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Vol. III, No. 3.

MAY—JUNE, 1883.

{ 50c. per annum.
10 cts. per No.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

PUBLISHED BI-MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF
THE BOARD OF EDUCATION, AND CONTAINING THE OFFICIAL
ANNOUNCEMENTS OF THE BOARD.

EDITED BY R. W. BOODLE.

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MONTREAL:
GAZETTE PRINTING COMPANY.
1883.

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THE
EDUCATIONAL RECORD
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PROVINCE OF QUEBEC.

No. 3.

JUNE, 1883.

VOL. III.

THE RECENT HISTORY OF MCGILL UNIVERSITY.

Being the Annual University Lecture, for the Session of 1882-3.

BY PRINCIPAL DAWSON, C.M.G., LL.D., F.R.S.

The charter of McGill University dates from the year 1821, so that it is really sixty-two years of age; but its actual history as a teaching institution began somewhat later, and the present is reckoned as its fiftieth session, in so far as its oldest Faculties, those of Medicine and Arts, are concerned. Owing to protracted litigation, the property bequeathed by James McGill did not come into possession of the Board of Governors until 1829. On the 29th of June in that year, the University was formally opened in the old residence of the founder, Burnside House; the Montreal Medical Institute, which had already been in existence for some years, was incorporated with it as its Faculty of Medicine, and a little later its Faculty of Arts was constituted with a principal and three professors or lecturers. Many untoward circumstances conspired to check the growth of the infant institution, and it was not until the changes effected by the amended charter in 1852 that it entered on a career of rapid progress. Of the men who were then prominent in its councils, only three, our Chancellor Judge Day, Senator Ferrier and Archdeacon Leach, remain to witness its more recent growth.

Within these thirty years its revenues have grown from a few hundred dollars to about \$40,000 per annum, without reckoning the fees in professional Faculties and the income of the more

recent benefactions. Its staff has increased from the original eight instructing officers to thirty-nine. The number of students has increased to 415 actually attending college classes, or, reckoning those of the Normal School and of affiliated colleges in Arts, to nearly 600. Its Faculties of Law and Applied Science have been added to those Arts and Medicine. It has two affiliated colleges in Arts and four in Theology, and has under its management the Provincial Protestant Normal School. Its buildings, like itself, have been growing by a process of accretion, and the latest, that in which we are now assembled, (the Peter Redpath Museum) is far in advance of all the others, and a presage of the college buildings of the future. We have five chairs endowed by private benefactors, fourteen endowed scholarships and exhibitions, besides others of a temporary nature, and eight endowed gold medals. More than this, we have sent out about 1200 graduates, of whom more than a thousand are occupying positions of usefulness and honour in this country. Two years ago, I issued cards of invitation to 850 graduates whose addresses were known to me, and received more than 600 replies.

Our friends sometimes say to us that we should rest content with what we have thus attained, and that an institution so great as McGill is quite in advance of the requirements of Canadian education. But if we measure our growth with that of the city of Montreal, or with that of the Dominion of Canada, we shall not find so much cause to congratulate ourselves, and if we compare our means of educational usefulness with those of the greater Universities of older countries, we shall have still less reason to boast. Here I would say that we should not regard McGill merely as an institution for Montreal or for the Province of Quebec, but for the whole of Canada. Primarily, no doubt, it was intended to subserve the interests of the English-speaking people of this province, but at this moment half of its students are from other provinces, and its founders and early supporters secured for it a Canadian status, in the connection with it of the Governor-General as its Visitor, which it still retains. At first sight it might seem that its name is too restrictive for such high claims; but practically this is not the case. Had it been named the University of Montreal, a stronger local colouring would have been given to it. In the United States, those Universities, which, like Harvard, Yale, Cornell and Johns Hopkins, bear

the names of individual men, have become, or are likely to become, the widest in their influence. In Canada, Laval, Dalhousie and McGill Universities, and Morrin College, bear such individual names, and they are not likely, on that account, to have narrower fields of usefulness or to fail to attract to themselves the benefactions of other friends of education. On the contrary, every new benefactor justly regards it as an honour to connect his name with that of an eminent founder, and the benefactions of one man, perpetuated in his name, tend to stimulate others to like good deeds, and thus to attract, as by a magnetic influence, additional gifts. The truth of this is proved by the recent bequests and subscriptions to this University, to which I shall have to refer in the sequel.

Another principle, strikingly illustrated in our history, and connected with some of our recent acquisitions, is that small beginnings of any good thing are to be cherished and cultivated. Our library began in 1855 with the purchase of a small collection of historical and literary works, which the Governors, poor though the college was, ventured to make as a nucleus, and which occupied a few plain shelves in a small room of the old Burnside Hall. When at a later period Mr. William Molson presented us with our present library and its handsome book-cases, we were asked what was the use of a quantity of empty shelves. The answer was that they were gaping for books, and they have long since had to be extended and enlarged; nay, an additional room has recently been added for our law books and public records, and for the library presented to us in the present year by one of the Governors, the Honorable Judge Mackay. Our philosophical apparatus consisted in 1855 of a few instruments of antique pattern bequeathed to the University by the late Dr. Skakel, a man who both as the head of the Royal Grammar School the predecessor of the present High School, and as a cultivator of science, deserves to be held in grateful remembrance. These have been used and cared for and added to until they have grown to the fine collection now in the care of Dr. Johnson, which is probably the best of the kind in this country. Our little observatory tower, built in faith when we had no telescope, was to become the home of the Blackman telescope and its accompanying apparatus for astronomical observations. Not very long ago we had no chemical laboratory. We have

now two laboratories capable of accommodating sixty-five students in practical work, and they have grown up under the care of Dr. Harrington and Dr. Girdwood almost imperceptibly and with little cost to the University. We are still destitute of a physical laboratory, except in so far as our meteorological observatory serves the purpose; but this is a small beginning to which more will be added. The observatory itself is a case in point. Originally built to aid the late Dr. Smallwood in his work, it has grown under Prof. McLeod into an important Dominion institute, both for weather observations and for time, and was able to take an important part in the recent observations of the transit of Venus. When in 1855 I enquired as to the museum of the University, the Registrar informed me that there were no collections of any kind, but on second thought he produced from a drawer a specimen of one of the most common fossil corals from our quarries, and said that this had been presented to the college—by whom, I know not. It was a small beginning, but it has gathered around it our present magnificent collections, and it still keeps its place in one of the cases of the Peter Redpath Museum.

The recent history of our collections in Natural Science also reminds me of the fact that there have been not a few reverses and apparent failures in the course of our efforts. In my first session in McGill the want of a museum was supplied by my private collection, which was somewhat valuable; but in the calamitous fire which destroyed Burnside Hall and which was in every respect a check to the University, the greater part of this collection was destroyed, and neither I nor the University had the means immediately to replace it. At a later date we trusted to the Geological Survey collection as a means of supplementing our work in geology, but this was unexpectedly taken from us, and we were thrown upon our own resources. These losses we have, however, more than retrieved, and possess to-day the most valuable collections in this country for educational uses.

Other and greater losses and failures we have had to encounter. In 1870, in an address similar to the present, I was obliged to confess the suspension of our School of Engineering in the following terms:

“Our School of Engineering, successful in the number of pupils attracted to it, and calculated to confer great benefits on the country, was worried with

professional and official opposition ; and, unaided by the public, was at length suspended, owing to the temporary financial embarrassments of the University. Our chair of Practical Chemistry, though filled by the most eminent Chemist in this country, has failed to attract our artisans or manufacturers to receive its benefits."

"Some men may regard these efforts as failures, which should not be referred to here. For my own part I am not ashamed of them. Directly or indirectly, they have done good ; there is not one of them which is not important to the material progress of this country ; and there is not one of them which by us, or others, will not be at length successfully carried out. I do not yet despair of any of them, and I am prepared, should I remain in this University, to watch for the opportunity to revive them when favourable circumstances shall occur. In the meantime, they remain as projects inchoate and so far matured in their plans and methods, as to be readily brought to completion by the aid of any one desirous of stimulating through us the development of any of those arts to which they relate. We wait for some Canadian Lawrence or Sheffield to endow for us a Scientific School, like those of Harvard and Yale, which have contributed so greatly to the wealth and progress of New England."

We have not yet found the Lawrence or Sheffield after whom to name our School, but we have found many liberal benefactors. We have our Faculty of Applied Science under Prof. Bovey and his colleagues, instead of the little School of Engineering of former years ; and by the recent bequest of a lady of this city, our chair of Civil Engineering has been permanently endowed, under the name of the William Scott chair. We have had the honour to find our example followed by the institution of similar schools in other parts of the Dominion, some at least of which are efficient and formidable rivals. We are still looking for donors who will give their names to chairs of Mining and Mechanical Engineering, and to a science building to match the Peter Redpath Museum, on the opposite side of our grounds.

At the close of the financial year of 1880-81, our income had ebbed in a most threatening manner. Being derived mainly from mortgages on real estate, it had run some risks and experienced a few losses in the commercial crisis of the preceding years. But when the tide of commercial prosperity turned, a greater calamity befel us in the fall of the rate of interest, which reduced our revenue by nearly 20 per cent, and this at a time when no decrease of expenditure could be made without actual diminution of efficiency. In these circumstances the Board of Governors found it necessary to insist on most unwelcome retrenchments,

injurious to our educational work, and which some of us would have been glad to avert even by much personal sacrifice and privation. At length on the 13th of October, 1881, we convened a meeting, not happily of our creditors, but of our constituents, the Protestant citizens of Montreal, and our position and wants were laid before them most ably, and, I may say, even pathetically, by the Chancellor, Judge Day, and the honorary treasurer, Mr. Ramsay. The meeting was a large and influential one, and I shall never cease to bear in grateful remembrance the response which it made.

There was no hint of blame for our extravagance, no grudging of the claims of the higher education which we represented, but a hearty and unanimous resolve to sustain the University and to give it more than the amount which it asked. The result of that meeting was the contribution of \$28,500 to the endowment fund, besides \$26,335 to special funds, including the endowment of Mr. W. C. McDonald's Scholarships, referred to in the sequel; and of \$18,445 in annual subscriptions, most of them for five years. But this was not all, for it was followed by two of those large and generous bequests of which this city may well be proud. Major Hiram Mills, an American gentleman, resident for twenty years in Montreal, and familiar with the struggles of the University, left us by will the handsome sum of \$43,000 to endow a chair in his name as well as a scholarship and a gold medal. On this endowment the Governors have placed the chair of classical literature. More recently our late esteemed friend and fellow-citizen, Mr. David Greenshields, has added to the many kind actions of a noble and generous life the gift of \$40,000 for the endowment of a chair, and which will probably be given to one of the more important scientific professorships in the Faculty of Arts. At a still later date, by the decease of Mr. Andrew Stuart of Quebec, the University comes into possession of the bequest of his late wife, a daughter of the late Judge Gale of this city, who desiring to perpetuate the memory of her father in connection with the profession of which he was long a leading member, left the sum of \$25,000 for the endowment of a Samuel Gale chair in the Faculty of Law. Adding to these sums the bequest of Miss Barbara Scott already referred to, we have a total sum of more than \$200,000 given to the University by citizens of Montreal within two years. If we add to this

the Peter Redpath Museum and its contents, with other donations, we may acknowledge benefactions within two years to the amount of about a third of a million.

I have made no mention as yet of the endowment in prospect for our Faculty of Medicine. It is somewhat singular that this school, so ably conducted and useful, has drawn to itself so little of the munificence of benefactors. Perhaps the fact of its self-supporting and independent character has led to this. But the removal by death of its late Dean, Dr Campbell, in connection with its attaining to its 50th anniversary, was well calculated to direct attention to its claims, and the occasion was most happily taken advantage of by the Dean, Dr. Howard, in his opening lecture of the present session. Dr Campbell was a man of rare gifts and powers, combining professional eminence of the highest order with great business capacity, and enlightened and earnest public spirit; he was at the same time a man of wide sympathies and warm and generous heart. Having frequently had occasion to ask his advice and aid in matters, not of a professional character, which gave me some concern and anxiety, I can bear testimony to his qualities both of heart and head. The idea of commemorating the life and labors of such a man by sustaining and extending that medical education in which he took so warm interest, and for which he put forth efforts so strenuous, was one sure to bear fruit. Accordingly, we find one of our large-hearted business men, who had known Dr. Campbell and who was well fitted to appreciate his worth, offering to give \$50,000 toward a Campbell Memorial in the Faculty of Medicine, with the reasonable condition that a like sum shall be given by others.

I consider this sum of \$100,000 assured to the Medical Faculty, and I trust that it may enable it to strengthen and extend the good work which it is doing.

It is but right to add that while the University has been thus liberally dealt with, the past two years have been marked also by large benefactions to all its affiliated colleges—benefactions in which we cordially rejoice.

Thus the hard experience of 1881 has been followed by the prosperity of 1883, and has served to draw forth evidence of liberality most creditable to the public spirit of the citizens of Montreal, and to show in a convincing manner the estimation in which our work is held in that community in which it is best

known. You need not, however, be surprised when I add that these gifts and bequests, liberal though they are, will do little more than enable the University to carry on without abatement, and perhaps with somewhat great efficiency, the operations it has already undertaken. It must be borne in mind that a large deficit had to be covered, and that the Governors may feel it to be their duty to provide adequately for the men already employed before increasing their number, and also to take some provision for the contingencies necessarily occurring in a large institution.

I may now proceed to notice some of the objects to which the additional means the University has obtained or may obtain can beneficially be applied, and the directions which, in my judgment, its more immediate growth should take. The wants still unsupplied in the Faculty of Applied Science have been already mentioned. It is working under great disadvantages in the absence of a suitable building, and we have even been under the necessity of considering the expediency of discontinuing one of its courses of study, that of mechanical engineering, which is now provided for by extra labour on the part of professors having other duties. To place this Faculty on a secure basis, we need a building costing at least \$60,000, and an additional endowment fund of at least \$40,000.

The museum erected for us by the bounty of Mr. Redpath has all the necessary accommodation for a large school of Natural science, but it has not yet the requisite staff. The studies represented here by Dr. Harrington and myself cover the ground which even in some Colonial Universities occupies the whole time of at least four men. The staff of the Peter Redpath museum will not be complete until we have salaries for an additional professor and for a curator who might also be a lecturer. Could this be done in my lifetime, it would not only enable me to complete useful enterprises now delayed for want of time, but would give the satisfaction of knowing that the results of my work would not run any risk of passing away with myself.

One of the chairs in the Faculty of Arts, in which I have always taken a great interest, is that of Hebrew and Oriental Literature. Independently of its essential character as a preparation for the Christian ministry, the study of the Semitic languages and literature has great claims to attention. Philologically it introduces the student to a language somewhat remote from that group to

which English, as well as Greek, Latin, French and German belong, and thus enlarges his conceptions of the essence of language. Its literature is the oldest in the world, and in many respects the noblest and most elevated. Even as a student of science I have felt that it was necessary to get beyond the circle of the Aryan tongues; and as a young man I contrived to add to the compulsory Latin and Greek something of optional Hebrew, and I have never had occasion to regret this. In a University like McGill, with which four theological colleges are connected, this chair becomes especially important, yet while in most Universities increasing attention has of late years been given to the subject, I am sorry to say that we have not been advancing as we should. We were fortunate for many years in enjoying, at a merely nominal salary, the valuable services of the late Dr. De Sola, a man of great learning in the Semitic languages and their literature, and most enthusiastic in their cultivation. But in his later years, the classes had grown so large and varied, that with other duties and failing health he could scarcely give them due attention; and on his removal by death we were not in a position to offer an adequate salary to a successor. The chair is now vacant, and though we have secured a portion of the time of Prof. Coussirat, a gentleman most competent to discharge the duties until permanent arrangements can be made, it is in every way desirable that means should be secured to warrant a permanent appointment. The Board of Governors has issued an appeal to our friends on the subject, asking for an endowment of \$2,600 per annum for this chair; and as the object is one of great importance to the Theological colleges and to the University, it is hoped that before long the application may meet with a favourable response. The Hebrew classes in the present session contain forty students, and may be expected soon to reach the number of fifty, so that there will be sufficient work to occupy the whole time of a Professor.

The subject of the division of chairs is one of great interest in our present stage of progress. The essence of a University education consists in its being given not by general teachers but by specialists, combining general culture with eminence in particular departments. Hitherto in our Canadian Universities we have been compelled by poverty to combine in one professorship subjects which, in order that they may be well and profoundly

taught, require distinct teachers. The whole case is so clearly stated by Dr. Wilson, President of Toronto University, that I shall quote his words :—

“ But while our students have been multiplying from dozens to hundreds, the staff of teachers remains unchanged. Such a state of things will, therefore, justify a comparison between the teaching staff provided for carrying on the work of this college and that of other well appointed colleges in Great Britain or on this continent. In nearly all of them it will be found that provision is made for a much greater division of subjects. Instead of one professor of classical literature, as in University College, it is usual to make separate professorships of the Greek and Latin languages and literature. Separate chairs of mathematics and natural philosophy take the place of what is here a single professorship. The same is the case with zoology and botany ; and not only is history a chair distinct from that of rhetoric and English literature, with which it is here conjoined, but ancient history is constituted a separate chair from modern history ; while in many cases the latter is conjoined with political economy, or is made to embrace the important subjects of constitutional history and jurisprudence.”

“The necessity of some greater division in the teaching of the various subjects embraced in the college curriculum is being more and more forced on the attention of the Council, alike by the increase in the number of students and by the augmentation in the number and the subdivision of subjects required in the revised statutes of the University for proceeding to a degree in Arts.”

Dr. Wilson's argument applies with equal force to McGill ; and with us, also, it will be absolutely necessary in a few years to make provision for a division of the classical chair, and for the separation of mathematics from natural philosophy. In the latter department some relief has already been secured by the appointment of Mr. Chandler as mathematical lecturer, and at least a similar provision must be made with as little delay as possible in classics. Dr. Cornish has now for a quarter of a century well and ably borne the burden of the combined chairs of Latin and Greek, and it is time that he should have some relief.

Dr. Wilson refers to the greater subdivision of the college curriculum as requiring more work. Similar changes has been recently made here, in concession to the demand for more varied optional courses of study. That this is an improvement I fully believe, and anticipate that it will tend to a wider and more liberal culture, and will attract students to the University ; but to carry it out effectually it will demand more men. Our professors are now cheerfully bearing whatever burden it imposes ; but they feel that in many details better arrangements would be possible were the work of teaching more subdivided.

A further point to which I shall barely allude is that of summer sessions. Our present winter session in Arts is very short, and it seems scarcely possible in consistency with the interests of students much to extend it. But in some subjects at least, a short summer session would be practicable. The Medical Faculty has already instituted such a session with great benefit, and I hope before long to have summer sessions in natural science in connection with the Peter Redpath Museum. To what extent students could be secured for summer classes in other subjects, it is difficult to say, but the experiment deserves a trial.

Another subject to which the attention of our Corporation has been invited in the present session is the higher education of women. At one of the earlier meetings connected with the endowment of the University, a resolution was passed asking us, in consideration of the aids received, to give some attention to this matter, and our Chancellor promised on behalf of the University that consideration would be given to it. I have always felt that a moral obligation was thus imposed on us; and independently of this, every right thinking man must feel that the subject is one which no institution of higher education can now afford to neglect. In the hope of initiating a useful movement in this direction, I endeavoured in 1870 to interest ladies of influence in the city in the formation of a Ladies' Educational Association, and promised^d them all the aid that the University could give. For twelve years this association has been doing good work, and has practically done very much to elevate the whole educational tone of the city. Still further to stimulate effort in this direction, the University has instituted examinations open to women up to the standard of the University Intermediate. At the present moment, however, the lectures of the Ladies' Association cannot attain to the position of a regular course of study, and there are not facilities open to ladies desirous of taking the examinations offered by the University. In these circumstances various courses have been suggested, and a committee of the corporation was recently moved for by the Rev. Dr. Murray, and has been instructed to report on their relative merits.

It is held by some of our friends that we might solve the difficulty by admitting women as students in our ordinary classes. But independently of many objections which may be urged against

this course, there are material difficulties in the too limited space in our present class-rooms, and in the absence of separate halls and waiting rooms in our buildings. It would, however, be perfectly possible to provide separate lectures for ladies, if our professors were less heavily taxed or could be remunerated for extra work. We have already all that is required in collections, apparatus and means of illustration, and other deficiencies may be made up by division of chairs and additional buildings. In the present session I have had a large class of ladies in connecting with the Educational Association, studying Zoology in the Peter Redpath Museum, and similar arrangements might be made by other professors if facilities were provided. My belief is, that if means could be secured to engage two or three special tutors or lecturers, for classes of women, the University with very little trouble could do all the rest. At the present moment there is some hope that, by an arrangement between the Trafalgar Institute and the Ladies' Educational Association, the income of the bequest of the late Jane Scott to the former may be made available toward this end; and I may say here that the interest of any sums given to the University for investment in aid of Ladies' classes could immediately be used in connection with the Ladies' Association, while the principal might be retained for the endowment of a college for women. This is the position at present of the Hannah Willard Lyman fund.

I wish, however, to state here that I am not an advocate for precise similarity in the courses of higher education for young men and women, even though both should be prepared for the same final examinations. There should be a difference both in the proportions of the subjects taught and in the manner of teaching them, suited to the difference in mind and character between the sexes, and to the different spheres of social and professional action open to men and to women. Some little experience in teaching classes of ladies enables me to say that in so far as science studies are concerned, the minds of young women are more acute and receptive as to details and distinctions than those of young men, and consequently a lecture suited to male students is not so well suited to those of the other sex. I think any experienced and thoughtful teacher will find this to be the case.

Among the donations of the past year none deserves more grateful remembrance than that of \$25,000 from Mr. W. C. Mc-

Donald for the foundation of scholarships and exhibitions. It is true that this was merely the capitalizing of a sum of which the interest had been given by the liberal donor in previous years, and which had worthily earned for him the title,—friend of students, but it brings to remembrance a want from which McGill has long suffered, deficiency of those aids to poor and deserving students which have been so numerous in some other Universities, and of which we still have a too limited number.

Though sums given in this way do not extend our resources for teaching purposes, they enlarge our work by attracting students, and thus indirectly aid the University, while their benefits, in bringing to the front men of talent and capacity, are of the highest order. I would also suggest in this connection the formation of a fund for loans and aids to poor students who may not succeed in obtaining competitive scholarships. Cases of urgent need are constantly occurring among students, and there are men who can be aided in continuing at college even by temporary loans which they very rarely fail to repay.

In previous lectures and reports I have often referred to the singular and exceptional fact, depending on the peculiar position of the Roman Catholic institutions of this Province with reference to education, that degrees in Arts are not considered as affording the necessary qualifications to entrance into the study of professions. The law of the Province of Quebec is unique in this respect, and proceeds, apparently, on the principle that liberal education is to be discouraged as a means of preparation for professions, and mere cram for examinations promoted in its stead. The Protestant Committee of the Council of Public Instruction has taken up this matter warmly, and has urged it upon the attention of the Government; but though it does not require any expenditure of money, and is a plain dictate of ordinary justice and common sense, there seem to be objections in some quarters which have so far prevented the government from acting on our recommendation. From an able letter on this subject, prepared by Dr. Heneker, Chancellor of Bishop's College, at the request of the Protestant Committee, I quote the following:—

“The Committee moreover insist very strongly on the absolute necessity of recognizing the University Degree as in itself a qualification for the entrance on the study of a profession. The two Protestant Universities, McGill and Bishop's College, are working to increase the quality of the degree. They

are united on the subjects for matriculation in Arts, and although there are subsequent differences, so as to satisfy different classes of minds, yet both are earnest to require good work from their students. If the professional bodies will not accept men who have devoted three or four years of their strength to the study of Arts and Science, not in technicalities but on broad fundamental grounds, there would seem to be very little room for Universities at all in the Province of Quebec."

This matter is one in relation to which the friends of higher education should continue to put forth earnest effort till our provincial law can be amended.

Dr. Heneker's letter also strongly urges the importance of those High Schools and Academies which supply the Universities with students, and prepare those who cannot take a University course for the entrance into professions. In connection with this, and with certain objections recently urged, I would earnestly entreat all who have the interest of the Protestant population of Montreal at heart, to permit nothing to be done to cripple our old and admirable High School, which has all along been the best feeder of the College, and the training school for those business men who have made the city what it is.

I must tax your patience a very little longer while I refer to two other subjects connected with our recent history and our future prospects:—

There has for some time been much earnest discussion in the Board of Governors and the Faculties respecting lodgings and eating rooms for students. Heretofore, with the exception of the provision made in the affiliated Theological colleges, nothing has been done except to enquire as far as possible into the character and sanitary condition of the private boarding houses patronised by students; and on the whole there has been little reason to complain of the accommodation afforded, and some of the persons who have had relations of this kind with our students have undoubtedly exerted themselves to the utmost to afford suitable accommodation. Still there can be no doubt that some of our students have suffered privations and risks to life and health which we would gladly have averted; and it is likely that with increasing numbers of students the difficulty will grow upon us. It would indeed have already been serious but for the aid given by the Theological colleges. One cannot visit educational institutions in the United States without observing that this matter of the comfortable lodging of students is one that has commended

itself more than most others to the liberality of benefactors. Very large numbers of College Halls and boarding houses bearing the names of their founders have grown up of late years in connection with American colleges, and they have been fitted up with every appliance conducive to health, comfort and facility for study. No better example could be set by any of our wealthy citizens than the provision of such college residences for students on our grounds, and I hope the matter will commend itself to the minds of some of those whom I address. As it is more difficult to obtain board than lodging, and many students would find it convenient to dine near to their college work, a well appointed dining hall near the college would be a most welcome addition to the comfort and well-being of students. Should any new buildings be founded for the college, I should be disposed to make it a matter of earnest consideration whether, either in such new building, or in portions of the old buildings which might be vacated, a dining hall could be established. I believe, however, that when this is done it should be done well and on a sufficiently large scale—otherwise it may be a failure, or not more beneficial than that which private persons can do with their own resources.

I would also endeavour to impress on our graduates the importance of completing the subscription already begun for endowment of the Principalship. I do not say this in my own interest. I would wish that the principal and interest of the fund should accumulate untouched during my tenure of office. I speak in the interest of my successor. Knowing how important it is that the head of an institution like this should be relieved as much as possible from the drudgery of teaching and of mere routine business, and should have time to think and act deliberately, to keep himself acquainted with all that concerns the wants and interests of the University, whether within or without, to extend hospitality to students, graduates, professors, benefactors and distinguished visitors, and to sustain the dignity and public consideration of the University, I feel that it is desirable that the best possible man should be secured for the office, and that he should be furnished with means to enable him to occupy a high and influential position even in this wealthy city. Were this fund raised to such an amount as would render it certain that the governors can, when a vacancy occurs, feel sure of obtaining the services of the right man and of placing him in his proper posi-

tion, one great source of anxiety would be removed from my mind, and from the minds of others who are interested in our welfare and who have laboured in our behalf.

In conclusion, permit me to say a word as to myself and my contemplated leave of absence. My connection with this University for the past twenty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, and from association with such noble and self-sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor, on the details of which I need not now dwell. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit humanity, and leave footprints of good on the sands of time. Age is advancing upon me, and I feel that if I am to labour much longer and fittingly to bring to a close the business of my life, I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. For these reasons I have asked the Board of Governors for leave of absence for a year, in hope that, with God's blessing, I may return with vigour sufficient to sustain me for a few years more, and, if not, that I may at least make such arrangements as may ensure more perfectly the carrying out of my work by others. The Governors have kindly granted my request, and have offered to make such arrangements as may throw as little of the pecuniary burden on me as possible; though it is my purpose to bring no extra charge on the University in the matter, and to endeavour to make my leave of absence beneficial both in a financial and educational point of view. I appear before you, therefore, as one who has to say farewell for a time, and this is my reason for dwelling in so much detail on the wants of our immediate future. I wish to place on record some of the realities of our position, so that whether I return to my accustomed post or not, there may be a testimony as to the wants of the University as they appear to me; and I shall cherish the hope that if I return in 1884, I may find that some of them have been supplied, and that all the varied portions of our work have gone on smoothly and successfully. The true test of educational work well done, is that it shall have life and power to continue and extend itself, after those who established it are removed. I believe that this is the character of our work here,

and I shall leave it with the confident expectation that the session of 1883-84 will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the practical thoughts presented this evening, and I pray that the blessing of God may rest on the University and on every part of it, and that it may be strengthened with His power and animated with His Spirit.

CIRCULAR TO SCHOOL COMMISSIONERS AND TRUSTEES.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 3rd April, 1883.

GENTLEMEN,

I have the honor to direct your special attention to the following instructions concerning the management of the schools under your control:

I. **BOARDING AROUND.**—It is the opinion of all persons acquainted with the circumstances and requirements of our District Schools, that the time has come when the custom of requiring teachers to board from house to house among the inhabitants of a district should be discontinued in those municipalities in which it still prevails. This custom is injurious to the health of the teacher; it renders the discipline of the school more difficult, especially for young teachers, by giving rise to undue familiarity between teachers and their pupils; it is a fruitful source of neighborhood quarrels; it deprives the teacher of the quiet retirement requisite for the study and preparation of school work, which is so necessary for successful teaching, and therefore this custom must seriously interfere with the efficiency of the schools. You are therefore requested to provide that each teacher of your municipality shall, for the future, have a permanent boarding place; and you are hereby notified that no grant will be paid to a municipality where this custom of Boarding around prevails after the first of January, 1884.

II. **A UNIFORM SERIES OF AUTHORIZED TEXT-BOOKS.**—It is the duty of School Commissioners and Trustees to provide that no other books be used in the schools under their jurisdiction than those approved and recommended by the Committees of the

Council of Public Instruction. Moreover, since two or more text-books have been authorized for each of the elementary subjects of the School Course, it frequently happens that the pupils of a school belonging to the same grade are provided with different text-books on the same subject, to the great inconvenience of the teacher and to the injury of the school. It is evident therefore that in order to secure a uniformity of books in each school of a municipality it is necessary for the School Commissioners or Trustees to select from the list of authorized books a list of books for the use of their respective municipalities, naming only one book or one graded set of books in each subject. You are therefore requested to prepare, at your earliest convenience, a list of books for use in the schools of your municipality and to give notice that you will insist upon the exclusive use of the books of the list after the first of July, 1884. The School Inspector for your municipality will be able to give you valuable assistance in the preparation of this list, a copy of which you are requested to forward to this Department not later than the first of July next.

As soon as your list has been prepared, it should be published in the local papers for the benefit of parents and local booksellers and your teachers should be instructed, when furnished with the list, to admit no NEW text-book not mentioned in the list into their schools, and to exclude all text books, not contained in the list, from their schools after the first of July, 1884, for the payment of the grant to your municipality will depend upon the prepared list being rigidly adhered to.

III. COURSE OF STUDY.—It has long been felt by those intimately acquainted with our elementary schools that a course of study should be provided for the guidance of the elementary teachers a large number of whom are untrained and inexperienced. Such a course of study has at length been prepared, copies of which are enclosed herewith for your consideration. It is not proposed to lay down an exact limit table which the elementary schools are to work out in a given time. The great difference in the composition and circumstances of the schools forbids this. The aim has been to provide a plan of studies which will be a general guide to teachers in carrying on their work. This course of study will assist the teacher in classifying the school; it will indicate the work which should be taken up by each class; it will secure the symmetrical training of the pupils; it provides

that a reasonable amount of work shall be done in each of the subjects of the school course, and it will do away, in a great measure, with those disputes which arise so frequently between the teacher on the one hand and the pupils or parents on the other, concerning the particular subjects which a pupil is to study.

You are therefore strongly urged to adopt this course of study for the schools of your municipality, if a similar course is not already in use.

When notice is sent to this Department that the course of study has been adopted by your municipality a sufficient number of copies will be forwarded to supply all your schools.

IV. THE ENGAGEMENT OF TEACHERS.—It is very important, in the interests of the schools, that the law which provides that teachers shall be engaged by the School Commissioners and by written contract should be strictly adhered to.

The School Commissioners and Trustees can in this way prevent many district quarrels which arise when the teacher is selected by the local manager; they can place the more experienced teachers in the larger and more difficult schools and can give the younger teachers the smaller and less trying schools. They can encourage the efficient teachers, having the larger and more difficult schools under their care, by giving them a little larger salary than is given to the teachers just entering upon their work and, in this way, they can promote the general interests of the schools of the municipality. A still more important point is to retain the same teacher throughout the school year. There is probably no custom which interferes so much with the efficiency of our schools as the custom of engaging teachers for a term of three or four months, thereby placing the children under the care of two different teachers during a short school year.

The practice is not only injurious but it is unnecessary and prevails only in certain portions of the Eastern Townships.

It wastes the time and retards the progress of the pupils; it tends to make the teachers careless about the results of their work; it makes it impossible to ascertain when a teacher is doing good work and it prevents the teacher carrying out any definite plan of work in the school.

All the French Schools of the Province engage their teachers

by the school year. Protestant Superior Schools make yearly engagements with their teachers and a large number, and these the best of the Protestant Elementary Schools, follow the same plan. I cannot impress upon you too strongly the importance of engaging your teachers for the number of months that your schools are to continue in session during the school year. I desire to remind you, in this connection, that when teachers are engaged for a number of months, it is the calendar month that is understood and that the law provides that every Saturday shall be a school holiday. You are requested to attend to these points in the engagement of your teachers.

V. THE SCHOOL YEAR.—The length of teachers' engagements is very intimately connected with another important question, viz: the arrangement of the terms of the school year.

The custom of dividing the school year into two distinct portions forming Summer and Winter schools separated by long holidays certainly interferes with the progress of the pupils and should be avoided wherever it is possible to do so. A continuous school year, with such short holidays as the Commissioners and Trustees may appoint (beginning for example about the first of September), has very great advantages over the plan of Summer and Winter terms. In the first place the younger children would be able to attend during September and October and during the pleasant days of the Winter months and would derive as much benefit as they do in attending a Summer term, when we take into account the little that is learned during the hot weather of July and August, when most of these Summer Schools are in session. The School Inspectors report that the work done in the Summer Schools, during the hot weather of July and August, is worth very little.

The older children who are retained at home in the Summer would get five or six months school instead of three or four as in the case of the Winter term and would in that time overtake nearly double the work done in the short Winter term.

The practice of having the school year consist of one school session with short holidays prevails in the French Schools of the Province, in the Protestant Superior Schools, and in a large portion of the best Protestant Elementary Schools. And these elementary schools are manifestly superior to those which have the Summer and Winter terms.

You are therefore strongly recommended to make your school year consist of one session with short holidays, under the same teacher. This can be done at once in all village schools, and in thickly settled districts, and should be carried out in all the districts of a municipality, an exception being made when the peculiar circumstance of a district make it undesirable.

VI. TEACHERS' MEETINGS.—As the great majority of the teachers of the Elementary Schools in the Province have received no professional training I have directed the Inspectors to hold, at least once a year, a meeting of teachers in each county, for the purpose of considering the difficulties, defects and desirable improvements of the schools of the county, and also for the purpose of illustrating by means of Papers, Model Lessons, &c., the best methods of teaching and organizing elementary schools. As the object of these meetings is to make the teachers more efficient and therefore more valuable to the municipality, it is the duty of the School Commissioners to encourage their teachers to attend these meetings and to do all they can to promote their success.

VII. *The Educational Record*.—This Magazine, which is issued every two months, is provided free of charge to every Protestant school in the Province. It contains all the official information connected with Protestant Education in the Province, together with original and selected articles upon the practical work of the school room. As the teachers of the elementary schools change frequently from school to school, great difficulty has been experienced in distributing this Magazine among them. It is now addressed to each school or school district instead of to the individual teacher. Teachers should, therefore, enquire for the RECORD, at their respective post-offices, in the name of the school or school district where they are at work, and not in their own names. If, upon careful enquiry at the neighboring post-offices, it is found that no copy has been received for a particular school or school district, information should be sent to this Department at once, giving the local name and number of the district and the post-office address, and a copy of the RECORD will be sent immediately. School Commissioner would promote the interests of their schools by circulating this information concerning the RECORD among their teachers, and by encouraging them to obtain and read this Educational Magazine.

Some of the above instructions have no doubt already been

complied with in the management of the schools of your municipality, and you will accordingly require to direct your special attention to those points only which are of interest to your municipality.

I trust that these instructions will receive that careful consideration which the importance of the subjects to which they refer calls for, knowing that the value of the work done in your schools will depend in a very great measure upon the energy and faithfulness with which these instructions are carried out.

Objections will, no doubt, suggest themselves in connection with some of the points urged in this circular. But it should be remembered that these instructions are issued after a careful consideration of the difficulties involved and after consultation with the School Inspectors, experienced teachers, and others familiar with the working of our elementary schools, and the unanimous opinion is that the objections to the points urged are more apparent than real and that the instructions of the circular only require to be faithfully carried out to meet with general approval.

I have the honor to be,

Gentlemen,

Your obedient servant,

GÉDÉON OUMET,

Superintendent.

THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

BY THE REV. E. I. REXFORD, B.A.,

Secretary of the Department of Public Instruction.

The preparation of a course of study for the Elementary Schools of the Province has been frequently recommended by our School Inspectors and others interested in the work of Education. The need of a definite programme of studies, according to which the general instruction given in the schools should be directed, has come clearly before us by observing, in the first place, that much of our school work is being conducted at cross purposes, having no common basis and no common aim and producing very unsatisfactory results in consequence of misapplied energy; and in the second place, that in the other provinces of the Dominion programmes of studies have been prescribed with most satisfactory results.

The importance of such a course of study must be evident to every one who will consider for a moment the circumstances of our schools.

The organization of a school in the best practicable manner is a difficult work for a trained and experienced teacher, but very many of our elementary teachers are untrained and inexperienced and this work of organization must be done by them during the first few days of the school term. It is important to the success of the school that the points involved in the proper organization of the schools should be settled wisely and promptly. When a teacher stands before a school of twenty or thirty children for the first time she begins at once to realize that a well considered and carefully arranged scheme of work is invaluable in a school. What is she to do with the children? How are they to be arranged in classes and what principles are to guide her in this classification? What subjects are to be taken up with each class? And since the whole of History, Geography, Arithmetic, &c., cannot be mastered, what portions of each subject are to receive the chief attention? How is she to distribute her time, first, among the different classes, secondly, among the different subjects? When these questions are settled and the children are ready for work what plan is to be followed? What class is to be taken first? What are the other classes to do in the meantime? "This must not be left to accident or to decision of the moment; and in order that no two lessons may clash, that none may be neglected, that each may be taken at a suitable time, she must distribute both the subjects and the time." In other words the teacher must make out a course of studies and a Time Table suited to the requirements of her school. These difficult and important questions present themselves to many young teachers who have little to assist them besides the arrangements of the elementary schools which they have attended. If such a teacher could have an experienced teacher with her during the first week of her work to advise and assist her in organizing the school, it would evidently be a very great advantage to the school. Now a course of study contains in a condensed form the advice and suggestions of experienced teachers and others concerning the more important points connected with the organization of a school, and therefore a carefully prepared course of study is invaluable to young teachers and should be provided for every school in the Province.

The great advantages of having a course of studies for the Elementary Schools are very evident from the good results which have followed their introduction into the Elementary Schools of Ontario, New Brunswick, Nova Scotia and Prince Edward Island during the past few years. The reports of the Superintendents and Inspectors represent the results as most satisfactory.

The Board of Education presented a course of study for the schools of New Brunswick in October, 1879. After a fair trial of the course of study in the schools of New Brunswick, Chief Superintendent Rand, says, that "there is no equipment within the power of the Board of Education to bestow upon the teachers of New Brunswick that can be compared to that which has been bestowed in ordaining the course of instruction, as the basis upon which the annual inspection of the schools is to proceed."

The *New England Journal of Education* which holds the first rank among the educational periodicals of the Union, referring to the prescribed course of instruction for the schools of New Brunswick, says: "While two-thirds of the country Districts of New England are plodding along with the 'go-as-you-please' type of district school, with no effective course of study, untrained teachers, and no supervision; our neighbours in the Provinces are laying out a system of public education that, if properly worked, will bring forth a powerful and well-instructed people in half a century that need ask no favors of any body on the western continent. There is no vigorous attempt made in our county schools to do such work as is here laid out."

I find the following in the Inspectors' Reports concerning the same course of study:—

Inspector Philip Cox, A.B.:—"There are many gratifying evidences of a gradual improvement in the *quality* of the work. In defining the year's work and grouping methodically its various parts in their interdependent relation, the course of instruction is slowly changing the character of many schools wherein the want of such a guide resulted in aimless instruction and consequent superficial attainments."

Inspector Landry says:—"The course of instruction is growing in favor among the teachers, giving a new impetus in carrying on their work. No teacher can now with impunity ride his particular hobby by teaching one or two favorite branches to the exclusion of others equally important, but every subject specified claims its due share of attention."

Inspector Smith says:—"Very great improvement has been made during the year in the quality of instruction given in the various branches laid down in the course of instruction. Teachers are becoming fully alive to the necessity for thoroughness in all they teach, a very marked improvement has been made in manual work especially in industrial drawing."

Similar statements are found in the reports of the other inspectors and they prove clearly that the course of study has had a very important influence upon the schools of New Brunswick.

The circumstances of the New Brunswick schools are not unlike those of our own schools. An examination of the courses of studies authorized in the two Provinces will show that they are quite similar. I think therefore that we have every reason to believe that the course of study authorized for this Province will bring about a great change for the better, if it is faithfully tried in the schools of the Province.

The course of study printed in the last number of the RECORD which has been authorized for the schools of this Province, was prepared in consultation with School Inspectors and experienced teachers familiar with the work of our Elementary Schools. It agrees in the main with the programmes prescribed for the schools of the other provinces of the Dominion, and it will be found, I believe, well adapted to the peculiar circumstances of our Elementary Schools. It will no doubt be found desirable to modify some portions of the course after a time; but the desirable changes will be best discovered by using it in the school-room. It is hoped that at no distant date a similar course will be provided for our Model Schools and Academies forming a connected course of study leading from the Elementary School to the University

School Commissioners and Trustees are strongly recommended in the Superintendent's circular (printed on another page) to adopt the course of study and to instruct their teachers to conduct their schools upon the lines indicated therein.

What plan should teachers pursue in introducing this course of study? They should certainly not begin by upsetting the organization of the school (if any attempt has been made to organize), in order to meet the requirements of the course of study. A teacher should first measure each class of the school by the requirements of the course, and note where the class is deficient

and where it is in advance of the work indicated, and then by a process of *levelling-up*, giving more time and attention to the subjects in which the pupils are backward and less to others, bring the classes gradually into line. In the course of two or three months most of the schools will be able to carry out the general features of the programme.

Teachers will find it greatly to their advantage to adhere to the course of study for several reasons, and for this among others that the Inspection of their schools will be based upon the course of study. Another important question connected with the course of study is the amount of time to be given to each subject. I cannot enter upon it here, except to point out that during the first two or three years of school life the chief attention should be devoted to reading, as the essential preparation for the acquisition of knowledge by study. The number of subjects indicated under the first and second grades of the course may seem to militate against this. But when we remember that in a district school the lower grades are necessarily left to themselves about two-thirds of the time, it is evident that the slate exercises, &c., can be employed to advantage without interfering with the reading lessons. Lessons in English and useful knowledge if properly conducted have a direct influence upon the child's learning to read and indirectly "they afford a relief from the patient plodding involved in learning to read, and the increased intelligence of the child enables him to grapple with his reading lesson more successfully." I propose to discuss the subject of a Time Table based upon the course of study in a future number.

HINTS ON TEACHING SPELLING.

When should pupils begin to learn to spell? There should be no oral spelling, or written spelling either, from memory during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By copying in script well-written sentences set by the teacher on the board.

Sometimes these sentences may be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

Assigning Spelling Lessons.—The teacher should not merely say,

"Prepare the tenth lesson," or, "Your dictation will be the first twelve lines on page 24." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the blackboard, and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

Preparing Spelling Lessons.—We wish to teach the forms of the words, not their sounds. Unfortunately, forms of the words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the eye and not through the ear. It is perfectly clear, therefore that the art of making good spellers consists in teaching pupils to see words accurately. The *London Times* once said, "Spelling is learned by reading, and nothing but reading can teach spelling." It may be accepted as a rule, that a good reader is always a good speller. These facts all point the thoughtful teacher to the conclusion that we have already stated—spelling depends upon the power of seeing with precision. It follows that the exercise which compels the pupils to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably, this exercise is transcription. Let the pupils copy on their slates the lesson to be prepared. The lesson may be prepared as a home exercise, if due care be taken by the teacher in examining both writing and spelling. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little benefit. Make the pupils see the words, and, if possible, never let a pupil see a word wrongly spelled.

Testing Spelling Lessons.—There are only two methods, oral and written. The oral method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling-schools, but made five mistakes in spelling in a note written to a school board." Oral spelling does not accustom the eye to the form of the word in writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

Correcting Spelling Lessons.—They must be corrected thoroughly. If proper preparations have been made as recommended, very

few errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in the case of review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons, one of the following plans may be adopted :

1. The pupils exchange slates, and the teacher gives the correct spelling, word by word, the pupils marking those that are wrong.

2. Pupils retain their own slates, and different pupils are called on to spell the words. Those agreeing with the spelling indicate by raising the hand, before the teacher decides as to its correctness. Marking as before.

3. Slates are exchanged, and the corrections made as in No. 2.

While the teacher writes the correct spelling on the board, each pupil may correct his own work, and slates and books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged, the pupil owning the slate should have the right to appeal against the marking by his neighbour.

Reviews.—Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this, he ought to make a list at the end of his book of all the errors he makes. From this list the teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemy in the rear." Review regularly.

General Suggestions.—1. The teacher should always articulate clearly and pronounce correctly when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.

3. Allow only one trial in spelling orally or in writing.

4. In spelling orally, the division into syllables should be marked by slight pauses, but in no other way.

5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.

6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupils practice in spelling the words in their own vocabularies.

7. In some of the dictation lessons, time may be saved by having only the words in italics spelled. The teacher should read the whole sentence and emphasize the words to be spelled—*Literary Notes from The Ohio Educational Monthly.*

PRIMITIVE MAN.

BY J. T. DONALD, M.A., F.C.S.

This is a subject to which attention is largely directed at the present time, so much so indeed, that it is scarcely possible to take up a scientific magazine without finding some reference thereto. It is indeed an inquiry to which the mind of man seems involuntarily to turn, for not only is it a subject of study for civilized man in the present intellectual age, but even all aboriginal tribes of which we know seek in their traditions and legends to solve the problem of their origin. The object of the present paper is to set forth briefly and simply what we know of the time when man first appeared on earth and of his early character and surroundings. By primitive man I mean those that lived in what is generally termed the Stone Age, or the period before the art of working metal was introduced. Our knowledge of primitive man is derived from a study of the implements and ornaments and bones he has left. The remains of what are believed to be the first men on earth are found in abundance in various parts of the world in *River-drift*, i. e. material washed down and sorted by running streams. These remains consist entirely of unpolished but rudely-chipped flint implements somewhat of the character of an axe. The *drift* in which the implements are found occurs in the river-valleys, at heights of from 100 to 200 feet above the flood level of the present streams. The inference from this fact is that since man used these flint implements the streams have cut down their channels, to a depth of 100 to 200 feet. In Britain, along with the flint implements are associated the remains of animals whose homes were on the continent and which must have migrated thence to the British Isles at a period when there was no channel separating Britain from the mainland. Man, therefore, was in Britain when it formed part of the continent. Geological change as a rule is very slow and gradual. It is going on at the present time, yet we scarcely notice it except through

long periods of time. It is maintained, therefore, that it required a vast period of time for rivers to erode their beds to a depth of 200 feet, and for the low land between Britain and the continent to become submerged to the depth beneath the water where we now find it. This vast period of time has elapsed since man with his stone weapons first followed the chase.

The flint implements of early man have been found forming a part of the very rock out of which are hewn the tombs of the kings at Luxor. These tombs are very ancient, carrying us back four or five thousand years, how vastly more ancient must be these implements when the very rocks out of which these ancient tombs have been cut are in part composed of them! Chipped flint implements have been found scattered over a very wide area. They have been obtained in Britain, France, Spain, Italy, Algeria, Egypt, Palestine, Judea and on the banks of the Delaware in New Jersey. It follows, therefore, that primitive man roamed over a wide extent of country, and if we allow that man sprang from a single pair, we must admit that it would require a very long time for their progeny to become sufficiently numerous to people the countries above named before the dawn of historic times. In fact all the evidence we have goes to prove that man lived on the earth for a vast period of time before the dawn of history.

We have no means, however, of measuring that vast period in terms of years. "It must, however, have been very great to allow of the changes in geography and climate, and the distribution of animals which has taken place—the succession of races, and the development of civilisation before history began. Standing before the rock-hewn tombs of the kings of Luxor, we may realise the impossibility of fixing the time when the River-drift hunter lived on the site of ancient Thebes, or of measuring the lapse of time between *his* days and the splendor of the civilisation of Egypt."

In all probability the birth place of man was in a warm, if not a tropical, region of Asia in a "Garden of Eden," and from this the River-drift man found his way into the regions where his implements occur. At present it is impossible to state to what race the River-drift men belonged because the few fragments of their bones discovered are too imperfect to afford a clue.

Turning now to the character and surroundings of Primitive

man, let us first notice the animals with which he was associated. Gigantic elephants, huge rhinoceroses and bulky hippopotami were found in vast herds. Wild oxen, gigantic deer, wild horses and boars were abundant. The wild cat, lynx, leopard, tiger, hyaena, bear, beaver, with the rat and the mouse were also early man's contemporaries. The ancient elephant was over twice the weight of the modern species and nearly a third taller. Its body was covered with reddish wool and long black hair. The mastodon was an enormous beast of that day; 24 to 25 feet long, and 12 to 13 feet high, with tusks 12 feet long. Many of the other animals were likewise much larger than their namesakes of the present day.

With such an array of animals surrounding him, we are not surprised to learn that earth's first men were hunters, although we might think they would wage an unequal contest with such foes. Man's circumstances would not be any more dangerous in the midst of such creatures than is that of the Esquimaux who hunts the whale together with the polar bear and seal, or of the Indian of our own North-West pursuing herds of buffalo. The weapons of these early hunters were, as already stated, of stone, somewhat of the nature of an axe and were most probably attached to some kind of handle. The food of these men consisted entirely of the result of the chase; when the larger animals could not be killed, smaller ones—even the rat—were not despised as articles of food. There is nothing to indicate that cereals formed any part of their diet, indeed we should not expect that a race of hunters existing in the midst of such noble game would be skilled in agriculture, even if the climate were favorable. The flesh of these animals was apparently eaten both in the raw and cooked condition. The dress of primitive man was most likely of skin and he made his home, at certain seasons, in caves where his remains have been found in abundance.

This hunter condition of life, lack of knowledge of agriculture, dwelling in caves and the absence of all domestic animals even sheep and dogs, all go to prove that the first men of earth were in a very low state of civilization, yet they were men of good development. From their burial places a number of skulls have been found and carefully studied and all, with one exception, indicate that these early men were of good intellectual capacity. There is nothing whatever to indicate that the first men were

developed from the Apes. Huxley who has examined these skulls, says of one of them: "There is no mark of degradation about any part of its structure. It is in fact a fair average human skull, which might have belonged to a philosopher, or might have contained the thoughtless brains of a savage," and of the exception just noted whilst a low grade of man is undoubtedly represented, it is pleasing to know that the same high authority says: "It is nearly on a level with the mean between the two human extremes and in no sense can it be regarded as that of a human being intermediate between man and the Apes." We have further evidence of the fact that early men were of high grade from drawings that have been found associated with their remains. These include, among others, representations of the fossil horse, the reindeer and extinct elephant. The latter is really a marvellous production "it not only compares favorably with the best specimens of modern savage delineation but exhibits so much freedom of handling as to look more like the sketch of an artist skilled in the use of the pencil."

Perhaps the most interesting point to some concerning these early men is what we know of their religious views. We have a certain amount of evidence on that point. In 1842, there was discovered in the town of Aurignac, in France, what we believe to be a burial place of the early men of the earth.

In making excavations a cave was found and in it no less than seventeen human skeletons. From a careful study of this primeval cemetery we have learned not a little of the funeral rites and therefore of the belief of earth's first men. Along with the skeletons were found numerous animal bones (not gnawed by wild beast and which had not been picked by men for they were not broken to extract marrow), implements of flint, and horn ornaments, such as necklaces and bracelets. The inference is that the comrades of the dead placed beside the departed hero the weapons he used in life as well as his ornaments and haunches of meat from which bones are found. What does all this lead us to believe of these men? Simply, this. These people believe in a future life. "What could have been the use of these provisions for travelling, the implements of war and ornaments, if the man who disappeared from this world was not to live again in another? The great and supreme truth that the whole being of man does not die with his material body is met with in the most remote age."

Beside this cave and in front of it there was a flat spot upon which was found a great mass of bones resting on a bed of ashes and charcoal. This was the site of an ancient firehearth; in other words these early men would seem after each interment to have partaken of a funeral feast, thus showing that they did not regard death as a cause for sorrow without hope, but looked for a better life for their departed friend in another world. We conclude from this investigation that man appeared upon the earth in very early times, in a rude state of civilization from which has been developed through long ages, the civilization of the present day.

EDUCATION IN HUNGARY.

By J. P. MAHAFFY.

[The following account of the state of education in Hungary was contributed to the columns of the *Athenæum*. In reprinting the article, much has been omitted, only such portions being left as have an interest for educationists in Canada—the difficulties of education in Hungary being in many respects similar to those in the Province of Quebec.]

The Minister of Education in Hungary has authorized the issue of another official return (for 1879-80) giving the results of the late reforms and improvements in the public education. This document, though bristling with tables of figures, is of the highest interest to those who think about education, and reveals many curious and unexpected facts. But, like all Blue-Books, it raises more questions than it settles, and the reader longs in every chapter to ask for some light on topics obvious enough to Hungarians, but very obscure to the outside world. The introduction, in a brief historical sketch, shows the curious struggle which has lasted since the days of Maria Theresa between the "national" and "denominational" systems. We have, in fact, the circumstances of Ireland in this generation closely paralleled, with the religion reversed.

The great Empress and Joseph II, legislating for a country with a Roman Catholic State religion, sought to take the schools out of the hands of the Church and bring them under the State; and as a large portion of the population were non-Catholic, it was ordered that where there was no non-Catholic school at hand, dissenting children should be invited to attend the State Catholic schools, with the special proviso that they were to have their faith in no way disturbed and be taught no Roman Catholic religion.

This system, so like the national system in Ireland, broke down, owing to the opposition of the dissenting sects, especially the Protestants, who (like the Irish Catholics) insisted on mistrusting the State system. They kept up denominational schools of their own; and to this day the denominational system has defeated its opponent and is still the reigning system in Hungary, despite all the efforts of the State to spread non-religious, State-endowed, State-directed schools of a uniform plan through the country. In very poor districts, where the sects are unable to afford schools, the State comes in and establishes its national school, thus taking advantage of the poverty of the people; but as regards the gymnasias, or higher schools, the triumph of denominationalism is striking. It is a curious fact, that if a child is sent to a denominational school of a religion which it does not profess it is charged a *nigher* fee.

Of late years there seems to be a sort of compromise in what are called *inter-confessional* schools, managed as communal establishments. We are not informed in the Blue-Book of the principle of mixture, but may assume that while the various kinds of Protestants and various kinds of Greek churches mix, really repugnant confessions stand apart. The task of the Government to introduce some unity and system into such a country is indeed a Herculean one, and can only be effected, as it is now being attempted, by a wise and gradual extension of influence. The State system of pensions has been extended to the teachers of all recognized schools, and hence the State has acquired an indisputable right to State inspection, which now includes the enforcing of various general regulations. Perhaps the most important are the sanitary rules, which are framed with moderation and good sense. Religious difficulties appear to be settled by the recognition of all kinds of denominational schools. Another great difficulty, and one peculiar to Hungary, is that of the many mother tongues spoken through the country. Children are taught in seven different languages. Hence the difficulties of uniform school-books and inspection are enormous. The State has at last taken the step of making Hungarian compulsory, in fact the State language required in all schools, of whatever race or religion. It is of course much to be regretted that so out-of-the-way and difficult a language should be perpetuated as the common tongue of a great and rising nation, so that by-and-by learned men will be obliged,

in addition to all their other studies, to master this Tartar language for the sake of good books written in it. But the only civilized language possible in Hungary would have been German, and, in addition to the strong anti-German spirit of the people, only a very small part of the population now understand it. It is at present only used or taught in 1,800 (out of 15,800) schools. So the introduction of Hungarian may have been really necessary. Yet we are to be much congratulated that in Ireland the national system ignored Celtic, and thus tended strongly to the destruction of that equally out-of-the-way and troublesome language.

The population of Hungary, according to the census of 1880, is 13,700,000, and of these 2,097,490 are regarded as "Schul-pflichtig" (liable to schooling,) being between the ages of six and fifteen. In this year, 81½ per cent, of the children liable to schooling had been persuaded or coerced to attend. The proportion of various nationalities (according to language) was this:—

Hungarians.....	787,587
Germans.....	267,282
Roumanians.....	204,953
Slovaks.....	253,942
Servians.....	36,850
Croat.....	25,836
Ruthenians.....	43,242

But probably the Hungarian figure is too high, as the tendency to make this their school-tongue would influence many, e.g., German and Jewish people.

As was before explained, the religious differences are still more important, and it is a pity the report nowhere indicates how far they correspond with nationality or language; but as the great majority of the primary schools, and a still greater majority of the intermediate schools, are denominational, it is important to give the following table of the proportions in which the various creeds contribute to the school-going population. The first column gives the proportion of each religion in the whole population, the second and third give their proportions in the school population:—

	In Popu- lation.	In Primary Schools.	In Higher Schools.
Roman Catholics... ..	47·20	52·4	44·4
Greek Catholics.....	10·85	8·0	4·4
Greek Orthodox.....	14·07	10·6	4·5
Lutheran.....	8·16	9·5	10·3
Evangelical Protestants....	14·71	14·4	14·9
Unitarians.....	0·24	1·0	0·6
Jews.....	4·55	4·1	20·9

In the various tables of more special returns scattered through the report the general features of this table are preserved, and sometimes intensified. Thus the Greek Church is all through worst represented, and takes the least education for its numbers. The Roman Catholic hardly holds its own, and seems rather decreasing in force. The Protestants, especially those of the Geneva confession, are strongly represented, and in many particulars, especially in their theological schools, show an upward tendency. Far ahead of all are the Jews, who use primary schools not more than the rest; in all higher education they show a zeal and success out of all proportion to their numbers.

The various kinds and systems of secondary or intermediate schools cause much perplexity to the reader. Attempts are being made to give higher training apart from the gymnasia or classical schools, by means of what we should call commercial (Real) schools and technical schools. The great conflict between the Real-schulen and gymnasia is restated, and the claims of advanced science and modern languages against easy mathematics and much Greek and Latin are carefully balanced. So far all the attempts of the State to supply technical and commercial education, apart from the old classical and university system, show a tendency to failure. I cannot but suspect that this is connected with the secular character of these schools. In the Real-schulen and kindred institutions the great majority of masters are laymen, whereas the gymnasia are managed chiefly by clerics. The teaching orders of the Catholics and Protestant theologians are far better fitted to move on the old lines, and they have no doubt swayed the population.

A SPECIMEN TIME-TABLE.*

By F. C. EMBERSON, M.A., *Late School Inspector.*

The Time-Table herewith submitted which is intended rather as a suggestion to managers of elementary schools than as a scheme to be literally followed, was drawn up in accordance with the following eleven Laws of School Organization or Principles of School Management.

1. There must be different classes in each school.

* The accompanying table, with others, received a prize at the Scholastic Exhibition of the Dominion of Canada, held in Montreal, 1880.

2. Each class should be able to see plainly on the time-table what it is to do at any given hour.

3. When one class is up with the teacher the rest must have something to do which they can *show* to the teacher afterwards. Their *hands* must be occupied,—

“Satan finds some mischief still
For *idle* hands to do.”

Few, if any, children will employ their *minds* if left to themselves.

4. This pen and pencil occupation for the hands must be varied. If varied, most children will pursue it without compulsion and many with pleasure.

5. Little ones cannot keep their attention fixed for more than ten minutes. Hence the scholars in the first Reader (parts I. and II.) must be called up for very short lessons, and therefore at least six times a day, if they are to get their fair share of attention.

6. When they go to their seats they must take something to do on their slates there. This they enjoy, and it trebles the speed of the progress they make.

7. The advancement of different scholars in arithmetic does not always tally with their advancement in reading. Hence a school may well be classified: in the morning according to their knowledge of the one, and in the afternoon according to their knowledge of the other.

8. Grammar is the most difficult subject to comprehend. In most elementary schools no one comprehends it. It must therefore be taken up early in the morning when the brain is freshest.

9. The mind will take in more in the course of a three hours' spell of study, if refreshed and stimulated by five minutes singing in the midst of it.

10. The circumstances of school vary so unexpectedly that a more or less different time table must be drawn up for each different school. The school time-table has the same influence on a school that a railroad time-table has on the running of trains. It is most important that every school in the province should have one conspicuously posted up.

11. In country schools, owing to want of clocks and the necessity of doing home work, children are often very irregular in attendance during the first half hour in the morning. It must therefore be devoted to such preliminaries, &c., as will not be seriously interfered with by the absence of some of the scholars.

Hour when each lesson begins.	CLASS I.—i.e., Lowest Class in Reading.	CLASS II.	CLASS III., or Highest Class in Reading.
		PRAYERS.	
9:30 a.m.	<p>Prepare Reading Lesson.</p> <p>Read for five or ten minutes, then go to their seats and print some word on their slates.</p>	<p>Prepare Reading lesson.</p> <p>Read and spell and give meanings of words in lesson.</p>	<p>GRAMMAR.—(On Monday, bring a composition or letter alternately.)</p> <p>Do sums from printed Arithmetic, working steadily through the book, copying such sum when done into an exercise book.</p>
10:10	<p>Read for five or ten minutes to teacher or monitor, then go to seats and copy figures.</p>	<p>Arithmetic as above. (This and Class III. should on Friday get one or more good marks for each sum they have done during the week.)</p>	<p>Read and spell and explain reading lesson.</p>
10:40		SING.	
11:00	<p>Read for five or ten minutes; then at their seats write their names under the supervision of monitors.</p>	<p>Copy something from book or blackboard, or write out tables of mental arithmetic, or write out tables from memory. On Friday add up the week's marks.</p>	<p>History or object lesson or agriculture, different subjects on different fixed days.</p>
11:30	<p>Copy tables to monitor or teacher.</p>	<p>Tables or mental arithmetic, or write out tables from memory. On Friday add up the week's marks.</p>	<p>Mental arithmetic; sometimes tables. On Friday add up the marks of the week.</p>
		RECESS.	
		CLASS I. as above.	Highest (or First) Class in Arithmetic.
1 p.m.	<p>All write, one scholar writing on the blackboard to its excellence in pencil, in the copy-book.</p> <p>Read to teacher or monitor, and then print on their slates any word they missed in their reading lesson.</p>	<p>Lower or Second Class in Arithmetic.</p> <p>Teacher goes around from scholar to scholar, and finally marks each day's copy, (according to Do 2 or 3 sums from different rules from the blackboard. Teacher sometimes works a sum on the blackboard, rubs it out and leaves the scholars to do it and some others.)</p>	<p>Work sums from different rules or set them together, however much they vary in skill in plain the rules of arithmetic one by one successfully, on the blackboard.</p>
1:30		SING.	
2:10	<p>Read to teacher and then go to their seats and copy ciphers.</p>	<p>Lower division in arithmetic do simultaneous reading, as above. This all can do together, however much they vary in skill in plain the rules of arithmetic one by one successfully, on the blackboard.</p>	<p>Work sums from different rules or set them together, however much they vary in skill in plain the rules of arithmetic one by one successfully, on the blackboard.</p>
2:50		RECESS.	
3:00	<p>Dictation to all; the smaller scholars writing the smaller words. What is dictated should often be questions in Geography, History, &c., or a sentence for the Grammar Class to parse on their slates.</p>	<p>Geography, sacred or profane History, or questions on such things as all ought to know or write the parsing.</p>	<p>Write answers to questions set in dictation, or object lessons—all orally.</p>
3:20	<p>Read to teacher or monitor; then write names on slates.</p>	<p>Draw, or draw a map, or write out the proper names mentioned in the past lesson.</p>	<p>Have their slates corrected, &c.</p>
3:40	<p>Draw.</p>	<p>PRAYERS.</p>	
4:00	<p>Hear turned lessons, if any.</p> <p>NOTE.—If there are four or five reading classes in a school, Classes I., II., and III. above can, one or both, be subdivided into sub-classes, and these sub-classes can read fifteen minutes each in the morning, instead of the whole reading half an hour. Sometimes the morning work can be done in the afternoon, and vice versa.</p>	<p>DISMISSAL.</p>	

LIST OF DIPLOMAS.

LIST OF CANDIDATES WHO OBTAINED DIPLOMAS AT THE MAY EXAMINATIONS,
UNDER THE REGULATIONS OF THE PROTESTANT COMMITTEE
OF THE COUNCIL OF PUBLIC INSTRUCTION.

NAME.	RELIGION.	GRADE OF DIPLOMA.	CLASS OF DIPLOMA.	FOR WHAT LANGUAGE.
QUEBEC.				
Beattie, Emma H.....	Protestant	Elementary.	Second....	English.
Hunter, Alexander.....	"	"	"	"
Johnston, Bella S.....	"	"	"	"
Kerr, Annie.....	"	"	First.....	"
Lowry, Caroline E.....	"	"	"	"
Oliver, Agnes.....	"	"	"	"
Proctor, Mary.....	"	Model.....	"	English & French.
Racey, Amabelle.....	"	"	"	"
Smith, Christina.....	"	Elementary.	Second....	English.
AYLMER.				
Austin, Nellie.....	Protestant	Elementary.	First.....	English.
Fraser, Sarah.....	"	"	"	"
Hetherington, Francis M.....	"	"	"	"
Herdman, Minnie.....	"	"	"	"
Martin, Annie.....	"	"	"	"
Martin, Elizabeth B.....	"	"	"	"
Millar, Maggie.....	"	"	Second....	"
Morrison, Maggie.....	"	"	"	"
Morrison, Annie.....	"	"	"	"
Richardson, Rachel.....	"	"	"	"
Stacey, Pauline.....	"	"	First.....	"
Ozborne, Hermand S.....	"	"	"	"
Waterson, William.....	"	"	"	"
RICHMOND.				
Armatage, Minnie L.....	Protestant	Elementary.	Second....	English.
Campbell, Jennie.....	"	"	First.....	"
Lyster, Eliza A.....	"	"	Second....	"
Wilson, Isabella.....	"	"	"	"
SHERBROOKE.				
Andrews, Augusta S.....	Protestant	Elementary.	Second....	English.
Bridgette, Alma.....	"	"	First.....	"
Farnsworth, Dollie M.....	"	"	Second....	"
Greenlay, Wilber.....	"	"	"	"
McRae, William.....	"	"	"	"
Kennedy, Charles A.....	"	Model.....	First.....	"
Hunt, Louisa E.....	"	Elementary.	"	"
Hyde, Abby A.....	"	"	Second....	"
Hopkinson, Lilly.....	"	"	First.....	"
LeBaron, Sarah E.....	"	"	Second....	"
Stevenson, Emma.....	"	"	"	"
Symington, Agnes.....	"	"	First.....	"
Pehlmann, Elizabeth.....	"	"	Second....	"
Woodward, Florence.....	"	"	First.....	"
Walley, Emma.....	"	"	Second....	"
Wyman, Elizabeth.....	"	"	"	"
Daniels, Annie R.....	"	Model.....	First.....	English & French.
Blanchard, Lily.....	"	"	"	English.
Butchart, Florence.....	"	"	Second....	"
Sanborn, Nellie M.....	"	"	"	"

NAME.	RELIGION.	GRADE OF DIPLOMA.	CLASS OF DIPLOMA.	FOR WHAT LANGUAGE.
PONTIAC.				
Cuthbertson, Jennie	Protestant ..	Elementary.	Second....	English.
Hodgins, Robert G.....	" ..	" ..	" ..	" ..
Hodgins, Hesther.....	" ..	" ..	" ..	" ..
Ridney, Susan E.....	" ..	" ..	" ..	" ..
Ostrom, Mary.....	" ..	" ..	" ..	" ..
Smith, Marcella G.....	" ..	" ..	" ..	" ..
Young, Jane E.....	" ..	" ..	" ..	" ..
BEDFORD.				
Allon, Etta M.....	Protestant ..	Elementary.	Second....	English.
Bresce, Jessie E.....	" ..	" ..	" ..	" ..
Blinn, Gertrude A.....	" ..	" ..	" ..	" ..
Baker, Mary E.....	" ..	" ..	" ..	" ..
Bachelor, Ida M.....	" ..	" ..	First.....	" ..
Blunt, Eva.....	" ..	" ..	" ..	" ..
Campbell, Mary L.....	" ..	" ..	" ..	" ..
Cupples, Tillie.....	" ..	" ..	Second....	" ..
Derick, Jennie M.....	" ..	" ..	First.....	" ..
Doray, Albina.....	Catholic ..	" ..	Second....	" ..
Gilman, Maggie E.....	Protestant ..	" ..	" ..	" ..
Garland, Maud.....	" ..	" ..	" ..	" ..
Gage, Annie M.....	" ..	" ..	" ..	" ..
Gage, Minnie C.....	" ..	" ..	" ..	" ..
Geer, Flora.....	" ..	" ..	" ..	" ..
Gill, Mary B.....	" ..	" ..	" ..	" ..
Houle, Albina M.....	" ..	" ..	" ..	" ..
Hodgson, Maggie J.....	" ..	" ..	" ..	" ..
Irvin, Martha.....	" ..	" ..	" ..	" ..
Johnson, Margaret A.....	" ..	" ..	" ..	" ..
Langbery, Violet I.....	" ..	" ..	" ..	" ..
Martindale, Jennie.....	" ..	" ..	" ..	" ..
Moses, Carrie E.....	" ..	" ..	First.....	" ..
Mooney, Lulu C.....	" ..	" ..	Second....	" ..
Pearson, Alice M.....	" ..	" ..	First.....	" ..
Porter, Lillian.....	" ..	" ..	" ..	" ..
Peterkin, Jane A.....	" ..	" ..	Second....	" ..
Ray, Ida R.....	" ..	" ..	" ..	" ..
Rovell, Homer M.....	" ..	" ..	First.....	" ..
Shufelt, William.....	" ..	" ..	" ..	" ..
Spear, Alice M.....	" ..	" ..	Second....	" ..
Snyder, Lodusky.....	" ..	" ..	First.....	" ..
Steele, Julia.....	Catholic ..	" ..	" ..	French & English.
Shufelt, Lizzie W.....	Protestant ..	" ..	Second....	English.
Thompson, Pamela.....	" ..	" ..	First.....	" ..
Tuck, Mattie E.....	" ..	" ..	" ..	" ..
Temple, Linda Jane.....	" ..	" ..	Second....	" ..
Vosburgh, Jane Anna.....	" ..	" ..	First.....	" ..
Wood, Amanda.....	" ..	" ..	" ..	" ..
Wilson, Catherine.....	" ..	" ..	Second....	" ..
Wentworth, Hattie.....	" ..	" ..	" ..	" ..
MONTREAL.				
Gilman, Luther A.....	Protestant ..	Model	First.....	English & French
Gilmer, Dell A.....	" ..	" ..	Second....	" ..
Drew, Lizzie.....	" ..	" ..	" ..	English.
Elliott, James A.....	" ..	" ..	" ..	" ..
Loynachan, Janet.....	" ..	" ..	" ..	" ..
Schoolcraft, Martha M.....	" ..	" ..	" ..	" ..
Toof, Alice L.....	" ..	" ..	" ..	" ..
Doudiet, Rebecca.....	" ..	Elementary.	First.....	" ..
Featherston, Ellen M.....	" ..	" ..	Second....	" ..
Jones, Amy E.....	" ..	" ..	" ..	" ..
Livingstone, Katie.....	" ..	" ..	" ..	" ..
MacDonald, Laura.....	" ..	" ..	First.....	" ..
McKensie, Agnes E.....	" ..	" ..	Second....	" ..
McMaster, Anna E.....	" ..	" ..	" ..	" ..

NAME.	RELIGION.	GRADE OF DIPLOMA.	CLASS OF DIPLOMA.	FOR WHAT LANGUAGE.
Mosher, Mattie A.	Protestant ..	Elementary.	Second	English.
Orr, Martha F.	" ..	"	" ..	"
Bennie, Maggie E.	" ..	"	First ..	"
Spindlo, Charlotte A.	" ..	"	Second ..	"
STANSTEAD.				
Brooking, Lucy	Protestant ..	Elementary.	First	English.
Boynton, E. E.	" ..	"	Second	"
Bryant, Carrie	" ..	"	" ..	"
Channell, Edna L.	" ..	"	" ..	"
Crosbie, Lavisa R.	" ..	"	" ..	"
Cook, Eunice M.	" ..	"	" ..	"
Carnes, Etta	" ..	"	" ..	"
Corlis, Ethel A.	" ..	"	" ..	"
Dolloff, McAvon G.	" ..	"	First	"
Guenet, Josephine L. A.	" ..	"	1st & 2nd.	English & French.
Honey, Alice G.	" ..	"	Second	English.
Heath, Effie A.	" ..	"	" ..	"
Lindsay, Mystier L.	" ..	"	" ..	"
Oliver, Nellie	" ..	"	First	"
Reed, Ida M.	" ..	"	Second	"
Whitcher, Jennie E.	" ..	"	First	"
Webster, Ma.y J.	" ..	"	Second	"
Willis, Helen	" ..	"	" ..	"
Woodward, Ellen	" ..	"	First	"

A DANGER IN EDUCATION.

There is no strong impulse, no design carried out, or attempted to be carried out, with force and persistency, that has not its own peculiar dangers, which, if they are not guarded against, will sooner or later become practical mischiefs. Now the present age may above all things be characterized as an educational age; and we certainly must be prepared to find that education like other matters of great excellence and value when truly apprehended, has dangers close akin to its excellences, and into which people may be betrayed by only a slight mistake as to the nature of the design in which they are engaged. We propose in the present article to point out one of these dangers.

This relates to that important difference which ought always to be borne in mind by those who educate—the difference between mechanical and vital education. By mechanical education we do not mean technical education, which is a wholly different thing—namely, the training in some special art or science. By mechanical education we mean the imbuing the mind with those elements which can be taught by pure rule; in which no demand is made on the child or youth beyond attention and industry; into which the element of choice on his part does not enter. Such elements

there are in every subject. The teaching of the alphabet, of the pronunciation of written words or syllables, of spelling, of writing of the multiplication table, of rules for the addition or subtraction of fractions, of many other arithmetical processes—all this is purely mechanical. True, it has to be considered whether the child's mind, in attempting to grasp these matters, has force enough to make the effort, whether it is a strong enough machine for the purpose; but it is a machine that is being dealt with. To come to higher subjects, the inculcation of Greek and Latin grammar and vocabulary, of the propositions of Euclid, of historical dates and facts, nay of the differential calculus, and of some elements in the most difficult branches of learning, is still mechanical and nothing more. It may be a question whether any given boy or girl can learn these subjects, just as it may be a question whether any given bar of iron can stand a certain strain; but supposing that they are to be learnt, the way to learn is indicated by one word only—attention.

But in all sound education these mechanical rules are never treated as an end in themselves, nor again as a mere stepping-stone to the other mechanical rules of a more difficult kind. They are, each and all of them, keys to unlock the several successive chambers of the world in which we live; and whether the treasures stored up in those chambers are of a material kind, whether they are the orbits of the stars, the history of the earth's crust, or the courage and patience and tenderness which are the qualities that excite our sympathy in men, the unfolding of these several treasures is not in any way a mechanical, it is a vital process. And here a totally new element comes in on the part of the student. It is no longer with him a matter of attention only; he will begin to exercise choice. It is found by experience that boys and girls are not incapable of taking interest in the world in which they live; but no prescribed plan for creating such an interest in them is possible. Thousands of interesting topics may be unfolded before the eyes of a boy, and he will have none of them; at last something occurs which touches him: curiosity or sympathy is awakened; and from that moment he takes an initiative, his vital education is really on the move. And from that moment the mechanical inculcation of rules ought to be somewhat relaxed; not that it may not still be necessary sometimes, but it ought not to be suffered to interfere with the more important elements—the

spontaneous pursuit of knowledge, the spontaneous feeling of sympathy with men.

Now here is the delicate, the critical point in all education, the point at which the teacher or the educational authority has such serious difficulties to contend with in making a practical decision. Parents who have the requisite knowledge themselves may, with comparative ease, feel and direct the capabilities of their children; but a schoolmaster has to deal with the children in the mass, and must be rough in his estimate of the degree in which pressure ought to be exercised. There is a proper medium in the enforcement of the mechanical part of education; if it is enforced too little, there is the mischief attendant upon idleness on the children's part, besides the loss of a valuable instrument; if it is enforced too much, vital energies will be quenched, and the whole result will be dry and formal. In the primary schools, it cannot be said that we have at present any such assurance that this is not the case. What writer on the subject has ever ventured to say, with the certainty of knowledge, that any considerate proportion of those vast numbers who are being educated in our parish and Board schools are really animated by the spirit of the subjects which they are taught? There is abundant evidence of the fact that the rising generation are far more capable than their fathers of attaching their signatures to a document. There is no equivalent evidence that the subjects which they learn reach them in the way of vital improvement.—*Saturday Review*.

THE MANAGEMENT OF UNGRADED COUNTRY SCHOOLS.

CONDENSED DIRECTIONS.

By JOHN SWETT, *California*.

1. The true economy of teaching an ungraded school is to make the fewest possible number of classes, and to consider both age and capacity in making your classification.

2. If your school is a large one, do not attempt to hear daily recitations in everything, but alternate the studies of the more advanced pupils.

3. When they are not reciting, assign your classes text-book lessons, or some piece of definite work on slates or black-boards.

4. Economize time and instruction by means of as many general exercises as possible, in which all except the youngest pu-

pils can join ; such as drill-exercises in the four rules of arithmetic, mental arithmetic examples, the spelling of common words, abstracts in composition, review questions on the leading facts of geography, etc. To do this will require tact and forethought ; but when well done, it is invaluable.

5. Take an hour, weekly, for select readings, dialogues, and lessons on morals and manners. You can fire a whole school with enthusiasm for good by reading the right kind of stories.

6. Occasionally give your classes a written examination. In most city schools, written examinations are carried to great extremes ; but in most country schools there is not enough of written work to give readiness and exactness in the written expression of thought.

7. Train your older pupils to correct and credit the papers of the younger ones, and let the oldest girls play teacher occasionally.

8. If you are a woman, give your girls occasional talks on domestic economy. Buy some sensible book on the subject and lend it to them. A great many homes are poorly kept on account of ignorance. Huxley says, "I put instruction in the elements of household work and of domestic economy next in order to physical training." "Knowledge of domestic economy," says Kingsley, "saves income."

9. If you are a man, take some interest in the home work of your boys. Instil into their minds the necessity of labor for every human being. Point out to them the life-long value of being trained in boyhood to habits of regular employment in useful labor. Many a boy on the farm complains of his hard lot, when he is really being blessed by hard labor. A wise teacher can often set him right in his notions.

10. Endeavor to make your school the district centre of civility, politeness and good manners. If they learn good-breeding at all, many pupils must learn it at school. There is no limit to the civilizing influence of a gentle woman or a gentlemanly man in a country school. Send out your pupils with the seal of honor and truthfulness.

11. Persuade the parents to visit your school, even if you have to do so by means of exhibitions in which their children take a part.

12. Remember the School Trustees are your legal superiors in

office. Argue with them, persuade and convince them if you can, *but do not contradict them.*

13. Bear in mind that though you may have more "book-learning" than most of the men and women in a country district, there are sure to be many parents who are your superiors in sound sense, in judgment, and in a knowledge of the solid facts of human life.

14. Before you begin school, if possible, call a meeting of the "Trustees," or "Committee." Talk over matters with them, ask their advice, and tell them your plans. It is well to go into a new school backed by the weight of official power.

15. Whenever you have any unusual cases of discipline, consult the Trustees or the parents *before* you take action.

16. The following rules may be taken for practical guidance in your course of instruction :

A child of average mental powers ought to be able on leaving school at fifteen years of age—

1. To read and spell well.
2. To write a neat and legible hand.
3. To know the main points in the geography of the world, and the leading events in our country's history.
4. To speak correct English, and to write readily a well-expressed letter of business or friendship.
5. To work accurately any plain business questions involving the four rules, common and decimal fractions, and simple interest.

—*Central School Journal.*

COMMON SCHOOL GRANTS.

Inquiries are frequently made concerning the fluctuations of the grants to the school municipalities during the past two years. The following explanation therefore will not be without interest to those connected with the management of our Common Schools. There are two causes to which these fluctuations in the grants are mainly due. The first is the increase in the total population of the Province as shown by the census of 1881.

The second is the Pension Act of 1880 in the interest of which certain deductions are made upon the grant to each municipality. The Common School Fund, which has stood at one hundred and fifty-five thousand dollars (\$155,000) for several years, is

divided among the different municipalities of the Province according to the total population and it amounted to about thirteen cents per head according to census of 1871. The census of 1881 showed an increase in the population and as the Common School Fund remained the same, the grant per head was necessarily less, and now it amounts to about eleven cents and a half per head. Municipalities showing an increase of population will receive about the same amount of grant as before 1881, but municipalities showing the same or a less population according to the census of 1881, will find their grants diminished as the grant now amounts to eleven cents and a half per head instead of thirteen cents as formerly.

The Pension Fund Act of 1860 also interferes with the grants to the different municipalities. This Act directs the Education Department to deduct one per cent from the school grants to the different municipalities and to deposit the same to the credit of the Pension and Benevolent Fund in favor of officers of Primary Instruction. The grant to each municipality is therefore reduced to this extent in favor of the Pension Fund. The Act further directs that two per cent shall be deducted from the salaries of all certificated lay teachers engaged in schools in receipt of Government grants, for the benefit of the Pension Fund. This stoppage is to be collected in the following way. The School Commissioners and Trustees are to retain two per cent from the salaries of their teachers, and instead of forwarding the sum thus collected to the Department of Public Instruction, the Commissioners and Trustees are authorized to hold it as part of their Government grant and the remainder of the grant due them is forwarded from the Department by cheque. The grant, however, is not reduced in any way by this stoppage on teachers' salaries. The Department assumes that the Commissioners and Trustees collect the stoppage from the salaries of their teachers and remits by cheque only the difference between the amount of the stoppages and the grant due the municipalities. If the Commissioners or Trustees neglect to collect these stoppages they lose that amount of the grant, not because the grant is reduced but because they do not take the necessary steps to obtain the whole of their grant. When there are dissentients in a municipality, the grants to the Commissioners and Trustees will vary from year to year because the grant is divided between the two

boards in proportion to the number of children attending their respective schools. As the attendance varies from term to term there is a corresponding change in the grand paid to each board. The Common School Grant was increased by \$5,000 at the last session of the Legislature; therefore the grants to the different municipalities for the coming year will show a corresponding increase.

It is hoped that these explanations will clear up many points connected with the fluctuations of the School Grants.

E. I. R.

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

EDUCATION OFFICE,

QUEBEC, 30th May, 1883.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held:—

Present:—His Lordship the Bishop of Quebec in the Chair; Dr. Cook, Dr. Dawson, Dr. Matthews, the Hon. James Ferrier, R. W. Heneker, Esq., D.C.L., E. J. Humming, Esq., D.C.L., and the Hon. Gédéon Ouimet, Superintendent of Public Instruction.

The minutes of the former meeting were read and confirmed.

The summary of grand statistical Tables of inspection in reference to Protestant and mixed schools, prepared by Mr. Rexford, was read by him, and after discussion, it was resolved:—

“That Mr. Rexford be requested to circulate the Tables among the members of the Committee with additional information as to the faith of the teachers in mixed and dissentient schools with any other suggestions he may have to make.”

The Honorable the Superintendent of Public Instruction reported that the appointments recommended by the Committee to fill vacancies in the Ottawa and Stanstead Boards of Examiners had been made.

The Sub-Committee appointed to wait on the Premier in regard to changes in the school Laws of the Province reported that the following members of the Protestant Committee waited on the Hon. Mr. Mousseau, Premier of Quebec, on the 12th January, 1883, at 10.00, A.M., on the proposed amendments of the Educational Laws, viz:—The Lord Bishop of Quebec, the Rev. Dr. Cook, the Rev. Dr. Matthews and R. W. Heneker, Esq., D.C.L. The Hon. W. W. Lynch was in attendance, but not as a member of the

Protestant Committee. The several articles of amendment were read over and explanation given as to each.

It was resolved that the Sub-Committee on School Law be continued, His Lordship the chairman's name being added thereto, and that said Sub-Committee be requested to endeavour to prevail on the different professions to agree on some uniform system of preliminary examinations for entrance on the study of such professions.

In reference to the arrears of Marriage License Fees now in the hands of the Dominion Government, His Lordship, the Chairman of the Committee, stated that he had put himself in communication with the Premier of the Dominion, Sir John A. Macdonald, that the question had been referred to the Minister of Finance, Sir Leonard Tilley, and that in consequence of the following letter from the said Sir Leonard Tilley, Minister of Finance, it was deemed unnecessary for the deputation to proceed to Ottawa on the matter in question.

(Copy.)

OTTAWA, March 7th, 1883.

MY DEAR SIR JOHN,

I think we can make an advance of \$20,000 or \$25,000 of the Marriage Fees referred to, pending the final settlement of the accounts with Quebec, now near at hand. It may not be necessary therefore for the deputation to come to Ottawa.

Yours sincerely,
(Signed),

S. L. TILLEY.

The Right Honorable

SIR JOHN A. MACDONALD, K.C.B. & C. & C.

The question of a higher grade of Academy Diploma referred to the Committee by the corporation of McGill University was next taken up and after careful consideration of the same, the following regulations were adopted and directed to be submitted, through the Honorable the Superintendent of Education, to His Honor the Governor in Council.

REGULATIONS RESPECTING ACADEMY DIPLOMAS.

Hereafter three grades of Academy Diplomas for Protestant Academies or High Schools may be granted by the Superintendent of Education, as follows:—

1. *The First Class Academy Diploma* to candidates who being graduates in Arts of some British or Canadian University, and having taken both Latin and Greek in their course of study, have also passed the examination in the Art of Teaching in the McGill Normal School, as prescribed by its regulations,—certification of the above to be made by the Principal of the Normal School.

2. *The Second Class Academy Diploma* to candidates who have taken the Academy Diploma of the McGill Normal School or of a Board of Examiners, and have thereafter passed the second year's or intermediate examination of a University in the Province of Quebec, or (in the case of female candidates) have passed in the examinations of the Universities for Senior Associate in Arts, including the examinations in Latin and Greek,—certification of the same to be made by the University.

3. *The Third or Ordinary Academy Diploma* to candidates who have passed the examination for the same before the Normal School Examiners, or any Board of Examiners having the power to examine for the Academy Diploma, —certification of the same to be made by the Principal of the Normal School, or by the Board of Examiners.

In the distribution of the Superior Education Fund, only those Academies in which a first or second class Academy Teacher has been engaged, shall be considered to be entitled to the first and second grade of subvention from the Superior Education Fund."

The request of the Directors of the Quebec High School for a grant from the Superior Education Fund was left over for consideration to the meeting for the annual distribution of said fund.

It was resolved that the course of study for ungraded elementary schools, prepared by Mr. Rexford be adopted and recommended, and that the Inspectors be instructed to examine schools in accordance with the same.

The Sub-Committee on Educational Financial matters reported progress and asked leave to sit again, the question of expense of publishing EDUCATIONAL RECORD, of inspection of Academies and Model Schools, etc., being referred to the same.

The Committee agreed that Mr. Rexford's recommendations, (1) That second class Elementary Diplomas be issued for one year only. (2) That the candidate taking the highest total marks and a first class Diploma be exempt from fees. (3) That candidates for Teachers' Diplomas be examined in drawing, those for Elementary Diplomas on Smith's manual for Primary Schools, and those for Model School and Academy Diplomas on the manual for the Intermediate Schools, be adopted; that the Honorable the Superintendent of Public Instruction be requested to lay the aforesaid recommendations before the Lieutenant-Governor in council for sanction; and that the aforesaid recommendations take effect at the May examinations of candidates for Teachers' Diplomas of 1884.

Complaint having been made that in some instances Protestant

candidates for Teachers Diplomas had gone for examination to Roman Catholic Boards of Examiners, it was resolved :

“ That all Protestant candidates for Teachers' Diplomas be examined under the regulations, and by the papers, issued by the Protestant Committee of the Council of Public Instruction.”

In answer to a letter from the Rev. Mr. Blaylock, President, Board of Examiners, Bonaventure, stating that previous to the formation of said Protestant Board, Bonaventure, several Protestants had received Diplomas from the Roman Catholic Board sitting at Carleton, and enquiring whether said Board of Examiners, Bonaventure, could now call such teachers before them for re-examination, the Secretary was instructed to say that the Committee has made provision for the future in this regard, but could do nothing in reference to the past.

A reference from the Board of Examiners, Pontiac, in regard to the granting of Diplomas to three candidates slightly under the legal age, who had passed the recent examinations for Elementary Diplomas, was laid before the Committee. As in said reference it was stated that there was a scarcity of teachers in the district, the Committee agreed to authorize the issue of the Diplomas by the said Board of Examiners, Pontiac.

On the motion of Dr. Heneker, seconded by Dr. Hemming, it was resolved :

“ That with regard to the engagement of teachers in the Common Schools the recommendation of the Superintendent, par. IV, in his circular of the 3rd April, 1883, be adopted by this Committee, and that the engagement of such teachers be for the whole scholastic year and not for any less period.”

A letter was read from the Ven. Archdeacon Leach, announcing his resignation of office as a member of Council of Public Instruction, it was resolved :

“ That the Protestant Committee of the Council of Public Instruction, while regretting the loss which their body sustains by the retirement of a gentleman of so high a culture, and of such educational experience, desire to offer to Archdeacon Leach their thanks for the gratuitous services which he has, during so many years, given to the cause of Public Instruction ; and to assure him that the personal respect and attachment with which he inspired his colleagues, must always continue, though their official intercourse has ceased.”

A resolution of the general assembly of the Presbyterian Church of Canada on the desirability of instructing children in our public

schools regarding the effects of alcohol on the human system, etc., was received, read, and laid on the table.

The contingent expenses of the Secretary amounting to \$9.30 were ordered to be paid.

There being no further business, the Committee adjourned to meet on Wednesday, the 26th September, or earlier, if necessary, on the call of the Chairman.

GEORGE WEIR,
Secretary.

THE SENSE OF HEARING.

BY MRS. LOUISA HOPKINS.

Teacher.—The ear is a strange looking part of the head, somewhat like a little trumpet attached to the side of the head.

Carrie.—It looks like a shell.

Teddy.—Does the opening go away into the head?

Teacher.—No; you would find something very soon which would stop the way; it would look like a little round white membrane, as it is like the parchment of a drum stretched over the opening; it is delicate and thin, about so wide; it quivers or vibrates when sound strikes it, just like any stretched surface; it vibrates with the sound-waves of air, and that vibration is carried through it to four little bones which are in an open chamber behind it; they carry it on through a spiral passage very much like the windings of a snail-shell, until it reaches the nerves, which carry it to the brain; when the brain receives the impression, or knows of the vibration, *sound* is the result. Why do you think the external ear is shaped so curiously?

Ethel.—To get all the sound it can.

Teacher.—The vibrations of the air, which are waves of sound, are gathered up in the expanse of the outward ear and transmitted gradually through quite a tube without sudden shock to the delicate drum of the ear. This drum is so delicate as to repeat the vibrations very truly to the queer little bones which touch each other behind it, and the vibrations are carefully carried on, winding gently to the connections with the nerve which perceives it for the brain. Very nice care has been taken that we may hear. If you should see the whole machinery of the ear, you would wonder at the wise contrivance.

Fanny.—Why cannot Alice hear as well as we? Her ear is just as good.

Teacher.—Alice had scarlet-fever once, which destroyed the drum of the ear, as it often does, breaking it down by some very poisonous matter which was near it, and which had no other way of escaping from her blood. It pierced this delicate little drum, and wore it away entirely in one ear, and nearly all in the other; yet the little bones are left, and the vibrations of the air reach them through the bones of the face and head where it touches them. Alice can hear a little when she opens her mouth.

Alice.—I know I can; or if the piano is playing, I can hear better leaning upon it. Why?

Teacher.—The vibrations are carried through the mouth and by the teeth or by the arm to the bones of the face, or through tubes leading from the throat into the chamber of the ear where the four little bones are. The outer ear is a protection to all the nicer and interior parts of the organ of hearing. A waxy substance surrounds the tube of the outer ear to keep out anything which might otherwise touch the drum. We should never put anything hard or sharp beyond this, for fear of piercing the drum. Some sound-waves are so strong that they are perceived also by other parts of the body, as for instance the firing of a cannon or heavy thunder, making the whole air shake; but the ear is especially arranged,—made exactly so as to gather and carry the delicate vibrations of usual sound, which we could not otherwise know. Now let us attend to the sense of smell. What is its organ?

Answer.—The nose.

Teacher.—There is something which we call perfume; it would be hard to say what it is; sometimes it is agreeable to us, and sometimes not. We cannot tell why, but it is very decided.

Hattie.—How queer it is! I am trying to think what perfume can be, but I am not able to explain it.

Teacher.—Now suppose a little flower, tube-rose or heliotrope is here. Why, it sends its perfume into every spot of the air in the room instantly. You perceive it at once and everywhere, and will as long as the flower lasts in the room. If I took the flower out of the room, should I take the perfume out too?

Maggie.—No, you would leave what was already in the room still there.

Teacher.—Would it give less perfume in another room, then.

Daisy.—No'm; just as much until it is withered.

Teacher.—Isn't it very strange? Something escapes from the flower as long as it lasts; without taking time to travel, without making the perfume of the room any less, it fills every part of a large space, telling us of the character of the flower. One little drop of attar of roses will send its odour through a bottle as tightly sealed as we can seal it, and pervade everything it reaches with such a strong scent that it seems almost impossible to destroy it. What a wonderful quality! It reaches our brain through little nerves spread out upon the inside of the nostril, and we have the sense of smell. The sense of taste is almost as curious, but as it requires contact of the organ of taste, the tongue, with the substance which is tasted, it does not seem quite so impossible to understand. Look at each other's tongues. Look through this magnifying glass. How wonderful! A little forest! The surface of the tongue is covered with little feelers which almost seem alive, and the flavour of what we taste comes to these so as to be conducted by the nerves which run from its surface to the brain. Thus we taste. The senses of taste and smell may both be injured or deadened by illness, or by abuse. They are intended to guide us in our choice of food and other things used by the body. They will guide us if they are in a healthy state, but we must not excite them too much, or train them to wrong uses. Can other animals use any of these senses better than we?

Willie.—Dogs can smell better. They can follow a man by his scent.

Prescott.—Setters can scent game, and show the hunters where to look.

Teacher.—Animals may have some senses we do not understand. These of which we speak are the human senses. Feeling is the perception by contact with any part of the body, for the nerves of touch come to the surface everywhere, but chiefly in the fingers, which can be made very keenly sensitive by practice, as in the case of the blind.—*The Primary Teacher.*

FROM VIRGIL.

(ÆNEID V.)

Far out at sea
 There is a rock fronting the surf-strewn shore,
 By swelling breakers whelm'd and smitten sore,
 When winds obscure the stars in winter's sky ;
 Anon in calm it resteth peacefully,
 Rearing its crest above the stirless deep—
 A sunny spot where sea-mews love to keep
 'Twas here Æneas, mindful of the race,
 Set up an oak to point the turning place—
 Holm-oak of leafy green—the pilots' mark
 To round the rock and homeward guide their bark.
 Each ship is at its place allotted fair,
 And you might see the captains standing there
 High on the stern, their garments shining o'er
 With gold and purple; seated to the oar,
 Their brows all bound with poplar, and the oil
 Still glistening on their shoulders bared for toil,
 The men are on the benches; stern they bend.
 Their arms, their minds, the signal to attend ;
 The blood has left their heart, their pulse beats high
 'Twixt hope and fear, defeat and victory.

R. W. E.

EDUCATIONAL TOPICS.

JULY AND OUR SCHOOL BUSINESS.

The month of July is the most important month in the school year of this Province. It is the first month of the official year, during which School Commissioners and Trustees are elected and the Secretary-Treasurers make their reports. The election of School Commissioners is an important trust committed to the inhabitants of a municipality which every parent and rate payer should take an interest in. The office of School Commissioner is a very important office and, if the duties are faithfully discharged, one which makes considerable demands upon one's time. If the duties of School Commissioners are (illegally) delegated to School Managers and others until there is nothing left for the Commissioners to do, except to direct the Secretary-Treasurers to collect certain taxes and pay the teachers, the position is thereby stripped of its honor and of its usefulness, but not of the responsibilities which naturally belong to the office. Apart from the moral

obligation, resting upon every one to take his share of work for the general good of the community in which he lives and to do that work faithfully, the School Commissioners are bound to provide for the children of their municipalities as good schools as the municipalities can afford. Commissioners who devote time to building up a good system of schools for their municipality will have the satisfaction of seeing the results of their work in the increasing intelligence of the rising generation and in the material prosperity of the community; for there is no doubt that a system of good schools is a good financial investment for a municipality.

Any person resident in the municipality is eligible for the position of School Commissioner. But rate payers should put in charge of their schools intelligent men who will take an interest in their work. The entire management of the schools should then be left in their hands, and their work should not be interfered with unless there is some very important reason for it. Great injury has been done to our district schools in the past by this unnecessary interference on the part some of the rate payers or patrons. They elect Commissioners but desire to manage the schools themselves. The work of our district schools will never be satisfactory until the general management of the schools is left in the hands of the Board of School Commissioners.

The election must be held on one of the Mondays of July after eight days notice, no one has a right to vote who has failed to pay up his school rates. The chairman of the meeting is bound to send a report of the election to the Superintendent within eight days thereafter in accordance with forms furnished for that purpose.

The Secretary-Treasurers have two important duties to perform in the month of July. The first is to send to the Superintendent a report of the schools of the municipality for the previous six months.

The grants for the previous six months cannot be paid until these reports are received and the grants must be paid before the business of the year can be closed. Some Secretary-Treasurers seem to think that it is of little consequence whether their reports are sent on time, or three or four months behind time. This delay, however, deprives the municipality of the use of its grant, interferes with the business of the Department, and delays the

preparation of the Superintendent's annual report. The reports of all the municipalities should be in the Department before the end of July. Blank forms for these reports are mailed to each municipality in the month of May and one form is to be filled up for each half-year. We mention this as Secretary-Treasurers sometimes make out the reports in duplicate. It is also the duty of each Secretary-Treasurer to prepare and submit to the School Commissioners or Trustees a detailed statement of the receipts and expenditure of the municipality for the preceding year and when it has been approved to submit it to the rate payers and post a certified copy of the same at the church door or principal place of worship of the municipality. The prompt and faithful discharge of the important school business of July will do much to promote the successful working of our schools.

LOCAL ITEMS.

The Pension Act.—This act which attracted so much attention when it first came into operation, has been brought prominently forward during the past few months. From the Superintendent's last report it appears that at the close of the second year the Pension Fund had reached \$36,000. At this rate the Fund will be less than \$100,000 at the end of five years when the pensions begin to be paid. It is evident that this sum will be entirely inadequate to carry out the promises of the act. At the last session of the Legislature, the Government proposed to abrogate the law and suggested a scheme with a view to this which was submitted for the consideration of the two Committees of the Council of Public Instruction. The Protestant Committee approved of the proposition of the Government to abrogate the act. The Roman Catholic Committee was memorialized by the French teachers of Montreal who were represented by U. E. Archambault and others. They represented that the French teachers were on the whole favorable to the act, that, if the Protestant teachers were opposed to it, the act might be limited to Roman Catholic teachers, that if the Government Grant were increased to \$5,000 and the stoppages on grants and teachers' salaries were raised to four or five per cent., there would be sufficient funds to carry out the provisions of the act and they urged that the act be amended and continued in force. A sub-committee was ac-

cordingly appointed to examine the act and the proposed amendments and to report at the May meeting of the Roman Catholic Committee. The Superintendent was requested to obtain the opinion of the Roman Catholic teachers of the Province concerning the Pension Act for the information of the Committee. The sub-committee met about the middle of May, but as the Inspectors' returns concerning the opinions of their teachers with regard to the act were incomplete, the sub-committee adjourned until September next in order to get complete returns from all the Inspectors. Information has been received from the Government that it cannot possibly increase the grant to the Pension Fund. If the act is to be continued in force the pensions promised will require to be reduced and the stoppages upon salaries and grants increased.

Polton.—This municipality is in the county of Brome and has seventeen schools in operation. Of these, eight were in charge of Normal School teachers last year. The Commissioners are now building four new school houses. They recently decided to pay their teachers a cash salary and to allow them to provide their own boarding place. At a recent meeting of the Commissioners it was decided to engage their teachers by the year and to have the school year consist of one session of eight months opening in May and having midsummer and christmas holidays. How many of the surrounding municipalities are preparing to follow the example of Polton?

Protestant Board of School Commissioners.—At the regular monthly meeting held Thursday, April 13th, in addition to routine business, the monthly statement of accounts for March, duly audited, was submitted; showing total expenditures, including two months' salaries, of \$10,851.80, total receipts, being a small balance of High School fees and the fees of February and March from all the Common Schools but one, of \$2,429.50 and a total floating debt of \$3,111.35. The returns of attendance for March gave an enrolment of 3,509 pupils and a daily attendance of 89.1 per cent in Common Schools and of 91 per cent in High Schools. The falling off in attendance was reported due to the prevalence of measles in some districts of the city. Mr. Stephens was charged to superintend the drawing of plans for new Senior and Preparatory Schools. Instructions were issued to pay the School Com-

mittee of the congregation of Portuguese Jews the sum of \$149.31, the balance of their account, and to provide, as far as possible, accommodation for their weekly sewing class. The Secretary was directed to furnish the Dominion Alliance with the information necessary to bring before friends of the public schools the Alliance offer of prizes for the best essays on "Total Abstinence as an aid to success in life." Miss C. D. Anderson was appointed teacher in the Sherbrooke Street School, and applications for employment as teachers from Mr. Dixon and Miss Kemp were received and filed.

At the regular meeting of the Protestant Board of School Commissioners on May 10th, Mr. Stephens, M. P. P., submitted alternative plans for the New Senior and Preparatory Schools, adapted to two different sites. It was agreed to consult Mr. Hutchison, architect, in relation to the choice of plans and situation, and to receive his report at a subsequent meeting. The audited accounts for April were submitted, showing a small balance on hand. Reports of attendance in all schools for April showed a total enrolment of 3,381 pupils, with an average attendance in the High and Senior Schools of 91.6 per cent, and in the Common Schools of 92.8 per cent. The Committee on the April examinations announced the examinations finished and the promotions made. Of 2,733 pupils submitted to examinations at this time, 2,186 had completed the year's work and were promoted, and 547 had failed of promotion. Of 2nd Primary pupils 9 per cent. missed promotion; of 1st Intermediate pupils 19 per cent., of 2nd Intermediate pupils 25 per cent., and of Senior pupils 34 per cent. The experience of the schools thus corroborates the oft repeated statements of the Commissioners, that it is necessary to provide an additional year's work between the 2nd Primary and the Senior grades. The value of lost time to children who are turned back a year is incalculable. The Board ordered the salary of Mr. Haight the late master of the Senior School, to be continued to his family for two months from his death. The chairman reported the appointment of Mr. Pearson to the Senior School, of Mr. McKercher to the Sherbrooke Street School, of Mr. Chambers to the British and Canadian School; and that some temporary vacancies had been filled by Miss Scott, Miss Macnaughton and Miss Anderson.

The High School (Montreal) Concert.—The second annual concert of the Montreal High School was given in the Queen's Hall on April 6th, 1883, in aid of the Library, and proved to be a very

great success, for not only was the Hall well filled, but the performance was much above the average of school concerts. The programme which was well selected and taking was diversified by a dialogue from Shakespeare's *Midsummer Night's Dream* which, we need not add, was done with immense spirit. Besides Campbell whose *Bottom* was capital, the performances of Lucas and Warnecke upon the piano and of Becket on the violin were specially good. The boys were fortunate in securing the cooperation of several distinguished professionals and amateurs. Considering the need that every good school has of a large and diversified library, we hope that the example of the High School will be followed by the other public schools of Montreal.

McTavish School and Shakespear.—On May 4th and 5th McTavish School gave an excellent rendering of the Merchant of Venice in Nordheimer's Hall. The admirable way in which the play was done by the boys reflects great credit upon Messrs. H. J. Lyall and Neil Warner, to whom the success of the play was due. The cast of characters was particularly happy and the dresses with hardly an exception tasteful and appropriate. The acting of Barclay in *Shylock* was marvellous for a boy, and that of Smellie in *Portia* hardly less so. The minor characters were all well filled, but we should single out as specially good the appreciative acting of the two Simpsons in the *Gobbos*. Brayley's *Gratiano* was acted with great spirit and Evans's *Salanio* was a careful piece of acting. R. W. Reford made a taking *Bassanio*, and his brother a good second to *Portia* in *Nerissa*. The performance was far above the ordinary amateur standard and was so appreciated that it was repeated on May 19th for the benefit of the Western Hospital in the Academy of Music. We cannot help, on this occasion, expressing our regret that it has been decided to transfer this excellent school from Montreal to Sorel. Competition is good in other things besides business. It is some consolation, however, to hear that the preparatory branch of the establishment will be continued in Montreal under its old name, and that Mr. Lyall has been fortunate enough to secure the services of Mr. E. W. Arthy of the Preparatory High School to carry it on. His great ability and long experience are sufficient to secure success for any school under his control. The school at Sorel will, we hear, be called Lincoln College. An extensive building, erected as a Catholic institution, has been secured.

MISCELLANEOUS.

The Emperor of Austria—The following list, reprinted from *Pall Mall Budget* of the titles of the Emperor of Austria will be useful to many teachers of History:—Francis Joseph I., by the Grace of God Emperor of Austria; King of Hungary and

Bohemia, King of Dalmatia, Croatia, Slavonia, Galicia, Lodomera, and Illyria, King of Jerusalem, &c.; Archduke of Austria; Grand Duke of Tuscany and Cracow; Duke of Lorraine, Salzburg, Styria, Carinthia, Carniola, and the Bukovina; Grand Prince of Transylvania; Margrave of Moravia; Duke of Silesia, Upper and Lower, of Modena, Parma, Piacenza, and Guastalla, of Auschwitz and Zator, of Teschen, Friuli, Ragusa and Zara; Count-Prince of Hapsburg and Tyrol, of Kyburg, Gorizza and Gradisca; Prince of Trent and Botzen; Margrave of Lusatia Upper and Lower, and in Istria; Count of Hohenembs, Feldkirch, Bregenz, Sonnenburg, &c.; Lord of Trieste, of Cattaro, and of the March of the Wends; Grand Voivode of the Voivodate of Servia, &c., &c.

Probable Region of Man's Evolution—Mr. W. S. Duncan lately read a paper with this ambitious title before the Anthropological Institute, London. Starting with the assumption that man was evolved from a form lower in organization than that of the lowest type yet discovered, and that his origination formed no exception to the general law of evolution recognized as accounting for the appearance of the lower forms of life, the author said that man's most immediate ancestors must have been similar in structure to the existing anthropoid apes, although it is not necessary to suppose that any of the anthropoid apes at present existing belong to the same family as man. The science of the distribution of animals showed that the higher types of monkeys and apes appear to have had their origin in the Old World, the American continent being entirely destitute of them either alive or fossil. The distribution of the greater portion of the animals of the Old World was shown to taken a generally southward direction, owing to the gradual increase of the cold, which culminated in the last ice age. This migration was, however, interrupted by the interposition of the Mediterranean and other seas; and thus, although a few of these animals were enabled to journey on until they reached tropical regions, the majority were compelled to remain behind, where they had to exist under altered circumstances. The temperature was much lower; and as a result of the consequent diminution of fruit forests a change in the food and in the manner in which it was obtained by the apes occurred. A considerable alteration took place also in the manner in which they were forced to use their limbs, and it was due to the operation of these and other causes that the ape form became stamped with human characteristics, such as the curvature of the spine and an increase in the breadth of the pelvis. For these reasons the author regarded the south of Europe as the part in which it was most likely that the evolution of man took place.—*The Athenæum*.