth. Extol before them its beauty. Obtain that they make consecration of themselves before its shrine.

Teach them that their souls are noble and grand only when no clouds of error hover over them, only when truth, in its plenary objectivity, is so fully reproduced in their minds that those minds be transfigured in the beauty of truth and become themselves truth.

And teach them that the truth which is in their minds must be the adornment of their lips when those lips part in speech; the adornment of their pen when this pen moves in writing. Teach them that the lie spoken or written is more baleful yet and more inglorious than the lie ensconced in the mind, for from the lips or pen it goes out to darken and pervert the minds of others.—*Archbishop Ireland.*

—DON'T scold; don't keep nagging at your pupils; don't fret; don't worry. The teacher's make-up is largely reflected in that of her pupils. Always endeavor to be *en rapport* with your audience of pupils. They are good listeners and close observers; keep close to them; strive to gain their good-will, their esteem, their confidence, and you will soon find that no reasonable request of yours will be refused.

—THE man that would truly conquer himself must fight.

—THE men who try to do something and fail are infinitely better than those who try to do nothing and succeed.
—*Lloyd Jones.*

—A SINGLE leaf of an apple tree has one hundred thousand pores, and through every one of these water is constantly passing off into the surrounding atmosphere. Air has an enormous appetite for water, and the drier it is the more it takes up.

—It is a great misfortune not to have enough wit to speak well or not enough judgment to keep silent.

—DOES a big brain mean great mental capacity? The popular belief is that it does, but a connection between size and capacity is very difficult to establish scientifically. A doctor of Prague has been collecting statistics of size, and weighing the brains of all sorts of people, with a view to establishing some connection, if possible, between measurement and power. One list of his conclusions contains some striking statements, and if big brain and big capacity go together, then teachers have reason to be thankful. For at the bottom of Dr. Matiegka's list come labourers, with an average brain-weight of forty-nine ounces; but at the other end are professional men, doctors, and men of university education, with an improvement of five ounces on labourers, their average brain-weight being fifty four ounces. Put bluntly, this means that the educated brain (other things being equal) is a heavier and better brain than the uneducated one. And if the connection is valid (the IF is a large one), here you have ready-made one of the most forcible arguments possible in favour of high and prolonged education.—*The Practical Teacher.*

—AN intelligent effort on the part of parents and teachers would do much to elevate the taste of the young reader, and train the mind into habits of intelligent thought, the effort being applied in the direction of selecting suitable literature.

—JUST as soon as possible let the teacher become familiar with the library books, so that pupils may be properly directed in their reading.

—HORACE MANN.—No one thing will contribute more to intelligent reading than a well-selected school library.

—JOSEPH BALDWIN :—“Carlyle has said that the true

university of these days is a collection of books. It is an education to know how to read and what to read. The school does its best work when it develops a taste for best literature and fosters the reading habit. Men of thought, as well as of action get their inspiration from books. A choice school library wisely used doubles the efficiency of the schools."

—DR. T. B. ROSS:—The teacher has but one problem, and that is to consider the minds of his pupils, how they grow. To promote this growth is his only aim, to make his art of teaching and it the nature of the learning process is his only method. The only psychology that will stay by him in the hour of need is the psychology of interest and of clear thinking. The only knowledge of the subject matter that will meet the emergencies of the lesson hour is an intimate first hand knowledge of that which he proposes to teach.

—THE art of saying appropriate words in a kindly way is one that never goes out of fashion, never ceases to please, and is within the reach of the humblest.

Sayings of Teachers and Children.

—QUICKLY DONE:—Teacher: "Johnny you may define the first person." Johnny: "Adam."

—THE Emperor Francis I. of Austria was once present while two of his sons were quarrelling. At last one of them said, "You are the greatest ass in Vienna." "Hush!" said the Emperor, "you forget I am here."

—A YOUNG ANATOMIST:—Some days ago two little fellows, seven and eight years old, heard some older people speaking of skeletons. The seven-year-old boy listened intently to the conversation, when the elder boy, with an air of superior knowledge, said abruptly, "You don't know what a skeleton is, and I do." "So do I," replied the younger. "I do know. I know for certain I do!" "Well now, what is it?" "Its bones with the people off!"

—"REALLY don't you know," said a Briton who was travelling in the United States, "I can't see why you Yankees should beat us in commerce! We make everything in England that you make here." "With one exception," replied the Yankee. "There's one thing we

make that seems impossible to you." "And what is that, pray?" "Haste!"

—FOND MOTHER:—"My darling, it is bedtime. All the little chickens have gone to bed." Little philosopher: "Yes, Mamma, and so has the old hen!"

—MARY:—"So you have been to Paris? You must have had a nice time there; you understand the language so perfectly, you know." Annie:—"Well the fact is, though you would hardly believe it, they speak such queer French that it's quite impossible to converse with them with any degree of intelligence."

—THE Emerson centenary, which so many intelligent communities throughout America honoured, furnished many interesting incidents, among them this:—"Yes I've heard a great deal about Ralph Waldo Emerson," said a matter-of-fact person, "but to my mind he was merely an essayist. What did he ever do?"

"What did he ever do?" echoed an admirer of the philosopher. "What did Ralph Waldo Emerson ever do? My dear Sir, he didn't have to do anything! He was!"

—IN a Sunday School class a young lady teacher was trying to imbue the minds of half a dozen urchins with the gravity of the subject under consideration. "Who are the peace-makers?" she asked one bright youngster. "The bobbies," was the prompt reply.

SUPERVISORS' REPORT ON JUNE EXAMINATIONS.

The Supervisors of the June examinations annually make a report to the Protestant Committee concerning the character of the work done in the various superior schools in the Province of Quebec, as shown by the examination papers.

The following extracts have been taken from their report for last year, 1902-03, in the hope that they will be useful to the teachers in our model schools and academies:—

PUPILS' ANSWERS.

"The general character of the answers was somewhat similar to those of last year, but the gap between the best and the poorest schools seemed greater. The best schools

not only passed all or nearly all the pupils presented in each grade, but these pupils did their work so neatly and correctly that their papers must have been a delight to the examiners. On the other hand, the poorest schools not only failed to secure the promotion of one pupil, but the work of these pupils was so untidy, the writing so bad, the answers so incorrect that the examiners sometimes wondered if the answers had not been written by children called in from the street. No doubt some of the schools have been stimulated to better work by the raising of the pass mark from 33% to 50% in the subjects, while others have failed to grasp the import of this requirement and have sent up pupils who knew nothing of the subjects.

"We are pleased to be able to report that some of the model schools have been at the head again this year, equal with the best academies for general excellence; on the other hand, we regret to say that some of the largest academies have lost the four marks allowed for neatness. When we have considered all the work of the different schools, we are obliged to arrive at one certain conclusion, that it is the teacher that makes the school."

WRITING.

"The subject of writing is one in which the supervisors and examiners have a selfish interest, as all persons must have who are obliged to read carefully handwriting for six hours a day, for six days in the week. We believe that legibility is of first importance, that writing is for the reader, and that appearance or the beautiful, though desirable, is of second importance. The majority of the pupils write well. The writing of all the pupils of some schools is beautiful. It is clear, neat and as easy to read as a printed page. There is, however, a large number of pupils whose writing is a scrawl. It is neither beautiful, legible nor uniform. Possibly many pupils having seen how badly some business men write, have thought that there would be some virtue in following their example. The pupils of one large academy presented us with writing unlike, we are thankful to say, that of any other school—a small running hand with fine hair lines free from all shading. It was most difficult and irksome to read, and we hope that the style will not become general. We re-

repeat the statement of last year that those pupils writing nearest to the vertical hand wrote best."

ENGLISH GRAMMAR.

"English Grammar is not one of the subjects in which our pupils excel. Probably more ludicrous answers were given by the pupils in this subject than in any other. There is too much rote work in the teaching and in the examinations, and the results with young children cannot be other than they are.

"Many pupils seemed to have learned, or partly learned, rules that helped only to confuse them and their answers. Where examples were called for, hundreds of pupils gave the examples word for word as used in the text-book. Pupils need a clearer knowledge of the simplest elements of the subject."

FRENCH. (*Translation Method*).

"The only part of the papers well answered under this method is the translation from French into English. The pupils show very little knowledge of French Grammar, and have little ability to construct a French sentence."

(*Natural Method*).

"More pupils have taken this method this year than last and the results were satisfactory, far more so than those of the other method. The papers test the pupils on more points; the questions are better suited to and better understood by the children, who show a greater facility in the use of French words, and write their French Dictation more correctly."

ARITHMETIC.

"Many pupils in all grades do not know the use of Long, Square and Cubic Measures, and throw in their decimal points at random.

"We are told many men, many minds, it is equally true that many teachers have many methods; some excellent, some correspondingly bad. In computing interest the pupils seemed to have learned every method under the

sun but the easy, correct one, and out of hundreds of pupils doing a simple example in simple interest, hardly a score got the correct answer to a cent, and most used long cumbersome methods that only brought incorrect answers.

"In finding the number of metres in a mile no less than six different units or equivalents were used by the pupils in Grade I Academy. In Grade I Model the methods used were bad, and most pupils, in order to add or subtract mixed numbers, resorted to the stupid practice of reducing them all to improper fractions. There is room for much improvement in the treatment of this subject in our schools, particularly in the lower grades."

GEOGRAPHY.

"It is to be hoped that we shall soon, with the aid of new next-books, be able to treat this subject from a standpoint other than that of locality. The pupils are missing the highest good to be got from the study of Geography by having their attention directed solely to what is sometimes termed 'Sailor Geography.'"

Correspondence.

To the Editor of the EDUCATIONAL RECORD :

Will you kindly solve the following problems and publish the solutions in the first issue of the RECORD :—

A TEACHER.

I. A person after paying an income tax of 22 mills on the dollar has \$2,934 left. What is his income?

II. If it cost 2 per cent of the income to collect the tax what is the income when, after paying the income tax of 22 mills on the dollar, \$2,934 are left.

Ans.—I. The person's income may be represented by the fraction $\frac{1000}{1000}$. Subtract from this the income tax $\frac{22}{1000}$ of $\frac{1000}{1000}$ ($= \frac{22}{1000}$) and we have what is left in the form of a fraction $\frac{978}{1000}$. But \$2,934 are left $\therefore \frac{978}{1000} = \$2,934 \therefore \frac{1000}{1000}$ or the whole income is \$3,000. If we retain the decimal forms of the fractions we should write $.022 \times 1 = .022$; $1 - .022 = .978$ and \$2,934 is .978 of the whole \therefore the income is \$3,000.

II. If the expenses be increased 2 per cent for collection the fraction .042 must be subtracted from 1, leaving .958. Then \$2,934 is .958 of the income. Therefore the income must be \$3,062.604.

The mill as its name implies is $\frac{1}{1000}$ of \$1.

ABSTRACT OF THE MINUTES of the Thirty-Eighth Annual Convention of the Provincial Association of Protestant Teachers of Quebec, held in the High School, Montreal, October 15th, 16th and 17th, 1903.

First Session.—October 15th, 10 a.m.—The President, Rev. Inspector Taylor, occupied the chair. The minutes of the last session of the previous Convention were read and approved, and the minutes of the Executive Committee for the past year were taken as submitted to Convention in the Executive's Report.

The Report of the Executive Committee was received and adopted with the understanding that the question of grant to "Exhibits" be referred to Convention for instruction.

The Report of the Curator of the Library was received and adopted.

The Report of the Committee on "Finance and Audit" and the Treasurer's Statement, were received and adopted.

The Report of the Representative on the Protestant Committee was received and adopted.

The Report of the Pension Commissioners was received and adopted.

The Report of the Committee on the Superior School "Examination and Course of Study" was received and adopted, and Messrs. W. T. B. Macaulay and W. J. Messenger were added to the Committee, which was continued for the next year.

The Report of the Committee on the "Elementary Course of Study" was received and adopted, and the Committee was continued.

The Report of the Committee on "Teachers' Salaries" was received and adopted, and the Committee discharged.

The Report of the Committee on "Views of Canada" was received and adopted, and the Committee continued.

Second Session—October 15th, 2 p.m.—The President occupied the chair. The minutes of last session were read and confirmed, and the following Scrutineers appointed by the President, viz:—Mr. Jas. Rowland (Convener); Miss Rix, Miss Derrick, Messrs. Smiley, Humphrey, A. Rowell, Alexander and Ives.

Mr. Chas. H. Gould, B.A., addressed the Convention on the advantages afforded to teachers and schools by the Travelling Libraries of McGill University.

Prof. L. H. Bailey, Cornell University, then gave a thoughtful and instructive address on "Nature Study," and was followed by Miss Carrie Derrick, M.A., and Mr. G. D. Fuller, B.A., who spoke on the same subject.

Third Session—October 15th, 8 p.m.—This took the form of a reception in the Royal Victoria College by the Warden and Staff of the College.

The formal gathering took place in the Assembly Hall of the College at 9 o'clock, with the President, Rev. Inspector Taylor, in the chair. Dr. C. E. Moyse, Dean of the Faculty of Arts of McGill University, gave an interesting address, in which he welcomed the Association on behalf of the University. Dr. Barclay also addressed the meeting. Excellent music was provided during the evening, and the presence of a large number of the professors of McGill and their wives, who spared no pains to make the members of the Convention feel at home, made this one of the pleasantest evenings ever spent by the Convention.

Fourth Session—October 16th, 9 a.m.—The Convention was divided into two sections, Elementary School Section and Superior School Section.

(1). *The Elementary School Section.*—This section held its session under the presidency of Rev. Inspector Taylor in the Assembly Hall of the High School.

Mr. E. W. Arthy gave a very practical paper on "Primary Arithmetic." This was followed by an address on "A First Lesson in English Grammar, Composition and Punctuation," by Prof. Kneeland. A class of little children was used by Prof. Kneeland to illustrate his address.

(2). *The Superior School Section.*—This section met in Room No. 8 of the High School, with Mr. N. T. Truell in the chair. Mr. E. M. Campbell was appointed Secretary.

Mr. A. E. Vaughan gave a paper on the "Relation of Model Schools to the Normal School." After considerable discussion it was resolved that those model schools which are permitted by the Protestant Committee to do work beyond the model school grades shall receive credit for the same in the awarding of the grants.

It was further resolved that all model schools having three teachers, or more, be allowed to do the work of grades I. and II. academy.

Mr. Jas. Mabon, B.A., then read a paper on "The Study of English Composition." The paper was practical and helpful, and gave rise to considerable discussion.

Dr. J. M. Harper read a paper on "The Pronunciation of Latin." After a good deal of discussion it was resolved that a small committee be appointed to confer with the members of the University with a view to bringing about a uniformity in the pronunciation of Latin in the schools, and that the committee submit some definite scheme at a future meeting of this section. The Chairman named Dr. Harper, Mr. C. McBurney, B.A., Mr. Chalk, B.A., and Miss E. Hammond, M.A., as the committee.

"A Talk on Physical Geography" was then given by Dr. Wilson, followed by a few remarks by Mr. Gammel, of the High School, on how to make Physical Geography interesting in school.

Fifth Session—October 16th, 2 p.m.—The President occupied the chair. The minutes of the three previous sessions were read and confirmed.

Miss Holmstrom, of the Royal Victoria College, gave a "Demonstration of Swedish Gymnastics" by means of a class of girls.

A very able and instructive address was then given by Dr. G. Stanley Hall, President of Clark University, on the subject of "Adolescence." A hearty vote of thanks was given to Dr. Hall at the close of the lecture, on motion of Dr. J. M. Harper, seconded by Rev. E. I. Rexford.

Sixth Session—October 16th, 8 p.m.—Rev. Inspector Taylor gave the President's Annual Address to the Convention, reviewing briefly the progress of education in the Province of Quebec during the past fifty years.

Hon. R. Stanley Weir, D.C.L., Recorder of Montreal, then gave an instructive address on the "Rising Generation."

Rev. Dr. Shaw, Chairman of the Protestant Committee, addressed the Convention, congratulating the Association upon its work.

An excellent musical programme added greatly to the pleasure of the evening.

Seventh Session—October 17th, 9 a.m.—The President in the chair. The minutes of the last two sessions were read and confirmed. The Scrutineers reported the election of the following officers:—

President.....	Rev. E. I. Rexford, B.A.
Vice-Presidents	{ E. W. Arthy, Inspector Taylor, D. M. Gilmour.
Recording Secretary.....	W. J. Messenger, M.A.
Corresponding Secretary.....	W. A. Kneeland, B.C.L.
Treasurer.....	W. Dixon, B.A.
Representative on Prot. Com....	H. J. Silver, B.A.
Pension Commissioners.....	{ H. M. Cockfield, B.A. M. C. Hopkins, B.A.

EXECUTIVE COMMITTEE.

J. Bacon, B.A.,	W. B. T. Macaulay, B.A.,
Miss E. Binmore, M.A.,	Chas. McBurney, B.A.
J. A. Dresser, M.A.,	Jas. Mabon, B.A.,
H. H. Honeyman, M.A.,	G. W. Parmelee, D.C.L.,
Miss Hunter, M.A.,	A. McArthur, B.A.,
Miss A. James, B.A.,	S. P. Rowell,
Miss Alice Griggs,	Miss Scott.
E. M. Campbell, B.A.,	

The President then declared the above mentioned officers duly elected.

It was unanimously resolved that the retiring President, Rev. Inspector Taylor, be requested to place his address at the disposal of the Convention, and that the Corresponding Secretary be instructed to have a copy sent to each of the English newspapers in the Province with a request for its publication.

It was resolved that the matter of the Grant to the Exhibits Committee be referred to the Executive Committee with the suggestion that they carefully consider whether some other kind of recognition than that of a money prize would not be more conducive to good exhibits.

Mr. H. A. Honeyman then presented the Report of the "Committee on Resolutions," in which, besides the usual thanks to those who had in any manner contributed to the success of the Convention, special reference was made to the very sad death of Mrs. Evans, the wife of the Very Rev. Dean Evans, which occurred during the Convention. The deep sympathy of the Association was extended to Dean Evans in his severe bereavement.

An illustrated lecture on the "Seige of Quebec" was given by Dr. G. W. Parmelee, which was heartily appreciated by the Convention.

The Judges of Exhibits of School Work then submitted their report as follows:--

Class A--No prize awarded.

" B--First prize, Waterville Model School.

Second prize, Lachine Model School.

" C--First prize, Hinchinbrooke.

Second prize, Elgin No 2.

" D--First prize, Aberdeen School of Montreal.

" E--Prize for Special Exhibit, Westmount Academy.

" " " " Lachine Model School.

" F-- " " " Montreal High School.

" " " " Montreal Senior School.

Certificates of Honour to the various branches of

1. Macdonald Manual Training School for beautiful display of work in Sloyd.
2. Certificate of Honour to Aberdeen Centre for excellence of Exhibit in Cooking.
3. Certificate of Honour to Berthelot Street School for drawing Exhibit in Cabinet.
4. Certificate of Honour to McGill Model School for Girls.
5. Certificates of Honour to Franklin, No. 3 and Compton School for excellence of their display of school work.

It was resolved that the matter of the publication of the proceedings of the Annual Convention be referred to the Executive Committee for consideration.

The President-elect, Rev. E. I. Rexford, was then called to the chair, who, after a few words of thanks to the Convention, closed the proceedings with the benediction.

The following are the Committees of Convention and the Sub-Committees of the Executive:--

COMMITTEES OF CONVENTION.

1. Library :—Misses Hammond (Con.) and Derick, Messrs. Rexford, Silver and Dresser.
2. Examinations—Superior—Messrs. Truell (Con.), Harper, Vaughan, Macaulay, Mabon, Messenger and Von Iffland.
“ Elementary—Messrs. McOuat (Con.), Arthy, Taylor, McGregor, Smith and Silver.
3. Views :—Messrs. Harper (Con.), Vaughan and Pollock.

SUB-COMMITTEES OF EXECUTIVE.

1. Exhibits :—Messrs. Cockfield (Con.), Rowell, MacArthur, Macaulay, Parmelee, Misses Hunter and Binmore.
2. Printing and Programme :—Messrs. Arthy (Con.) and Secretaries.
3. Periodicals :—Misses Griggs (Con.) and Scott.
4. Finance and Audit :—Messrs. Hopkins (Con.), Arthy and Messenger.
5. Text Books :—Messrs. Silver (Con.), Arthy, Messenger, McBurney and Dresser.

Official Department.BONUSES PAID TO TEACHERS FOR SUCCESSFUL TEACHING
DURING THE YEAR ENDING JUNE 30TH, 1903.*District of Inspector A. L. Gilman.*

Miss Grace B. Simpson, Rev. F. A. Schieman, Misses Hattie Taylor, Laura McCartney, Hattie Campbell, Dora Ferris, M. J. Switzer, Olga Dahms, Laura Browne, M. C. James, Mary Cuthbertson, Mary Ferris, Augusta Purdy, Georgina Odgen, Lorena Carmichael, E. E. Vibert, A. M. Macintyre, Kate McDougall, Grace Fortier.

District of Inspector James McGregor.

Misses Euphemia Dunn, Alma E. Whaelon, Sarah McLennan, Christina E. McDiarmid, Agnes E. Watherston,

Gladys L. Hyde, Mabel Stewart, Olive G. Booth, Mary M. Johnston, Annie E. Watson, Minnie Todd, Ethel M. McKell, Annie B. Milne, Mary M. Maither, Katie Smith, Lizzie M. Hunter, Bessie Saunders, J. Hadassah Rennie.

District of Inspector Wm. Thompson.

Mrs. Idelia Rogers, Misses Phelinda Pellerin, Maud Wheeler, Annie Pocock, Annie Stenning, Caroline Ives, Lulu Gould, Edith Temple, Nora M. Little, Winnie Oliver, Flora Aldrich, Clara Farwell, Frances Harvey, Grace Glen, Mrs. Mary Wallace.

District of Inspector J. Parker, B.A.

Misses Ella Lowry, Persis Parker, Gertrude Jackson, C. J. Lowry, E. Mackenzie, Jessie McNicoll, Jessie MacKenzie, Almira Fairservice, E. Pearl Orr, Mary McDonald, Emma McDonald, Bessie Brouard, Lily McLean, M. A. Larrabee, Annie Oleson.

District of Rev. Inspector I. N. Kerr, M.A.

Misses Beatrice Bechervaise, Lilian Dumaresq, Flora Assels, Winifrede Almond, Ida Miller, Ethel de St. Croix.

District of Rev. Inspector J. M. Sutherland, B.A.

Mrs. Annie Keys Busteed, Misses Jane L. Robertson, Lilian Fairservice, Annie McKenzie, Lena E. Doddridge, Annie Mc. P. McPherson, Stella Scott.

District of Rev. Inspector E. M. Taylor, M.A.

Misses Maud Batcheller, Eliza Smith, Maud Wherry, Hattie Patch, Mrs. C. Laraway Jones, Misses Jennie Hurlbut, Nellie Tupper, Ora Courser, Lou. J. Skillens, Elma J. Merry, Helen E. Taylor, Daisy D. Vaughan, Maggie Savage, Edith Martin, Lillie M. Stalker, Minnie M. Thompson, W. E. McElroy, Ethel G. Ellison, Jennie Smith, Winnie Watson, Emma Rix, Alma Hawkins, Iva Bridge, Lucy Dahms, Jane E. Norris, Maud Wallace, Mil-

dred Savage, Maud Whitehead, Alice S. Newton, Janet Wallace.

District of Inspector J. W. McOuat, B.A.

Misses Jane McVicar, Annie Gorham, Ethel Mackie, Hattie L. Sharman, Jessie Dobbie, Christina Butler, Mr. D. M. Gilmour, Misses Ethel McNiece, Margaret Lumsden, Alice Riddell, Laura Young, Eva May Cooke, Edith Thompson, Cath. C. Thompson, Laura Murdoch, Elizabeth Patterson, Minnie B. Sully, Beatrice Baumgarten, Bessie C. Hall, Elizabeth Waldie, Robina Hislop, Nellie C. Berry, Marion Whitehead, Elizabeth Burns, Katie Sherwood.

District of Inspector R. J. Hewton, M.A.

Misses Henrietta Smith, Elizabeth M. L. Griffith, Elizabeth Hepburn, Maude E. Perkins, Susie M. Martin, Maria Penney, Harriet Thompson, Jane I. Norris, Edna Wilson, Harriet Ives, Linnie E. Holland, Laura E. Dowd, Bessie A. Hillaker, Olive McKay, Fanny Frost, Theresa Howard, Maude L. Tonks, Maude S. McKenna, Mary L. Hutton, Gertrude I. Cameron.

A few cheques have been returned to the Department because some of the winners of a bonus have not left their addresses with the inspector. They should write to the Superintendent.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Application to erect a new school municipality.

His Honor the Administrator has been pleased, by order in council, dated the 26th of November, 1903, to erect into a distinct school municipality, by the name of "Shannon," county of Quebec, the territory forming heretofore part of the school municipality of Saint Gabriel West, comprising the following cadastral lots, to wit: Nos. 21 to 43 inclusively, 54 to 64 inclusively, and 66 to 71 inclu-

sively. This municipality is erected for Roman Catholics only.

The change will take effect on the 1st of July next, 1904.

His honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of January, 1904, to detach from the school municipality of the parish of Hébertville, in the county of Lake Saint John, the village of Hébertville Station, such as erected by proclamation of the Lieutenant Governor of the Province, dated the 18th of February, 1903, as well as the lots bearing the numbers one and following to number 17 inclusively of the IInd and IIIrd ranges of "Rang Saint Pierre," and the lots bearing the numbers 9a, 9b, 10, 11, 12a and 12b of the official cadastre of the township La Barre, in the same county, and to erect them into a distinct school municipality, by the name of "La Barre."

This erection will take effect on the 1st of July next, 1904.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the twenty-third of January, 1904, to appoint Mr. Oliver Fairfield McCutcheon, teacher, of the village of Leeds, in the county of Megantic, inspector of Protestant schools for the inspection district of Quebec.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 11th February, 1904, to appoint Mr. Didier Vaillancourt, school commissioner for the municipality of Saint Honoré, county of Témiscouata, to replace the late Mr. F. Caron.

