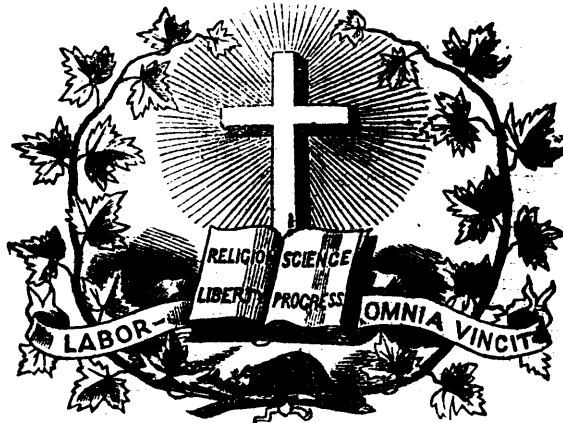


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Milton's "Letter of Education."

What is education? Some of that large class of men who are always ready to give us the benefit of their greater or lesser ignorance on the subject—a subject on which it is to be presumed we know at least as much as they do—will tell us that the word *education* etymologically means a drawing out, and that our work as teachers is to draw out the faculties of our pupils. If we find any fault with this statement of our work we are looked upon with as much suspicion as if we proposed an amendment to the ten commandments. If it be true that education means the drawing out of the faculties of the pupil it follows that a person whose faculties are well developed must be considered educated. Now there are (and in the past there were more) men of fine perception, strong memory, and sound judgment who have never crossed the threshold of a schoolroom, and who cannot read a word. Still our kind instructors would not call such men educated, although their faculties are well developed. "What," they would say, "call a man educated who does not know a letter?" "Does not *know* a letter!" In that single phrase they show clearly that they do not believe in their own definition. They judge a man's education by what he knows, and therefore when they say "edu-

cation" they mean "instruction." There is no doubt that in the public mind the terms are synonymous; the French, indeed, never describe a man as "well educated," but as "well instructed"—*bien instruit*. When, then, we are told that our work is to draw out the faculties of children let us ask our instructors what they mean, and if, haply, they mean what they say we shall then be prepared to reason with them.

A second class of the oracles on education tell us that our work is to fit our pupils for the parts they will have to fill when they leave school. As it would doubtless be considered frivolous to object that we do not know what those parts will be, let us consider what the statement means. If it mean anything it must mean that we are to teach the future bricklayer how to build a wall, the future carpenter how to make a door, and the future servant how to clean a stove. It would again be considered frivolous to object that we know nothing about building, carpentry, or stove-cleaning, and so we base our objection not upon this all-sufficient reason, but upon our belief that our work is not to fit our pupils to fill any particular part in life, but so to teach them to use their brains, and so to fill their minds with useful knowledge that they will be better able to fill any part than they would otherwise have been. It is for this reason that I object to the teaching of even needlework or cookery in schools. If a girl is to be a seamstress or a cook she will learn such things after leaving school, and why teach them to other girls? A crowd of people will be ready to answer at once, "Because they are so useful, you know." Well, so is a knowledge of washing and ironing, but I am not aware that even the most unpractical advocate of domestic economy has proposed to turn girls' schools into laundries.

A third class of the "advice gratis" people tell us that our work is to teach morality and religion. Dr. Johnson, who may be considered as a representative of

this class, says—"The first requisite is the moral and religious knowledge, of right and wrong; the next is an acquaintance with the history of mankind, and with those examples which may be said to embody truth, and prove by events the reasonableness of opinions." They would have us spend our time in preaching to our pupils, and would see little store on the multiplication table, because no moral can be tagged to it. Morality cannot be taught in lessons; a man does not lie and steal, because he does not know lying and stealing are wrong. Conduct is a matter of feeling, not of intellect; a love of truth and justice cannot be inculcated by syllogisms; therefore, if we want to influence the actions of a child, we must appeal to his heart rather than to his head. A teacher can do much to kindle high feelings in the bosoms of his pupils, but if he be thoroughly in earnest he will care little about set lessons on morality, and the teacher's own influence will spread abroad like the sunlight.

It will be asked, "If the work of a teacher be not to educate, or to instruct, or to instil high principles, what is it?" It is not to do any one of these things, but it is to do the whole of them. The school life is like a rope, from which no strand can be taken out except at the expense of the strength and perfection of the whole; or, again, it is like a chemical compound, because no element can be taken from it without destroying its character as a whole, and further because the elements in it act and react upon one another. By drawing out the faculties, for instance, we make instruction easier, and by giving instruction properly, we draw out the faculties.

I have been at pains to define clearly the ends of education that I may have a standard whereby to measure the scheme laid down by Milton in his "Letter." After returning from his travels Milton undertook the education of his two nephews and of the sons of a few of his friends. Whether it was this which directed his attention to education or not, it is certain that a little time afterwards he had very strong opinions on the subject, for when Hartlib tried to convert him to the views of Comenius, he found that the young schoolmaster was not likely to become a proselyte, because he held views of his own. Hartlib then asked him to commit his ideas to paper. Milton thereupon wrote and addressed to "Master Hartlib" his "Letter of Education." Like Comenius he was heartily desirous of a reform in education, considering this "one of the greatest and noblest designs to be thought of, and for the want whereof this nation perishes." He wanted a system "in extent and comprehension far more large, and yet of a time far shorter and of attainment far more certain than hath been yet in practice." As far as Latin and Greek, which had hitherto been the "be-all and the end-all" of education, he would have them taught, not for their own sake, but because he fancied that the education in physical science which he advocated could be conveyed through the medium of those languages only. He did not go so far as to revile his mother tongue, but he maintained that it did not afford "experience and tradition enough for all kind of learning." He rivalled Comenius in his denunciation of the study of mere words. Though a linguist," he said, "should pride himself to have all the tongues that Babel cleft the world into, if he had not studied the solid things in them, as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." Milton's residence at Cambridge had led him to consider the university a *dura* rather than an *alma mater*, and he traces to the education of the universities the

knavery of lawyers and the insincerity of courtiers. He would, therefore, abolish the universities, and finish a youth's education in school—the school life of course being prolonged. Where or how children are to get their elementary education, Milton does not say. His interest in them only begins when they are twelve years old. At that age he would have them given up entirely to the care of their teachers. The place of education must therefore be a boarding school. When children first entered the school the work of a teacher was to inflame them with the zeal of learning, and the admiration of virtue, to stir them up with high hopes to be brave men and worthy patriots, dear to God and famous to all ages. This was to be done by reading to them easy and delightful books on education, of which he mentions three,—two in Latin, and one in Greek! In this stage he would also have the children taught the rules of arithmetic, and exercised in the grammar of the Greek and Latin tongues. Between supper and bed-time religious instruction was to be given. The whole work was conceived in the same large and daring spirit which characterized this preface. Space forbids me to enter into the details; for those I would refer the curious to the "Letter" itself; I would simply say that when a pupil left he was to know everything except his mother tongue; in fact he was to be a walking cyclopedia, with the article "Vernacular" torn out. Milton says, and no one will deny it, that his scheme was not "a bow for every man to shoot in that counts himself a teacher," but required sinews almost equal to those which Homer gave to Ulysses.

One of the merits of the scheme was that it was a protest against the slavery of the world to the dead languages, although it was inconsistent in this, as it included as much Greek and Latin as even Lilly, or Colet, or Ascham could have wished. But these worthies thought the tongues of Rome and Athens worth learning for their own sakes, and, indeed, as almost the only things worth learning; Milton would have them learnt because, in his opinion, they were the only mediums by which a knowledge of the arts and sciences was to be obtained. Another merit of the scheme was, that it recognised clearly the truth that nothing has a right to be included in a school course which is not (in the highest sense of the word) useful—useful in drawing out the faculties, in its applicability to the affairs of life, or in its influence upon the moral sentiments. Milton erred in supposing that everything which it is useful for a man to know must be taught in school, although he could claim the merit of consistency in following his idea to its logical conclusion, for he recommended that gardeners, farmers, architects, &c., should give lessons to the scholars on the matters connected with their several callings. Dr. Johnson, whose rabid Toryism prevented his seeing anything good in Milton, except his poetry, condemns the scheme severely, its chief crime in his eyes being that it presumed to teach such things only as were useful, and that when put in practice it produced no brilliant results. He says, in speaking of Milton's school, which was conducted on the plan laid down in the "Letter." "From this wonderful academy, I do not know that there ever proceeded any man very eminent for knowledge; its only genuine product, I believe, is a small history of poetry, written in Latin by his nephew Philip, of which perhaps none of my readers has ever heard." It is certain that Johnson had never read the book he refers to—the *Theatrum Poetarum*—for it is written in English, and not in Latin. The doctor's criticism of the scheme is biased and unjust; it takes no account of the fact that Milton's school was not open long enough

to produce any startling results, and it assumes that a schoolmaster can turn out any number of geniuses if his plan be only good enough. How many men "very eminent for knowledge" proceeded from Dr. Johnson's own academy? (*) The real faults of the scheme are that it takes no cognizance of the education of children before they are twelve years old; that it applies only to the sons of the wealthy; that it exclude the vernacular, though if Milton had to adapt his scheme to the wants of the present, he would probably have excluded Greek and Latin; and that it attempts too much. Still it is interesting, both as a contribution to the history of education, and as the ideal system of a great mind.—*The Schoolmaster.*

Dr. Booth on Spelling Reform.

To the Editor of the Educational Times.

SIR,—One would have thought that the total collapse of the phonetic reform of spelling the English language, as advocated in and illustrated some years ago by a newspaper called the *Phonetic Nuz* would have deterred others from entering on the same barren path of unprofitable discussion. It would seem, however, that the London School Board, besides its own numerous and special duties has imposed upon itself the somewhat arduous task of revolutionizing the English language. The objections to any such scheme are so manifold that it is not easy to state them within the compass of a short letter in your columns.

In the first place, the phonetic system would introduce into the meaning of words and sentences still greater uncertainty than exists at present. Let us attempt to phonetize, for example, the following simple sentences:—

"It is *right* that I should *write* about the *rite* of confirmation," becomes "It is *rite* that I should *rite* about the *rite*," &c.; or, he told the sexton, and the sexton tolled the bell; or if we spell in accordance with Cockney pronunciation, the simple sentence, "He had his hat on his head," becomes "e ad is at on is ed."

It would be easy to add to these examples to any extent, but there are still more vital objections to any and every scheme of spelling reform.

Dr. Whewell, in his "History of the Inductive Sciences," in the chapter on Geology, admirably observes,—"Though our comparison might be bold, it would be just, if we were to say that the English language is a conglomerate of Latin words bound together in a Saxon cement: the fragments of the Latin being partly portions introduced directly from the parent quarry with all their sharp edges, and partly pebbles of the same material, obscured and shaped by long rolling in a Norman or some other channel." Shall these precious fragments and memorial pebbles be ground down into powder in the mill of the spelling reformers, who either forget, or do not seem to know, that words have a history of their own? Shall we mask the Roman origin of Cirencester and Towcester by spelling them Sissiter and Touster; or shall we vary the spelling from Room

(*) The following advertisement which appeared in the *Gentleman's Magazine* for June, 1736, may be interesting to some of my readers:—

AT EDIAL, near Litchfield, in Staffordshire, Young Gentlemen are Boarded, and taught the Latin and Greek Languages, by SAMUEL JOHNSON.

to Rome, as the mode of pronouncing the name of the Eternal City has changed within the last century and a half? Shall we spell *obleege*, because such was Pope's pronunciation of the word? or shall we spell the word *oblige* because such is the modern style? Shall we spell *potatoes*, *'tatur*s, in accordance with the established pronunciation of those classes for whose convenience phonetic spelling is proposed? Instances might be added without number of changes in the pronunciation of words.

As words may be spelt phonetically in different ways, who is to decide authoritatively as to the proper mode? or may every man spell phonetically as seems good to him in his own eyes?

Again, let us assume that the English language has become phonetized according to some new pattern. What is to become of our great libraries? Shall the industry, learning, genius, and eloquence of those whose labours for successive generations have ennobled their country and their kind, bestowing upon them "an everlasting possession"—shall those grand monuments of our civilization be reduced to mounds of waste paper covered with the symbols of an obsolete spelling as unintelligible to our future phonetists as the spelling of Chancer or Spenser is to those of our own day?

But, for argument's sake, let us assume that some new scheme for phonetizing the English language were by law established. It would immediately be necessary to transliterate some of our principal books. What about a phonetized Bible, or—as it would be now spelt—Bibel? How would be the British public receive such a Bible garnished with Mr. Lowe's thirteen new letters (not fifteen), just half as many as the present alphabet? How would people like the new form *Kriste*? Is Shakespeare also to be transformed, and Milton? or are they to be left in the pristine barbarism of the exploded spelling? Only think of educated men engaged in the hurry and business of life, going to school again, and painfully learning to transliterate the language into its new and uncouth forms!

Correct spelling is just as much the result of reading, as reading is of spelling. The eye is a more faithful guide than the ear. When one who reads with facility takes up a book, he never thinks of pronouncing the words as he reads. There is a silent association between the word in the page and the idea signified. Were the spelling to be materially altered, this association would be broken, and the reader would be compelled to read the phonetized English as if it were a foreign language.

But, independently of those collateral and incidental disadvantages, there is one objection fatal to the whole scheme. It is proposed to base spelling on pronunciation. But pronunciation changes not only from age to age, but from county to county. Is our new phonetic spelling to be based on the pronunciation of the present day, that is to say, on that now common in the streets of London? If so, what about the natives of our remote counties? They all have their own peculiar forms of pronunciation, why should they not have their own peculiar forms of phonetic spelling? The uneducated and untravelled natives of one county can scarcely understand the spoken language of a distant county. The Somersetshire man cannot well understand the Yorkshire man, neither do the men of Kent know much about Tim Bobbin's dialect. Are provincial newspapers to fashion their systems of spelling in accordance with the pronunciations of their different localities? How are we to deal with the Colonies? or with the English-speaking settlements scattered over the face of the globe? Is the London School Board to impose on them

the peculiar system of phonetic spelling it may adopt without giving them any voice in the matter ?

In one respect, the English language is not unlike the Chinese. Place a page of a common English book before a native of any part of England, he will understand what he reads. Let him read aloud the same page to the unlettered natives of different counties, they would scarcely understand what he was saying.

The spelling of the English language has become stereotyped, so to speak, for the last 150 years. In a volume of a common book now before me (Rapin's History of England, printed in 1720), on turning over the pages, I find but two words in which the spelling differs from that now in use, *peny* and *republick* instead of *penny* and *republic*. During the preceding century, changes in spelling were very much greater. It is proposed to base spelling, which is fixed and stable, on pronunciation a loose and shifting foundation. Whatever change for the future may be made in the spelling of the English language must be effected by the slow and imperceptible influence of usage—of the usage which has made it what it is, and which controls and guides all living languages ; as Horace truly said,

" Si volet usus,
Quem penes arbitrium, et jus, et norma loquendi."

Nothing shows the power of usage more than the torrent of slang which in the last quarter of a century has polluted the " pure well of English undefiled."

Neither the Reports of Royal Commissioners, nor Acts of Parliament founded thereon, nor the regulations of Governments, still less the action of School Boards, will have the slightest permanent effect to modify the established spelling of the English language, not even though we were to act on the suggestion of a Bishop, one of the promoters of the scheme, and " form societies who would pledge themselves, both in writing and in print, to spell phonetically, and so discard the present system."

What would be the result of establishing such a system of spelling in the National Schools ? The certain result would be to teach the children of the poor a debased and uncouth spelling, while the higher and middle classes would cleave to the established etymological spelling, founded on immemorial prescription, and consecrated by use ; so that thereby another line of strong demarcation would be drawn between the rich and the poor. They would not even have the same Bible ? Should one of these poor children strive to rise out of the rank to which the School Board would thus for ever doom him, he must, as a first step, endeavour to unlearn the phonetic spelling of the poor school.

To attempt to alter long-established forms or systems in literature and science is by no means a novel idea. The French mathematicians in the first French revolution agreed to alter the Sexagesimal division of the circle, and to divide it into 400 degrees ; thus decimalizing the divisions of the circle. This new division, which had everything in its favour save one—the existence of works and tables in the old division—was established by law ; valuable works were published based thereon—amongst others, the *Mécanique Céleste*, the immortal work of Laplace—yet, notwithstanding the numerous arguments in its favour, the French themselves for several years past have gone back to the Sexagesimal division of the circle, and relegated the Centesimal to the obscure position of an example in a *Trigonometry* for school boys ! Shall the proposed new spelling—which has not a thousandth part of the arguments in its favour that the Centesimal Division had—be partially adopted, to run the same course, and figure as an *Exercise* in the

Examination Papers of our boys and girls in the year 1900 ?

Still further, there can be no doubt that a duodecimal scale of notation would, in many respects, be better than our present decimal scale : for instance, 12 has many more divisors than 10 ; and there would be only two new symbols required to represent 10 and 11. Though often recommended for use, it has never been adopted, the decimal notation having been too long and firmly established.

Some years ago strenuous exertions were made to introduce a decimal system of coinage into this country. The florin was put into circulation, and the half-crown suppressed. The Committee of Council on Education recommended that the system should be fully treated of and explained in the school-books on arithmetic. Now, after the lapse of several years, this system of decimal coinage, with all its signal advantages, seems to be cast aside, and the half-crown, an anomaly in decimal coinage, has lately been again issued from the Mint.

I mention these instances of failure in projected reforms which had much to recommend them, in order that our phonetic reforms may not be too sanguine of securing immediate and signal success.

J. BOOTH.

Stone Vicarage, 7th June, 1877.

Minutes of the Meetings of the Catholic Committee of the Council of Public Instruction, held on the 10th, 11th, 12th & 13th October, 1877.—Continued.

MEETING OF THE 11TH.

PRESENT :—The same members.

The Superintendent submitted to the committee the papers relating to the charges brought against Thomas Dagenais, heretofore a teacher at St. Zotique which matter had been brought up at the meeting in May last.

The charges having been proved, it was on motion of His Grace the Archbishop, resolved that the said Dagenais's diploma as a teacher be cancelled, and that his name be struck off the list of qualified teachers.

The Superintendent also submitted the appeal of Feudor Declercq from a decision of the Superintendent relating to the conduct of the said Declercq as a teacher in the municipality of the Upper Sault-au-Recollet.

M. Declercq appeared in person and defended himself against the accusations brought against him.

Upon motion of His Grace the Archbishop, the Superintendent's decision in this case was maintained the charges having been declared proven.

The following report was read :

The undersigned have the honor to report that, according to the instructions given to them by this committee, at their last meeting, they have examined the astronomical chart of Mr. P. L. Morin.

The undersigned are of opinion that the author deserves credit for his method which allows the forms of the principal bodies of the solar system to be seen at a glance, although the order in which they are arranged on the left side of the chart, is not that occupied by them in the heavens, but which order however could be changed with advantage.

As the best modern authorities are somewhat disagreed as to the figures establishing dimensions and distances, as well as to the various periods of rotation and revolution of the planetary bodies around the sun, the undersigned are of opinion that in a chart of this

sort the figures employed by the author, descending to units and even to fractions, imply a degree of extreme exactitude which science in treating of dimensions and distances of such vast extent has not yet attained, and which in the interest of popular education it is not necessary to affirm. But this defect if it be one, Mr. Morin can easily remedy.

The undersigned believe that in popular education a chart of the kind might be useful to the teacher who would have it beside him when lecturing on the various subjects relating to the solar system; it might also be useful to the scholars in so far as it relates to the forms of the large bodies and the comparative dimensions of some among them.

But in other respects, if the scholars are numerous, there might be many who would derive no more benefit from the chart, than if the teacher or lecturer were to read from a book or a manuscript the definitions and descriptions given on the chart.

Altogether considering that the object of the chart merits the approbation of the committee and that it contains a great number of very useful astronomical *data*, that the forms and relative dimensions of the large solar bodies are well represented to the eye, the undersigned are of opinion that Mr. Morin's chart deserves that the committee should authorize its use in educational establishments, provided that its author make the alterations and improvements indicated above.

There are a few inaccuracies of a secondary importance, which the author doubtless will rectify in the copy of his chart which he is about to make.

The whole respectfully submitted.

H. H. MILES, L. L. D.

J. E. MARCOUX, Ptre.

Prof. L. U.

On motion of His Lordship of Montreal it was resolved :

That the foregoing report be adopted and that Mr. Morin's astronomical chart be approved subject to the restrictions mentioned in the report.

On motion of Hon. M. Chauveau it was resolved :

That the *MANUEL DE TENUE DES LIVRES à l'usage des écoles primaires*, by J. C. Langelier, be approved.

On motion of His Lordship the Bishop of Rimouski it was resolved :

That the *méthode de lecture et de prononciation*, by Montpetit and Marquette, being as regards the part intitled *Livre de l'élève*, but a reproduction of a french work, this committee do not consider it right to approve the book under its present title.

The report of the sub-committee appointed to examine the several copy books and the *Excelsior Readers* submitted to the committee was read.

On motion of Mr. Murphy it was resolved :

That the said sub-committee be requested to continue their labors, as also the Abbés Verreau and Lagacé, and that Hon. Mr. Chauveau do form part of the said committee which will make a special report as soon as possible.

On motion of His Lordship the Bishop of Sherbrooke, it was resolved :

That this committee do recommend that the law concerning public instruction be amended so that no appeal, in future, be allowed from the decision of the Superintendent to the Council of Public Instruction, or to the Committees of the Council, except when the aggrieved party has no recourse before the tribunals of the country, or when the right of appeal is already defined by law.

On motion of His Grace the Archbishop of Quebec, it was resolved :

That this committee do recommend to the Government the nomination of Joseph Perron, Esq., N. P., of Baie St. Paul, as a member of the Board of Examiners for Charlevoix, *vice* Mr. J. B. R. Dupont, who has left the limits.

On motion of his Grace the Archbishop it was resolved :

That the Superintendent be requested to forward to the Government the petitions of the Directors of the Institution for Catholic male deaf mutes, and of the Directresses of the Institution for Catholic female deaf mutes of Montreal, as this Committee fully approve the tenor of the same; and that it be recommended to the Government, in case the conclusions of said petition be granted, that the province be divided into districts according to population, so as to effect an equitable distribution of the purses destined to the pupils of these institutions.

On motion of Hon. Mr. Chauveau, it was resolved :

That this Committee recommend the nomination of Mr. Charles Lefèvre as professor of drawing at the Laval Normal School, in place of Mr. Genest.

On motion of His Grace the Archbishop it was resolved :

That this committee approve the list of distribution of grants to poor municipalities, prepared by the Superintendent, less certain modifications proposed by this Committee and now noted on said list.

MEETING OF THE 12th.

Present: The same with the exception of Hon. T Ryan.

On motion of His Grace the Archbishop the *quorum* of the Committee was fixed at *five members*.

On motion of His Lordship of Ottawa it was resolved :

That having examined the petition of Edouard Corbeil, Teacher, of St. Eugene in the County of Prescott, in the Province of Ontario, asking that his diploma be returned to him, and also the certificates accompanying said petition, which establish that the said Corbeil, since the revocation of his diploma by the Council of Public Instruction in 1869, has behaved himself well as regards morals and temperance, and considering that the said Corbeil has satisfied the Judgment pronounced, against him, this Committee do grant him a certificate in consequence, and return him the diploma granted to him in 1857 by the Jacques Cartier Normal School, and order that his name be replaced in the book containing the names of the qualified teachers of the Province of Quebec.

The Superintendent submitted to the Committee the documents relating to the appeal of the Commissioners of St. John, Island of Orleans.

On motion of His Lordship of Rimouski, it was resolved :

That, after mature deliberation and having examined the petition of the appellants and other documents produced, and considering that there arises between the School Commissioners and the Fabrique of St. John, a question as to the right of ownership of the ground where the school-house actually stands, this Committee request the Superintendent to submit this question as to right of ownership to the Law Officers of the Crown, and especially to make his report at the next meeting.

The Superintendent submitted a complaint made by O. Legendre against Inspector Carrier. The record being incomplete, the matter was postponed to next meeting.

The Committee then proceeded to revise the list of distribution of the fund for Superior Education, after which the meeting adjourned.

MEETING OF THE 13th.

Present: The Superintendent. Their Lordships the Bishops of Three Rivers, St. Hyacinthe, Rimouski, the Hon. Mr. Chauveau and P. O. Murphy, Esquire.

His Lordship of Rimouski proposed as an amendment to the list of distribution of the fund for Superior education, as made by the Committee:

That a grant of \$100 instead of \$50 be granted to the Orphan Asylum at Rimouski.

Which amendment was lost on the following division:

For:—His Lordship of Rimouski.

AGAINST:—Their Lordships the Bishops of Three Rivers and St. Hyacinthe and the Hon. Mr. Chauveau.

Hon. Mr. Chauveau also moved in amendment:

That the sum of \$4, out of the \$6, taken from the grants amounting to \$56, be refunded to all model schools having the note *excellent*, seeing that \$3 only had been taken from those receiving \$73 under the same conditions—Carried on the following division:

For:—His Lordship the Bishop of Rimouski, Hon. Mr. Chauveau and Mr. Murphy.

AGAINST:—Their Lordships the Bishops of Three Rivers and St. Hyacinthe.

On motion of His Lordship the Bishop of Three Rivers it was resolved:

That this Committee do earnestly recommend to the Legislature that the following grants be made at the next session under the head of Public Instruction.

Superior Education	\$ 80,000
Common Schools.....	200,000
Poor Municipalities.....	8,000
Normal Schools	50,000
School Inspectors.....	30,000
Prize Books.....	5,000
Journals of Education	4,000
Pensions	10,000
Deaf and Dumb Schools.....	12,000
Book Depository.....	5,000
Contingent Expenses.....	7,000

On motion of His Lordship of Three Rivers, it was resolved:

That this Committee desire to recommend that the Government avail itself as soon as possible of article 52 of 40 Victoria, chap. 22, and issue the rules and regulations for the holding and conducting of a scholastic Exhibition at the Universal Exhibition of Paris in 1878, and name one or more commissioners for that purpose.

On motion of His Lordship of Rimouski, it was resolved:

That a sub-committee composed of the Superintendent, His Grace the Archbishop of Quebec, Hon. M. Chauveau, M. Murphy and the late M. Delagrave's successor, be named to enquire into the disposal of the amount to the credit of the Catholic Committee for the formation of libraries in school municipalities.

On motion of His Lordship of Three-Rivers it was resolved that there would be no meeting on the 17th instant.

The Committee then adjourned,

GÉDÉON OUIMET, *Chairman.*
LOUIS GIARD, *Secretary.*

OFFICIAL NOTICES.

Department of Public Instruction.

APPOINTMENTS.

COMMISSIONERS.

His Excellency the Lieutenant Governor has been pleased by order in council, dated the 20th of November last (1877), and in

virtue of the powers conferred on him by the Act 40th Vict., chap. 22, to make following appointments of commissioners to prepare and superintend a school exposition in connection with the approaching Paris Universal Exposition, to wit:

The Revd. Antoine R. Nantel, Superior of the Seminary of Sainte Thérèse de Blainville, the Revd. Mr. Fothergill, of the city of Quebec, Urgel E. Archambault, esquire, Principal of the Catholic Commercial Academy of Montréal. The Honorable Gédéon Ouimet, Superintendent of Public Instruction, will also form part of the said commission, and be the Chairman thereof.

By an order in council, dated the 20th November, 1877:

Beauce, Saint-Victor de Tring.—Mr. Hubert Pepin, *vice* Mr. Joseph Paré, who is not within the limits of the municipality.

Charlevoix, Pointe au Pic.—Messrs. George Warren, son of Jean. Thomas Desrochers, junior, Johnny Gagnon, son of Augustin, George Duberger and Xavier Warren. New municipality.

Drummond, Drummondville.—Urgel Richard, esquire, *vice* Henri B. Lindsay, deceased.

Drummond, Kingsey.—Mr. William Lyster, *vice* Mr. Richard McMannis, deceased.

Two Mountains, Saint-Joachim.—Messrs. Magloire Lalande and Paul Doré, *vice* Messrs. Magloire St. Jacques and Jean Baptiste Lemay.

Gaspé, La Magdeleine.—Messrs. Joseph Boulet, junior, and Antoine Ouellet, *vice* Messrs. George Synotte and Damase Emond, whose term of office expired in 1876, and Xavier Synotte and Joseph Blanchet, *vice* Joseph Fournier and Edmond Vachon, gone out of office.

Laprairie, Saint Jacques le Mineur.—Messrs. Rémi Surprenant and Jean Baptiste Gamache, elected in July, but a meeting the chairman of which could not sign.

Montcalm, Wexford.—Mr. James Brown, continued in office, and Onésime Lafond, *vice* Just Lafond, who has left the municipality.

Montmorency, Sainte Anne de Boaupré.—Messrs. Clement Goulet and Jean Paré, continued in office, as the chairman who presided over the election could not sign.

Saguenay, sault-au-Cochon.—Messrs. Zéphirin Deschoses and Joseph Sirois, *vice* Messrs. Victor Gagnon and Léon Brisebois, as there was no election.

Richmond, township of Windsor.—Mr. Allen Baily *vice* Mr. H. E. Crammer, who had definitively left the limits of the said township.

SCHOOL TRUSTEES.

Argenteuil, Saint Jérusalem de Lachute.—Mr. Hercule Lorrin, *vice* Mr. Pierre Rodrigue, gone out of office.

Hochelaga, Village Saint Jean Baptiste.—Messrs. John McConnell and Thomas Castie, *vice* Messrs. John Bridgeman and George Bridgeman, the latter having left the municipality.

Rouville, Saint Paul d'Abbotsford.—Mr. William Marshall, *vice* Mr. William Gill.

Drummond, Wickam.—Mr. William Riff, no election having been held in July last.

His Excellency the Lieutenant Governor has been placed by order in Council, dated the 7th December instant (1877), and in virtue of the powers conferred on him to erect the parish of Saint Thecle, county of Champlain, with the limits assigned to it in the proclamation of the twenty third day of September, one thousand eight hundred and seventy four, erecting it into a parish for civil purposes; and also to appoint Messrs. Hubert Légaré, François d'Assise Cloutier, Charles Cloutier, Guillaume Plamondon and Joseph Alwin, to be school commissioner for the said municipality.

By an order in Council, dated the 13th December 1877.

1. Kamouraska, parish of Saint Denis.—M. Thomas St. Onge *vice* the Revd. M. J. B. Thibault, whose office has been vacated in consequence of ill health.

2. To detach the village of Grenville, in the county of Argenteuil, from school municipality No. 1, of Grenville, so as to form the said village into a distinct school municipality.

3. To annex to the school municipality No. 1, of Grenville, in the said county, the school municipality No. 2, of Grenville, situate outside of the limits of the said village of Grenville.

And by an order in council dated the 15th of December instant (1877), to appoint William Cook, esquire, advocate, Frederick Oliver, esquire, and William Dale, esquire, rector of Aigh School, members of the board of protestant examiner of the said city of Quebec *vice* the Revd. P. Wright, the Revd. D. Marsh and W. H. Carter, esquire, resigned.

CHANGING OF THE NAME OF A SCHOOL MUNICIPALITY.

He has pleased his Excellency the Lieutenant Governor, by order in council, dated the 4th December instant [1877], and by virtue of the powers on him conferred to change the name of the school municipality of "Waterloo," Ottawa county, to that of school municipality of the "Pointe-à-Gatineau."

TABLE of Superior Education for 1876 and 1877—(Continued)

COUNTIES	Classical Colleges	Commercial Colleges	Model Schools	Mixed Academies	Girls Academies	No. of pupils	1876 Grant	No. of pupils	1877 Grant
							\$ cts.		\$ cts.
Brought forward.....									
CHICOUTIMI									
Chicoutimi.....			1			110	1500 00	91	1500 00
Bagotville (St. Alphonse).....			1 (g & f)			95	56 00	98	50 00
Chicoutimi.....					1 (c)	65	150 00	62	150 00
Grande Baie (St. Alexis).....			1 (f)			50	56 00	42	50 00
Hébertville.....			1			33	75 00	30	70 00
Notre Dame de Laterrière.....			1			70	100 00	78	70 00
Ste. Anne.....			1			75	56 00	75	50 00
COMPTON									
Hereford.....			1 (c)			60	100 00	60	100 00
DEUX MONTAGNES									
St. Eustache.....				1 (g)		120	190 00	140	180 00
St. Benoit.....					1 (c)	115	100 00	120	120 00
St. Eustache.....					1 (c)	138	94 00	130	90 00
Ste. Scholastique.....					1 (c)	120	150 00	120	150 00
St. Joachim.....			1			86	73 00	90	70 00
St. Placide.....			1					75	50 00
Ste. Scholastique.....			1 (g)			108	150 00	102	125 00
St. Hermas.....			1			100	50 00	78	50 00
DORCHESTER									
St. Anselme.....			1 (g)					60	50 00
Ste. Claire.....			1			134	150 00	140	100 00
DRUMMOND									
Grantham (Drummondville).....			1 (g)			47	73 00	74	70 00
St. Germain de Grantham.....			1					134	50 00
St. Pierre de Durham (Village L'Avenir).....							56 00	69	50 00
GASPÉ									
Grande Rivière.....			1			60	73 00	62	70 00
Cap Chatte.....			1			68	50 00	68	50 00
Percé.....			1			62	56 00	65	60 00
Ste. Anne des Monts.....			1			57	80 00	60	80 00
HOCHELAGA									
Pointe aux Trembles.....				1 (g)		82	150 00	86	150 00
Côteau St. Louis.....				1 (g)		315	73 00	315	70 00
Longue Pointe.....					1	40	64 00	53	60 00
Pointe aux Trembles.....					1 (c)	122	150 00	130	150 00
Côte des Neiges.....			1 (g)			100	70 00	101	70 00
".....			1 (c)			105	56 00	104	60 00
St. Henri.....			1 (c)			74	56 00	668	70 00
".....			1 (g)			310	73 00	330	80 00
St. Jean Baptiste.....			1 (g)			390	140 00	436	140 00
Sault aux Récollets.....			1 (g)			66	56 00	60	50 00
HUNTINGDON									
Huntingdon.....					1 (c)	52	100 00	41	100 00
Hemmingford.....			1 (c)			35	73 00	30	70 00
St. Anicet.....			1 (g)			52	53 00	54	50 00
To carry over.....									

TABLE of Superior Education for 1876 and 1877—(Continued)

COUNTIES	Classical Colleges	Commercial Colleges	Model Schools	Mixed Academies	Girls' Academies	No. of pupils	1876		1877	
							Grant	No. of pupils	Grant	No. of pupils
							\$	cts.	\$	cts.
Brought forward.....										
LAVAL										
Laval (St. Vincent de Paul).....		1				135	200 00	170	200 00	
St. Martin.....					1 (c)	104	70 00	97	60 00	
".....			1 (g)			94	73 00	103	70 00	
St. Rose.....						90	73 00	92	70 00	
".....			1 (c)					104	50 00	
St. Vincent de Paul.....			"					180	50 00	
LÉVIS										
Lévis.....		1				290	1200 00	297	1200 00	
Lévis.....					1 (c)	300	100 00	331	100 00	
St. Joseph.....					"	410	200 00	400	200 00	
St. Nicolas.....					"	79	100 00	80	150 00	
Etchemin.....			1 (c)			250	100 00	230	100 00	
Lauzon.....			1 (g)			240	141 00	409	140 00	
St. Henri.....			1			123	75 00	99	70 00	
St. Jean Chrysostôme.....			1			40	56 00	47	50 00	
St. Lambert.....			1			80	150 00	73	150 00	
St. Nicolas.....			1 (g)			67	73 00	64	70 00	
St. Romuald.....			"			196	73 00	76	70 00	
LOTBINIÈRE.										
Lotbinière.....			1 (c)			45	73 00	82	70 00	
Ste. Croix.....					1 (c)	82	120 00	110	120 00	
Leclercville.....			1			117	56 00	77	50 00	
St. Agapit.....			1			59	56 00	72	50 00	
St. Agathe No. 2.....			1			100	50 00	26	50 00	
St. Antoine de Tilly.....			1			90	76 00	72	70 00	
St. Apollinaire.....			1			85	73 00	97	70 00	
St. Flavien.....			1					75	50 00	
St. Jean des Chaillons.....			1			83	73 00	100	70 00	
St. Louis Lotbinière.....			1 (g)			13	200 00	52	150 00	
St. Sylvestre.....			1 (c)			100	100 00	114	100 00	
MASKINONGÉ										
Rivière du Loup No. 1.....			1 (c)			171	50 00	205	50 00	
".....			1 (g)			90	100 00	117	70 00	
St. Léon.....			1			54	56 00	68	50 00	
St. Paulin.....			1 (c)			60	100 00	50	100 00	
Ste. Ursule.....			1			77	56 00	68	50 00	
".....			1 (c)			63	100 00	45	100 00	
MÉGANTIC										
Nelson.....			1			41	50 00	42	50 00	
St. Calixte de Somerset.....			1 (c)			100	140 00	80	140 00	
".....			1 (g)			36	100 00	35	90 00	
St. Ferdinand d'Halifax.....			1 (c)			21	150 00	25	150 00	
St. Julie de Somerset.....			1			36	56 00	42	50 00	
MISSISQUOI										
West Farnham.....		1				204	170 00	236	170 00	
St. Romuald de Farnham.....			1 (c)			266	70 00	252	70 00	
MONTCALM										
St. Jacques de l'Achigan.....					1 (c)	187	170 00	173	170 00	
Rawdon.....			1 (c)			49	50 00	45	50 00	
do.....			1 (g)			70	50 00	70	50 00	
St. Esprit.....			1 (c)					97	50 00	
St. Liguori.....			"			115	138 00	114	120 00	
To carry over.....										

TABLE of Superior Education for 1876 and 1877—(Continued)

COUNTIES	Classical Colleges	Commercial Colleges	Model Schools	Mixed Academies	Girls' Academies	No. of pupils	1876 Grant	No. of pupils	1877 Grant
							\$ cts.		\$ cts.
Brought forward.....									
SHEFFORD									
Roxton.....				1 [g]		47	100 00	47	75 00
Waterloo.....			1			124	100 00		100 00
TÉMISCOUATA									
Cacouna.....					1 [c]	96	143 00	90	140 00
Fraserville [Rivière du Loup].....						136	100 00	130	100 00
Isle Verte.....				1 f & g		70	100 00	160	100 00
Trois-Pistoles.....					1 [c]	106	100 00	120	100 00
Fraserville [village].....			1 [g]			93	73 00	85	60 00
N. D. du Portge.....			1			47	56 00	61	50 00
St. Arsène.....			1			80	73 00	88	70 00
Cacouna.....			1 [g]			65	56 00	64	50 00
Trois-Pistoles.....						31	73 00	30	70 00
TERREBONNE									
Ste. Thérèse.....	1					227	1500 00	225	1500 00
St. Jérôme.....		1				205	300 00	209	300 00
Ste. Thérèse.....					1 [c]	167	89 00	170	90 00
Terrebonne.....						181	89 00	179	80 00
Ste. Anne des Plaines.....			1 [g]			57	73 00	37	70 00
St. Jérôme.....			1 [c]			218	100 00	44	100 00
THREE-RIVERS									
Three-Rivers.....	1					222	2000 00	218	2000 00
" [Société d'Education].....		1				592	500 00	606	500 00
" [town].....					1 [c]	320	194 00	415	200 00
VAUDREUIL									
Rigaud [Collège Bourget].....	1					157	800 00	154	800 00
Ste Marthe.....				1 [g & f]		100	120 00	81	100 00
Vaudreuil.....					1 [c]	90	89 00	108	90 00
".....				1 [g]		89	128 00	86	130 00
Isle Perrot.....			1			87	50 00	85	50 00
Rigaud.....			1 [c]			90	73 00	90	70 00
VERCHÈRES									
Varennes.....		1				137	254 00	137	260 00
Verchères.....		1				138	200 00	133	200 00
Belœil.....					1 [c]	106	90 00	115	90 00
Varennes.....						94	80 00	102	80 00
Belœil.....			1 [g]					61	50 00
St. Antoine.....			1					120	50 00
WOLFE									
Wotton.....			1 [c]			50	150 00	36	150 00
YAMASKA									
Baie du Febvre.....				1 [g]		75	50 00	81	50 00
St. François du Lac [indép.].....						46	56 00	32	50 00
Baie du Febvre.....			1 [c]			118	73 00	113	70 00
St. David.....			1			134	50 00	140	50 00
St. François du Lac [village].....			1			134	70 00	120	60 00
St. Thomas de Pierreville [école sauvage].....			1					30	100 00
St. François du Lac [village].....			1 [c]			55	50 00	79	50 00
St. François du Lac [paroisse].....			1					90	50 00
St. Thomas de Pierreville.....			1 [g]			50	100 00	66	75 00
St. Michel d'Yamaska.....			1			50		44	50 00

MISCELLANY.

Exercise and Occupation.—Exercise for the body, occupation for the mind—these are the grand constituents of health and happiness, the cardinal points upon which everything turns. Motion seems to be a greater preserving principal of nature, to which even inanimate things are subject; for the wind, the waves, the earth itself are restless, and the waving of the trees, shrubs and flowers is known to be an essential part of their economy. A fixed rule taking several hours of exercise every day, if possible in the open air, if not under cover, will be almost certain to secure one exemption from disease, as well as from the attacks of low spirits, or *ennui*, that monster who is ever waylaying the rich and indolent. "Throw but a stone and the giant dies." Low spirits can't exist in the atmosphere of bodily and mental activity.

Where Lightning Strikes.—To reassure the timid and nervous some calculations and directions for security, which, from the frequent occurrence and unusual severity of thunder storms, might not be unacceptable to some, are given.

There are seventy thousand chances to one against an individual's being killed in this way in the whole year. But as there are perhaps ten of these storms in a season, the chances of being killed are as 700,000 to one in any one storm. At the worst, there seems to be a half a million chances against a timid lady's having her terrors realized, according to the doctrine of chances. If she lies down in her fright, as she is likely to do, on either a feather bed or hair mattress, these chances in her favor are multiplied to at least a million.

Another consolation is that she has little to apprehend from a flash of lightning which she has leisure to see. As light travels 227,260 miles in a second, and lightning only 1,142 feet in the same time, you may easily compute the distance of the electric discharge. If 4.62 seconds and six beats of the pulse elapse between the lightning and the thunder, the discharge is a mile off.

To guard against possible danger on its near approach you may insulate your bed or chair by putting their legs on glass. Feathers and hair afford great security. There is also less danger after the rain has begun to fall copiously than before, because a moist atmosphere serves as a conductor for the electric fluid, diffusing it and conveying it to the earth.

A man who is wet, being a better conductor than a tree which cannot be so thoroughly wetted, ought not to stand under one, and animals, on account of their bodies, are always better conductors than trees. But though wrong to stand near a tree, you will be very safe a little beyond the extent of its branches—a position which ought to be chosen, as the higher object will take the lightning first—or you might stand on dry wood, or wool or silk.

The middle of a room is safer than near a partition, and this than near an exterior wall. A building is a better protection than a tree; but a barn or stable containing wet grain or hay is worse than an open field. Sitting on horseback or in a carriage is dangerous.—*Worcester Gazette.*

Fingers and their signification.—A Professor Crosby, in a lecture on the "Human Hand" at New-York, lately, said that "the fingers, if smooth, they are the symbols of inspiration, passion and intuition; if naturally knotted about the joints, they show mental powers in the direction of induction, order and arrangement. On transverse section the fingers may be circular or ovoid or oblong and flattened. The tips of the fingers are full of interest—the principal forms being the spatulous, square, oval and pointed. D'Arpentigny claimed that in a given hand all the lines would have the same termination; which is obviously not true, since fingers like character are liable to be mixed. The spatulous finger, so called because its outline is like that of a druggist's spatula, is the index of corporeal activity, of industry, of the mechanic arts. Such fingers indicate constancy both in occupation and in love, but show deficiency in metaphysical power, and no love of spiritual poetry nor tendency to speculation. The spatulous finger gets its best illustration in the Anglo-Saxon hand.

"The square hand and finger-tip is the index of precedent, of custom, of routine, of defined art. The English and Norman hand is of this type. The tendency of the Norman to adhere to custom is illustrated by the fact that the caps of the Norman woman are the same in form as those worn by the wife of William the Conqueror and identical with those represented on the ancient tombstones in Normandy. In North Germany the square type, with square fingers and a fleshy palm, predominates, and nowhere is deference to form and high title more marked. Illustrative of this, a North German advertised himself, as Principal Chimney-sweep to the Court and Principal Hunter of the hamber, the last title when translated meaning 'rat-catcher.'

"The conical and pointed finger indicates enthusiasm and artistic desires. Individuals with such fingers put the artist before the artisan, and evince a love of sculpture, architecture, poetry, painting

and song; such persons are worshippers of the romantic and beautiful. Thus we have a digital index of art. In the northern nations the artist gives way to the artisan, and here we find spatulous and square fingers. In English and North Germany, where these types prevail, there are few great vocalists; but in Italy and Spain where the conical finger prevails, they are to the manner born. It is a curious fact that even the religion of man is largely determined by the form of his fingers. Protestant nations excel, as is well known, in the mechanic arts, and are found to possess as a rule spatulous and square fingers. Witness the hands of England, North Germany, and Holland. Roman Catholic countries, on the contrary, are noted for excellence in the fine arts, and are found to possess the conical or artistic type of finger, as may be seen in Italy, France, Spain, and Ireland. In Middle Germany both types of fingers are found, but the same principle seems to obtain. Thus the great Scriptural poets in Germany, representing the refined art of language, are Protestant, as is illustrated by Klopstock, Wieland, Körner, Uhland, Herder, Goethe, Schiller and Jean Paul Richter. The great musical poets of Germany, however, have been essentially Roman Catholic. The fine art of music has thus been adorned by Hadyn, Beethoven, Mozart, Weber, and Kreutzer. The only exceptions are Meyerbeer and Mendelssohn, both of them Jews.

"In Italy, the where conical finger is predominant, the priests are not uncommonly hated, yet Protestantism never has made and probably never will make any essential headway. It is too cold and austere for a people with the artistic sense and vivid imagination of the Italians. It would thus appear that the conical or artistic finger is essentially Roman Catholic, and the spatulous and square essentially Protestant, and that any disturbance in these relations is abnormal, and illustrates the difficult feat of attempting to put square pegs in round holes. It has been said that if the superiority of an animal is in the hand, the superiority of the hand is in the thumb. The thumb of the monkey extends only to the root of the first finger. In idiots who are amenable to instinct only, the thumbs are very small and badly developed. The great perfection of the human thumb is due to the fact that it is capable of such perfect opposition to the other fingers. The first metacarpal bone in the thumb of the monkey is on the same plane with the other fingers; but in the thumb of man it is by itself, possessing great mobility; and by virtue of a long flexor muscle connected with the last digit, the thumb is capable of a peculiarly perfect flexion, so that a pen, a graver, or a needle can be held. It is this perfect power of flexion and adduction of the thumb that gives to the hand its wonderful dexterity and delicacy, and enables the thumb not only to touch the tip of every finger, but of every joint in the hand. Above all the rest of the hand, to the thumb may be assigned the attribute of intelligence. In repose, the thumb is in a position of half opposition to the fingers, which is never true for the monkey, the power of opposition in these animals being very slight. The monkey can spread all the fingers on a plane surface on which he walks; but in man the hand is not an organ of locomotion. Like the monkey, he can spread the hand as a plane, but he can also round it into a cylinder, hollow it into a gutter, spread the fingers like a compass with five branches, can collect them into a cone, compress them into a spheroid, and finally can with the fingers reach every part of his body.

"The thumb is the intelligent agent of the brain. In idiots the thumb seeks concealment beneath the fingers, as if recognizing the fact that the brain lacks supreme intelligence. When, however, the brain of the idiot begins to develop, the thumb shows its recognition of the fact by emerging from its hiding place and flexing outside the fingers, thus asserting the supremacy of intelligence. When the premonitory aura of an epileptic fit comes on; the thumb takes alarm and hides itself in the palm beneath the fingers, and when the great darkness of death settles down the fingers shut over the thumb and bury it. When the popular exclamation is heard, 'Simon says thumbs up,' we understand that all is well, but when the old Romans in the gladiatorial arena turned their thumbs down it meant death. Small thumbs always indicate vacillation and irresolution, and although the possessor may be loving and accomodating, he will be weak. Large thumbs indicate a strong will, lacking perhaps in sympathy, but in force of character supreme."

[The preceding points and others were illustrated by the stereopticon.]

Dr. Crosby further said:—"There is much significance connected with the length of fingers. Persons with short fingers are generally masters in their judgments, care little for matters of dress, etiquette or propriety and yet in business, especially in speculation, they decide points rapidly—at a glance—and seem at times almost inspired. A person with long fingers is always given to detail, and dwells more on minute than on grand works. Such a person would be likely to inspect all details of person and dress; if an orator, he would spend his force on the niceties or rhetoric rather than on his subject matter; if a painter, would work up little details at the expense of the general effect—in fine, would scatter his power in devotion to little details.