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CANADA LIFE ASSURANCE COMPANY.

ESTABLISHED 1847.

HEAD OFFICE, HAMILTON, ONT.

Capital and Funds, **OVER 5,000,000 DOLLARS.**

Annual Income about \$830,000.

MANAGING DIRECTOR AND PRESIDENT :

A. G. RAMSAY.

SECRETARY :

R. HILLS.

SUPERINTENDENT OF AGENCIES :

J. W. MARLING.

ABSTRACT.

1. Assets 30th April, 1880.....	\$4,297,852
2. Income for the year ending 30th April, 1880.....	835,856
3. Income (included in above) for the year from interest and profit on sale of Debentures.....	243,357
4. Claims by death during the year.....	192,948
5. Do. as estimated and provided for by the Company's tables.....	296,878
6. Number of Policies issued during the year—2107, amounting to.....	3,965,062
7. New premiums on above.....	111,382
8. Proposals declined by Directors—171—for.....	291,200
9. Policies in force 30th April, 1880, 12,586, upon 10,540 lives.	
10. Amount assured thereby.....	21,547,759
11. Death claims fell short of expectation by.....	103,930
12. Interest revenue exceeded Death claims by.....	50,309

1880 versus 1850.

The Assurances now (1880) in force are **twenty-five times** greater, the Annual Revenue **thirty times**, and the Total Funds **one hundred times** greater than in 1850.

New business last year exceeded that of the six other Canadian Companies combined—that of the five Licensed American Companies combined, and was more than double that of eleven British Companies combined.

The CANADA LIFE carries over a fourth of all the existing business in Canada.

The bonus additions to Life Policies during the past 15 years have added \$375 to every \$1000 of original assurance and this now stands at \$1375 and will be further increased at each future division of profits.

During the same period 35½ to 39 per cent. of all premiums paid were **returned in cash** to those preferring this mode of distribution, according to age say 40 and 20 years, when policy was issued.

Montreal Branch, 180 ST. JAMES STREET.

B. POWNALL,

Sec. for Province of Quebec.

P. LA FEBRIERE,

Inspector of Agencies.

JAMES AKIN, *Special City Agent.*

AGENCIES THROUGHOUT THE PROVINCE.

"Nullius addictus jurare in verba magistri."—HORACE.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

PUBLISHED MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF
THE BOARD OF EDUCATION, AND CONTAINING THE OFFICIAL
ANNOUNCEMENT OF THE BOARD.

EDITED BY K. W. BOODLE.

VOL. II.
JANUARY TO DECEMBER
1882.

MONTREAL:
GAZETTE PRINTING COMPANY.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1882.

VOL. II.

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF
THE COUNCIL OF PUBLIC INSTRUCTION.

EDUCATION OFFICE. }
Quebec, 30th Nov., 1881. }

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Lord Bishop of Quebec, Chairman; Dr. Cook, Dr. Dawson, Dr. Mathews, R. W. Honeker, Esq., D.C.L. and the Hon. Gédéon Ouimet, Superintendent of Public Instruction.

The minutes of former meeting were read and confirmed.

The Secretary read a letter from E. T. Hemming, Esq., Drummondville, intimating his acceptance of the appointment as an associate member of the Protestant Committee of Public Instruction, and expressing his due appreciation of the honour conferred on him.

Apologies for non-attendance at the present meeting, from the Hon. Judge Day, the Hon. Mr. Ferrier, the Hon. Dr. Church, and E. T. Hemming, Esq., were laid before the Committee.

The prospectus of the High School, Three Rivers, and a letter from Mr. Robert M. Campbell, Principal of said Institution, regarding its establishment, &c., were laid before the Committee. Satisfaction was expressed at the improved prospects of this Institution, and the Secretary was directed to place it on the list for inspection.

The Hon. the Superintendent of Public Instruction stated that no settlement had yet been reached in regard to the disposal of

the school assessment on Price's Mills, Metis, as there was some doubt about the proprietorship of said property.

The Hon. the Superintendent of Public Instruction laid before the Committee the steps which he had taken in regard to the arrears of marriage license fees at present in the hands of the Government at Ottawa, and read some correspondence between the Quebec and Dominion Governments on the same subject. He was requested to continue his exertions for the recovery of the money.

Principal Dawson reported respecting THE EDUCATIONAL RECORD:—

“That in the present year 804 copies had been issued gratuitously to teachers and others entitled to receive the publication. The total cost was \$753.33, of which \$500 had been paid by the Legislative grant, and \$253.33 remained to be paid. The RECORD had been issued regularly, and the December number was now in the press. It had been edited and printed in a very creditable manner, and must have done much good.

“It was now necessary to make arrangements with reference to the next year. The returns submitted at last meeting from Inspectors, through the Hon. the Superintendent of Education, show that there are 1,049 Protestant schools, including dissentient schools, and that if all are to be supplied with copies, as well as the Inspectors, Boards of Examiners and members of the Council and Education Department, and exchange copies sent to leading newspapers, an edition of at least 1,000 copies would be required. This the publishers would undertake to furnish and mail for a sum of \$750, and the question for the Committee was whether the Government grant could be increased, or a sum of \$250 placed on the contingencies of the Committee, or whether failing these, the gratuitous circulation should be restricted, or some mode adopted for diminishing the expense.

“Experience had shown that, except by gratuitous circulation, only a small proportion of the school districts could be reached, and after some difficulties we had now arrived at the means of reaching nearly the whole. It seemed, therefore, inexpedient to abandon the effort in its present stage. He had enquired into the expense of printing, editing, &c., and the amount likely to be obtained from advertising and subscriptions, and he believed that it would not be possible to issue the RECORD more cheaply than by the estimate he had stated.

“In these circumstances it appeared advisable to secure, if possible, the sum of \$750 for next year, so as to be able to issue 1,000 copies. If this cannot be done, since it seems impossible to make any selection from the lists of schools without injury to the interests of the districts most in need of information and stimulus, it

would be the wisest course to endeavour to arrange for a less frequent issue of the journal, say once in two months, rather than diminish the number of copies. Such reduction in amount of matter and frequency of issue would, however, be very undesirable, more especially as there is need of even more space than that at present available for the introduction of practical papers of various kinds on elementary education, and the effort to elicit questions and communications from teachers is likely to be increasingly successful."

The Committee having considered the foregoing report, unanimously resolved:—

1. That the amount due to the publisher of the RECORD be paid out of the surplus of the Contingent Fund, and that one thousand copies be ordered for next year, to be circulated gratuitously to teachers and others, at a cost not exceeding \$750.

2. That the Chairman, the Hon. Mr. Ouimet and Mr. Heneker be a Committee to confer with the Government as to increase of the grant for THE EDUCATIONAL RECORD, and, along with the RECORD Sub-Committee, to make enquiries as to the best permanent arrangements for an educational publication, and to report at the meeting in May.

On the motion of R. W. Heneker, Esq., it was unanimously resolved:

"That the Rev. Dr. Cook and the Rev. Dr. Mathews be a Sub-Committee to examine the printed report of the Hon. the Superintendent of Public Instruction for the past year, and to report on all matters of interest recorded therein as to the condition of the Protestant and mixed schools."

The following is the report from the Sub-Committee on the new School Law:—

EDUCATION DEPARTMENT, Quebec, 30th Nov., 1881.

To the Chairman of the Protestant Committee of the Council of Public Instruction:

MY LORD,—I beg to notify the Committee that the memorandum on the proposed consolidation of the Acts relating to Public Instruction, with the proceedings of the Roman Catholic Committee thereon, and the report on these proceedings by a Sub-Committee of the Protestant Committee, were printed and circulated amongst the members of the Committee, and published in the press of Montreal, Quebec, and in most, if not all, of the English newspapers in the Eastern Townships.

A discussion took place on the question at the recent meeting of the Teachers' Association, held at St. Johns, Quebec.

A copy of the printed matter above referred to is appended hereto.*

The whole respectfully submitted.

(Signed)

R. W. HENEKER, *Chairman.*

* cf., EDUCATIONAL RECORD, Vol. I., p. 455.

On the motion of R. W. Heneker, Esq., seconded by Dr. Dawson, it was unanimously resolved :

"That the printed report of the Sub-Committee be adopted by this Committee, and that it be referred to the Sub-Committee of Conference with the Government, in order that it may be urged on the attention of the Ministry."

A copy of resolutions regarding the proposed consolidation of the Acts relating to Public Instruction, Province of Quebec, adopted at the recent Convention of the Provincial Association of Protestant Teachers, was laid before the Committee, and referred to the same Sub-Committee of Conference with the Government.

The Rev. Dr. Cornish, of McGill University ; Dr. McGregor, of the Normal School, Montreal ; Mr. Harper, Rector of the High School, Quebec ; and the Secretary, were appointed a Committee to prepare examination papers for candidates for Teachers' Diplomas.

The Rev. T. B. Allnatt, B.D., and the Secretary, were re-appointed Inspectors of Academies and Model Schools for the ensuing year on the same terms as previously, the inspection to be completed before the first Tuesday in May.

The annual returns having been sent to the Department by the Sweetsburg and Danville Academies, and the Valleyfield, St. Henri and Grenville Model Schools, the Hon. the Superintendent of Public Instruction was requested to recommend the payment of the sums allotted to them from the Superior Education Fund.

The Secretary was directed to draw the attention of the teacher of the Model School at Grenville to the fact that all the subjects required to be taught in Model Schools are not taught in said Model School at Grenville.

The Committee agreed to put the newly-established Model School at Gould, Lingwick, on the list for inspection.

The Hon. the Superintendent of Public Instruction reported that nothing had as yet been done in regard to the list of textbooks approved by the Committee and transmitted to the Lieutenant-Governor in Council for sanction. He was requested to bring the matter once more under the notice of the Government.

The Secretary laid before Committee a series of new Reading Books, with a list of prices published by W. T. Gage & Co., Toronto. The Committee agreed to consider the merits of this new series, when the list of Text Books is revised.

The Secretary's accounts were examined and found correct, the balance at the credit of the Contingent Fund in the Bank of Montreal being to date \$1,163.88.

The Secretary's contingent expenses, amounting to \$6.38, were ordered to be paid.

There being no further business, the Committee adjourned, to meet on Wednesday, 22nd February, 1882, or earlier, if necessary, on the call of the Chairman.

GEORGE WEIR,
Secretary.

Cobden and the Classics.—Cobden is a striking instance against a favourite plea of the fanatics of Greek and Latin. They love to insist that a collegian's scholarship is the great source and foundation of a fine style. It would be nearer the truth to say that our classical training is more aptly calculated to destroy the qualities of good writing and fine speaking than any other system that could have been contrived. These qualities depend principally, in men of ordinary endowment, upon a certain large freedom and spontaneousness, and, next, upon a strong habit of observing things before words. These are exactly the habits of mind which our way of teaching, or rather of not teaching, Latin and Greek inevitably chills and represses in anyone in whom the literary faculty is not absolutely irrepressible. What is striking in Cobden is that, after a lost and wasted childhood, a youth of drudgery in a warehouse, and an early manhood passed amid the rather vulgar associations of the commercial traveller, he should, at the age of one-and-thirty, have stepped forth the master of a written style which, in boldness, freedom, correctness, and persuasive moderation, was not surpassed by any man then living. He had taken pains with his mind, and had been a diligent and extensive reader, but he had never studied language for its own sake. It was fortunate for him that, instead of blunting the spontaneous faculty of expression by minute study of the verbal peculiarities of a Lysias or an Isocrates, he should have gone to the same school of active public interest and real things in which those fine orators had, in their different degrees, acquired so happy a union of homeliness with purity, and of amplitude with measure. These are the very qualities which we notice in Cobden's earliest pages; they evidently sprang from the writer's singular directness of eye, and eager and disinterested sincerity of social feeling, undisturbed as both these gifts fortunately were by the vices of literary self-consciousness.—*John Morley's Life of Cobden.*

HINTS TO TEACHERS.

BY S. P. ROBINS, LL.D.

These remarks were privately circulated some year or more ago among the teachers of Preparatory classes in Montreal, and were the result of a recent inspection by the Superintendent. Their value gives them a permanent interest, and we are glad to be able to reprint them for the benefit of teachers in the country. They may be interested in knowing that the Preparatory classes in the Elementary Schools in the city are half-day classes. They have been organized as a means of gradually accustoming children to the longer hours of school, and have been found to work very satisfactorily. In November last, the Preparatory classes were attended by 707 pupils. The following are the directions for the management of these Preparatory classes:—

“Hours, 9 a.m. to noon every school day. Thirty minutes a day (at least) to be devoted to reading, writing from dictation, and copying on the slates, 1st Part Book 1 of the Canadian Series. Thirty minutes a day to be devoted to arithmetic, pupils being taught to count, read, write, add, subtract, multiply and divide, provided that no datum nor result shall exceed twenty. The teacher will use as a guide MacVicar's Primary Arithmetic, pp. 5 to 12, 27 to 32, 36, 47 to 50, 65 to 67, 83 to 85. The abacus must be constantly referred to in illustration. The teacher shall tell the assembled class a little story every day, and shall cause it to be repeated, and shall question upon it on the next day; twice a week the story shall be from the Bible, and once a week from English or Canadian History; thirty minutes a day shall be devoted to this exercise. An object lesson, occupying at least fifteen minutes shall be given daily; among other subjects, the following shall be taken at least once a year:—Iron, copper, silver, water, wood, stone, glass, paper, brick, string, pin, needle, knife, fork, saw, hat, shoe, house, door, window, roof, wind. The following common things are to be taught:—Names of days of week, months of year, seasons; cent, five cents, ten cents, twenty-five cents, paper money; ounce, pound; inch, foot, yard; minute, hour, day, week, year; senses; points of compass; by the aid of a small terrestrial globe, the size and shape of the earth, continents and oceans, meaning of sea, island, peninsula, cape, strait, day and night. The Lord's Prayer, the Ten Commandments, the

Beatitudes, and the words of songs sung are to be learned by heart. Singing is to be interspered among the other exercises; a subsequent communication respecting the singing may be expected. A programme of the drawing will be sent later. Children are to be taught deportment, viz., to exhibit a pleasant and self-possessed manner; to sit, to stand, to walk with ease; to salute the teacher, each other, visitors; to ask, to reply, to receive politely; to avoid forwardness and shyness; to shun improprieties of speech, action and gesture; to cultivate cleanly habits and neatness of person. There shall be an intermission of ten minutes at the end of each hour of work."

To the teachers in charge of these Elementary classes the following remarks were addressed:—

GENERAL.

1. Remember that, inasmuch as you are left very much to the guidance of your own judgment in the management of your class, it is especially necessary to use all your observant and inventive faculties for securing the best possible result of your labour.

2. That best possible result is the thorough preparation of each of your pupils to prosecute his studies and perform all other duties well hereafter. The first aim is not a high standard of attainment, but a good discipline of mind and manner, so far as it can be attained with each little pupil.

3. Because the habits of thought and action that are earliest formed are the most persistent and influential throughout life, and because the imitative faculties of a little child are especially active and his nature peculiarly impressible, yours is the most important work done in school. It is difficult work, but if well done you deserve corresponding consideration and honour. If you do not get them now, yet, your heart and life being right in other respects, you will secure them hereafter.

4. As you are conducting, in common with other painstaking and successful teachers, a great experiment in the management of half-day classes with very little children, carefully observe whatever in your manner, or in the ingenious devices to which you will be led, makes for your success, practice it diligently, and tell of it to others.

DISCIPLINE.

There is no need of reference here to the mode in which the

successful teacher acquires ascendancy over each of her pupils by strength and consistency of character, by a loving heart, a kind manner, and a clear and vigorous understanding. All these things are pre-supposed in the successful teacher. When, as in my presence less than twelve months ago, a teacher says to a class "I will look at the slate of no child out of place," and then in less than a minute does so, it is not surprising that her class despise her authority, and make little or no progress. One who can promise so lightly, and forget so readily, is fit for no important trust; certainly, not for that of the teacher. But there are many things, little in themselves though important in their results on discipline, which are sometimes overlooked even by those who have all the essential elements of excellent teachers.

1. Consider well the disposition of a little child. He is active, but undisciplined. He longs to know, takes great delight in learning; he loves to do, takes great delight in putting his knowledge into practice. But then he has but little persistency and steadiness.

2. You must, therefore, when he is not at play, teach him constantly or keep him doing constantly, and this with rapid alternations from the employment of his mind to the employment of his body.

3. So you must never be without a definite plan of action that shall engage the attention of every child. A half-minute's embarrassment of the teacher in the presence of the class will work ruin in its discipline for the time being, and a child with nothing definite to do at any time during the school session becomes forthwith a centre of disturbance.

4. You must not put too prolonged a strain on the feeble power of attention in pupils of preparatory grade. Let your work be varied, and your lessons short and lively. Let the teachers who will follow you in the school course have most of the trouble involved in securing long-continued and concentrated attention.

5. Frequent change of rooms will much facilitate your work. In some schools visited there is not nearly enough of this. Your class should occupy two rooms during parts of every hour. This may compel you to change in the middle of a lesson, but you can so choose the lessons that the interruption will not be harmful.

6. Much aid to discipline is afforded by the drill of changing rooms, by simple calisthenic exercises and by exercise songs. But

this aid is only secured by the enforcement of prompt and exact obedience.

7. Hence, the lightest tap of the bell should be followed by immediate and intense silence, not, however, permitted to continue long.

8. Hence, also, the first word of each command must be so chosen and given as to suggest invariably what is to follow; the next and finishing word of the command must be the signal for the prompt, universal, and, therefore, simultaneous execution of the command.

9. Hence, also, no second command should be given until the first has been universally and precisely obeyed.

10. Finally, the effect of each command must be minutely considered beforehand. For example, in a series of commands those first given should be those that can be executed noiselessly, the whole series being terminated by that one which necessarily involves disturbance.

TEACHING.

1. You must yourself be accurate. The distinction between the well educated and the improperly educated, is just here, that the one is, and the other is not, automatically and minutely correct in recollection, in mode of thought, in manner of expression. Do not teach anything that must be subsequently unlearned.

2. With little children, especially at the outset, much attention must be given to them individually. This, however, in many instances, can be done so as to interest others, not directly addressed, who may be appealed to to give the information that their companion requires.

3. The effect of every collective lesson is greatly increased when every child attends to the whole lesson. But this attention can be secured only by making each child feel that in all you say you have reference to him.

4. Hence recitations and other exercises must not be wholly, nor even principally, simultaneous. No more convincing evidence of inexperience on the part of a teacher is needed than the general inability of a class to repeat individually, what in concert, or rather following the lead of one or two, they can in sing-song style deliver simultaneously.

5. In questioning a class you should not give it to be understood whether you intend to have the answer from the whole class or

from any particular pupil until after your question has been asked and a moment's pause for reflection and recollection has been allowed. After the pause you may say, "John Brown," or "any one," and then expect an instant answer. Thus you prevent one or two higher pupils suggesting the answer to all the rest of the class, and you secure the attention of each to the work in hand.

6. Take care that each child gets a fair share of questioning. Sometimes the teacher has a few names that somehow spring first to the tongue, and their owners get the lion's share of attention. When the teacher is conscious of this, let her make sure of each child occasionally by some such device as the following. Let the whole class stand, and as questions are answered by individuals, let them sit. Thus proceed until every child is seated.

7. Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or indifferent children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.

8. Rising from the seat, running after the teacher, thrusting the hand into the teacher's face, snapping the fingers, are highly improper acts, instances of each of which I have seen as importunate efforts to attract the teacher's attention. At times the teacher, by standing so that she cannot see the whole class, is the direct cause of such rudeness.

9. It is impossible to carry on work with the active co-operation of the teacher in two classes at once. Having given one class an exercise on the slates, or one of some other kind, that has been properly explained, that is within their power, and the result of which can be subsequently examined by yourself, bend your undivided attention on the other class.

10. In the examination of slate work it is, as a rule, better that children bring it to the teacher, than that the teacher go to examine it. Hence in every room pupils should be taught how, without marking time, or marching noisily, to move in single file before the teacher, showing work as they pass slowly, and then to return in order to their places, having completed the circuit of the room.

11. Home work is not needed in Preparatory classes. It will

much conduce to good order, therefore, if books, slates and pencils be always left in school under the care of the teacher.

12. The Preparatory Limit Table should be interpreted rather as a maximum than as a minimum.

READING.

1. Use cards frequently for individual, as well as for simultaneous, reading.

2. Do not confine yourself to the set order of words. Pick out words here and there; read backward as well as forward.

3. I had supposed the teaching of reading by spelling thus, 'omm' 'ee' *me*, 'ee' 'double-gee' *egg*, to be obsolete; really, I find it only obsolescent. If a word be analyzed at all, *for purposes of reading*, it should be by the powers and not by the names of the letters.

ARITHMETIC.

1. If you have not an abacus that stands on feet, ask for one.

2. Use the abacus yourself, but let the children use it constantly.

3. Do not aim at going beyond the limit, 20.

4. Let every kind of relation among numbers be taken with each successive number; *i. e.*, do not teach addition first, and then subtraction, multiplication and division in succession, but teach all these operations, as mentally performed, simultaneously. Thus, that three and three are six, that three taken from six leaves three, that twice three are six, that three is the half of six, and that three is contained in six twice, are but different ways of regarding the same fact.

COMMON THINGS.—OBJECT LESSONS.—STORIES.—SINGING.

1. See that you have, use yourself and set the children to use scales and weights, a two-foot rule, a clock card and a compass.

2. Object lessons must be very simple, but they ought to be, none the less on that account, carefully prepared. It is a painful thing to see a teacher standing before a class puzzled to know what to do or what to say next.

3. Similarly, a story should be prepared beforehand. Great interest will be added if the teacher simply illustrate her story by drawing on the black-board as it proceeds.

4. In questioning children in all subjects the aim should be to get connected answers of some length, but this can only be very slowly accomplished.

5. Teach children to sing distinctly, but not too noisily. The musical effect of a perpetual bawl is even worse than that of a perpetual whisper. It is no harm to have an occasional *ff* passage, but then let us also occasionally have *pp*.

MISCELLANEOUS.

1. Stand so that you can see all the children of the class, and so that each one of them can see, when necessary, what you do and how you do it. Sometimes it is well to overlook children from behind.

2. Be not noisy. Speak distinctly and quietly, so that children will listen to hear you; do not shout, so that they must hear you whether they will or no. Even if a busy hour of work (pleasant to hear) fill the room, do not raise your voice too much; call attention by a light stroke of the bell before you speak, then speak in the midst of a profound silence. Pointers and rulers were not made for banging desks with. Teachers' feet have other purposes than stamping on the floor.

3. Be not fussy. Self-possession, that quietly takes note of all surroundings, and that adjusts itself unruffled and without effort to them all, is the secret of easy government, as it is also the last refinement of the perfect gentleman.

4. Look out for short-sighted children, and for children who are hard of hearing. These physical imperfections are often unknown to the children themselves, and long escape the notice of parents and teachers. Unfortunately, not only do they give an appearance of stupidity to children that are really bright, but they most seriously retard progress unless compensated by the considerate arrangements of the teacher. Let as many exercises as possible cause the children to lift the eyes up from books to maps, pictures, objects at a distance and work done on the black-board, so that the tendency to shortsightedness may be, so far as possible, checked.

5. Embrace eagerly any opportunity that may be afforded you of visiting the classes of other preparatory teachers. I have seen some excellent work done in some of them, and in almost all the work is good. There is not a single class in which I have not seen at least one thing done so well that I could wish all other teachers of the same grade had opportunity to see it.

ENGLISH COMPOSITION.*

By A. W. KNEELAND, *Head Master, Panet Street School, MONTREAL.*

The field upon which I have entered is so wide, reaching out as it does in every direction, that perhaps I ought to have chosen another title, and called my subject "Teaching Little Children to Compose." However, I shall keep close to the one small corner which I have chosen, lest I ramble off amongst the tall grain that grows beyond. I let my mind run back to boyhood's days, and I recall the look of despair which passed over the usually smiling faces of the "three score mingled girls and boys," when the teacher of the village school announced the dreaded composition day. I also recall the kind effort of my father, who, taking pity on my vain attempts to write a composition on "Anger," came to my rescue by writing one for me on "The Terrors of Washing Day." You all know what that means. Of course, the poor aspirant for literary honours was duly flogged when he presented the fruit of his father's mind. From those days till now but one thought has found a place in my mind when I have seen teachers in vain trying to teach this subject. It is this: Here is a noble art ignobly taught. Is it taught at all? Has composition day ceased to be the bugbear of teacher and the dread of pupil?

The ordinary course, followed in Normal Schools, Academies, Model and Elementary schools the wide world over, seems to be the same. The subject is given out by the teacher, usually one entirely unsuited to the age and capacity of the children. With no instruction, the children are told to write a composition on that subject. Some of the best pupils read theirs aloud, the teacher makes a few verbal comments, and the lesson is over.

Children, as a rule, dislike to write compositions, and the reason seems plain to my mind; the lesson has been made so unpalatable and unprofitable that they naturally revolt against it. When the influence of the pen in the world is one of the mightiest at work for the elevation of mankind, sweeping away from the mind the cobwebs of error and superstition, how necessary it is that the future expounders of law and gospel should be started right on their upward course, and that no loose, disorderly habits of writing should unintentionally be cultivated in the child.

Need I say to practical teachers that by such methods as I have

* Read before the Teachers' Convention, St. Johns, P.Q.

detailed, and other similar ones commonly in use, instead of their benefiting the child, an incalculable injury has been inflicted. Confusion worse confounded, disorder turned topsy-turvy, reign on the slates and papers of the children uncorrected. Would I could read some of these singular productions to you, beginning nowhere, rambling everywhere, ending universally in "I have no more to say, John Jones," but you have all read them and know what I speak of. Instead of learning to compose orderly and intelligently, the pupil learns to mingle and commingle facts and figures in one unintelligible jargon.

"It is easy to find fault, suggest a remedy," says one. I do not profess to give a remedy of universal application, but merely one which I have found in its practical working, to do much to render the subject less distasteful and more profitable.

Suppose my subject to be "The Richelieu," I first have a preparatory lesson, in which I furnish all necessary information, not at the command of the children. I often do this in the form of an *object lesson*. On the following day I give each a small piece of paper, say one-fourth of a sheet of foolscap, and instruct the children to write at the top the subject,—"The Richelieu." This done, they are next told to "define it," or give a full answer to the question, "What is it?" followed by "Describe it," "Give its uses," and lastly, "Give any incidents that will illustrate what you have said." A certain time is given to each division. All write the same part at the same time, all end at the same time. A creditable, orderly production is invariably secured. I then collect, correct carefully, and return the work to be re-written in the class; again collect, correct, and return for copying on note paper in a fair hand.

It seems to me that I have begun a work that cannot fail in accomplishing much good for my children. I have secured orderly arrangement of thought—no small victory; I have overcome the dislike of the children for the work—no less an achievement; I have given myself time for a careful examination and correction of the work of every child—a thing of the greatest importance to the success of any work.

But some one is ready with this objection, "It would take too long to get a composition finished." Better, I answer, one composition well done, and properly corrected and revised in a whole term, than four a week written as they are commonly done.

I have but one point more to touch upon, and it is with regard to

letter-writing. Many a man who could write a splendid review of a new book, or a noble volume of poems, could not write a creditable business or friendly letter. The published volumes of some of the great letter writers hold an honoured place in libraries and halls of learning. In order to cultivate the descriptive powers of the children, and at the same time teach them to write letters, I have united ordinary composition with letter-writing, with unexpected success. Having taught them the proper manner of heading and addressing a letter, I ask them to answer a letter which I write on the board, or to write a letter to me, giving an account of the Richelieu, or some other place or object. The same order is followed as before. In this way I have secured letters from children of ten or twelve years that would have done credit to much older people.

In conclusion I would say, let there be some method followed in teaching composition, not mine, unless you can find no better, but some method. Let there be personal supervision of the work of every child lest some one may get discouraged and think his work of no consequence, and thus be prompted to neglect it. Let simple subjects, which have been thoroughly discussed with the class beforehand, be given. Let the work be copied over and over again until the best possible handwriting is secured, but let us see that we do not injure the mind of the children by want of care and attention on our part.

Thieves' Prayer.—The following, according to a correspondent of the *Novoe Vremya*, is the text of a thieves' prayer, which was found written on a scrap of paper on the person of a horse-stealer apprehended last year in the district of Morshansk, in Russia, and which is now among other papers in the hand of the district court:

"In the name of the Father, and of the Son, and of the Holy Ghost. Amen. I go, the servant of God, upon the dark way, upon my road: to meet me the Lord Jesus Christ himself comes from the beautiful paradise; he supports himself with a golden staff, wearing his golden cross. On the right side of me is the Mother of God, the most holy Bogoroditza [*Dei genetrix*], with angels and archangels, with cherubim and seraphim, and with all the heavenly powers; on the left side of me, the archangel Gabriel with angels; beneath me, Michael the archangel with angels; behind me, God's servant, is Elijah the prophet in his fiery chariot; he darts (lightning) and clears and protects my way with the Holy Ghost and the quickening cross of Our Lord. The lock, God's mother; the key of Peter and Paul. Amen."—*The Athenæum*.

STATEMENT OF REVENUE AND EXPENDITURE
OF THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS, MONTREAL, FROM 1ST JULY, 1880, TO 30TH JUNE, 1881.

REVENUE.		EXPENDITURE.	
To balance in hand as per last year's statement	\$237.94	By maintenance of Schools for 1880-81 as per abstract annexed	\$63,617.70
City School Tax for 1880 (balance)	48,879.62	Prize Books	459.50
City School Tax on account for 1881	6,443.26		\$64,077.20
Government Grant, Common School Fund..	3,718.43	EXPENSES OF ADMINISTRATION.	
Grant from Superior Education Fund for education of 30 free pupils	\$1,185.00	Secretary Superintendent's salary	1,800.00
Ordinary fees, High School of Montreal	7,057.50	Accountant's salary	1,100.00
Ordinary fees, High School for Girls	5,895.85	Law charges	20.00
Ordinary fees, Preparatory High School	3,881.75	Office accounts	269.42
	\$18,020.10	Miscellaneous charges	3,189.42
COMMON SCHOOL FEES.		Printing	858.80
Point St. Charles School	817.10	Advertising	134.89
Mill Street School	100.80	Interest on \$300,000 Bonds at 6 per cent.	1,499.31
Royal Arthur School	1,347.90	Sinking Fund for redemption of Bonds	18,000.00
Ann Street School	1,118.10	Interest on capital sums due on Land and Mortgage and overdrafts at Bank	6,849.48
Senior School	832.50	School Examiners	2,113.63
Ontario Street School	288.50	Pension Fund, amount deducted from Common School Fund	300.00
British and Canadian School	1,040.40		304.45
Sherbrooke Street School	1,517.00	EXPENDITURE ON LAND.	
Dorchester Street School	422.40	Land on Sherbrooke and St. Hypolite streets	543.75
Panet Street School	766.20	Land in Point St. Charles	438.48
	\$8,250.90		982.23
Interest on Deposits and Coupons	72.77	ADDITIONAL SCHOOL FURNITURE DURING YEAR.	
Molsons Bank advances	11,549.18	High School Furniture	6.00
Pension Fund, amount deducted from salaries	313.95	New High School Furniture	17.50
	\$97,486.15	Sherbrooke Street School Furniture	64.58
	\$97,486.15	Cash in hand	88.08
			82.35

Audited and found correct.

COURT & MACINTOSH, Accountants

ABSTRACT SHOWING COST OF MAINTENANCE OF SCHOOLS FOR THE YEAR 1881.

	Salaries.	Station-ery.	Charges.	Fuel.	Repairs.	Gas, Water and Assessments.	Total.
High School of Montreal.....	\$10,813.07	\$201.56	\$133.28	\$207.78	\$168.96	\$872.57	\$12,397.22
Girls' High School.....	6,078.06	151.77	99.41	144.88	872.58	872.58	7,554.49
Preparatory High School.....	3,061.63	86.14	38.21	42.70	216.65	3,445.33	3,445.33
Point St. Charles School.....	2,747.88	19.31	355.23	220.26	294.73	3,709.62	3,709.62
Mill Street School.....	337.50	2.30	6.59	31.04	6.771	4.55	388.75
Royal Arthur School.....	4,386.21	68.58	123.38	459.10	372.44	425.13	5,834.84
Ann Street School.....	4,564.51	56.30	82.46	581.21	564.33	328.13	6,176.94
Senior School.....	3,616.63	33.33	33.48	336.47	41.22	285.94	4,347.07
British and Canadian School.....	4,132.01	52.15	72.59	471.24	212.82	248.05	5,188.98
Sherbrooke Street School.....	4,835.56	86.92	79.15	330.56	186.24	302.71	5,841.14
Dorchester Street School.....	1,775.00	23.96	8.35	123.43	13.93	70.25	2,014.92
Ontario Street School.....	1,036.63	8.10	6.10	143.19	37.92	37.40	1,269.34
Panet Street School.....	3,288.16	56.44	63.54	424.79	216.54	229.71	4,279.18
Model School, Stanley street.....	360.00	.....	.....	.....	.....	.....	360.00
Hebrew School.....	810.00	.....	.....	.....	.....	.....	810.00
	\$51,842.95	\$846.86	\$818.75	\$3,691.83	\$2,229.01	\$4,188.40	\$63,617.70

HENRY EVANS, Accountant.

MONTREAL, Sept. 7th, 1881.

To the Chairman and Members of the Protestant Board of School Commissioners:

GENTLEMEN,—We beg to advise having completed the audit of the books of your Board for the year ending 30th June, 1881, and to report as follows:

1st. Disbursements as per Cash Book have been checked and found fully supported by vouchers.
2nd. Receipts, these we have verified by the City Treasurer's statement of School Taxes, the Secretary-Superintendent's certificate of School Fees, Bank Books, &c.

3rd. The journalizing of the cash and posting of the same into the Ledger has been verified, and all additions have been checked. The enclosed statement of Revenue and Expenditure exhibits a correct abstract of the transactions of the year, and the Balance Sheet herewith shows the position of your Board as on 30th June last.

We are yours obediently,
COURT & MACINTOSH, Accountants.

STATISTICS OF ATTENDANCE IN THE HIGH, SENIOR, COMMON
AND SUBSIDIZED SCHOOLS,

*Under the control of the Protestant Board of School Commissioners of Montreal,
for the year ending June 30, 1881.*

NAME OF SCHOOL.	No. of School Days.	Average Enrolment.	Total Days of Attendance.	Percent of Daily Attendance.	No. of Times Late.
High School of Montreal.....	197½	333	61,831	92·6	3·8
High School for Girls.....	197	182·1	34,450	96	3·4
Senior School.....	200	119·9	22,069½	92	1·3
Common Schools.....	200	2,807·6	499,259	88·9	3·2
Hebrew School.....	174	70·9	10,008	81·1	5·9
St. George's School.....	184	97·3	15,840	88·5	8·4
Total.....		3,610·8	643,457½		

The last column shows the number of times each pupil has been late during the year on the average. ;

STATEMENT OF NUMBER OF PUPILS IN ATTENDANCE AND
COST OF EACH PUPIL IN EACH SCHOOL.

NAME OF SCHOOL.	No. of Pupils.	Total Cost.	Fees.	Net Cost.	Net Cost per Pupil.
		\$	\$	\$	\$
High School for Boys.....	333	17,587·29	12,124·25	5,463·04	16·40
High School for Girls.....	182·1	8,206·91	5,895·85	2,311·06	12·69
Senior School.....	119·9	4,837·40	988·00	3,849·40	32·11
Point St. Charles School....	291·8	4,003·70	898·30	3,105·40	10·64
Mill Street School.....	38·7	426·25	112·30	313·95	8·11
Royal Arthur School.....	505·9	6,320·00	1,492·90	4,827·10	9·54
Ann Street School.....	418·6	6,796·60	1,236·80	5,559·80	13·29
British and Canadian School.	408·8	5,631·52	1,159·70	4,471·82	10·94
Ontario Street School.....	126·2	1,382·67	316·30	1,066·37	8·46
Sherbrooke Street School....	555·1	6,372·80	1,683·70	4,689·10	8·45
Dorchester Street School....	157·3	2,209·92	465·40	1,744·52	11·09
Panet Street School.....	305·2	4,631·34	844·20	3,787·14	12·40
Total for Common Schools..	2,927·5	42,612·20	9,197·60	33,414·60	11·42
Hebrew & St. Geo. 's Schools	168·2	1,260·00	.....	1,260·00	7·49

NOTE.—The Statement of Revenue and Expenditure does not include salaries and school fees for the month of June, these not having been entered in the Accountant's books until the 3rd of July. But to avoid misleading those interested in the actual annual cost of the schools, these amounts have been taken into account in the Statement of Cost per Pupil. Hence the apparent discrepancy.

THE NATURE OF THE INFINITIVE.

A GRAMMATICAL NOTE.

The following note was suggested by an answer that I received the other day. A pupil was parsing a sentence containing an accusative and an infinitive, and, when I asked him what kind of an accusative it was, he answered "subjective accusative," because it was the subject of the infinitive. Now, of course, there is a *primâ facie* truth in this; we talk of genitives as by contrast, either subjective or objective, though the real nature of the case is adjectival. But it seems to me that the term "subjective," as applied to the accusative, is particularly misleading, because it is the essence of the case to be "objective," and because the "subjective" case is the nominative. Yet such a nomenclature is rather encouraged by the syntax rules of our common grammars. The best of these, the Public School Latin Primer, gives the two following rules, side by side, "the subject of a Finite verb is a Nominative," "the subject of an Infinitive is put in the Accusative." Ruddiman's rule, is "the infinitive mood has an accusative before it." Bryce's rule is practically the same as the Primer's. Smith's Grammar avoids the point. Roby's rule is far better. Among the "ordinary usages" of the infinitive, he enumerates that of being "Oblique predicate with its subject in the accusative case, *the whole expression forming the object after a verb.*" Here we have the facts pointed out, the substantive is put in the accusative, not because it is the subject of the infinitive, but because it is the object of the verb. The difference between "dico te regem" and "dico te regere" is, in fact, very small. *Regem* and *regere* are in both cases oblique predicates of *te*, which is in both cases the object of *dico*.

It may be said that all this is very simple and perfectly well known, as of course it is by scholars. But the practice of calling the Infinitive a *mood*, the contrast of oblique with direct narration, and analogies drawn from our English for the Latin expression ("I say that you are ruling"), have a misleading effect upon many minds, which a few words as to the real nature of the Infinitive may have a tendency to counteract.

The nature of the Infinitive is very clearly given by Papillon in his "Manual of Comparative Philology," from which I quote the following: "The Infinitive is not a 'Mood,' its various forms

being nothing more nor less than cases of verbal nouns : and Philology and Grammar alike must begin by getting rid of the misnomer 'Infinitive mood,' for the proper understanding of its real nature and historical development. The analysis by grammar of the syntactical uses of the infinitive points to its being a verbal-noun, sharing the properties both of noun and verb: (1) of a *noun*, in that it expresses the action of the verb in general, like nouns of action, and in Greek becomes a verbal-noun by combination with the article; (2) of a *verb*, in admitting inflections of voice and tense, in governing the case of the verb to which it belongs, in being qualified by adverbs and not by adjectives, and (in Greek especially by combination with $\acute{\alpha}\nu$) in sharing the functions of mood in *oratio obliqua*." He adds that "the analysis by Philology of the forms of the infinitive leads us still more surely to the same conclusion."

We now come to the classification of the uses of the Infinitive, and we will begin with the rules of the Public School Latin Primer, because it classifies the infinitive clearly, giving terms for each use, and it will be convenient in practice to use these terms to avoid repetition through the rest of our notes. The Primer's classification of the Infinitive is as follows:—

1. SUBSTANTIVAL.

(1) Nominative: *as*, "dulce est mori.

(2) Accusative: *as*, "mori nemo miserum dixerit."

2. PREDICATIVE, [often in other grammars called HISTORICAL] in narration, for a Finite verb: *as*, "multi sequi, fugere, occidi, capi."

3. OBLIQUE: *as*, "scimus annos fugere."

5. PROLATIVE*, carrying on the construction of a Verb, or Adjective: *as*, "patris diceris esse pater."

Why this classification is not final, is because clearly some of its uses overlap each other. We often feel uncertain whether to call an infinitive Oblique or Substantival, or again Prolative or Substantival.

Next by way of seeing what we should avoid, it will be interesting to give the rules of the old Eton Latin Grammar. The first comes in as an exception to the first concord between the verb and the nominative, and reads as follows: "Verbs of the infinitive mood

* This term is not used in the Primer, but in the larger Grammar.

often set before them an accusative case instead of a nominative, the conjunction 'quod' or 'ut' being left out." The "often" which we have italicised is amusing. It is also important to observe that the grammar supposes a conjunction somehow necessary to institute a relation between the infinitive and the verb on which it depends—obviously because it regards the infinitive as a mood.

The next rule is unobjectionable, though it is really another side of the former. "Verbs of the infinitive mood are often put after some verbs, participles, and adjectives, and also substantives by the poets." This rule would include the Substantival and Prolative uses. For the Historical infinitive we find the following rule: "Verbs of the Infinitive mood sometimes are put alone: by the figure *ellipsis* 'incipiebat or bant' is here understood." Thus, a second time what is not perfectly clear is explained by the omission of something else.

The classification that I would substitute for all these is founded on that adopted by Mr. Roby. If his excellent grammar were in general use in this country, or even widely known among schoolmasters, there would be no necessity for my giving the subjoined classification. No such logical exposition of the Latin language exists as in his books, and it is to be earnestly desired, in the cause of Classical scholarship, that his grammar, or a grammar founded on his system (for even his "School Latin Grammar" is far too elaborate for general use), may supersede the obsolete, illogical, and misleading works by Bryce and Harkness. The instances are my own, framed on the model of the quotations by which he illustrates his rules. I have given these, and also where possible the same meaning conveyed by the use of nouns to bring out more fully the similarity and dissimilarity of uses. It will be seen that, the infinitive conveying the bare verbal notion, the equivalent for it is sometimes an abstract substantive, sometimes a common noun. I would classify as follows:

I. THE INFINITIVE AS NOUN.

A. *Nominative* as subject of a verb; as, "dulce est regere."
(= regnum est dulce.)

B. *Accusative*.

1. Direct object of verb; as, "volo regere" (= regnum volo.)

2. Oblique predicate of direct object; as "dico te regere."
(= dico te regem.)

3. Direct secondary predicate; *as*, "Julius dicitur regere."
(= J. rex dicitur.)
 4. In exclamations; *as*, "at te regere!" (= at te regem!)
 5. After prepositions; *as*, "inter optime valere et gravissime ægrotare nihil prorsus dicunt interesse."
(These infinitives are so purely substantival as to need no illustration.)
- C. Epexigetically dependent upon adjectives or participles, where the gerund or supine is used in ordinary prose; *as*, "piger ferre," (*cf.*, *patiens laboris*), "niveus videri."
(= niveus visu.)
- II. THE INFINITIVE AS VERB. From expressing the bare verbal notion the infinitive is used as primary predicate of subject in the nominative. "This usage," says Roby, "is analogous to the predication of one noun of another without expressing *est*."
1. In Latin for the *Indicative*; *as*, "clamare omnes."
 2. In Greek for the *Imperative*.

Referring to the terms used by the Public School Latin Primer, we find that the Oblique Infinitive falls under I. A. 2; the Predicative or Historical Infinitive under II. (1); the Prolicative and Substantival infinitive will fall under a number of rules. The merit of Roby's classification is that it distinguishes accurately between the different uses. Should my classification be compared with his, it will be found that I. c. is referred by him to a separate heading, while I. B. 5, is referred to it. To avoid complications I have left a few usages to be explained. Thus, "audito Darium movisse, pergit," (not noticed by Roby), would probably be a variety of I. B. 4. He gives two varieties of I. A.—

1. Where the infinitive is the subject of the sentence with its own subject expressed in the accusative; *as*, "ipsum consulē Romæ manere optimum visum est." This is the exact converse of the Oblique Infinitive, the accusative and the infinitive there together forming the object, here the subject, of another verb.

2. Where the subject of the infinitive is omitted but a secondary oblique predicate expressed; *as* "vobis necesse est fortibus viris esse." There is nothing noticeable here as regards the infinitive, but the attraction, though normal, is worth observing.

JOHN RUSKIN ON EDUCATION.

The eminence that John Ruskin has attained in the world of Art and Literature gives everything that he writes an interest apart from its positive value. By his own confession a follower of Carlyle he has carried his doctrines in many points to conclusions beyond those of his master. And now that Carlyle is dead he is perhaps the greatest living teacher in England—the greatest at least in the sense of combining passion and force with literary form. I need not remind my readers that Ruskin, Carlyle and Tennyson are the three writers whom Peter Bayne had called the “Masters” of the present age. It goes without saying that he has always had deeply at heart the cause of education, a subject which no one who pretends to occupy the position of a teacher of men can at the present day afford to ignore or think lightly of. And upon this subject he has frequently propounded his views. In the present paper I hope to give my readers a sketch of his general conclusions upon education, and in doing so shall for the most part avail myself of the selections published by the *Educational Chronicle* of Manchester, England, which devoted much of its space to the consideration of this subject.

The *Chronicle* which was one of the best written and most enlightened educational journals of Great Britain, but has now unhappily ceased publication, thus spoke of John Ruskin as an educationist: “All are agreed that the present system of education is imperfect. Those who desire popular education to be as perfect as possible would be wise to study Mr. Ruskin’s works. His genius is acknowledged by those who differ from him most. He has made the principles of education and the nature of human beings his life-long study. No one denies that he has a supreme and impassioned desire for the improvement of mankind. He has spent most of his life, and a great deal of his fortune, in striving to better the lives (in the most comprehensive sense of that word) of the English people. We trust many teachers will be induced to make his works their earnest study.” As it is well to hear both sides of the question we may place against this the verdict of the acute Dr. Whewell: “I wish I were with you to discuss Ruskin. My advice would be, enjoy his eloquence and wit (for there is a great deal of wit), but do not let his paradoxes puzzle you. If you try ever so hard, and seem for a time to understand them, you will find they will soon have vanished

out of your mind. To attempt to preserve them is like making a collection of soap-bubbles on account of their beautiful colour." Much that Mr. Ruskin says has undoubtedly the air of paradox, and in many ways he is a reactionist in education. It must however be remembered that he is addressing a different people from ourselves and speaking under different conditions. But none the less will it be to our advantage to listen to the words of one of the sincerest and noblest writers of the present day, upon this all important topic.

To begin at the beginning, John Ruskin believes it the duty of the State to educate every child born therein till it attains the age of discretion. But what is to be *the aim and object of education*? Education, he replies, is for its own sake, not to make men rich, but an end in itself.

"Health and knowledge are purchasable at the beginning of life, though not at its close,—purchasable always for others, if not for ourselves. You can buy, and cheaply, life, long years of knowledge, and peace, and power, and happiness, and love—these assuredly, and irrespectively of any creed or question—for all those desolate and ragged children about your streets. 'That is not political economy, however.' Pardon me, the all-comfortable saying, 'What he layeth out, it shall be paid him again,' is quite literally true in matters of education. No money-seed can be sown with so sure and large return at harvest time as that, only of this money-seed, more than of flesh-seed, it is utterly true, 'That which thou sowest is not quickened except it die.' You must forget your money, and every other material interest, and educate for education's sake only! or the very good you try to bestow will become venomous, and then you and your money will be lost altogether. And this has been the real cause of failure in our efforts for education hitherto, whether from above or below. There is no honest desire for the thing itself. The cry for it among the lower orders is because they think that when once they have got it they must become upper orders. There is a strange notion in the mob's mind now-a-days (including all our popular economists and educators, as we justly may render that brief term 'mob') that *everybody* can be uppermost, or at least that a state of general scramble, in which everybody in his turn should come to the top, is a proper Utopian constitution; and that once give a lad a good education and he cannot but come to ride in his carriage (the methods of supply of coachmen and footmen not being contemplated); and very sternly I say to you, and say from sure knowledge, that a man had better not know how to read or write than receive education on such terms."

Differing from R. Grant White he believes that: "Crime, small

and great, can only be truly stayed by education—not the education of the intellect only, which is on some men wasted, and for others mischievous, but education of the heart, which is alike good and necessary for all.”

Still he has not answered *what constitutes real education*. We may take the following passage as *a negative exposition* upon this subject:—

“ We have, it seems, now set our opening hearts much on this one point, that we will have education for all boys and girls that are to be. Nothing, indeed, can be more desirable if only we determine also what kind of education we are to have. It is taken for granted that any education must be good; that the more of it we get the better; that bad education only means little education; and that the worst thing we have to fear is getting none. Alas! that is not at all so. Getting no education is by no means the worst thing that can happen to us. The real thing to be feared is getting a bad one. There are all sorts—good, and very good; bad, and very bad. The children of rich people often get the worst education that is to be had for money—the children of the poor often get the best for nothing; and you have really these two things now to decide for yourselves in England [March, 1871] before you can take one quite safe practical step in the matter, namely, first, What a good education is; and secondly, Who is likely to give it you? ‘What is it? Everybody knows that,’ I suppose most of you answer. ‘Of course, to be taught to read and write and cast accounts, and to learn geography, and geology, and astronomy, and chemistry, and German, and French, and Italian, and Latin, and Greek, and the aboriginal Aryan language.’ Well, when you have learned all that, what would you do next? ‘Next? Why then we should be perfectly happy, and make as much money as ever we liked, and we would turn out our toes before any company.’ I am not sure of any one of these three things, at least as to making you happy. I know something myself of nearly all these matters, not much, but still quite as much as most men under the ordinary chances of life, with a fair education, are likely to get together, and I assure you the knowledge does not make me happy at all. No, I assure you, knowledge by itself will not make you happy, still less will it make you rich.”

In coming to the true aims of education we encounter a view, strongly held by Ruskin, which is perhaps most repugnant to our age and country. “We hold these truths to be self-evident:” says the Declaration of Independence, “That all men are created equal.” Ruskin, however, emphatically proclaims the very opposite of this; Men, says he, are neither equal by position, nor by faculties. *Equality is neither possible nor desirable.*

“In education, especially, true justice is curiously unequal—if you chose to give it a hard name, iniquitous. The right law of it is that you are to take the most pains with the best material. Many conscientious masters (Master Lowe, at least) will plead for the exactly contrary iniquity, and say you should take the most pains with the dullest boys. That is not so. You must be very careful that you know which are the dull boys; for the cleverest look often very like them. Never waste pains on bad ground; let it remain rough, though properly looked after and cared for—it will be of best service so; but spare no labour on the good, or what has in it the capacity for good. The tendency of modern help and care is quite morbidly and madly in reverse of this great principle. Benevolent persons are always, by preference, busy on the essentially bad. . . . Meantime they suffer the most splendid material in child-nature to wander neglected about the streets, until it has become rotten to a degree in which they feel prompted to take an interest in it. [Written in 1871] . . . We must accept contentedly infinite difference in the original nature and capacity, even at their purest, which it is the first condition of right education to make manifest to all persons, most of all to the persons concerned. That other men should know their measure is, indeed, desirable; but that they should know it themselves is wholly unnecessary. I said education was desired by the lower orders because they thought it would make them upper orders, and be a leveller and effacer of distinctions. They will be mightily astonished, when they really get it, to find that it is, on the contrary, the fatallest of all discerners and enforcers of distinctions, piercing even to the division of the joints and marrow, to find out wherein your body and soul are less, or greater, than other bodies and souls, and to sign deeds of separation with unequivocal zeal. Education, is indeed, of all differences not divinely appointed, an instant effacer and recon-ciler. Whatever is undivinely poor it, will make rich; whatever is undivinely maimed, and halt, and blind, it will make whole, and equal, and seeing. The blind and the lame are to it as to David at the siege of the Tower of the Kings, ‘hated of David’s soul.’ But there are other divinely-appointed differences, eternal as the ranks of the everlasting hills, and as the strength of ceaseless waters, and these education does not do away with, but measures, manifests, and employs. In the handful of shingle which you gather from the seabeach, which the indiscriminate sea, with equality of fraternal foam, has only educated to be every one round, you will see but little difference between the noble and mean stones. But the jeweller’s trenchant education of them will tell you another story. Even the meanest will be better for it, but the noblest so much better that you can class the two together no more. The fair veins and colours are all clear now; and so stern is Nature’s intent regarding this, that not only will

the polish show which is best, but the best will take most polish. You shall not merely see they have more virtue than the others, but see that more of virtue more clearly; and the less virtue there is the more dimly you shall see what there is of it. And the law about education which is sorrowfullest to vulgar pride is this—that all its gains are at compound interest; so that, as our work proceeds, every hour throws us farther behind the greater men with whom we began on equal terms. Two children go to school hand in hand, and spell for half-an-hour over the same page. Through all their lives never shall they spell from the same page more. One is presently a page ahead—two pages—ten pages—and evermore, though each toils equally, the interval enlarges—at birth nothing, at death infinite. And by this you may recognize true education from false. False education is a delightful thing, and warms you, and makes you think more of yourself. And true education is a deadly cold thing, with a gorgeous head on her shield, and makes you think worse of yourself. Worse in two ways also, more's the pity. It is perpetually increasing the personal sense of ignorance and the personal sense of fault."

As we read this eloquent passage, we are naturally reminded of the touching words which Plato put into the mouth of the scapegrace Alcibiades about the great teacher Socrates: "This Marsyas has often brought me to such a pass that I have felt as if I could hardly endure the life which I was leading (this, Socrates, you admit), and I am conscious that if I did not shut my ears against him, and fly from the voice of the siren, he would detain me until I grew old sitting at his feet. For he makes me confess that I ought not to live as I do, neglecting the wants of my soul, and busying myself with the concerns of the Athenians; therefore I hold my ears and tear myself away from him. And he is the only person who ever made me ashamed, which you might think not to be in my nature, and there is no one else who does the same." (Symposium p. 216).

To sum up Ruskin's views upon education thus far: education is to be an end in itself, is not to be pursued merely for the pecuniary advantages to be derived from it. In essence, true education is rather a moral than an intellectual training. Thus instead of being a leveller, instead of bringing all men to an equality, it is the great agent of discovering differences, that which brings men to a knowledge of their true selves.

(To be continued.)

OUTLINES OF ENGLISH LITERATURE.

NO. VII.

BY CHAS. E. MOYSE, B.A.

The literary excellence of the Celt as seen in (a) metaphor and simile, (b) style, (c) color.—The Celt as an author displays the artistic faculty of his race. He is an artist in words. His literary power is marked where art is essential—in poetry. If, then, we desire to see what is peculiar to him, we shall prefer to take his best poetical efforts rather than his prose. From the remarks made in the fifth article it was concluded that the poet is a maker of images, but to create and to use such images freely and well requires a great deal of artistic craft. The grammarian's term for imagery is *metaphor*, with which simile may be included, for the mind, when producing either, is exercised very much in the same way. The first point worthy of note is that the most pronounced literary excellence of the Celt consists in the frequent employment of apt and striking imagery and comparison. This extract from The Gododin will serve by way of illustration :—

Both shoulders covered with his painted shield,
 The hero there, swift as the war-horse, rushed.
 Noise in the mount of slaughter, noise and fire ;
 The darting lances were as gleams of sun.
 There the glad raven fed. The foe must fly
 While he so swept them, as when in his course
 An eagle strikes the morning dews aside,
 And, like a whelming billow, struck their front.

No Saxon, untouched and unmodified by foreign influence, could write like that. There is a practical directness, a confinement to the fact of the moment, which always sways him, even in his most emotional efforts. If we look at him when brought out of Paganism and leavened by the leaven of Christianity, we recognize the purpose and tenacity of the daring invader and conqueror turned into a new channel ; looking God-ward from the writing-room or scriptorium of many a quiet monastery with a faith for which no sacrifice is too great, and with a hope that knows no abatement. But the subtlety displayed there is the subtlety of learning. The earnestness of the Englishman, whether it is moral or religious, comes from the Teuton, and in later

Saxon days it manifested itself in Scriptural *allegory*, which was grafted on English stock from abroad. Of this, more by-and-by.

What Matthew Arnold happily calls the *natural magic* of the Celt, and explains as the catching and rendering the charm of nature in a wonderfully *vivid* way (the *italics* are mine), is simply the fineness—one might say the refinedness—of perception as regards things fit to be joined or to be contrasted. In other words, it is the faculty of bringing into play the more delicate beauties of metaphor and simile. Passionate emotion is not suffered to be merely passionate; it is tempered by emotional refinement. "Of nature," says Matthew Arnold, and truly; for the Celt lived not in cities, but on broad hill-sides where the glory of Nature's tints, on earth or in sky, the rippling music of brooklet or the deeper tone of foaming river, the weirdness and gloom of mist that wrapped the silent highlands, sank deeply into a nature largely reflective and prone to mourn the bitterness of adverse fate.

As when a company of reapers comes in the interval of fine weather,
Would Marchieu cause the blood to flow.

So sings the bard of The Gododin, as we have read, with true Celtic tendency to move Nature-wards. But if one desires to be brought nearer to the "natural magic," and to observe the play of imagery, forming at times an essential feature of it, two or three quotations borrowed from Matthew Arnold's book, will suffice. The italics are used here for emphasizing the point under discussion.

(a). More yellow was her hair *than* the flower of the broom, and her skin was whiter *than* the foam of the wave, and fairer were her hands and her fingers *than* the blossoms of the wood anemone amidst the spray of the meadow fountains.

(b). And in the evening Peredur entered a valley, and at the head of the valley he came to a hermit's cell, and the hermit welcomed him gladly, and there he spent the night. And in the morning he arose, and when he went forth, behold, a shower of snow had fallen the night before, and a hawk had killed a wild-fowl in front of the cell. And the noise of the horse scared the hawk away, and a raven alighted upon the bird. And Peredur stood and *compared* the blackness of the raven, and the whiteness of the snow, and the redness of the blood, to the hair of the lady whom best he loved, which was blacker *than* the raven, and to her skin, which was whiter *than* the snow, and to her two cheeks, which was redder *than* the blood upon the snow appeared to be.

(c). And early in the day Geraint and Enid left the wood, and they came to

an open country, with meadows on one hand and mowers mowing the meadows. And there was a river before them, and the horses bent down and drank the water. And they went up out of the river by a steep bank, and there they met a slender stripling with a satchel about his neck ; and he had a small blue pitcher in his hand, and a bowl on the mouth of the pitcher. And they saw a tall tree by the side of the river, *one half of which was in flames from the root to the top, and the other half was green and in full leaf.*

The first point worthy of note is that the Celt writes with a certain harmony between thought and words which we are wont to consider a fundamental attribute of style. This seems as natural to him as the love of imagery, and from one point of view it may be considered the outcome of imagination, tempered as we have found his to have been. The avoidance of the vulgar or mean, leads to choice in the use of words and to a correct knowledge of their power and place. Those who refer to the style of the Celt would not have us understand slavish adherence to form, which is scarcely a whit better than disregard of it, especially when the modern writer, forgetting the genius of English, endeavours to make it rigidly conform to the peculiarities of Latin or Greek expressions. Nor is the Celt beguiled by that stylishness which is often fostered by tradition and which the literary novice thinks very fine, though it is often made to travesty thought instead of clearly, sharply, or it may be eloquently, thrusting home what was intended to be felt. One need not be a Celtic scholar to discern the wide gap between the usual flatness of obituary verses in newspapers, and the following epitaph on an Irish Celt, who died at Cluain Eidhnech, in Queen's County, as given in Matthew Arnold's interesting work.

Angus of the assembly of Heaven .
Here are his tomb and his bed ;
It is from hence he went to death,
In the Friday, to Holy Heaven.

It was in Cluain Eidhnech he was rear'd ;
It was in Cluain Eidhnech he was buried ;
In Cluain Eidhnech, of many crosses,
He first read his psalms.

The third characteristic of the Celt is his love of colour, not by any means less marked than the qualities on which Matthew Arnold justly lays so much stress. The contrast between a Highlander in full dress and an Englishman clad in plain tweed is significant not only to the man who takes delight in clothes, but

also to the student of literature. The Celt looks imposing and somewhat mystical to a homely Saxon, but there can be no doubt about him from the side of effect. Not long ago Mr. Faed, a well-known artist, spoke suggestively on Celtic colour at an anniversary festival of the Highland Society of London. To him, as a painter, he said, it had been a delight to find around the table so much to appreciate in colour and costume. Not only the make of the men, but the red and green of the tartans, had supplied elements of the picturesque which are wholly wanting at such meetings of Englishmen.

Among Gaelic bards and heroes, Cailte McRonan finds a leading place. He was the cousin of the great Fionn, and tradition assigns to him, as to Oisín or Ossian, a very long life. When St. Patrick began his missionary work in Ireland, Oisín and Cailte, so the tales say, instructed him in the old legends of the spots he visited, and what the bards and the preacher spake is embodied in "The Dialogue of the Ancient Men." There we find a poem which won for its author the hand of Credé, a princess of Kerry, who was ready to give herself away to the man whose poetical gifts enabled him to describe her house in a worthy manner. Professor Eugene O'Curry's translation of a few lines pertinent to the Celt's love of colour, and quoted in Professor Henry Morley's *English Writers*, vol. I. pt. I, runs thus:—

A bowl she has whence berry-juice flows,
 By which she colours her eyebrows black ;
 She has clear vessels of fermenting ale ;
 Cups she has, and beautiful goblets.
 The colour of her house is like the colour of lime ;
 Within it are couches and green rushes ;
 Within it are silks and blue mantles ;
 Within it are red, gold, and crystal cups.
 The corner stones of its sunny chamber
 Are all of silver and yellow gold ;
 Its thatch in stripes of faultless order,
 Of wings of brown and crimson red.
 Two door-posts of green I see ;
 Nor is its door without beauty,
 Long renowned for its carved silver,
 Is the lintel that is over the door.
 Credé's chair is on your right hand,
 The pleasantest of the pleasant ;

All over a blaze of mountain gold,
 At the foot of her beautiful couch.

.
 An hundred feet spans Credé's house,
 From one corner to the other,
 And twenty feet are fully measured
 In the breadth of its noble door.
 Its portico is thatched
 With wings of blue and yellow birds;
 Its lawn in front and its well
 Of crystal and of carmogal.

A large portion of Celtic literature is taken up with the tales of the heroic age. The most important of these relates to a subject which had attractions for our ancestors down to a comparatively recent time—Cattle Spoils. The title of the story is *Tain Bo Cuailgne*, Cattle Spoil of Cuailgne. Cuailgne is the present Cooly in county Louth. The author of the *Tain* is unknown, but the story turns on the struggle between *Medb* (the fairy Mab), queen of Connaught, and a king of Ulster for ownership of the brown bull of Cuailgne. The *Tain* consists both of verse and of prose. Thus are the chiefs of Ulster who fought and defeated the army of *Medb* described.

Another company have come to the same hill; it is wild, and unlike the other companies. Some are with *red* cloaks; others with *light-blue* cloaks; others with *deep-blue* cloaks; others with *green* or *grey* or *white* or *yellow* cloaks, bright and fluttering about them. There is a young *red-freckled* lad, with a crimson cloak in their midst; a golden brooch in that cloak at his breast; a shirt of kingly linen with fastenings of *red* gold at his skin; a *white* shield with hooks of *red* gold at his shoulder, faced with gold, and with a golden rim; a small gold-hilted sword at his side; a light, sharp, shining spear to his shoulder.

Much of the style of modern literature is the dower of the Celt, so Matthew Arnold thinks, and I believe he is in, the main, right. The quick perception and fine feelings which belong to the poet more than to anybody else help him in his task, and his reader can follow him far on his path. There is, as Professor Henry Morley used to affirm, a Celtic element groping its way through the large mass of English literature, but then it does not render itself visible everywhere, and in the majority of instances has to be actively sought before it can be found. Matthew Arnold, pleasantly acknowledging that he is not the first to talk of Celtism when slightly blended with alien matter, continues the subject from the stylistic

aspect, just where Professor Morley leaves it. The one claims that without the Celt England could not have produced a Shakespeare; the other shows in what measure and manner Shakespeare is indebted to him. So with colour, if some quick wit will only trace it. Mr. Ruskin has singled out Scott's partiality for bright colours, but has not essayed to explain it or generalize therefrom. Yet what does that colour interest mean if not a bend towards the Celt? Scott came of Lowland descent, it may be argued, but the Celt spread from sea to sea, and his influence recognizes no territorial barriers, afterwards made prominent by the tide of events. There is no mistaking the pulse which beats through these lines, any more than the Celtic instinct which fastened upon things of colour as worthy of selection.

Blue was the charger's broider'd rein,
 Blue ribbons deck'd his arching mane;
 The Knightly housing's ample fold
 Was velvet blue and trapp'd with gold.

Open Scott wherever you will, you meet it.

Tall rocks and tufted knolls their face
 Could on the dark-blue mirror trace;

• • • • •
One burnish'd sheet of living gold,
 Loch Katrine lay, beneath him roll'd,
 In all her length far winding lay,
 With promontory, creek, and bay,
 And island, that empurpled bright,
 Floated amid the livelier light.

Before quoting Mr. Ruskin's remarks on Scott's picture of Edinburgh, seen from Blackford Hill, I may allude to the procession of Roderick Dhu's barges in the *Lady of the Lake*, as a notable example of the dash and the brightness, which lie deep in the nature of the Celt, the world over. "Observe," says Mr. Ruskin, "the only hints at form given throughout are in the somewhat vague words, 'ridgy, massy, close, and high,' the whole being still more obscured by modern mystery in its most tangible form of smoke. But the *colours* are all definite: note the rainbow band of them—gloomy or dusky red, sable (pure black), amethyst (pure purple), green and gold—in a noble chord throughout." If the reader will turn to *Marmion*, canto iv. section xxx, he will have no difficulty in testing Mr. Ruskin's opinion.

I have yet to speak of the Celt's melancholy, practical nature and humour, but this must be reserved for another article.

THE EDUCATION SOCIETY, LONDON.

At the meeting of this society, Oct. 24, a paper was read upon the subject, "When and in what Order should Subjects be introduced?" by Mr. F. G. Fleay. In this paper Mr. Fleay did not propose to consider any detailed programme of subjects, but he attempted to ascertain whether any general principles could be laid down as a foundation for such a curriculum. He considered that such principles existed, first, in the recognized changes of rate in brain-growth at the ages of seven, fourteen, and twenty-one; secondly, in the law that the development of the individual follows that of the race; thirdly, in Comte's classification of the sciences. He concluded the three periods should be distinguished in education; during the first, that of spontaneity under the age of seven, the child should receive no formal or systematic instruction, but should, under the mother's guidance, be encouraged to inquire, and taught only what he asked to learn; during the second period, that of instruction from seven to fourteen, no training should be given in science, strictly so called—arts, languages (not philology), histories, and the misnamed practical sciences forming the staple of the teaching; during the third period the sciences should be taught in Comte's order, that being the inverse of the psychological sequence, or the order of interest, which should be adopted during the second period. The third period would take the subjects in the order of greatest extension, in Sir W. Hamilton's sense, only one subject being taught at a time; the second in order of intension, several subjects being taught, but not introduced, simultaneously.

At the next meeting, November 1st, the Rev. J. M. Wilson delivered the inaugural address, taking for his subject "Morality in Schools and its Relation to Religion." Whatever has to be introduced into the life of a nation must first be introduced into its schools. The prevailing immorality among man is often a direct consequence of earlier immorality. What, then, are the causes and remedies of a low standard of school morality? The first cause—idleness and luxurious living—can be dealt with by schools, by giving simple fare, abundant exercise, and rational occupation. Mechanical arrangements are important, but are not to be regarded as powers and influences working for morality. Plenty of games and talk about games are of highest importance

for the maintenance of a manly tone. Direct religious motive has little influence in protecting young boys from fault. In order, however, that this method should be successful, there is one proviso to be made, that the whole tone of the school and the influence of the masters should be religious; that there should be both in master and boy fear of God; and that conscious service of a master which is implied in any high sense of duty, and which constitutes the essence of religion. There is no other restraining power, and a restraining power is needed, for the gratification of passion is an intense reality; without the religious spirit our schools would soon sink back into pre-Arnoldite morality. The religion of a boy means learning what duty is, and caring much and always for it. Possessing his ear when conscience is strongest, when the passions are weakest and goodness and greatness most inspiring, what is our education worth if we leave this side of it neglected? But do not bring religion into this region of morals prematurely. Treat the fault with moral horror, silence, and great sternness. Look after the conditions physical and social, that all is healthy. But let religion, a stern and eager love of duty, be the tone of the school, or else all fails.—*The Athenæum*.

WOMEN IN EDUCATION.

Woman's claim to be equal to man in intellectual power is not unknown. We are hearing more of it with advancing years. It is well to observe, however, that all women are not among the advocates of such heresy. In the *Queen* (a paper written by women for women) we find the following instructive remarks:—When a grave professor gets up and propounds the statement that the intellect of women is equal to that of men, we can only reply that facts are against him. In one pursuit, and in one only has the intellect of the highest women ever maintained itself on an equality with that of the best men. In this one domain Miss Austen, Charlotte Brontë, and George Eliot were never surpassed. It is said that the conditions of life repress feminine intellect and culture. Granted they have done so, but true genius rises superior to all external influences, and forces its way to the front in spite of fate. Mrs. Sholley, when in the full maturity of her great intellectual power, writing to female friend, said "You speak of women's intellect: we can scarcely do more than judge by our-

selves. I know that, however clever I may be, there is in me a want of eagle-winged resolution that appertains to my intellect as well as my character. . . . In short, my belief is—whether there be sex in souls or not—that the sex of our material mechanism makes us quite different creatures—better, though weaker, but wanting in higher grades of intellect.” The woman who said this was one of the highest character. She fought the battle of life nobly, earning her bread by hard literary perseverance that would have reflected honour on the most gifted of her compeers. On the subject of the higher education of women, the *Lancet* offers some professional criticism, which deserves most respectful attention. The male children of mothers who have been distinguished for special intellectual attainments are not, as a rule, remarkable either for their brain power or the mental work they achieve; whereas the male children of mothers who have been notably characterised by general intelligence, without special talents, are commonly distinguished for intellectual ability. Experience seems to show that special brain-work, properly so called, on the part of the mother, exhausts the energy of brain-development—or reproduction—which, if conserved, would express itself in the mental perception of her male offspring. The operation of the law of “development by work”—universal in its application under normal conditions—seems to be suspended when the work done is the result of a concentration of energy, by which force is drawn off from centres other than those thrown into special activity. It follows that the higher education of women is racially—whatever it may be in the case of the individual—an economic mistake.—*The Schoolmaster*.

BOOK NOTICES.

It was Coleridge who popularized the celebrated saying, “Every man is born an Aristotelian, or a Platonist.” As some of our readers may have never seen the original passage, it will be interesting to give the context. The words quoted begin a paragraph in the “Table Talk” (July 2, 1830), and are followed by—“I do not think it possible that any one born an Aristotelian can become a Platonist; and I am sure no born Platonist can ever change into an Aristotelian. They are the two classes of men, beside which it is next to impossible to conceive a third.” The two great names are, in fact, typical of two classes of mind, not necessarily opposed to each other, but very different from each other. Aristotle repre-

sents the imposing force of organized intellect; Plato, the subtle power of suggestive imagination. Aristotle, if not like Macaulay "cock-sure about everything," is one who dominates the mind of his readers; Plato leaves most things undecided, and is frequently inconsistent. Aristotle is encyclopedic, comprehensive; Plato, many-sided and imaginative. Plato is full of modernisms; Aristotle was the founder of many sciences, and summed up the learning of his time. Perhaps no dialogue gives a truer idea of Plato in his totality than his *Protagoras*. It is far better suited to do so than either his *Republic* or *Apology*, with which most men's knowledge of Plato ends. It is certainly a pity that it has been so much neglected in America, and we are glad to welcome *Dr. Sihler's edition of the Protagoras*,* as a useful commentary upon this masterly work for schools and colleges. The editor is clearly up to his work. We have read through the introduction and many of the notes, and find them, as a rule, sufficient as far as they go. The text is based on the recent critical edition of Schanz, and all the leading commentators upon Plato are referred to in the notes. It is a very common fault of modern editions to fight shy of difficulties. We have accordingly looked through specially all the critical passages in the dialogue, and are glad to be able to say that in most cases they have been fairly met. At a few points the editor lays himself open to criticism. Though writing without any foolish *animus* against the Sophists, Dr. Sihler does not fail to record the tale of the large fees, (100 minæ) charged by Protagoras for his instruction. We cannot see that he was to blame for this, but is it true? Diogenes Laertius, the authority for the story, lived in the third century, A.D. The editor should at least have referred to a passage in the dialogue before us, (p. 328, B), where Plato puts the following words into his mouth: "When a man has been my pupil, if he likes, he pays my price, but there is no compulsion; and if he does not like, he has only to go into a temple and take oath of the value of the instructions, and he pays no more than he declares to be their value,"—a fair but roundabout way of settling accounts. Dr. Sihler appears to consider that Dr. Jowett's edition was meant to be a literal translation (cf. p. 76 *et pass.*), though the author only intended it as a paraphrase for English readers. Occasionally a note might have been added with advantage, as for instance upon τῶν τοῦ ἀρ σὸδῶ, κ.τ.λ. (343 D.) A note on page 91 might be more clearly expressed. Young students would think the "Doric and Phrygian mood" identical in nature, if not actually one style of music with different names. A translation from Aristotle's *Politics* (Book viii. ch. 7), would have set this matter in a clearer light. But these are small points. The

* The *Protagoras* of Plato with an Introduction and critical and explanatory notes, by E. G. Sihler, Ph. D., sometime fellow in Greek in the John Hopkins University, Baltimore. (Harper and Brothers, New York, and Dawson Bros., Montreal.)

notes and introduction are very good and clear, as a whole; there are not too many translations given, and the student may be safely recommended to rely upon Dr. Sihler's edition, as a safe guide.

*Dr. Smith's Appendix to the Initia Græca** will be found a useful book for beginners. Besides the usual short sentences for translation into and from Greek, it supplies examination papers and easy reading lessons with analyses and notes. It is a pity Dr. Smith's First Part is not more widely used in Quebec. It is in many ways superior to Bryce's Readers. The verbs are printed clearly, and the whole series of declensions is better given, so as to make it very useful as a Grammar.

We have before us the twenty-sixth volume of Shakespeare's Plays that Mr. Rolfe has given to the public within the last few years. Each of the plays is complete in one volume, and is preceded by an introduction containing the "History of the Play," the "Sources of the Plot," and "Critical Comments on the Play." For instance, in the present play *Antony and Cleopatra*,† we have, first, Mr. Rolfe's own history of the play; then, a valuable notice from Coleridge's "Notes and Lectures on Shakespeare:" next, an extract of eleven pages from Mrs. Jameson's "Characteristics of Women," and, lastly, a quotation from Mr. F. J. Furnivall's Introduction to the Play contained in the well-known "Leopold Shakspeare." In addition to these comments there are about 70 pages of notes, original and selected, which thoroughly elucidate all the hardest passages of the drama. We would especially refer to a note at page 183 on what Mr. Rolfe rightly calls "the great *cruz* of the play," as an instance of the Editor's critical acumen and accurate discernment. Mr. Edwin Abbott, whose "Shakespeareian Grammar" has considerably simplified for general readers the study of the great dramatist, has voluntarily recorded his appreciation of Mr. Rolfe's labours in the following terms: "I have not seen any edition that compresses so much necessary information into so small a space, nor any that so completely avoids the common faults of commentators on Shakespeare—needless repetition, superfluous explanation, and unscholarlike ignoring of difficulties." Professor Dowden, and Mr. Furnivall of the *New Shakspeare Society*, London, have in like manner borne high testimony to the excellent manner in which Mr. Rolfe has discharged his task; and as a

* Additional Exercises, with Examination Papers on *Initia Græca*. Part I, by W. Smith, D.C.L., &c., editor of the Classical and Latin Dictionaries.—(Harper and Brothers, New York, and Dawson Bros., Montreal.)

† Shakespeare's *Tragedy of Antony and Cleopatra*. Edited with notes by William J. Rolfe, A. M., formerly Head Master of the High School, Cambridge, Mass., with Engravings. (Harper and Brothers, New York, and Dawson Bros., Montreal.)

further proof that his labours are well appreciated in England, he has recently been elected Vice-President of the New Shakspeare Society. Having said this much of Mr. Rolfe's success as an editor, we will turn to the particular play, that is the latest from the press of the Harpers, and will draw the attention of the youthful student to one or two points. First, the textual difficulties here encountered are comparatively few and slight. Secondly, the long quotations from North's "Plutarch," which illustrate the play, will amaze any reader, who has never been introduced to them before. And here, as our object is to benefit the student rather than to display any original research, we will quote the remarks of a recent writer on the subject of Shakespeare's linguistic acquirements. The following passage is taken from p. 338, Vol. I of Professor Ward's "History of English Dramatic Literature": "The often quoted and often misunderstood remark of Ben Jonson, 'Though thou hadst small Latine, and lesse Greeke,' proves not that Shakespeare had never learnt either of these languages, but that he had not kept up a proficiency in them, or, at all events, was careless about displaying it after the fashion of Ben Jonson himself, and of many of the other dramatists. This vexed question as to Shakespeare's classical attainments is, in reality, not worth discussing. Shakespeare, it is said, could not have been a classical scholar—he could not have had a classical training—or he would not have read Plutarch in a translation. In the first place, as Mr. Dyce observes, he might, even with competent scholarship, be excused for preferring a translation to the original: in the second place, if he was unable to read the latter, how many of those educated in our own day at Grammar Schools and Colleges, possess in after-life a greater degree of familiarity with the text-books of their old studies, unless they have chanced to pursue these for special reasons? Shakespeare, it is clear, retained through life as much knowledge of Latin as is ordinarily retained by those who have in their youth learnt something of that tongue, as a matter of course, but who have not afterwards made it a special study. Greek he had probably never learnt at school, and there is no proof as there is no probability, that he ever learnt it afterwards."

Professor Skeat in his edition of what he calls "Shakespeare's Plutarch," has shewn how deeply the poet was indebted to the old biographer: but the remarks of Archbishop Trench on the same topic, in his "Four Lectures on Plutarch," should be borne in mind by every reader of the Roman dramas. After declaring that the whole plays of Julius Cæsar and Coriolanus are to be found in Plutarch, the Archbishop offers some valuable observations on *Antony and Cleopatra*. For these, unfortunately, we have no room, but we feel compelled to quote his remarks on the subject of Shakespeare's obligations to Plutarch. "Nowhere," he says, "as is abundantly clear, does our English poet make any pretence of concealing these, but adopts all, even the very words of Sir Thomas

North, with only such transposition and slight alteration as may be necessary to give them a rythmical cadence and flow. He is too rich, and too conscious that he is rich, to fear the charge of endeavouring to pass himself off for such by the laying of his hands upon the ideas of others. And here, indeed, is what properly determines whether an author should be adjudged by us as a plagiarist or not. The question is not, what he appropriates, but what proportion these appropriations bear to that which he has of his own; whether, if these were withdrawn and resumed by the rightful owners, they would leave him poor. If, on the other hand, all revindication by others of what is theirs would leave him as essentially rich as he was before, his position in the world of poetry is not affected by bringing home to him any number of these appropriations. We need not fear to allow Shakespeare to be tried by this rule; and we can only admire that noble confidence in his own resources which left him free without scruple to adopt and turn to his own uses whatever he anywhere found which was likely to prove serviceable to the needs of his art." The young reader who fully appreciates the sense of these words, will find a new interest in noticing how far in *Antony and Cleopatra* Shakespeare is indebted to Plutarch, and in that respect the Antony of the poet differs from the Antony of history.

We have received four delightful volumes* from the artistic printing presses of "the Hub," of the workmanship of three of which it is scarcely possible to speak in too high praise. *Tennyson's Song of the Brook* is a sumptuous volume, with beautiful illustrations by A. F. Bellows, J. D. Woodward, Miss L. B. Humphrey, and F. B. Schell. The work as a whole is simply charming, and if we felt inclined to criticize it we could only say that, with one or two exceptions, the scenery is rather American than English. The verses and illustrations are printed together on alternate pages, and we are glad to add that neither in this nor in the two volumes of which we shall speak next, do we catch any glimpses of the ubiquitous advertisement. We cannot imagine a prettier gift-book.

The Bicyclers who form *The Knockabout Club*, make their way through some of the most picturesque parts of Maine and Quebec. Their hunting expeditions, the game they kill, and the places they visit, are all admirably illustrated; in so much so that the book forms an admirable guide to parts of the St. Lawrence

* Tennyson's *Song of the Brook*, with illustrations.

The Knockabout Club in the Woods. Adventures of six young men in the wilds of Maine and Canada, by C. A. Stephens. Fully illustrated.

Zigzag Journeys in the Orient, by Hezekiah Butterworth. Fully illustrated. Chatterbox for 1881.

(Estes and Lauriat, Boston. For sale at Dawson Bros., Montreal.)

and the Saguenay River. The boards in which this book and its companion volume are bound, are covered inside and outside, with perfectly executed little pictures of scenery and maps. Of the adventures of the Bicycling club we shall say no more than that the book is full of capital stories and strikes us as a novelty in its way, which is a great point in a gift-book.

Zigzag Journeys in the Orient conducts the reader from the Adriatic to the Baltic, through Vienna and Constantinople, Moscow, and St. Petersburg. It is full of interesting and instructive pictures of natives in costume, and of well known historical personages and scenes. The reader will not only be interested by the story, but will rise from its perusal, if not a "sadder," at least a "wiser" boy. Parents and benevolent uncles who buy the book to give it away, will, after a glance at it, be loath to part with it.

Chatterbox is so well known, that it is only necessary to say that the merits and execution of the volume for 1881 are quite up to those of previous years.

RECENT EVENTS.

Mr. R. S. Weir and the Pension Act.—In the case of Mr. R. S. Weir against the Protestant Board of School Commissioners of Montreal, judgment has been delivered by Judge Laframboise dismissing Mr. Weir's action with costs. Mr. Weir, who conducted his case himself, was until lately a teacher in the employ of the Board, and was, under the provisions of the Pension Act, subjected to one half year's stoppage of one per cent. on his salary. On leaving the service of the Board Mr. Weir took action for the recovery of this amount, holding in the first place that the law was, in his case, retro-active, and therefore inoperative, inasmuch as his salary for the year was determined by tacit renewal of his engagement before the law came into force; and, secondly, that, inasmuch as no publication of the orders or regulations in accordance with section 28 of the Act had been made in the *Quebec Official Gazette*, the law has never come into force. To this Mr. Lunn replied, on behalf of the Board, that the law was assented to on the 24th of July, 1880, while Mr. Weir's engagement was not tacitly renewed until September 1st, following; and that no publication of orders or regulations is necessary for putting the Act into force, as they are only "to provide for unforeseen cases" if the Superintendent of Public Instruction "deem" them "necessary." The issue of the suit then has been to sustain the action of the Superintendent of Public Instruction and of the Protestant Board of School Commissioners as legal and in accordance with the Statute.

The Normal School Curriculum.—This was the subject of the Address read before the Local Association of Teachers, at their

first meeting, by the President, the Rev. E. I. Rexford. The reader criticised several points in the Normal School Curriculum, drawing special attention to the English course and to the purely professional part of the work. A discussion ensued which had to be adjourned. At their next meeting in the Hall of the McGill Normal School, a communication was read from the Normal School Committee, "That the Committee earnestly deprecates any discussion of matters, relating to the Curriculum of the Normal School or its management, by an Association connected with the School and meeting in its Building, but would place no obstacle in the way of any proposals made in regular form to the Corporation of the University for improvements in the Normal School, should such be practicable. The Committee therefore deems it to be inexpedient that such discussion should take place in the Building of the Normal School. That this resolution be communicated to the Council of the Association through its President," Upon the reading of this communication it was resolved to adjourn the meeting to the Senior School building. Thither the teachers accordingly proceeded and a paper was read by Mr. R. M. Campbell on the question. A discussion ensued, and the following resolution, moved by the Reader and seconded by Dr. Kelley, was carried unanimously: "That in the opinion of this Association the curriculum of the Normal School requires revision, and that the Corporation of McGill University be respectfully requested to take such steps in this direction as will in their opinion best promote the interest of education in this Province."

Increase of Taxation for Education.—On Thursday, Dec. 15, the Finance Committee of the City Council received a deputation from the Protestant School Commissioners, consisting of the Rev. Canon Norman (Chairman), Principal Dawson and Dr. Robins (Superintendent). In the course of the conversation it was represented that the expenditure of the Protestant board was annually in excess of their income, that the city schools were being worked at the lowest possible figure, and that the failure to obtain an increase of taxation would necessitate their abandoning part at least of their work. The Chairman (Alderman Grenier) said that the Catholic School Commissioners of which he was one were in the same position. They had hoped to receive aid from the Government and had indeed received promises to that effect; but the bill had been abandoned last session. This session, however, they hoped that they would be more successful. At least they had the promise of the Government, as before; still it would be well to get the help of the Council. It was agreed accordingly that the Protestant School Commissioners should send in a petition to the Council.

McTavish School Entertainment.—On Dec. 20th and 21st, a comic operetta, entitled "Ali Baba," written and arranged by the Rev. F. M. English, one of the masters of the school, who also trained

the performers in their parts, was successfully given by the boys of the McTavish School. The chief performers were Master G. Thomas, P. and G. Simpson, P. Barclay, and E. Hannaford, to whom, as well as to the other actors, and to the boys composing the Chorus, great credit is due for the spirited way in which the performance went. We have had occasion to remark before on the successes attained by this school, inside as well outside the classroom. The educational system of Montreal would be far from complete, if it were without its system of Private Schools, side by side with the Public System. Competition is good in other matters besides business, and Montreal is to be congratulated, as well as Mr. Lyall, on the stability and excellence of the McTavish School.

The City Council and the School Boards.—At a meeting of the City Council upon the afternoon of Dec. 19th, Alderman Donovan presented the following motion in regard to the School Boards:—

“That in the opinion of this Council it is expedient in the interests of education, and more especially of the rate payers who are taxed for the erection and maintenance of the Commissioners' schools in this city, that the Educational Act, 32 Victoria, chapter 10, and amendments, should be further amended by the introduction of the following additions to the law:

Firstly—That hereafter it will be imperative upon the School Commissioners, whenever they shall have decided to apply to the Legislature for power to increase the school rates, to give notice in writing to this Council at least one month previous to the meeting of the Legislature, of such their intention stating the rate of income and their reasons in justification of the same.

Secondly—That whenever the School Commissioners will negotiate bonds or obligations for the raising of money for educational purposes, they shall be held to ask for tenders through the newspapers in which corporation advertisements appear for at least ten days before the acceptance of any said tenders. And immediately thereafter a list of all such tenders as shall have been received shall be published for the information of the parties interested.

Thirdly—That all meetings of the School Commissioners, acting in such capacity, shall be open to the public, and due notice of the same shall be given by public announcement in the newspapers as aforesaid, intimating the place, day and hour such meetings will be held, for at least one day previous to any such meeting; and that any business done at meetings without the observance of said formality shall be considered as null and void.

Fourthly—That on the 31st December of each year, or as soon after as practicable, the School Commissioners shall render to this Council a full and detailed statement of their receipts and expenditures for the year just elapsed in like manner as bank returns are made to the Government, so that the same may be considered by this Council and published for the information of the rate-payers.

Be it therefore resolved that an humble petition from this Council founded on the foregoing recommendations be prepared for presentation to the Quebec Legislature at its next session, praying for the incorporation of the same in the Educational Act, in so far as the city of Montreal is concerned.

In support of his motion, Alderman Donovan contended that the returns of the Protestant Board shewed that the Government only contributed the sum of \$4,900, while the city gave \$48,000. It was only fair that the city, which gave most of the money,

should have the control of its expenditure. Some objection was raised by Ald. Grenier and Stephens, to the publicity that would thus be given to the sessions of the Board, but this was overruled, and the motion was put and carried.

CORRESPONDENCE.

THE PENSION ACT,

To the Editor of the EDUCATIONAL RECORD.

SIR,—In the RECORD of December is published, among other interesting matter, an account of the late Convention of Protestant Teachers held at St. Johns, in which appears the discussion on the "Teachers' Pension Act." It is found on looking over this discussion that Mr. White being "asked his opinion upon the question" said, "There were two questions involved in the discussion," and one was, "*Whether a pension Act was at all desirable*" for teachers. Evidently Mr. White is not to be found among the ranks of those Canadian teachers, who, for a mere pittance, are giving the prime and flower of their days to the work of educating our Canadian youth, with no prospect whatever of any provision in their old days, if they are unfortunate enough to live too long. If he belonged to this class who have now such flowery prospects, I somehow think he would not be in such a hurry to discuss "*whether a pension Act was at all desirable.*" He is not a teacher at all, yet he steps in to discuss "*whether a pension Act is AT ALL desirable*" for teachers. This is really good.

I am afraid it will be too much of a good thing to ever find that the poor unfortunate teachers in "our Quebec" (of progress?)—I do not allude to the few that are getting their \$1,000 and upwards yearly, and are therefore enabled to make provision for themselves; but to the rank and file that remain in the profession of teaching and do the bulk of the work—will have anything to look to in old age to keep them from starvation. Things look as if it would not be "*at all desirable*" for teachers that such should be the case.

Furthermore, if it is left to the teachers to devise a scheme whereby provision will be made for their worthy comrades who make teaching a profession, they will *squabble eternally* and do nothing. So that it is but an act of mercy for something to be done by some power towards forming a fund for deserving and incapacitated teachers when unable to earn a livelihood.

TEACHER.

Quebec, 12th Dec., 1881.

[NOTE.—Our correspondent is a little hasty in his remarks. Mr. White did not volunteer his opinion upon the subject, but it was drawn from him. The words "at all" have been misplaced by "Teacher," and the misplacement slightly alters the sense, by throwing emphasis on the wrong word. (See RECORD, vol. I. p. 510). Lastly, Mr. White's remarks were merely intended to bring a rather rambling debate, much shortened in our account of it, to a focus: in order to this, he pointed out the two questions involved in the discussion. As regards the desirability of the Pension Act, we are disposed to agree with our correspondent. Unfortunately, however, the teaching body is as little inclined to welcome a Pension Act imposed from without, as to agree upon some feasible plan coming from within their ranks.—EDITOR.]