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Some people seem to think that Sunday rest ought to offset the sin of the rest of the week.

CANADIAN WOMEN AND THEIR WORK.

CANADIAN WOMEN AS TEACHERS.

By MARIORY MacMURCHY.

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Canadian women have taught successfully in such large numbers that the story of the Canadian woman teacher has become a commonplace. No one apparently has recognized what an interesting part has been taken in the development of Canada by the Canadian woman who has taught. Many interesting types of women teachers have been evolved in the short history of the teaching profession in Canada. There is the type of woman teacher of long ago in the Canadian towns; and the woman teacher of long ago in the country. There is the private school mistress and the public school teacher, both of yesterday and to-day. There is the college graduate who becomes a teacher. The native born school mistress and the school mis-



MISS CARRIE DERICK,
Professor of botany McGill University.

ress from Great Britain are two distinct types. There are all the traditions of the ladies' colleges from Halifax to Vancouver, such schools as the Halifax Ladies' College; Edgemoor in Windsor, Nova Scotia; the Ottawa Ladies' College; private schools in Montreal such as that kept by Miss Edgar and Miss Cramp, a school of the new type; Havergal College for Girls in Toronto and Winnipeg; Miss Gordon's School for Girls in Vancouver; and scores of others which might readily be named. Toronto's reputation is considerably increased about the middle of September every year by the incoming of hundreds of girls from all over Canada to attend one of ten or fifteen successful schools for girls. New ladies' colleges are being established all over Canada. One of the most recent is a ladies' college at Regina. Miss Pollett, a native of Guelph, until her appointment a member of the staff of Columbia University, has been chosen as head mistress of this new ladies' college. The sole occupation of the public school mistress used to be training little Canadian boys and girls. Now in the cities one of her chief duties is to teach foreign boys and girls what it is to be a loyal Canadian. The history of Canada would be a different story if it were not for the Canadian woman teacher.

Many Canadians can remember the days when any lady who was under the necessity of earning a living could begin a school for children if she so desired. In the last twenty years all



MISS JANET CARNOCHAN,
President Niagara Historical Society,
one of the oldest teachers in Canada.

this has been changed. The admission to pass examinations has partially superseded the admission to be good children; and the woman school teacher must have passed every possible examination herself before she can begin teaching. One would like to write a few words in praise of the school mistress of long ago before she is forgotten. She was a lady of dignity and consequence. She could be severe, and she was majestic when she was offended. She valued manners highly and goodness above all. We have undoubtedly advanced in many ways in Canada. But we lost a great deal when we lessened the consequence of the school mistress. Children should have a good measure of admiration and respect for their instructors. In Canada, it is not as easy as it used to be for children to penetrate their teachers. They may learn more out of books, but they do not cultivate as readily the wholesome respect for the knowledge of the individual who teaches them. There are hundreds of Canadian women who remember with respect which comes near to awe such women as Miss Harmon of Ottawa, and Miss Haight, of Toronto, naming two of the number of women who were once heads of girls' schools in Canada. Numbers of other names will readily come to the recollection of any Canadian. One may be mistaken in thinking so, but surely the old system of education used to

allow of the growth of stronger individualities. A strong individuality is a fine quality in an instructor. There are two such individualities which can be taken as types of the Canadian woman teacher at her best. Miss Janet Carnochan, of Niagara, now retired from teaching and greatly interested in the collecting of historical material, is a native of the Niagara peninsula. She is as keenly interested in life to-day as she was when she began teaching. Her teaching brought out the individuality of her pupils. In the same way Miss How, principal of the Elizabeth street school in Toronto, which is now known officially and popularly as the Hattie Ho school, is an admirable example of the strong individuality of a teacher. Miss How has accomplished more practical work for social reform than, perhaps, any other Canadian. Her chief aim is to make the best of every boy and girl who passes through her hands. She does not merely mean to make the best of them. She makes the best. The biographies of these two women are examples of the splendid story of the Canadian woman teacher.

There are a number of Canadian women who have achieved a national reputation as teachers. Miss Harrie Johnston on the staff of the Toronto public schools has been elected more than once at the head of the poll a member of the advisory council to the minister of education for Ontario. Mrs. James L. Hughes, wife of the Inspector Hughes, of the Toronto public schools, who came from the United States to be head of the public school kindergartens in Toronto, was elected president of the Dominion teachers' association as representative of the kindergarten section. Miss Eliza Ritchie of Halifax was instructor in philosophy, Wesley College, Massachusetts, and then associate professor of philosophy in the same institution, until her resignation in 1900 when she returned to Canada. Many Canadian

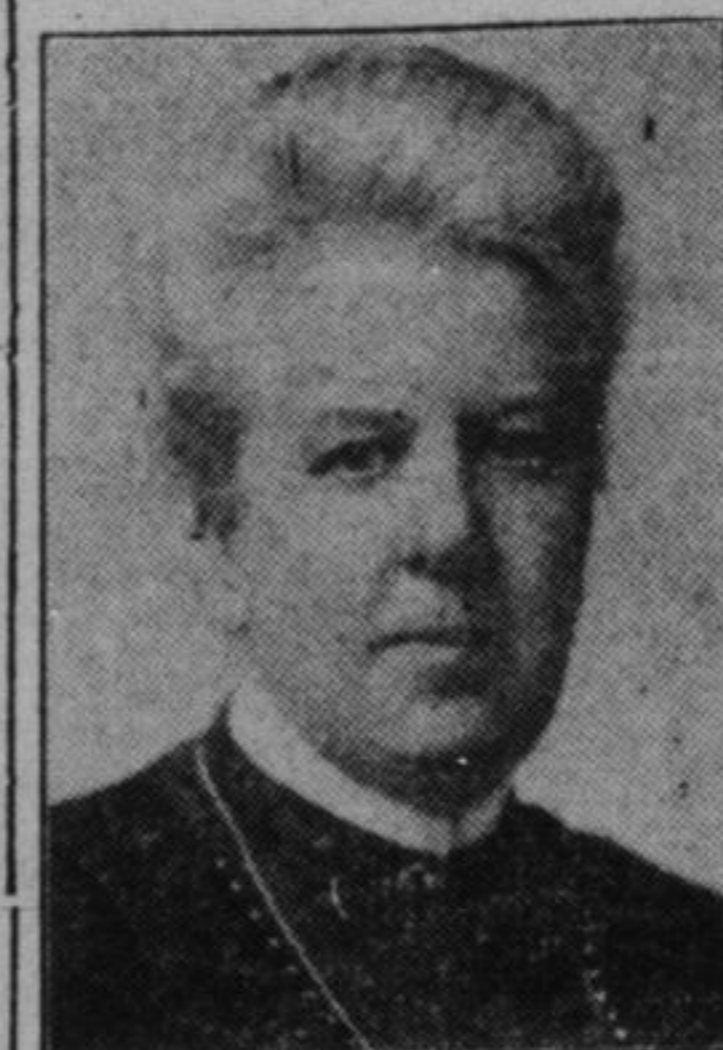


MISS ELIZA RITCHIE HALIFAX,
Late professor of philosophy Massachusetts.

women teachers hold responsible positions in the schools and colleges of the United States. Dr. Annie Marion Maclean is professor of sociology in Adelphi College, Brooklyn. Miss Florence Keys is at Breen Macor, and Miss Cummings on the staff of Vassar. Miss Laird is at Mount Holyoke. In Montreal Miss Carrie Derick was made an assistant professor of botany at McGill University in 1906. Miss Hurlbatt is warden of the Royal Victoria College for women, in connection with McGill. Miss Cartright is the dean of St. Hilda's, the women's college in connection with Trinity College, Toronto. Miss Addison is the dean of Annesley Hall, the residence for women Toronto. Miss Annie Laird is the head of the domestic science department of the University of Toronto. In every instance named, as well as in the case of names still to be mentioned, the Canadian teachers who hold these positions are women of character, ability and high attainments. Standards have advanced rapidly and are still advancing. To be at the head of a

girls' college, or in charge of a residence for women in connection with a Canadian university means that the woman who holds the position stands high in her profession, not merely in scholarship, but in character.

Three women teachers were elected to the senate of the University of Toronto within the last year. These three, Miss Balmer and Miss Lawler, of the Harbord Collegiate Institute, Toronto, and Miss Charlotte Ross, of the Margaret Eaton School of Expression, are representative graduates of the University of Toronto. They are native Canadians and received their early training in the Toronto



MISS KNOX,
Principal Havergal College, Toronto.

schools. Miss Curlette, head of Westbourne School, Toronto, and Miss Edgar, who with Miss Cramp, has charge of a girls' school in Montreal, are also typical instances of the Canadian woman teacher, who has been trained in Canada. Miss Knox, head of Havergal College, Toronto, and Miss Jones, head of Havergal College in Winnipeg; Miss Hurlbatt, of the Royal Victoria College, Montreal, and Miss Smith, lady principal of the Church School for Girls, Edgemoor, Nova Scotia, are instances of the woman teacher in Canada who has been trained in England. Girls' schools and colleges all over Canada are engaged in having Canadian girls for domestic and social life. Some of these schools are introducing the ideals of social service to their students. Canada has always been potentially a wealthy country. But in a few years the graduates of these schools will have opportunities given to them whether they will or no of filling arduous social positions. The girls' college has been planned to train girls who will be able to fill such positions. On the other hand, the public schools, high schools, and collegiate institutes are more or less designed to train girls who will become teachers or who will fill business positions. The training of the public secondary schools is for use in the business world. It is impossible naturally to draw a hard and fast line. The graduate of a girls' college may become a teacher, and the girl who is trained in a collegiate institute in a few years may be one of the leaders among the women of a new rising town. But generally speaking, the public school training is more rigorous and the private school training more decorative. It would be impossible to name one out of every one private schools and colleges for girls in Canada and it would be more impossible to call the roll of women teachers who are engaged as teachers in the primary and secondary public schools of Canada.

The average woman teacher in Canada is conscientious, devoted, able, helpful and optimistic. She could hardly be a Canadian if she were not optimistic. But it is of the nature of the teaching profession to make its followers a trifle over-anxious, perhaps, than the woman teacher in some other countries. She is, possibly, less precise than she used to be. It is no longer so necessary for a teacher to impress her class with the idea that she keeps all the knowledge of the world in her mind. A teacher in the twentieth century is allowed to forget a few facts occasionally without losing her authority as a teacher. Canada owes a great deal to her women teachers. Sarah Maxwell, the heroine of the teaching profession in Canada, said that she could not leave her little children and so she died with them. Many of the women teachers of Canada would be able to do this willingly if the necessity arose for the sacrifice. The great majority of these



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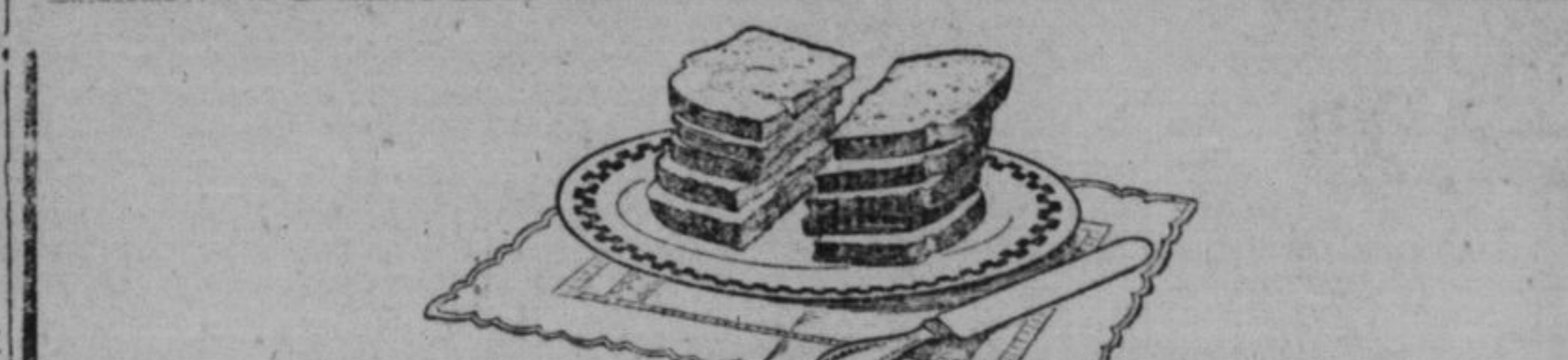
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women teachers do spend their lives for the children who attend their daily classes.

—MARIORY MACMURCHY.

Baiting the Big Wig.

Prof. Grant in Queen's Quarterly.

Much if not most of the talk against reciprocity was exaggerated. The very men who financed the magnificently conducted campaign of the Montreal Star and the Toronto News are the very men who have the largest business dealings with the United States. Probably not a little of the money which paid for the distribution of imperipatist editorials was made in New York. It is difficult to see why Sir Edmund Walker or Sir William Van Horne becomes the heaven-born saviour of his country by selling in the New York market the right to use Canadian money, or by financing American railways in Cuba, while the Canadian farmer, who sells his wheat in Minneapolis or his late peaches in the border towns, inevitably drifts towards a belief in annexation.

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