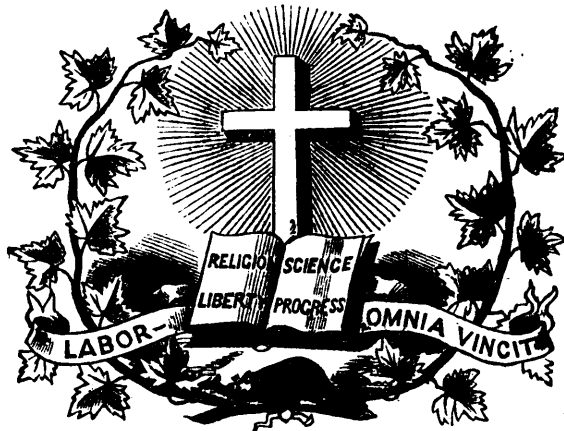


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TABLE OF CONTENTS.

School Management and Methods of Teaching.....	49	Quebec High School—Easter Examination, 1874.....	60
Hints on the Etiquette of Teaching.....	51	First Discoverers of America..	60
The Social Status of the School-master.....	52	Report of the Directors of the Reformatory School (Mignonne St., Montreal), for the Province of Quebec.....	61
Her Majesty's School Inspectors on Compulsory Education, 1872-73.....	53	The Brothers of Charity in Boston.....	62
Piano Pummelling.....	53	Asylums for the Instruction of the Blind and the Deaf and Dumb, and for Idiots...	62
An Ill-Governed School.....	54	A Canadian Artist.....	63
Annual Convocation of McGill University, Montreal.....	54	Educational.....	63
Convocation of University of Bishop's College, Lennoxville.....	58	Correction.....	64
The Presbyterian College, Montreal.....	58	Official Notice.....	64
		Wanted.....	64
		Advertisements.....	64

School Management and Methods of Teaching.

By Dr. JOYCE.
(Continued).

FURNITURE,—CONSTRUCTION OF DESKS.

The desks are the most important part of the school furniture, for on their construction depends, in a great measure, the children's progress in writing, as well as, to some extent, their comfort and health. Yet it is comparatively rare to find a well-shaped desk in many schools. The reason is plain; they are commonly entrusted to persons who know nothing about their construction. No one can make a desk who is not acquainted with the proper proportions of the different parts; this knowledge every teacher should possess, and in this, as well as in the management of furniture generally, he should be an engineer—should be able to give, without hesitation, all necessary directions to the workmen.

Desks are commonly made too high and too much slanted; at a desk made in this way, a child cannot sit comfortably or write well. The part of the desk that is most important to make of the proper height, is that next the children's breasts, which should regulate all the rest. A good standard height for this part is 27 inches.

The slant part should be very nearly level; the whole

amount of the inclination should not be more than an inch and a quarter, which allows for the total height of the desk, 28½ inches. The total height, however, will depend on the inclination, since the edge next the breast should be in every case 27 inches high. If, for example, there be an inclination of 4 inches, the total height will be $27 + 4 = 31$ inches. This part should be not more than 11 inches perpendicularly over the form, which allows for the height of the latter, 16 inches. Breadth of the horizontal part at top, 3 inches; breadth of oblique part, 12 inches; horizontal distance between the desk and its own form, 4 inches; width of form 7 to 9 inches. The whole breadth of the desk, therefore, supposing the form to be 8 inches, is $3 + 12 + 4 + 8 = 27$ inches. In a female or mixed school, the distance between the desk and its form should be not less than 5 inches. (1).

(1) Now, we agree with Dr. Joyce in saying it is rare to find a well-shaped comfortable school desk. As a general rule School Boards, managers, and architects utterly ignore the very existence of the teacher so far as the construction and arrangement of school furniture is concerned. In any of the trades or professions the man who is to run the machine (as our friends over the lines say) is consulted and his ideas, opinions and suggestions listened to, respectfully, if not embodied in the plan,—but the teacher, in the estimation of those mentioned, seems to be a simple sort of noodle who never had an idea beyond the three R's and playing a sort of policeman to the delinquents of the school for a few hours daily. We cannot trust ourselves to dilate on this, but shall simply say teachers have only themselves to blame for the manner in which they are esteemed and treated by the public in general. If they would weed the profession of its moral and social encumbrances and raise the literary and social standing of the body, the profession would soon fare otherwise than at present. After this unintentional digression, we shall return to the desk. We do not agree with Dr. Joyce in the stereotyped 27 inches high in front. Nor do we think the slant or rise of an inch and a quarter enough. If the desks and seats were so constructed that they could be adjusted to the size or height of the pupil by raising and lowering on a slide, and then made firm by the tightening of a small thumb-screw—we believe this practicable, at very little additional expense, with those desks with metal frames—the problem of the child's physical comfort would be solved.

In the absence of this, in large schools in cities and towns where to a certain extent a pretty regular attendance of chil-

The heading usually placed on desks to prevent slates, &c., from falling off should not be more than the eighth of an inch high. There should be apertures made for the slates so that they may rest perpendicularly when in their places; they should not hang by strings from buttons or nails, but should rest on a solid support, set firmly at bottom. About two inches of the slate should project from the top, and there should be a slate aperture for every fifteen or eighteen inches in length.

On the horizontal part, parallel with, and about an inch from each aperture, a groove, rounded at bottom, should be sunk to hold pencils, pens, &c.; it should extend the length of the slate aperture, and should be about five-eighths of an inch broad, and one fourth of an inch deep.

There should be an ink-bottle for every two pupils, or if necessary one for each. They should be kept corked or covered in some way, otherwise the ink will be spoiled with dust, and wasted by evaporation; bottles, either glass or earthen, that will admit of an ordinary cork, will be found on the whole the best ink-holders. It will be found extremely useful and not at all expensive, to have a little box in one end of each desk, with a shut opening vertically downwards,—to hold copy-books, pens, pieces, &c., or the slates used by the children in the drafts.

In calculating the number of pupils a desk will accommodate, a space of 18 inches is commonly allowed for each; thus a desk ten and a half feet long will accommodate seven pupils. This gives room enough for the advanced pupils to write, and is more than sufficient for the smaller children; where economy of desk space is an object, not more than 15 inches will be necessary, as the same desk will be long enough for eight of the average children of the school.

ROSTRUM, TABLE-RAILS, CAP-RACK.

An elevated rostrum is a very unnecessary piece of furniture; it is rather an encumbrance than a convenience. The best substitute is simply a small table, about 3 feet by 2, with a drawer to hold the account books, and for seat either a stool or a common chair. A rostrum may serve also as a school press; so far it is useful, but if there be otherwise sufficient press room, there should be no rostrum.

The whole of the available wall space should be fur-

ished with tablet rails, separated by intervals of 18 inches or 2 feet, the lowest $4\frac{1}{2}$ feet from the floor; there might be two, three or more rails, according to the height of the walls. They will be very useful for hanging maps, tablets, pictures, &c., which without them, are too often seen hanging in all possible directions, without the least attempt at arrangement, while the walls become wrecked with nails. They are not expensive and may be made by any carpenter. The edges intended to be turned outwards, should be either bevelled or moulded, and painted some dark color,—oak or dark brown will answer very well.

If there be cap-rack, this, of course is the place for it; but if not, the rack should be placed in some part of the school room not much exposed to view, as caps are anything but ornamental in a neat room. It should, if possible, be fixed in such a position, that the children can march past it in single file, either to hang or take off their caps.

GALLERIES.

A gallery is a most convenient place for simultaneous teaching, the teacher standing in front, and the pupils sitting in a solid square before him. As a general rule, not more than from 25 to 40 children should be taught together in one gallery; it will be unnecessary, therefore, to make it larger than will accommodate this number.

A small gallery of five seats, each eight feet long, will give accommodation to 32; four seats of 7 feet long will hold 24. Each seat may rise from 6 to 9 inches higher than the next in front; each should be separated from the seat next behind it, by a walking space of at least 15 inches; that is, allowing for the seat 9 inches, seat and walking space will occupy a horizontal width of at least 2 feet. The last seat, which is usually against the wall, should be a foot wide. A gallery of five seats will, therefore, extend at least 9 feet from the wall. If the sides of the gallery do not rest against walls, there should be a little gangway, which if space be an object, may be provided with hinged seats. The gallery should be separate from the classroom, if possible. As raised galleries are more or less expensive, a very simple and useful one may be made of common forms graduated in height.

APPARATUS.

“No school can be regarded as in a fit working condition in which there is not a black board for every draft under tuition, and a large one for the use of the divisions in the desks. For instance, if a school consists of two divisions, and each division of four drafts, there will then be required four small black boards for the drafts, and one large one for the division in the desks. It is unnecessary to refer to the importance of the black board, it being now admittedly to the schoolmaster what the compass is to the mariner; without it he wanders from the track he should follow, strays about in confusion, and is lost in bewilderment.” (1)

The black board most generally suitable for draft teaching is one 30×24 inches, not framed. These should be furnished with rings or cords for suspension, and should be permanently hung up before the draft circles, with a wiper attached. There should be a short pointer, hanging at the centre of every circle, for various teaching purposes.

An easel is a most useful article; every teacher should endeavour to have one at least, about six feet long, double leg.

For the purpose of teaching the very young children

(1) Report of P. J. Keenan, Esq., 1856.

elementary computation, the school should have at least one arithmeticon.

Every school, even the smallest, should have one large map of the world, one of Europe (for this country one of America), and one of the British Isles (here one of British North America, or the Province in which the school lies). Beyond these, the more large maps the school can afford the better. Johnston's School Maps (27 × 23) are extremely well suited for small schools; they are very distinct, and contain almost as much as the large maps.

(To be continued).

Hints on the Etiquette of Teaching.

(By B. HEALY.)

(Continued.)

CONTROL.

I.

In and out of school, the teacher should avoid the company of persons who refuse him the respect due to his station, and should train himself to be able to do without them. The plea of having no one else with whom to associate is worth very little, even when urged in strict accordance with truth. If you observe this rule, you shall rise; if you violate it you shall fall.

II.

Be careful how you do anything unusual before children. They will speak of it in other places, and, without intending harm, give an imperfect or extorted account of the transaction, leaving out some salient point, or perhaps the most important incident of all.

III.

If it be worth your while to make a rule it is worth your while to observe it. If you make many rules one will interfere with the other. It may sometimes happen that you yourself will forget one of them, and that the children, noticing the fact, will put you in mind of it. This, you must admit, would be very disagreeable.

There are many little things done in school, of no harm in themselves, but inconsistent with perfect order. If you forbid these you are bound to take care that they do not occur again; or, if any of them be repeated, to punish, in some way, the disobedience. You will find it, almost without exception, the case that they take place at the time some matter of real and pressing importance claims your attention, and when, of course, you are not at liberty to deal with them.

Before making a rule against a petty thing, consider whether or not the good resulting from its discontinuation would repay you (1) for the time lost, (2) the labour expended, and (3) the severity required in putting a stop to it, and also whether it is a thing likely to fall into disuse as general good order advances.

IV.

Do not allow yourself to fall into the habit of giving, unasked, a reason or an explanation for every thing you do, or require to be done; do not train the pupils to expect it. It is not necessary, and you would find it very inconvenient at times. Besides, there are many persons to whom explanations sound very like excuses. This does not apply to the subjects you teach, or to occasions when new plans are to be introduced or important changes effected.

V.

It is a great advantage to bear in mind fully and clearly the occurrences of yesterday and former days. To be able

to recall, as occasions require, every particular, proves solicitude for the welfare of your pupils, and strengthens your influence with them. They have so little of importance to think about, except "school," that they cannot understand how the teacher could forget anything connected with it.

VI.

An imprudent teacher stretches his authority to persons and things that are not under his control, provoking and encountering opposition. Some persons yield to him, but while yielding revile him; others resist, and he, being powerless to enforce obedience, is discomfited. Discomfiture of this kind—of any kind—lessens a teacher. You may have read that, "To govern others you must govern yourself." It is a truth of which teachers should never lose sight; and in your case this self-governing means, not only controlling the temper, but in everything else keeping within bounds of the duties of your office. So long as you confine yourself within the sphere of your labours, it forms your proper protection: but, as soon as you go beyond it, you expose yourself to injury and offence.

VII.

Centre in yourself the authority of your school; the possession of it makes you more useful to your pupils, and less troublesome to your superiors. You cannot have an orderly school while you favor the boy who is above his fellows in height or age—while you connive at, or suffer to pass unpunished in him, sayings or doings that you would not permit in another. Such a one is more likely than any of the rest to take liberties; and it happens in many cases—from indolence or want of confidence on the teacher's part—that his assumptions meet but feeble resistance. The teacher should reflect that his duty to himself and the pupils requires him to act with a moderate share of resolution; and, when he neglects to do this, he must be prepared to pay the penalty of his unworthy conduct.

Children sometimes appear to suppose that, as long as they are submissive to their teacher, they may be as rude and as insolent as they please to other persons; every sensible teacher will abstain from anything likely to foster such an opinion, and be careful not to excuse violence in speech or action on the ground that it was caused by zeal for the welfare of the school.

VIII.

When a boy wishes to have a joke with you, or at your expense, he may, perhaps, speak out in public some unkind thing that has been said of you, or he will make some silly complaint, for the purpose of causing a laugh. His aim is to discover how far he can humbug or play upon you, rather than to annoy and offend. The present, however, is the time to stop him; it will not be necessary to use corporal punishment, but you must discountenance the proceeding in an unmistakable manner.

IX.

It is unwise to display partiality for children that are favoured by nature or by fortune, in good looks or in the easy circumstances of their parents. If favour be shown to any those who, from obvious causes, may expect but a small share from others, have the best claim upon you.

Some years ago, it was a common thing to seek out a little child of precocious talents, and by petting and cramming, force him to become a juvenile prodigy of learning—an "infant phenomenon". It may still prevail to an inconsiderable extent, though the probability is, that at the present time it does not occur at all. However, as it is one of those mistakes into which the inexperienced and enthusiastic teacher of any period is liable to fall,

mention may be made of it as a most objectionable course, and one ever sure to injure all the parties concerned in it. The teacher and the school felt its bad effects for a short time only; but the other, the unhappy little mortal who played the leading part, suffered for years. And the painful process of undeceiving him—a process never thoroughly effected left him no inclination to return to study in the ordinary fashion.

Bear in mind this saying—"He that favours is unfit to rule." Little needs be added on this subject. Every child in the school, no matter what are his dispositions, his habits, or his circumstances, is entitled to the full measure of fair play. Of course, this fair play or justice does not forbid you to recognize and commend deserving pupils. But when a teacher, without regard to merit singles out one of them for his companion, and uses him as a spy, or as a person to be spoken to when speaking of (or, as is sometimes said talking at), the rest, he reveals a weakness, and shows that he is but imperfectly qualified to govern children.

It is unfair to set any child as a spy upon his school fellows. The person so employed, if continued in office any length of time, will, after the manner of favorites, presume upon his patron and give offence. Sooner or later he must be degraded and punished; and from that time he will look on the teacher with dislike, justly regarding him as the author of his disgrace.

If you desire to govern your pupils with ease and credit, you must not favour any of them. So long as your measures have no object other than the securing of what is agreeable to yourself, and conducive to your own case, so long will you be at strife with your class.

X.

And now, a very few words on the most unpleasant topic discussed in the pages—the annoyances teachers suffer out of school from pupils and others. To pass it over without comment could serve no good purpose. The better course is to examine the evil calmly, and enquire how it may be remedied, and to what extent.

When assailed by persons who have never attended his school, it ought to give him very little concern, since he is in no way accountable for their misconduct. But if those who offend him are, or have been, under his care, he should at once perceive and acknowledge that the cause of the grievance is his own faulty management; and further, that while he pursues an arbitrary and unreasonable line of conduct in school, where, in a great measure, the children are in his power, he must expect that (upon obtaining the mastery, as to a like extent they do, on leaving school, and meeting him in public) they will repay his injustice with interest. They will call aloud after him in the street, chalk his name upon gates and walls, coupling with it ill-chosen adjectives, and, perhaps, adding his caricature.

(To be continued).

The Social Status of the Schoolmaster.

The social status of the schoolmaster, and his claim to be considered as belonging to a distinct and separate branch of the learned professions, are likely before long to give rise to discussions which can only have one result—namely, to the advantage of the educational profession. At present, besides the three recognised "learned professions" of the Church, the Bar, and Medicine, there have grown up outside them various callings, each of which demands skill, training, practice, and ability of its own as great as any required for success in those

three established roads to honour and wealth. There are, for instance, to name the most obvious, the profession of civil engineer, that of chemist, physicist, or natural philosopher, that of journalist, and that of schoolmaster or teacher. For each of these pursuits are required qualities and gifts different indeed in kind from those wanted in the study of law or theology, but no less important. With the last of the few named, which is the only one with which we have to do, must be found, in order to ensure not only an eminent but even a moderate success, scholarship adequate to the nature of the teacher's position in the profession—that is, a great deal deeper and broader than anything he will have to teach; there must be found good temper of a very unusual kind, self-command, self-reliance, courage and perseverance, sympathy, and, above all, adaptability, which is an indirect function of sympathy. The schoolmaster must be a *flexible* man, able to adapt his own mind, and his own way of looking at a thing, to the minds of boys; and he ought to possess that power of illustration and comment which only comes from wide reading and careful thought. And then he must have the practice of years before he can use his powers, however great, with any efficiency. Learning, technical skill, and practice—what more is required to make a profession? And yet, until the last few years, the only schoolmaster who was even commonly respected was the head master of a public school; while the position of the assistants was sufficiently determined by the contemptuous epithet of usher. The reasons of this contempt are many. First of all, the old barbarities of flogging, against which Erasmus and Montaigne in vain lifted up a remonstrant voice, were alone sufficient to disgust men of sensitive minds with the calling, and were probably the reason why it came to be regarded as peculiarly the refuge of poor scholars. Secondly, what was perhaps the greatest cause why the country came to regard the profession with suspicion and dislike was that so-called "academies," the places to which the great mass of the middle class boys had to go, were generally kept by men who, without learning, without enthusiasm, without any fitness whatever for office, either bought, inherited, or opened a school as a pure matter of commercial speculation, and often as a *demier ressort* after experiencing a series of failures in various lines of business. The schoolmaster of fifty years ago is depicted by Dickens, not only in *Nicholas Nickleby*, but, with colours less exaggerated, in *David Copperfield*. It was the only schoolmaster that he, essentially a middle class man, ever knew. And although things have changed for the better, some of the old feeling lingers behind, and there are too many middle class families who would still rather see their boys starving as underpaid city clerks than making an honorable livelihood as professed schoolmasters.

Another thing that has grievously militated against the *distinctness* of the profession is that it has been too much regarded as a part of the Church's duty to teach. Of course, the Church has not really anything whatever to do with education as such, save to watch that religious considerations are duly cared for; but by a long course of accidents, dating many hundreds of years back, education fell almost exclusively into the hands of the clergy. Architecture, music, statesmanship, law—all these have at one time or other been attached to the cloister.

The social status of schoolmasters may be raised in two ways—by themselves, first, in endeavouring to force all persons engaged in teaching to obtain first of all a degree, diploma, or certificate of competent knowledge; and in constantly claiming, on all occasions, their position as members of a learned and important profession. To those that ask it is given. They must remember that

scholarship and ability always command esteem ; they must try that professional success may bring with it the same sort of respect that attaches to other lines of life. They can do a great deal for themselves ; but it is open to the Government to do a great deal more. Has it ever been pointed out before that every other calling in life has received that recognition from the fountain of honour which consists in bestowing rank and title ? There are many, very many, living schoolmasters as eminent in their own line as any engineer or lawyer in his—men who have voluntarily chosen the master's desk as their place of real work. The profession is a labour of love and pride ; they have brought to it those qualities which most adorn the business of a life—a genuine enthusiasm, the highest scholarship of the age, and the breeding of a gentleman. It is on such men as these that such honors as a title can give should be bestowed ; nor is it right, so long as men desire rank, that exceptions should be made to the prejudice of any profession. A Premier does not disdain the alliance of his daughter with a schoolmaster ; should he then withhold honours, intrinsically worthless, perhaps, that would go far to raise, in the eyes of the world, the profession of teacher ?—*The Educational Times.*

Her Majesty's School Inspectors on Compulsory Education, 1872-73.

Most of the Inspectors refer to this subject, and, with differences on minor points, they agree in holding the general adoption of compulsion to be essential to the efficient working of the Act of 1870.

Mr. Bowstead, after alluding to the great hindrance to educational progress, occasioned by the general irregularity of attendance in his district, writes :—" It is evidently one of the first evils to be grappled with, if we wish to carry out the intentions of the Elementary Education Act ; and, fortunately, there is great unanimity as to the remedy to be applied. All the practical educationists with whom I have been brought into contact agree that compulsion, in one form or another, must be applied. They differ, indeed, as to the kind of compulsion, as to the parties who should enforce it, and as to the manner of using it ; but all unite in calling for some compulsory power. The more timid would be satisfied with indirect compulsion ; that is, they would allow no child to be employed in any sort of remunerative work until it had received a certain minimum of instruction ; and if every family in the kingdom were an industrious family,—if every child were being brought up to earn a livelihood by honest labour, there might be much efficacy in such a plan. But what would it do for the little arab of the streets—for that immense number of children in our large towns, who have no settled occupation before them, and are destined to be vagabonds if not rescued in their infancy ? Indirect compulsion is, indeed, an excellent thing, and it may be most desirable that it should be extended to every species of industry, and utilised as far as possible ; but I hold it to be quite insufficient of itself for our present circumstances, and for the realisation of all the benefits of the Act of Parliament."

The Rev. G. Steele says :—" It is very remarkable to observe how completely thoughtful people of all political opinions have come round to recognise the necessity of compulsion. Even in places like Preston, which enjoys the distinction of being the largest town in England in which nothing has been done, there seems little difference of opinion as to the principle, but only as to the method of enforcing it. Local authorities here and elsewhere have delayed to elect School Boards on the plea that they expect compulsory powers to be put into their hands. This,

I, for my part, say candidly, I hope will never be done ; because, though every one knows the high standard of intellectual culture prevalent among Town Councillors and Poor Law Guardians, and their eminent fitness to guide the minds and morals of the young, I believe that Schools Boards elected for the express purpose, and from gentlemen who are interested in education, would do the work better. But, however this may be, there is no doubt that manufacturing districts, to go no further, are ripe for general compulsion ; and this great boon, I think, ought no longer to be a matter for local caprice or prejudice to grant or deny."

The Rev. C. D. Du Port, speaking for the agricultural district of Berkshire, quotes statistics to show " the absolute and immediate necessity of a compulsory law regarding the education of our agricultural districts ; " and, with respect to the results achieved by compulsion, where it has already been introduced, he says :—" I think no one will question but that compulsory difficulties have turned out vastly less, and compulsory successes vastly greater, than those anticipated by panic-stricken opponents on the one hand, or by sanguine supporters on the other."

The Rev. F. Watkins writes no less strongly :—" By the Education Act of 1870, all of a certain age are required to attend school unless some sufficient reason be given for their non-attendance. Every one knows that this requirement is not carried out at present. There are thousands and tens of thousands of children of school age who never go to school at all. There are as many who only go at times, irregularly, unpunctually, altogether unprofitably, who gain little instruction and form no good habits. Compulsion of some kind must be used for such children as these."—*The Schoolmaster.*

Piano Pummelling.

BY MRS. H. V. REED.

It is a matter of regret that Fashion should dictate that every girl, who is at all accomplished, must be a musician. She might as well dictate that every woman should be a sculptor, or every man an artist. Musicians, like poets, are " born not made," and while natural poets and musicians need much culture, the same years of discipline are worse than wasted upon those whom nature has designed for something else. It ought to be no more discredit to a woman to say of her that she will never become a good pianist, than to say of a man that he will never excel in sculpture or oratory. There are thousands of school girls in America, who are compelled to spend many weary hours a day at the piano, who have little or no taste for it, and to whom the hours of practice are almost hours of torture. It is true that the sway of fashion is so strong, that they will often submit to it in this case, as to tight corsets, without a murmur, and sometimes even claim that they like it ; but the empty, mechanical sounds that issue from their pianos, belie their claims, and prove positively that no years of instruction or practice can ever make them really good performers.

There can be no correct estimate of the amount of valuable time wasted in trying to force the art upon those who can never excel in this department.

Nature usually gives to an intelligent child some particular talent, which, if found and improved, will prove both rich and valuable ; but it by no means follows that every intelligent brain should be a music box. Many a Florence Nightingale or Rosa Bonheur has been spoiled by persistent years of piano pummelling. We know that

aching heads have often bent over music books, when a Latin or Greek grammar would have been hailed with delight, or the teachings of science eagerly pursued.

The noise from little tired hands rings in our ears from every block, and we picture to ourselves the number of growing children in every city, imprisoned and disciplined for weary hours and years, to learn that which, in nine cases out of every ten, will never be of any benefit to them.

Why will parents persist that their daughters shall sacrifice years of time and labor; shall sacrifice health, and consequently beauty, in acquiring an art which not one in fifty of them will carry beyond the first years of married life?

One year of little or no practice will make such havoc in an ordinary musical education that the ground will never be regained, and consequently is ever after being lost. If your daughter has real musical talent, give her, by all means, an opportunity to cultivate it, that it may be a source of happiness both to herself and her friends; but if she is a natural artist, linguist or scientist, do not sacrifice her future by compelling her to waste her years in becoming a second-rate pianist. She may have no particular talent for anything, and still be a noble girl and mature into a true woman. Let nature have some chance to work out her own problems. If a child has but little musical taste, let her leisure hours be spent in active out-door exercise, instead of at the piano. Give her fresh air instead of music lessons, and she will not be an invalid at twenty, grey or bald at thirty, and dead before forty.

Let her practise horseback riding, instead of ascending scales, and horticulture instead of French motets. Give her a flower garden, instead of a distorted spine; cultivate her moral faculties instead of her fingers; and rest assured she will make a woman who will be loved, honored, and happy, for years after many of her piano-pounding companions have gone back to dust.—*Science of Health.*

An Ill-Governed School.

Miss D—stands at her desk the livelong day, and is constantly watching, prompting and admonishing her pupils. Neither force of wise rules, nor the fidelity of the children is relied on; no well-digested system, with its set times and tinkling bell is put in operation; no action or resting of a child is studied with a "second thought," no recitation is quietly listened to, and the difficulties cleared up;—but, in season and out of season, it is the out pouring of rebuke and command. Scholars may take their books. Mary, why don't you take out your geography—you know you'll want it this afternoon! "I've learnt my geography lesson." Samuel, sit up! "My shoe's untied." Sarah, look this way! "Some one knocks." Well, go and see what is wanted! "John, your eyes are not on your book!" "I was trying to spell my words." Peter, what are you doing? "Trying to find my slate pencil." Sarah, put down your hand from your eyes! "The sun shines right in my eyes!" Some one is biting her slate pencil! Keep those feet still!—Class in geography may take their places! John, go out and shut that blind! I hear some one's lips moving! We're waiting for you all to get still! Mary, bound Africa. "It is bounded north on the Medi—" Samuel, pick up that paper you dropped on the floor and put it in the stove! "I didn't know that I dropped it; it's my composition!" Bring it here! You're a careless boy; go to your seat! "It dropped out of my arithmetic when I opened it." I didn't understand how you said Africa was bounded?

Peter, describe the river Nile. "The Nile rises in mountains of the eastern central part of the continent, from two separate sources, which are called——". Thomas, how many times must I tell you to keep your feet still? I shall certainly punish you if I have to speak to you again to day! Peter, where did you say the Nile emptied? "Into the Mediterranean sea," Sarah, give a description of the Great Desert. "It lies in the northern part of Africa, extending from——" Thomas, come here! I told you I would certainly punish you if you did not sit still. Hold your hand (gives him smart blows with a ratan; he cries lustily). Sarah finishes her answer while the punishment is going on, turning her head so as not to see the blows applied to her little brother's hand. The class get restless and impatient. Some of them whisper together, evidently to divert their minds, rather than from evil intent. Plainly the lesson had been well prepared; but it has lost all its interest to them. And a break was made in the work of the school. They felt that the punishment was harsh and hasty, and out of time. It was several minutes before quiet was restored and all were breathing easy, and the current of study was flowing on again.

The teacher was well educated, as the phrase is; was thoroughly conscientious and devoted, and believed she was only doing her duty in the matter of discipline.

This is a faithful picture of a half-hour at the opening of an afternoon session. The question needs to be raised: Was profitable study possible in such circumstances? Could a true and faithful impression of facts and principles be made on the memory under such frequent interruptions? Was discipline, so enforced, salutary on the school? Was that teacher, in any proper sense, training and developing the mental powers and the susceptibilities of her pupils, and helping them to form a symmetrical character?—*R. I. Schoolmaster.*

Annual Convocation of McGill University, Montreal.

FACULTIES OF LAW AND MEDICINE.

The Annual Public Meeting of Convocation of McGill University for the conferring of degrees in Law and Medicine took place on the 30th ult., in the William Molson Hall. The hall was filled to overflowing by the students and their friends and others interested in university education, among whom the ladies held a conspicuous place. At three o'clock the members of Convocation, who had assembled in the Library, entered the hall in order of precedence, and took their places upon the dais.

In the absence of the Chancellor,

Hon. Mr. Justice DUNKIN, D. C. L., the Senior Governor, present, took the chair.

There were also present—Governors:—Messrs George Moffatt and John H. R. Molson, Principal, J. W. Dawson, LL. D., Vice-Chancellor. Fellows:—G. W. Campbell, M. D., Dean of the Faculty of Medicine, Prof. Johnson, LL. D., Rev. D. H. McVicar, LL. D., J. Reddy, M. D., S. B. Schmidt, M. D., Rev. J. Jenkins, D. D., C. P. Davidson, M. A., B. C. L., R. A. Ramsay, M. A., B. C. L., R. P. Howard, M. D.; Secretary, Registrar, and Bursar, W. C. Baynes, B. A. Professors:—W. E. Scott, M. D., Wm. Wright, M. D., Robert P. Howard, M. D., Rev. A. DeSola, LL. D., C. F. A. Markgraf, M. A., D. C. McCallum, M. D., P. J. Darey, M. A., B. C. L., R. Craik, M. D., J. M. Drake, M. D., J. S. C. Wurtele, B. C. L., W. H. Kerr, D. C. L., G. Doutre, D. C. L., G. F. Armstrong, M. A., C. E., G. P. Girdwood, M. D., Rev. J. C. Murray, LL. D., G. Ross, M. A., M. A., M. D. Lecturers:—B. L. Harrington, B. A. Ph. D.,

Assistant Secretary, E. A. Baynes, B. C. L. Graduates :— T. J. Alloway, M. D., T. A. Rodger, M. D., James Kirby, M. A., B. C. L., D. Girouard, B. C. L., James Cameron, B. A., J. Day, B. A., John D. Cline, B. A., John D. Clowe, B. A., W. J. Day, B. A., D. W. K. Hodge, B. A., Rev. A. R. MacDuff, B. A., A. Robertson, B. A., C. H. McLeod, B. A. S.

The proceedings having been opened with prayer by the Rev. Prof. Cornish, the minutes of the last meeting were read by the Secretary and approved.

FACULTY OF MEDICINE.

Prof. G. W. CAMPBELL, Dean of the Medical Faculty, read the list of Prizes and Honours to students in medicine as follows :—

The total number of students attending the lectures of this faculty during the past session was 130, of whom there were from :

Ontario, 71 ; United States, 2 ;
Quebec, 50 ; Newfoundland, 1 ;
Nova Scotia, 3 ; West Indies, 1 ;

New Brunswick, 2.

The following gentlemen, 33 in number, have passed their primary examinations on the following subjects : Anatomy and Physiology, Chemistry, Materia Medica and Pharmacy, Institutes of Medicine, and Botany and Zoology. Their names are as follows :

NAME.	RESIDENCE.
Bain, Hugh U., B. A.	Perth, Ont.
Benson, Joseph B.	Chatham, N. B.
Bomberry, George E.	Brantford, Ont.
Brossard, Jean Bpte.	Laprairie, Q.
Burland, Wm. Henry.	Montreal, Q.
Christie, John H., B. A.	Lachute, Q.
Clarke, Fincastle, G. B.	Collingwood, O.
Coyle, Henry W.	Berthier, Q.
Craig, Thornton.	Glengarry, O.
Dickinson, Salter M.	Cornwall, O.
Dorland, James.	Adolphustown, O.
Dowling, John F.	Appleton, O.
Duncan, George C.	Port Dover, O.
Falls, Samuel K.	Carp, O.
Farley, James T.	St. Thomas, O.
Gilbert, Henry L.	Sherbrooke, Q.
Goodhue, Perkins J.	Dunville, Q.
Graham, Kenneth D.	Ottawa, Ont.
Hanington, Erst. B. C.	Shediac, N. B.
Hanover, William Jos.	Pakenham, Ont.
Jamieson, Thos. A.	Lancaster, O.
Kearney, William.	Montreal, Q.
Langlois, Onésime X.	Windsor, O.
MacDonald, Alex. R.	Texas, U. S. A.
McArthur, John A.	Lobo, O.
McDermid, William.	Martintown, O.
Mattice, Ira Richard.	Moulinette, O.
Meek, James A.	Canning, N. S.
Nelles, James M.	Brantford, O.
Scott, William F.	Hull, Q.
Tunstall, S. J., B. A.	Montreal, Q.
Ward, Michael O'B.	Montreal, Q.
Woods, Edmund J. J.	Aylmer, Q.

The following gentlemen, 31 in number have passed their final examination on the following subjects : Theory and Practice of Surgery ; Theory and Practice of Medicine ; Obstetrics and Diseases of Women and Children ; Medical Jurisprudence and Hygiene ; and also clinical examination in Surgery and Medicine conducted at the bedside in the Hospital. These exercises entitle the successful candidate to the degree of M. D., C. M.

The names of the candidates, their residences and the subject of their Theses are as follows :

Cameron James C., Montreal, Que, Clinical Reports ; Cline John D., B. A., Cornwall, Ont., Treatment of Aneurism ; Harvey William A., Newbridge, Ont., Intermittent Fever ; Henderson Ed. G*, Belleville, O., Acute-Rheumatism ; Hickey Samuel A., B. A., Aultsville, Ont., Acute Bronchitis ; Hockridge Thomas G., Bradford, Ont., Tetanus ; Jones Charles R., Hastings, Spina Bifida ; Jones George Nelson, St. Andrews, Q., Surgical treatment of Hemorrhage ; Macdonald Roderick A., Cornwall, O., Puerperal Fever ; McBain John, Williamstown, O., Enteric Fever ; McCormick Andrew G., Durham, Q., Anæmia ; McDonell, Alex R., Loch Garry, Ont., Acute Pneumonia ; McMillan Aeneas J., Edwardsburgh, Ont., Hospital Reports ; McQuillan, James, Marquette, Mich, U. S., Diphtheria. Mines William W., Montreal, Q., Gangrene ; Molson William A., Montreal, Q., Clinical Reports ; Moore Charles S., London, O., Puncture of Bladder ; Moore Jehiel T., Holbroke, O., Clinical Reports ; Norton Thomas, Montreal, Q., Typhoid Fever ; Pattee Richard P., Hawkesbury, O., Concussion and Compression of the Brain ; Phelan James, Stratford, O., Spermatorrhæa ; Prosser William, O., Luenburg, O., Bronchitis ; Rattray James C., Portage du Fort, Q., Pleurisy ; Reddick Robert, Prescott, O., Uterine Hæmorrhage ; Ritchie John L., Halifax, N. S., Immovable Apparatus in Fractures ; Rogers Amos, Bradford, O., Hosp. Reports, Dis. Chest ; Sinclair Coll, St. Thomas, Q., Acute Bronchitis ; Speer Andrew M., Richmond, Q., Puerperal Fever ; Sutherland Walter, Helena, Q., Morbili ; Wales Benjamin N., St. Andrews, Q., Cerebro-Spinal Men'gitis ; Wallace Isaac W., Milton, Q. ; Chemistry as allied to Medicine.

EXAMINATIONS IN BOTANY AND ZOOLOGY.

CLASS I.	CLASS II.	CLASS III.
Washburn (Prize).....	Bell.....	Hervey.
Cotton (2nd Prize).....	Eberlé.....	Cannon.
Campbell.....	Fraser.....	Munro.
Fortin.....	Hickey.....	Park.
Cream.....	Cameron.....	Storrs.
Stevenson.....	Brodie.....	Prevost.
.....	Mines.....	Baker.
.....	Johnson.....	Elliot.
.....	Grier.....	Meek.
.....	Detmers.....	Quigley.
.....	Mulloy.

ZOOLOGY.

Johnson.

PRIZES.

The Medical Faculty Prizes are three in number ; 1st. The Holmes Gold Medal, (founded by the Faculty in memory of their late Dean) awarded to the graduate who receives the highest aggregate number of marks for both Primary and Final Examinations, as also for an inaugural Thesis.

2nd. A prize in books awarded for the best examination, written and oral, in the final branches. The gold medalist is not permitted to compete for this prize.

3rd. A prize in books awarded for the best examination, written and oral, in the primary branches.

The Holmes medal was awarded to John D. Cline, B. A., Cornwall, Ont

The prize for the final examination was awarded to James C. Cameron, Montreal, Quebec.

* One of the above-named Gentlemen, Mr. E. G. Henderson, has not yet completed his twenty-first year, and, on that account, can not graduate at this convocation. He has, however, passed all the examinations, and fulfilled all the requirements, and only awaits his majority to receive his Diploma.

The prize for the primary examination was awarded to Simon J. Tunstall, B. A., Montreal, Quebec.

The following gentlemen arranged in the order of merit deserve honourable mention :

In the final examination Messrs. Sinclair, Molson, Mines, Ritchie, Sutherland.

In the primary examination, Messrs. Benson, Hanington, Burland, Bain, Scott, Brossard and Langlois.

PROFESSORS' PRIZES.

Botany.

First Prize.....W. Washburn.
Second Prize.....C. L. Cotton.
Prize for collection of Plants.....C. McL. Lang.

PRACTICAL CHEMISTRY.

Prize.....C. S. Sinclair.

PRACTICAL ANATOMY.

Senior Prize. Junior Prize.
Smith. Campbell.
Murray.

The graduates in medicine were then brought forward and the "Sponsio Academica" having been administered by the Registrar, Professor Craik, M. D., the ceremony of capping was performed by Principal Dawson.

A valedictory address, on behalf of the graduates in medicine, was read by Dr. W. W. Mines, of Montreal, and was repeatedly applauded,

Prof. Ross, M. D., then addressed the graduating class upon the qualifications and responsibilities of the medical profession, and especially urged the importance of paying greater attention to subjects connected with hygiene and the public health.

FACULTY OF LAW.

Prof. KERR read the following list :—

Number of students attending sessional lectures, 54 ; of whom 40 passed the final and sessional examinations.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd Year, or Graduating Class.—1st, David W. K. Hodge ; 2nd, Henri Archambault.

Passed for the degree of Bachelor of Civil Law, with standing in the order in which the names are given :—David W. K. Hodge, Henri Archambault, François Xavier Choquette, M. T. Adolphe Labadie, Edouard A. Panet, O'Hara Baynes, John Bethune Abbott, George E. Jenkins, William G. Walker, Michael F. Hackett, Y. A. Odilon Labadie, Félix E. Poutre, Joseph Larivière, Emile Robillard, and John J. R. Spong.

2nd Year.—1st, Augustine Hurd ; 2nd, Edouard Couillard.

Passed sessional examinations, with standing in the order in which the names are given :—Augustine Hurd, Edouard Couillard, John S. Hall, Rev. A. R. Chambers, Russ Wood Huntington, Rev. William Galbraith, Rodolphe Desrivières, Mackay, Charles Henry Stephens, and Messier.

1st Year.—James N. Greenshields ; 2nd, Stedman N. Lebourveau.

Passed sessional examinations, with standing in the order in which the names are given :—James N. Greenshields, Stedman N. Lebourveau, Doherty, Tache, Desaulniers, Hutchison, Bisailon, Lemire, Glass, Desmarais, Gelinat, McDonald, Scallon, Perodault, and Capsey.

CLASS EXAMINATIONS.

COMMERCIAL LAW.

The Dean, Hon. J. J. C. Abbott, Q. C., D. C. L., Professor Wurtele, Q. C., B. C. L.

Graduating Class.—1st, Hodge and Hackett, equal ; 2nd, Walker.

2nd Year.—1st, Hurd ; 2nd, Couillard and Galbraith, equal.

1st Year.—1st, Greenshields and Doherty, equal ; 2nd, Lebourveau.

LEGAL HISTORY.

Professor Lafrenaye, D. C. L., and Lecturer Lareau, LL. B. (Victoria).

Graduating Class.—1st, Hodge ; 2nd, Baynes.

2nd Year.—1st, Couillard ; 2nd, Hurd.

1st Year.—1st, Greenshields ; 2nd, Taché.

LAW OF REAL ESTATE.

Professor Laflamme, Q. C., D. C. L., and Professor Rainville, LL. B.

Graduating Class.—1st, Hodge ; 2nd, Abbott, Panet and Walker, equal.

2nd Year.—1st, Hurd ; 2nd, Derivieres.

1st Year.—1st, Greenshields ; 2nd, Doherty and Lebourveau, equal.

CRIMINAL LAW.

Professor Carter, Q. C., D. C. L., and Lecturer Archibald, B. A., B. C. L.

Graduating Class.—1st, Hodge ; 2nd, Archambault.

2nd Year.—1st, Hurd ; 2nd, Chambers.

INTERNATIONAL LAW.

Professor Kerr, Q. C., D. C. L.

Graduating Class.—1st, Hodge ; 2nd, Jenkins.

2nd Year.—1st, Hurd ; 2nd, Hall.

ROMAN LAW.

Professor Trenholme, M. A., B. C. L., and Lecturer Geoffrion, B. C. L.

Graduating Class.—1st, Baynes ; 2nd, Hodge and Robillard, equal.

2nd Year.—1st, Hurd ; 2nd, Hall.

1st Year.—1st, Greenshields and Scallon, equal ; 2nd, Desaulniers.

CIVIL PROCEDURE AND MEDICAL JURISPRUDENCE.

Professor Doutre, D. C. L.

Graduating Class.—1st, Hodge ; 2nd, Choquette.

2nd Year.—1st, Couillard ; 2nd, Scallon.

PRIZES.

Elizabeth Torrance Gold Medal.

David W. K. Hodge.

Graduating Class.—2nd Prize for Best Thesis—Michael F. Hackett.

3rd Prize—Henri Archambault.

2nd Year.—1st Prize—Augustine Hurd.

2nd—Edouard Couillard.

1st Year.—James N. Greenshields.

2nd Prize—Stedman N. Lebourveau.

A valedictory address having been delivered by Mr. Hackett.

Prof. DOUTRE, D. C. L., addressed the gradulatory class, inculcating the importance of an earnest and unswerving adherence to principle, regardless of immediate consequences to one's worldly position and prospects.

DEGREE OF D. C. L.

The ordinary business of the Faculties being concluded, the next proceeding was the conferring of the Degree of D. C. L. The following gentlemen having subscribed the usual affirmation received the Degree of D. C. L., in course :

James Kirby, M. A., B. C. L.

Désiré Girouard, B. C. L.

The Vice-Chancellor then addressed the Convocation as follows : Ladies and Gentlemen,—The occasion of our present meeting is always one of the most pleasing and important in the course of the educational year, and in this instance is certainly not less interesting than usual, either in the number of young men going forth to enter on important professional work, or in the matter which

has been brought under their notice with reference to their course in life. We wish them and all who have graduated before them God speed and all blessing to themselves and others in their professional career. The past year has stricken from our small roll of governors and officers two venerable names. Mr. T. B. Anderson was one of the original band of earnest and public spirited men, leaders in the Protestant community of Montreal, who conceived and executed the noble intention of rescuing the McGill endowment from the dilapidated condition into which it had fallen, and establishing on a firm basis a University in Montreal. In the twenty-one years which have elapsed since that resolve was formed, though the University may be said to have merely grown from infancy till it has attained to its majority, how many young men have had occasion to be thankful for the benefits it has conferred, and how many are already occupying important positions of public and professional usefulness? Dr. Smallwood has also passed away from among us, and although his connection with the work of instruction in the college was necessarily very small, yet his work as an observer and writer in meteorology and kindred subjects has left its mark in our Canadian Science. At a time when little public attention was given to meteorology, before the Governments of Britain, of the United States and of Canada had been stirred up to make weather signals, at least a portion of the work of the National Department, he had alone and unaided established his observatory at St. Martins, and was making careful observations with instruments some of which were constructed by his own hands. Those of us who know anything of the difficulties and discouragements attending scientific work in those old times will be able to appreciate the self denial and labour which it involved, and will be the last to despise the ingenious if primitive contrivances which registered the winds and electrical phenomena at St. Martins, however different may be the apparatus now available, and which will doubtless appear equally primitive to those who may succeed us. In later years Dr. Smallwood enjoyed some reward for his labors in the honors and reputation to which he had attained, and the small though useful aid given by Government to his labors. One feature in his character which deserves especial mention was that sympathy with the popular desire for information which prompted him at all times freely and fully to communicate through the public press anything that he had learned respecting any rare or curious phenomenon, and he was thus, to a large extent, a popular educator in the subjects to which he had devoted himself. The example of those who have departed is eloquent in counsel to those who are entering on life; and though in the keen struggle for professional success which now prevails it would perhaps scarcely be wise to advise our graduates in law and medicine to leave the narrow walk of ordinary professional work, it may be well to remind them that there are collateral avenues to usefulness and fame, which, as our country grows more and more, must become more numerous and promising. One of these I may specially mention as connected with both medicine and law, the great and growing subject of public Hygiene, including all that relates to the preservation of health and life whether in connection with external conditions, physiological habit, social condition or legal enactment—a subject which in some of its branches is already provided for, at least by an extra-academical course, in our Faculty of Medicine. Boasting of the salubrity of our climate, and of the rapid growth of our towns and villages, we have thought too little of the conditions necessary for the healthy life of large aggregations of human beings. The growing prevalence of epidemic and endemic diseases, and the

large bills of mortality warn us that such neglect can be persisted in no longer. If we are to preserve any reputation for the healthiness of the Canadian climate and to prevent our beautiful cities from becoming whited sepulchres, all that concerns drainage, scavenging, pure water, ventilation and generally the possession of healthy houses for the people and the removal or destruction of the insidious and often microscopic causes of disease must receive a scientific and practical attention. We need not compass sea and land to secure one emigrant while we allow two of our own people to die from preventible causes. We need not build vast warehouses and factories and palatial residences if we allow the population which should render them valuable and profitable to perish, or to be scared away. We need not even have public parks when the poor are being destroyed in pestilential houses within sight of them. In old and thickly peopled countries the population may be suffered to drain into the large cities and to decay there while the general prosperity at least appears to be unaffected. But here every hand and every head is needed, and we cannot afford every year to decimate our population by the foul miasmata of putridity. This is after all a low view to take of evils which in many households are constantly breaking up every arrangement for comfort and enjoyment, producing untold suffering, and crying for remedy with all the pathos of a helpless and uncomplaining misery. Have we not young men to grapple with these evils in a spirit of strong and vigorous determination, and have we not older men to aid with their advice and influence, and to give out of their accumulated wealth the means necessary to agitate this matter, until it shall force itself upon the attention of the public, the City Corporation, and the Provincial and general Governments. (Applause.) The subject is one not foreign to our present meeting. It is one in which professional workers in law and medicine must take a lead, and it is one which has a bearing on education. Healthy mental life cannot exist without bodily soundness. Unfavourable sanitary conditions beget a low intellectual and moral tone in society. The Student is exposed to injury as well as others; and if our cities acquire a reputation for unhealthiness it may tend to repel young men from educational advantages which in these alone can be adequately provided. I must say, however, that within the last twenty years the mortality among the Students attending the University has been very small and that though last winter has been considered unhealthy, very few of our Students have suffered from illness, an exemption which, while no doubt, connected with regular habits of life, is also a reason for much thankfulness to God. I hope, however, that not only will our summer course of lectures on Hygiene by Dr. Roddick be largely attended, but that a movement will be at once begun to give the principles of the subject thorough and practical effect. (Applause.) While thanking our friends for their large attendance here to-day, I would remind them that the similar meeting for the Faculty of Arts occurs at the end of April, and that we hope then to lay before them evidence of the growth and progress of the more purely educational department of the University, as well as of the School of Practical Science, which has recently been connected with it. (Applause.)

The CHAIRMAN said he observed no place on the programme for a speech by the Chancellor, whose place he had been unexpectedly called upon to fill. He could not, however, allow the occasion to pass without saying a few words applicable to the business of the meeting. The duty of the Governors was to look after the finances, and to promote the prosperity of the University. The extent to which they had succeeded in this duty was largely

owing to the generous spirit of a few men, citizens of Montreal, who had devoted a portion of their wealth to the needs of the University. At the present moment McGill was forced to look wholly to private munificence for support, and if the University was not to go back, it must be placed in possession of largely increased means. The Faculty of Arts alone was even passably well provided for by endowments, while the Faculties of Law and Medicine were comparatively neglected. It was true that the zeal of gentlemen who had given their time for a miserable and paltry remuneration had to some extent supplied the lack of means, but even these gentlemen, well as they had done their work, would probably admit that they might have done it better had they been enabled to devote themselves more uninterruptedly to it. The earnest practice of the profession of the law did not tend to produce teachers of the highest powers—men in advance of the practice and the time, and skilled in enunciating the great principles of the science. He urged the importance of the Law Faculty receiving such support by endowment as to enable some distinguished professional men to devote themselves exclusively to the work of professors. Such men, of course, could not be got without money. He hoped, therefore, that an effort would be made in this direction, and he also urged a more liberal support of the University by the public at large, by donations to the Library and in other ways.

The proceedings were brought to a close by the Benediction, pronounced by the Rev. Dr. Jenkins.—*Gazette*.

Convocation of University of Bishop's College, Lennoxville.

MEDICAL FACULTY.

The examinations at the above School of Medicine terminated on the 1st inst., after a very successful course of lectures delivered during the winter. The following list gives the names of the successful students who passed the different examinations:—

16th March, 1874—Passed in Botany:—Messrs Lane, Davis, Graveley, Shee.

Passed the Primary Examinations, written and oral, 26th and 27th March, on Anatomy, Materia Medica, Institutes of Medicine, Chemistry:—Messrs David A. Hart, P. Arthur Shee, Israel Lemieux, Edward Rose, Victor A. Venner, Jno. M. McKay, Jos. Arthur Pigeon.

Passed the written and oral examination for the degree of C. M. M. D., 28th, 30th, 31st March, 1st April, on the Theory and Practice of Medicine, Surgery, Obstetrics and Diseases of Women and Children, Medical Jurisprudence Pathology and Morbid Anatomy, Hygiene, Clinical Medicine, Clinical Surgery:—Messrs Robert Costigan, Montreal; Victor A. Venner, Quebec; Wm. H. Hunter, Cornwall; David A. Hart, St. Zephirin de Courval; Israel Lemieux, St. Urbain; P. Arthur Shee, Quebec; Edward Rose, Ste. Philomène; Jno. M. McKay, St. Eustache; E. A. Duclos, Montreal; Valmore St. Germain, St. Hyacinthe; Jeremiah Eneas, Montreal; Chas. Lafontaine, Chambly.

The annual meeting of Convocation of Bishop's College took place on 9th inst., for conferring degrees in medicine. A large number of Professors, undergraduates and friends from this city, Quebec, St. Hyacinthe, and Dudswell were present on the occasion.

The Dean, in presenting the report of the Faculty, stated that thirty students had been re-registered in the matriculation book of the Faculty. Of these twenty-six were from Quebec, three from Ontario, and one from

Barbadoes. In the Botany and Zoology examinations, six students passed, viz: Messrs Lane, Davis, Rose, Lemieux, Graves and Shee, the other names being placed in order of merit.

The following gentlemen passed their primary examination, their names being given in order of merit: Messrs S. A. Hart, J. Lemieux, E. Rose, P. A. Shee, J. A. Pigeon, Victor J. A. Venner, and John M. McKay.

The number of those who have successfully passed the final examination is 12, their names being arranged in order of merit—Messrs R. Costigan, (prize), V. J. A. Venner, Wm. M. Hunter, D. A. Hart, J. Lemieux, P. A. Shee, G. Rose, Ch. Lafontaine, J. Eneas, E. A. Duclos, J. McKay and Notman Clementin.

The DEAN, in presenting these young men for the degrees of A. M., M. D., stated that they had passed a severe examination, and that it was the intention of the Faculty to raise the standard of Medical education each year, and to exact an increasing proficiency from those who sought to enter the ranks of the profession through the portals of Bishop's College.

The CHANCELLOR having administered the customary oath, and conferred the degrees upon those presented to him, then called Dr. Costigan forward and presented him with the final examination prize, congratulating him on the distinction to which he had attained, and wishing him well in his future career.

The names of the following gentlemen were then presented to the Convocation as worthy of honorable mention: Messrs. Victor J. A. Venner, Wm. M. Hunter, D. A. Hart and Israel Lemieux.

M. HART then delivered the valedictory address on behalf of the graduating class.

The graduates then signed the College roll book, when the worthy Chancellor, after referring to the extreme pleasure the proceedings of this day had given him, and expressing a hope that ere long the buildings recently destroyed by fire would be restored with greater splendour, declared the Convocation closed.—*Gazette*.

The Presbyterian College, Montreal.

On the occasion of the close of the Session 1873-4 of the Presbyterian College, a public lecture was delivered on the 1st inst., by the Principal, the Rev. Dr. McVicar, in Erskine Church, on the subject of "prayer and recent criticism." Besides the clergy who are connected with the College, several others, consisting mainly of the Presbytery of Montreal, then in Session, surrounded the lecturer. The audience also, was at once large and select, many of the lay members of the Presbytery and relatives and friends of the students being present.

Pressure on our space prevents our giving even a synopsis of the lecture, at the conclusion of which, the Rev. Mr. Gibson gave the following statistics connected with the college:—

SCHOLARSHIPS AWARDED.

1. Fifty dollars by Peter Redpath, Esq., to be awarded to the student in the first year at McGill College who shall pass the best examination in Euclid, books I, II; Algebra, Colenso, part I to the end of Simple Equations. Cicero, *Epistolæ Selectæ*; first half; Homer, *Iliad* book VI, 200 lines. Awarded to M. S. Scott.

2. Fifty dollars by Edward McKay, Esq., to be awarded to the student in the second year at McGill College who shall pass the best examination in Euclid, books III, IV, VI; Horace, *Epistles* book I, first ten epistles; Herodotus, book IX, first 14 pages (Harper's Edition.) Awarded to J. Matheson.

3. Fifty dollars by Alex Walker, Esq., to be awarded to the student in the third year at McGill College who shall pass the best examination in *Æschylus, Septem Contra Thebas*, 260 lines; *Plautus, Aulularia, Acts I, II; Hebrew Psal I-V, Hab I-III*. Awarded to W. McKibbin.

4. Fifty dollars by Mrs. P. S. Ross, to be awarded to the student entering the first year in Theology, who shall pass the best examination in *Horace, Odes Book III; Greek, Epistle to the Hebrews; Mackintosh's Dissertation on Ethical Science, section VI, to the end of Smith's Theory, A. Alexander's Moral Science*. Awarded to T. Bennett.

5. The John Redpath Scholarship, Fifty dollars, to be awarded to the student who shall pass the best examination at the close of the session in all the subjects taught in the first year Theology. Awarded to D. McRae..

6. Fifty dollars by the Bible Class, Cote Street Church, Montreal, for the best examination in *Hill's Divinity, book IV, chaps VI to XI, inclusive; Shedd's History of Christian Doctrine, book IV*. Open to students entering the second year Theology. Awarded to G. Brouillette.

7. Fifty dollars by John McLennan, Esq., to be awarded to the student who shall pass the best examination at the close of the session in all the subjects taught in the second year Theology. Awarded to W. J. Day, B. A.

8. Fifty dollars by R. Anderson, Esq., for the best essay on Prayer, viewed in relation to recent discussions. Awarded to J. R. McLeod and J. J. Cochrane.

9. Fifty dollars by H. McLennan, Esq., for the best essay, on the Unity of Covenants. Awarded to D. McRae.

10. Fifty dollars by D. McFarlane, Esq., for the best essay being a critical analysis of "The Story of the Earth and Man," by Principal Dawson, with special reference to the theories of Darwin, Huxley and Spencer. Awarded to A. McPhee.

11. Forty dollars by John Watson, Esq., for the best essay, not exceeding thirty pages foolscap, on the distinguishing characteristics of the Gospel, together with an examination on the historical harmony of the same. Awarded to B. Watt.

12. Sixty dollars by the Bible Class and Sabbath School of Knox Church, Montreal, to be awarded to the English student studying for French Evangelization, who shall pass the best examination in the following exercises:—

Reading in French, writing from dictation, answering questions in French grammar, translating from English into French, and from French into English, and writing a short essay in French, subject: *Le Canon du N. T.* Awarded to R. Hamilton.

13. Forty dollars by the C. P. Sabbath School, St. Mary's, Ontario, to be awarded to the French student who shall pass the best written examination and write the best essay on *Jacques Abbadie: Traité de la Vérité de la Religion Chrétienne, second volume*. Awarded to E. D. Pelletier.

14. Forty dollars by the Sabbath School of Chalmers' Church, Guelph, Ont., to be awarded to the French student who shall write the best essay, and pass the best written examination in the *Pensées de Pascal*. Awarded to A. B. Cruchet.

15. Forty dollars by the Sabbath School of Knox Church, Galt, Ont., to be awarded to the French student who shall write the best essay and pass the best written examination on *L'Histoire de la Littérature Française, Demogeot. Essay to be on the sixth period, and the examination on the entire book*. Awarded to C. Amaron.

16. Twenty dollars by the Sabbath School of Knox Church, Galt, Ont., to be awarded to the French student who shall pass the best written examination on *La Grammaire Française Supérieure, par P. Larousse, (Cours de 3ième année)*. Awarded to C. Amaron.

This scholarship tenable by a student who has gained another.

Scholarships by D. Morice, Esq., and by John Stirling, Esq., and the Mackay Scholarship, by Hugh Mackay, Esq., have not been awarded this Session.

The following Medals were offered to the Students of the graduating class:—

[The medals not to be awarded to any student who has not taken three-fourths of the aggregate marks in all subjects taught in the third year in Theology, and the same number of marks in the special subjects of examination for the medals, making for the gold medal eleven separate examinations, and for the silver medal, nine.]

GOLD MEDAL.

(Founded by the Students in 1872.)

SUBJECTS OF EXAMINATION.

- Canon*—Westcott on the New Testament.
- Hermeneutics*—Fairbairn's Manual.
- Christology*—Ellicott, Life of Christ.
- Historical Theology*—Cunningham, vol. I., chaps. 3, 4, 5, 8, 14, 15, 16, 17 and 18.
- Institutes of the Christian Religion*—Calvin, bk. IV.
- History of Rationalism*—Hagenbach. Awarded to James Cameron, B. A.

SILVER MEDAL.

(Founded by Alfred Sandham, Esq., in 1873.)

SUBJECTS FOR EXAMINATION.

- Hebrew*—Gesenius, Grammar, Translation, and analysis of the Prophet Nahum, (the whole book.)
- Greek*—Translation and Analysis of the Epistle to the Phillippians.
- History*—Council of Trent, Bungener. Awarded to R. Watt.

The reading-room has been supplied during the session with over fifty papers and periodicals. We present our thanks to the following persons for assisting us in this matter: Editors *Daily Witness* and *GAZETTE, British American Presbyterian, and Presbyterian*; also, Principal Dawson, Dr. Burns, Rev. M. Wells and Mr. W. B. Court.

The following have been added to the library during the year:

	Vols.
Rev. J. Scott, Napanee.....	11
The Messrs. Lowden.....	80
Rev. Prof. Coussirat, R. P. Duclos, Dr. Clark, Messrs J. J. Clarke, A. McMaster.....	13
Other Donations.....	150
Purchases.....	64
In all.....	318

Five students graduate this spring. These added to the seventeen who have gone forth from the College in former years, make in all twenty-two, of whom two speak both French and English. It will be evident from this that the results already achieved fully justify the expenditure of time and money in inaugurating and promoting the work.

The Students' Missionary Society employed five missionaries last summer in destitute parts of the country. The funds for carrying on this important work are raised by the students, partly in the districts where the work is done and partly by the contributions of those whom they are able to interest in the work.

In addition to this the Students' Lit. and Phil. Society deserves special notice. Its work during the past session has been more successful than during any previous year. This is in a great measure due to the convenience enjoyed in the new college building. On behalf of the Society, as well as the College Board, I desire to tender thanks to the

Rev. W. Reid, M. A., Moderator of the Assembly for a set of Macaulay's works to be awarded as a prize by the Society. The *Conversazione*, held towards the end of the session, under the auspices of this Society, reflected credit on the students, and gave much pleasure to the invited guests. The College was favoured during the session with the presence of several distinguished visitors. The Rev. Narayan Sheshadie, of India, Dr. Graham, of Bonn, and Dr. Duryea, of Brooklyn, N. Y., were amongst those, and delivered most instructive and profitable addresses before the students.

The session has been signalized in the history of the institution by the opening of the new college building, and the installation as Professor of Church History and Apologetics of the Rev. John Campbell, M. A., whose work among us has been already so highly appreciated.

The following figures will show the present position of Building Fund:—Amount subscribed, \$41,180; amount paid, \$30,909; amount expended to date, \$39,509. From this it appears that the Treasurer has advanced over \$8,000.

The medals were then awarded to the successful competitors by Dr. McVicar, after which Mr. James Cameron, B. A., delivered a valedictory address, which was marked by hearty feeling, good taste and elegance of style.

—*Gazette*.

Quebec High School—Easter Examination, 1874.

The pupils of this excellent institution have passed through their annual examination with much credit to themselves and satisfaction to their teachers. On the first day the junior classes were examined in reading, spelling, grammar, arithmetic, geography; and in the French and Latin languages before their teachers, Mr. D. Wilkie, M. A., Rector, Messrs. Miller (of Morrin College,) Pierard and Elliot. The examination was satisfactory in every particular making it evident to the large number of spectators present that a thorough knowledge of principles had been imparted. Among those who took an active interest in the proceedings were Rev. J. Cook, D. D., Mr. Miles, of the Public Instruction Department, Mr. Fletcher, and several pupils of the late Rev. Dr. Wilkie, the first Rector of the High School. It is pleasing to know that the school is making rapid progress, and that many of its pupils have won for themselves honorable places in the world of letters since they have left its precincts. The education imparted here is of that character which is best calculated to bring out a spirit of self-reliance and manliness in the boys, and which forms a distinguishing trait in our system of instruction. The second day's proceedings were taken up by the examination of the senior classes.

ORDER OF MERIT.

FOURTH CLASS.

Greek,—1 Cassels; 2 A. Judge.
Latin,—1 Cassels, 2 McKenzie; 3 J. Bell.
German,—1 Bell; 2 A. Dunscomb.
French,—1 Dunscomb; 2 Cassels.
Euclid,—1 Cassels; 2 Judge; 3 McKenzie.
Algebra,—1 Cassels; 2 T. Elliot; 3 McKenzie.
Practical Geometry,—1 Cassels; 2 Dunscomb; 3 T. Elliot, and Judge eq.
Natural Philosophy,—1 Cassels; 2 Dunscomb; 3 McKenzie.
Arithmetic,—1 Cassels; 2 T. Elliot; 3 Judge.
Geography and History,—1 Cassels; 2 McKenzie; 3 Judge.
Essays and English Composition,—1 Cassels and McKenzie eq; 2 Judge and Bell.
Chronological Charts,—1 Belle and Judge.
Writing and Commercial Accounts,—1 Judge and McKenzie
Largest Collection of Exercises,—Cassels.
English and Commercial Department,—H. Clint.

THIRD CLASS.

Greek,—1 Fletcher; 2 Watson; 3 A. D. Richardson.
Latin,—1 Alleyn; 2 Watson; 3 Fletcher.
German,—1 Patton; 2 Hemming.
French,—1 Borland; 2 Alleyn; 3 Fletcher and J. Joseph.
Natural Philosophy,—1 Patton; 2 Alleyn, G. Stevenson, and Borland eq; 3 W. Goldstein.
Arithmetic,—1 Borland; 2 G. Stevenson; 3 McLeod; 4 Patton.
Geography and History,—1 Colley; 2 Patton; 3 McLeod and Alleyn.
Recitation,—1 Veasey and Rowley.
Essays and English Composition,—1 Watson; 2 Borland; 3 Walker, Hemming and Veasey.
Chronological Charts,—In colors—1 Patton and Hetherington; 2 Hemming, Fletcher and Watson; 3 George Stevenson and Walter Stevenson.
Chronological Charts,—Plain—1 J. Richardson; 2 Goldstein, Veasey and A. D. Richardson.
Writing and Commercial Accounts,—In Latin Department—1 Patton; 2 Hemming and Watson.
Writing and Commercial Accounts,—In English Department—1 Hetherington and Veasey.
Largest Collection of Exercises,—In Latin Department—1 Patton; 2 Goldstein.
Largest Collection of Exercises,—In English Department—1 Borland; 2 Hetherington; 3 Veasey.

SECOND CLASS.

Latin,—1 C. Glass and M. Goldstein; 2 Manschreck; 3 Myles.
French,—1 Cary; 2 M. Goldstein; 3 J. Goldstein; 4 Manschreck.
English,—1 Phillips; 2 W. Scott; 3 Storey and McCord; 4 M. Goldstein, J. Glass, Cairns, Treggett eq.
Geography and History,—1 J. Glass; Cairns; 3 Manschreck and Shaw eq; 4 Wiggs.
Recitation,—M. Goldstein.
Arithmetic,—1 Cary; 2 Sebire; 3 Foy; 4 J. Glass, J. Goldstein, Cairns eq.
Writing,—1 Manschreck; 2 McCord.
Commercial Accounts,—1 Manschreck; 2 Myles; 3 M. Goldstein.
Largest Collection of Exercises,—1 Manschreck; 2 Miles; 3 McCord.

FIRST CLASS.

Latin,—1 A. Borland; 2 H. Judge; 3 T. Andrews.
French,—1 D. Hossack; 2 Thibaudeau; 3 Phillips; 4 Mossman.
English,—1 D. Hossack; 2 Mossman and Judge eq; 3 S. Woodley and Thibaudeau eq.
Geography and History,—1 Judge; 2 S. Woodley and Thibaudeau eq; 3 F. Woodley; 4 A. Andrew.
Recitation,—1 Judge.
Arithmetic,—1 D. Hossack; 2 Mossman; 3 Borland; 4 T. Andrews and Thibaudeau eq.
Writing,—1 Thibaudeau; 2 A. Andrews; 3 Judge.
Commercial Accounts,—1 Judge; 2 Thibaudeau; 3 Borland.
Largest Collection of Exercises, 1 Judge.

D. WILKIE, M. A.,
 Rector.

High School, 1st April, 1874.

—*Chronicle*.

First Discoverers of America.

The second lecture of the Rev. Charles Kingsley was delivered in the Mechanics' Hall Montreal, on the evening of the 25th ult., the subject being the "First Discoverers of America." The Rev. gentleman commenced by depicting a scene in the North Atlantic some six hundred years ago from a saga written in the eleventh, perhaps the twelfth, century. It described the voyage of Bjorne from Iceland, the trouble that came to the vessel from the sea-worms, and the desertion in the one boat by half the crew, leaving the others to perish in the ship. This, as he said, was the text for the lecture he desired to deliver. The Norsemen were then on the verge of a discovery which might have changed the fortune of the world. They had discovered and colonized Iceland and Greenland; they had discovered Labrador and New-England, which they called Vineland the Good on account of the grapes which they

found there, the wild grapes which Lyff the Lucky found there in one of his adventurous voyages. Nothing is more graphic than the story of this finding of grapes by Therker, a German sailor who accompanied Lyff. Some day some of the great sculptors of America—for America has great sculptors—will immortalize Therker as the Sinenus of the Western World. These Norsemen had, it is believed, sailed up the Hudson, and the great land of Mexico was not far beyond, but some adverse fortune prevented them from founding a great Scandinavian dynasty over the real of the Aztec. Perhaps it was the terrible Gulf Stream that frightened them. These stories that have been handed down to us, and which form the mythic period of American history, are real, and the personages recorded were actual individuals whose adventures have been poetically, perhaps, but not untruthfully given. But how were these bold discoveries made? But the most terrible and lengthy coasting voyages, creeping onward through ice and snow and constant fog. No wonder when the energies of the North found openings nearer home they began to care less and less for the colonies they had founded in Greenland and Iceland, and yet they had prospered so greatly in the former that they sent 2,600 pounds of walrus ivory as a tithe to the Pope, besides Peter's pence in money. The sagas mentioned also that the finest wheat flour was raised there. But it certainly was less the dislike to the coasting voyages that sundered the connection between the Norse countries and the West. It was that Sweyn and his son Cnut were marshaling all the boldest spirits of Scandinavia to the conquest of surrounding countries. Let it be remembered that when Cnut died he was sovereign of Norway, Sweden, Denmark the whole of England, the half of Scotland, and the Wendish countries almost as far as St. Petersburg. With this death the Norse energies seem to have been deadened for a time, wasted moreover by terrible intestine struggles in Norway itself. After Cnut, the Saxon element revived in England in the person of the Confessor, whose ascetic life went out without leaving behind him any heir. England seemed then a prey for all the vulture races of the world, until it was seized by Earl Harold Godwinson, who is generally known in English history as King Harold. The Norse, Harold Hardrada, the ideal Viking of his time, resolved to conquer England, as Sweyn and Cnut had done. But he found, along with his barbarous Berserkers, what the Saxon Harold had promised him—seven feet of English ground. There was high feasting for the birds of the air on that occasion, for there was no time to bury the dead. On the very day when Harold the Saxon won the battle of Stamford against the Norse-speaking Normans, William, of the French-speaking Normans, had landed on the south of England to do that which the others had failed to do. The Saxon Harold behaved like a man and a King. He marched straight south with his victorious army, raising the Southern folk, and confronted the Normans at the place now called Battle. The old weapon was matched against the new—and the first would have conquered if the English had not broken their ranks in the anticipation of victory. The English did not wrong their reputation on that day. The stockade behind which the bills and battle-axes danced in the sun, beat back every charge of the brave Norman lancers and would have won the day had not stratagem tempted the soldiers to leave the shelter. But even when they were beaten, and the lancers were among their masses slaying, they were acknowledged by their enemies to have behaved in defeat like lions. They retreated gloomily to the woods, fighting all the time, and killing more of their enemies as they went than they had done during the day. It was well that the Saxons, however, should have been defeated on that day. They were brave, but they were gluttonous, and they were drunken, and they were easy-going and careless. They wanted the Normans among them. It was not the conquest of cowards by a brave race, or of an inferior people by a superior, for this would have resulted in caste and prevented assimilation. The Normans, however, did assimilate, and that in so absolute a degree that in the children of the Prince of Wales the blood of William is mingled with the blood of Harold. Eori and ceori, noble and man-at-arms, have been firmly and thoroughly welded together into one homogeneous mass. But how did the Vikings, fierce barbarians and pagans, become converts to Christianity? St. Olaf, indeed, forced it upon the Norsemen at the point of the sword, and perished in the attempt. But Sweyn, although the godson of Otto, Emperor of Germany, became a heathen, because he looked upon the religion of the cross as a sign of yielding to foreign influences. And this the Vikings were unwilling even to think of. How, then, did the Norse of England

become re-Christianized? Certainly not from any political power, but probably by the gentle influence of the Christian Churches established there. And as far as history can give us any hint, much of these influences came from the Irish Church, and from the religious orders instituted there by St. Patrick, St. Brigida, St. Columbkil, and others. In Iceland books of religion belonging to Irish converts have been found, and wooden crosses made of Irish wood, and carved in the ideas of Irish art. These things are not imaginary. To those who even know superficially the documents that have been found in Ireland and in the Scandinavian countries, there can be no doubt that the conversion of the Norse fierce Berserkers was owing for the most part to the Keltic heart and intellect. For the Kelt possessed moral qualities, attributes of love, justice and conscience, in which both Saxon and Norseman were profoundly wanting. They were utterly deficient in that love of nature, that enjoyment of life and sympathy with others, which in the Kelt gave birth to a most noble school of lyric poetry. To the influences which were thus directed upon the other races in England may be traced the great ministers in whose gloomy beauty, in whose every carved stone, stands out the confession of the deepest repentance. The lecturer referred to the moral characteristics of the Norsemen, their courage, their contempt of death, and grim humor, and pointed out the strong resemblance to them borne by the heroes of Bret Harte. He concluded with a story illustrating the stern indifference to pain displayed by an ancient hero.—*Gazette.*

Report of the Directors of the Reformatory School (Mignonne St., Montreal, for the Province of Quebec.

In the following review of this report from the Montreal *Witness*, we find the substance of it so clearly summarized that we avail ourselves of its preparation:—

The first delinquent, it appears, was received into the School on the 10th of January, 1873 and the number of prisoners received from the Reformatory of St. Vincent de Paul amounted to 171. The buildings, we are told, were not quite ready for the new inmates, and this caused an enforced idleness for several weeks, during which a mutiny took place, whose proportions, the report avers, were much exaggerated by parties outside. The workrooms, however, being at length prepared, the pupils went either to work or began their school studies. Seven workshops, for their respective handicrafts, were put in operation, and two more were opened during the year, and others are to be added. \$5,000 were disbursed for tools and machinery, and more than \$6,000 were expended on the building, to make it both fit and secure. Foremen were employed, and, as a proof of their skill, it is stated that they are annually paid in the aggregate, without including the *Freres*, the sum of \$11,500; and other employes receive \$8,522. The number of foremen and other employes does not seem, however, to be given, hence the inference to be drawn as to their skill from the rate of their remuneration is not very precise. The pupils are said to have made remarkable progress, and so well have the abilities of the workmen been appreciated, that in two of the workshops they have not been able to fill their numerous orders. But, unfortunately, the young people show no taste for gardening; all prefer learning a trade, and the larger part of the work done in the garden this year has been performed either by the *Freres* or by servants.

An array of names of persons is given, attached to their evidence or testimony in favor of the establishment, and includes clergymen and laymen, some of them from other countries, and engaged in the administration of similar institutions. About 80 of the younger inmates of the Reformatory attend school exclusively, and those employed in the workshops receive two hours' schooling per day, whilst there are also classes in which are taught the various branches of instruction necessary to an artisan.

The report of the chaplain speaks of a notable moral change for the better since the commencement of the year amongst the prisoners, sixty-seven of whom were prepared for confirmation, religious instruction being given in both languages, and its recipients appearing to be attentive, and performing their religious duties with regularity.

The physician's report declares the ventilation and heating to be perfect; gymnastics are practised on a large scale; the food is of superior quality, and unrestricted in quantity; the

cases of sickness have generally been of a mild form, but there have been two deaths.

The cost of maintenance, as well for the pupils as for the *Freres* and employes, is \$15,548. There are three large dormitories, and superintending *Freres*, as well as the boys, sleep therein; strict silence is observed, and perfect order prevails. There are likewise three recreation halls, as well as yards; and the effects of the system of kindness, rather than of fear, adopted in the management of the Reformatory has shown the wisdom of the method, while corporal punishment is never had recourse to, one day passed in the solitariness of a cell sufficing to restrain the most recalcitrant in the way of duty. Due attention is given by the prisoners to their work, and swearing, blasphemy and filthy conversation have nearly disappeared amongst them, whilst a thorough reform of the majority of the juvenile offenders is anticipated.

During last April the Protestant offenders were sent to Sherbrooke, where a Reformatory School, exclusively for the Protestant prisoners, was to be opened, and where the new management would replace the one they were regretfully leaving. Nevertheless the number of young offenders somewhat increased in the Catholic Reformatory during the year, and, prompted by a desire for freedom, several attempts at desertion took place, 4 of which were unsuccessful. It is pleasing to learn that, out of 42 prisoners discharged during the year there has not been one case of recriminal come to the knowledge of the institution; and those of them who are engaged in the city still "make it their pleasure to visit their old masters," who yet endeavor to keep them in the path of duty.

And now the report comes to what it styles "a delicate point," and one which, it thinks, will seem strange to the partisans of agriculture in Reformatory Schools. In the bill passed by the Legislature, the third clause reads as follows: "The Brothers bind themselves to build, at their own expense, on land proper for farm cultivation, another Reformatory on which their establishment shall be located within three years." The time to build has now come, and, against the advisability of the removal contemplated in the foregoing clause fourteen objections are raised, which may be thus summarized.

The removal of the Reformatory School from the city would be its utter ruin, as it would take the revenue derived from the workshops, whilst the price paid for the board of the pupils would not be sufficient of itself alone to keep the school on its present footing. This removal would also be a loss to the apprenticeship, as away from the city, the varied and superior kind of work would no longer be made in the shops. Even with the same kind of work, they could not, having to pay cost of transport, compete with city workmen. Most of the foremen would leave the Reformatory if they were obliged to live in the country; and the prisoners have proved themselves to have no taste for working on a farm; moreover, if they were but allowed to learn a trade, they would not wish to cultivate the land. Besides this, the majority of the prisoners being from cities, naturally return thither on their discharge; and without a good trade their future is spoilt; neither would young men engage at low wages with a farmer, when they could earn very much higher wages at a trade. Prisoners who have been employed at farm-work in Reformatories are found to leave it on their discharge. In the present cases, those employed on the farm during summer could not conveniently be employed during our long winter. All expenses already incurred in furnishing workshops would be useless, if the institution were obliged to leave town; going to the country would increase expenses and diminish revenue; and, lastly, the tender age of the children would not permit their being employed at some kinds of necessary farm labor.

But the fifth clause of the bill provides "That at the expiration of five years, the Government, if it does not desire to renew the contract, shall purchase the property and material;" and the report sets forth what it calls "two great advantages for the Government," if the school remains in the present establishment, namely, the Government may, after the five years, discontinue the contract, without being obliged to purchase the property, material, etc.; also, by remaining in the present establishment, the directors expect to be able, at the end of five years, to decrease the amount now paid for each prisoner. They therefore hope that the Government will allow them to remain in their present premises, at least for the next four years, and moreover and above all, the expenses and debt they have already incurred make it impossible for them to undertake the construction of another Reformatory School.

In the present establishment, on the 31st December, 1873, there were 184 prisoners, of whom 136 were Canadians, 45 Irish, and 3 negroes. 73 were in school, and the trades followed by the greatest number of the workers were tailors, shoemakers and saddlers. The places of birth are given as follows:—Province of Quebec, 181; United States, 2; France, 1.

The following is the financial statement supplied:—

The value of the school is.....	\$149,000
The extent of ground occupied is 13 arpents.	
Expenses incurred for food for the inmates...	11,168
Expenses incurred for salaries for foremen of workshops.....	11,500
Expenses incurred for other persons employed	8,522
For purchase of machines and tools.....	5,000
Removing into the institution.....	6,000
Clothing.....	4,293
	<hr/>
	\$46,483

The Brothers of Charity in Boston.

The Catholic Order of the Brothers of Charity was established in Belgium in 1809, and there it has, at present, a membership of about three hundred. These brothers, in joining the order, give up the usual pursuits of the world, and without any reward, other than the consciousness of doing good, devote themselves to the care of the poor, homeless, and unfortunate, and to the reformation of those who have fallen into evil ways. The community principally exists in Belgium, where is entrusted to it, by the government, the charge of the deaf and dumb, the blind, the idiotic, the aged, the poor orphans, &c., &c., the twenty-six institutions containing these being supported by the government. To be entrusted with such responsibilities indicates the high esteem in which the self-sacrificing labors of the brothers are held. A branch of the brotherhood (now numbering thirty-two) has existed in Montreal for years, having come from Belgium. To this has been given the care of the reformatories of that city, and the charge of the penal institutions will be transferred to the same faithful hands as soon as the number of the brothers admits of their assuming the trust.

There have been no representatives of this order in the United States, though a somewhat similar order, that of "Christian Brothers," has for some time existed in New York and other States of the Union. For some years the friends of the House of the Angel Guardian, Vernon street, Boston Highlands, have endeavored to place this home for poor and orphan boys in charge of some of the Montreal brotherhood, but there were none that could seem to be spared from that city. Rev. Father Haskins, who for years, had so excellently managed this institution, died about a year ago, and since then Mr. J. D. Judge has well filled the same position while waiting for the making of permanent arrangements.

At last the services of the brothers have been secured, and on Tuesday last six representatives arrived and were welcomed at the home, to assume the care thereof, with the expectation that as many more will by and by be added. Of the six, one is an American, two are natives of Belgium, and the remainder are Canadians. The House of the Angel Guardian has now some 200 boys within its walls. The spiritual and temporal interests of these will be well looked to by the brothers, and the institution has doubtless in store for it a degree of prosperity even exceeding anything it has enjoyed in the past.—*Boston Traveller.*

Asylums for the Instruction of the Blind and the Deaf and Dumb, and for Idiots.

Appended to the foregoing report of the Reformatory are those of L. L. Desaulniers, Esq., M. D., Chairman of the Provincial Board of Inspectors of Prisons and Asylums, on that institution and on the undermentioned.

We avail ourselves of the following synopsis of the reports on the latter found in the *Montreal Herald*:—

NAZARETH ASYLUM.

This institution, on St. Catherine street, Montreal, is a building of 240 feet in length, by 36 feet in width, of 4 stories. The

asylum for the blind, opened only eight years, has 27 patients, 11 males and 16 females. The asylum halls never have fewer than 300 small children, and often in summer, 500 are admitted. They are generally, little girls whose parents being obliged to leave their houses to earn a livelihood, bring every morning these little children to the asylum, and return for them in the evening, after their day's work is finished. These children are admitted from the age of 2 years, and as soon as they reach the age of 7 years, the little boys are no longer admitted, but the little girls may continue to receive their education in the establishment. For eight years, during which the asylum for the blind has been in existence, eight have returned to their parents, and one, of whom great hopes were entertained, died. The training of male and female teachers has been the special object of the institution, and on this head, it seems to be specially favoured. It has now several young girls of rare talent and most happy dispositions. Sums in addition, subtraction, and multiplication were performed without the slightest difficulty. These operations are performed by means of lead figures, which the child places in small squares, purposely arranged to this end. Both systems in use for the teaching of the blind are employed. The oldest is what is called the Boston system. The letters are raised, completely formed. The Bride system, however, invented by the person whose name it bears, is the easiest and best to learn. In this system, the letters are represented by raised points. It is very quickly learned, and once learned, the children learn to write, and communicate with whomsoever he or she wishes. This cannot be done with the Boston system. With the Bride system, a pointer (*bodkin*) suffices to write, and to read the writing of another. There are two female teachers to teach the 27 blind pupils. The pupils learn music by theory and by note, whilst at Boston they can only learn it by dictation. Of these pupils, only two give \$6.50 per month each, and one gives \$2, the rest do not pay anything. The Sisters are obliged to procure, at great expense, the books and other material necessary for the maintenance of their school. After class, and after the hours of study, the blind work at various manual employments. They sew, make small articles of colored bead-work, knit lace-work; and the men stuff sofas, chairs, &c. They have a knowledge of the beautiful and the ugly, of the rich and common, it is something that the sisters cannot explain, but which they witness every day. With the exception of 2 Irishmen and 3 Irish women, they are all French-Canadians. There are 12 Sisters attached to this establishment, of whom 2 are occupied solely with the poor. The Reverend Sister Robin is the Superior, and I noticed that she well deserves her title; there is nothing easier to see than that she is really *Superior*. From 8 to 10 servants, men as well as women, and from 60 to 70 children complete the regular *personnel* constantly living in the establishment. This institution receives \$800 from the public chest, \$400 for the asylum for the blind, and \$400 for the asylum for the poor.

ASYLUM FOR THE DEAF AND DUMB.

This asylum is situated on St. Denis street, Montreal, on a property of 4 arpents in extent. This institution was opened in 1854, and contains 120 children, of whom 114 are girls, and 6 are men. There are, in addition, at Belœil, but under the direction of the same sisters, 30 boys and 4 girls, which give an entire population of 154 children. Eight sisters manage this establishment and teach the deaf and dumb. All attend the classes and have their hour of school, but as the larger ones have to aid in the business of the house, the classes are not held at the same hour. As at the Nazareth Asylum for the blind here they endeavour to educate for teachers, and they also succeed as well. I took pleasure in examining, more especially the most advanced and youngest classes. In the first, I saw girls of 14 and 15 years writing very well, and even articulating, not only isolated words, but complete phrases. There are fifteen who articulate, and the success already attained in this point, gives rise to great hope for the future; the good sisters, however, admit that the children find great difficulty in the beginning. They are obliged to make such efforts with the throat, that some of them spit up blood; but after a certain time, the movement of the tongue becomes more easy and the pupils are scarcely fatigued. In the class for little children, I saw some who wrote so correctly, so regularly, and with so much facility, that I asked their age, so much was I surprised with the fine writing of such small girls; the sister answered that they were only from 5 to 6 years of age. Outside

school hours, all work at various things, as well for the house as for strangers. I had occasion to notice the fact, already well established elsewhere, of the pernicious consequences arising from the intermarriage of relations. Nearly one-fifth of these interesting little girls are the issue of such marriages.

ASYLUM FOR IDIOTS AT HOCHELAGA.

This asylum, under the direction of the Reverend Sisters of Providence, opened on the 7th November last, contains 66 patients. I visited it on the 12th January of the present year. I found all these unfortunates tranquilly sitting in the corridors of the building, formerly the barracks at the foot of the current. They are well clothed and kept very clean. Two patients sleep together in each cell, but in separate beds. These cells are placed on each side of the passage, which is used as a day-room by the inmates of the asylum. The system of ventilation seems to be pretty good. In the lower story, the passage where the imbeciles are kept, is somewhat dark, but that in the upper story is very bright, and a great deal more spacious due to the great distance between the floors and ceilings. Five Sisters live in the asylum constantly. They have as assistants, 3 keepers, 1 yardman, and 3 servants. The Sisters are preparing to provide them with more comfort in the building which they are constructing at Long Point. There were only three sick since the opening of the asylum. The contract with the Sisters is for 5 years. They have \$100 for each patient, and \$3 extra for burial expenses. The Sisters defray all the expenses for the maintenance of the asylum, even for medicines and medical attendance.

A Canadian Artist.

A few months ago, Mr. Calixa Lavallée, the young Canadian pianist, was sent to Paris by some friends and lovers of music who were desirous of giving him every opportunity of perfecting his really remarkable talents. That they were not mistaken in their estimate of the young musician's powers has been proved by the rapid progress he has made in Paris, a progress testified to by Mr. A. Boieldieu—the son of the eminent French composer—in a letter addressed by him to Mr. G. Leclerc, Secretary of the Council of Agriculture, Montreal.

Mr. Boieldieu says that "he is proud of being able to contribute by his advice to the development of his remarkable talents," adding that he has already what cannot be learnt, namely, inspiration. Referring to his compositions, M. Boieldieu expresses the wish that Lavallée may remain in France sufficiently long to perfect himself in his art and to produce his works in public. "You will," he goes on to say, "have in M. Lavallée the man best fitted to become the head of the conservatory of music which you, sir, and your worthy countrymen so nobly think of founding in imitation of that at Paris." Further on he says:—"Mr. Lavallée will become one of your most remarkable artists."

In view of the promises of celebrity held out by the talents of this young Canadian pianist and composer, it is suggested that the gentlemen who originally sent him to Paris should appeal to the public to enable them to keep Lavallée there in accordance with M. Boieldieu's request, and subscriptions for the purpose may be sent to Mr. G. Leclerc, Secretary of the Council of Agriculture, Montreal.

Canada already has a great singer, Mlle. Albani, who has created a perfect *furor* wherever she has appeared, and has held her own with European celebrities. It would be well if we could also count a great composer, and the efforts made on behalf of M. Lavallée will, as M. Boieldieu says, be rewarded by brilliant results.—*Gazette*.

EDUCATIONAL.

Education in British India.—Education is extending rapidly in British India. We find the following statistics in the *Friend of India* in reference to the Madras Presidency, which give a very interesting view of the subject. On the 31st of March, 1870, the total number of schools and colleges connected with the Department of Public Instruction for that Presidency was 3,134, with an attendance of 105,455 pupils. A year after, the schools had increased to 3,479, and the pupils to 115,212, an increase in one year of 345 institutions, and 9,757 pupils. The

most of the increase arose from private schools receiving grants according to results. Of the 115,212 scholars, 548 were Europeans, 4,244 East Indians, 12,276 Native Christians, 93,830 Hindoos, 4,301 Mahommedans, and 13 Parsees. More noticeable than all, 10,185 were girls.

Area and Population of the Provinces of British India.—

PROVINCE.	Area in Sq. miles.	Population.
Bengal	239,591	40,352,960
Madras.....	141,746	26,539,052
Bombay and Scinde.....	142,074	12,889,106
Northwestern Provinces.....	83,785	30,086,898
Punjab	102,001	17,596,752
Central Provinces.....	84,162	7,985,411
Oude.....	24,060	11,220,747
British Burmah.....	98,881	2,463,484
The Berass.....	16,960	2,220,074
Coorg.....	2,400	112,952
	935,660	151,467,436

School Superintendence British India.—Each province has a director of public instruction, inspectors of circles or divisions, and sub-inspectors. These visit all schools and report. Each director makes an annual report to the chief civil officer of the government under which he acts. One inspector of female schools is a Christian woman.

The directors are gentlemen of high qualifications and well paid. Their remarks and those of the inspectors, are very severe and personal. There does not seem to be any desire to make a good report when it is not deserved, and the semi-despotic system which prevails is highly favourable to honesty in this respect. *Circulars of Information of the Bureau of Education, Washington.*

Preparation Necessary.—It is the teacher's duty to make the best preparation possible on the subject of the lesson. One who would teach others must previously instruct himself. He who would be fruitful in his class, must be diligent in closet-study. A young man in one of our theological seminaries went to his professor, and said, "I have been trying very hard to write a sermon, and I find it the most difficult thing in the world to do." The professor said to him, "My dear young friend, were you ever at a mill?" "Yes, sir," replied the young man. "Do you know what the hopper and the bin are for?" "I do. But what has that to do with the preparation of a sermon?" "I will tell you. Suppose the miller should call his hands, set the stones agoing, hang his bags on the hooks at the bin, and then stand wondering why he does not get any meal! Some one says to him, 'Why, you have forgotten to put any corn in the hopper.' My dear young man, you cannot get meal at the bin until you put corn in the hopper." So teacher, you cannot be otherwise than barren before your class unless by previous study and reflection you have stored your own mind with suitable knowledge. It is a mistake to suppose that you can substitute a gift of gab for a thoroughly furnished mind.

Correction.

We have been reminded that due credit was not given to the *International Review* for an extract from the pen of "Dr. McCosh on American Colleges" which appeared in our last number.

If our readers will refer to the pages of the *Journal* for March last they will find two extracts—"Dr. McCosh on School Inspectors" and "Dr. McCosh on American Colleges"—the latter of which is said to be not duly credited.

To our mind and reading nothing could be clearer than that the latter extract is a continuation of the former—acknowledged to be duly credited. We never meant to disguise the source of the article.

We cannot comply with the second part of the request,—namely, to notice the *Review*,—as we have never seen it. The two extracts were sent us by a friend.

Official Notice.

DISSOLUTION OF BOARD OF SCHOOL TRUSTEES.

Notice is hereby given that the Dissentients of St. Pie, in the County of Bagot, having had no School in operation for more than a year, either in their own Municipality or conjointly with other Trustees in a neighboring Municipality, and that they are not taking any steps to carry out the school law, I shall recommend the Lieutenant-Governor in Council to order that the Board of Trustees for the Dissident Schools of said Municipality shall be declared dissolved after the expiration of three months from the date of the present notice, in conformity with Sec. 16, Cap. 16, 32 Vic.

(Signed) G. OUMET,
Minister of Public Instruction.

Quebec, February 16, 1874.

Wanted.

The School Commissioners of Cape Despoir, Gaspé, want, for 1st July next, three Teachers holding First Class Elementary School Diplomas and capable of teaching English and French—to whom liberal salaries will be paid. Apply to

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