

head of the population according to the census of 1861, declared that such subsidy was granted in consideration of the transfer to the Federal Parliament of this power of taxation;

That Sir Alexander Galt, then Minister of Finance, when explaining on behalf of the Government the financial part of the Union Act, declared that these eighty cents per head were destined, with certain local revenues, to meet the expenses of the Local Governments, including especially the administration of justice and the support of hospitals and charitable institutions, and that in transferring all the large sources of revenue to the General Government, it became evident that some portion of the resources so placed at its disposal had to be applied, in some form or other, to supply the hiatus that would otherwise take place between the sources of local revenue and the demands of local expenditure;

That although it is true that by the 64th resolution and by section 118 of the Union Act, it is declared that the Provinces should claim nothing more thereafter from the General Government; yet, such declaration was made, first, because the subsidy was deemed sufficient to meet the expenditure and also because it was hoped that this provision would oblige the Local Governments to control their expenses as shown by the following remarks of the then Minister of Finance: "It is hoped that being, in itself, fixed and permanent in its character, the Local Government will see the importance,--I may say the necessity,--of exercising a vigilant and proper control over the expenditure;"

That, as a matter of fact, amongst the expenses specially imposed upon the Local Governments, there are some which are not susceptible of control and which necessarily increase in the same ratio as the population, such as the cost of the administration of justice and the maintenance of lunatic asylums;

That the administration of justice and the maintenance of lunatic asylums in the Province of Quebec, for the fiscal years 1863, 1871 and 1881 cost the following sums:--

YEARS.	JUSTICE.	ASYLUMS.	TOTALS.
1863	\$222,294.21	\$97,916.53	\$320,210.74
1871	349,024.89	132,222.09	481,246.98
1881	437,499.56	214,828.29	652,327.85

Giving an increase in expenditure in 1871 of \$167,952.21 and in 1881 of \$231,136.99;

That if the subsidy were calculated upon the basis of each census, the subsidy to the Province of Quebec, for the three decades of 1861, 1871 and 1881, would be as follows:--

YEARS.	POPULATION.	SUBSIDY.
1861	1,111,536	\$889,228.96
1871	1,491,516	\$1,193,212.96
1881	1,539,927	1,231,543.96

Being an increase for the decade of 1871 of \$303,983.99 and for that of 1881 of \$197,365.80.

That a comparison of such decennial increase of the subsidy with the increase in the expenditure for the maintenance of justice and the support of asylums, shows how this expenditure has followed the movement of the population:

YEARS.	INCREASE IN SUBSIDY.	IN EXPENDITURE.
1871	\$303,983.99	\$303,983.99
1881	197,365.80	197,365.80

That the subsidy was specially given to meet, amongst other expenditures, those for administration of the justice and the support of lunatic asylums, and the above figures establish that, in calculating this subsidy upon the basis of the census for 1861, the end in view was not attained, inasmuch as the expenditure in question increases almost in proportion to the population; and to meet it the subsidy should increase in the same ratio; and while the Government of this Province cannot, by any supervision, control this expenditure, the Federal Government, by its legislation respecting crimes and criminals, and the great public works it undertakes, contributes to increase it;

That, in order to carry out the intention of the founders of the Confederation, it would consequently be necessary that the annual subsidy, instead of being limited according to the census of 1861, should be calculated for each decade, upon the basis of the last census;

That if the subsidy were so calculated, there would not be an increase, but a decrease in the share given to the Provinces out of the revenues transferred to the Federal Government;

That in 1868, the revenues arising from Customs and Excise duties amounted to \$11,580,268.25, giving \$3.75 per head of the population of the Dominion; in 1871 these revenues amounted to \$16,137,049.28, giving \$4.68 per head; and in 1881 they reached \$23,749,114.22, giving \$5.49 per head; therefore, if the Federal Government paid to the Provinces 80 cents per head, according to the census of 1881 it would only give 14 1/2 per cent. of the receipts arising from these sources of revenue, whilst in 1868, it paid 21 1/2 per cent., as appears by the following figures:

YEARS.	REVENUE.	POPULATION.	AMOUNT PER HEAD.	PERCENTAGE.
1868.				
Customs	\$ 8,378,280 00			
Excise	3,202,988 16			
	\$11,580,268 25	3,090,701	\$3 75	21 1/2
1871.				
Customs	\$11,841,104 56			
Excise	4,295,944 72			
	\$16,137,049 28	3,435,701	\$4 68	17 1/2

1841.
Customs... \$18,405,012 13
Excise.... 5,343,022 09
\$23,748,034 22 1,321,910 \$5 49 11 1/2

That consequently the Legislative Assembly of Quebec begs to approach Your Excellency and prays that you will be pleased to submit to Her Majesty's Privy Council for Canada the following humble petition, to wit: That the Honorable Privy Council will be pleased to recommend that the provisions of the British North America Act 1867 be amended, so that the annual subsidy paid to this Province by the Dominion Government be calculated for each decade according to the new census.

L. O. TAILLON,
Speaker.

Quebec, 29th March, 1883.

THE NECESSITY OF NORMAL INSTRUCTION.

BY J. B. SOMERSET, INSPECTOR OF THE WINNIPEG CITY SCHOOLS.

The art of teaching is as old as the human race, and the schoolmaster, whatever his social or intellectual status, has always been one of the main influences in improving the civilization and increasing the intelligence of any community. His influence, exercised at a period in the life of the individual when his mind is plastic, his habits unformed, and his capacity for receiving impressions consequently large, is a greater power in shaping the character than any other brought to bear outside of the parental relation. The recognition of this influence underlies the efforts put forth by nearly all intelligent Governments for the efficient training and instruction of teachers--efforts whose earnestness and magnitude correctly indicate in each instance the degree of appreciation felt as to the importance of their results. A review of the history of the art of teaching reveals a rate of progress, especially during the last forty years, that may be almost termed revolutionary. In looking back even to our own youth, many of us smile and wonder at the effete and clumsy methods then in vogue; and we often reflect with indignation that mental growth was cramped and hindered by the lack of what seems to us now to be the first principles of the art of imparting instruction. At the same time we may reasonably anticipate that the future will be as fruitful in progress and in surprising results as the past has been: for a glance at the present state of the art will show that reform in some departments is but in its infancy, and that many of the most difficult problems to be solved in making the school teacher a skilled workman, have not yet been vigorously dealt with. One of the most notable of these problems is that of requiring from every candidate for the teaching profession, some preliminary training previous to his assumption of responsible duty in teaching. Normal Schools are provided, and the machinery necessary for conducting them; but a little inquiry into the statistics of States and Provinces, where they exist, show a surprisingly small proportion of the teaching staff of the country who have received the benefit of full attendance at these institutions. New York, with seven Normal Schools, supplies the cities of the State with trained teachers, but only a comparatively small number of the rural districts have the benefit of trained instructors. This can hardly be attributed to the poverty or sparse settlement of such an old State, but to the failure of school commissioners to realize what they lose by failing to secure a trained teacher. In the Province of Ontario, where so much has been done, especially in the last ten years, the great majority of the teachers are but rated third class, with only such training as may be secured from a short attendance at the County Model School. Previous to this provision for elementary training, the proportion of Normal-trained teachers varied from one-sixth to one-eighth of the whole teaching body. I will not discuss at this point the defects in the training imparted, the comparison at present made having reference only to the number really trained with those wholly untrained. But the study of facts accessible to everyone, regarding progress of education in places where attention is given to the training of the teacher for his work, will show beyond question the necessity of such training. In regard to the proposition sometimes advanced that experience may fairly offset the lack of training, there is this to be said in its support: That the man who loves his work, and intelligently uses his best efforts in it, will eventually discard what is false or useless in his method for that which at least common sense will not condemn. On the other hand, it must not be forgotten that invaluable time is lost by even the most apt trainer before he acquires the necessary skill, to the injury of the material worked upon. Again, the teacher outside the centres of population is an isolated being, debarr'd from the opportunities of observation and interchange of ideas concerning his work that are generally within easy reach in other departments of labor; but the most serious danger to the untrained and un instructed teacher in acquiring skill by experience alone, is that of becoming the slave of false methods, which, for

want of correction in the earlier stages of his career, become eventually fixed habits, impossible to be eradicated--which finally stamp him as "old-fashioned" or "eccentric." Another proposition--that teachers are born, not made--is one that I should desire to qualify very materially before giving my adherence to it. I think it is quite true that some persons could never be teachers, training or no training, whatever their scholastic attainments might be. Most of us have come in contact at some time with an unfortunate of this kind, who was vainly striving against fate. There are also some persons blessed with qualities of mind that fit them peculiarly for teaching, the success of whose work commands our admiration, and the apparent lightness of whose efforts excites our envy. But the class is so small that any idea of this becoming a test of fitness is at once recognized as impracticable. Some persons in the same way have a natural fitness for being musicians or artists or mechanics. But in all cases the truth of these two propositions will be admitted: First, that the ranks of no profession can be filled exclusively by those only possessing natural aptitude for its work; and second, that the possession of this natural aptitude or fitness by no means frees the possessor from the necessity of the cultivation and development of those qualities from which it is derived. The universal testimony of great artists is that hard work and constant study have been the chief factors in their success; and many a "man of talent" has made his life a failure from his unwillingness to supplement his natural talent with faithful application. Applying, then, the principle of the two propositions above given to the teaching profession, we come to the conclusion that, in all cases, a period of training is absolutely necessary (1) to bring into useful service all the natural talent of which the beginner may be possessed, and (2) to prevent the waste of time and energy that follows the effort of the student to be his own instructor in the art of teaching. Two questions here inevitably occur: (1) How is this training to be imparted effectually and universally? and (2) What will it do for the student, the better to fit him for his work? An endeavor to answer briefly these two questions will close this paper.

The difficulty of finding a solution to the first, is at once seen in view of the facts before referred to, of the small proportion of the teaching body found to have taken advantage of training institutions in countries where they are plentifully supplied and liberally equipped. There is no doubt, however, that the causes that tend to produce this state of affairs will afford a key to the remedy. I will notice two of them: (1) The failure of the people to realize the loss consequent upon the employment of an untrained teacher; and (2) the unwillingness of the student, who proposes to spend only a short time in the work, to incur the expense and delay he met! It is plain that here also, in the majority of cases, as long as there is an option between commencing to teach at once with no preparation and of waiting and paying for such training as will secure eventually better rewards, that which presents the prospect of quickest returns will prove most attractive. The removal of the option then seems to be the only course competent to meet this difficulty. But there are other expedients that call for caution and judgment in its adoption, for the schools must go on unchecked of their supply of teachers even by the carrying out of a great reform. That this reform can be effected, however, with due regard to these and other interests, there can be no manner of doubt; and we may confidently look forward to the time when, in order to secure a license to teach in this Province, every candidate must give evidence of having served an efficient apprenticeship to his profession. We will now look at the question, What is a normal training expected to do for a student in order to fit him for his work? Will it send him into his school-room a perfect teacher, with nothing to be learnt by experience and nothing to be perfected by study? While no one will venture to say yes to this, yet is it not evident that many by their actions affirm their belief that there remains nothing for them to learn, so evenly do they pursue the tenor of their way, oblivious of the busy, moving world around them, and content to perform their little round of dry duties without any disturbing reference to it?

But while the training cannot be expected, in a short session, to perfect the student in his work, it may put him into the way of commencing aright and inspiring him to continue his researches into the principles of education, and the correct application of them to the art of teaching. In this way the young teacher is enabled to begin his school-room work with definite aims before him, and with at least some knowledge of the correct method of accomplishing them. He has, by observation, become acquainted with the mode of operation in school-rooms in which teachers of skill and experience are engaged; he has also been encouraged to put into practice the instructions he has received by teaching classes in the various subjects, his errors being on each occasion pointed out to him with instruction how to avoid them in subsequent attempts. He is let into the secret of school government by the opportunity of exercising those qualities in charge of a class that he has already been instructed are necessary to its control and management; he has proved experimentally in his practice teaching that in order to give a successful lesson to any class from lowest to highest, he must come before his pupils prepared by previous thought and research

for presenting it in its most interesting form. In short, in all the routine of the school-room, he has received such instruction and had such practice as enables him to begin aright for himself when he goes into his own school, and further serves as a guide to direct his future studies. But training does not and should not stop here, simply because the teacher's duties and his influence on the plastic minds under his care are not confined to his class teaching. As an educator, his relation to his pupils influences them for good and evil in many other ways; for instance, the deportment of the teacher will soon be reflected in the manners of his pupils, and a training that sends out a teacher of uncouth manner, or of slovenly person, or who indulges in slangy English, does a grievous injury to those unfortunately under his influence; for it is useless for anyone to inculcate neatness while he himself is a "slouch," to teach good manners while his own are boorish, or to drill his pupils carefully in grammar while he himself murders the Queen's English. The teacher must then be a model as well as an instructor, and his training should fully impress the importance of this upon his mind. It can hardly be expected at once to revolutionize habits long formed, but it may put the individual in the way of thorough reformation, for, after all, the effects of training will be lost unless the teacher continue it during his teaching career. To this end he must be a reader of the current literature and news of the day, in order to keep himself abreast of the time he lives in and to prevent his sinking into a rut of self-complacent ignorance; he must mix with his fellow-men, interest himself in their lives, and be one of them, if he would save himself from drifting into a mere pedant. It may be objected that the line marked out for the teacher, and the standard for which a normal training is desired to prepare him, is too exacting for attainment; but it must not be forgotten that some do nobly meet all the requirements, and that in all cases where the aim is high, the effort made is proportionately great.--Winnipeg Times.

THE RETIREMENT OF THE HON. SIR ALEX. GALT, G.C.M.G.

To the Editor of the CANADIAN ILLUSTRATED NEWS.

Sir,--In common with thousands of others on this side of the Atlantic I have heard with feelings of deep regret of the resignation of Sir Alexander Galt, the High Commissioner of the Canadian Government in England. This regret is not solely on the ground of the loss of Sir Alexander as an especially able demonstrator of all that pertained to Canada and Canadians, but in a social sense, for never did man evidence more kindness and geniality towards his fellows than did Sir Alexander. As a business man with peculiar adaptation for the work with which he was entrusted in England, Sir Alexander I should imagine was without a compeer; and it will be extremely difficult to fill the vacancy in anything like so efficient a manner. I say this alike from personal observation and from reports of others who have had dealings with Sir Alexander, that his willingness to give the most exhaustive information and to take immeasurable trouble with applicants was proverbial, and for this his loss will be deeply deplored. As a public speaker on Canada or any other subject, Sir Alexander was interesting and instructive, and one entered his presence with a feeling that it was to deal with a gentleman in the truest sense of the word, and with a man with a thorough knowledge of his business. In a word England loses a genial friend, Canada, an efficient representative in this country, the enquiring capitalist and manufacturer a reliable source of information, and I am sure I only echo the heartfelt sentiments of my fellow-countrymen when I say with feelings of deep regret "Farewell Sir Alexander Galt."

I am, sir,
Yours obediently,
JOHN JAMES JONES.
93 High Street, Homerton,
London England.
April 2nd, 1883.

VARIETIES.

HAY IS KING.--The statistics of the United States prove that it is among the foremost crops raised in this country, if not the very first. At the present time there are estimated to be, in the United States, 40,000,000 sheep, 40,000,000 cattle, and 20,000,000 horses. In two-thirds of the country these animals require to be fed from three to five months, and they will consume an aggregate of 90,000,000 tons, which, at \$5 per ton, represents the enormous sum of \$450,000,000. Is not hay, therefore, king?

A GREAT number of Japanese are to be sent to England to be educated at public schools. The flat fashion of their nose adapts itself to the noble art of self-defence, which they may have to practice in public schools. It is said that the aesthetes find the nose of the Japs. is too utterly lovely, and grieve that they cannot adopt it; at least they might touch up their skin to the required Jap. tone. This bid for eccentricity on the part of the sunflowers is their last chance, as their little game is fast dying out, and deserved ridicule has set its fiat upon them.

* A paper read at the Seventh Annual Convention of the Manitoba Teachers' Association, 14th October, 1882.