

be requested to transmit the foregoing resolutions to His Honour the Lieutenant-Governor in Council.

IV. That the Chairman, the Lord Bishop of Quebec, the Rev. Dr Cook, and Dr Dawson be a committee to bring the subject of the above resolutions under the notice of the members of the Government, and to request the attention of the Government to the same, in connection with the general subject of the bearing of Legislation respecting Professional Education on general Education.

V. That the Hon. the Superintendent of Education be requested to communicate the above resolutions to the catholic committee of the Council of Public Instruction with the request that they will kindly consider the matter, and take such action thereon as they may think desirable.

The above Resolutions were unanimously adopted by the Committee.

A committee consisting of R. W. Heneker, Esq., the Lord Bishop of Quebec and Dr. Dawson was appointed to confer with the Hon. the Superintendent of Public Instruction on the question of the inspection of schools, and to report thereon.

The Committee adjourned to meet on Wednesday the 27th November, or sooner, if necessary, on the call of the Chairman.

GEORGE WEIR,  
Secretary.

Certified a true copy,  
this second day of Sept. 1878. }

By GEORGE WEIR,  
Secretary P. C. of the C. of P. I.

## MISCELLANY.

*Maoris vs. Whites.*—There has been a novel competition in New Zealand. Five native Maori children were set against an equal number of white children selected from the English school, to see how they could acquit themselves in a contest. The subjects for examination were arithmetic (including vulgar and decimal fractions,) geography, writing, spelling and reading. In dictation the native scholars were easily beaten; but in the next subject, arithmetic, they managed to score a total of twenty-two sums correctly rendered out of thirty, against fourteen of the same exercises given to the English children. In geography the competitors were closely matched, the advantage being slightly on the side of the natives. In writing the palm was again given to the Maories, who were, however, beaten in oral spelling as they had been in dictation. On a review of the whole test, the umpires decided that the marks were equally divided between the two competing classes. This result was not unlooked for by those who have had experience of the aptitude of the native children in acquiring learning. Their inferiority in spelling arises no doubt, from the probable lack of books in Maori homes as compared with those of the colonists. Where the eye is not accustomed to the printed page by frequent reading, there is always a weakness in dictation.

*Education Museum.*—An Education Museum, which ought to be extremely useful, is to be formed in Paris. It is proposed to collect the various educational collections which have been sent to the Exhibition from all parts of the world, and to make these the nucleus of a great scholastic show. It is surprising that our own country has done so little in this direction. South Kensington Museum has made a beginning, but much more might be done to collect all that should be seen by those interested in educational affairs. The interest always shown in the exhibition of books and apparatus in connection with educational conferences must give ample evidence of the desire to become familiar with the latest improvements and well-tried systems of instruction. If such a collection of educational appliances is to be a thing of the future, the teaching profession must be the prime movers. Help, in this case, should come from within.

*Disorder in schools.*—When we speak of disorder in school, we generally mean that the children are rude and noisy. But most of the disorder does not originate with the pupils. Four parties are interested in the schools; the people, the parents, the teachers, and the children. Each, or all, may be out of order. The people should pay the expenses, and furnish agreeable houses for instruction. If they do not, they are disorderly, and will greatly embarrass the progress of the school. Many of our school houses are dirty hovels, suitable only for the home of the owl, or the abode of the bats and vampires. Once I visited a school where the temperature at the ceiling was eighty, while at the floor it was only forty-five. Yet the teacher scolded and fretted because the pupils were restless. Now, the teacher was not the cause of all this trouble. The public should furnish better buildings. You would as well expect a man to be healthy and orderly with his head in the torrid zone and his feet in the frigid, as to expect pupils to be orderly in such extreme temperature.

Parents are in order when they send their children regularly, clothe them properly, supply them with books, and encourage the cause of education. If parents knew the disorder they indirectly cause by permitting their children to squander the hours which should be given to repose in midnight dissipation and vicious customs, they would watch the clock and see that the school-child retires at an early hour.

Teachers are in order when they are masters of the subjects which they are required to teach, when they control themselves, and when they govern their pupils. The teacher should be wise. He should give absolute evidence of scholarship before he is permitted to enter the school-room. No drilling, no tact, nor experience can compensate for the want of knowledge. But in addition to culture the teacher needs a professional preparation. He needs instruction in the science of discipline. Knowledge only brings him to the problems; his own personal powers must solve them. The very worst disorder is a disorderly teacher. There are teachers whose peculiar characteristic is whining. They whine because they school is too small, they whine because it is too large; they whine because they are sick, and they whine enough to make the entire school sick.

I would have such teachers taken out and whipped until they laughed.

If teachers are cheerful, wise, good, and enthusiastic, disorder will hide itself. Our pupils will be attentive if we give them something worthy their attention.

Go forth, fellow-teachers, and carry the torch of instruction into the cities, towns, villages, and every rural district. Instead of a system of forced obedience, propagating imbecility, let us have a system of love that will take hold of the hearts of the Pupils.—*Pennsylvania School Journal.*

*Children as Teachers.*—Children may teach us one blessing, one enviable art—the art of being easily happy. Kind nature has given to them that useful power of accommodation to circumstances which compensates for many external disadvantages, and it is only by injudicious management that it is lost. Give him but a moderate portion of food and kindness, and the peasant's child is happier than the duke's; free from artificial wants, unsatiated by indulgence, all nature ministers to his pleasure; he can carve out felicity from a hazel twig, or fish for it successfully in a puddle.

*Brain Stimulant.*—The best possible thing for a man to do when he feels too weak to carry anything through is to go to bed and sleep as long as he can. This is the only recuperation of brain power, the only recuperation of brain force; because during sleep the brain is in a state of rest, in a condition to receive and appropriate particles of nutriment from the blood, which takes the place of those which have been consumed by previous labor, since the very act of thinking burns up solid particles, as every turn of the wheel or screw of the steamer is the result of consumption by fire of the fuel in the furnace. The supply of consumed brain substance can only be had from nutritive particles in the blood which were eaten previously, and the brain is so constituted that it best can receive and appropriate particles during the state of rest, of quiet, and stillness of sleep. Mere stimulants supply nothing in themselves; they goad the brain, and force it to a greater consumption of its substance, until it is so exhausted that there is not power enough left to receive a supply.—*Herald of Health.*