

### THE PROVINCIAL INSTITUTE.

As there has been no meeting of the Provincial Teachers' Institute for two years, and as there is a strong feeling in favor of biennial sessions, there no doubt will be many important matters to come before it, both of present and prospective necessity. The programme is not overcrowded as usual, and ample opportunity will be given for threshing out grievances and promoting reforms. It is to be hoped that the female teachers will consider it not only their right, but their duty, to enter into the discussions, and give the Institute as largely the benefit of their opinions as they do the country of their services. It is certain in the past, that teachers' meetings have not had the benefit, to any extent, of the participation of the female teachers in their discussions. Perhaps the willingness of some of the male teachers to undertake this for them has had a deterrent effect, but, be this as it may, there is no doubt that in all primary, and in much of the advanced work, the female teachers have the weight of experience. The Provincial Institutes should not infringe upon the prerogatives of the County Institutes, and no petty discussions should be indulged in.

There is a feeling abroad that at some of the past sessions much valuable time has been spent in bemoaning what could not be helped, and in advancing ideas more intended for the self-glorification of the promoters than for the good of the profession.

Teacher's Institutes can not increase salaries, though they may promote harmony of action. They can not induce permanence in the profession, though they may suggest measures for improving the teacher's position. In all matters introduced for discussion there should be breadth consistent with the dignity of the meeting, and definiteness as to the resulting benefits.

The Institute will open June 28th. The programme will be found in another column. The public educational meeting will be held on the evening of the 28th, when addresses will be delivered by His Worship Mayor Peters, Rev. J. deSoyres, J. V. Ellis, Esq., Dr. Harrison, Chancellor of the University of N. B., a representative of Mount Allison, and other speakers. It is expected that there will be a conversazione on the following evening. Music will be furnished by a selected choir.

### SCOTT'S "WOODSTOCK."

Scott's Woodstock is one of the works prescribed for reading in the literature course of this year's summer school. The following paper of questions may be of some interest to those who are reading the work. The questions were given last month to a

class in one of our high schools. The book had been read at home, and—with the one exception noted at the head of the paper—the answers were written at home also, with, of course, the fullest freedom of consulting the novel itself and any other books that might be needed :

#### QUESTIONS.

Unless you remember who speaks the sentence quoted in question 18, take the first half of that question first and write the answer here and now and with books shut.

Take any other questions you please, but don't write more than six pages of post paper altogether.

1. Do you think the motto appropriate? Why?
2. Collect the notes of time in the story and deduce from them the duration of the action.
3. What struck you as most strange in the manners, customs and forms of speech represented in W.?
4. Discuss the Cromwell of W. and the real Cromwell.
5. Cromwell and Tito Melema wore secret armour. Were they cowards? Why?
6. Collect passages describing the personal appearance of Charles.
7. Name all works of any kind treating of the Charleses and their times that you have read or heard of.
8. Point out some of the finer qualities with which Scott endows the weak or vicious characters in W., and some of the weak points in the noble characters. Can you name any novels or novelists whose bad people are all bad, and *vice versa*.
9. Locate a dozen of the shorter quotations scattered through W.
10. Who is the hero of W.? Why do you think so?
11. In Peveril you found "Charles and his brothers" mentioned. Quote from W. a clause giving the brothers' titles. What were their names and what became of them?
12. Chap. 22, Par. 57, "Such anecdotes . . . since Desdemona's days." Quote passage or passages alluded to, and say where found.
13. Chap. 22, Par. 49, "All that the Poet has said . . . conspiracy." What Poet? What has he said?
14. Chap. 22, Par. 29, "The parliament's colors." What were they? and the King's? How do you know? What colors are worn now-a-days as distinguishing marks, and by whom?
15. Quote old Lee on northern names and titles. Quote Byron on southern *vs.* northern languages.
16. Write notes on anything peculiar in the language of :
  - a. "A tall, thin man, with an adust complexion."
  - b. "The pocket where there is no cross."
  - c. "Whom we care not to trust farther than we could not help."
  - d. "Our hearts were something up."
  - e. "Give mine umbles to the kites and ravens."
  - f. "Chap. 22, Par. 49."
  - g. "Strictly guarded by three file of troopers."
17. Chap. 3, Tomkins *vs.* Shakespeare. What do you think of the charges in themselves? And what, as made by such a character as T.? What does Charles call Shakespeare's plays?