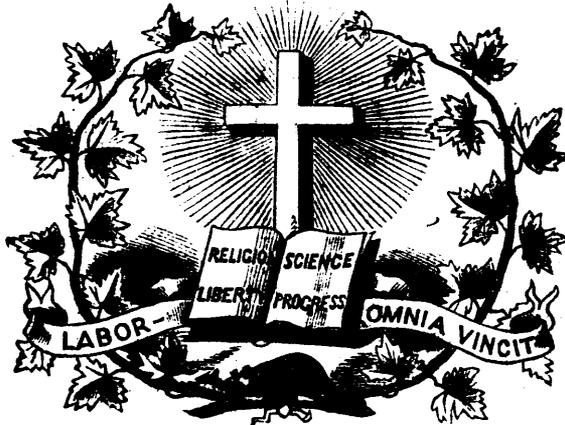


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## TABLE OF CONTENTS

Address of Professor Hodgson, President of the Educational Section of the Social Science Congress, England	181	ment of School Commissioners and School Trustees Diplomas Granted by Board of Examiners.....	192
Annual Convention of the Provincial Association of Protestant Teachers, Province of Quebec.....	185	EDITORIAL: Report of the Minister of Public Instruction for the Province of Quebec for the Year 1872 and part of 1873.....	193
Systematic Training of Teachers in the Science and Art of their Profession.....	191	Miscellaneous.....	195
OFFICIAL NOTICES: Appointment of School Commissioners and School Trustees Diplomas Granted by Board of Examiners.....		Meteorology.....	196
		Advertisements.....	196

### Address of Professor Hodgson, President of the Educational Section of the Social Science Congress, England.

(Concluded from last.)

#### Technical Education.

Having said so much in censure of the ordinary tendency to narrow education according to the social rank of the pupils, and in assertion of the essential unity of all true education, in spite of social inequalities, I may be, and indeed must be, very brief in dealing with the other two grounds of restriction before mentioned, viz., professional calling and sex. The profession, viewed apart from distinctions in rank, suggests what is commonly called "technical education;" and if I am right in the principles laid down at the outset, it is plain that technical instruction, however useful it may be—and its utility is not disputed—ought to be at best only the sequel of a wide general culture. The man must take precedence alike of the lawyer and the mason, and the special training will be all the more effective, especially in times of rapid progress like our own, the more it rests on a broad educational basis.

#### Education of Women.

As to sex, after the papers and discussions of yesterday, I am relieved from the necessity of saying much. It may be observed, however, that the restrictions which some would impose on the education of women are closely

akin to those which a false estimate of special training would impose on the members of different professions. In this way, a woman's specialty, and so to speak her profession, is wifedom and maternity; and all that does not bear on that special profession is (we are told) a superfluity, if not a mischief. Now, it has been replied over again, 1st, That all women do not, and cannot, adopt this profession, that their adopting it does not depend upon themselves, but only their not adopting it; 2nd, that intellectual culture and moral training are even to the wife and mother of unspeakable advantage, and through her to her husband, her children, her household, and her friends. But further, if instruction in each case is to be restricted to the most pressing requirements of a special calling, and if the so called sphere of woman is to be used to justify the narrowing of her education, we are surely entitled to expect that the instruction, so narrowed, will be directed in due relation to that sphere. We should expect, therefore, to find that all women, without exception, are early and duly trained in household duties, in domestic economy, in cookery, in book-keeping, in mental arithmetic, in the sewing and cutting of garments, in the management of children, at least of their bodies, if that of their minds, be too exalted a task for women, in the laws of health, and much besides that the profession of wife and mother urgently requires. You know how little this programme tallies with the actual so called education of women and their actual so-called accomplishment. Let us be at least consistent. If buttons are the true antithesis to botany, mutton-chops the alternative to mathematics, so be it; let us choose accordingly. It has been well remarked:—"Dr. Samuel Johnson used to say that a man would rather that his wife should be able to cook a good dinner than read Greek. He does not seem to have anticipated a time when a woman would learn to do both. Very true; but what shall we say of women who are equally and utterly unable to do either? It is recorded of a great mediæval scholar that when he was asked why he did not take holy orders, he answered, "That I may be free to marry," and then when asked why he did not marry, replied, "That I may be free to take holy orders." In a somewhat similar way, women are denied the higher culture, lest, as we are told, they

should miss the lower. But why they are denied the lower too, is a mystery which I must leave for solution to those who insist that women should remain just such as antiquated prejudice and effete conventionalism have ordained that they shall be.

Having at some length, though still most inadequately, contended that no differences of rank, or calling, or sex, justify any *à priori* restrictions on the essentials of education, which are in all cases the same amidst many differences of detail and of application, I have left myself little time even to hint at any of the recent signs of educational progress to which I alluded at the outset.

“Classical” Instruction.

The higher estimate of physical science, whether of observation, or of experiment, or of calculation, the better appreciation of language in general, and of the modern languages in particular, and especially of our own mother tongue, not merely in their so-called practical bearings, but as educational agencies and means, have induced a more rational estimate of the rightful place of the classical languages in education, and more philosophical and comprehensive methods of teaching them. The monopoly which they so long maintained is fast passing away, though it will still be long before they descend to their true and ultimate level. Lord Lyttelton, one of our most accomplished scholars, has thus spoken from the very place which I now less worthily occupy:—

“With respect to classical teaching, or at least the teaching of Latin, I must say for myself that I am content to rest the argument for it on somewhat narrower ground than is often taken. I fully admit the force of the direct considerations in favour of classical knowledge from the immortal beauty and the far-reaching importance of the literature to which it gives access. Still I must admit that when I consider the actual condition of literature as it is, and contrasted with former times—the immensity, the excellence, the value for culture, the practical utility of the literature of the last four centuries—to how great an extent, though no doubt far from completely, the benefits themselves of the classical learning may be attained through the modern languages—and when I consider the conditions of modern society, the multiplied demands on our time, the absolute need of much knowledge and information apart from the old learning, and to many, of the early acquisition of practical and business habits apart from books altogether—I cannot bring myself to the conclusion that in a literary and instructional view, the knowledge of Greek or even of Latin alone is indispensable to the higher classes, still more to those below them.”

Compare with this passage what Dr. Parr wrote to Mr. Berry in 1819:—“Away with your coxcombical prattle and your sectarian impatience about Greek choruses! Get Seale’s little tract upon metre: you may read the whole with your boys. But work them night and day with trochees, iambics, and anapæsts, and make them understand the names and the properties both of the simple and the compound feet. If you possess Heath’s ‘Notes upon the Greek Tragedians,’ you may read with your boys what he says. But again I tell you to keep close to iambics, trochees, and anapæsts. At some future time, read with them four or five times the admirable rules which Porson has laid down for iambics in his preface to the *Hecuba*. Read over with your boys the *Syntax of the Greek Grammar*..... This will be sufficient for a year or two; but when they have made real advances in Greek prose, read over with them the whole of Vigerus, with every note of Hooeven and Herrman, and with the notes also of Zeunius..... Mr. Berry, what I now recommend is really one of the most useful parts of education. You should make them read

Vigerus in this way twice every year four five, six, or seven years. Pray, mind my detail. Moreover, to increase the stock of phraseology, let them read a good deal of Lucian, and make them consult their Vigerus..... After these things, your boys may proceed, if they please, to Herodotus and Thucydides. But do not meddle with them for many years..... Now, dear sir, I am going to meet your boys at the age of eighteen or nineteen, and mark me well. If they are diligent and clever, do you read over with them the whole, and I add the whole, of the *Port Royal Latin Grammar*, and advice them to read it themselves once a year for five or even six years. You cannot calculate the advantage of doing so till the experiment is made. There is another work which your boys, when they are seventeen or eighteen, should read. I mean ‘*Lambert Bos on the Greek Ellipsis*.’ Get the best edition, and with it get ‘*Palairot on the Latin Ellipsis*.’ You should also buy the last edition of ‘*Mattaire on the Greek Dialects*,’ and if your boys follow the advice I am giving, they will turn Mattaire’s book to very good account when they are twenty-one or twenty-two years old. Parson Berry, make your boys good grammarians.” These are but samples of directions which occupy six printed pages, and which are preceded by minute time tables for every day in the week of the course prescribed for the first, second, third, fourth, and fifth forms. With the exception of a portion of an hour each day to be spent by the first and third forms in reading English, of a weekly English exercise by the second form, there is not an hour from first to last which is not devoted to Greek and Latin—Latin and Greek—chiefly grammar! This curious document well deserves the study of those who are sceptical about modern progress in education, though it may make some sigh for the return of the good old times, when, as Sidney Smith says, the occurrence of the flood, and the consequent shortening of the duration of human life, seem to have been forgotten!

Now, this change of sentiment is due far less to any depreciation of classics than to the higher estimate of the value of other subjects, even in those respects which have long been held to constitute the chief virtue of classical instruction. We hear much less than formerly of the impossibility of cultivating taste, and stimulating thought and imagination by any other agency than that of classics. We hear much less disparagement of our own language and literature, as well as of science, on account of their alleged utilitarian tendency. It is now more commonly than heretofore admitted that it is less the subject than the spirit in which and the purpose for which it is studied, that must be looked to for determining the mental, and especially the moral, influence of its study. Any subject may be studied for mean, personal ends, or for its own sake and the pleasure of the labour itself. And it detracts somewhat from the disinterested character and essential nobility of classical studies, that they have long been the passports to emolument in all the chief professions. Thus in the Church it used to be said that next to rattling judiciously at the right time, the best title to a bishopric was the editing of a Greek play. Our distinguished President has said in his recent “*Monographs*” —“The prelates of the Church were many of them good scholars rather than theologians, and they rose to the Bench as often by an edition of a Greek play as by a Commentary on the Scriptures. It is related of one by no means the least eminent, that he dismissed his candidates for ordination with the injunction to improve their Greek, and not waste their time in visiting the poor.” (p. 271). And I have heard that immoderate study of even the Greek Testament has been deprecated, lest it should corrupt the purity of the student’s Greek. It suffices to allude to law and medicine. When fewer golden prizes

are attached to proficiency in classics, it may be found that the study of them will be pursued with even more disinterestedness and not less enthusiasm than now.

In France, however, M. Victor de Laprade, a most staunch upholder of classical instruction, does not hesitate to say, in his *L'Education Homicide*, that if it were not for the enforcement of the bachelor's degree at the entrance to public service, all literary culture would be extinguished among the middle class, that parents and students are equally eager to suppress the studies themselves, and that many persons seek a diploma as an exemption from acquiring some instruction, as others wish for a decoration to save themselves the trouble of deserving it. (p. 75.)

Still I trust that though hereafter "classics" may less and less engross the time in any school, may be taught at a later period of life, and to a smaller number of our youth, whatever good they carry with them will not be less operative throughout society. If fewer be taught, more may learn; and if these begin later, they may learn all the more intelligently, and therefore thoroughly.

#### *Commercial Instruction.*

In this eminently commercial country it is at first sight not a little surprising that commercial instruction should rank so low. Doubtless it is not without some reason that the title "Commercial Academy" should suggest so much that is narrowing and depressing, and so little that is elevating or thought-inspiring, in education. Penmanship, arithmetic, especially the mercantile rules, and book-keeping, with a modicum of geography, have formed the staple of most of such academies—unworthy namesakes of the ancient Academe. To Dr. Yeats, of London, belongs in large measure the honour of having, in his own school at Peckham, as well as by his writings done much to redeem commercial instruction from this quite unnecessary, if hitherto just, reproach. In four volumes which he has lately published, he treats succinctly, but clearly, fully, and most attractively—first, the natural history of commerce, its raw materials; second, the technical history of commerce, or its processes of manufacture; third, the growth and vicissitudes of commerce; fourth and last, recent and existing commerce. To these volumes I must refer you for the development of his plan. But at a glance it is obvious that the subject thus treated ranges over a very wide and rich and varied field, including, as it does much of geology, botany, and zoology, physical and political geography, mechanics and chemistry and their applications, history, economies, and statistics. In the raw products of the earth, their characteristic, the artificial changes that they undergo, their geographical distribution, and their economic use—in the history of inventions and discoveries made in the arts, the story of the rise and growth of commerce, and the principles by which trade is and should be regulated, an intelligent and a well-trained teacher must find ample material for an education at once high and wide and deep, thoroughly practical and utilitarian in the best sense, yet fraught with moral lessons and intellectual stimulus. It is to be hoped that the five noble schools of the Edinburgh Merchants' Company with their 5000 pupils, will ere long lead the way in this direction, new to this country, though well known on the Continent.

#### *Training of Teachers.*

Another movement, the importance of which can hardly be overrated, is that for the systematic training of teachers in the science and art of their profession. This needs no advocacy from me. It suffices to call attention to the facts. The College of Preceptors, which has done so much to improve middle class education, has set the

example of appointing a professor of the theory and practice of education, and their choice of a professor has been alike judicious and fortunate. Mr. Joseph Payne is not only a successful teacher of long experience, but a man of varied attainment, of enlightened and liberal views, an enthusiast in the work, well able to hold the balance between what is old and what is new. It is gratifying to know that his class in London, which has passed through two sessions, has been largely attended, though it is to be desired that more male teachers should show by their presence that they appreciate the opportunity of instruction thus afforded. The Educational Institute of Scotland invited Mr. Payne last spring to give four lectures on "Education" in Edinburgh. These were fairly attended; and it ought not to be omitted that the Governors of the Merchants' Company Schools were wisely generous enough to present tickets to all their teachers, male and female, nearly 200 in number. In the energetically conducted North London College for Young Ladies, Mr. Garvey, LL. B., has of late been lecturing on the "Principles of Education," &c. Mr. C. H. Lake is about to lecture on the same subject in the South London College, also for ladies. Mr. Garvey I regret that I do not personally know; but Mr. Lake I know well, and respect highly for his thoughtful zeal and thoroughness. At the last meeting of the Educational Institute of Scotland, a memorial was presented from the Northern Counties Association of Teachers, and this well deserves to be read, and put on permanent record:—

"The Northern Counties Association of Teachers, being deeply impressed with the importance and necessity, in the future, of the training of all teachers in the Science and Art of Education, and of early efforts being made by the profession for that end, beg respectfully to direct the attention of the Educational Institute of Scotland to the subject.

"In the past, there has been no professional training for teachers as a class. The Normal Colleges have been taken advantage of only by a small proportion of the whole body of teachers. These Colleges have been provided and upheld by certain Churches, which deserves the best thanks of the profession and the country for their honourable efforts in this important and neglected field. Such training, however, has not been, and is not, commensurate with the needs of the profession, and has not been placed on a broad enough basis.

"The Association are unanimously of opinion that professional training in the theory and practice of teaching should be provided in connection with our Universities. This would provide training for all classes of teachers, and be of sufficient status and breadth to command the attendance of all. It would educate the professions, and amidst the same elements of higher learning and culture. It would be one of the best and surest means towards making what they ought to be, the education, status, influence, and emoluments of the teacher.

"Such professional University training, to be complete, should, in the opinion of the Association, include the following elements:—

"1. A Professor of Education, who would give a full course of lectures on the Science and Art of Teaching.

"2. A Training College, in which a staff of lecturers would give instruction in subjects that are not included in the University curriculum, but are necessary for the complete education of the teacher.

"3. A Practising School, with the very best appointments, class-rooms, furniture, and apparatus, under a competent head-master, with a full staff of assistants, in which the best practice of the art of teaching would be carried on, and in which would be afforded every oppor-

tunity for the efficient practical training of the future teacher.

"4. An Educational Library, Museum, and Reading-Room with a full collection of all works on education and of all educational apparatus and appliances, similar to the Educational Department in Kensington Museum.

"The Association being also of opinion that the initiative in this work, so important to the profession, *should be taken by the teachers themselves*, beg therefore to suggest to the Institute that they should appoint a committee to agitate the subject, and raise subscriptions from teachers in all parts of the country, to endow a Chair of Education in one of our Universities. They are convinced that this could be easily done within a short time, if prosecuted, with the vigour that the importance of the subject demands; and they are sure that such practical action on the part of the profession, showing such determination in teachers to help themselves before asking external aid, would be the best means of evoking that aid which will be necessary for the establishment of such Chairs in all our Universities.

"The Association think that the importance of the subject cannot be over-estimated, and have every confidence that it will command the best efforts of the Institute and of the whole profession.

"Inverness, 7th June, 1873."

Even if this special project be not successful, it will do much to hasten the establishment, by other agency, of such professorships in one or more of the chief Scottish Universities, which have at hand the advantage of a suitable number and variety of scholars. In Mr. Jolly's report this subject is effectively treated, and I doubt not that to him in a great measure is due the origination of the memorial from the North.

The National Society for the Improvement of the Education of Women proceeds with energy and some success, at least in London, where two schools have been established.

I feel it a duty in this place urgently to call attention to the recent suggestions and inventions of Liebreich, the eminent oculist in London. Struck with the increase of short sightedness and other defects of vision in Germany, he has traced the evil in great part to the ill-constructed desks and benches used in schools, and to the neglect of teachers to enforce the right position of their pupils when they write or draw. To the same cause he refers the prevalence of distorted spines, especially in girls' schools. He has succeeded in devising desks and seats which secure the right position, and specimens of these are now on view in Norwich Drill Hall. M. Liebreich anticipates that the very extension of schooling now in progress in Great Britain will, without due precautions, have the same evil results as have been observed in Germany.

#### *Teachers as School Inspectors.*

It is to me no small gratification to observe that teachers are, at last, beginning to assert their claims to the office of School Inspectors. To me I confess it has long been a marvel, not merely that so few practical teachers have hitherto been selected for this duty, but rather that persons of any other class should be selected at all. I mean no disrespect to the many intelligent inspectors who have managed to equip themselves for this work by experience gained after their appointment; but I do not hesitate to say that to appoint as inspectors of primary schools young men fresh from college, who have never, it may be, entered a primary school in their lives, and to require them to report on the teaching of men greatly their superiors in practical experience as in age, and it may be even in knowledge, if not in what is called scholarship, is a monstrous injustice and absurdity.

An inspector is an *episcopos* or overseer. What would our working clergy say, if their bishops were in every case young men who had just taken their B. A. degree, and never held even a curacy? This supposition is not so absurd as the case with which I am now dealing. Instead of laying down thirty-five years of age as the maximum beyond which no one is to be appointed, I would make that the minimum age, if there is to be any limitation of age whatever. An inspectorship ought in every case to be the reward of faithful and successful labour in the teaching of primary schools. Men so qualified would, from the outset, command the respect and confidence of their fellows, while the hope of such promotion would give a needful and healthy stimulus to the whole body of teachers throughout the land. But teachers are not gentlemen forsooth. Whose fault is that, if the fact be so? The poor curate in the Church may be, and commonly is, a gentleman, because he holds an office which is respected, and which entitles him to associate on equal terms with the highest. Give to teachers a similar position, with similar chances and prospects of advancement. Respect their office, and they will respect themselves, and deserve the respect of others. But our State-rulers in education, who divided their attention between the cattle plague and the school plague, seem to think it possible to improve schools without improving the condition of the teacher; and the Government only reflects the popular ignorance, apathy, and perversity in this matter. In a recent exhibition of the Royal Academy, I observed a picture of a school examination. An elderly man, a teacher, stands with a look of despair in his face, while a youthful clergyman, seated with his hat on, questions one of the pupils, and seemingly puzzles and bewilders him. This is a true picture, which holds the mirror up to fact, if not to nature. We pride ourselves on being a practical, people, and are thankful that we are not as these volatile Frenchmen—these dreamy Germans. Yet in education our arrangements are in important respects the very acme of unreason. In primary schools we appoint as inspectors of teachers young men who are not even novices in teaching, thus dooming the working teacher to a perpetual inferiority and humiliation; and in our secondary schools, where a man has earned renown as a schoolmaster, we make him a bishop, and remove him altogether out of the profession, as if it were no longer worthy of such a man. Teaching is probably the only profession in which (pardon the bull) the only promotion attainable is out of it.

There are other points of which I would gladly speak were it possible, such as the greater attention now paid in schools to drawing, which, as I think, ought to be taught as universally and as carefully as writing, and to music—vocal music—which again ought to be as universally taught as reading aloud. Besides their other uses, both are parts of that general æsthetic culture which will yet do much to enliven and adorn the homes of even the poor. On this subject I would earnestly refer you all to the most admirable report of Mr. Jolly, already cited.

#### *Mind and Brain.*

I must now conclude by the briefest reference to one matter of which the educational importance ought to strike us all. M. Paul Broca (says the *Lancet*), in a paper read before the *Société d'Anthropologie de Paris* publishes a series of researches he made some years ago upon the relative sizes of the heads of the *infirmiers* and of the *internés* of the Bicêtre. He gives a series of comparative measurements, which he contrasts with those obtained some years ago by Parchappe; and he believes he has demonstrated that, on the one hand, the cultivation of the mind and intellectual work augment the size of the

brain; and, on the other hand that this increase chiefly affects the anterior lobes, which he regards as being the seat of the highest faculties of the mind. "Education," he remarks, "does not only render man better, and enable him to make the best use of the faculties with which he is endowed; but it possesses the power of making him superior to himself, of enlarging the brain, and perfecting its form. Thus those who insist that education should be given to all, have both social and material interests to support them; but if the brain really enlarges with education, there is an additional motive—the evolution and development of the human race."

Thus what the phrenologists fifty years ago were ridiculed for asserting, is beginning to be acknowledged by men to whom the world must listen with respect. Further, we have the researches and the speculations of Mr. Herbert Spencer, Dr. W. B. Carpenter, and others, to the effect that qualities and powers and tendencies, which training develops in some of the lower animals, are likely to become instinctive in the following generation. Man is no exception to this rule; nay, he is the highest and fullest exemplification of it, if we allow for the many disturbing causes, which do not invalidate the principle though they complicate it, and render difficult the observation of its working. Such views ought to be welcomed by the friends of education, for they rebuke discontent with the present, and convert hope for the future into expectation. They encourage us to look not merely to the individual but to the race; and enable us, in the passing seed time, to anticipate joyfully a distant but bounteous and surety-coming harvest.—*The Educational Times.*

#### Annual Convention of the Provincial Association of Protestant Teachers, Province of Quebec.

The Tenth Annual Convention of Provincial Protestant Teachers was opened in the Academy of the pretty little village of Cowansville on Thursday morning, 23rd October last. The attendance of teachers from a distance and neighborhood was larger than at any previous meeting, thus proving that every year makes the meeting of the Association more important.

Among those present at the opening meeting were the Hon. Justice Dunkin, Hon. Attorney General Irvine, P. Q.; H. H. Miles, LL. D., D. C. L., Assistant-Secretary, Ministry of Public Instruction; Principal Hicks, McGill Normal School; W. W. Lynch, M. P. P.; Professor McGregor, President Teachers' Association in connection with McGill Normal School; Hobart Butler, M. A., President Bedford Teachers' Association; and a number of Clergymen, Teachers, School Trustees, and others.

The President, the Rev. C. P. Watson, of Cowansville, occupied the chair, and called upon the Rev. Mr. Fowler, of Knowlton to open the meeting with prayer.

The Secretary, Mr. F. W. Hicks, M. A., then read the order of proceedings as arranged at a meeting of the Central Executive Committee held a short time before.

On motion the reading of minutes of the last meeting was dispensed with, as they were embraced in the printed report before the meeting.

HOBART BUTLER, M. A., of the Bedford Academy then read a paper on the "Pronunciation and methods of learning the orthography of the English language." The following is a synopsis of the paper, which was a very interesting one, and was well received. Mr. Butler said,— "I do not propose to advance anything to assist or aid one who has a defect in speech, either lingual or guttural; on the contrary, my observations will be directed to such as are without impediment, who articulate distinctly, or

have the power to do so by careful cultivation of the organs of speech, but who fail to reach my standard, my views of correctness. I do it also with a desire to invite discussion for the purpose of personal self-improvement. The great majority of our people have but very limited instruction; as a consequence their teachings at home are full of imperfections—though real and earnest, they are deep in faults. And faults impressed upon youthful minds are far more difficult to remove than the errors that creep into maturer minds. Most teachers accept 'the situation' of the pupil's mind when he presents himself at school, and begin instructing at once, without preparing his thoughts by a single correction of the many faults that disclose themselves the first time, and every time he speaks. To the child's "good mornin'," sir, the teacher replies, "good mornin', my lad; how *does* your sick brother?" "He *his* no better; the Doctor says he never will get his strength agane." In this brief dialogue the child makes *four* errors, and the teacher without correcting them impresses *one* upon the young mind by making the same himself. The errors that were born with the child, taught to him daily at home, are thus made a part of him by his instructor's carelessness or ignorance. Then follow the whole family of mispronunciations into which good king's English can be distorted. We hear the scholar in class pronouncing, in a sing-song tone, "mornin'" "evenin'" "nothin'" "wen," "agane," "ben," "histry," "libry," &c., &c. The voice does not fall at the full stop, but breaks short off like a half strangled note in the throat of a choking singer. The teacher, far from correcting any or all the faults, maintains a silent gravity, and so encourages a repetition of the errors of his pupils. The words "labor," "honor," "arbor," "valor," and many more words, are of Latin origin, yet our journals, periodicals and publications, with pertinacity and with the hidden vim of a 40 horse-power steam engine, drag a *u* into their spelling of those words, claiming that the words are of Norman-French origin. Now, I believe of words, as of blood, the older the paternity the more honorable the offspring. We, the educators of the educated, do not discountenance in the public writers and authors of the land the perpetuation of the illegitimate spelling of those words. We are *remiss* in the performance of our professional duties. We might as well accept as *de jure* the rolling of the *R*, which men thoroughly educated in the English language everywhere discard as a relic of a barbaric provincialism. Spelling is connected with, and in a degree dependent upon, a correct and clear pronunciation, to learn which, writing from dictation as soon as the scholar is able to write, and continued till proficiency is reached, is indispensable to the knowledge of orthography. A sounder, fuller, pronunciation than our lexicographers give us authority to use should be adopted, that the constitution of the word may strike the mind of the scholar, in order that a knowledge of its meaning and spelling may follow. Penmanship flows naturally from dictation, thus dispensing with a special class for that branch. An extensive knowledge of the Latin language, and an advanced acquaintance with the Greek, greatly facilitate in familiarizing the pupil with the orthography of the English language. Competitive spelling in one school, and that of several schools, one pitted against another, periodically throughout the year, induce an application on the part of many pupils that no other incentive will rouse from phlegmatic daily routine. Compositions upon familiar subjects, with heads of the subject given by the teacher, and directions indicated by him, induce in the pupil a reliance upon self which practice improves. The methods in directing the youthful mind in learning these branches are many, and so are the

difficulties, and none know it better than yourselves." Mr. Butler concluded his paper by referring to the mysteries of learning and imparting knowledge. In his own words, "all teaching, all learning, in fact beyond a few of the elements, are mysteries." How the imparting and receiving are done none can tell, but we are all both painfully and pleasantly aware of the *when* and the *where*.

A short discussion on the paper followed, each speaker being limited to five minutes.

Principal Hicks thought the paper a good one, but in his opinion there was no law to govern the proper pronunciation of words. As the majority had it, so let the words be pronounced. It seemed to him the general tendency, on the part of the people, was to curtail words as much as possible. For instance, instead of "omnibus" we have "bus," and "cabriolet" the shorter "cab." It was the same to a great extent with spelling. He thought that it would be better to have children learn to write as soon as they began to read. If this was done, there would be few bad spellers.

Mr. Jordan confined himself to expressing what he thought would prove the best way of teaching children to spell and write correctly. One certain way, he thought, to secure proper pronunciation on the part of scholars would be for teachers to first pronounce the words correctly. It would be a good plan for teachers to have a list of words that are most frequently mispronounced. It was most important that they should make their pupils pronounce properly.

Professor McGregor was of opinion that if a word was founded on many principles, it ought to be condemned. As the majority of educated men pronounced a word, so it ought to be pronounced. He did not approve of teachers pronouncing words to their scholars, for under certain circumstances words were pronounced differently. For instance, words read in a column were differently pronounced from what they would be if read in a sentence.

Mr. McLoughlin could not place too much importance upon teaching pupils the proper pronunciation of words. He contended that the best way to deal with the question would be to adopt a good authority and abide by it. They had Webster and Worcester, both good authorities. Let them make a choice, and spell and pronounce accordingly. Perhaps as good a way as any was that laid down by Horace, two or three thousand years ago, viz., to follow the custom of the country. He believed firmly in dictation being a good means of teaching spelling, but reading, after all, was the best means to teach spelling correctly and rapidly.

The chairman said it was a very difficult matter to decide, as the pronunciation of words were undergoing so many rapid changes. As long as a speaker conveyed his meaning intelligently to the hearer, it did not perhaps make a very grave difference.

The debate then came to a conclusion, it being 12 o'clock.

#### AFTERNOON SESSION.

The afternoon session, which began at two o'clock was opened with prayer by the Rev. Mr. English. The Secretary read the minutes of the meeting in the morning.

Dr. N. Loverin, of Montreal, then addressed the Convention on the advantages of teaching history with illustrations, and explained a chart which he had brought with him and which represented Zaba's method of studying universal history, a method introduced with great success in numerous schools in the United States, by Miss E. P. Peabody, of Boston, a lady who has devoted a lifetime to the interests of education. The doctor introduced his daughter, a bright girl of fourteen years,

to the audience, and she read with remarkable ease and rapidity by the chart the principal events of several reigns, in the history of England, France, Scotland and Germany. Several questions were asked by the teachers and answered, and it seemed agreed that the chart system would be a valuable aid in teaching history. To describe the system as minutely as necessary to a perfect understanding of it, would occupy too much space. Suffice it to quote a few explanatory sentences from a pamphlet issued by the inventor.

"As no one can be admitted within the precincts of the philosophy of history without having his mind well stored with facts, which constitute the links of a chain of ideas, therefore, the knowledge of facts and of chronology becomes an absolute necessity. On that very account, the study of universal history taxes the mind severely. Few are indeed successful, and even they, after long and unabated perseverance, feel the want of some guide to lead them on from point to point.

"Many an attempt was made to supply this want. The ingenuity of man did not remain inactive in devising plans for so important a purpose. Each small contribution to the common stock of human knowledge should receive its due attention, and I claim no other favor for my method. It is simple, practical in its application, and admirably adapted to the study of universal history in particular. It offers many advantages to the student of history. He is enabled to examine, year by year, or century by century, without the least deviation from the order in which the events occurred. Order in the arrangement of thoughts, and in the classification of ideas, would give him an easy command over the whole subject, however voluminous. Let me offer a few words of explanation.

"Let us suppose a book-case contains ten shelves. Each shelf is divided into ten equal parts, which run from left to right. We have, therefore, one hundred parts enclosed within the square. In the application to the study of history, each part represents *one year*. Consequently, on each shelf there are ten years, and the whole forms one century. Each year is subdivided into *nine* compartments, which are also read from left to right. And these compartments convey to us each a distinct notion of the character of the event which took place in that year.

"Besides the above nine compartments, there is one symbol more, which is placed within the year like a border, to represent remarkable events having no specific reference to the nine compartments."

At the conclusion of the address, on motion of Mr. W. W. Lynch, M. P. P., seconded by Mr. Duval, a hearty vote of thanks was tendered to Dr. Loverin for his interesting remarks and explanations of the chart.

A discussion on "Our Common School" system was then opened by Mr. C. E. C. Brown of the High School, St. Johns. He stated that after careful examination he had come to the conclusion that the school system of the Province of Quebec was sadly in need of regeneration. He compared the large amount of moneyspent in furthering the cause of education in certain States across the line with the small sum spent in Lower Canada. He contended that to have a proper school system it would be necessary to have an established system, with a course of studies laid down. It was also necessary to have a compulsory system of education, such as that in the Province of Ontario. He would also have a different system of examining teachers, and a better means of instructing teachers. Schools should be graded, and in each district there ought to be a central school, where higher branches should be taught. He strongly advocated the establishment of training schools for teachers, and

condemned the present system of examination of teachers. He related instances of incompetency on the part of the examiners of teachers, and of incompetent teachers passing examination and assuming a first class diploma. He would have the cleverest teachers to be examiners. In other professions the best men examine their inferiors, and he would have it so with school examinations. He considered the inspection of schools as being very imperfect, and thought this was the result of having only one Inspector, instead of three, as there ought to be. To remedy existing evils, the association should do all in its power to create a public opinion, and to do this a committee should be appointed to edit a column in every local paper in the Province, and this column should be devoted to the discussion of educational matters. Teachers should have meetings, at which an exchange of opinion on matters relating to their work could take place, and, if necessary, he would have these meetings made compulsory.

Professor Robins argued that much good had been done under the present system. There was a lack of inspectors. He did not think more normal schools were necessary, for, if their number was increased they would become sectional. By having one school, it would be all the more perfect. He did not approve of teachers being examined by teachers, but by clever lawyers, merchants, doctors, and well-educated men—men who were experienced in human nature.

Mr. JORDAN called attention to some points in which their school system might be improved. First, there was a want of a regular course of instruction, and a want of power on the part of teachers to say to their pupils, you must learn such and such things. As things were at present, the pupils learned what they liked and the teacher was powerless to interfere. For instance, he knew of a case where a boy would not join a reading class, and when asked his objections to joining the class, replied: "Oh! I am not a good reader and I won't join the class." Another said: "I like arithmetic, and I will stay in arithmetic as long as I continue to like it." The teacher should have had power to make the first boy join the reading class for the poorer the reader he was, the more necessity for his being instructed. His remarks applied to schools in the country, for in Montreal each school had a course of studies. Secondly, there was a want of a universally adopted set of school books. He had in his school at one time no less than seven different Geographies, and it was the same with other branches. Thirdly, there was no system which recognized the means attained. In his opinion there should be some system adopted to show the progress of the pupils.

Mr. McLoughlin thought a great deal could be done in the way of grading schools under the present system. In regard to a set course of studies, he thought the Common School Act laid this clearly down. He did not think any cast iron system could be laid down with any good to the common schools. He was in favor of a more strict examination of teachers, and he would go so far as to say that the standard of teachers should be raised. He contended that written examinations were the best, and strongly advocated the selection of proper School Commissioners.

Principal Hicks had twenty years' experience among common schools and for a numbers of years had been engaged preparing teachers. He had watched closely the progress of common schools and was satisfied. He was convinced a great deal of good was being done in these schools. Pupils sent up to the higher schools showed the training of the teachers, and in all cases that had come under his observation lately there was every reason for satisfaction. He unhesitatingly stated as his opinion

that the pupils of the Normal School in Montreal would compare favorably with those of any Normal School in England. He was in favor of the graded system, and would not have all the best teachers in the high schools. The teachers in the common schools should be the very best. He would certainly have teachers examined by those who were competent to do so.

W. W. LYNCH, M.P.P., was glad to see the subject of the Common Schools discussed, and he was obliged to Mr. Brown for bringing it up. There was no subject of more importance, or one that was more neglected. Beyond a doubt, there was something wrong in a system that permitted the Common Schools of the Province to dwindle down to the position they now occupied. The cause of the falling off was principally due to the lack of interest manifested by the public in the subject of discussion. He illustrated the indifference of the public by mentioning the fact that in a recent election two candidates for positions on the School Board received *five* votes between them. He contrasted the interest taken in Municipal elections with that taken in electing members to the School Board, and strongly advocated the blending of the School and Municipal Boards as likely to create more interest in the former. The School Law was, besides, defective in the manner in which Government aid is distributed. He was happy to find that the Minister of Public Instruction contemplated important changes in the school system. Another evil was the present standard of the Elementary Schools, which was actually lower than it was ten years ago. In fact, pupils left the elementary schools in their district worse than if they had received no education, for the reason that the learning they received only made them smatterers. Another great fault was the manner in which teachers received their diplomas. They wanted another Normal School, and the proper place for it was the Eastern Townships.

Mr. O'Halloran thought it would be better for the Common Schools if Academies did not exist. School inspectors should have more power. He described aid from the Government as a broken reed and in his opinion municipalities would do better without it, for they would then build up a system of their own. If the present school system was not improved it would be healthier to do without it.

Mr. F. W. Hicks was of the opinion that the faults in common schools were derived not so much from the Common School system, as from the action of the parents. It was well known to him and to others who had had experience in teaching such schools that the pupils attended school when they wished or stayed away altogether if they wished. The only way to become a successful teacher was not so much to study the profession as to study how to please the Scholars.

Mr. Findlay then made some remarks as to the system of Granting Diplomas by Boards of Examiners. The Chairman summed up the discussion and the Convention then adjourned.

#### EVENING SESSION.

The chair was taken at 8 o'clock by the President, Rev. C. P. Watson. On the platform were the Hon. Judge Dunkin, Hon. Mr. Irvine, Attorney-General, Province of Quebec, W. W. Lynch, M.P.P., Principal Hicks, and several clergymen.

Rev. Mr. Fowler offered a prayer, when the Hon. Judge Dunkin, upon being requested by the Chairman, delivered an interesting and eloquent address. He reviewed the discussion of the afternoon on the Common Schools, and pointed out the difficulty in establishing a school system in the Province of Quebec, where there was such a difference of nationality. He stated his early connection

with educational matters, and the interest he took at all times in any means calculated to further a sound system of education. He related the difficulties he had witnessed on the part of those who had years ago attempted to frame a proper school system for Lower Canada. He explained the inception and progress of the school laws of Lower Canada. In the Province of Ontario it was an easy matter to frame school laws where they had a people to deal with speaking one language. They must not lose sight of this fact in comparing the working of the school systems of the two Provinces. He declared that the intention of the Government in regard to the school system of the Province of Quebec was to do justice to all parties. He believed that when codified and improved, as it would be, the Province of Quebec School law would be found a very good one. He remarked on the want of interest taken by the public in electing members to the School Board. He expressed his disbelief in the statement that the public wanted the Government to educate their children. He thought parents were too high-spirited to permit any such thing, and they no more expected it than that their children should be fed and clothed by the Government. The Government should certainly do something towards providing the means of educating children, but parents should do the rest. The duty of School Inspectors should be assigned to responsible men. Schools should be classified and teachers better paid. It had been stated, and he had upon enquiry learned, that the worst teachers were generally engaged first, because they could be had cheap. Such should not be. As to teachers being paid by government, if such were the case the government would certainly be entitled to have all the control, and how would that be relished? Another point was that if they did not pay teachers well how could they insist upon their being well qualified? He remarked on the difficulty of classifying schools in the country, where population was sparse as compared to the city. He advised the teachers present to lay the axe at the root of the tree by stirring up public opinion, and concluded with good advice to all those present engaged in educating the young.

Hon. GEO. IRVINE expressed the pleasure he had in being present on the interesting occasion. He yielded to no one in the interest he took in matters relating to education. He had listened with great interest to the discussion of the afternoon, and hoped it would result in good to the Common Schools. He referred to the difficulty of forming a perfect school law for Quebec. Even in England it had been a difficult matter, and how much greater must be the task where there was a division of language. He could tell them it was not the intention of the Government to impose any law that would be distasteful to either of the parties in Lower Canada, but to let each work out their own educational scheme. There was a great and apparent evil, and that was the want of public sympathy for the teachers. Everything ought to be done to create sympathy, and he thought they had taken a proper course to create that sympathy by coming together as they had done. He did not believe the people of the Province were so indifferent to the education of their children as had been stated, but only wanted their attention properly called to the subject. He believed the Government should assist them to a certain extent in educating their children, but parents should remember that they had their share of responsibility to bear. He strongly advised the teachers present, as a means of furthering their interests, to establish an organ or identify themselves with their local press and make use of its columns. They would gain more in that way than in any other he could see. He could assure them that he wanted to make his visit a practical one,

and that, he thought, was of more importance to them than making an eloquent speech. He referred to the necessity there was for the proper classification of schools, and thought that if the higher schools were not worthy of their *prestige* they should not be permitted to draw money away from others. The Attorney-General again stated that he would do all he could to make his visit a practical one, and concluded by stating that the Hon. Mr. Ouimet would have been present but for an unfortunate accident he had met with a short time ago.

Principal Hicks and W. W. Lynch, Esq., M.P.P., followed in effective speeches. A reading by Prof. Andrew, of Montreal, created great amusement. Several anthems were sung by the choir of the Church in a very creditable manner during the evening, and the meeting, which was a very interesting one, was brought to a close by singing the Doxology.

#### FRIDAY MORNING SESSION.

The Convention met at 10 o'clock, the President in the chair.

After the reading of the minutes, the election of officers for the ensuing year was proceeded with and resulted as follows: President, W. W. Lynch, M.P.P.; Secretary, F. W. Hicks, M. A.; Treasurer, Professor McGregor.

Granby was named as the next place of meeting.

The Assistant-Secretary of Public Instruction, H. H. Miles, LL. D., D. C. L., then addressed the Convention, as follows:

Dr. Miles said he thanked the Chairman for his kind consideration in reserving time and opportunity for him to offer a few remarks. He had not prepared a paper on any particular educational topic, but would take occasion to present his views to the Convention on topics which had been adverted to by speakers on the previous day. He had listened with attention to the discussions which had taken place and regarded them and the large number of contributions of teachers to the business of the meeting as good evidence of vitality in the Association. It was at one time thought that the Association would degenerate into a sort of debating society on the politics of the day and that it would, therefore, fail to secure either public respect or the sympathy and co-operation of the principal state officials who might otherwise be very willing to promote its endeavours in favour of Protestant education in this Province. Happily the Association had steered clear of that danger and its members had devoted their attention to matters belonging to their vocation and to the fundamental objects of the society, namely, "The promotion of education in the Province and to enhance and elevate the status of Teachers," and the consequence was that the Association carried along with it the respect of the community and the sympathy and co-operation of those who had the power to help. Dr. Miles then said that the Hon. Mr. Ouimet, the Minister of Public Instruction, had been unable to leave the Capital for the purpose of attending this Convention, but he had charged the speaker to express his regret and to assure the teachers that he sympathised with them in their endeavours to accomplish the objects of the Association, which he knew were for the benefit of public education, upon the right direction of which by the teachers themselves, the substantial welfare of the country much depended. In illustration of this sentiment of the hon. minister, Dr. Miles quoted the words of Dr. Playfair by whom the examples of Spain and Holland had been cited—the former having decayed chiefly from want of knowledge to utilize her vast natural resources, her people ignorant and uneducated, while Holland, a mud-produced country, fenced-round by dykes to prevent the ocean from sweeping it away, and without any of the advantages of her

old mistress, Spain, is thriving, prosperous and happy, having well conducted schools, surpassing in adaptation to the wants of the people, those of other countries, and affording them an admirable education. As respected Canadian education, one of the speakers (Mr. Brown) yesterday had animadverted on an alleged want of system in the conduct of the elementary schools, also on defects in the courses of instruction given and in the inefficiency of the Boards of Examiners for granting teachers' diplomas, recommending the agitation of these matters until remedies should be applied by the government. Dr. Miles declared that whatever was deliberately advanced by Mr. Brown was entitled to consideration, having known him from his youth and being proud of him as a former pupil,—but Mr. Brown's views on the points adverted to and the remedy proposed could not be concurred in, and there were ample means in our established system for correcting such defects, if they existed, by having recourse to the intervention of the Council of Public Instruction which was charged by law with the regulation of all these matters, the management, teaching and discipline of the common schools as well as the control of the Boards of Examiners. Mr. Brown or any other teacher would, on trial, find it open to him to appeal to the Council, and at this time particularly, such recourse would be more likely to lead to necessary improvements, as it was well understood the Minister of Public Instruction contemplated a revision of the educational laws for the Province of Quebec and had already taken some steps with that object in view.

Allusion had been made by another speaker to the Journal of Education, referring to it somewhat disparagingly in the words, "who reads that Journal?" Dr. Miles spoke at considerable length of the claims of the Journal, urging various reasons for the teachers to avail themselves of the publication, both as a faithful organ for imparting information of what was doing in regard to education all over the world, and as an available channel to themselves for discussing all the minutiae of their own vocation. It was too bad for those who did not take the trouble even to read the Journal, far less suggest remedies for alleged defects, to thus summarily dispose of its merits and usefulness. It was got up with the greatest care from sources inaccessible to those for whose benefit it was chiefly designed, and an inspection of the contents of a single number of the publication would satisfy any reasonable person, who might be competent to pass a judgment upon it, that it was calculated to be a most valuable agent in promoting educational progress. Dr. Miles concluded his remarks with an apology for the warmth with which he defended the Journal, which he earnestly commended to the support of every person interested in public education.

At the conclusion of Dr. Miles's address, which was loudly applauded, an excellent paper on "Teaching Kindness to Animals" was read by Mr. Duval. The following are a few extracts from it:—In soliciting your interest in the Society for the Prevention of Cruelty to Animals formed in this country, I hope that the efforts now being made by the Ladies' Humane Education Committee in Montreal, to obtain the co-operation of the schoolmasters and mistresses of this Province, will not be looked upon with indifference. The fact that they have undertaken such a work is an honor to their sex, a recommendation of the object proposed, a sure indication that success will ultimately crown their efforts. To this end an address has been presented to the Minister of Public Instruction for permission to introduce certain specified text-books into the schools under control. These text-books are those which are now in use in the schools in England and France. The Committee will also send an

appeal to the teachers in the Province, requesting them to inculcate the principles of humanity and kindness to the children under their care, and giving them advice as to the system to be pursued to secure the best results. As teachers have a great influence in forming the habits of children, of moulding their yet tenders minds and hearts, it is but natural and reasonable that the committee, after due consideration as to the best and surest way to proceed in the matter, have first thought to engage your co-operation in this great work. Every one of you is aware that some children, when in possession of any poor creature, are apt to use it ill; they often torment young birds, butterflies, toads, and any poor animal that chances to fall into their hands, and even take pleasure in doing it. This is a habit which ought to be checked from the first. It will not be uninteresting to most of you to know when and where the Society for the Prevention of Cruelty to Animals was formed first, and what has been its influence. The first society for the protection of animals was formed about fifty years ago in London, and it has gradually grown to be one of the most powerful organizations of its kind in the world. The Queen has not thought it below herself to become its patron; the Earl of Harrowby is its president, and on its board of officers are princes, dukes, earls, bishops and many of the most eminent men of England. The clergy have not hesitated to give it their support, as is shown from the fact that in one year nearly six hundred English clergymen preached in its behalf. In 1869, out of 1,413 cases prosecuted, 1,292 were convicted; so much for its influence with magistrates. Its influence with royalty may be seen from the fact that, at its annual meeting, the Princess Louise, in presence of a large audience, distributed one hundred prizes for the best composition on kindness to animals to the successful competitors in each of one hundred and ninety London Schools. Societies for the same object have been formed in nearly all European countries, in Asia, Africa and Australia. They are rapidly increasing in the United States and Canada. Why should animals receive special protection? First, for their own sake; second, because protection to animals is protection to man. In investigating the subject, we find that the transportation of animals, as is commonly practised, subjects animals to such cruelty that thousands of them become diseased, and that the meat of these diseased animals come to our markets, is sold there and this in nearly all cases is not detected. Then wonder after that sickness is so prevalent in our large cities. Cattle, sheep and swine by the thousand and hundred thousand are killed in this country every year for food, and most of them with great and unnecessary cruelty. This is done in keeping them without food a long time before killing: for want of proper accommodation they are dragged or driven where other animals have just been killed or are being killed; then calves are bled before they are killed, for the purpose of whitening the veal. In many cases cows are so neglected that the quality of their milk is greatly affected by it. If starved, frozen, or kept without sunshine or exercise, they are liable to become diseased, and their milk is likely to produce sickness. Our crops depend largely on the preservation of birds. Notice that in a country if birds are decreasing, insects will certainly be increasing; it is then very important to secure additional protection for birds and their nests. It is not only cruel to kill small birds for which, when dead, we have no legitimate use, but it is foolish. These little creatures do what no man can do as well—they eat myriads of insects which destroy the crops of the farmer and gardener. A pair of sparrows have been known, during the time they were feeding their young ones, to destroy every week 3,360 caterpillars. The robins are

indispensable to the farmers. True that they eat some of our cherries, but is it not just that they should be repaid for the work they do in the spring.

But of all the dumb animals there is none for which, I confess, I feel more than for the horse. It is of no use that he works incessantly for us from morning till a late hour at night, that he carries for us heavy burdens proportioned not to his strength, but to the cupidity of ill calculated gain. Where is the soul having any human feelings, any pity in its composition, that is not daily tortured in beholding the barbarous cruelties inflicted upon those good and useful animals, in our fields, in our roads, and in our public streets. Who has not felt often impelled to take the side of the innocent so unmercifully treated, so cruelly abused, as he sees, not a horse, but what ought to be called its shadow or its phantom, slowly proceeding along, overcome with fatigue and blows, emaciated with labor and hunger, pining mournfully at the door of a tavern. Is it not shameful that while the driver is comfortable in a warm tavern, his poor horse is left standing in the cold outside without a blanket or a robe upon him? We feel proud of our advance in civilization, and in some respects we have reason for it; but there is one thing that Turks can teach us—that of proper treatment to our horses. "There is no creature," says the learned and benevolent Barbequius, who was an ambassador at Constantinople in the 17th century, "so gentle as a Turkish horse, nor more respectful to his master or the groom that dresses him." The reason is that they are treated with great lenity. Now the question arises, "How can existing evils in this respect be remedied?" I answer: In organized action, which shall secure the enactment and enforcement of suitable laws; and also by humane education given particularly to the young. Let societies be formed to oppose the evil in every town of the Province, to circulate information on the subject, to have good lectures and discussions on the subject in public halls, humane pictures in school-rooms, humane stories and songs in Sunday-Schools, and prizes for compositions in other schools. Those societies may be small at first, and consist of only half a dozen persons, who shall meet and read what has been done elsewhere. They will so find out what is to be done in their own city or town. They may get their clergymen to preach about it; send tracts treating of the subject to persons guilty of cruelty, and where nothing else will answer call upon the proper officers to enforce the law. Then they will find after a time that cruelty will become unpopular, and men guilty of it will feel that they are attracting public attention, and that not to their credit. They will soon become more cautious how they overdrive and overwork their horses particularly the old, sick, and lame. The committee of Ladies, of which I have been speaking, propose to supply teachers with books bearing on the question, with the hope that they will find some few spare moments to read out of them to their classes. They propose to begin with the cities, and then, if encouraged, to try the same in the country.

Mr. F. W. Hicks recognized the importance of the subject introduced by Mr. Duval's paper. He thought that the subject would most properly come under the head of the Elements of Morality. This, the Elements of Morality was almost unrecognized as a subject in our schools. At a previous convention a committee had been appointed to take into consideration the best means of providing a text-work on this important subject but they had come to no conclusion. He was fully aware that the actions of the scholar as they took place daily in the School-room afforded the teacher the best means of inculcating proper ideas on morality but still he thought that half an hour twice or at least once a week might be very

advantageously employed in a lecture to the whole assembled School on some subject of morals. The particular points best adapted for bringing before children would be—duty to parents, teachers, &c.; patriotism, moral courage—duty of telling the truth—duty of kindness to one another and to animals.

These lectures might be enforced by illustrations carefully drawn from passing school events and thus the lectures and the casual observations made daily or hourly would be complimentary and double *each other's* effect.

Miss Murray thought that time might be spared, with good result, from other subjects in order to introduce this one.

The Convention then adjourned.

#### FRIDAY AFTERNOON SESSION.

After prayer by Rev. Mr. Fowler, and reading of minutes by the Secretary, a very interesting paper was read by J. A. McLoughlin, M. A., Inspector of Schools, "On the lack of self-improvement in our Common School Teachers." Mr. McLoughlin contended that the main obstacle to the success of the common schools was in the apathy of teachers and their want of self-culture. He described teaching as an art, in which a good degree of skill could be acquired by well directed industry. The condition of things would be much improved if there was a more rigorous examination of candidates for the position of teachers. This would cause candidates to come forward better prepared. Another reason why teachers had so little heart in their work was, that few of them contemplated teaching as a permanent employment. The laborious and unhealthy nature of the work was another reason. A great hindrance to the self-culture of the teacher, particularly in their district, was the obnoxious system of the teacher "boarding around" as it was called. There might have been some necessity for it years ago when the country was sparsely populated and money was scarce, but there was not the slightest occasion to-day for the continuance of the practice. The following we give in Mr. McLoughlin's own words:—

"Having alluded to some of the difficulties and discouragements which beset the teacher, let me now urge the duty of self-cultivation for the following reasons, some of which have been already alluded to:—1st. Because many of the teachers are deficient in the acquirements that a teacher should possess and were admitted to the work upon the understanding that they should go on improving themselves; 2nd. Because by constant study those subjects which at first were imperfectly understood become clear and we acquire the power of presenting them clearly to others. No time is assigned to our success in this respect. We can always be acquiring new light on any subject to which we devote our attention. Increased knowledge and increased power of communicating it will go hand in hand. We can only teach what we know. Our duty to the community requires us to be unceasing in our efforts for improvement. It rests largely with us to prepare those confided to our instruction to become good and useful citizens. We shall be held in high esteem if we discharge this duty faithfully. If on the other hand we blight the future prospects of our pupils by ignorance or unskillfulness in our management of them, the public will partly stigmatize us unworthy servants. We should strive to excel in our profession, because this is the only way to obtain a fair pecuniary recompense for our services. Most communities are willing to pay liberally for the services of really competent and conscientious teachers. There may be particular neighborhoods that require to be educated somewhat in this respect, but in general the teacher who has shown her ability and

fideliety can obtain fair wages. It only remains then for the teacher to enter upon her work as if she meant to make it a life business. She must find time for self-improvement; she must take time. If she is thoroughly in earnest in her endeavours to excel, she will soon be sought after as our teacher, and will command her choice of schools. Let her then select one with a steady boarding place, where she can have time and opportunity for preparing herself with books and periodicals of art, works on the science of teaching, and compare the experience of others with her own. She should visit other teachers in their schools, and observe wherein they lack or excel, by comparing the methods of others with her own. She can often make improvements. She should attend a good school as opportunity offers, no matter how long since she obtained her diploma, nor how many terms she has taught. In this way she can make up for previous deficiencies, and keep pace with the progress of the times. For, in the business of teaching more than almost any other, to stand still is to go backward, and that teacher who, having been admitted to the profession, makes no further effort to advance, but simply goes through her work in the spirit of the hireling, will find, some day, that her occupation is gone.

Miss Murray, of the McGill Normal School, made the following remarks on the paper read:—This subject is one in which I feel great interest. A teacher cannot possibly be too well educated, and it seems to me that the people in general cannot make a greater mistake than to suppose that any person who knows a little more than the children will do well enough for an elementary school teacher; it requires a good teacher to teach even the elements. I can scarcely bring a greater authority in support of what I say than Dr. Arnold, of Rugby. He, while insisting that the actual work of the school should have the foremost place in the minds of the masters, strongly advised them to attend to their own reading, and gave them all opportunities of doing so. He compares a teacher who never tries to improve himself to a pool of stagnant water, and one who does strive to add to his stores of knowledge to a running stream; and contrasts the advantages of drinking from such a stream with the disadvantages of using the water from the pool. Besides possessing certainly a thorough knowledge of the elements of the subjects taught, a teacher should be a person of good general information, able to stand before his class and teach it or question it without referring constantly to the text-book, or to the questions at the bottom of the page or at the end of the chapter—able to illustrate one subject by reference to another—able to draw from the scholars that which they know. The best of training schools must be supplemented by efforts on our own parts. It requires a well-read teacher to make knowledge pleasant to the pupils—to give them such a love for it as will prompt them to improve themselves when they have left school. For what, after all, does the very best school education amount to? It is only the very foundation that we can lay; and if through our ignorance that foundation is badly laid, what sort of a superstructure can we expect? If we ourselves felt that what the best of us know, is comparatively little; that feeling, more than any other one thing, would prompt us to take advantage of all means in our power to add continually to our stores of knowledge. The almost painful consciousness of my own ignorance has led me to apply myself to the utmost of my strength to improve my own mind, and I believe that I am being already rewarded by a visible improvement in my scholars.

A paper on the "Advantages of closing Academies at three o'clock," was handed to the Secretary as there was no time for its reading.

A short discussion took place on the subject of "Amusements for pupils during play hours."

Principal Hicks then addressed the Convention on the subsidy of "Teachers' Pensions." He called the attention of those present to the importance of having in the Province a means by which teachers might be furnished with retiring pensions after a certain number of years' teaching, or when incapacitated by sickness or old age. He referred to the benefits it produced by inducing teachers to remain in the profession, and thus improve the education of the country. He then said that in England at the present time teachers were energetically agitating this subject, and that ultimately a scheme would be established which would benefit their class generally. He spoke of what had been accomplished lately in the Province of Ontario by the establishment of a Superannuation Fund, and read some answers from the Education Office in that Province which he had received in reply to questions that he had sent some time ago when making up matter for this Convention. He also spoke of the establishment some years ago of the Superannuation Fund in the Province of Quebec, and the condition upon which teachers might avail themselves of its benefits; at the same time stating that it was the duty of all to make themselves acquainted with its details so that it might ultimately be made effective for the benefit of all teaching in this Province. He next called attention to what teachers were doing among themselves in other countries by the establishment of Benevolent Societies. He instanced a society in England, which had a fund of £5,000 raised by the profession for the aid of necessitous teachers, and trusted the time would soon come when the teachers of Canada would exhibit that *esprit de corps* which would lead to their doing something similar for those among their body who, by sickness or other misfortunes, might be in a position to need the aid of their fellow-teachers. In conclusion he moved the following resolution. "That a committee consisting of four others and the mover, be appointed to ascertain the present condition of arrangements in this Province, with respect to teachers' business; also as to the advisability of establishing a benevolent fund for the aid of necessitous teachers, and to report to the next Convention."

On motion of Professor McGREGOR, seconded by Mr. ROWELL, a hearty vote of thanks was tendered to the inhabitants of Cowansville, for their hospitality to delegates attending the Convention from other places.

It was then moved by E. Finley Esq., seconded by J. A. McLoughlin, Esq., "That the thanks of the inhabitants of the District of Bedford are hereby given to Dr. Miles, Atty. General Irvine, and others who have attended this meeting from a distance, for the valuable information imparted by them and for the encouragement they have given to all engaged in carrying out the school laws of the Province of Quebec.

Votes of thanks were also tendered to Mr. Andrew and the church choir for their valuable assistance, and to the Railway Companies who had issued tickets to delegates at reduced fares.

After singing the Doxology, the Convention closed in time for the Montreal visitors to take the four o'clock train homewards.—*Official Report of the Secretary.*

#### **Systematic Training of Teachers in the Science and Art of their Profession.**

Propos of the address (concluded in this number) of Prof. Hodgson delivered before the Social Science Congress of England, on the 4th ult., *The Educational Times* for last month has the following editorial:

"In the course of his recent address before the Social Science Congress, Dr. Hodgson found occasion to allude

to the progress which has been recently made in the movement for promoting the training of teachers for upper and middle class schools. The lectures given by Professor Payne for the College of Preceptors, has led to the delivery of lectures on the same subject both at the North London Collegiate School for Girls, by Mr. Garvey, L.L. B., (1) the South London College for Ladies, by Mr. C. A. Lake; while Professor Payne was last spring invited to give four lectures in Edinburgh on the subject of education as a profession. The Northern (Scotland) Counties Association of Teachers has presented a memorial to the Educational Institute of Scotland, in which they suggest that professional training in the theory and practice of education should be provided in connection with our Universities.

More than two years ago this subject was taken up by the College of Preceptors. In March, 1871, a deputation from the College called the attention of Mr. Forster, Vice-President of the Committee of Council on Education, to the want of any means of professional instruction for schoolmasters and teachers engaged in schools for secondary education, and proposed the establishment of a training College for London, with a Chair for Education in each of our principal Universities. The project did not then meet with much encouragement from the Government, owing mainly to the transitional state of educational legislation at the time, but was not allowed to drop out of sight. At the Conference of Head-Masters, held at Highgate, the question formed the subject of a resolution; and the College of Preceptors called a General Conference of Teachers shortly afterwards, the result of which was the institution by the College itself, of a Professorship of Education, the first established in this country, and a Training Course of Lectures and Lessons for Teachers, which is now in full operation, and attended by a large and increasing number of students.

The thin edge of the wedge is thus introduced, and there is every reason to hope that future progress is safe, provided the question is kept well to the front. Nothing, indeed, can be more anomalous than the present condition of things. Does teaching, like reading and writing, according to Dogberry, come by nature? If not, why should teachers alone of all men not be trained in the principles and practice of their profession? There are Training Colleges for elementary and primary teachers, whose professional skill is assured as well as their acquirements; and yet a young man of twenty is taken from the Universities, and set down to teach, when all that can be known of his fitness for the task is the fact of his having taken a College degree. He teaches by no rules save those gathered from his own school recollections, and the experimental methods due to his own inventive zeal. The least that can be said of this absence of method is that it necessarily involves a waste of power before the best scholar learns how to direct his energies. But there is a third class of teachers to be considered, intermediate between the University graduate and the national schoolmaster—the Assistant-Master in our Grammar and Middle Class Schools. What guarantee of fitness can the Principal of a private school—one of that large class whose lower classes must necessarily be taught by non-graduates have of his Assistants? He wants but a slender stock of acquirements; those of any decently educated person will be sufficient for his purpose. He engages his Assistant, puts into his hands the text-books which are his tools, and he asks for nothing but an average amount of skill in using them. Not to speak of the many other points which

the very mention of a Secondary Training College raises, there is this one most crying want to meet—that those who, whether from choice or from necessity, look to the scholastic profession as a livelihood, have no means whatever open to them in this country, by which their knowledge and teaching power may be cultivated and improved by a special preparation for their responsible duties. It is not enough that years bring experience, that the principal should superintend, that the numerous examinations themselves teach in time the art of teaching; men are wanted who know their work and can drop into it at once, with whom a lesson in history, geography, or arithmetic means an hour spent in effective work on some well-known and approved plan. The children gain, because they know the methods of work for their various subjects; and the masters gain, because their work falls into an easy groove. It may be objected that teaching by method may lead to red tape, subjection to rule, and pedantic enforcement of minute points. This would be a real danger but for one thing. It is essential that teaching should be intelligent, and its methods, therefore, capable of development. The Professor of Education would supply principles of teaching by which a careless teacher may be rendered effective, and an intelligent teacher may economise his power.

## OFFICIAL NOTICES.



### Ministry of Public Instruction.

#### APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated the 26th ult.,—was pleased to appoint the following

#### SCHOOL COMMISSIONERS.

Ste. Helène, Co. Kamouraska :—M<sup>r</sup>. Pierre Laplante and Joseph Sirois to replace M<sup>r</sup>. Joseph Morin and Sifroid Moreau. Quebec (Catholic) City: The Revd. M<sup>r</sup>. J. E. Maguire, to replace the Revd. M<sup>r</sup>. J. Neville, removed from the City.

The Lieutenant-Governor,—by an Order in Council, dated the 27th ult.,—was pleased to appoint the following:—

#### SCHOOL COMMISSIONER.

St. Raymond, Co. Portneuf :—M. Moyse Paquet to replace M. Pierre Robitaille.

#### SCHOOL TRUSTEE.

Rawdon, Co. Montcalm :—The Revd. M. George Plamondon to replace the Revd. M. P. A. Laporte.

#### DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

##### GASPÉ.

Session of November 4, 1873.

ELEMENTARY SCHOOL DIPLOMA (E) :—Miss Ellen Adams.

P. VIBERT, Sec'y.

##### MONTREAL (CATHOLIC).

Session of November 4 & 5, 1873.

MODEL SCHOOL, *First Class* (F) :—Miss Zelia Martin, Messrs. Nectaire Galipeau, Orphire Payment and Edouard Piette.

*Second Class* (F) :—M. Misael Côté;

ELEMENTARY SCHOOL DIPLOMA, *First Class* (F) :—Mlles. Adriane Bertrand, Valerie Bonin, Olympe Brien, Emma Chabot, Eléonore Chabot, Cecile Charland, Virginie Chèvrefils, Justine Demers, Dina Jeannotte, Lysia Laurières, Zelia Martin, Maria Perrault,

(1) We shall commence the reproduction of these lectures in our next issue of the "Journal of Education."

Victorine Rhéaume, Joséphine Riel, Marie Sinotte, M. Jean-Louis Tissidre, (E & F) :—Miss Maria McCarthy;

*Second Class (F)* :—Miss Adèle Corbeil, Célanire Désallier, Elise Inkelle, Edwidge Jodoin, Louise-Auxilie Lalonde, Mathilde Laverdure, Olympe Maillé, Julie McGowan, Philomène Ménard, Joséphine Page, Julie Plamondon, Adrienne Rousselle, Marie Ulcine Roy, and Martine Touchette.

F. X. VALADE, Sec'y.

OTTAWA.

Session of November 3, 1873.

*ELEMENTARY SCHOOL DIPLOMA, First Class (F)* :—M. Louis Tassé (E) :—Miss Ellen Doyle.

*Second Class (E)* :—Misses Mary Ann Burke, Annie Burke, Bridget Burke, Elizabeth Duncan, Agnes Ellen Noakes, Mary Jane Ryan, (F) :—Miss Marie Chabot.

JOHN R. WOODS, Sec'y.

RICHMOND (PROTESTANT.)

Session of November 4, 1873.

*ELEMENTARY SCHOOL DIPLOMA, First Class (E)* :—Miss Mary A. Silver.

C. F. CLEVELAND, Sec'y.

## THE JOURNAL OF EDUCATION.

QUEBEC, DECEMBER, 1873.

### Report of the Minister of Public Instruction for the Province of Quebec for the Year 1872 and part of 1873. (1)

This report, dated October 15, 1873, has been submitted to, and received the approval of, the Lieutenant-Governor of the Province, and been printed by order of the Legislative Assembly.

The Minister naturally states that only a very few months having intervened between his appointment as Head of the Education Bureau and the preparation of his report, it is not to be expected that he could enter fully into the question of education, as to its absolute condition in the Province or its comparative position compared with other countries. In the short time that has been permitted him to carefully examine the question, aided by the experience of the Inspectors of Schools, assembled in Conference in Quebec in August last, he is of opinion that the results of the school law and the progress of Education are satisfactory. There has been a steady increase in the number of schools and scholars, and the standard of education has been very perceptibly raised in the elementary schools, it being quite a common thing now to teach subjects therein considered, heretofore, only adapted to Model schools.

Credit in great part for this pleasing state of affairs is due, the Minister says, to the energy and ability of his predecessor, the Hon. P. J. O. Chauveau, who laboured so assiduously and zealously for many years in the cause of education. The valuable services of the venerable Dr. Meilleur, the first Superintendent of Education, must not be overlooked, as he had done much towards rendering the school law not only acceptable to, but popular with, many municipalities who on its introduction showed some hostility to it. He had also succeeded not only in inducing the ratepayers to properly estimate the advantages of a good common school education but in gaining their cooperation in carrying out the views of the Department,—thus was the way paved for the after-labours of Mr. Chauveau.

Since the introduction of the school law great strides (as may be seen from the table showing the progress of Public Instruction in the Province since 1853) have been made, many and great improvements have taken place, nevertheless, it must be admitted much remains to be done. The great drawbacks (evils perhaps) to the success of the schools of the Province appear to be,—judging by the Inspectors' reports,—non-attendance, irregular attendance and the too early withdrawal of children from school.

The remedy for the first and last of these evils would seem to be a compulsory clause in the School Act, obliging parents first to send their children, of suitable age, to school and secondly not to withdraw them before they had attained to a certain standard or age which it might be fairly concluded gave reason to believe that they had acquired, at least, what would be useful to them later in life, and that their tastes had been so cultivated and their desires so roused that they would continue to study and read after quitting school. Have the children of the Province the opportunity and the means to enable them to supplement their defective school education? The Minister thinks not. Now, is the second class spoken of in a better position to profit of school than the two just mentioned? Certainly better than the first who do not go at all, perhaps better than the second, should even their irregular attendance extend over a longer period of time, to an age when a year or even some months would do much more for them—judgment and reasoning faculties being developed—than years of regular attendance would do for mere children of ten or twelve, no unusual age of many children in the country who finally quit school.

To encourage regular attendance in the schools of the Province, it is the intention of the Minister to establish two classes of special prizes, one for each school and one, much more valuable, for each Municipality. The award and distribution of these prizes will be confided to the School Inspectors.

It is to be hoped that the non-attenders are to be found only in the cities, large towns and great centres of population. Unfortunately, as a general rule, these belong to a class of parents dead to all suasion unless the strong arm of the law. In extenuation of early withdrawal from school, it must be said that the scarcity and high price of manual labour have a large share in this drawback. The same causes, together with the scattered state of the population in many places, the condition of our roads in spring and fall, and the rigors of the climate, may be pleaded to a large extent for irregular attendance. For some of these drawbacks there is no very feasible or practical remedy apparent. The minister agrees with the opinion of his predecessor, however, that the services of children not being required in field labour in the winter they should attend school in that season at all events. It is not necessary to tell parents they owe it to God, to their children, and to society, to not only lose no opportunity, but even to make a sacrifice to have their children educated. The minister would urge upon School Commissioners, Trustees, and ratepayers to establish evening schools in the great rural centres of population. There is no doubt but that the teachers of Model Schools and even good elementary schools would undertake the direction of these classes for a fair remuneration. The history of evening or night schools, to which might be added Mechanic's Institutes and circulating libraries, is too extended for our space. The biographies of many of the greatest benefactors of the world prove how much they owed to these institutions.

Now, after parents have done their utmost to prolong the stay of their children at school, have done the best under all existing circumstances to keep their children regularly at school, still the time comes, even before they can be called fairly educated, when leave it they must.

Are they to be satisfied ever after with what they possess on leaving school, or are they to supplement it by study and reading? If the latter, have they the means? The minister says not and, therefore, proposes to ask the Legislature for a grant of money to enable him to establish municipal or parish libraries, towards the support and expenses of which he confidently believes the ratepayers will cheerfully contribute, when the matter is put squarely before them. If a judicious selection of works, say Compendious Histories (ancient and modern) of the different nations, Treatises on Arts and Manufactures, Agriculture, Horticulture, useful Scientific Works, Travels, Biography, Literature and Morals of a healthy and sound class, &c., were of easy access to the youth of the country, it would supply a pressing want. Who would deserve the name of even an intelligent man if on leaving school he had ceased to read and study? Residents of cities can hardly appreciate their fortunate position in this respect. Fortunately the advantages of these libraries is not a theoretical question as long since proved on the continent of Europe, in the United States and Ontario. Who will say that the teachers of the country can supply the necessary books for their own immediate wants out of the miserable pittance of salaries they receive—and this not regularly paid,—in some instances not all paid or in such a way as greatly depreciates its value. The mechanic who has no tools cannot work,—the

(1) Through an oversight this article was set up in the wrong class of type.

teacher who has no books or periodicals cannot study, and the teacher who does not study cannot quit the profession too soon for the good of it.

The Hon. Mr. Chauveau, when at the head of the Department of Education, essayed to establish a *Depôt* for the sale of School requisites and appliances, but the project received such opposition from certain quarters that he did not deem it expedient to press the matter at the time; believing experience, time and public opinion would ultimately declare in its favour.

From the report before us we see it is the intention of the present minister to revive the question and give it a trial. Although an experiment in the Province of Quebec, happily it has been in operation in other countries, notably Ireland and Ontario, sufficiently long to prove the great advantage and utility of uniformity in class-books in the organization and discipline of schools.

Next to early withdrawal from school and irregular attendance, and almost equal to both in impeding the progress of our schools, has been the want of a good and uniform set of Class and text-books, as well as many mechanical appliances not only useful but absolutely necessary to any school worthy the name. The Inspectors continually complain of the want, and do not hesitate to say that in very many of the schools it is impossible to classify the children from want of proper and uniform class-books. Now, what is this but the old hedge-school revived (if it had ever died out) where each child comes up with his "Manson", or "Reading-made-easy" &c., and takes his position under the master's arm, repeats a line or lines of spelling, or goes over the form of reading or reciting something, and is then sent to his place or seat,—if he has one,—and told to be a good quiet boy? What can the most energetic teacher do for fifty or more boys in a day in this style? If he be a teacher who only keeps school or it may be a *term*, he will get in the day as easily as possible, and at the end may be considered worthy of being hired again, (mark the elegant expression) because he did not put the parents to any unnecessary expense in buying books. Indeed he was so considerate and obliging that he allowed many of the children to use up all the old books that had lain over from, perhaps, *Papas* or *Mammas* or some of the elder brothers or sister's school-days. Teachers who have insisted on proper and uniform class-books have not been popular with many School Commissioners, Trustees, and ratepayers. "Mr. or Miss so and so did long enough and very well with such books and why could not he or she do the same?"

The continual change of teachers in the rural districts makes matters worse. It renders nine out of ten of them indifferent—could it be otherwise? Strangers to the children and many of them strangers to the books in use (to which latter it may be said teachers should not, but they are, and in this they only resemble other men) much valuable time is unnecessarily wasted before the machinery of the school is in running order. Many of the school-books in use throughout the Province are not adapted to the wants and circumstances of the people. Amongst some of these from over the line (1) may be mentioned History, Geography and reading books.

Of the propriety and expediency of the Department assuming the purchase and sale of these books and apparatus, we shall take another occasion of speaking. The Department designs no profit on the transactions, but merely to cover the necessary expenses connected with purchase, package, despatch, &c., The minister is of the opinion, and the experience of Ontario confirms it, that no house without an exclusive monopoly of supply,—and this has been found not to work well,—could keep such a full line of school requisites as would be required, the more so our small population and two languages considered.

Appended to this report will be found extracts from the school Inspectors' reports. Of the valuable services of these officers, the late minister has often spoken in his reports. The present one took occasion (already mentioned) to convene a meeting (for report of which see *Journal* for October last) of these gentlemen in August last to obtain their opinions and suggestions on the state of education in this Province, on the working of the school Act and its several amendments,

(1) In confirmation of this, Revd. Dr. Douglass stated recently at the opening of Stanstead Wesleyan College, that he found on looking into an American School Geography that fifteen of maps were devoted to the United States and six to the rest of the world. One of their histories contains ninety pages devoted to themselves and twenty to the events that have transpired elsewhere.

with a view to the consolidation and improvement of the latter, as well as of becoming personally acquainted with these officers.

Thorough inspection of schools is now conceded to be the salt of a good system of Education. It has been one of the great causes of success of the elementary schools of the continent of Europe. Under the new Act of 1870 England, and Wales have been divided into 64 school districts with an Inspector and an Assistant to each. In Ireland, a country whose superficial area is not equal to that of Lake Superior, there are 66 District and Acting Inspecting Inspectors, besides 6 *Head* Inspectors. We shall take another opportunity of giving an article on School Inspection in the several countries of which we have reports.

From a very able work on *Public Instruction*, by Mr. Laveleye, recently published in Belgium, the Minister quotes the following paragraph on the subject of Inspection:—

"The school should be visited by *well paid* District (Cantonaux) and Provincial Inspectors, chosen from amongst the very ablest teachers and ex-Professors of the Normal Schools. Men should be chosen who have shown a special aptitude for teaching. The necessity and good effects of thorough inspection are everywhere admitted."

The minister says that our Inspectors are not middlingly well paid, and that in order to retain their valuable services and allow them to devote their whole time to the work undertaken, as well as to enable them to meet the increased rate of living and occupy the place their position demands, an increase is absolutely necessary. Pay fairly and exact service in return. If there be State aid there must be State inspection. If inspection of all classes of provisions, steamboats, gas, weights and measures be deemed of sufficient importance to require an Act of Parliament to enforce it, who will say inspection of the literary and moral food of the youth of a country is not necessary? The old adage says—"As is the master so is the school." Generally as is the school so is the scholar or boy. If the boy be father to the man then as the school so is the man, and as the aggregate of men so is the nation for good or bad. The question is too large for treatment here.

The minister in again referring to the work of Mr. Laveleye, says he fully agrees with that gentleman in another recommendation, namely the appointment of two or three *Inspectors-General* or *Head-Inspectors* whose duty it would be to visit, inspect, and report on every school in the Province, this being divided into districts. These should be men well qualified, men of experience in teaching, men who could organize a school, who understand the systems of education followed in other countries, men of a genial temperament and sympathy with teachers and children, men who would believe their only duty was not to find fault with everything, and point out no practical remedy for anything.

Teachers in general have not the opportunity of knowing what advances and improvements are going on in education. The youth of many of them, the frequent change, the insecurity of position, the miserable salaries,—causing so many to make teaching only a stepping-stone to something pecuniarily better,—all cooperate to produce a large number of the elementary teachers of only very mediocre attainments,—hence why the Inspector should be able to take hold of a school, no matter in what state of chaos he found it, and put it into proper working order. An experienced, practised eye will see on entering a school, whether or not ability rules at the head. Any man can wear a watch, (as any man used to be considered fit to keep school no matter how miserably he had failed in any other enterprise) so long as he winds it up and it goes all right, but it is only the eye of the watchmaker who can detect at a glance where it is broken or what is wrong with it, when astray. In school inspection the proverb of "losing the sheep for the pennyworth of tar" holds equally good as in anything else poorly paid.

Annexed to the report will be found those of the Normal Schools of the Province. So much has been so often said about the great utility of such a species of school, that the minister has not gone into the question, but merely remarks "if special preparatory schools of divinity, law, and medicine are necessary, normal schools must be also."

Quoting again from Mr. Laveleye's work, he says:—  
"The State should establish and maintain Normal Schools in sufficient numbers to supply trained teachers for the schools. It is on the class of instruction given in these schools that the progress of the elementary schools depends; in proportion to the ability of the teacher will be the utility of the school."

The minister mentions another project which he has in view, namely the founding of a "School of Practical and Applied Science," for the French speaking population of the Province. This had already been broached by Mr. Chauveau before resigning, but for reasons not necessary to be given now, the project fell through. It is the purpose of the present minister, however, to address himself to the question, hoping and believing he will succeed in the matter.

Principal Dawson, of McGill University, with his usual energy and ability, has successfully established such a school in connection with said University for the English-speaking population of the country, and judging from the report of the first year, it augurs well for its future success. The want of schools or colleges where what might be not inaptly designated the mechanical professions could be studied has been long felt in this country, though Principal Dawson kept the question well before the public.

Hitherto people seemed too much occupied with the struggle for existence to give attention to such things but as the resources of the country appear to become known, and the value of them such as to render their working and development not only desirable but profitable, the necessary and proper agencies have been discovered to be wanting amongst our own people. Our neighbours over the line had foreseen such a want long since in their own country and had wisely made provision for it. When a professional man was required in this country he had to be sought either there or in Great Britain. There can be no doubt, but that these professions open a bright future to the young men of the Province who have the courage to face study and work, the more so now that the learned professions are almost overcrowded. In proportion as our several branches of mining, manufacturing and industrial operations are developed and extended competent men to superintend these will be required. Young men prepare yourselves then for the battle of life. The race is not always with the swift,—perseverance always wins.

(To be concluded in next.)

## MISCELLANEOUS.

*Islington (London) School of Science and Art.*—The presentation of prizes took place on 2nd inst., under the presidency of Dr. C. Meymott Tidy, medical officer of health. This school is one of the oldest connected with South Kensington, and students have always taken a high position at the examinations. Since 1861 six gold, three silver and four bronze medals, with three royal exhibitions, tenable at the Royal College of Chemistry, South Kensington, have been awarded to students of this school. Mr. Wheatley, the Hon. Secretary, stated that the results of the past year had been so satisfactory that it was determined to hold two separate distributions of prizes, one for the boys and another for young men. The Chairman, before distributing the prizes, said that to be of any use prizes should act as a sharp spur, to urge men on in the race they had commenced. If they failed in that they were almost useless. If men lost sight of the idea that the history of man was the history of progressive development they would lose many lessons. Development was a great sign of life. That the growth of a plant was the proof of that plant's life was recognized by divines, politicians, and scientists as a principle. How was development carried on? At all times by education, which was, first of all, the training of the mind—the training of the intellectual faculties of our nature; secondly, the training of the powers of observation; and, thirdly, the training of the æsthetic faculty. The training of the mind was carried on in a great measure by books. They could not expect him to say a word against books; but when it came to this, that books and books only were to be the means of education, then he entered his protest against them. Observation was an important faculty. Many people came into the world and went out of it knowing nothing of its wonders. They had never been taught to observe. In many professions, and his own in particular, it was essential. Some few weeks before the death of Michael Faraday, it was his (the Chairman's) privilege to stand by his bedside, and he remembered him saying, in one of his brighter moments, "You know I did not become clever, as people call me, out of books—it

was a lecture, and the experiments of Sir Humphry Davy," that was to say, Faraday had the means of training, the faculty of observation. It was this training, and this alone, that could make the great man. Let them always remember that education was a training not merely for the subject in which they were engaged, but to help them to work in other subjects—the better they were interested the more they would discover. The third point was the training of the æsthetic part of our nature—the cultivation of the love of the beautiful. That training was a very important one, and had only come into prominence within the last few years. But while that was education, all the theories laid down were absolutely worthless without one thing—work. The success of great men was due to their industry.

*The Largest Bridge in the World*—The following dimensions of a bridge to be built over the Firth of Forth is taken from the *London Builder*:—It will be 150 feet high, and will contain nearly 100 spans. The great span in the centre will be 1,500 feet, or nearly one-third of a mile in extent, dimensions which are without parallel for any similar piece of architectural construction; and the smaller spans will be 150 feet, being considerably beyond the average dimensions of the largest spans in ordinary bridges. Its cost will be at least \$10,000,000.

*Losses Sustained by the Public Libraries of Paris.*—An official "Report of the Losses sustained by the Public Libraries of Paris, during the Prussian Siege and the Commune," shows the latter is responsible for all the actual losses. The Library of the Louvre was totally destroyed; so, also, were the 120,000 volumes of the Hotel de Ville, especially rich in the history of Paris. There were also destroyed the minor libraries of the Council of State, the Court of Appeals, with 50,000 volumes of Jurisprudence; the Legion of Honor, the Society of Advocates, the Ministry of Finance and the Prefecture of Police—the latter rich in French newspapers.

*The Flag of France.*—At the present (this in type sometime) time, when our neighbours across the Channel (says the *Graphic*) are busily discussing their future flag, it may be interesting to recapitulate the changes that have taken place in the national banner of France since the time of Charlemagne, when the flag was blue, triple-tongued in shape, and studded with six roses. After a time, when the Carolingian dynasty fell, this was replaced by the scarlet Oriflamme, or banner of the Abbey of St. Denis, which accordingly became the principal Standard of France, there being, besides, the "royal flag," i. e. an azure field studded with golden *fleur de lis*, and under this latter many of the battles of the 12th, 13th, and 14th centuries were won and lost. Under Charles VII. the blue ground was transformed into white. During the Revolution the City of Paris colours of red and blue served for a time, when upon the motion of Lafayette the "ancient monarchical" colour of white was added, and thus the present tricolour was formed. Lafayette erred, however, in making white the "ancient monarchical color, for as we have already mentioned, before Charles VII. the ground of the royal standard was blue. Besides, it is curious to note that the Bastille was actually taken under royalist colours, as the tricolour was adopted by Charles V., Charles VII., and, indeed, the Bourbons in general, for their liveries.

*Steam-Launches in Foggy Weather.*—The recent loss of three large passenger steamships has led somebody to propose an effectual means of guarding against such fatal accidents. Each large passenger ship should carry a small but powerful steam launch. In foggy weather this launch should be sent ahead a few hundred yards, being connected with the passenger ship by a flexible telegraph cable provided with an electric battery, so that signals might be constantly transmitted from the one to the other. The launch should also carry an electric or other strong light, and be provided with a powerful steam whistle. On meeting with ice or vessels, or unexpectedly approaching the coast, it would be comparatively easy to stop the launch and give warning in time to save the passenger ship from harm.—*Galaxy.*

*Tubes for Telegraph Wires.*—Germany has finally decided on practically testing the proposition of abolishing supporting telegraph poles, by burying all the wires in the earth. Tubes are to be laid in shallow trenches, and through these wires are to run. In London written telegrams are sent through pneumatic tubes. The messages are contained in little cylinders of gutta-percha enclosed in felt.

They are propelled by means of compressed air behind, and a vacuum in front created by stationary engines. Between two of the stations no less than 1500 misses a day are interchanged. A transit of about half a mile is accomplished in some fifty seconds.

**Precocity in Children.**—The *Science of Health* says well and truly: "Precocity in children is to be deplored, not encouraged. A dull, sleepy child makes the best man. The business of childhood is to grow, rather than shrivel up in school and die. Would not a little physiological training be more useful than so much Greek. Latin and rhetoric? Precocious boys and girls should not be kept in school, but out-of-doors—in the garden, on the farm, in the play-ground, rolling hoops, flying kites, riding horses, climbing hills—all in moderation—and, if properly fed, clothed, and trained, they will learn enough later in life. They should also sleep abundantly. Children grow most when they sleep best."

**A National School of Cookery.**—It is proposed in England to establish a national school of cookery, in connection with the annual international exhibition at South Kensington. An influential meeting recently held for the purpose of advancing the project agreed to the following resolutions: 1. That such a school should be at once founded, to be in alliance with school boards and training schools throughout the country. 2. That the aim of the proposed school should be to teach the best methods of cooking articles of food in general use among all classes. 3. That an association should be formed with the intention of making the school self-supporting. 4. That it would be prudent to secure a capital, say £5,000. The provisional committee, containing some very eminent names, were authorized to take the necessary measures to establish the school by means of shares, donations, and guarantees. In time it is expected that schools of this description will be established in all the great towns of the kingdom.

**The Greenback Paper.**—All the paper used to print the national currency on is made in the Glen Mills near Westchester, Pa., by a sixt-two inch Fourdrinier machine. The principal peculiarity is that short pieces of red silk thread are mixed with the pulp, and this is poured on the wire cloth, without going through a sieve (as this would retain the threads.) Next, from a separate contrivance worked in a very peculiar manner, a shower of short blue silk threads falls in strips on the paper while this is in process of formation. One side of the paper is thus covered with blue lines, formed by the blue silk thread; and this is used for the front of the greenback, on which these threads are distinctly visible, conforming in the manner in which they were superficially distributed, notwithstanding they are deeply enough imbedded in the texture of the paper. The peculiarity of this machine is to make a paper so peculiar as to be practically impossible to imitate; and this is one of the principal guarantees against forgery in possession of the Government. We need scarcely mention that this paper-making machine is night and day under the careful charge of Treasury employees.

ADVERTISEMENTS.

THE JOURNAL OF EDUCATION.

(FOR THE PROVINCE OF QUEBEC.)

The *Journal of Education*,—published under the direction of the Hon. the Minister of Public Instruction, and Edited by H. H. MILES, Esq., LL. D., D. C. L., and P. DELANEY, Esq., of that Department,—offers an advantageous medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

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All communications relating to the *Journal* to be addressed to the Editors.

Meteorology.

—OBSERVATIONS from the Records of the Montreal Observatory, Lat. 45° 31' North; Long. 4h. 54m. 11 sec. west of Greenwich; Height above the level of the sea, 182 feet,—for the month of Nov., 1873.—By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	
1	29.961	29.901	30.001	34.5	45.0	42.7	W	W	W	169.00
2	30.138	.998	29.886	37.1	44.0	41.0	WSW	SW	SW	81.28
3	29.664	.876	30.176	41.6	44.6	24.2	W	NSW	WSW	113.51
4	.951	.744	29.702	28.8	54.5	43.1	W	NSW	WSW	129.55
5	30.116	30.201	30.240	27.2	47.0	28.2	NW	NW	NW	60.04
6	.300	.302	.321	25.1	36.0	31.0	NW	W	W	67.92
7	.310	.101	.040	25.3	46.6	40.0	SE	S	S	72.16
8	29.671	29.470	29.468	38.2	40.5	39.0	E	E	NE	91.42
9	.610	.660	.764	35.5	35.5	30.2	N	W	W	126.98
10	.831	.862	.878	26.8	45.0	29.0	N	WSW	NW	99.54
11	.926	.910	.900	22.0	30.2	28.2	NW	W	clm	120.99
12	.604	.458	.420	31.0	33.0	30.5	NE	NE	W	103.96
13	.382	.525	.604	25.0	28.7	22.5	W	W	NE	110.48
14	.800	.898	.944	17.0	31.7	20.2	NE	NW	E	67.90
15	.874	.800	.784	19.0	21.0	20.0	E	E	NE	93.06
16	.521	.461	.460	22.0	26.6	25.0	NE	NE	NE	111.47
17	.489	.481	.476	22.2	25.5	26.1	NE	NE	NE	151.04
18	.181	29.975	28.976	24.5	26.0	24.5	NE	NE	W	268.41
19	.400	.501	.582	24.0	30.0	26.5	W	W	W	111.29
20	.823	.886	.962	22.1	28.5	25.5	NW	W	W	90.23
21	30.075	30.100	30.120	18.5	25.2	23.5	W	W	S	76.95
22	.219	.300	.356	19.1	28.5	21.5	NE	WSW	W	103.81
23	.401	.361	.256	19.0	26.5	22.0	NE	NE	NE	96.99
24	29.842	29.674	29.451	24.0	24.0	17.0	NE	NE	NE	319.29
25	.368	.366	.400	24.0	24.4	21.2	W	W	W	176.38
26	.780	.846	.914	4.0	19.0	14.7	W	W	W	57.79
27	.922	.860	.796	15.0	14.0	14.5	NE	NE	NE	114.93
28	30.000	30.400	30.206	8.6	28.0	14.6	W	W	W	133.31
29	.350	.368	.383	10.5	19.7	15.0	NE	W	W	96.25
30	.530	.600	.667	40.6	23.0	7.6	W	W	W	62.36

REMARKS.—The highest reading of the Barometer at 9 p. m., 31st day, indicated 30.666 inches; the lowest reading was at 7 a. m., on the 13th day 29.380;—giving a monthly range of 1.286 inches and a monthly mean of 29.927.

The highest Temperature was on the 4th day, 55°; and the lowest on the 26th, 3° 9';—giving a monthly range, or climatic difference, of 51° 1'. The mean temperature of the month was 26.66°.

Rain fell on 4 days amounting to 0.966 inches; and snow fell on 15 days amounting to 41.41 inches.

—OBSERVATIONS taken at Halifax, N. S., during the month of November, 1873; Lat. 44° 39' North; Long. 63° 36' West; height above the Sea 125 feet, by Sergt. John Thurling, A. H. Corps.

Barometer, highest reading on the 7th.....	30.382 inches
" lowest " 25th.....	28.757
" range in month.....	1.625
" mean for month (reduced to 32°).....	29.678
Thermometer, highest in month on the 1st.....	58.4 degrees
" lowest " 27th.....	11.7
" range in month.....	46.7
" mean of all highest.....	42.7
" mean of all lowest.....	23.2
" mean daily range.....	19.5
" mean for month.....	32.9
" highest readings in sun's rays.....	100.6
" lowest reading on the grass.....	5.7 degrees
Hygrometer, mean of dry bulb.....	35.0
" mean of wet bulb.....	32.8
" mean dew point.....	29.3
" elastic force of vapour.....	.162
" weight of vapour in a cubic foot of air.....	1.9 grains
" weight required to saturate do.....	0.5
" the figure of humidity (Sat: 100).....	79
" average weight of a cubic foot of air.....	556.1
Wind, mean direction of North.....	7.75 days
" " East.....	1.00
" " South.....	7.75
" " West.....	13.50
" daily force of 0-12.....	3.0
" daily horizontal movement.....	262.9 miles
Cloud, mean amount of 0-10.....	6.6
Ozone, mean amount of 0-10.....	3.1
Rain, No. of days it fell.....	9
Snow, number of days it fell.....	10
Amount collected on ground.....	10.16 inches
Greatest quantity in 24 hours on 13th.....	3.22

# EDUCATIONAL ALMANAC, PROVINCE OF QUEBEC, FOR 1873.

## JANUARY.

This Month takes its name from the God Janus, to whom it was dedicated.  
**SUPERANNATED TEACHERS** must apply for pension between the 1st of this Month and the 1st of April.

DAYS.	REMARKABLE EVENTS, &C.
Wedn.	1 CIRCUMCISION. Semi-Annual Reports Due.
Thurs.	2 General Wolfe born 1727. Burke born, 1730. King of Prussia, died, 1861.
Frid.	3 Curobor born, B. C. 107. Battle of Princeton, 1777. Gen. Monk d. 1670.
Satur.	4 War between French and Eng. Colonies, 1690. Sir I. Newton b. 1642.
Sund.	5 Vigil of the Epiphany. Ed. Conf. d. 1641.
Mon.	6 EPIPHANY. Ist of St. G. of Mt. Sinai, Ep. of Queb. d., 1868.
Tuesd.	7 Calist visited, 1588. Penelon de la Roche, 1690. Sir I. Newton b. 1642.
Wedn.	8 Abbe Fortland (1814) d. at Queb., 1864. Galileo died, 1642.
Thurs.	9 Expedition against the Mohawks under De Courcelles, 1668.
Frid.	10 Penny Postage est. in Eng., 1840. Sir Chas. Bagot, arr. at Kingston, 1842.
Satur.	11 Lunenburg, 1778. 4th Prov. Parl. votes £1300 for cultiv. of hemp.
Sund.	12 1st after Epiph. Catholics arr. first in Mt. Royal, Marg. Bourgeois, d., 1700.
Mon.	13 Times News paper established, 1785. M. Konie ev. Mary Island, 1838.
Tuesd.	14 Poley, Art. born, 1742. Bat. at Corunna, 1814.
Wedn.	15 Capture of the U. S. Frigate <i>Porpoise</i> , 1815. Brit. Mus. op'd, 1759.
Thurs.	16 St. Marcellus, Pope and Martyr. Death of Sir John Moore, 1809.
Frid.	17 Gibbon, Historian, died, 1795. Proutin b., 1796. Abert born, 1756.
Satur.	18 <i>Prisca</i> , V. & M. Festival of St. Peter's Chair, Mgr. Denault, d., 1806.
Sund.	19 2nd after Epiphany. Ist English Parliament, 1265.
Mon.	20 <i>Palom</i> , Br. and M. Light. Gov. opened Ist. Parl. of Quebec, 1869.
Tuesd.	21 St. Agnes, V. & M. Louis XVI beheaded, 1793. <i>Laetia</i> introd., 1709.
Wedn.	22 Vincent, Span. Martyr. Intense cold at Queb., 1811. Lord Byron b., 1788.
Thurs.	23 W. Pitt, d., 1806. Marriage of B. V. M. Burning of Chateau St. Louis, 1834.
Frid.	24 St. Timothy, Ep. of Amasus, died, 336. Frederick Great b., 1712.
Satur.	25 Teachers' Convention, Laval Normal School, Quebec.
Sund.	26 3rd after Epiphany, St. Polycarp, Ep. and Martyr.
Mon.	27 St. John Chrysostom, Bp. Confess. and Doctor, 1822.
Tuesd.	28 Paris capitulated, 1814. Petrus the Apostle, d. 1275.
Wedn.	29 St. Francis of Sales, Bp. & Conf. George III, died, 1830.
Thurs.	30 St. Martin, V. & M. Charles I beheaded, 1649.
Frid.	31 Tea. her. Convention Jacques-Cartier Normal School, Mont.

## FEBRUARY.

February—From *Februus*, name of the sacrifices which took place during this month—was the last month of the year during the earlier ages of Rome, but the *December* placed it next to January.

DAYS.	REMARKABLE EVENTS, &C.
Satur.	1 St. Bridget, Virgin, Charlotte, d., 1761. Parl. House, C. burned, 1854.
Sund.	2 1st after Epiphany. PUBLICATION OF B. V. M. Candelmas Day.
Mon.	3 Union of the Canadas, 1841. George Washington died, 1799.
Tuesd.	4 Meeting of Boards of Examiners.
Wedn.	5 St. Agatha, Virg. & Mar. General earthquake in Canada, 1663.
Thurs.	6 St. Thour, Bp. and Confess. Death of Charles I., 1685.
Frid.	7 Dr. Wake visited the Pope, 1858. Dickens, 1812.
Satur.	8 Mary, Queen of Scots, beheaded, 1587. Royalty abol. in England, 1649.
Sund.	9 <i>Speranza</i> Sunday, Canada ced'd to G. B., 1763.
Mon.	10 Scholasticus, Quest. Victoria, 1815. Sir David Brewster d., 1868.
Tuesd.	11 Lord Sydneyham Governor of Canada, 1840.
Wedn.	12 Ben Johnson died, 1837. Lady Jane Grey, beheaded, 1554.
Thurs.	13 New Brunswick Parliament opened, 1858.
Frid.	14 St. Valentine's Day. Bat. of Cape St. Vincent, 1797.
Satur.	15 Pope driven from Rome, 1798. Cardinal Wiseman died, 1865.
Sund.	16 <i>Spesancia</i> Sunday. Hotel-Dieu closed at Montreal, 1844.
Mon.	17 Russian defeat at Euxatoria, 1855. Michel Angelo, d., 1573.
Tuesd.	18 St. Simon, Bp. and Mar. Canada settled by the French, 1534.
Wedn.	19 Fleet for Canada leaves Port-au-Prince, 1758.
Thurs.	20 Joseph Wurtz, d., 1835. Ann. Independence acknowledged, 1783.
Frid.	21 Creation of the Superior Council at Quebec, 1663.
Satur.	22 Fr. Rev. com., 1818. Cap. of Ogd'by, 1813. Washington b., 1732.
Sund.	23 <i>Quinquagesima</i> , Handel b., 1685.
Mon.	24 St. Matthew, Ap. & Mart. d. of Louis Philippe, 1848.
Tuesd.	25 <i>Shrove Tuesday</i> . Deaf and dumb School founded at Quebec, 1832.
Wedn.	26 <i>Ans Veneranda</i> . Gov't's Mes. to L. C. Leg. on Educ. 1792.
Thurs.	27 Suit def't by Wellington, 1814. Sir John Colborne, admiral, 1838.
Frid.	28 Indian mutiny ced'd, 1857. Lazareine died, 1869. Montaigne b., 1533.

## MARCH.

This was the first Month of the Romulean year, and was so named because Romulus dedicated it to Mars.

DAYS.	REMARKABLE EVENTS, &C.
Satur.	1 St. David's Day, Irish Church Bill introduced, 1869.
Sund.	2 1st in Lent. St. Chad, Pothier, d., 1772. Lord Gough d., 1869.
Mon.	3 Mass of Jacques-Cartier and McGill Normal School, 1867.
Tuesd.	4 St. Lucius, Pope & Mart. First American Congress, 1788.
Wedn.	5 EMER DAY. Thomas Tunnel op'd, 1843. Boston massacre, 1770.
Thurs.	6 Catholic Eccles. Council at Quebec 1798. Michael Angelo born, 1474.
Frid.	7 Emma, d. of Demetrius, and Champlain sail for Canada, 1604.
Satur.	8 2nd in Lent. First elections to the United Par. of Canada, 1841.
Sund.	9 Prices of Wines, 1853. Treaty of Paris, 1763.
Mon.	10 Napoleon I. m. Marie Louise, 1810. First daily newsp. pr., 1702.
Tuesd.	11 St. Gregory the Great, B. & Mart.
Wedn.	12 Orini beheaded, 1858. 13,000 houses burnt in Peru, 1709.
Thurs.	13 Admiral Byng shot, 1756. Caesar invades Eng., 55 B. C.
Frid.	14 Earl Dalhousie, Bp. of N. B. & S. C. 1824. Death of J. J. Casan, 1800.
Satur.	15 3rd in Lent. Prince Imperial of France, b. 1824. Duchess of Kent d., 1861.
Sund.	16 4th in Lent. Imprisonment of Mr. Tascheran, 1810. Goethe, d., 1832.
Mon.	17 Napoleon Louisia born, 1848. Completion of Suez Canal, 1869.
Tuesd.	18 Feast of St. Joseph, Ist Patron of the country, and Spouse of B. V.
Wedn.	19 Sir Isaac Newton d., 1727. Great eclipse of the sun in England, 1410.
Thurs.	20 Benedict, Impriement of Mr. Tascheran, 1810. Goethe, d., 1832.
Frid.	21 Solemnity of St. Joseph. The Recollets arrive in Canada, 1615.
Satur.	22 4th in Lent. Treaty of Vienna, 1815. Laplace b., 1749.
Sund.	23 Queen Elizabeth died, 1603. (25) Sir Chs. Metcalfe at Kingston, 1843.
Mon.	24 ANNUNCIATION OF B. V. M. (Fete d'oblation).
Tuesd.	25 Founding of Quebec, 1603. Duke of Cambridge b., 1819.
Wedn.	26 5th in Lent. 1802. James I of England died, 1625.
Thurs.	27 The Commune proclaimed in Paris, 1871.
Frid.	28 Schisma of Pile voted (Ec. C. Rome), 1700. Russian war ended, 1856.
Satur.	29 6th in Lent (Passi-n). Engagement at Lacolle Mills, 1813.
Sund.	30 14th of August, composer, born, 1732. Beethoven died, 1827.

## APRIL.

April (*Apris*) is derived from the word *aperire* to open, because in this Month the earth seems to open her bosom and bring forth fresh products.

DAYS.	REMARKABLE EVENTS, &C.
Tuesd.	1 All Fools' Day. Teachers' P. union List Closed.
Wedn.	2 Battle of Copenhagen, 1801. Professor S. F. Morse, d., 1872.
Thurs.	3 St. Heber, d., 1828. Mr. J. Lenoir an Officer of this Depart., died, 1861.
Frid.	4 Oliver Goldsmith, 1730. Sir G. Drummond, K. G. B. Admin., 1816.
Satur.	5 Canada discovered, 1499. Prince Victoria of Hesse, born, 1863.
Sund.	6 1st after Easter. Dep. of Sir G. Prevost, 1815. Sir G. Prevost, d., 1819.
Mon.	7 Hon. T. P. Meade assassinated, 1868. Prince Leopold b., 1835.
Tuesd.	8 Hudson Bay Co. established, 1602. Abdication of Napoleon I., 1814.
Wedn.	9 Mgr. Membrant, Bishop of Quebec, 1741.
Thurs.	10 Holy Trinity Day. Clergy receive Bill passed, 1853.
Frid.	11 Good Friday. Great Fire at Montreal, 1788. Pence of Utrecht, 1713.
Satur.	12 Holy Saturday. Gold mine, in Australia, 1851.
Sund.	13 EASTER SUNDAY. Public Funeral to Hon. T. D. McGe, 1868.
Mon.	14 Kaster Monday. Dep. of Pres. Lincoln, 1865. Princess Beatrice b., 1857.
Tuesd.	15 Mutiny at Spithead, 1797. Mad. Lussand d., 1850.
Wedn.	16 Battle of Colofon, 1746. Oxford term begins.
Thurs.	17 Boni. Proutin, d., 1790. Napoleon III. visited England, 1855.
Frid.	18 American Revolution, 1776. Napoleon III. visited England, 1855.
Satur.	19 Omer Pacha died, 1871. Battle of Lexington, 1775. Lord Byron d., 1824.
Sund.	20 1st after Easter. Mar. 111, b. 1808. Ist voyage of Jacques-Cartier, 1534.
Mon.	21 St. Anselm, Ep. & Conf. Congreg. of the Holy Spirit, 1850.
Tuesd.	22 Olessa napped, 1845. Earthquake in Rhode Island, 1813.
Wedn.	23 St. George, Holy Family, J. M. Shakespeare, b., 1564, d., 1616.
Thurs.	24 2nd after Easter. Martial law revoked, 1838.
Frid.	25 St. Mark, the Evangelist. Prince of Wales born, 1843. Copper 1800.
Satur.	26 3rd after Easter. Martial law revoked, 1838.
Sund.	27 4th after Easter. Martial law revoked, 1838.
Mon.	28 Mutiny of Bounty, 1789. Second battle of Chancellors, 1760.
Tuesd.	29 Benj. Franklin arrived at Montreal, 1775. War with France, 1803.
Wedn.	30 Lord Elgin attacked, 1849. Bishop Laval born, 1622.

## MAY.

Dedicated to *Maia*, mother of Mercury, messenger of the gods.  
The APPORTIONMENT of the ASSESSMENT is made between the 1st of this Month and the 1st of July, and becomes due after 30 days' notice.

DAYS.	REMARKABLE EVENTS, &C.
Thurs.	1 St. Phil. & Jas. Apostles. Prince Arthur b., 1850.
Frid.	2 M. Talon, 1st Int. in Can., 1844. Quebec Act passed in H. of Lds, 1774.
Satur.	3 Finding of the Cross, Meyerbeer died, 1864. Irish Rev. com., 1798.
Sund.	4 1st after Easter. Siege of Quebec raised, 1776. Irish Rev. com., 1798.
Mon.	5 Napoleon I. died, 1821. Mr. de Mésy, died, 1665.
Tuesd.	6 Meeting of the Boards of Examiners.
Wedn.	7 (8) Paper duty abolished in England, 1805.
Thurs.	8 1st Lower Canada Parliament prorogued, 1793. Schiller died, 1805.
Frid.	9 Pontiac's Revolt, 1763. Nat. Monument, 1869. Albert born, 1756.
Satur.	10 1st after Easter. Earl of Chatham died, 1782. Massacre at Delhi, 1857.
Sund.	11 Inauguration of Laval Normal School, 1857. Sir J. Herbold, d., 1871.
Mon.	12 Henry Grattan died, 1820. St. John's Church, Montreal, 1844.
Tuesd.	13 St. Boniface, Martyr. Montreal arrived in Canada, 1765.
Wedn.	14 D. O'Connell, d., 1847. Edmund Kean, Tragedian, died, 1823.
Thurs.	15 Brantion of Mount Asens, v. ill. dest'd, 1839. Battle of Alburna, 1811.
Frid.	16 Prince Talleyrand, d., 1838. Great fire in Montreal, 1715.
Satur.	17 1st after Easter. Montreal (Ville Mar.) founded, 1642.
Sund.	18 Dunstan Abp. Sir Charles Bagot d. at Kingston, 1801.
Mon.	19 Christopher Columbus, 1492. Confed. B. N. A. Provinces procl'd, 1867.
Tuesd.	20 Election Rights at Mont., 1832. Confed. B. N. A. Provinces procl'd, 1867.
Wedn.	21 Accession Day. Barometres first used in England, 1811.
Thurs.	22 Dr. William Hunter b., 1718. Establishment of Juliette College, 1840.
Frid.	23 Queen Victoria born, 1819. Despatches of Tullieres, Ec. Paris, 1871.
Satur.	24 1st after Ascension.
Sund.	25 Venerable Bede, historian, d., 735.
Mon.	26 Earl Durham arrived at Quebec, 1838.
Tuesd.	27 Canada placed under W. I. Co., 1664. Great Fire at Quebec, 1815.
Wedn.	28 Battle of Sacket's Harbour, Charles I. restored, 1660.
Thurs.	29 Teachers' Convention, Laval Normal School, Quebec.
Frid.	30 St. Jerome, (A. D. 420). Lord Clive b., 1731.
Satur.	31

## JUNE.

Consecrated to *Juno*, consort of Jupiter, the sovereign of the gods.  
The HALF-YEARLY REPORTS are to be made up in the course of this month.

DAYS.	REMARKABLE EVENTS, &C.
Sund.	1 PENTECOST. Arr. of Abbe de Queylus, Grand Vic. of Rome, 1644.
Mon.	2 1st S. in Brit. Ann., 1835. Gordon Riots 1780.
Tuesd.	3 Quebec founded, 1608. Capt. Gries, 1833. Pontiac at Quebec, 1620.
Wedn.	4 EMER DAY. C. M. Von Weber, d., 1826. Battle of Magenta, 1859.
Thurs.	5 Holyface. Bishop and Martyr. Sorocato born, R. C., 468.
Frid.	6 St. John the Baptist, 1821. Dep. of Governor Craig, 1811.
Satur.	7 2nd after Trinity. Violent shock of Earthquake in Jamaica, 1868.
Sund.	8 Trinity, 1st Meeting. Dom. Parliament, 1866. Mrs. Siddons died, 1831.
Mon.	9 Charles Dickens died, 1870. G. Stephenson, b., 1781.
Tuesd.	10 At. to shoot the Queen, by Ozart, 1840. Svt. Falace op., 1854.
Wedn.	11 St. Barbara, Council of Public Instruction Meets.
Thurs.	12 Copernic Christ. Empe. Maximilian ced'd Mexico, 1847.
Frid.	13 Telegraphic comm. Eng. and India, 1870. Trial of Queen Caroline, 1820.
Satur.	14 Jesuits' Church (Quebec) burned, 1640. Battle of Marango, 1850.
Sund.	15 1st after Trinity. Mississippi discovered by Joliette, 1674.
Mon.	16 Elect. of Pius IX., 1846. Mt. Asens, v. ill. dest'd, 1839.
Tuesd.	17 At. to shoot the Queen, by Ozart, 1840. Svt. Falace op., 1854.
Wedn.	18 Earl Dalhousie, Governor, 1820. Battle of Waterloo, 1815.
Thurs.	19 Pascal born, 1728. Maximilian shot, 1867. Will am IV died, 1837.
Frid.	20 Telegraphic comm. Eng. and India, 1870. Trial of Queen Caroline, 1820.
Satur.	21 Q. Victoria procl'd, 1837. N. Paper (Q. Gaz.) 1st appears in Can., 1764.
Sund.	22 2nd after Trinity. Champlain arr. at Quebec, 1st time, 1605.
Mon.	23 Telegraphic comm. Eng. and India, 1870. Trial of Queen Caroline, 1820.
Tuesd.	24 St. John Baptist, Midsummer-Day. N. F. disc. by Cabot, 1497.
Wedn.	25 Earl Dufferin sworn in as Gov.-Gen. of the Dominion, 1872.
Thurs.	26 St. Montreal born, 263 lives lost, 1857. George IV, d., 1830.
Frid.	27 Abba Monastir, Ist. Bp. of Canadas, arrived at Quebec, 1659.
Satur.	28 Queen Victoria d., 1838. 2nd great fire at Quebec, (1,300 houses b'd) 1845.
Sund.	29 3rd after Trinity. Sts. PETER and PAUL.
Mon.	30 Great Comet, 1661. Rome captured by the French, 1849.

## JULY.

At first named *Quintilis*, received the name of *Julius*, under the Consulate of Antony, in memory of Julius Caesar.  
ELECTION of School Commissioners and Trustees. REPORTS of Colleges and Institutions of Superior Education must be made in this month.

DAYS.	REMARKABLE EVENTS, &C.
Tuesd.	1 Semi-An. Reports and Rep. of Col. and Academics due.
Wedn.	2 Visitation B. V. M. (1) Dominion. Sir Robert Peel killed, 1829.
Thurs.	3 Quebec founded, 1608. Capt. Gries, 1833. Pontiac at Quebec, 1620.
Frid.	4 American Independence, 1776. Fort Necessity cap. by French, 1754.
Satur.	5 Princess Helena m., 1861. Battle of Chippewa, 1814.
Sund.	6 St. James, Bp. of Genoa, 1869. S. J. Novelist, d., 1868.
Mon.	7 Peace of Tilsit, 1807. Bat. of Carillon gained by Montreal, 1758.
Tuesd.	8 Barometery of Longueuil created, 1710. Edmund Burke, d., 1797.
Wedn.	9 Fire at Montreal, 1,100 houses b'd, 1862. Death of Desbrosses, 1705.
Thurs.	10 1st Part of L. Canada meets, 1792. Sir W. Blackstone, born, 1725.
Frid.	11 Canada invaded by U. S., 1812. Julius Cesar born, B. C. 100.
Satur.	12 Sir J. C. Sherbrooke, G. C. B., Gov.-Gen. of Canada, 1816.
Sund.	13 2nd after Trinity. Quebec erect. into an Archbishopric, 1844.
Mon.	14 Bastille destroyed, 1789. Marat ass. by Charlotte Corday, 1793.
Tuesd.	15 St. Swibert's Day. (A. D. 474.) War ced. by France as Prussia, 1870.
Wedn.	16 Phisps arr. before Quebec, 1629. Mass. set. at. Bout de Pile, 1615.
Thurs.	17 The Acadians dispersed, 1755. Cavopretak by Havelock, 1857.
Frid.	18 French Invasion of Eng., repelled, 1545. Capture of Groatia, 1806.
Satur.	19 Buenos Ayres declared independent, 1816. George IV., crowned, 1821.
Sund.	20 3rd after Trinity. French Revolution, 1789. Battle of Quebec, 1818.
Mon.	21 R. Burns d., 1796. Bat. of the Pyramids, 1812.
Tuesd.	22 St. Mary Magdalen, Bat. of Salamanca, 1812. Bat. of Tyconderoga, 1759.
Wedn.	23 4th after Trinity. Quebec erect. into an Archbishopric, 1844.
Thurs.	24 Infatibility of the Pope proclaimed, 1870. Gibraltar taken, 1704.
Frid.	25 St. James, Gt. Conf. with Ind. at Mont., 1701. Bat. of Lunby's I., 1814.
Satur.	26 St. Ann, Duke of Richmond, Governor, Jan. 4, 1820.
Sund.	27 Lord Durham died, 1840. Cowley d., 1667.
Mon.	28 St. Martha, V. Quebec surrendered to the English, 1st time, 1629.
Tuesd.	29 4th after Trinity. French Revolution, 1789. P. Tsché die, 1865.
Wedn.	30 1st of Superior Education Grant Closes.

## AUGUST.

At first named *Sextilis*, because it was the 6th Month of the Romulean Calendar. The name of *Augustus* was given to it in honor of Augustus, the Roman Emperor.

DAYS.	REMARKABLE EVENTS, &C.
Frid.	1 Emancipation of Slaves in British Dominions, 1835.
Satur.	2 Mirabeau first used by the French at Saarbruck, 1870.
Sund.	3 5th after Trinity. Columbus set sail from Palos, 1492. Adm. of Chs. X., 1840.
Mon.	4 Batt. of Weissenburg, 1870. Visit of Prince Wm. H. to Canada, 1871.
Tuesd.	5 Battles of Worth and Forbach, 1870.
Wedn.	6 French army defeated at Worth, 1870. Queen Caroline died, 1821.
Thurs.	7 Prince of Wales, 1842. E. and Ed. Edmund Burke, d., 1797.
Frid.	8 6th after Trinity. Mass. set. at. Bout de Pile, 1615.
Satur.	9 7th after Trinity. J. Cartier, arr. Gulf of St. Lawrence, 1634.
Sund.	10 8th after Trinity. J. Cartier, arr. Gulf of St. Lawrence, 1634.
Mon.	11 Battle of Lake Champlain, 1814.
Tuesd.	12 Napoleon banished to St. Helena, 1815. George IV. born, 1762.
Wedn.	13 Sir P. Maitland, Lt. Governor of U. Canada, 1818.
Thurs.	14 Bazine retreats from Metz, 1870. First book printed, 1457.
Frid.	15 ASSUMPTION OF B. V. M. Bonaparte born, 1769.
Satur.	16 Capture of Detroit by Eng. and C. I., 1812. Battle of Tebyrunya, 1855.
Sund.	17 10th after Trinity. M. Omer formed the Montreal Comp., 1640.
Mon.	18 Prince of Wales at Quebec, 1869. Frs. Jos. I. b., 1820.
Tuesd.	19 First boat shot the Lochine Rapids, 1840. Royal Gov. sunk, 1788.
Wedn.	20 Dr. Maguin died, 1842. Battle of Saragossa, 1710.
Thurs.	21 Sir N. F. Belleau, Knighted, 1866. William IV. b., 1765.
Frid.	22 Warren Hastings died, 1818. Burning of Constantinople, 1782.
Satur.	23 American war commenced, 1775. Duke of Buckingham assass., 1628.
Sund.	24 11th after Trinity. St. Bartholomew, Prince of Wales at Mont., 1860.
Mon.	25 Michael Faraday, d., 1847. David Hume d., 1776.
Tuesd.	26 His late Royal Highness Prince Albert b., 1819.
Wedn.	27 British bomb. Algiers, 1816. Fort Front cap'd by Gen. Bradstreet, 1758.
Thurs.	28 St. Augustin, Duke of Richmond, d., 1819.
Frid.	29 St. Peter and Paul, 1871. Gen. Sir John Colborne, G. C. B., 1838.
Satur.	30 Teachers' Convention, Laval Normal School, Quebec.
Sund.	31 12th after Trinity. First Cutting of Mount Con. Tunnel, 1857.

## SEPTEMBER.

Seventh Month of the Romulean year.  
From the 1st of this Month to the 1st of October, the CENSUS OF CHILDREN of school age is to be taken, and reported to the Ministry of Public Instruction within 10 days after 1st of October.

DAYS.	REMARKABLE EVENTS, &C.
Mon.	1 St. Giles, Abbot. Carter discovered the Saguenay, 1535.
Tuesd.	2 Napoleon I. sur. to K. of Prussia, 1807. Bonaparte, 1803.
Wedn.	3 Eusebius, Bishop of Caesarea, 339. G. of C., 1726.
Thurs.	4 Repub. proclaimed in Paris, 1870. Calais surrendered, 1347.
Frid.	5 1st Congress at Philadelphia, 1774. Malta surrendered, 1800.
Satur.	6 Flight of Francis II. King of Sicily, 1812. Battle of Baltimore, 1814.
Sund.	7 1st after Trinity. Sir G. Simpson died, 1850. Dr. S. Johnson b., 1709.
Mon.	8 NATIVITY OF B. VIRGIN MARY. Capt. of Mont., 1780.
Tuesd.	9 Bishop Fallour died, 1835. Soliman, Sultan of Algiers, 1835.
Wedn.	10 Bat. of Flodden Field, 1513. Battle of Lake Erie, 1813.
Thurs.	11 Battle on Lake Champlain, 1814. Hungarian Revolution com'd, 1848.
Frid.	12 Sieur de Frontenac, Gov. of Canada, 1673. Battle of Baltimore, 1814.
Satur.	13 Battle of the Plains of Abraham—Wolf and Montcalm died, 1759.
Sund.	14 1st after Trinity. Holy Cross. Sir J. M. Brunel, Eng. d., 1859.
Mon.	15 Mgr. de Moray, Bishop of Quebec, 1729.
Tuesd.	16 James H. d., 1742. Fahrrecht died, 1785.
Wedn.	17 Embr Day. Montigny appears before St. Johns, 1755.
Thurs.	18 George I. landed in England, 1714. Capture of Quebec, 1759.
Frid.	19 Embr Day. Lord Sydneyham died at Kingston, 1840.
Satur.	20 Embr Day. Montigny appears before St. Johns, 1755.
Sund.	21 15th after Trinity. St. Matthew's Day. Inaug. of Laval Univ., 1864.
Mon.	22 Theodore Hook born, 1786. George III. crowned, 1761.
Tuesd.	23 Sieur de Courcelles, 1734. Lord Metcalfe died, 1859.
Wedn.	24 Guy Carleton, Lt. Gov. and Com. in Chief, Can., 1769.
Thurs.	25 Count de Gallissier, Gov. of 1747. Archibald Ferguson, d. at Q., 1867.
Frid.	26 St. Cypprian, Capt. of Philadelphia, 1783.
Satur.	27 Let. of Napoleon I. King of Rome, 1809. Rev.