

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion  
along interior margin/  
La reliure serrée peut causer de l'ombre ou de la  
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear  
within the text. Whenever possible, these have  
been omitted from filming/  
Il se peut que certaines pages blanches ajoutées  
lors d'une restauration apparaissent dans le texte,  
mais, lorsque cela était possible, ces pages n'ont  
pas été filmées.
- Additional comments: /  
Commentaires supplémentaires:

- Coloured pages/  
Pages de couleur
  - Pages damaged/  
Pages endommagées
  - Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
  - Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
  - Pages detached/  
Pages détachées
  - Showthrough/  
Transparence
  - Quality of print varies/  
Qualité inégale de l'impression
  - Continuous pagination/  
Pagination continue
  - Includes index(es)/  
Comprend un (des) index
- Title on header taken from: /  
Le titre de l'en-tête provient:
- Title page of issue/  
Page de titre de la livraison
  - Caption of issue/  
Titre de départ de la livraison
  - Masthead/  
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

VOL. VII.

APRIL, 1887.

No. 4.

**SUBSCRIPTION:**

PER ANNUM, \$1.00.

SINGLE No. 10 CTS.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF  
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev E. I. REXFORD

**CONTENTS:**

	PAGE
ARTICLES: ORIGINAL AND SELECTED:	
The Place of Manual Training in the General Scheme of Education.....	103
EDITORIAL NOTES AND COMMENTS.....	108
CURRENT EVENTS.....	114
LITERATURE AND SCIENCE.....	120
PRACTICAL HINTS AND EXAMINATION PAPERS.....	122
CORRESPONDENCE.....	124
BOOKS RECEIVED AND REVIEWED.....	125
OFFICIAL DEPARTMENT Department of Public Instruction.....	128

**Montreal:**

**DAWSON BROTHERS, Publishers.**

1887.

# MCGILL NORMAL SCHOOL

**32 BELMONT STREET, MONTREAL.**

**T**HIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence: must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1886. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

---

No. 4.

APRIL, 1887.

VOL. VII.

---

---

*Articles: Original and Selected.*

---

THE PLACE OF MANUAL TRAINING IN THE GENERAL  
SCHEME OF EDUCATION.

Manual training is now an established fact. It has its friends, its enemies; and it has those who are neither foes nor friends, because, while they admit the usefulness of industrial work for intending artisans or mechanics, they do not understand its full scope and possibilities in aiding the development of the whole human being. It seems, therefore, a fitting time to give a brief statement of the aims of manual training, and of its place among the aids to the completest development of the child.

Taking the risk of re-stating a few threadbare truths, there are the following points to be considered:—

First: Does the child come to us as merely a little—a very little—intellect: or, does this intellect bring along with it a restless body and busy fingers, that are always demanding employment as well? We have to train the complete child; why do we divide him into thirds, so to speak, and arbitrarily decide to educate his intellect alone, leaving his moral and physical nature to lie dormant or run wild, according to the individual character?

This suppression of the natural physical needs and demands seems to be a remnant of the old asceticism, when the greatest saint was he who most “mortified the flesh.” A learned man with the frame of a Hercules seemed to our forefathers, of Chaucer’s, and even of Shakespeare’s time, an anomaly too monstrous

to be conceived of. It is true we hear occasionally quoted, *mens sana in corpore sano*; but look for a moment at the examination papers of teachers and pupils, and find how much more both teachers and pupils think of getting a high percentage than of preserving their health, and with it their future ability to do good work in the world; and it would appear that the new reading of the motto would be, "a vigorously-worked mind in an unsound body!"

Physiologists tell us that long-disused muscles lose, more or less completely, their power of action; and pianists wish to have their pupils begin as soon as possible, because young muscles are most pliable. Why, then, defer manual training till an acquired stiffness of the muscles makes it more difficult to obtain good results? I speak advisedly; for while teaching some rough boys and girls in an impromptu "vacation-school," some of the manual work of the kindergarten, I discovered that boys of ten and eleven found the greatest difficulty in doing precisely the same kind of work that is done easily by our little four or five-year-olds on entering the kindergarten. The particular work was the weaving, which demands a pretty equal use of *both* hands, and in this fact may lie the explanation of the awkwardness shown; for, while in general school-work the right hand is systematically trained, the left is entirely neglected.

Emerson says something to this effect—that for every new invention thought out, every new discovery made, we must pay back in some other form to keep the balance true. Thus, if we invent carriages, we lose the power of walking immense distances by the very disuse of it. Or, as in natural phenomena, whenever the sea encroaches on one part of the land, it recedes from it at another.

And it really seems that, since the introduction of so much machinery, the skilled workmanship of the hand has been steadily on the decrease. Now, machinery originated in the attempt of skilled workmen to make their work still finer and easier of accomplishment; and probably none but the simplest contrivances could have been invented, had not the skilled hand been ready to manifest the thought of the creative brain. Where, then, shall we look for the inventions of the future, if we neglect to supply the conditions needful for their evolution?

Now, if we may take for granted that we shall best serve the interests of the child by educating his whole three-fold nature from the first, the next question that arises is, How to do it.

Leaving the question of the training of the moral nature, not because unimportant, but because too important to be considered as a subsidiary interest, and leaving, also, the intellectual side, because there is no fear of *its* becoming neglected for the next hundred years or so, let us, with Frœbel, consider the first possibilities of hand-training for the infant and the young child.

At first the infant cannot even grasp; its hands lie passive, or are thrown aimlessly about. Next, it grasps tightly whatever it can reach, but cannot calculate distances. Then, as Rousseau says, "it is better to carry the child to the object than to bring the object to the child," as in the first instance the distance is more impressed upon the child's mind. It is true that Rousseau had more thought of the moral than of the physical training when giving this advice; but it is a valuable hint for our purposes as well. And Frœbel wishes the mother to provide a soft, colored ball, attached to a string, with which to play with the child, and bring the little muscles into playful activity. The ball is to be sufficiently large to cost the child a little effort in grasping it.

Then, as time goes on, the other gifts and occupations of the kindergarten, and some of the games, come in to carry on this training, and nearly all of them train both hands equally. I may mention here having seen fine results in drawing with two hands of forms alike on each side—a piece of chalk being held in each hand. This I saw done by the pupils graduated from the kindergarten of the Frœbel Academy, Brooklyn. Now, while this accomplishment is limited in its immediate use—being only applicable in the drawing of manufactured articles and geometric figures—it is an excellent discipline of hand and eye when used occasionally. As yet, I have only it in drawing squares, etc., all the class making the same lines at the same time; and I have had satisfactory results. Where it is possible to use this method, it shortens the time of outlining by one-half; but it is necessary to caution the children that few, if any, natural objects are the same on each side. Thus, drawing a butterfly, a bee, a fish, a leaf, or some trees, with both hands, would at first seem to be allowable

but fuller observation will generally show some minute difference between the sides; and I need not say that the fullest observation of all objects brought to their notice is expected of our pupils.

After the children leave the kindergarten, I would not have a sudden and startling change in the nature of their employments. They must begin to learn to read and write; true, but for what reason do people learn to read and write? Is it that they are to be mere copyists—that all the literature of the future is to be a skilful hash of what has gone before; or are they to learn how to record their own thoughts—simple at first, but gradually increasing in complexity—and their observations and discoveries of Nature's ways? Therefore the reading and writing lessons should be called "thought" rather than "language lessons," and should be closely connected with the child's own work and discoveries; and, just here, work according to the principle—followed by Frœbel in the kindergarten—of letting the hand show what is in the brain, should be carried on, and not let drop, as is too often the case, when the kindergarten child enters school.

Of all manual training, drawing—*properly taught*—is the most economical. By "properly taught" I mean that the children should be taught to draw from the object from the first, and not exercised in servile copying from flat patterns. And every child can be trained to see the object sufficiently well to make an unmistakable though rude drawing of it. I am not speaking of genius in drawing, but of what is possible for children, who, if suffered to grow up without the right training, would say of themselves "that they could not draw a straight line." Agassiz always required his students to draw the specimens they studied, and considered it a valuable part of their training; and it is certain that one never knows the minute particulars about any given object so well as after an attempt to draw it, or model it in clay. Modelling in clay is in some ways to be preferred to drawing; for, while drawing only gives one view of the object, in modeling the whole is imitated, and, consequently, closely observed.

In addition, where small classes will permit, I would keep the advanced weaving (already mentioned) with the paper-folding, and the paper-cutting and pasting of the kindergarten, as the last two occupations are invaluable for training children to use every

scrap of material, and to finish with neatness. This would be the manual work of the first year of school, with possibly the making of skeleton geometric solids in peas-work—the soaked peas forming the connections of the edges of the solid, which are represented by thin sticks.

So far, I can speak from experience; and, in continuing to work out the connection of manual training with school-work, I shall take up the course of work taken in the Working Men's School of the Society for Ethical Culture, in New York city, only modifying it somewhat, as required by circumstances. This course includes clay and cardboard cutting and modeling, wood and metal work of different descriptions, and, of course, the drawing continued. Plain sewing and cooking is taught to the girls of the Working Men's School—the cooking after school-hours. I believe; and the older boys come on Saturday mornings for instruction in the more difficult parts of the work.

In concluding this part of the subject, I would say that whatever manual work is nearest to the interests of the scholars, and is most easily obtained for them, is the best. It matters little, if they but feel the delightful sense of power given by the knowledge that their hands have made one thing skilfully and well. Nothing seems impossible to him who has achieved one success; and consider what an aid we possess towards the training of mentally slow pupils, if we can say, pointing to some well-finished work, "See how well you did that; with a little more trying, you can do this too." Even among our self-sufficient American children there are many that need such encouragement, and who, getting that encouragement, become much more useful members of society than they would otherwise have been.

But the last question to be answered here—and usually the first one asked—in relation to manual training, is, Does not the intellectual work suffer, if time is taken for industrial work in school?

The answer is, emphatically, No! Children, especially young children, cannot force their attention to keep to one subject for long together—the actual time varying with the children and the personal influence of the teacher; and it is hurtful to them, physically, mentally and morally, to be obliged to take part in any lesson after this period of fatigue is reached. Intellectually,

because they form the habit of inattention in self-defence; morally, because they are obliged to pretend attention; and physically, in their poor little restless bodies, that need so much movement for their healthy development. Then, what a blessed relief is some piece of work for the hands; and how fresh the interest and attention for the following studies. It is the most economic arrangement, even if the claims of intellectual education are considered as paramount; and for those who realize that their duty is, first of all, to preserve God's most precious gift of health to all the children under their care, it is the best way of attaining their object. True manual training is only one branch of physical training; and as such I have considered it throughout this article.—*Education.*

---

### Editorial Notes and Comments.

---

Since our last issue, the educational question in the Province of Quebec has assumed a serious phase. As was stated last month, the action of the Council of the Bar in connection with the preliminary examination and the professional course adopted by the legal faculties of our colleges, together with the threatened action of the other professional guilds in the same direction, has aroused the university authorities of McGill and Lennoxville to take cognizance of the danger which thereby besets our Protestant institutions, and which to an alarming extent interferes with the rights of the minority secured by the Act of Confederation. If anything were wanting to make the position clearer, it may be found in the address delivered by Sir William Dawson at the late Convocation of the Law Faculty of McGill University. In speaking of the critical position in which that faculty is at present placed, he bore testimony to its steady advance in efficiency. "The various peculiar difficulties," he continued, "in sustaining a school of law based on the methods of the mother country had been overcome by the ability of the professors, and the Faculty of Law, in its staff and course of study, was better equipped than ever before, and attracting attention elsewhere. The Council of the Bar had imposed regulations tending to oblige this Faculty of Law to conform to other methods and educational

principles. It is, perhaps, fortunate that this aggression has not been limited to purely professional education, but it also attacks the general education of the Protestant minority. The Protestant system is now very complete, and is under the superintendence of the Department of Education, from the elementary school to the highest collegiate training. It is in no respect inferior to the system in Ontario, or to those in the neighboring Union. And it is, as we believe, guaranteed to us by the Imperial Act of Confederation. Yet the Council of the Bar ignores this, and attempts to impose examinations based in scope and details on those of the French colleges. That such powers should have been given to a merely professional body, irresponsible to the public, and certain to have at all times a majority unacquainted with the educational views of the minority, constitutes an abuse and injustice of so flagrant a character that it has aroused a force of public opinion which, it is hoped, may suffice to sweep away such unjust and probably unconstitutional enactments, and to prevent any attempt to secure similar powers for other professional bodies. We now have demanded separate examinations for Protestant candidates, and should this be denied, it will then be apparent that there is a deliberate intention to subvert the educational institutions of the minority, which must be appealed against."

Under the official department of this periodical will be found a minute statement of the whole case, as adopted by the Protestant Committee of the Council of Public Instruction at a special meeting held on the 30th of March last; and we trust that all interested in the welfare of our Protestant institutions in the Province of Quebec will examine this manifesto carefully, and thus be in a position to see for themselves how far the question concerns the usefulness of our schools and the educational rights of the minority. In the course of the several informal interviews which have lately taken place between those who have already taken sides on this question, it has been unreservedly stated by those who favor the action of the Council of the Bar that the Protestant minority of Quebec have no *educational* rights. They are willing enough to admit that the students of our Protestant institutions are subject to disabilities which must be felt to be grievous; yet, when a remedy is suggested, they seem to recognize nothing but

the alternative,—a radical change in the course of study authorized by the Protestant Committee, as well as a remodelling of the university curriculum, or the withdrawal of Protestant students from the examinations conducted by the professional guilds. It can hardly be expected that the Protestant minority of Quebec will submit to such an alternative as this; nor do we think that our local Legislature, to which the question is being referred, will endorse this alternative so far as to force an appeal from their decision to a higher authority. That the Protestant minority of Quebec have no *educational* rights is an assertion inconsistent with the true interpretation of the Act of Confederation. As may be seen by referring to the manifesto of the Protestant Committee, according to the constitution granted in 1867 the local Legislatures may exclusively make laws in reference to education, subject, however, and according to the provisions (1) that nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the Province at the union; and (2) that all the powers, privileges and duties of the union, by law conferred and imposed in Upper Canada on the separate schools and school trustees of the Queen's Roman Catholic subjects, shall be and the same are hereby extended to the dissentient schools of the Queen's Protestant and Roman Catholic subjects in Quebec. The insertion of such clauses as the above surely validates to some extent the presumption that the minority *have* rights,—a presumption which is further substantiated by a reference to the statute-book, in which the respective educational rights of Roman Catholics, as distinguished from those of Protestants, are clearly defined. For example, the right of dissent is distinctly enunciated in the following terms by an Act passed in 1860:—“When, in any municipality, the *regulations* and *arrangements* made by the School Commissioners for the *conduct of any school* are not agreeable to any number whatever of the proprietors, occupants, tenants and ratepayers professing a *religious faith* different from that of the majority of the proprietors, occupants, tenants and ratepayers of such municipality, the proprietors, occupants, tenants and ratepayers so dissentient may collectively signify such dissent in writing to the chairman of the Commissioners, and give in the names of three trustees chosen by them for the pur-

poses of this Act, and, furthermore, such trustees shall have the same powers and be subject to the same duties as ordinary School Commissioners." Nor is there wanting proof of the distinction between Roman Catholic and Protestant educational rights and privileges in connection with our universities, colleges, academies and model schools, since it was enacted (32 Vict., chap. 16, sec. 4) that the total aid to such institutions "shall be distributed between the totality of the Roman Catholic and o. the Protestant institutions respectively, in the relative proportion of the respective Roman Catholic and Protestant populations of the Province according to the then 'ast census." In a word, these two clauses of separate enactments prove conclusively that the Protestant minority of Quebec have educational rights both in respect of a common school and of a superior school education. And with such proof in our hands, showing the distinctions in our school law to be between Roman Catholic and Protestant education, and not as between French-speaking subjects and English-speaking subjects, we have only to turn to the statute which defines the functions of the Council of Public Instruction to show that the action of the Council of the Bar overlaps these functions in arranging for a preliminary examination. "It shall be the duty of the Council," says an enactment of 1860, "to make from time to time, with the approval of the Governor-in-Council, such regulations as the Council deems expedient for the *organization, government and discipline* of common schools and the *classification* of schools and teachers." From this it will be observed that in the hands of the Council of Public Instruction is vested the power to regulate examinations in connection with the ordinary branches of education, and as the preliminary examination instituted by the Council of the Bar refers only to non-professional subjects, in this respect at least the Bar has usurped the functions of the Council. In reference to the rights of our universities, and the functions of the law faculties of these institutions, the case is clearly stated in the manifesto drawn up by the Protestant Committee, and was fully exposed in our last issue. The recognition of Protestant as distinguished from Roman Catholic education becomes all the more evident when we examine the law which enunciates the individual functions of the Protestant Committee of the Council of Public Instruction.

According to 39 Vict., chap. 15, sec. 16, it is enacted that "everything which, within the scope of the functions of the Council of Public Instruction, respects specially the schools *and public instruction generally of Protestants* shall be within the exclusive jurisdiction of the Protestant Committee," and though the above language hardly requires any interpretation, but that which it bears on the face of it, yet such final interpretation has been given to it by a decision of the Council of Public Instruction at its last meeting in 1876, to the effect "that each Committee has full power in respect of all matters within its own jurisdiction without being obliged to refer to the Council." In face of such evidence as the above, it cannot surely continue to be asserted that the Protestant minority of our Province have no educational rights,—rights which secure for students attending our Protestant schools and colleges equal privileges with those attending Roman Catholic institutions, in reference to examinations provided by Provincial authority. That the former are subject to disabilities in the matter of the professional preliminary examinations admits of no dispute. Such disabilities really exist. The true remedy, we believe, is not far to seek, and we trust that the spirit of fair-play in our Province will favor such a remedy. By the perpetuation of the Protestant Committee of the Council of Public Instruction there is an explicit recognition of the incompatibility between the Roman Catholic and Protestant systems with respect to education generally, and so may the incompatibility of these systems be recognized by the examinations for entrance to the study of the professions. In other words, there should be, for all professions, a separate board for the examination and admission of English and Protestant aspirants to the study of the same; and we have every reason to believe that were the Hon. Mr. Lynch's Bill passed, it would provide for every emergency that might arise.

—The Teacher's Reading Circle has taken root in our Province, and beneficial results are beginning to appear in the wake of its inauguration in the cities of Montreal and Quebec. Such organizations among teachers are to be found all over the continent, though nowhere have they been more successful than in the populous centres of the United States. In Quebec there is a difficulty in the way of their multiplication which it is hard to

get over, namely, the sparseness of the population, the school districts being so far apart that it is next to impossible for the teachers to arrange conveniently during the winter months for a series of meetings. During the summer months, however, this difficulty may be overcome to some extent, and probably some of our inspectors may be prepared to throw out some hint to the teachers in the more populous centres which may lead to the inauguration of additional reading circles. We feel assured that many of the principals of our academies are willing to assist in such a movement. The attendance at the meetings may neither be large nor regular; and yet the casual assembling of a few of the teachers in each district would lead to results beneficial to our schools, even if it were nothing else than the drawing out of a programme for the guidance of teachers in their reading for the preparation of school-work. The simple problem of what a teacher ought to read is of ready solution when the teachers are accustomed to meet periodically for the discussion of professional topics. As Dr. Allen, of New York, has said, the answer to such a question is plain. The teacher ought to read that which will help him or her in the work of instruction, and, as this is only known to the teacher of experience, it is meet that teachers should assemble themselves occasionally to compare their experiences, and thus be guided aright in their work by one whose experience is wider than theirs. We look to our inspectors and prominent teachers to foster the idea of the Reading Circle, even if it be only in its most elementary form. Once in a while, a Saturday forenoon could be devoted to this work, when many of the teachers in the district would, no doubt, make it a kind of recreation to be present. It is not sufficient for us to meet a difficulty, by making the difficulty an argument against educational progress. The difficulty ought to be overcome; and we shall be glad to hear from our teachers any suggestion by means of which reading circles may become more numerous in our Province than they are.

—Arbor Day will soon be round again, and it would be well for our teachers to arrange some simple programme for its observance. The day is a regularly appointed holiday, but unless the teachers assume the responsibility of guiding the pupils in the work of planting trees, there will be little or

nothing done. That the school-grounds in all parts of our Province require beautifying no one will deny; and we would like to see an effort made to perpetuate the custom of planting trees for purposes of ornamentation. There is no need to rob the pupils of the holiday altogether, as the planting may be done in the evening and the morning, and the rest of the day devoted to any other recreation. The holes for the trees may be dug in the evening before Arbor Day, under the direction of the teacher, and the trees planted early in the morning. In this connection it may be as well for teachers and School Commissioners to know that a suggestion has been made which may lead to the due recognition of labor expended in beautifying the school premises and grounds; and the local school authorities cannot prepare too soon for the competition, if there should be one. The school grounds should form in themselves an evidence of the taste of the place, embowered among trees, where the children may enjoy themselves during recess under the grateful shade of some wide-spreading oak or bushy-headed maple.

---

### Current Events.

---

—When the Gilchrist trustees announced their intention to withdraw their scholarships from Canada, an effort was put forth by the colleges of the Maritime Provinces to induce them to reconsider their decision, and, if we are not mistaken, these institutions succeeded so far in retaining the competition for such scholarships once in every three years. As no effort was made by the college authorities in Quebec and Ontario, the competition is now confined to candidates from the Provinces of New Brunswick, Nova Scotia and Prince Edward Island. Perhaps the larger Provinces thought that the plan of holding an annual competition drew from Canada some of their best students, yet few of those who availed themselves of the privileges granted by the London University in connection with these Gilchrist scholarships failed to return to Canada, and several of them are to be found to-day occupying prominent positions in the colleges of Canada. A proposal has been made by the governing body of the Oxford Military College to offer scholarships for competition

in the colonies. As we learn from the *New Brunswick Journal of Education*, in each of the principal colonies two scholarships are to be offered of £50 and £25 respectively, tenable for three years. The competitors must be between the ages of 14 and 16. Papers will be sent out from England to each colony, and the examination held simultaneously in a number of schools selected with a view to their position as convenient centres. Although the course of study at the college is primarily concerned with military subjects, pupils are also enabled to prepare themselves for the professions generally and for a business life.

—The journal, *Imperial Federation*, presents the following as the scheme upon which the above examinations will be based:—

The scholarships may be awarded for general proficiency, or for special excellence in one or more subjects, which can be regarded as a fair test of the candidate's intellectual powers.

Candidates must pass a preliminary examination in dictation and arithmetic; in the competitive part of the examination they may offer any four of the following paragraphs:—

1, Mathematics; 2, English history and composition; 3, Latin; 4, Greek; 5, German; 6, French; 7, chemistry or electricity; 8, physical geography and geology.

*Mathematical Subjects*.—Book I., II., III., IV. and VI. of Euclid, algebra to binomial theorem, plane trigonometry to properties of triangles.

*English History and Composition*.—Candidates will be tested in essay writing and in a knowledge of the outlines of English history.

*Latin, Greek, German and French*.—The examination will include translations from these languages into English, and *vice versa*, as well as grammar.

—The abolition of Upper Canada College is once more engaging the attention of its friends and enemies. What end can be served by the perennial discussions over the usefulness of an institution which has educated many of the most prominent men in Ontario, is a mystery to those of us who can look at the question from a disinterested standpoint. The endowments of the institution are traced to an original grant of land, at a time when there were few, if any, classical schools in Ontario; and as such a grant could only be absorbed in the general revenue of the Province,

were the College to be abolished, its abolition would hardly tend to progress in education. The large attendance at the school is a sufficient guarantee that it meets a want; and better far is it to have one such public institution, well equipped and thoroughly organized, than a dozen private boarding schools, which would be sure to rise from its ashes. In every Province, we maintain, there is room for one such institution. The *Educational Weekly*, in summing up the matter, remarks:—"Close examination into the question has persuaded us that the attack on the Upper Canada College cannot be sustained. The College is doing a good work, and doing it well. More than any of our schools (although our High Schools are very creditable to the country) it has been able to realize the true aim of education, which, as expressed by one of the speakers at the meeting that we have referred to, is to form the character. Latin and Greek are excellent in their way, but they are not everything. Honor, loyalty, knowledge of human character, are more valuable than Latin or Greek, and for them Upper Canada College boys have always been distinguished."

—In speaking of the English public school, which is, to some extent, the model on which the Upper Canada College and our Bishop's College School are organized, the Rev. Dr. Adams, Principal of the latter institution, is reported as saying lately:—"The purpose of the English public school system is the developing of boys rather than the shaping of them in a mould. The classical studies, which a utilitarian age is apt to undervalue, are really an admirable mental training. There is nothing in a classical training to prevent a man from business habits. The career of Mr. Goshen, who took the most brilliant degree of his year, and who is now called in as Chancellor of the Exchequer of Great Britain, is a case in point. Mathematics and science must be also studied. Much might be said on the subjects taught; advocacy of modern languages, drawing, singing, physical training, will not be wanting. But it is in moral training that the system we advocate is so superior to its rivals. In Lennoxville the boys are put as much as possible upon their honor, and allowed a certain amount of freedom. When they are kept under a system of espionage, it is only natural that, when they get out into the freedom of the world, they will adopt as erratic a course as

a cork out of a soda-water bottle. The Lennoxville system teaches the doctrine of personal responsibility more distinctly than any other system. It teaches that the best way to prepare for the freedom of a man in the world is to give the boy at school some little freedom, and to hold him responsible for the use of that freedom; it helps to train his self-reliance, self-control and sense of honor; to help him on all sides, but to cramp him in on none; it teaches him that willing obedience is better than grudging submission; that high-toned truthfulness is essential to the character of a gentleman; that courage, moral and physical, is essential to true manliness; that discipline is better than disaster. Under the banner of religion, it teaches that religion is manly, and true manliness is of the nature of religion, that humble faith is more becoming than incredulous scorn, reverence nobler than indifference."

—At the last meeting of the Toronto University Senate, a motion was made by Prof. Hutton, seconded by Mr. Miller, that the report of the special committee on the amalgamation of matriculation and teachers' examination be adopted. Carried. The effect will be to make common examinations for junior matriculation and second class certificates, and for senior matriculation and first class certificates. It is pleasant to note that Quebec is worthy of imitation in some respects at least. The Protestant Committee have made the *third grade* the standard for matriculation, and to a large extent for teachers' diplomas, and we trust that further assimilation of studies may be arranged for between the course of study and the preliminary examinations for entrance to the professions.

—The University of Manitoba Committee appointed to consider the terms on which the University could receive the 250,000 acres of land from the Dominion Government, reported proposing a method of administration, giving as one of the objects of the proposed endowment the purchase of a suitable site and the erection and furnishing of university buildings, as well as any other purpose contemplated by the Dominion Act. The report of the Committee was unanimously adopted.

—The Hon. John Boyd, of St. John, N.B., visited the Moss-bank School, in company with Mr. Symington and Mr. John Morison, of the Glasgow School Board. In addressing the boys at consi-

derable length, Mr. Boyd pointed out the numerous advantages presented by New Brunswick as a field for emigration for such boys. He gave many instances of youths who went out penniless—such as the present Governor of the colony, Sir Leonard Tilley—and who not only rose to affluent positions, but had done excellent service to the State. At the close Mr. Boyd shook hands with every boy, and hoped he would again shake hands with many of their number ere long, and help them on when they should reach the other side of the Atlantic. Mr. Boyd is Chairman of the Board of School Trustees of St. John, and, amid his many pressing business duties, has given great attention to the fostering of the schools of his adopted city. Under his hands, the city system has been developed into a condition of great efficiency.

—As our teachers are aware, the subject of botany is laid down in the Course of Study for this Province. Prof. Penhallow, of Montreal, lately delivered a lecture on this subject in that city, in which he reviewed the development of Canadian botany from the earliest days of exploration, speaking of the labors of the earliest French missionaries and explorers; later, of the work of physicians resident at Quebec, and finally of naturalists specially sent from Europe for the purpose of studying the flora of Canada. Canadian botany had not reached a sensible degree of development until the middle of the eighteenth century, when the Swedish botanist Kalm had been sent here, under a royal commission, for the collection of the plants of North America. Vancouver, in his expedition to the west coast, had the botanist Menzies attached to his party. This was about the close of the last century. Until the present century, Canada had owned no botanist distinctly her own. Within recent years, a school distinctly Canadian had grown up; among those might be mentioned Dawson, Drummond, Brunet and Macoun. Having shown the great importance which the study of botany bears to many prominent industries, such as the prevention of diseases among fruits, the preservation of forests, etc., etc., the lecturer concluded by stating that our educational resources as regards botanical instruction at present were not equal to those obtainable in other countries, and urging the establishment of botanic gardens and other institutions for the purpose of teaching it. It

would be well if we could secure the services of Prof. Penhallow at our next Convention of Teachers, in order to increase the interest in the subject of "Botany in the Quebec Schools."

—The interior of the McGill Normal School presented an animated and sociable aspect on Friday evening, March 18th, the occasion being the annual *conversazione* of the Teachers' Association. The large number present was very gratifying to the officers and members. An excellent programme of music and readings was ably performed, and where each number was so well executed, it would be invidious to particularize. In the course of the evening, Dr. Kelly, the President, read notes of regret from Sir Wm. Dawson and Rev. E. I. Rexford, after which Rev. Canon Norman, Chairman of the Protestant Board of School Commissioners, and Dr. MacVicar made a few congratulatory remarks. Several members of the Montreal Microscopic Club were present, who were most courteous and assiduous in their attentions to all, and contributed greatly to the pleasure of the evening. An electrical apparatus from Bishop's College, under the direction of Mr. F. C. Henshaw, also afforded much entertainment. During intermission refreshments were served, and about half-past eleven the playing of the National Anthem brought a very enjoyable evening to a close.

—The Rev. Mr. Windsor lately delivered a lecture on India, in the Model School of Sorel, which was largely attended. As the *News* says:—In narrating his "trip," Mr. Windsor took his hearers from the starting point, England, and after depicting in a graphic and luminous manner the minor miseries of a sea voyage, some adventures which befel him, and the general characteristics of the usual travellers on that route, of both sexes, he landed them on the shore at Bombay. Thence, with a digression to give a glowing description of the wonderful tomb at Agra, the "Taj-Mahal," he took them direct to Lucknow, and, in describing it, entered into reminiscences of the dreadful Indian mutiny. Here he, in eloquent terms, paid a fitting tribute to the memory of the heroic defenders of the place, and claimed for the female members of the beleaguered garrison their due share of the glory. He finished his brilliant and impressive address in fervid language, embodying the idea that a country with such defenders cannot be said to be in its decline, and that it need have no fear of any assailants.

—The National Teachers' Association of America will convene next July in the city of Chicago. There is no doubt that the largest assemblage of teachers that was ever held on the American continent will take place on this occasion. Chicago presents so many attractions, that this of itself would be sufficient to attract immense multitudes. The location, so near the educational centre of the United States, and the convenience of access from all sections of this great land, make Chicago peculiarly adapted for a national convention. Many persons, not only teachers, but friends of education in general, will, no doubt, embrace the opportunity presented by this meeting of visiting Chicago.

---

### Literature and Science.

---

—Mrs. Henry Wood, the popular novelist, died at her residence at St. John's Wood-park, on the 10th inst., from bronchitis. Mrs. Wood, whose maiden name was Helen Price, was born at Worcester, where her father was engaged in the glove trade. Her first effort in literature appeared in *Bentley's Miscellany*. In 1860, with "Danesbury House," she gained the prize of £100 offered for a temperance story by the Scottish Temperance League, and in the following year "East Lynne" appeared and quickly became popular. It was translated into many languages and numerous dramatic versions have been presented on the stage, though the author received no pecuniary benefit from the latter, owing to the defective state of the copyright law. Mrs. Wood also wrote "The Channings," "Mrs. Halliburton's Troubles," "Lord Oakburn's Daughters," "Oswald Gray," and nearly thirty other novels, one of which is now appearing in *The Argosy*, a magazine established by her in 1867. It is understood that she has left one or more complete stories amongst her papers. Of late years, Mrs. Wood lived in great seclusion, owing to failing health, but her pen was as active as ever.

—The French Minister for Public Instruction has nominated a Commission, under the presidency of M. Bertrand, the Secretary of the Académie des Sciences, which will award a prize of 50,000 francs (£2,000) to the inventor of a cheap method for the application of electricity to the purposes either of heating or lighting, chemical or mechanical force, telegraphy, or the treatment of the sick.

—Mr. Max Muller's profound dejection, occasioned by the death of his daughter, is causing serious anxiety to the friends whose intimacy gives them a close insight into his exceptionally emotional nature. He has a strange longing to abandon all the pursuits which have hitherto engrossed him, and to bury himself in obscurity in the dreariest of all German towns, Dessau, which is his native place.

—The tendency of American newspapers to take unwarrantable liberties with certain nouns is one of the most unsatisfactory features of contemporary journalism. To turn a defenceless noun into an aggressive verb is an act as lawless as it is unpunishable. When a reporter asserts that "John Smith suicided" he makes his meaning clear, but he shocks the nerves of those conservatives who base their English on dictionary precedent. "Interview" used as a verb is another outcome of journalistic independence. But even the two words cited are by no means the most striking illustrations of the tendency referred to. A Western paper says that one of its subscribers "Thanksgavo" at home. Shades of Noah Webster, what a word! It is on a par with another provincialism which sometimes shocks the nerves in such a sentence as the following:—"James X.— and his brother Sundayed in town." The list of these vagabond verbs might be indefinitely extended, but the above will suffice. It seems to be a characteristic of some people to take the shortest road to the goal of their desires. The process of turning nouns into verbs is one of the most effective methods of making one word serve the purpose of two or three. But is elegance to be sacrificed for so petty an object?—*Ex.*

—According to the London correspondent of the *Manchester Weekly Times*, a singular attempt was recently made at Clapham to revive the old miracle plays, which led to such abuses in the era before the Reformation. It was a watch-night service. "There was a long series of scenes or tableaux representing the Fall of Man, the Expulsion from the Garden of Eden, various scenes from the Scripture history prefiguring the Advent, the Birth of the Saviour, and the Adoration of the Magi. The various characters, angels included, were represented by members of the congregation, who were gorgeously dressed."

—The true education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind—power of thought, affection, will, and outward action; power to observe the reason, to judge, to contrive; power to adopt good ends firmly and to pursue them efficiently; power to govern ourselves and to influence others; power to gain and spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labor to inspire a profound love of truth, and to teach the process of investigation.—*Channing.*

—It may not be known to some what causes the different colours of bricks. The red colour of brick is due to the iron contained in the clay. In the process of burning, the iron compounds are changed from the ferrous to the ferric condition and rendered anhydrous, thus developing the colour. Certain clays—like those in the vicinity of Milwaukee, for instance—contain little or no iron, and the bricks made from them are light or cream-coloured.

—The *New York Critic* indulged lately in a tirade against the daily

press of America, and, among the severe things the article contained, is the following, aimed undoubtedly at some of our English contemporaries: "Only a short time ago, no [American] newspaper, with the slightest pretence to respectability, would have dared to print a line of the impurity, with which, in these later days, whole pages are defiled. The editors have even crossed the sea in search of abominations greater than any yet exposed in our own courts of justice, and have published the details here, poisoning the moral atmosphere of the whole country. Many a wretch has been sent to gaol for selling literature no more filthy and far less dangerous. The motive in both cases is the same—the greed of money."

— Is Jupiter Red Hot? A member of the Royal society of Tasmania finds that, as compared with Mars, Jupiter's surface brightness is twenty-two times as great as it ought to be if all its light is reflected sunshine; and as compared with the moon, about thirteen times. That the brilliancy was remarkable has long been known, and the theory of this observer that the giant planet of our system has not yet so cooled as to cease to be self-luminous is by no means new. A more generally accepted explanation however, is that Jupiter is covered with a very highly reflective material which absorbs much less solar light than Mars and the moon.

## Practical Hints and Examination Papers.

[I am glad to be able to point to two Canadian reprints of the *Deserted Village* by Gage & Co., who are among our most enterprising publishers. The first is a reprint of an English edition by McLeod, with useful notes and examples of analysis; the second is edited by J. Millar, B.A., an Ontario teacher, and contains a very useful introduction treating of poetical form and of figures of speech, a life of the author and a disquisition on his literary standing, all of which will be found interesting. There are also judicious notes at the end. These little books may be got very cheaply, and will well repay perusal.]

### QUESTIONS ON GOLDSMITH'S DESERTED VILLAGE.

#### *Construction.*

1. Show the character, connection and arrangement of the propositions principal and subordinate of the periods, lines 1 to 8, 57 to 62, 159 to 162, 211 to 216 and 417 to 430.
2. Analyse each proposition from line 385 to line 394 inclusive.
3. Parse "Village," line 40, "many a year elapsed" line 79, "to view" line 197, "not so the loss" line 275, "methinks" line 396.
4. Parse each word in lines 163 to 170 inclusive.
5. Criticize the grammar of lines 92, 93, 94, 112 and 218.

6. How do you account for the poet's saying "an hare," line 93, and "an happy land," line 268, Vide the author's editions.

7. After using "those" in lines 69, 70 and 71, why does the author change to "these" in line 73? Find in the poem another instance of the same construction.

8. Write in prose order lines 327 to 336 inclusive. Do you observe in the poem any favourite hyperbaton?

9. Fill in the ellipses in lines 61, 186, 198, 253, 254 and 309.

10. Criticise the construction in lines 25 and 26, 88, 138, 341 to 343, and 371 and 372.

11. Account for the punctuation in lines 287 to 302.

12. Some editions place a comma before, and others after, "all" in line 285. What difference in meaning is indicated?

13. Would it be an improvement to remove the semicolon from line 331, or to remove the comma from the middle to the end of line 299? Give reasons for your answers.

For the best method of analysis to show peculiarities of construction, see the September and October numbers of the Educational Journal for 1885.

There is not a more delightful employment for young hands, whether in or out of school, than making pictures, by pinning a paper over a colored print, and holding it against a window pane. Then using a box of water colors, we spent many pleasant hours in painting the picture. And, looking back, to-day, over almost a half a century, that lies between, memory recalls but few happier and, withal, more useful hours of life than those were.

— The custom of having a recess, in which the pupils go out of the building, get tired, soil their clothes, fall into disputes and contentions and lose their interest in their studies, is but a *custom*. No small number of teachers have no such recess, considering it a damage to the school. The plan is to have, say, six recitations in the forenoon, and a rest at the end of each. During this rest the windows are opened for fresh air; the pupils ask questions of the teacher; whisper to their neighbors (if they wish); move about the room, if any need to, or go out, as they do so putting their names on a book. If there is too much noise, a pencil-tap is heard from the teacher's desk; two taps brings all to their seats, and business is resumed.

— At the New York Stationers' dinner the other night Mark Twain made a speech into which he introduced some extracts from a series of articles to appear in the *Century* magazine. They are entitled "English as She is Taught;" and are made up from the note-book of a public school teacher not many miles from New York, who has preserved all the amusing mistakes her pupils have made during the past few years. Mr. Clemens said:—"Here are some of the answers to words they were asked to define, auriferous—pertaining to an crifice,' ammonia—the

food of the gods,' 'equestrian—one who asks questions,' 'parasite—a kind of umbrella,' 'Ipecac—a man who likes a good dinner.' Here is an innocent deliverance of a zoological kind: 'There are a great many donkeys in the theological gardens.' Here, also, is a definition which really isn't very bad in its way; 'Demagogue, a vessel containing beer and other liquids.' Here, too, is a sample of a boy's composition on girls, which, I must say, I rather like: 'Girls are very stuck up and dignified in their manner and behaveyour. They make fun of boys, and then turn round and love them. I don't belave they ever killed a cat or anything. They look out every nite and say, 'Oh, a'nt the moon lovely!' Thir is one thing I have not told, and that is, they always now their lessons bettern boys."

---

## Correspondence.

---

*Enquirer*—It is impossible to say what the issue of the contest will be. As you may see from our editorial and the manifesto of the Protestant Committee, the whole question assumes a serious aspect, and one which can only be decided in favour of our present course of study by the forbearance of prejudice or by an appeal to constitutional authority. Teachers everywhere have been forced to give the subject their most careful consideration, on account of the diversity in their respective curricula.

*Postage Stamp*.—We agree with you that the criterion is a very doubtful one. A school board that would select a teacher because his selection would save them three cents in postage, is a little too penurious to be entrusted with very important interests. Yet we have Commissioners who, on occasion, will recommend the reduction of a poor, underpaid teacher's salary, merely on economical grounds. The official's conduct you misconstrue. He could not help himself, as foolscap is the regulation size of paper.

*N. T. T.*—The works you refer to can be had from the publishing firm of A. S. Barnes & Co., New York and Chicago. The matter about the new school building will no doubt be amicably settled, though a little extra expense at the beginning is seldom lost. It is a pity we cannot get the ratepayers to admire the outward appearance of a school building until after it is paid for.

*B. M.*—You are right, and we venture to make an extract from your interesting letter. Our correspondent says:—"I have seen young lads very expert in Euclid, and in after life forget all about it. These at one time had the *form* of Geometry, but not the power thereof. Methinks if the teacher took his young beginners for a pleasure trip over the Geometry field, and showed them by Arithmetic the truths of many beautiful propositions in connection with the study, before rushing them into rigorous

demonstrations, he would awaken a more lively interest on the part of the pupils, and thus lead pleasantly to the strengthening and developing of their reasoning and inventive powers. For instance, Euclid's proof that the three angles of every triangle are equal to two right angles, is a rigorous demonstration, but many a young student would be more forcibly impressed with this geometric fact if presented thus :—

“Make a triangle on paper. Cut it out with a knife. Then cut the corners off and place them in such a way as to produce a straight line, when it may be easily seen that the angles on one side of this line are together equal to two right angles. Or produce the sides of any triangle through the vertex, and draw through the vertex a line parallel to the base, then the angles marked on the upper side of this line are equal to two right angles, and are also equal to the three angles of the triangle.”

---

### Books Received and Reviewed.

---

OUR EXCHANGES.—*Kosmos*, an eclectic monthly journal of Nature, Science and Art, published in San Francisco by the Kosmos Publishing Co., and edited by C. Mitchell Grant, F.R.G.S., is a periodical rich in contents and one which we place with pleasure on our list. The *Swiss Cross* sustains the expectation formed from its first appearance. Its articles are well written, and some notion may be formed of the general character of the work from an enumeration of its contents for April. W. Whiteman Bailey has an article on “Many Idle Needs,” and Mark W. Harrington one on the “Great Nebula in Andromeda.” T. H. McBride gives a second article on Palissy, the Potter Scientist, while “Early Man in America” continues to engage the attention of H. T. Cresson. The chapter on photography is specially interesting this month. *Education* for March contains a translation from the French of M. Felix Pecault, by Marion Talbot, A.M., entitled “Poetry in Education,” and has also an attractive article on “English Grammar,” viewed on all sides, by Prof. Edward A. Allen. This periodical, with its complement, *Common School Education*, ought to be in the hands of every progressive teacher. Address the editor, Dr William R. Mowray, 50, Brownfield street, Boston. *Treasure Trove* is an excellent paper for the young folks. Its departments are ripe with entertaining and practical ideas. Published by Kellog & Co., New York. We notice in a copy of the *Home Journal* which has been sent to us, an excellent biographical sketch of Duncan MacGregor Crerar, the Scottish poet.

POETRY AS A FINE ART, by Charles E. Moyses, B.A., Professor of English Literature in McGill University. This little volume has happily fallen into our hands through the Dawsons, of Montreal. If copies are to be had, we would recommend it to our readers as an exceedingly pleasant introduction to the discussion of what poetry is and what it is not. The writer, at first, examines the principle laid down by Aristotle, that poetry

is a mimetic or imitative art, and afterwards leads the reader to establish a definition of his own, by illustrations from the works of Wordsworth, Keats, and Scott. The essay, which was published in England, deserves to be better known than it is, giving, as it does, a guarantee of that ability with which the author maintains his high *status* as a professor in one of the most important educational institutions on the continent.

NARRATIVE AND CRITICAL HISTORY OF AMERICA, edited by Justin Windsor, Librarian of Harvard University, and published by Houghton, Mifflin & Co., Boston and New York. The fourth volume of this exhaustive work has just been published, and it forms, perhaps, the most attractive of all the volumes yet issued. To Canadian readers it possesses a special interest, inasmuch as it contains articles on early Canadian history, with maps and illustrations. The limited space at our command forbids us to describe each chapter minutely. There is one, however, which we cannot pass over without careful study, namely, the chapter on Frontenac and his Times, written by Dr. George Stewart, one of our most distinguished *litterateurs* in Canada. In this article, Dr. Stewart, though limited by the space allotted to him, is seen at his best. The introduction is concise and clear, with every statement evidently verified by the most careful research, and as the story of Frontenac's bitter experiences and impatient ambitions in New France crowd within the author's dignified and yet simple narrative, the student's interest grows and intensifies, as if he were, for the moment, under the fascination of an historical romance. The article, which really needs no artist's pencil to make it attractive, is beautifully illustrated with wood-cuts, while the appendix and bibliographical details give further evidence of the industry of the writer, in collecting his materials. The whole work, in which Dr. Stewart's article appears, is one of the great publishing enterprises of the period, and when finished, will form in itself almost a complete library of American history.

INTRODUCTION TO PSYCHOLOGICAL THEORY, by Borden P. Bowne, Professor of Philosophy in Boston University, and published by Harper & Bros., New York. The appearance of this volume is well-timed. The attempt to explain psychological principles by a reference to physiological facts, has proved a failure. It is not necessary, as Professor Bowne says, to psychological insight, to make an anthology of madhouse and hospital stories. Such a procedure has about the same relation to psychology that the various books of wonders, or the brilliant experiments of the popular lecturer have to physical science. If the author has an impatience with the quackery of vivisection, he keeps it well in check throughout his present volume. Even where he deals with materialism and identifies its later phases with the hylozoism of the Greeks, he makes sure of the keen edge of his logic to identify the facts rather than to verify the theories. It is reported that when Rabbi Jacobs left the residence of Henry Ward Beecher, an hour or so before the death of the distinguished preacher, he was heard to remark:—"The man dying in that house yonder cannot be

recognized as the great preacher: he is truly and simply a mere breathing machine." In such a concrete enunciation of the relationship between soul and body, may be seen the thesis which Professor Bowne has made his in the volume just issued. No fact in connection with mental phenomena does he attempt to keep back, in order to bring into favour a pet theory. His book, though in some sense it may be taken as companion volume with Dr. Calderwood's work on the Mind and Brain, has nothing about it of the "explaining away process." He shirks no difficulty; and when the facts lead him to a point in his argument where there is no explanation, he frankly confesses the failure of this or that theory. The book is written in the author's clear and incisive style, and is free from that monotony which so often breaks the purpose of the ordinary student to read to the end a work on mental science.

MANUAL TRAINING, by Charles H. Ham. Published by Harper and Brothers, New York. This book is the history of a movement on the part of some of the merchants of Chicago, to establish a school for boys, in which the industrial arts would be taught *practically*. With this book in hand, an excellent paper could be prepared on the subject of technical education. The author has great faith in the success of the experiment, and his enthusiasm is that of all great educational reformers who are sometimes too ready to exclude the good in what is by the good in what might be. No more interesting work could be placed in the hands of our teachers for desultory reading, than that of Mr. Ham. The principles of the new education are so illustrated by him, that the teacher cannot fail to be interested in the information he has collected, and thus arrive, in the most natural way, at some definite understanding as to what the new education is. There are no less than fifteen wood-cuts of the Chicago Manual Training School, which makes the work all the more valuable.

THE BARCAROLLE, by Caswell & Ryan. Published by Ginn & Company, Boston. This is a fine collection of part songs, from which the teacher can make suitable selections. The book could even be placed in the hands of pupils with profit to the whole school. On the subject of Music, Mr. J. B. Nye expresses himself thus:—"Teachers! those of you who have not yet tried the delightful practice in opening and closing your schools with one or two familiar songs, please try the experiment at once, as I feel confident, from my experience as a teacher, that it will pay you in many respects. I even use the organ in the school-room to accompany the sweet young voices. Indeed, we all feel at home here—harmony and happiness throughout the whole school." With such a book as the Barcarolle, Mr. Nye's suggestion would lead to success.

D. C. HEATH & Co., Boston, will publish, May 1st, "*The Earth in Space; a Manual of Astronomical Geography*," by Edward P. Jackson, A. M., instructor in Physical Science, Boston Latin School.

GINN & Co., Boston, are bringing out the "*Adelphi*" of Terence, with stage directions, by Henry Preble, Instructor in Latin in Harvard College. The book will appear in April next.

## Official Department.

### DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 30th March, 1887.

Which day a special meeting of the Protestant Committee of the C. P. I. was held, upon the call of the Chairman, to consider the report of the Sub-committee on the relation of Protestant Universities and Superior Schools to the Professions and Professional Examinations and for other business.

PRESENT:—The Right Rev. James Williams, D.D., in the chair; The Rev. Dr. Cook; R. W. Heneker, Esq., D.C.L.; The Rev. Dr. Matthews; E. J. Hemming, Esq., D.C.L.; The Hon. James Ferrier; The Rev. George Weir, L.L.D.

Letters were read from Sir. William Dawson, the Rev. Cannon Norman, G. L. Masten, Esq., and the Hon. Mr. Justice Church regretting their inability to be present.

The Secretary read the notice upon which this special meeting was called, and also the following circular letter which had been addressed to the Protestant Members of the Provincial Legislature:—

QUEBEC, 26th, March, 1887.

Sir,—I am directed by the Chairman of the Protestant Committee of the Council of Public Instruction to inform you. (1) That it is the desire of the Committee to confer with the Protestant members of the Provincial Legislature, respecting legislation which is desired in reference to the relation of Protestant Universities and Superior Schools to the Professions and Professional Examinations. (2) That a special meeting of the Committee has been called for Wednesday, the 30th inst., at the Council Room, Department of Public Instruction, Quebec. (3) That the conference with the members of the Legislature will take place at eleven o'clock a.m., on that day, at which you are specially requested to be present.

ELSON I. REXFORD,

*Secretary of Prot. Com.*

In the absence of the Convener, The Hon. Mr. Justice Church, Dr. Heneker presented the following report of the sub-committee:—

To the Protestant Committee of the Council of Public Instruction.

*Report of Sub-committee on the relation of the Protestant Universities and Protestant Superior Schools to the Professions and Professional Examinations:—*

Complaint is made that the Bar Act of the last session has infringed on the rights and privileges of the Protestant minority in this Province, as regards education. By that Act, both the general system of education, regulated by the Protestant Committee of the Council of Public Instruction, and the general Course of Study followed in the Protestant Universities, (McGill College and Bishop's College,) as well as the Special Law Course of these Institutions, have been interfered with, and are now endangered.

In order to attain to a clear understanding of the question raised, it will be as well to consider:—

1. What are the rights and privileges secured to the Protestant minority by the Confederation Act (The British North American Act, 1867)?

2. In what respects have these rights and privileges been infringed upon or set aside?

The following extract from the Confederation Act gives in full the clauses referring to education:—

“Sec. 93. In and for each Province, the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:—

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools, which any class of persons have, by law, in the Province at the Union.

2. All the powers, privileges and duties of the Union, by law conferred and imposed in Upper Canada on the separate schools and school trustees of the Queen's Roman Catholic subjects, shall be and the same are hereby extended to the dissentient schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

3. Where in any Province a system of separate or dissentient schools exists by law at the Union, or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor-General in Council from any act or decision of any Provincial Authority affecting any right or privilege of the Protestant or Roman Catholic Minority of the Queen's subjects in relation to education.

4. In case any such Provincial law, as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section, is not made, or in case any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section, and of any decision of the Governor-General in Council under this section.”

It is clear from these provisions that the differences known to exist in the several Provinces on the subject of education were recognized, and that while granting power to each Province to make its own laws in relation to education, the rights of Minorities were to be respected and maintained.

Clause 1 guards denominational schools established in the Province at the Union.

Clause 2 provides that the powers, privileges and duties conferred and imposed at the Union in Upper Canada on Roman Catholics, shall be and are extended to dissentient schools, Roman Catholic or Protestant, in Quebec.

Clauses 3 and 4 give the right of appeal to the Governor-General,

and power to make remedial laws to the Parliament of Canada in case of need.

Now under Clause 1, the Universities must be classed

1. Bishop's College is an Institution founded and governed by the Church of England in Canada.

2. McGill College is essentially Protestant.

3. Laval is essentially a Roman Catholic Institution.

Therefore no law should be or ought to have been passed, likely to affect prejudicially the rights or privileges of any of these Institutions.

Selecting in the first instance, the Bar, as a profession which has obtained special powers from the Legislature, let us examine its position at the Union, in relation to Education.

The Bar Act of 1866, 29-30 Vict., cap 27, was in force at the time of Confederation. Referring to that portion of this Act regulating Examinations and Admission to Study and Practice we find that:—

Sec. 26 prescribes that every *Council of a Section* may make By-laws to regulate the Examination for admission to the study and the practice of the profession of an Advocate.....

Three or five members of the Bar, who shall have practised more than five years as Advocates, were to be appointed as Committee to examine Candidates.

The requirements for practice (Vide Sec. 2, § I.)

“That he has studied regularly and without interruption under a Notarial agreement as a Clerk and Student with a practising Advocate during four consecutive years; or three consecutive years, if he has followed a regular and complete Course of Law in a University or Incorporated College, in which such Course of Law is established, which Course of Law shall be subject to the provisions hereinafter contained; and that he has taken a *Degree in Law* in such University or Incorporated College; and such Course of Law may be followed at the same time that the student is serving his time of study under articles.”

2. “The *Governor* from time to time may require of all Universities or Incorporated Colleges claiming to have established therein such a Course of Law, a *Report fully shewing the detailed requirements of such Course*, and by Order in Council he may declare his approval thereof if the same are deemed sufficient; or he may prescribe such other and further requirements as may be deemed fit; and no diploma or degree in Law shall avail under this Section unless granted in conformity with the requirements of such Order in Council.”

Such were the Bar regulations at the time of Confederation. After Confederation, the Bar Act was amended in 1869.

32 Vict., Cap. 27 Sec. 18 of this Act, is interesting as defining the meaning of “Liberal Education.” It reads as follows—

The Liberal Education required for admission to the study of the Law shall include a Complete Course of Classical study, viz:—

“Latin rudiments, Syntax, Method, Versification, Belles-lettres

Rhetoric and Philosophy inclusive, or any other Complete Course of Classical study taught in Incorporated Colleges, Seminaries or Universities." No change or attempt to change the Status of Protestants in the rights and privileges of the Universities was made under this Act.

In 1881 the Bar Acts were Consolidated and changes of importance were then made. Under section 33 of this Act the *General Council of the Bar* is substituted for the Council of a Section in the control of the Examination and qualifications of Candidates for Admission to the Study of Law, and by section 43 it is provided that in addition to the Liberal Education hitherto deemed sufficient the Candidate "must pass a written and oral examination" on the subjects indicated in a programme printed and published under their (the Examiners,) supervision or that of the Council.

These changes seem to your Sub-committee a *direct infringement* of the rights and privileges of the Protestant minority, as will be explained below.

Lastly we come to the Bar Act of 1886—the Act of last Session—49-50 Vict., Cap. 34. By this Act, further aggressive action is taken in favor of the General Council. Vide Sec. 41 and following.

We find that under Sec. 49, the *General Council* is substituted for the *Lieutenant Governor* in the powers before that time given to the latter to inquire into and when needed to prescribe the Law Course of the Universities. The General Council may from time to time determine the subjects which shall be studied and the number of lectures which shall be followed in each subject to constitute a regular Law Course.

And further the curriculum so established shall not be altered, except by a *two thirds vote* of the members of the General Council and the degree in Law, as well as the Law Course, shall avail only in so far as the prescribed curriculum has been effectually followed by the University or College.

There is also a lengthening of the period of Clerkship even to the holder of a degree under the above conditions, instead of a *three years* Course, he is made to serve *four years* with a practising Advocate.

Thus far your Sub-Committee have dealt with the case of the Bar, but they regret to say that they are led to believe, on what they deem high authority, that the Medical Profession is also about to seek legislative powers so as to introduce changes into the Medical Act which tend in the same direction as those complained of in the Bar Act of last session.

The cases of the two professions are not absolutely identical, for on the governing body of the Medical Profession, the Universities are represented. Vide 40 Vict., Cap. 26, Sec. 4 and 42-43 Vict., Cap. 37, Sec. 4, which is not the case with the Bar. As however no Medical Bill has yet—so far as your Sub-Committee is aware—been prepared, it is, of course, impossible to know the exact nature and extent of the powers to be asked for, but your Sub-Committee have reason to believe that the present system of Examinations for the degrees in Medicine and Sur-

gery which take place in the presence of Assessors and qualify candidates for the license to practice as well as for the degree of C. M. M. D. (Vide 42-43 Vict., Cap. 32, Sec. 13,) is to be changed and the University degrees are to be henceforth treated as purely honorary, the license to practice being given only after a separate and purely professional examination.

Your Sub-Committee would see no objections to this, if there were a general *Medical Examining Board for the whole Dominion*, on which the Universities could be represented, so that the University degrees in Medicine and Surgery, as well as the License to practice, would follow the results of this Examination. In this way, the tone and status of the profession would be raised, and the C. M. M. D. of Canada would rank with any like degree in the world.

But failing this broader view of the question, your Sub-Committee see no advantage in the change from the present system. As to the examination for Admission to Study, it is purely a general Educational question, not a technical one, and your Sub-Committee deprecate any interference on the part of professional bodies in the matter of General Education as followed in Protestant Schools under the control of the Protestant Committee. All that any professional body is entitled to claim is that Candidates for Study should be proved to have had a Liberal Education. It must be clear to every thinking mind that privileges conferred upon members of a profession in their Corporate capacity are so conferred in the interests of the public. They are not for the private benefit of the members of such profession. The Legal, the Medical and other professions are, no doubt, very important bodies, to whom are committed the fortunes and lives of the citizens generally, and special obligations as well as great privileges are imposed and conferred on them for the public benefit. It is therefore a matter in which the general public are concerned that due care should be exercised as to the admission of Candidates both to the study and practice of these professions. But that these professional bodies should become *Close Corporations* with power to bar the doors against all but persons whose Liberal Education has been carried on only after the programme of each profession, is a monstrous evil which needs only to be mentioned to be condemned.

So long as the Lieutenant-Governor in Council—the Head of the State—exercised a power on behalf of the citizens at large, all was well, more especially as it was understood that there would be no interference, except in case of some acknowledged abuse, but to transfer this power to a professional body, which, by its very nature and constitution, must be considered one-sided and partial, is on the face of it open to very serious objection.

The danger lies in the fact that the proportion of Protestants to Roman Catholics in this Province is only as one to six, and by the Constitution of the General Council of the Bar, that body will have a large number of its members, perhaps all, Roman Catholics.

There was a certain amount of danger when the control lay with the Councils of Sections, but as in Protestant districts there was a tolerable certainty of Protestant representation in the Council, there was nothing serious in this danger.

But the programme of the General Council ignores Protestant Education altogether by the introduction of subjects extraneous to the system.

They put aside the well known fact that so diverse are the systems of Roman Catholics and Protestants, that two Committees of the Council of Public Instruction exist.

The provisions—quoted above—made at the time of Confederation, recognize this divergence, and guard the rights of Minorities, whether Roman Catholic or Protestant.

Your Sub-Committee can come to no other conclusion than the following:—

1. That the attention of the Government be formally called to the serious disadvantages from which the Protestant population of this Province are now suffering, through the operation of the Bar Act of last session, which in many of its clauses infringes on their rights and privileges.

2. That a demand be made for the abrogation of the objectionable clauses of the said Act.

3. That in order to guard against a recurrence of the evil complained of, the Legislature be requested to make provision for the appointment of two Examining Boards for the examination of Candidates seeking to enter on the study of all or any of the professions.

4. That one of such Examining Boards be Roman Catholic, the other Protestant, and that each Board be appointed by its own proper Committee of the Council of Public Instruction.

5. That the Arts degrees of the Universities be recognized, as entitling the holders of such degrees, to enter on the study of any profession without preliminary examination, on the ground that these degrees constitute in themselves the best possible evidence of a Liberal Education.

6. That no interference in the curriculum of study of any Faculty of any University by any professional body be allowed, but that the principle of the law, giving power to the Lieutenant-Governor to inquire into, and if needs be, prescribe the Course of Study, be restored, it being taken for granted that due care would always be shown in instituting such inquiry.

That no privilege be granted to any University not shared by the others now existing in this Province, or which may tend to the disadvantage of any one of such Institutions.

All which is respectfully submitted.

Dr. Heneker then submitted for the information of the Committee the petition to the Honorable the Legislative Assembly of the Province of Quebec, from the University of Bishop's College, Lennoxville, concerning subject under consideration of the Committee.

In the absence of Sir William Dawson, the Secretary read for the information of the Committee a similar petition to the Hon. the Legislative Assembly from the University of McGill College. Dr. Heneker also presented certain Resolutions from the Law Faculty of Bishop's College and St. Francis Section of the Council of the Bar.

In accordance with the foregoing notice, the Conference with the Protestant members of the Provincial Legislature was held at 11 o'clock. There were present the following members of the Legislature:—

The Hon D. A. Ross,—Member Executive Council.

Members of the Legislative Council.—The Hon. James Ferrier; The Hon. Thomas Wood; The Hon. George Bryson; The Hon. F. E. Gilman.

Members of Legislative Assembly.—The Hon. J. G. Robertson, The Hon. W. W. Lynch; E. E. Spencer Esq.; William Owens Esq.; John McIntosh Esq.; A. S. Johnston Esq.; J. S. Hall Esq.; Ozro Baldwin, Esq.

The Chairman explained the object of the Conference and called upon the secretary to read, for the information of the Members of the Legislature, the memorials from the two Universities. Dr. Heneker then read the report of the Sub-committee on the Relation of Protestant Universities and Superior Schools to the Professions and Professional Examinations, and gave necessary explanations concerning the same. A discussion followed, in which the Hon. W. W. Lynch, Hon. D. A. Ross, E. J. Hemming Esq., Hon. F. E. Gilman, Rev. Dr. Cook, Hon. James Ferrier and Hon. J. G. Robertson, took part, after which the conference closed.

The Chairman reported that the Sub-committee had an interview with the Premier of the Province, and submitted to him the memorandum prepared concerning Protestant Universities and Professional Examinations.

On motion of Dr. Hemming, seconded by Dr. Matthews, it was

*Resolved*,—That the report of the Sub-committee named to consider the relation of Protestant Universities and Protestant Superior Schools to the Professions and Professional Examinations be adopted with the exception of that portion which may be supposed to raise the question of the constitutionality of section 49 of Act 49-50 Vict., Chap. 34, being an Act respecting the Bar of the Province of Quebec, which in the opinion of this Committee requires further consideration.

And with the aforesaid reserve that the said report be placed in the hands of the Premier of this Province.

And, in addition thereto, that the Secretary of the Committee be requested to draw up a statement setting forth the extent to which the Course of Study now followed in the Protestant Schools in this Province is affected by the provisions of said section.

There being no further business the meeting then adjourned.

(Signed)

ELSON I. REXFORD,

*Secretary.*