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PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

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1887.

# MCGILL NORMAL SCHOOL

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THE  
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VOL. VII.

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**Articles: Original and Selected.**

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CIVILIZATION AND EDUCATION—THEIR  
RELATIONSHIP ENUNCIATED.

BY THE EDITOR.

The ethical principle, which claims that true civilization is a harmony, is to every thinker as easily understood in its enunciation as is the metaphysic which seeks to identify all truth as a unit. The latter is the fundamental foster-thought of all the philosopher's investigations; the former points out to us the legitimate tendency of true citizenship. And just as the over-reachings of philosophy are ever surprising the impotency of human thought by confounding the false with the true, so the spirit of expediency is ever urging the pseudo-statesman towards the hope of a political harmony never to be realized. In a word, the civilization which is said to be a harmony is to us as much of an abstraction as is the truth which is a unit. The complete co-ordination of citizenship has never been realized in any state. Progress and order, the two great factors of the civilization with which we are most familiar, are far from being constant in their products, at least as far as appearances go. As social forces—at one period seemingly antagonistic, at another concomitant—they are ever making a shuttlecock of citizenship, swaying society from one experience to another in the restlessness of Liberalism and the re-action of Conservatism.

And as we follow the current of social life and experience through the centuries, in an endeavour to trace the tendency on the part of humanity towards the civilization which is a harmony, it is almost impossible for us to escape the subtle problem which has for its positive the theory, that the civilization, of which there has ever been any practical knowledge, is a mere wave motion, produced by the co-relation of certain social forces. We are never weary of praising the progress of the times in which we live; and yet it is no uncommon thing to meet with those who consider the so-called advancement of our own century to be but a seeming advancement after all, the activity of the social wave nearest to us and on which we may be said to be afloat. Be this as it may, one thing is certain, that if true civilization be a harmony, the equipoise, so to speak, of human rights, we look for it in vain in the history of the nations. Even among the citizens who took rank as God's own people, in the city which witnessed the prowess of David and reflected the wisdom of Solomon, their highest civilization was deeply scarred with rebellion and wayward idol-worship. In Sparta, courage and patriotism reached its culminating point, but only amid the cruel persecution of the Helots, and under a system which had no frown for the most contemptible proicide. Nor was civilization less unmixed in Athens at the time when the statesmanship of Pericles crowned her queen of the Ægean, and Phidias adorned her streets with the perfection of sculpture; at the time when Æschylus hallowed her theatre with a sublimity of thought and diction all but inspired, and Socrates her market-place with a philosophy all but Christian. And if we do not find the true civilization in the city which perpetuated Pericles' nickname, voted the disgrace of Phidias, and prepared the hemlock-cup of Socrates, it is hardly worth our while to look for it among the Romans in the city of Augustus, whose social record is to be found so plainly written in the satires of Horace. And who can say that there is more of a harmony in the civilization of modern times? We hardly find it in Italy, whose cities are the training schools of the highest art, and, at the same time, the hot-beds of the direst poverty; nor in France, where civilization seems but an etiquette to disguise the revolutionary spirit of the people; nor even in Britain, which, while being the patron of the industrial arts and all that tends to im-

prove the physical condition of man, is periodically disturbed by seditions, at least in one section of her realm. We are even at a loss to find the civilization which is a harmony on the American continent, where there is to be experienced a freedom elsewhere unknown, and yet where that very freedom seems to throw society into the industrial torrent of money-making, which threatens with its maddening sweep the foundations of morality, and seeks to sink the man in the millionaire. If there be a civilization which is a harmony and which it is possible for society to attain to; and if this civilization be but the co-relation of social forces, as all human experience is said to be, it is surely one of the most interesting of investigations to enquire what these social forces are, and to ask whether their co-ordination is ever likely to produce a civilization which is a harmony.

Of the many systems of education which men have discussed there is one over which all educationists are agreed; and that is the system which recognizes the physical, intellectual, and the moral faculties of man as the basis of its operations. The educational progress of to-day can only take rank as a true process in as far as the three great elements of man's nature have been subjected to the developing influence of *impartial* methods, to a process of training which tends towards the full development of all these elements at one and the same time. The great principle of education is as old as the hills; and if the education of the present time is an improvement on what preceded it, it is only so inasmuch as we have come to recognize nature's methods, in this as in other respects, to be the best methods, and as such have adopted them in our systems of school training. The test by which we prove a system of education to be a proper system is thus simple enough in itself. And as it is with the true education may it not also be with the true civilization? In our search for a co-ordination of the elements of society which shows at least a tendency towards a perfect civilization, may we not apply the simple test which all men now apply to distinguish a good from an imperfect school system, and inquire whether there are at work in our civilization the forces necessary to develop society towards a physical, intellectual and moral perfection?

Christianity claims to have been the greatest of all the forces which has tended to promote a harmony out of the discord in

human nature. And when we consider the marvellous effects which it has produced among the nations brought under the influence of its evangel, we cannot turn our backs upon the fair introduction that it is a divinely appointed method, by means of which society may attain to the perfection of morality, and may eventually take rank as the kingdom of God. Man, we are told, was made a little lower than the angels, and whether the purpose of Christianity be to make angels of men or not, it certainly tends to make men of mankind. There is a Christianity which is little of an improvement on the paganism from which it has borrowed many of its forms—that Christianity which so often made brutes of men in the times when civilization was powerless to check its intolerance; but the true Christianity, which, as a moral system, enshrines the highest recognition of the moral, has in it no such retrograde tendency. Christ's methods were nature's methods, and the morality He taught has in it the modesty of a natural development—the simplicity of a well-grounded confidence, not from the evil observed in others, but from the good within that sustains such a confidence. When, therefore, some declare that Christianity has been a failure, they overlook the Christianity which has not been failure. There is in the true Christianity neither bigotry nor over-confidence, at least none of that bigotry which has promoted the harmony of Hades on earth. The Christianity which has been a failure is to be found in that dogmatism which, while holding out to man the highest reward in the world beyond, thinks to rob him of his chance on earth. Even yet, such dogmatism seeks to hide its lack of logic by winding around its deformities the sacerdotal rags of paganism, and by laying claim to a saintship it denies to those who are not of its way of thinking. But it is needless to say that such saintship has in it little to lead men towards the civilization which is a harmony. The full-grown puppyism of sacerdotalism has had its day. It is not dead: but the true progress of to-day has written its epitaph—that progress which is making the world of to-day superior to the world of yesterday. In a word, Christianity is no failure. The Sermon on the Mount is no longer hidden away in the subtleties of churchism. Its precepts are no longer blood-stained and scarred by the acumen of theological hatred. Society is living less and less *for* religion and more and more *by* the

religion, which is in every respect the great moral force guiding mankind towards the harmony of a true civilization.

The printing-press, taken as an exponent of the various processes of intellectual development in later times, ranks as a great and mighty force that tends to carry men's minds towards the limits of intelligence, and by its universal effects, is leading society intellectually in the direction of the civilization which is a harmony. As Leigh Hunt says:—

A creature man made to wait on his will  
 Half-iron, half-vapour—a dread to behold—  
 Which evermore panted and evermore rolled,  
 And uttered his words an hundred-fold,  
 Forth sprung they in air, down raining in dew,  
 And men on them fed, and mighty they grew.

The full effect of such a force as this has, of course, not been altogether in favour of the moral aggrandizement of society. The harvest has been of the knowledge of good and evil. Indeed Satan seems to have been mixed up with the working of the machine from the moment of its invention. There was a shadow of coming events in the dream which is said to have fallen upon Gutenberg as he lay dozing over the first printed page. Two voices were heard whispering in his ear—the one soft and musical, the other harsh and bitter in its tones. The one bade him rejoice over his great achievement, unveiled the future and showed him the nations of the earth holding high converse by means of his invention, and at the same time cheered him with the hope of an immortal fame.

“Ay,” said the other voice, “immortal he may become, but at what a price? Men, more often perverse and wicked than wise and good, will profane the new faculties this art will create; and ages, instead of blessing, will have cause to curse the man who gave it to the world, inasmuch as it will place in the hand of man, sinful and erring as he is, only another instrument of evil.”

The Serpent's promise in this, as the Eve's case, has to some extent been realized; and yet, thanks to the civilizing influence of knowledge, whether of good or evil, the premonitions of Gutenberg's evil spirit have not come true. Progressive knowledge seldom, if ever, provokes to evil. The heaven of good developed

by mind improvement neutralizes the leaven of evil associations in the process. Mere knowledge does not fortify a man against temptation; but the process of acquiring it certainly does, in as far as that process involves mind development, and the strengthening of the will-power through mind activity. Besides, the more knowledge a man acquires, the higher becomes his rank in the social scale, and the greater grows his watchfulness against the temptations which lead to moral and social ruin. The respectable man has always more to lose than the outcast, and inasmuch as the intelligent man is ever anxious to take rank with respectability, his precautions against his moral weaknesses multiply as his intelligence continues to raise him higher and higher in the social scale. The mere fact that educated men frequently exhibit in their lives the immorality of the confirmed criminal is often urged as an argument against what has been called over-education; and yet the most intelligent defaulter that ever has been caught and punished will tell those, who are so unthinking as to present such an argument, that his crime did not originate from his having too much knowledge, but from his having too little. In a word, intelligence is not antagonistic to morality. As social forces, they advance hand in hand, however appearances in individual cases may sometimes be against such a doctrine. The printing-press has been the handmaid of Christianity, and, notwithstanding occasional seeming inconstancy, may be recognized as a true exponent of the educational forces which promote in man a higher intelligence—an intelligence which, far from hindering his elevation morally, acts with that co-ordination of social forces which is leading humanity towards the true civilization.

The steam-engine, taken as an emblem of the various industrial inventions which have multiplied life's experience manifold, has set its mark upon the civilization of the nineteenth century. Industry in its legitimate definition means physical energy directed in the interest of progress. Progress is change accompanied by the due exercise and improvement of the feelings and capabilities of man. Man's true progress, therefore, depends upon his industry—not the industry of the machine, but the industry of progressive being—not the industry of the bee, but the industry of imperfection, conscious of a perfection to be aimed at—an

industry which re-acts upon the agent with no depressing, degrading effect on either mind or body, but which has within it the hopeful tendency that tends to lighten up the prospect of life.

It is, however, not difficult to see some imperfection in the steam-engine as a factor of true progressive industry. Some are more inclined to speak of it and similar inventions as provocative of an unhinging restlessness, producing elements of idleness and discontent. And certainly in the increasing activity of society there is a latent evil. The rapidity with which effects follow causes in the commercial events of our times, the suddenness with which a project can be developed into a reality, with which almost any plan can be carried into execution, has a powerful influence upon men's habits, causing them to demand a mere change at times when true progress is impracticable. On all sides there is to be seen a craving for novelty, which all but resembles the craving of the gambler and the epicure. Our scientists, impatient to tell us what they have discovered of truth, preach a seriously mixed, though somewhat physical psychology; our politicians pamper their constituencies with laws that rest only upon the quicksand of expediency; our engineers and inventors, after creating a new world with their railways and electric wires, still encourage us to hope for more wonderful things; religious enthusiasts, anxious to pave a new and easier highway to heaven, formulate a self-seeking theology for the million; and thus on goes the world, planning something new, superseding something new, longing for something new.

And, yet, the counselling voice of truth and honesty is never drowned in the din and bustle. The current is in one and the same direction with true morality and the advance of intelligence. In a word, the three great agencies, which are represented by Christianity, the printing press, and the steam engine, are leading men towards a higher and better mode of existence than the world has yet witnessed. They fittingly indicate in their results the tendency of true progress. As forces, they are directed towards the development of the moral, the intellectual, and the physical in society, and as such they seem to approach, even in those days, towards a co-ordination which prevents society from being lop-sided in any of these three directions. Their co-opera-

tion runs as a treble-stranded thread through society in its regular or crystalline form, just as man's personal being and destiny depend upon his moral, intellectual and physical activity. Christianity directs society toward the ultimatum of ethics, the absorption of man in the good of society, the moral sublimed by the religious, by the spirit and example of Christ. The printing press has provoked a war against ignorance and prejudice, and may be recognized as the forerunner of a millennium of intelligence; while the steam-engine has elevated the pursuits of industry, and through its higher functions has improved the condition of mankind. It is the co-operation of these forces which has promoted the civilization of our times: and the more we examine their character and effects, the more are we inclined to believe in the possibility of a civilization which is, at least, more of a harmony than that which the world has yet experienced, just as we believe in the harmony of a system of education which gives due attention to the development of the moral, intellectual, and physical in the child.

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## PARADISE LOST AND LA HENRIADE.\*

By FRÉDÉRIC DE KASTNER, QUEBEC.

Milton's poem is too well known by English readers to necessitate an analysis of it; but since they are less acquainted with *La Henriade*, and since Frenchmen even themselves read it seldom, it may be worth while to give a short analysis of it.

*First Canto.* Henri de Valois (Henry III.) is under the walls of Paris, which he is besieging. He allies himself with Henri de Bourbon (Henry IV.), and sends him secretly to ask for help from Elizabeth, Queen of England.

*Second and Third Canto.* Well received by the Queen, Bourbon relates to her the origin of the religious wars in France, the massacre of Saint Bartholemew, the progress of the power of the "Guises," the death of Charles IX., the reign of Henry III., the victory of the Huguenots at Coutras, the murder of Henri de Guise at Blois, the appointment of Mayenne as chief of the League,

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\* Continued from page 139 of last month's EDUCATIONAL RECORD.

the hero of which is D'Aumale. Bourbon gets the help he asks for, and Essex follows him at the head of English troops.

*Fourth Canto.* The Leaguers, commanded by D'Aumale, are at the point of taking possession of the Camp of Valois, when coming back, Bourbon turns the scale up. The Leaguers are repulsed. Discord consoles Mayenne, flies to Rome in order to ask Policy for help, comes back with her to Paris; they excite the anger of the Sixteen against the Parliament. (The Sixteen were the deputies of the sixteen quarters of Paris during the League, and really numbered one hundred and sixty.) The magistrates who had remained faithful to the King are given up to the executioner. The Monks rouse the passions of the people with their furious sermons. Horrible disturbance and confusion shew themselves in Paris.

*Fifth Canto.* The Dominican monk, Jacques Clément, inspired by the Demon of Fanaticism, from whom Discord calls for help, goes to the camp at Valois, is admitted into his presence and gives him a deadly blow with his dagger.

*Sixth Canto.* The States of the League meet, in order to choose a King, and exclude the heretic Bearnian (Bourbon) from the throne. Henry attacks Paris; he is on the point of entering it, when Saint Lewis appears and asks him to spare his subjects.

*Seventh Canto.* Saint Lewis transports Henry in a vision to Heaven, and shows him in the palace of Destiny his posterity, and the great men France is yet to produce.

*Eighth Canto.* The Count of Egmont is sent by the King of Spain to the assistance of Mayenne and the Leaguers. He is killed at Ivry. Mayenne is defeated. Henry victorious, sets the prisoners at liberty and gains the hearts of all by his clemency and kindness.

*Ninth Canto.* Discord goes to the temple of Cupid who resolves to keep the Prince away from the war. Henry forgets his army and his own glory near Gabrielle d'Estrées, but his faithful companion, the austere Mornay, saves him from love and brings him back to his army.

*Tenth Canto.* Henry besieges Paris again. Then a duel is fought between Turenne, a Huguenot, and D'Aumale, who is killed. A horrible famine falls upon Paris. Henry feeds the inhabitants whom he besieges. Truth is revealed to him, *i.e.*, he

becomes a Roman Catholic. Paris opens its doors, the war is at an end.

Some have said that if Milton, instead of penetrating into the mysteries of theology, had sung a human event which had afforded him an opportunity for describing some scenes of real life, and for unfolding the characters and the passions of men, his poem would have been more to the taste of the majority of readers. Vain criticism of a quibbling rhetorician! The subject suited his genius, since he knew how to work a masterpiece out of it. With such a subject, he has been able to display at liberty his wonderful imagination and the feeling of the sublime which he possessed to such a high degree. "The flight of his mind, in this ideal action," says Villemain, "is like the fantastical flight of Satan through endless spaces." If the subject is great, it has also the advantage of being interesting, not only to his own nation, but to a very large section of human kind, to all those who believe in the doctrine of original sin and redemption, since the fall of our first parents is the point in question. Voltaire has chosen for his subject the conquest of Paris by Henry IV. and the end of religious wars in France. No doubt, the action is grand, national and interesting enough, even to foreigners; but besides being of a less general interest than the subject of *Paradise Lost*, it presents the disadvantage of being too modern. The event was known in all its details and in all its secret causes. Moreover, Voltaire had no sympathy for the time he ventures to describe. He admires his hero, merely for having brought about a revolution in the name of tolerance. Certainly, the end of the sixteenth century presents great facilities for the dramatic art and poetry. There is nothing vulgar, nothing commonplace in events nor in men. Energetic convictions on both sides, strongly tempered characters, all the passions over excited, the loftiest as well as the vilest; battles, conspiracies, massacres, foul murders of the most powerful persons, treasons, poisonings, according to the Italian fashion, practices of magic and witchcraft, splendid feasts, and foolish pleasures, all of which the Protestant D'Aubigné, the companion of Henry IV., has known how to resuscitate in his beautiful poem, "*Les Tragiques*." Voltaire, instead of showing us the persons, or of making them act and live in our presence,

in a word, instead of performing the work of a poet, sees in all those events only a subject in support of tolerance. His is the work of a philosopher and a moralist. Milton's sombre enthusiasm and metaphysical lore, even with his altogether ideal subject, are a truer reflection of the age than all the philosophical and historical frippery of the French poet. The plan of *Paradise Lost* is vast and beautiful. Milton adheres strictly to that unity of composition which is looked upon as one of the essential conditions of great works; for through it only, a deep and strong impression can be produced over the mind. In the very first book, Satan plots the ruin of mankind. The relations which suspend the action, as those of Raphael in the fifth, sixth and seventh book, and of Adam in the eighth book, spring naturally out of the subject, and allow the poet to describe the great battle in Heaven, the grand picture of creation and the charming picture of the felicity enjoyed by our first parents in Paradise. In the fifth, in the sixth and in the seventh book, the angel reminds Adam of the intentions of his enemy, so that we never lose sight of the subject of the poem. Dramatic interest vanishes, it is true, in the tenth book, since the fall of Adam and Eve is consummated, and the guilty ones are sentenced, but the idea of redemption is so naturally connected with that of original sin, that the last two books result from the preceding ones, and cannot be regarded as useless digressions. Finally, Adam's vision consistently forms the end of the work in softening the severity of the judgment given against him.

On the contrary, unity of action and interest is wanting in *La Henriade*. As *La Harpe* justly observes, the subject, the conquest of the Kingdom of France by Henry IV., is not presented to us in the first four cantos. Valois reigns and Bourbon only fights to allow him to regain possession of his capital. The latter plays the secondary part in a poem of which he is the hero, without taking into consideration that Valois is a very sorry character to be placed in the foreground. It is true, Voltaire remedies that fault in fixing our attention on the events related by Bourbon and in which he plays an important or the principal part. The action should really begin after the death of Valois, and all that precedes ought to be a part of the story told to Elizabeth. The *dénouement* of the poem is too sudden. The revolution which

takes place in Paris after the abjuration of the King, is not sufficiently explained, and it was not enough to say of Mayenne, the chief of the League :—

“ A reconnaître un roi Mayenne fut réduit.”

Moreover it may further be said that important events are not enough developed. Voltaire, instead of imitating the majestic slowness of his models, hastens as much as he can. “ One sees,” says Demogeot, “ he is impatient with all this epic ceremonial, which he straightens and shortens so far as to make his relation dry and discoloured.” The love of Henry for Gabrielle has no connection with the rest of the poem. The whole ninth canto indeed might be suppressed without interrupting the action, and this is the less to be marvelled at, seeing this episode was introduced after the work was finished.

Invention there is none. The imitation of Virgil is too visible. As Æneas, Henry meets with a tempest, relates the wars and the misfortunes of his native country, falls in love, and that love deters him from pursuing his conquest. He is transported, at least in mind, to supernal regions, where Saint Lewis shows him his posterity ; but Voltaire is very inferior to his model. Let us come now to the characters and manners. Milton has indeed admirably succeeded with the demons, and especially with Satan. The other characters are weaker ; they show themselves more in words than in deeds. The Eternal Father is presented to us with too many of the traits of a man, and is, also, too much of a King. He expresses himself in doubtful taste, ironically, concerning his own strength :

“ Lest unawares we lose  
This our High Place, our Sanctuary, our Hill.”

Christ answers in the same style :

“ Whether I be dextrous to subdue  
The rebels or be found the worst in heaven.”

Their speeches send forth a fume of theological pedantry which might well please the men of the seventeenth century, but which we, of the present time, are hardly able to admire. I have noticed especially the dissertation in the third book, when God endeavors to prove that his omniscience does not impede at all the liberty of man. That dissertation does not solve the difficulty

which, by the way, is not resolved yet. Speeches of this kind take the poetical illusion away and excite the critical spirit. This is so true that after having read the poem, there occurred to my mind a specious and somewhat flippant objection of Montesquieu in his "*Lettres Persanes*," which I hardly think necessary to repeat. With respect to Adam and Eve, they have very refined feelings for people that are only clad in primitive innocence. He is a sermonizer, and sometimes he says flat things which have nothing of Epic dignity about them. He came into Paradise *via England*, as Mr. Taine says, to whose article I refer you for the criticism of all those characters in his excellent History of English Literature. Space and time forbid me to say anything about angels. They are not so varied in character as are the demons. Such a greater variety seems almost to make evil, at least in one respect, superior to good. I will not expatiate on some other slight defects as the celestial cannonade and artillery, the clumsy quips of the demons touching the effects of their cannons, and the strange, almost ridiculous sight presented by fighters who, in spite of their good will and the sublunary arms they wield, cannot succeed in killing one another. I will content myself with adding that the hierarchy, the etiquette, the perpetual singing and harp-playing, in a word, the formalism of heaven, do not seem to me to realize the ideal happiness we all dream of. Satan's character is by far the best drawn. Milton's conception is truly grand and original. We have not to deal here with that hideous and grotesque devil of the middle ages with horns on his head and a tail on the reverse of the medal, according to Pellstan's picturesque expression. He is a hero, faithful to his legions, exposing himself to all dangers in the common cause, without any feeling of weakness in his stupendous struggle against the Almighty, except, perhaps, at the beginning of the fourth book, when he falls into despair. His intense pride is really what we only can expect from the Evil Spirit. He prefers suffering with liberty to a servility with ease:—

"Better to reign in Hell than serve in Heaven."

The first two books are sublime from one end to the other. The description of Hell and the fallen angels, the picture of the infernal counsel, the dreadful fiction of Death and Sin, the flight of Satan through chaos, seize the reader, carry him away with

the poet in a world in which all is colossal, where formidable shapes, in spite of the dimness which overshadow them, move before us with the reality of human beings. To sum up my impressions, Hell has inspired Milton more than Heaven. In that great drama played to the glory of the Omnipotent, the Devil plays the chief part.

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### THE MEDICAL PROFESSION.

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The Rev. Dr. Adams of Lennoxville, lately addressed the students of the Medical Faculty of Bishop's College, in the following terms:—

It had been said that in the medical profession, power and promptitude enjoined were needed; power by itself—mental power—might degenerate into pedantry, and promptitude without power meant hurry and fussiness. The ancients were on the track of this when they spoke of the need of (1) *Angchinoia* or nearness of mind, presence—availableness of mind when there is not time for prolonged reflection; the quality of readily “mobilising” one's knowledge, to use a military illustration; (2) *Eustochia*: the quick hitting at the mark, rapid inference, even rapid guessing—not wild guessing, but the kind of guess made by Newton and others in their far-reaching and prophetic inductions. It had also been said that genius and sense were requisite for success. Though genius is a rare plant, even that may be cultivated. A large series of small upward steps will bring the climber to the top of the highest mountain, and so enlarge his prospect that he may morally and mentally become something of which he has now not even a conception. Much could be accomplished by an ordinary mind with patience, perseverance and above all *docility*. There must be no lee-way to make up morally; the years of April blood must be spent with true self-control. The moral faculties could inspire and help the mental, as the mental did the body. And the moral faculties must themselves be inspired and guided by Divine strength and Divine wisdom. As secondary helps, a liberal education, founded on the ancient lines, with power to vary the superstructure, was advocated, not only for the promotion of study in medicine, for which French and Germans are

well-nigh essential, but also for the laying in of sound taste in literature, and providing second interests for leisure hours, as well as primary interests for working hours.

An eminent medical man had said that his colleagues should be 'capax,' able to receive, arrange and keep knowledge; 'perspicax' keen and accurate in bringing in materials from all sensible things; 'sagax,' a power of knowing *what is what* in the highest sense, and especially the *relative* value of facts presented; 'efficax,' with the will and way of turning the other three to account for the thing in hand.

Human nature is a complex thing, and must be treated as such. The physician who treated his patient as "only a cunning cast of clay"; the clergyman who treated his spiritual patient as if immortality were the only human characteristic; an educator who thought that he had only to instruct the mind of his pupil, would all three alike fail.

Both professions had their noble opportunities of sacrifice and devotion; both were not only striving to cure disease in their special spheres, but also officers of health—trying to *prevent* moral and corporal disease.

Hence a true Hygiene in the broadest sense was as valuable as a pure Pathology. He who was the exemplar of the Clergy—the Shepherd and the Bishop of Souls—was also the great Physician. We do his work, but you do it too. You have a pastorate as real as ours, but different in functions.

I would have you go forth in the pure spirit of service to your fellows; to the little ones, to your neighbourhood, your country and your God.

And in the pursuit of knowledge (for even the graduate is as it were just passed through the vestibule.) in the enthusiastic pursuit of usefulness, it will be true of you, as of all the noble and simply great, as of Newton, Hamilton, Pascal and your own John Hunter, Harvey and George Wilson, that unless a man become as a little child, he cannot enter the kingdom. What we must be characterized by is simplicity not duplicity, humility not boastfulness, self-consecration not self-desecration, fearlessness—the loving fearlessness of the child who knows his father is near—not timid anxiety; godly confidence, not scoffing doubts.

Such characteristics were the signs of success; and what was

the height of success: "To enter the temple stooping, but to press on, intrepid and alone, to the inmost sanctuary, worshipping the more, the nearer one gets to the inaccessible shrine, whose veil no mortal hand has ever rent in twain."

Forgive me, said Dr. Adams, if I have in my turn been too professional; my apology must be that a member of the medical profession supplied me with my text.

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### Editorial Notes and Comments.

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The Annual Report of the Superintendent of Education has just been issued, and its three hundred and fifty pages form a compendium of information on the educational affairs of the province which ought to be carefully read by our teachers. Though there has been no marked change in the general movement of education during the year, our Superintendent, the Hon. Gédéon Ouimet, maintains that the results obtained have been satisfactory. At the outset, a synopsis is given of the tabulated statistics printed elsewhere in the volume, and from it we learn that of the five thousand schools in the province, over a thousand are Protestant. The whole number of pupils and students is recorded as being 256,549, of which 33,742 are ranked as Protestant, while of the 7,541 teachers and professors, 1,512 are classified under the same title. In referring to this preliminary table of statistics, the Superintendent remarks that the figures, though not perfectly exact, owing to the attitude of certain superior educational establishments which persistently refuse to give the inspectors the information required, yet they show that public instruction in our province is in a satisfactory condition. In regard to inspection, very little is said further than a eulogistic reference to the diligence of one or two of the inspectors, which we suppose is to be taken as a word of encouragement to all the other inspectors to show more and more zeal in the cause of education. In speaking of the Colonial Exhibition in London, the Superintendent enumerates the difficulties he had to overcome in collecting an exhibit, and in obtaining a place for it when he arrived in the metropolis of England. Taken as a

whole, Mr. Ouimet's efforts were far from being unsuccessful, and the disadvantages under which he and his department laboured for the moment, when called upon to prepare an exhibit for the late exhibition, have led to changes which, we have no doubt, will obviate, in future, the difficulties with which he had to contend in making his preparations to go to London. The most important paragraph in the general report, however, is that which refers to the inadequacy of the present Government grant to meet the demands of educational progress. This is a subject which Mr. Ouimet has never failed to ventilate in his annual reports. Indeed, so important is the question, and so pressing the necessity of discussing it, that we give the paragraph in full. "In addition to the reasons," says Mr. Ouimet, "which I mentioned in my report for last year, in support of an application for the increase of the grant voted by the Legislature for the maintenance of common schools, the necessity for which is becoming more and more evident, I may add that, owing to their poverty, some municipalities in the recently settled parts of the country, being unable to pay suitable salaries to qualified teachers, are obliged to engage young non-certificated teachers who, in most cases, have no professional knowledge. At present there are in this province about seven hundred schools, taught by female teachers who are much too young and inexperienced, and who possess none of the qualities required for teaching. I need say nothing more to convince you how such a state of things, which is becoming worse and worse, is pregnant with alarming consequences for the future, and how seriously it affects the efficiency of our school system. I would, therefore, ask that the grant voted for the support of common schools, which is now \$160,000, be increased to \$200,000, which would be a little less than 14 $\frac{1}{4}$  cents per head of our population, instead of about 11 $\frac{1}{2}$  cents as at present. I also take this opportunity to remind you that the Roman Catholic Committee of the Council of Public Instruction has twice expressed a wish that the superior education fund be increased by \$20,000." These are statements on the part of the Superintendent of Education which dare not be overlooked by our legislators. It is not sufficient for the Government to say that there are no funds. Funds must be provided, if we would wish to hold our own in the matter of a

common school education. Since the department, under the efficient direction of Mr. Ouimet, is putting forth praiseworthy efforts to improve the condition of our schools, the province ought to come to its rescue in providing for an increase in the Government grant. In many cases, at present, the amount paid to some of the common schools is so small that the people of the district are sometimes indifferent as to its continuance, and, as Mr. Ouimet says, are all the more inclined to employ inefficient teachers, young persons who are not only not trained, but really have not literary ability enough to pass the examination for an elementary diploma. That the department is alive to the necessities of the times, is to be seen in the efforts which have been made to regulate the examination of teachers and the holding of teachers' institutes. The report before us speaks encouragingly of these efforts. The success which has attended them is in itself sufficient reward to those who have inaugurated such progress; yet if such movements in the true spirit of educational progress were only seconded by the Government in providing the means for securing the uninterrupted services of good teachers, there would be a brighter prospect before our educationists of making headway in educational affairs in our province. The reference to the Pension Fund indirectly leads the teachers to consider how far Mr. Ouimet and others have laboured in their interest. The delay in paying the pensions for the first time is explained in the report, and the fact that over one hundred thousand dollars had been contributed to the fund in January last will secure confidence in the future of a measure so important to those who are labouring for the good of the State. The report closes with an account of the origin and growth of the School Museum under Mr. St. Cyr. Following the general report, the various reports from the inspectors of common schools are inserted, which will prove of much interest to the respective school districts. At the end of the volume are to be found the Minutes of the Roman Catholic and Protestant Committees. As the latter are of paramount importance to our readers, we will refer to them in our next issue.

—We have been favoured with a copy of the Annual Report of the Department of the Interior, in which is to be found an account of the schools in the new provinces to the west of Mani-

toba. There is always a special interest taken in the first beginnings of things, and the record before us of the inauguration of a school system in the Far West is no exception to the rule. The various paragraphs of the report deal with school districts and their formation, the annual meetings for the election of trustees, the question of religious instruction, the Government aid to schools, and the constitution of the Board of Education. In connection with the Government grants, we notice with pleasure the liberal provisions made for the support of schools in districts where the population is small and scattered over a large area. The grants range from \$250 to \$350, with a capitation allowance of \$2.00 and \$2.50 for each child in attendance, besides a liberal allowance where the services of an assistant is necessary. In writing of the condition of schools, one of the inspectors uses the following language:—"We have several schools that will compare favorably with some town and rural schools in the older provinces, a fact not in the least surprising when we consider the enterprising and intelligent spirit of the people who have made homes in the 'lone land,' in whose vocabulary there is no such word as 'failure.' The children of such parents are imbued with the same progressive nature, and manifest an interest in their studies most encouraging. Of course, as our school system is, like the people of the Northwest, new to the soil, we cannot expect, in its incipient state, the perfection to be found in old provinces. In my inspection of the different schools I have considered the peculiar disadvantages, and in some cases discouragements, that only time and growth can overcome. While, as a public servant, I have endeavored to do my duty, I have not felt like being too severe in my criticisms, but rather like trying to encourage and build up." The Board of Education, it is needless to say, have already made arrangements for the examination of teachers, and so far impressed are the members with the importance of having trained teachers, that they have under consideration the erection of a normal school at some central place, and have actually sent in a recommendation to the Minister of the Interior, urging upon him the necessity of providing for the support of such an institution. There seems to be some heart in the work out there, and the following words show how they are advocating the cause:—"As there is no factor in the national

greatness of a country of more importance than its public schools, no more powerful lever to turn the tide of emigration, no more potent agent to attract the European settler to make a home here, any expenditure that tends to enlarge and solidify our school system, must be most effectual in bringing settlers from the old world to this vast undeveloped land. Hence, I would suggest to the Dominion Government the necessity of a larger grant to carry forward the work already begun and to meet the growing wants of the country, thereby benefiting not only those now here, but opening the door for thousands who are now wavering, because they feel they cannot bring children to a land where educational advantages are restricted."

—The June examinations, arranged for the first time for the Superior Schools, are over, and from all reports which have reached us, there seems to be general satisfaction with the arrangements. Several of the teachers have written to the Department in the most enthusiastic terms about the changes which have been made, throwing out at the same time suggestions which will, no doubt, be of the greatest service when arrangements are being completed for another year. As generally happens, at the inauguration of changes of this nature, mistakes have occurred, though none of them are of a serious character; but before pointing out any of them, we must draw attention to the manner in which the sub-examiners have done their duty. These gentlemen have acted without fee or tangible reward for their services, and it speaks well for the spirit which is abroad in our communities in favor of education, to find that men are to be found among us willing to give of their time for such work. The majority of these sub-examiners are clergymen, and the interest they have taken in educational affairs at this time augurs well for the future. It is often affirmed by the teacher that the clergymen of the parish seldom take an interest in school affairs. This lack of interest may have been in the past only apparent, not real. To interfere in matters which have not directly been placed in their hands, is what men of all classes endeavor to avoid, if they wish to be thought discreet, and many of the Protestant clergymen of the province may have thought it discreet for them to keep aloof from the district Academy or Model School, seeing they had no official connection with its affairs. Now, however, those of our

clergymen who have acted as sub-examiners in the late examinations may be said to have at least an indirect official connection with the schools of the place in which they reside. That they ought to take the deepest interest in them, no one will deny. Their official connection may only extend for the few days during which the examination is being held, but the strengthening of the teacher's hands and the furthering of school interests ought to be their continual care, and we have no doubt that the duties which they have assumed, as sub-examiners, will tend to bring them into closer association with the teacher and his work. Many of the sub-examiners, however, were laymen, who took from their business hours sufficient time to supervise the distributing and receiving of the papers; and in their willingness to act as representatives of the Department, there is further evidence of a spreading interest in educational affairs throughout the province. Indeed, it is gratifying to know that only from one district has come the report that the sub-examiners grudged the time required of them to conduct the examination. But such an exception only tends to bring out the general willingness of the others in a pleasanter light, and we feel assured that when the appointments come to be made next year, even this district will have forgotten all about the irksomeness of a two days' labour which had no other reward paid for it than the consciousness of doing a pleasant and dignified duty. In considering the mistakes which have occurred, we may mention the delay one or two of the outlying districts experienced in receiving the papers. This was no fault of the Department, as the parcels containing the papers and instructions were all issued in due time. But next year, the mistakes of the express companies will be avoided by making use of the mail for the districts remote from the railway. Some of the teachers delayed in returning the circular which was issued about a month before the examination, and the delay was the cause of some inconvenience. In returning the written papers, there has been delay, which, it is to be hoped, will not occur in future. As an experiment the change has, however, been a great success. The questions for the three Model Schools grades, and the first two Academy grades, were all within the scope of the course of study; and if there happened to be one or two questions in Grade III., Academy papers, beyond the scope, we feel assured that the

teachers will overlook the trespass, considering how lately the A. A. course and the Academy course have been assimilated. It is the intention of the Department to draw the lines closer in future, and as the teachers of our Academies and Model School will have in their possession all the facts connected with the course of study, and the manner of conducting the examinations before them next year from the date of the opening of the schools, there will be little or no friction when the final test is applied at the end of the year. The success of the experiments this year may, in great part, be traced to the general co-operation of the teachers in carrying out the plans of the Protestant Committee, and with success secured for the first year, amid so many misgivings, there can be no serious objection to the perpetuation of the new method of examining the schools.

—The conscientious School Commissioner has often to contend with as many difficulties as has the painstaking teacher. As representative of his fellow-ratepayers, he can seldom inaugurate any movement involving school progress without incurring the displeasure of those who are ever grumbling at any increase in taxation, even to the tenth part of a mile. He serves the community without fee or remuneration of any kind, and yet notwithstanding this fact, and the knowledge that when he favors increased taxation, he favors at the same time the imposition of a tax upon himself, his actions are often misconstrued, and when the time comes round for his re-election, he is superseded by one who favors the cry for economy. We need hardly say that the feeling which supplants such a citizen is to be deprecated. The cry of economy has left many a community behind the times. It is often synonymous with lack of enterprise; and when we enter a town or village, only to find its schools and churches in a dilapidated condition, we detect the almost unfailing sign that there is a lack of public spirit in the community. The reproach of having poorly equipped school-houses is gradually passing away from the Province of Quebec, and the work of progress can mostly be traced to the energy of the conscientious School Commissioner. Yet there are still many School Boards in which the progressive Commissioner has no place. The graded school is not known to such Boards as a practical result worked out in the community, the crying necessity for such an institution being

stified by the fear that he who would inaugurate such a school, would fail to be re-elected. In many of our Academies and Model Schools the Board of School Commissioners as yet takes no interest, refusing even to foster them with a share of the municipal tax; and even where there is material to organize a graded school, leading to the highest grade of the Academy or Model school; such Boards dissipate the energy at their disposal by supporting two or three schools in the village, which, as often happens, overlap each other to a greater or less extent in the course of study pursued in each. The time is approaching, we think, when the Board of School Commissioners in each town and village shall have charge of the superior schools as well as the common schools. Where this has been done, the very best results have been realized, and we trust that what has been already done may be an incentive to all populous centres to place the supervision of Academies and Model Schools in the hands of the School Commissioners.

—The unprofessional conduct of some teachers towards their neighbour teachers has at times been a subject of reproach. Happily for Quebec, there is growing up among our teachers an *esprit de corps* which it shall ever be the delight of the RECORD to foster. Among the teachers of some of our private or semi-public schools, however, there exists a jealousy against our system of public instruction which seems almost unavoidable. We have no hesitation in saying that there are too many private schools in our towns and cities, some of them having their origin in class feeling, and others in a feeling of charity towards those who conduct them; and when one is made aware of the canvassing and counter-canvassing that goes on during the holidays for pupils to fill these caste-charity schools, one is almost ashamed to recognise the men and the women engaged in such work as belonging to the honourable calling of teaching. In other professions, such conduct as characterises these canvassing school-masters would be severely punished. We never heard of a minister but one who was mean enough to visit members of his brother clergymen's flock to induce them to attend his church; and when his tactics became known, he soon began to lose the respect of the community in which he lived. And so it is among doctors and lawyers. The doctor who would canvass for patients or use loud

advertisements, would very soon have a name applied to him which men shun in all professions. The lawyer who makes his own cases or clients is a man, who, in a professional sense, is looked upon by his brethren as one who has committed the unpardonable sin. But it seems to be different among the teachers of some of our adventure schools. Not content with inveighing against each other, they seek to disseminate all manner of evil-speaking against our public institutions, and to glory in undermining the reputations of those who preside over them. Nor is our indignation against such conduct without any foundation of fact. But in enumerating the instances of such unprofessional conduct, we would probably be blamed by those who are ever ready to look upon the exposure of an offence against good taste and feeling as a much more serious misdemeanour than the offence itself. Our purpose is to put a stop to this unprofessional conduct which goes on among some of our private school teachers. And if it be necessary to expose those who indulge in such practices in order to stamp out the evil, we shall certainly not hesitate to give the instances which have been brought to our notice. The ground to be taken on this subject is a broad one. An institution, be it public or private, must stand on its own merits. Personal solicitation for pupils is conduct of which no teacher who respects himself would be guilty. The sensible parents of the community frown upon it; and it is in the interests of education generally, as well as in the interests of those of our teachers who can boast of a true professional pride, that we draw attention to such conduct, and to those who indulge in it, with the hope of building up a reputation for themselves at the expense of others.

—No newspaper, perhaps, in the province gives more attention to the discussion of the general problem of a common school education than the *Montreal Star*. Periodically there appears in its editorial columns an article dealing with the peculiarities of the system with which we are best acquainted, pointing out in forcible language the necessity of adopting something better and more efficient. The writer of these articles seems to have a theory of his own, yet it seldom floats on the surface of his invective sufficiently defined to be understood. In a late article, it referred to the "English as She is Taught" craze, in a way which might lead some to suppose that the mistakes which

Miss Caroline B. Lø Row has classified, and which Mark Twain has brought into notice, are in themselves a condemnation of our common schools as they are at present conducted. This is hardly fair to our common school system. The mistakes which have been recorded to the amusement of many readers, are mistakes arising from immaturity of thought, which no system of education has ever been able to eradicate from the child's mind since the world began. In a later article, the over-pressure cry has also been taken up and made use of as a condemnation to the schools of the present time. This spirit of fault finding is far from being the spirit of fairplay which has raised the *Star* in the estimation of the public. A general complaint, founded upon one or two instances or facts, is the most discouraging kind of criticism, seldom realizing beneficial results. Because twelve candidates, selected from pupils who have attended the public schools of Boston, have failed in passing a competitive examination for entrance into an insurance office is, in the opinion of the *Star*, sufficient ground for casting a slur upon the finest and best conducted schools in the world. The fact that a young lady, who is said to have passed through our schools, writes nonsense when answering historical questions given at an examination, is advanced as an argument against the methods of instruction now in use. This is surely not the logical method which the *Star* adopts in discussing other questions of public importance. Yet further than this it has been possible to go. Some doctors have discovered that myopia prevails to a greater extent now-a-days than years ago, and this is urged as a strong argument against the present curriculum adopted by our schools. The most of people are as much annoyed at the failure of intelligent lads to do some practical head-work after leaving school as is the *Star*; and they are just as conversant with the fact that candidates often write nonsense in answering questions at an examination, and as ready to believe that short-sightedness or rather the use of eye-glasses is on the increase, as is the *Star*. Yet they are far from urging all the evils that flesh is heir to a common origin, and laying the responsibility of them all upon the system of public instruction in this or any other country. The teachers of our schools deserve better treatment than this from the newspaper which has more readers than any other in Canada. Our public school system is impersonal, and

many of those who read the *Star* are apt to lay the burden of the *Star's* logic to the discredit of the teacher and his personal work. Hence many of our teachers feel ill at ease when the *Star* takes the system to task, for they know that they must bear a share of the blame. That the *Star* writer has a theory of his own, we feel assured. But we would like to see more of it, and at the same time a little more encouragement to the men and women who labour zealously over what becomes so often a thankless task. The following from a contemporary is worth reading in this connection:—"Too many people are growing decidedly foolish over the articles on 'English as she is taught' in *Harper's* and *Century*, by Col. Higginson and Mr. Clemens. While, the title: 'English as she is taught' in no way represents a fact, yet the cases mentioned are in no wise exaggerated. Every teacher of experience knows that just such absurd answers come up every week, and are often made by clever pupils, yet such work is by no means typical of the work done in our schools, and so far as we know, was never intended to be understood as such till some wiseacre, with little sense and less knowledge, made an asinine disturbance over what he calls poor teaching. Such ludicrous answers are to be occasionally expected. There are some pupils who are hopelessly stupid, and—unless they are his own offspring—the teacher is not accountable for them; then, too, the brightest pupils will once in a while, make a mistake, but to make either of these cases typical and from them to condemn the work of the teacher, is about as sensible as it is to hold the editor responsible for the typographical errors in the columns of the daily papers."

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### Current Events.

—The annual ceremony of presenting diplomas to the teachers in training took place in the McGill Normal School on the last day of May. The Superintendent of Education presided, attended on the platform by Sir William Dawson and other members of the Protestant Committee. The proceedings were enlivened by singing and addresses by the chairman and others. After the prizes and diplomas had been awarded, Mr. Dawson gave an exhibition of the tonic sol-fa, in which the classes have

already attained to surprising efficiency. The valedictory was read by Miss Stewart, after which Mme. Cornue, the teacher of French in the institution, delivered an address in French to the graduating class. She gave a graphic description of what schools were in the first part of the present century, and compared them with those of to-day. Referring to the increased attention given to the study of French, she hoped that the other educational institutions would follow their example, until in every school in the province the two languages stood on an equal footing. The students were also addressed by the Rev. James Fleck and Mr. J. R. Dougall. The following is a synopsis of Dr. Robin's report, which showed that eight pupils had been admitted to the Academy class, thirty-one to the Model School, and fifty-seven to the Elementary School, making a total of ninety-six, of whom ninety-two were ladies and four men. A number of these dropped out from one cause or another, and at the end of the session seven were awarded Academy diplomas, twenty-four Model School diplomas, and thirty-eight Elementary. To these must be added one Academy diploma of the first grade to be given to a graduate in arts in McGill. French had been put on a level with English in the course, and a regular professor appointed. Instead of six hours a week as formerly, twenty hours were now given to the study of that language. Mr. J. J. Dawson, who had lately come to this country, had been engaged to give instruction in the tonic sol-fa system, and although he had only given twenty-five lessons so far, there was a marked improvement, and this was found to be a very popular branch of instruction. Thanks were returned to the Governor-General, the late and present Provincial Governments, Hon. Mr. Ouimet, Mr. J. C. Wilson, M.P., and others, for medals and prizes offered and other kindnesses.

—The Hon. Gédéon Ouimet, in addressing the students attending McGill Normal School, referred to the progress made in education in late years, and said that of the educational exhibit of the province at the Colonial Exhibition, there were two features that attracted attention. The first of these was the bi-lingual character of the school exercises, the great educational nature of which was fully recognized. He urged upon them the importance of the study of French, the language of the majority

of the province, and a thorough knowledge of which would enable them better to understand their own tongue. The second feature was the prominence given to religious instruction in our educational system. He referred to the changes made in the educational system, such as the establishment of teachers' institutes, which he advised all young teachers to attend, the vesting of the right to grant diplomas in the Normal Schools and the consolidation of the school law. Touching upon the pension fund, he said that one hundred teachers were already enjoying its benefits and twenty more would soon be in a like position when certain formalities had been complied with. The pensions were certainly small, but they did not wish to make any further levy upon the present teachers. The former was at present in a sound financial condition, and was about able to meet the requirements. He said there was a bright educational future before the young teachers if they remained true to their trust. Speaking in French, Mr. Ouimet complimented the French professor on the results of her work, and on the able address she had made to the pupils. The latter he urged to make every endeavor to obtain proficiency in French, which was not so difficult after all, if they only had courage.

—A correspondent of the *Pall Mall Gazette* writes:—"The German Minister of Education has distinguished himself. This great and generous man, in consideration of the services which female teachers in public schools have rendered the State after thirty or fifty years' labours, proposes that to each of these teachers, on her retirement, a special reward should be given, if she has pursued her career with honours. After long and serious consideration of the matter, the Minister has decided that nothing could be a more appropriate gift to the disabled and generally impecunious teacher than a Bible if she be a Protestant, and a book of devotion if a Catholic. Less saintly beings than German female teachers might experience some irritation if, at the age of, say, sixty, after preparing generations of pupils for this world, it was insinuated by the gift of a Bible that hitherto they had had no time to spare for preparing themselves for the next world."

—The Protestant Board of School Commissioners of the City of Quebec have in contemplation the carrying out of some

important changes in connection with the schools under their direction. The schools after the mid-summer holidays will be graded, the Artillery Street School being set apart exclusively for boys, and the D'Auteuil Street School (formerly the National School) for girls. Messrs. Ferguson and Purdie, after many years service, retire from the teaching staff of the Board, and the Board have advertised for several teachers to fill the vacancies which will occur on account of the contemplated changes. A new code of rules and regulations have been drawn up for the guidance of teachers, pupils, and parents.

—The North Carolina Teachers' Assembly has memorialized the State Legislature pointing out that while "a course in pedagogics have been established at the university for men, no suitable provision has been made for female teachers, though the large majority of teachers in the State are women, and asking that a permanent normal college for men and women preparing to teach be established by the State."

—Everything points to a phenomenal meeting at Chicago and one which will pay every one to attend. The arrangements are the most satisfactory ever made, in every way. Teachers will be sure of ample accommodation and very low rates. Not the least in importance is the series of excursions that has been planned—one can almost go everywhere at a cheap rate. East and west, north and south will be represented.

—The Superintendent of Education and other educationalists of our province, have been invited to attend the Chicago meeting, and in all probability the former may be induced to represent Quebec at the important gathering. It seems that several of the States propose to send school exhibits to the convention, and this is how our Michigan contemporary speaks of them:—"Wisconsin will spend \$2,000 in making a school exhibit at the Chicago meeting. Ohio is making extensive preparations, in the line of exhibits, and Michigan—well, she thinks it doesn't pay for the trouble and expense. At heart, we don't differ from Michigan's opinion, but when we sneak along through the exhibits at Chicago, we won't let any one know what state we're from."

—Noah Porter has resigned the presidency of Yale College. The reason for this, very probably, is because his colleagues consider him too conservative. He has ever insisted on the dead

languages being part of the curriculum of the college, whilst the majority of the faculty have contended that they should be elective studies. The fight has been a long one, and slowly one point after another has been gained by the progressive party. The Latin and Greek curriculum gave place to the study of those two studies during the first two years only, the elective system receiving a chance to prove its merit during the final two years. An enlargement of the elective system was the next step ahead. The last and longest step of all was the decrease in the number of ancient languages necessary for admission and the substitution of an equivalent knowledge of modern tongues.

—The attempt of the Sullivan Government of Prince Edward Island to emasculate the School Law passed in 1877, under the Davies administration, has been partially defeated by the action of the upper chamber or Legislative Council. The poor-spirited anti-education party have, however, had their revenge in reducing the salary of the Principal of Prince of Wales' College. This is not the first time such a course has been pursued by the same gentlemen. Principal Anderson has been nearly a quarter of a century engaged in the work of teaching on the Island; and the action which has deprived him of three hundred dollars per annum is worthy the dignity of a Premier who once prevailed upon his colleagues to keep back a few dollars from the salary of a poor female teacher. Perhaps if Mr. Anderson had always frowned upon such a pusillanimous spirit among the politicians of his adapted province, he would not now be its victim. Any other man in his painful position would probably show a prouder spirit of independence, and present the emoluments of his office, from year to year, to the Honorable W. W. Sullivan, as long as that gentleman remains in his present position. From all accounts, Mr. Anderson is wealthy enough to retort in this way.

—The senior class of Acadia College, N.S., recently waited upon the President, Rev. A. W. Sawyer, D.D., and presented him with a very handsome gold-tipped walking-stick, accompanied with an address expressive of their high esteem and profound respect for him as President, teacher, and Christian gentleman.

—At the Annual Convocation for conferring degrees in Arts and Science at McGill University, Mr. William Arthur Carlyle, son of Inspector Carlyle of Woodstock, graduated with the degree

of B.A. Sc. ; obtaining the British Association gold medal, certificate of merit in Materials and Designing, and first rank honors in Natural Science.

—It has been decided to hold a Summer School of Music in the Educational Department, Toronto, from the 1st to the 13th of August. The prospectus outlines a course of study which will be of special value to teachers, and includes, in addition to the study of music-teaching in schools and sight-singing, lectures on voice cultivation, vocal philosophy, elementary harmony, and other branches of a musical education. The school has been established by the Minister of Education to provide training for teachers who do not feel themselves qualified to teach music in the schools, and to give others an opportunity to extend their musical knowledge, and to study the best methods of teaching children to sing by note. Something of this kind will have to be done by and by in Quebec, when the Department can afford the expense.

The stipendiary magistrate at Pontypridd Police-court has given a most important decision, which will commend itself to all sensible citizens, while bringing increased responsibility upon teachers. He has decided the vexed question "Have teachers the right to punish pupils for offences committed out of school?" in the affirmative, while the solicitor who defended and the master advised him in open court to give the boy a sound flogging every time he committed the same offence. We commend the stipendiary's decision to the notice of the bench who dealt with the Buckhurst Hill case if they wish to promote the upbringing of orderly and respectable citizens. The boy played truant, and used the foulest language to the School Board officer who spoke to him in the street. For his conduct to the officer, the master gave him "four cuts" with the cane, and was summoned for assault by the parent, who contended that the master had no right to punish for offences committed out of school. The stipendiary magistrate's decision will strengthen the hands of teachers in performing a thankless and troublesome duty, but one the importance of which to the community it is impossible to overrate.

—The efforts of the *Montreal Star* to raise a fund in behalf of the children of Montreal, in order that they may have the benefit of a summer's excursion, is worthy of the highest com-

mentation. The success which has attended the movement is an encouragement to other cities of the Dominion to imitate the charitable enterprise. The poor school children of London have also friends. Lately under the presidency of Mr. A. J. Mundella, M.P., at the offices of the London School Board, there was held a conference of ladies and gentlemen who are actively interested in the movement for providing penny dinners for poor children in different parts of the metropolis. The conference was called by the Central Council for Promoting self-supporting Penny Dinners, and one of the objects was to consider the advisability of co-operation between the various societies. The chairman, who is president of the Central Council, said the movement was one in which he was greatly interested, and he thought those engaged in it had reason for congratulation, and more particularly, perhaps, Sir Henry Peek, who had not only done a great deal in his own district, (Rousdon in Devonshire), but had also much helped the work in London. At Rousdon, 180,000 dinners had been supplied, costing 150,000 pence; the meals were abundant, and the success of the schools were much enhanced by the plan. At Birmingham, 360,000 dinners were provided in four or five months, at a charge of 1d., or less, according to the means of the children. Mr. W. Boustfield showed what had been done in the Chelsea division of the London School Board in furnishing penny dinners. In 1885, 23,000 dinners were supplied at a loss of only £3 6s. 6d., and in 1886, 26,000, at a loss of £1 7s. 4½d. He hoped that in London they would not drift into a system of free dinners, the dangers of which were very great.

—The Brockville *Recorder* says that though Principal Grant undertook the herculean task of raising an endowment fund of a quarter of a million of dollars for the maintenance of Queen's, the promises of assistance and the liberal subscriptions which were offered at the very outset have lifted the load to a very great extent, and there is now hardly a doubt that the scheme will be carried to a successful issue at no distant date.

—The teachers of Quebec had a very pleasant day lately at St. Anne's. Early in the morning, they set sail from the city, and on reaching the village of miracles, proceeded to visit the places of interest, including, of course, the now famous chapel. Before noon, they had a drive to the falls, where, with the music of

nature around them, they partook of the luncheon spread out for them on the naked rock. Such re-unions as this are always productive of good-fellowship. All those who joined in the excursion, we are told, were delighted with their short season of enjoyment.

—The American Institute of Instruction will hold its fifty-eighth annual meeting at Burlington, Vt., July 5-8, 1887. This is the oldest organization of teachers in the world. Its recent meetings at the White Mountains, Martha's Vineyard, Newport and Bar Harbor, have been exceedingly large, interesting and helpful. There is reason to expect that the present meeting will be no less profitable.

—The closing exercises of the theological department of Manitoba College took place a week or two since. An address was delivered by Dr. King. There were five graduates, each of whom was presented with a handsome Bible. Five young men passed the third year's examination, five the second, and four the first. Scholarships and prizes were awarded to the successful competitors, the "Memorial Scholarship" of \$50, for best examination in all subjects, having been taken by G. R. Lang, B.A., and the "Robert Anderson Scholarship," of like amount and awarded on same terms, by W. J. Hall.

—For the last week or more, says the *Pall Mall Gazette*, an itinerant photograph seller has been vending his wares in the town of Bedford. Many of the photographs were of an indecent character. Having sold some of these to a few boys in the principal school in Bedford, the senior monitors (it is said with the leave of the headmaster) told the dealer on Wednesday that if he came down to the school boathouse he would probably do a roaring trade. The man came at a time when the school eights were just going to practice. After obtaining one or two of the worst pictures in case of prosecution, the boys lifted the unsuspecting vendor up, and having carried him down to the edge of the river, swung him into three feet of water, and kept him there till he promised to leave the town at once; when he was getting out he was ducked a second time, and then compelled to make tracks.

—During the visit of the Governor-General to the Wellesley School in Toronto, an exhibition of the rapidity with which the

school could be emptied was given to His Excellency. The fire alarm was sounded, and in precisely one minute and fifty-five seconds, eleven hundred pupils had left their seats in the class rooms and were outside of the building.

--In the month of March last identical resolutions were adopted by the councils of University College, London, and King's College, London, to the effect that a petition should be presented to the Crown praying that a charter to confer degrees in art, science, and medicine, and any other faculties that should afterwards be determined, might be granted to a suitably constituted body in and for London, attendance on an approved course of study in their institutions, and others within the metropolis that might be recognised by the university, to be a condition of obtaining such degrees, and an adequate representation of each of the two colleges to be incorporated in the governing body of the university. Committees were appointed by each of the two councils to draft the petition in conference, with power to confer with the Royal College of Physicians of London and the Royal College of Surgeons of England in reference to the desire for a power to confer degrees in medicine, which is understood to be entertained by these colleges. The draft of a petition, in accordance with the above resolutions, was recently completed by the committees in conference.

—California seems to be alive to the dangers of illiteracy. The amount appropriated by the last legislature for school purposes is \$1,600,000, which is \$300,000 more than during any year previous, and for the fortieth year, \$1,800,000, or half a million dollars more. These appropriations were made through the indefatigable exertions of Supt. Hoitt, who impressed upon the legislature the fact of the imperative necessity at this time of complying with the law, which provides \$7 for the education of each census child.

—Calgary is agitating for a High School, and the *Regina Leader* thinks the capital city of the North-West, should not be second in establishing one. The question will probably be raised at the next meeting of the North-West Council. The inspectors of the province have advocated the building of such a school somewhere near the line of railway. One of them says:—"In view of the rapid strides that have been made in our Common

Schools in so short a time, would it not be wise for the Board of Education to impress upon the Dominion Government the necessity of granting a fund for the purpose of establishing one or more high schools, with training schools attached, to meet the present and increasing wants of the country?"

—Sir Henry Roscoe, M P., has introduced a Bill to make provision in day schools by which young persons who have passed through the public elementary schools, and others, may obtain further instruction in technical subjects. The Bill empowers any School Board, local authority, or managers of a public elementary school to provide day technical and commercial schools and classes for the purpose of giving instruction in any of certain subjects. These include the several science subjects which are specified in the Directory of the Science and Art Department, and in which that Department undertakes to examine. The following subjects are also included—the use of ordinary tools, commercial arithmetic, commercial geography, bookkeeping, French, German, and other foreign languages, and freehand and machine drawing. The addition of other subjects may be sanctioned from time to time by the Committee of Council on Education or by the Science and Art Department. For the purpose of carrying on these schools and classes, the power of School Boards, and other local authorities, is to be in every respect the same as for providing ordinary elementary schools. Moreover, they are to have power to provide, or contribute to the maintenance of laboratories and workshops in endowed schools for the purpose of carrying on classes or instruction under the Bill. However, all these schools and classes are to be subject to the inspection of the officers of the Committee of Education or of the Science and Art Department. And before a scholar is admitted, he must have passed the Sixth Standard or some equivalent examination. The Education Committee and the Science and Art Department are authorized to give grants on such conditions as they may lay down for any of the subjects taught in these technical or commercial schools or classes. For the purpose of obtaining grants, a technical school or class must be one carried on under minutes to be made by the Science and Art Department, and laid on the table of the House of Commons in the same way as the minutes that regulate the grants of the Education Department.

—The universities of Austria, like those of Germany, have now the largest attendance in their history, namely, a total of 13,000. Vienna has 5,007, Grauburg has 1,215, Innsbruck has 863, the German University of Prague has 1,496, the Czech University of Prague has 2,035, Krukau has 1,138, Lemberg has 1,101, Czernowitz has 245.

—It is the intention of the Public School Board to make extensive improvements in the playgrounds which will add greatly to their beauty. The grounds will be made perfectly level and laid out into walks and flower beds, and planted with trees. When completed they will be as they should, and in time will look very beautiful. We are glad to see that the Public School Board are determined not to be behind that of the High School in the matter of beautifying the playgrounds. This is what is said of the enterprise exhibited by the School Board of one of the districts in Ontario, and we wish we had it to report of every Academy and Model School in the Province of Quebec.

—The public schools of New Zealand are free, the cost being defrayed by an annual parliamentary vote. The amount voted for free schools in 1886 was about \$17,000. They have 987 public schools, with 97,238 enrolled pupils and 2,447 teachers. There are also seventy-one native schools for the education of the Maori race, which in 1884 cost the country over \$67,000.

—At a committee meeting of governors of the North Wales University College, held May 3rd at Chester, a resolution was passed condemning the education system of payment by results applied to elementary schools, and recommending payment for general excellence of a school. It was also resolved that an essential feature of the Welsh Intermediate Education Bill should be the appointment of an academy board to regulate the examination and supervision of schools, and of a representative board charged with the distribution of funds, such board to be for the whole of Wales and Monmouthshire, and to be composed of representatives of the three national colleges.

—An interesting collection of prints has been arranged in the northern galleries of the British Museum. The object being primarily historical, to illustrate the growth and development of the art of engraving in its main branches from its earliest maturity, about 1480, to about 1840 A.D., incunabula, or specimens of

the art in its extreme infancy, are not included, neither are the works of living engravers. The collection is arranged in five rooms, and divided according to the material and the method of workmanship employed. Each series is arranged in chronological sequence, modified in some instances, in order to bring together the works of artists belonging to the same or to closely related schools. Further, each print is inscribed with the name of the engraver, and with the date and place to which he belonged, as well as with the title of the subject.

—Japan has now 3,017,088 pupils in its 78 normal, 29,254 grammar and high schools, and its elementary schools. Teachers must be at least 18 years of age, and they are re-examined every seven years, at most, to see that they are keeping up with the progress of the times. To elevate the profession successful teachers are titled, or have their rank promoted. In the year 1882, of the 8,200 new books published in Japan, 2,000 were on educational subjects.

—The Senate of the University of New Brunswick has made the following changes, to take effect at the beginning of the next academic year:—To abandon the system of receiving resident students within the University building; to make terms open on the 1st of October and close on the 1st of June, with two weeks' vacation at Christmas; to advance the salaries of some of the professors 25 per cent.; and to hold matriculation examinations at St. John and other centres as well as at Fredericton.

—New York city has done a cruel thing, committing educational suicide almost, in reducing the pay, especially of her poorest paid teachers. There are hundreds of teachers in that great, expensive city, in which all the officials are paid princely salaries, who teach school for \$408, \$504, \$516 \$522 or \$540, *and these teachers have had their salaries reduced.* So says an exchange; and yet these are large salaries compared with the amounts some of our teachers in the country districts are receiving. We are almost afraid to insert the paragraph, as some economical Commissioner may cite it as an example in advocating the reduction of some poor teacher earning \$20 per month. The wave of liberality of the present age does not seem to have yet raised the poor teacher on its crest.

—The project of law conferring upon the State the right to

nominate teachers, has been adopted by the Prussian Chamber of Deputies. The first article of this project provides that the nomination of teachers of the public schools shall be made by the State. Before the nomination, objections against the candidates will be heard from the following sources:—First: In the cities, the Communal Council and Communal School Commission; or, if the school is not maintained by the city but by one or more school communes, the committee of these school communes. Second: In the country, for the communal schools, the Communal Council, or the lord of the domain; for the schools in charge of societies, by the school committee. The final decision with regard to these objections rests with the Minister of Public Instruction.

—The Queen of Roumania has joined the teaching profession. Desirous of the opportunity to offer her services in the capacity of instructor, she did not even ask a “permit” on the plea of her rank, but went before the Board, regularly passed the examination, and is now teaching literature in the high school of Bucharest. As she has heart and brains in the work, no doubt she is doing it well.

—Illinois lately considering a State text-book bill that carries Mr. Parson’s project to absurdity. The State Superintendent and the principals of the two large normal schools are to select a series of books, if possible free from copyright, and these are to be manufactured by the convicts in the State penitentiaries, \$250,000 being appropriated for the original “plant.” The bill should be planted under Sweet Violets.—*New York School Bulletin.*

—Our neighbors are princely givers to educational institutions. A gentleman in Worcester, Mass., has given one million dollars to found a university in that city. Hon. Aaron Shibley gives Cornell \$250,000. Williams College gets \$50,000 from the estate of Mrs. McCoskery. Brown University has received \$45,000 or \$50,000 from a friend in Providence. Wake Forest College, in North Carolina, and Richmond College, Virginia, each get \$25,000 from Mr. Bostwick, of New York. An “Ohio man” has made a donation of \$10,000 to Wabash College. Harvard has added immensely to its endowments during the year.

—The *Woman’s Journal* has been emphasizing the well-known fact that female teachers greatly preponderate in the United

States. To so great an extent is this true that in respect of elementary schools those cities are the exceptions in which male teachers are employed, save as principals, or teachers of some special branch, say, German. Taking the ten cities of Baltimore, Boston, Brooklyn, Chicago, Cincinnati, New Orleans, New York, Philadelphia, San Francisco and St. Louis together, there are 12,719 public school teachers, of whom 11,540 are women. The average percentage of male teachers in these cities is nine.

—The North Muskharn School Board has been for many years in the habit of paying a ferryman £5 a year for bringing fifteen children over a river to school, saving a journey of eight miles round. For many years the auditor passed the item, but at last he disallowed it, the children ceased to attend school, and, as a matter of course, the parents could not be convicted by the magistrates. The Lords of the Committee of Council have sought, ineffectually so far, to find or suggest a way out of the difficulty. The solution of the problem which naturally suggests itself is this: The locality must either build a new school for the fifteen children, or provide a bridge, or pay the ferry. Surely the rating authority might resolve to pay the ferry, to save the cost of a new school or a bridge?

—The annual meeting of the Quebec Local Association of Teachers was held in D'Auteuil Street School on the last Saturday in May. The Secretary, Miss Macdonald, read an excellent report of the transactions for the year, and the Treasurer, Mr. Elliott, showed that the finances of the Society were in a good condition. After the routine business, the Association proceeded to the election of officers for the year 1887-8, when the following were elected:—Dr. J. M. Harper, President; Miss Mackie, First Vice-President; T. A. Young, Esq., Second Vice-President; Miss E. Macdonald, Secretary; A. J. Elliott, Esq., Treasurer; J. Porteous Arnold, Esq., and Messrs Wilkens and Ahern, Advisory Committee.

—The twenty-fifth annual meeting of the Teachers' Association in connection with the McGill Normal School was held in the library of that institution on Saturday, the 28th of May, when the following officers were elected for the ensuing year:—President, S. W. Arthy, Esq.; Vice-Presidents, Rev. E. A. W. King, Mr. Parmalee, Miss Robins and Miss Moore; Secretary,

Miss Peebles; Treasurer, Mr. Humphrey. The members of Council are Messrs. W. Dixon, A. W. Kneeland, and Misses Benmore, M. Clarke, E. Scott and James.

—The Croydon corporation mean to make (says the *Echo*) 10,000 children happier by their Jubilee celebration. This vast mass of little ones will be fed and amused on the old Woodside race-course in celebration of the completion of Her Majesty's fiftieth year.

—It is reported that the girls of a private school at Weston-super-Mare, having been refused a holiday during Jubilee week by the head mistress, wrote to the Queen, and the mistress received a request, which amounted to a command, that the holidays should be conceded.

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### Literature and Science.

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Institutions are for man, not man for institutions. But as institutions are the heritage of the community at large, they help him who conforms, and crush all who oppose. Our institutions and liberal form of government, will thrive only while the virtue of the people keeps them pure. As eternal vigilance is the price of liberty, let public schools be provided for the masses. We must educate or perish.

—A man should learn to detect and watch that gleam of light which flashes across his mind from within, more than the lustre of the firmament of bards and sages.—*Emerson*.

—The largest charge of powder ever fired was that of 1,000 lbs., fired March 9, 1887, in an English experiment. It threw a projectile weighing 1,800 lbs. at a velocity of 2,128 ft. per second. The grains of powder were prisms one inch in diameter.

—The cultivation of hemp is the principal agricultural industry of Yucatan. Each acre of hemp land should produce 1,000 lbs. of fibre ready for shipment. The amount exported from Yucatan in 1884 was valued at \$3,045,304, of which six-sevenths was sent to the United States. The locusts prevent the people of that country from raising any grain whatever, but they let the hemp alone.

—These geniuses, delineating character of genius, tells us, the one that "we can not look, however imperfectly, upon a great man, without gaining something by him;" and the other that he "can not even hear of personal vigor of any kind, great power of performance, without feeling fresh resolution."

—On the afternoon of Feb. 9, Mr. W. A. Brown, of Reading, came to my recitation room in the College, and reported having seen a meteor

about 9 o'clock on the morning of the same day, as he passed into the village of Reading; the meteor seeming to pass over the north end of the village. This meteor was simply a small world moving in a regular orbit or path around the sun. Its path or orbit crossed the earth's path and this little world was unfortunate enough in its revolution around the sun to come to the point where its orbit crossed the earth's orbit at the same time that the earth arrived at this point, so it passed into the earth's atmosphere; here it met with so much resistance in the form of friction as to heat it so intensely that it gave out light, and finally, because of this intense heat, burned and exploded, in a rocket, in mid-air. It belonged to those bodies which we call "shooting stars." They are constantly coming into contact with the earth's atmosphere, day and night, and it is only by their light, as they are burned, that we are able to see them as they approach the earth. In consequence of the great brightness of the sun's light, the conflagration of those small worlds is rarely seen in the day time, and not until Mr. Brown told me, had I ever been personally told by any one that had seen this phenomenon in the full blaze of sunlight. Had this miniature world suffered such a catastrophe in the darkness of night, it would indeed have been a beautiful sight. Most of these meteors are burned before they reach the solid earth, and their ashes are sifted down upon us; the atmosphere thus forms a shield for our protection. What an interesting narrative one could give, if he knew the whole history of one of these heavenly bodies.

—*Prof. Haym.*

—Familiar as the truth is, it is worth reiterating that while teaching is one of the professions which most tries the patience, it is one in which the maintenance of cheerful and happy temper is most essential. Some of us are conscious of a tendency to hasty unguarded words, to petulance, and to sudden flashes of injustice. Such a tendency may become a great misfortune to a teacher, and lead to consequences he may regret all his life. And I have known those who, having chosen the vocations of a teacher and being at the same time aware of their own infirmity in this respect, have so guarded and watched themselves, that their profession has become to them a means of moral discipline, and has sweetened and ennobled tempers naturally very hasty or very sour. But be this as it may, unless we are prepared to take some pains with ourselves, and cultivate patience and forbearance, we are singularly out of place in the profession of schoolmaster. We want patience, because the best results of teaching come very slowly; we want habitual self-command, because, if we are impulsive or variable and do not obey our own rules, we cannot hope scholars will obey them. Chronic sullenness or acerbity of temper makes its possessor unhappy in any position, but it is a source of perpetual irritation and misery in a school. "That boy" said Dr. Johnson when speaking of a sulky and unhappy looking lad, "looks like the son of a schoolmaster, which is one of the very worst conditions of childhood.

Such a boy has no father, or worse than none, he never can reflect on his parent but the reflection brings to his mind some idea of pain inflicted or of sorrow suffered.' Poor Johnson's own scholastic experiences, which, both as learner and teacher, had not been delightful ones, led him, no doubt, to an exaggerated view of the misery of school-keeping as he had seen it. But he did not exaggerate the mischievous effect of a *regime* of brute force, and of a hard, ill-tempered pedagogue on the character of a child. Injustice breeds injustice. Every act of petulance or of ill-temper will have some effect in decorating the character of the pupils, and will be reproduced in their own conduct towards their juniors or inferiors. Dr. Channing has well said that "a boy compelled for six hours a day to see the countenance and hear the voice of a fretful, unkind, hard or passionate man is placed in a school of vice."

—The supreme wisdom that formed the world, fixed the stars and made laws for even the wandering comets, gave to every man something to do—a part to play, and looks to him for the proper use of his talents. To that end, there is wisdom in the advice of Chesterfield: "Prepare yourself as the athlete used to do for their exertions; oil your mind and your manners to give them the necessary suppleness and flexibility; strength alone will never do."

—Referring to the system of manual training known as the Nass system, a contemporary says: The Nass system looks beyond the mere acquisition of manual dexterity, and aims at harmonious, physical, mental and moral development. Its supporters urge that it cultivates a love of work in the children, inspires respect for the rougher kinds of work, cultivates spontaneous activity, habituates to order, accuracy and neatness, accustoms to attention and perseverance, develops physical strength, acts as a counterpoise to prolonged sitting, trains the eye, cultivates the sense of form, and leads the child to the conception of harmony and beauty. Of course, these results are achieved only by the application of scientific method. The fundamental principle in working is that of proceeding from the known to the unknown, and from the easy to the difficult, from the simple to the complex; the reward gained is the actual product of the pupil's own industry, for each retains the fruit of his labors; and nothing short of the nearest approach possible to perfection is tolerated.

—The solid earth occupies a space equal to 2662 cubic miles. Few people have any conception of the immensity of the space in a single mile. Professor Bemstein, an eminent German savant, illustrates it in a striking way. Imagine, he says, a box one mile each way—long, wide and deep—and let us try to fill it. We will take all the great cities of Europe: London, Paris, Berlin, Vienna, St. Petersburg, Constantinople and the rest; the bottom is scarcely covered. We take up everything else that human hands have built in Europe, Asia, Africa, America, Australia, and all the ships floating on the sea; throw it all in, and the

box is scarcely half full. Then we will lay in all the people of the globe. One row will require 12,900, and 400 rows make one layer of 48,000,000—just enough for North America. Put between each layer a bed of straw and leaves thirty feet thick (which will take all the straw and leaves in the world), we will proceed to pack in the balance of mankind—1,400,000,000 in all—in about thirty layers. The box is only half full. Dump in all animal creation, and there still will be a great amount of space left.

—Institutions express the subtle character of nations. They are helps to the individual to lift him into a higher life. The school is an institution, which through branches of study, develops the possibilities of the young. The means must be shaped by the ends sought.

—Mr. Baker, one of the chief engineers of the Forth Bridge, lecturing the other night, gave a very graphic and interesting account of that stupendous work. The men who reared the great Pyramid must have possessed no little engineering skill, but the modern engineer looks on the Pyramid as a very little thing. Mr. Baker said he had sometimes looked at the Pyramids from a contractor's point of view, and he would be glad to take a contract to build the great Pyramid in six years, for the sum of £3,000,000 sterling. It contained about 7,000,000 tons of stone. If, with steam Titans and cranes that can handle and set blocks of concrete of a hundred tons weight as easily as a bricklayer sets a small brick, six years would be necessary to rear the great Pyramid, how long did its construction occupy the ancient Egyptians? Their work was designed to last for ever, and it will doubtless exist when many of our marvellous combinations of girders will shrivel into a heap of rust.

—Some comparative statistics recently given by Rev. Mr. Allen, a Boston clergyman, have rather startled thoughtful people in the United States, as well they might. The preacher states, on the authority of official returns, that while in England but one in every 1,800 of the population is in prison, in the States one out of between 800 and 900 is a jail-bird. There are, of course, many differences of condition and circumstances which go far to account for the contrast. The principal cause adduced by the preacher was the alleged fact that while the system of prison punishment in the United States is retributive, in England it is reformatory. One prominent journal connects the alarming state of affairs with the want of moral training in the schools which is now being so earnestly considered. Though it cannot be denied that this want is both real and deplorable, we know no facts which warrant the assumption that the English schools are very much better in this respect. We are inclined to believe that the great tide of immigration constantly pouring into the States from almost every country under the sun, is the chief factor in the problem. No doubt too, the figures are largely affected by the fact that in making up the totals, the same prisoner, passing from state to state, may be counted an indefinite number of times.

—To M. Taine, a man is a fact, and no fact but has its cause, as well as its effects. In his writings is perfected and illustrated the historical method which alone makes history intelligible and memorable. To him it is useless to know that battles were fought, if we cannot know why the men who went into them died and killed; what emotions, what feelings, what humanity or bestiality in the human animal are back of the dry record of the assault and rout; the number of killed, wounded and captives. So he resurrects the men. If to do it he must follow them into all the tombs in which they have hidden themselves; the tombs of tradition, of literature, of laws, of customs: he does not hesitate. He follows them there. As the geologist reconstructs the creatures of pre-Adamite ages from the traces in the rock, so he reconstructs the Adamite—though it is a work of immenser labor; though the Adamite leaves his traces only in the sand. He not only reconstructs, he revives and re-animates. The buried hosts come again into life; labor, fight, endure and suffer before him—it may be only through force of his own soul-power, breathed into them, and not as they were in life. Nevertheless if it is phantasm, if it is illusion, it is illusion and phantasm so like life that we do not think of questioning.

—History is events. Geography is place. Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing. History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who will attempt to recall the geography lessons learned in childhood, or even five years ago.

—Mr. John C. Goodridge, Jr., has suggested a project for modifying the climate of the Atlantic coast by closing the Strait of Belle Isle, and advances the theory that this scheme is feasible as a problem in physical geography capable of an engineering solution. He argues that it is shown by charts that the great body of the "cold wall" comes to us through that strait. Newfoundland deflects the remainder of the Arctic current to the south-east. Here, pressing against the Gulf Stream, it veers southward in the form of a loop, and finally, running under it, goes on toward the equator. That part of the Gulf Stream that passes our shores has a course directly north and a little west, is deflected slightly toward the east by the coasts of South and of North Carolina, and thence turns more to the north again, when it is deflected by the cold current returning from the pole. When this cold current is of least strength, as in August and September, the Gulf Stream comes within ten miles of Barnegat; at other times it is distant one hundred and twenty miles, changing with the amount of cold current and of the wind. If we had not the cold wall between our shores and the Gulf Stream, it is fair to presume that we

should have a less stormy coast, as the juxtaposition of these two currents, with their difference in temperature, must, from that circumstance, tend to an unstable condition of atmospheric equilibrium. Our cold north-west winds would then sweep to the north of us, and become westerly and south-westerly winds.

—A witty writer, in a late magazine, discourses in a charming style upon what she calls the "Germ Theory of Ideas." Untrammelled by any scientific prejudice, this feminine, free lance, aims her keen wit full tilt at the ponderous scientists and suggests that if our mental processes could be put under the microscope, we might find that the germ theory of our physical life might also apply to the mind. We would find our wave movements to be an epidemic of mental bacteria and that differences in individual development are due to differences of individual mental conditions which promote the growth of different species of bacteria. "We constantly meet people," she says, "who have a sympathetic fever of ideas. They interest and excite our expectations, but we get nothing from them. It is evident that they have attracted the idea-bacillus, but have failed to nourish it and it has died without propagation. There is another class which takes the idea-bacillus at once. Just as some people take every disease from influenza to small-pox, so they take all ideas." In illustration are cited Humboldt, Franklin and Goethe. The theory so pleasingly presented is open to the investigations of the more dignified scientists—if they have time.

—Noah Porter, D.D., LL.D., was born at Farmington, Conn., December 14th, 1811. He was educated at Yale and received the degree of Bachelor of Arts in 1831. He taught school at New Haven from 1831 till 1833 and was a tutor at Yale from 1833 to 1835, studying theology at the same time. In 1836 he was ordained pastor of the Congregational Church at New Milford, Conn., and in 1843 was settled at Springfield, Mass. He returned to Yale as professor of metaphysics and moral philosophy in 1846, and on the resignation of Dr. Woolsey in 1871, was elected president of the college. He is the author of "Historical Discourses," "The Educational Systems of the Puritans and Jesuits Compared," "The Human Intellect," "Books and Reading," "American Colleges and the American Public," "Elements of Intellectual Philosophy," and "The Science of Nature versus the Science of man." Dr. Porter has been the principal editor of the latest revised editions of Webster's Dictionary.

—In his eagerness to prove the public school system of to-day a brain destroying, mind killing agent, Dr. Hammond makes some very funny errors. He also makes some that are not so funny. Some of his statements are wholly inaccurate. His remarks upon the differences between the male and female brain are absurd, and any brain anatomist will tell him so. "Intellectual power," he says, "depends, not upon the weight of the brain relative to the body, but to the absolute brain weight." If that were true, we should have to acknowledge the elephant, whale and

rhinoceros as our intellectual superiors—1,200 to 1,400 grammes being the average human male brain, while the brain of a whale runs from 4,000 to 6,000 grammes. His entire discussion, so far as it relates to the structural differences of the male and female brain, is a series of glaring errors. Another statement, which will be read with more or less astonishment, is that the “*head of a boy or girl does not grow after the seventh year.*” Dr. Hammond would better consult his hatter in regard to that statement—which of course is not at all true, as any one knows who has given the matter attention. That the Nineteenth Century Club should listen to, that the *Popular Science Monthly* should publish, and that an alleged scientific physician should write a paper so full of monstrously incorrect assertions—so many errors that could be corrected even by a superficial student of physiology—is more than we can understand.

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### CANADIAN LOYALTY.

A nation's love in gentle diapason wakes,  
 The land to sing in chorus—*Jubilee.*  
 Sweetness gains strength, a rising tide, and breaks  
 Around the throne in spray of loyalty.  
 The pomp of festival love needeth not,  
 Since bloom it may its best, whate'er its lot;  
 Yet, rouse Canadians! in the love tha't free,  
 Find strength of heart and jubilation of song,  
 Whose laughter's like the tide that sings both sweet and long.

Sing fifty years of greatness born of love,  
 The harmony of power in woman's reign,—  
 Gift of the law that sceptres realms above,  
 Gift of the centuries growing young again.  
 Sing ye the majesty of Britain's might,  
 The tribute to her fame read ye aright:  
 The loyal strains that glorify our Queen  
 Are but the symbols of a sweeter lay—  
 The harmony of life that's born of liberty.

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### Practical Hints and Examination Papers.

—EXPERIMENTS WITH WATER:—1. Dissolve in a tumblerful of pure rain water, a piece of salt as large as a pin's head. Taste the water—no salty taste is noticed. Throw the least particle of lunar caustic (nitrate of silver) into the tumbler and note the taste. 2. Put a strip of bright lead into a tumblerful of clean rain water, and another into a tumblerful of spring water, and at the expiration of 24 hours, observe the difference, both in the water and the strips. This shows how leaden pipes con-

taminate and poison water. Drop a crystal of acetate of lead (sugar of lead) into the water, and see which becomes milky and has, therefore, absorbed the most lead. 3. Fill a candy jar half full with water. Place an egg into it. Notice whether it will remain on the surface or sink to the bottom. Add some salt to the water and notice how it affects the swimming of the egg. 4. Take some colored water or ink, and let it filter through four or five teaspoonfuls of charcoal into a bottle. Notice how, after a few filterings, the color disappears. In this way, drinking water can be filtered, if it is suspected of holding any impurities in solution.

—Every school has a character, an individuality, almost as marked as that of any of the individuals composing it. It has its own moral atmosphere, its own code of etiquette, duty, and honor. We hold it to be a truth that the teacher who has tact, patience, and mind-power, can gradually mould the character of the class or the school, almost at will. If it be a truth, it is surely one of very great moment.

--SCHOOL-ROOM DECORATIONS:—A clean school-room is pleasant, even if wholly unadorned; but a dirty room is unsightly in spite of the most elaborate decoration. Before we begin to beautify our school-room therefore, let us make it clean. The greatest source of untidiness is ink. No loose ink-bottles should be allowed in the room. Ink-wells sunk in the desk are the best to use. To keep the floor free from papers, it is only necessary to provide a large waste-basket. This should be of simple and chaste design, and may be made ornamental as well as useful. Many school-rooms are rendered unsightly and unhealthy by chalk-dust, and yet this source of annoyance and danger can be almost entirely done away by the use of what is known as the Dustless Crayon. The best eraser is made of chamois-skin. Now, having our room bright and clean, we are ready to decorate. Maps and globes of soft and well-arranged hues should be preferred to those of brilliant and inartistic coloring. Passing to things not commonly considered necessary, I will first mention window-shades. Even where there are inside blinds, it will be found that shades or curtains give the school-room a home-like look, and not only aid in furnishing it, but also afford great relief to the eyes. Pictures are within the reach of all. Good pictures exert a constant influence, gradually and insensibly raising the taste of the pupils, and refining their thoughts. But cheap pictures are far better than none; always provided they be good of their kind. A good wood-cut is better than a poor steel engraving, and a good steel engraving is better than a poor painting. Nothing is better than the portraits of eminent men. Views of noted places are of great interest and value. The geography lesson is more pleasantly committed if the pupils can have meanings given to the long, hard names by a glance at pictures of the places they are studying. Photographs of ancient sculpture illustrating classical mythology are eminently appropriate. So are photographs of classic scenes and build-

ings such as the plain of Troy, the ruins of Pompeii, the Coliseum and the Parthenon. Mottoes are very pretty decorations for a school-room. They have also a far greater moral power than most persons would suppose. Who can estimate the potency of the world's aphorisms and proverbs? Nothing can be more beautiful or fitting for school adorning than flowers. It is a pretty custom of many rural towns for the little children to bring a bouquet of wild flowers each morning to a "teacher." It will be well to have a few pots of flowers always blooming in the window. In a corner of the room should be a handsome bookcase filled with well-bound books of reference—the dictionary and cyclopedia, of course, and a good atlas and gazetteer. Then add as many books of travel, history and science as possible. In another corner I would have a table covered with baize, on which should be laid a daily and a weekly paper, and one or two of the leading monthly magazines. A few comfortable chairs about this table would be attractive on rainy days, before school, and during "nooning."

—You find these exponents of a mistaken gospel of the 'new education' in all schools. There is the teacher into whose room it is safe at all times to bring the average visitor. Her smile and manner are all the books prescribe. She is always beaming and lovable. She is never at a loss for some interesting point to bring before the class. There is a maximum of talk and minimum of study. The unsophisticated visitor comes away thinking what a pleasant teacher she is. Her class is so much interested in their work! How different from that stern Miss Sit-up-straight, in whose room there is no rest for the wicked and very little for the just! Yet when the principal goes round to gather up the results of the year's work, Miss Sit-up-straight's class averages up in the 90's, while the pretty teacher explains away her 50's by showing the principal an article in her favourite school journal, arguing that true culture and mental growth are not to be measured by per cents. These are the folly of examination cranks, and machine teachers. If the examination interferes with our theories, so much the worse for the examination. It must go. We rise superior to it, and teach so that the examiner gets nothing.

—A volume might be written upon the topic. "The trials of Teachers." Perhaps the greatest trial is the pupil who has hardly brains enough to keep his legs straight. He never knows. We have become finally convinced that he *can't* know, even if he wanted to. Then there is the busy-body who is forever gossiping about "the teacher." She—we use that pronoun advisedly—is a sore trial. The parent who button-holes you on the street to know about his child, or to expatiate upon said child's remarkable merits, is a trial that every teacher has to endure. These are only a few, and the list might be indefinitely extended.

—The great aim of public and private school-teachers should be to give their pupils such instruction as would teach them how to learn. If education is to cease when boys or girls turn their backs upon the school-

house; then our expenditure for educational purposes is a mistake. Crammed knowledge always evaporates, but brain development sticks, and it is the art of brain development that is to be imparted.

—The art of conversation is one of the most valuable qualifications of the teacher. Children are delighted with one who has the ability to talk with them in a sensible and entertaining manner. It is admitted that the art of conversation can be taught as a branch of school work, and by the guidance of certain general rules, the teacher can exert an influence, by her style and example, that will be of great value to the young in securing for them felicity of expression and ease of manner. Children always listen to a good narrative with delight, and to listen well is almost as desirable as to talk well. Conversation is a mutual matter, and the real life "small talk" is the basis of a large proportion of social intercourse. Talks with children should be varied, natural, free in style, governed always by the rules of good breeding, such as avoiding interruptions, personal insinuations, indelicate allusions, or double meanings, cheap witticisms, etc. The great secret of a successful talker consists in displaying genius in bringing out the thoughts of others. Children analyze and philosophize with great correctness; and the teacher who talks too much, or who aims to show her own superiority, will soon lose her power to interest or instruct the young. It requires wisdom to talk well; sound judgment must be exercised when to keep silence.

—First, get the pupils interested. Their report of the teacher has more influence with the parents than any other *one* thing. Convince the pupils you are working for their good, and you convince the parents. Second, make radical changes slowly. Many a reform has been lost sight of by introducing it before the people are prepared for it. Some one said to Lincoln: "Emancipate the slaves. Why delay?" Lincoln's reply showed his wisdom: "The people are not educated to it. We must wait"; and he did wait until public sentiment said: "Why not mend the whole matter? Let us right this wrong." Then the Emancipation Proclamation was issued. Third, personal visits. Nothing so tends to lessen prejudice as a personal talk with the parents when they are entertaining you as a guest. Do not enter into a discussion of methods, but tell how well their children are doing, and mention all their good points. Urge them to visit the school-room, and you will be surprised at the amount of interest they will soon take in the school.—*Practical Teacher*.

AN EXPERIMENT.—OBJECT.—To develop definition of liquid.

MATERIAL.—Place in separate bottles, salt, gum Arabic, washing soda, milk, pieces of mica, glass, alcohol, ink, and sweet oil; have also several empty bottles. If each pupil can be induced to bring a dozen small bottles, the work may be conducted by each one at his seat; the bottles may be furnished from a general supply and labeled by an assistant, the directions being placed upon the board, or on slips of paper; the answers each pupil writes out in complete sentences.

QUESTIONS AND DIRECTIONS.—Pour some of the salt into an empty bottle, some of the ink into another.

What difference did you observe in the way in which these substances ran from one bottle to another?

Tip the bottle containing milk to a horizontal position: tip the one containing mica. What difference did you notice in the motion of the two substances as the bottles were inclined?

Name the other substances in your collection, which move easily as the bottles are inclined. Try all the substances in the same way, and name those that run easily.

Incline the bottle of oil very slowly, letting it fall in drops to another bottle. Try all the substances and name those that will form into drops. State three things that you have observed about the substances you have named.

Substances which have these qualities are called liquids. What is your idea of a liquid? Write the definition. Examine the water in regard to your last statement and write your conclusion.

—To teach for three or four years, will probably prove beneficial to any competent person. The novelty of the sphere will retain its freshness comparatively well, for that length of time. The ancient saying, *discimus docendo*, will continue to have force. Suggestions of new ideas will not fail to meet the teacher in the yearly round. Pupil development will not, in that time, come to be the fixed standard from which to judge of human capacity. The child-like will not, by the law of imitativeness, make the teacher's character childish. Insight into the needs of pupil character, for its regulation, will not settle upon lifeless and arbitrary truisms to be doled out, well or ill-stated, as wise saws and modern instances to "young teachers" in private talk, or from the lecture-stand. It will do any young person good, we say, to teach three or four years after graduating. The process will give opportunity for a grand review of studies, and communication will open up views never before thought of.

—Mr. W. G. Jessop, principal of Brampton public schools, reasons with parents, in the *Pee Banner*, in reference to the irregularity of attendance at the schools. He says truly that if parents "would only consider the very injurious effects of allowing their children to absent themselves from school, as so many seem to do, for every trivial cause, the evils arising from this source would be greatly lessened. Take an example how it effects a class. Say that to-day I explain a certain important principle to my class, and that, as usual, four or five are absent. To-morrow, when one or two of the absentees may have put in appearance, I must either delay the class to explain to them (those who had been absent) yesterday's work, and so occupy the time allotted to that subject, or leave them in ignorance, to suffer for their absence. The next day, some others come in and again is the alternative presented. Either injustice must be done to the class or those who had been out of school suffer, by having to do work

of which they do not understand the first principles. Every school day is, or should be, as a link in a chain, and if a link be broken, you know the value of a chain, as a chain. Then think of the excuses we have to receive. One says, 'I just finished my music lesson at nine o'clock, and mother said I need not go till noon;' or 'I did not get home from running an errand, and ma said not go to school till noon.' That is, because ten minutes were lost, lose three hours. Such things should not be, or else a very ordinary or meagre progress should be deemed satisfactory."

—The Colchester (N. S.) *Sun*, in the course of a highly complimentary report of the examinations in the public schools of that town, takes occasion to say: "The departments taught by lady teachers are all overcrowded, and it appeals to one's sense of justice to read in the town report that with an attendance of 55, average 33, Messrs. Smith and Little get between them \$1,650 while, \$1,600 pays *five* female teachers, whose registered pupils from 108 to 65, average from 84 to 40, and we have taken among the five those getting a little more than \$300. The examinations were well attended by the mothers and female friends of the pupils. The fathers were, as usual, conspicuous by their absence. We could not but think how a race at the driving park, a criminal trial in the court house, or even a dog fight, would draw more men together than witnessing and encouraging the progress in learning of our future citizens, for except at the high school, where a few of the fathers put in an appearance, it was left to the presiding councillors, one or two of the ministers, and a very few others, to represent the voters of the town, who, if any, should be interested in the public schools."

—The man should be greater than the teacher. When school officer aim at making teachers subservient, do they not undermine manhood and debase the character? If you would have teachers inspire your children with noble purposes, see to it that they be not treated as slaves without rights. Like begets like.

—If a teacher wants to rise in his profession he must pull himself up. He will never be pushed up. Hard work tells. The unsuccessful man waits for something to turn up. The successful man makes something turn up.

—Superintendent Carruthers, of Salem, Ohio, in his last annual report: "I would emphasize training in reading, speaking, and writing in English, above all other school exercises. They will go through life. They will make life. They are not laid aside, as most other school exercises are at the close of school life. That teacher does my child the greatest and most lasting service who develops in him a love for good reading, and establishes in him the habit of such reading."

—The amount of educational literature now published is very great. In the library of the National Bureau of Education, Washington, are over fifty thousand books, pamphlets, etc., mainly pedagogical in character. As the opportunity of most teachers for reading in any special line is

limited, they should be careful in their selection, and read only what is worth reading. Indeed, in a life-time one could only read a small portion of all that has been published in this line.

—School officers control the schools, but the public hold teachers' responsible. Those who direct education should have a profound knowledge of its needs and the best means of their attainment. When this is wanting, there is a woful breach.

—The Roman numerals form quite an interesting study, and, when learned in connection with their history or derivation, are easily remembered,—a fact that every teacher should bear in mind, for experience has taught us, that very few persons can read them readily. The method of counting and adding, which gave origin to these characters, was very simple. The simplest way of counting was by the fingers and by means of strokes, representing the fingers. This gives us I, II, III. The entire hand, with thumb open, gives rise to the V, representing the five fingers. I to the left of V indicates one taken from five, or one this side of five. I to the right of V, for the same reason, means one added or attached to five, six; two, seven, &c. The fingers of both hands counted, or <sup>V</sup> gives rise to X, and IX and XI, XII, &c., are nine and eleven, twelve, &c., on the same principle as (IV and VI) four and six.

The other characters employed are best explained by commencing at the highest number. M is a thousand, from the Roman word *Mille*, one thousand. The word *mill*, one-thousandth of a dollar, has the same derivation. D five hundred or half of a thousand is half an M with the lower section closed. C is a hundred, from the Latin *Centum*, hundred, our word *cent* being derived from the same. L, fifty, is half of C, thus: c. Forty, sixty, ninety, and one hundred and ten are written on the same principle as four and six, namely with ten to the left or right of fifty or one hundred, thus: XI, LX, XC, CX. So four hundred and six hundred, and nine and eleven hundred, with C and D or M, thus: CD, DC, CM, MC.

## QUESTIONS ON GOLDSMITH'S DESERTED VILLAGE.

### PROSODY INCLUDING REPETITION.

1. What is the measure of the poem?
2. Give instances of variation from the regular metrical form. What is the most frequent variation?
3. Quote an iambus, a trochee, an anapest, a spondee, a pyrrhic.
4. Give illustrations of the caesura in different places in the lines. What is the author's favorite place for the caesura?
5. Quote five instances of the use of caesura to lengthen the time of a pyrrhic.
6. What is the character and arrangement of the rhyme? Can you find any imperfect rhymes?
7. Give five instances of alliteration.

8. What is the author's favorite mode of using alliteration ?
9. Quote five instances of assonance.
10. Where do you find most frequent instances of assonance ?
11. Examine minutely the metrical form of lines 385 to 394.
12. Name the different kinds of repetition in the following quotations, state the purpose of each, and find in the poem another example of each. Lines 50, 243 to 246, 416 and 417, 89, 370, 203, 108, 51, 85 to 95.

#### THE AUTHOR IN THE POEM.

1. Find in the poem traces of Goldsmith's idleness, of his fondness for practical jokes, of his generosity, of his sympathy with distress, of his inexactness, and of his vanity.
2. Who were the individuals intended by "one only master grasps the whole domain," "wretched nation," "village preacher," and "village master" ?
3. What recent family troubles account for the regrets expressed in lines 83, 98 ?
4. What allusions do you discover to the author's childhood, his youthful experiences, his London life, and his wanderings on the Continent ?
5. Judging from the poem, what do you conceive were the mental and moral characteristics of the poet ?

### Correspondence.

PRINCIPAL.—We have referred to the matter in our editorial pages, and should the misconduct be continued, we may be induced to give space to the instances you cite. It is not your intention, we know, to hurt the feelings of any one unnecessarily.

ACADEMY.—We have seen other communications written in the spirit of your own, and addressed to the officers of the department. The teachers are certainly determined to give the new plan a fair trial, and from what we know, nearly all the head-masters of our principal Academies have spoken well of the fairness of the questions and the manner of conducting the examinations.

I. B. M.—It will be impossible for the Inspector to return the results to you. His report has to be presented to the Protestant Committee of the Council of Public Instruction, and that body will not meet again until September.

TEACHER.—A few minor changes may possibly be made in the course of study for next year, but the teachers will, no doubt, be advised of them in September. These changes will in no sense be radical, but such as the practical teachers of the province have suggested after the experience of the past year.

NEW CARLISLE.—We will try to remember your request, and will write to you as soon as possible.

THE STAR AND ITS LAST EDITORIAL.—We expected to find some such result of the *Star's* discussions on education as the subjoined, and leave our readers to draw their own conclusions after reading it. "The High Pressure System.—*To the Editor of the Star*:—SIR,—I read with interest your editorial on over pressure in education, and quite agree with your views. There is now a tyranny being exercised by some classics, who feel that there is danger of their occupation being gone as common sense gets more control of our educational affairs. You seem to direct your thoughts to the matter of over pressure in the case of children, which is a great evil, resulting now in a cramming process by which little or nothing is really learned, the student forgetting what he has been examined in, within a year. Our children at school are rushed from book to book before they half understand the subject supposed to be taught, and brains that as you say should only be impressed through the senses, are called upon to reflect. The educational course pursued to-day is largely lacking in the practical, and some people are blundering terribly, for which the rising generation will have to suffer. I would like to know what use there is in our girls attending the High school studying Greek, and then to think that Canon Norman has to make the admission that this ridiculous addition to the curriculum was made in order to get the benefit of some funds concerning which some cranks had imposed a condition. What a joy it will be to a husband to have his wife spout Homer to him over a burnt beefsteak, or croon the words of Agamemnon into her cross baby's ear. If the girls were taught music and needle work, there would be some sense in it, but Greek;—from such a coming race of blue stockings may deliverance be ours. You have opened fire on a grave wrong, pour in broadside after broadside; we can see the influence of this "over education" in the physique of our girls, who, narrow chested, spectacled and stooped in many cases, preach of prospective misery in married life, when entering into motherhood. A broad expansive brow and brain, teeming with the classical cramming indulged in, will be a poor offset for rickety children and domestic misery. If Sir Donald Smith could see into the future of the girls that will be educated in the Trafalgar Institute, he would be the first to wish he had never subscribed so liberally as to make its existence a possible thing. The universities are much to blame for admitting women, it is not a question of brain power, they can study well enough, but it is disastrous to the interests of after life. The increase of the female population is getting to be a serious matter, and the fact that men will not marry, owing to the cost of keeping a wife, is a source of immorality. Owing to female labor in offices, etc., being so largely employed, men cannot now get wages enough to marry upon. The young girl gets her two or three dollars a week, and living at home, puts all she earns on her back; her

parents think it is all satisfactory, she is clothing herself, and is so much less expense to them, but she is causing wages to be cut down, so that some one else's father cannot get enough to buy necessary food for his large family. It may yet come to this, that the unemployed man will have to sit at home, chewing the cud of bitterness, while his wife is earning her three or four dollars at the office or store. Better, far better for him to earn ten dollars and she look after the babies at home, which is woman's place. If you publish this, there will be a shrill storm from indignant females, but the present condition of things is a social problem needing solution. To-day, in railroad offices, hundreds of girls are employed; beside them fathers of families work, who, owing to female competition, are met with a refusal for an advance in their miserable wages. They are told we can get the work done cheaper than you can do it, by these girls, and if you don't like it, you can leave; as leaving is to starve, they stay for the sake of those at home. It is now high time that some course should be pursued to protect the men from the Amazon corps that, claiming all the consideration due their sex, enter the battle field of life to fight with those (for dress versus bread) in most cases who are *obliged* to put up with much for fear of being considered unmanly.

Yours truly, COMMON SENSE v. EDUCATION."

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### Books Received and Reviewed.

OUR EXCHANGES.—We have received a copy of *The Open Court*, a fortnightly journal published in Chicago. The articles are all exceedingly well written and the periodical has in it so much on modern thought, written in an impassioned style, that we shall, with pleasure, place it on our exchange list, if such be the desire of Mr. and Mrs. Underwood who are its able editors. The vacation number of the *Glenwood Monthly* is to hand, which in its promise to become a favourite among the teachers of North Carolina, is worthy the warmest reception one can give it. Mr. D. L. Ellis is editor of this well arranged journal. We are glad to hear of the new appointment of Mr. T. Arnold Haultain, M.A. Mr. Haultain was formerly editor of the *Toronto Educational Weekly*, and has been appointed Examiner in history and geography in the University of Toronto. The *American Teacher* has lately noticed our efforts by publishing one of our articles complete in its columns. The *Teacher* is published in Philadelphia by Eldredge and Brother, and is certainly the best printed and handsomest of our contemporaries.

THE RIVERSIDE LITERATURE SERIES, published by Houghton, Mifflin & Co., Boston and New York. This series is the result of a desire on the part of the publishers to issue in cheap form for school use, some of the most interesting masterpieces of such writers as Longfellow, Whittier, Hoimes, Lowell, Hawthorne, etc., and the circulation has already shown

the favour with which the enterprise is viewed by teachers and pupils. The writer tried an experiment with the portion of a set, which the publishers have sent for review, and the lad into whose hands they fell, as if by accident, greedily read the whole series. If it be possible to obtain them, we are anxious to have all the numbers.

THE READING CIRCLE LIBRARY, published by E. L. Kellogg and Company, New York and Chicago. This is the first of a series, each number of which is to cost only 30 cents. The author of the volume before us—"Mind Studies for young Teachers"—is Dr. Jerome Allen. It is just the book young students in mind science require, for it discusses the very subjects that are the most interesting to them and in a way perfectly intelligible to the beginner. The book is full of the very information the *live, working* teacher wants to know, and just the knowledge she cannot get along without, and do good work. No chapter could be omitted. It is remarkable how much the author has crowded into those 128 pages. Best of all, the style is not dry and abstract, but simple, easily comprehended, and full of practical illustrations. It ought to be read by every teacher before the opening of the schools in September. The author has been at special pains to make the book very handy for students, and to this end has inserted topic headings freely, extracts from authorities, and an index. The Reading Circle Library, of which this is the first number, starts out with great promise of good to teachers. To thousands who have not time to read larger works on education, this series will be serviceable. The books can be carried easily, and read during spare moments which otherwise might run to waste. Beautifully printed in large, readable type, on excellent paper, these books are cheap only in price. Several other numbers of this series are nearly ready, viz., Froebel's "Autobiography," and Clifford's "Seeing and Thinking."

WENTWORTH AND HILLS EXERCISE MANUALS, No. 1 *Arithmetic*. This is the beginning of another excellent series of school books, if we may judge of what is to follow by the volume on arithmetic, which has been sent to us. This series is published by Ginn & Co., Boston. The book before us is a collection of examples which every teacher ought to possess. The collection is not intended to supersede text books in arithmetic, but to supplement them. The examples are arranged in groups, and are, as may be expected, progressive in their character. The examples are in the main practical, that is, similar to examples that occur in the ordinary affairs of life; and many of them give accurate and interesting informations.

ORGANIC UNION OF CANADIAN CHURCHES, by the Very Rev. James Carmichael, M.A., D.C.L., Dean of Montreal. Published by Dawson Brothers, Montreal. The General Assembly of the Presbyterian church in Canada at Winnipeg, received a communication from the Synod of the Church of England in Canada, drawing the attention of the members of the Assembly to the question of union. The question which Dean

Carmichael discusses in his little volume, has, in this way, become a practical question, and hence its circulation on that account will be largely increased. Any one who desires to know how little there is, from a doctrinal point of view, to keep the Protestant Colonial Churches apart, should read this book. Advancing eight arguments in favour of union, and showing why Canada may be considered a field in which to test the movement, the erudite author proceeds to give a concise sketch of the causes which led to the separation of the churches, and finally brings into relationship the various differences among them in matters of doctrine and polity. The book is opportune and will prepare men's minds for the discussions which is about to agitate them on Church Union.

SUGGESTIVE LESSONS IN LANGUAGE AND READING, *A Manual for Teachers*, by Anna B. Badlam of the Rice Training School. Published by D. C. Heath & Co., Boston. These lessons are plain and practical, being a transcript of work that has been successfully done in the school-room. They are intended for children from five to eight years of age, the plan being so elastic that it may be used in any of the primary grades. The first part of the book is devoted to *Outline Lessons for Oral Work*, and aims to suggest to teachers simple and interesting methods of increasing the child's vocabulary, and leading him to appreciate the *value* of the words he is constantly hearing and speaking. To show the result of these language lessons, and how they lead to composition, some twenty stories, told by the children, and taken down by the teacher, are introduced, together with the method of questioning used to develop the stories. A number of fables, so clothed in the simplest language that the child, upon hearing and comprehending them, is able to give them back to the teacher in language of his own, forms another feature of the oral work in language. The second part of the book is devoted to *Suggestive Lessons* for Blackboard Reading and Word Building. The plan embraces the best known features of the various methods of teaching reading. The *main* feature of this plan is, however, to teach the child to apply his knowledge of the sounds or powers of the letters, and make it his guide in finding out new words without the teacher's help. Diacritical marks are used only where the natural guides to pronunciation are lacking. The Lessons are illustrated by pictures in outline, so *simple* that the teacher will be able to reproduce them on the blackboard when teaching the text of a lesson.

FIRST YEAR IN LATIN, by George Stuart, A.M. Published by Eldredge & Brother, Philadelphia. This book is said to be the result of numerous friendly suggestions, and we certainly like its looks. The classification is excellent, the two prominent features being the introduction of the verb at the outset, and the synopsis of Caesar at the end. The volume is all that could be desired as a text-book, well printed, well bound, a credit to the publishers. We have no doubt but teachers will favour its introduction.

CLASSICS FOR CHILDREN, *A Third Reader*, compiled by J. H. Stickney, and published by Ginn and Company, Boston. The most attractive feature of this new reader is the largeness and clearness of the type and the interesting character of the selections. The illustrations are also very good. The selections are mainly literary in character and in the narrative style. The aim of the book is to lead children into the habit of reading, by placing in their hands a pleasant story or a sweet piece of poetry.

PRIMARY FRIDAYS, *Original and Selected Recitations* for the little ones, published by the Interstate Company, 30 Franklin Street, Boston. This compilation is all that it professes to be, and is just the thing to bring delight to the hearts of young folks on the Friday afternoons. Primary teachers should have a look at the book. We would like to see the other numbers of the series, this being the third.

TALES FROM ENGLISH HISTORY, with an *Appendix of Historical Ballads*. This is No. 1, of Marcus Ward's history readers, prepared by a practical teacher. Mr. J. G. Hefford of the Carlton Board School, Densbury. It is another of those readers specially prepared after the natural method of leading the pupil to a knowledge of English History by almost unconscious steps.

D. C. HEATH & Co., of Boston, have been made the American agents for the *London Journal of Education*, a monthly record and review. It is the very best of the foreign educational periodicals. No teacher or school officer, wishing to keep abreast of the latest educational theory and practice, can afford to be without it. The subscription price for America is the same as that for Great Britain, namely, 6s. 6d. or \$1.65 pre-paid.

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1886—1887.

## TWENTY-FIFTH ANNUAL REPORT OF THE TEACHERS ASSOCIATION IN CONNECTION WITH MCGILL NORMAL SCHOOL.

*Mr. President, Ladies and Gentlemen of the Association:—*

From the beginning of November to the present month, there have been held eleven ordinary meetings of your Association. A programme, containing the dates of these meetings, and the work assigned for them, was issued early in the opening month, and it is a matter for congratulation, that this outline of work has been closely adhered to, with the exception of an alteration in the dates of the last two meetings. A departure from the routine of previous years was ventured upon this session, in the formation of a Reading Circle, embracing a professional course, and a literary course, as set forth respectively in Lectures on Teaching by J. G. Fitch, and Studies in Longfellow, *Riverside Series*. The division and assigning of the work, &c., were placed in the hands of various sub-

committees, and it is to the indefatigable exertions of the ladies and gentlemen comprising these sub-committees, that the success of the year's work is to a great extent due.

The first meeting was devoted to a lecture on Longfellow by the Rev. W. S. Barnes, who with much courtesy had kindly consented to place his services at the disposal of the Association for that evening. At the following meetings, the various topics, as set forth in the programmes, have been treated by ladies and gentlemen belonging to the McGill Normal, Model, Girls' High, Senior, Berthelet St., Panet St., Boys' High, British & Canadian, Sherbrooke St., Ann St., Côte St. Antoine and Dorchester St. Schools, in all, thirty-six papers have been prepared and read by thirty members, and six non-members. As compared with last year, the attendance has not been generally so large, a fact which may be accounted for by the meetings being held about twice as often. In the previous year, there were only five regular meetings. A diversion from the practical work was provided by means of a *Conversazione* held on March 18th, in the McGill Normal School, and to judge by the large attendance of members with their friends, and the favorable comments made on the various arrangements for the evening's entertainment, your Association may consider it an unqualified success. On that occasion, great pleasure was afforded by the exhibition of Microscopical specimens and fine engravings, the working of an Electrical Apparatus, and the rendering of music and readings. To all the ladies and gentlemen, who so kindly assisted on that evening, and at the regular meetings, and to the Protestant Board of School Commissioners, for frequently lending a piano, the members of the Association desire to tender their sincere thanks. A resumé of the past year's work would be far from complete without a word or two concerning the Convention of the Teachers of the Provincial Association held in Montreal, last October. The presence of so many distinguished educationists and the practical nature of the papers presented, could not fail to have been profitable and to have given an impetus to the cause of education.

During the year 1886 and 87, sixteen new members, twelve ladies and four gentlemen, have been elected, and one resignation has been received. The membership list, at present, numbers eighty-six members, three honorary, and eighty-three ordinary, the latter including twenty gentlemen and sixty-three ladies. There have been held sixteen meetings of council, which have had an average attendance of about nine out of fourteen members, and it is a matter of great pleasure to record, that throughout the year, these executive meetings have been characterized by kindness of feeling among the members and unity of purpose to promote the welfare of your Association.

This report is respectfully submitted by your Secretary.

M. PEEBLES.

### THE FOURTH ANNUAL REPORT OF THE QUEBEC LOCAL ASSOCIATION OF TEACHERS.

In looking back on the efforts which have been made during the past year, to promote the objects for which this society was established, the retrospect is not without elements of encouragement.

Although the stormy weather which prevailed in the early part of the winter had a serious effect on the attendance, and in a great measure retarded the progress of our work, our enthusiasm was only dormant, and with the disappearance of that obstacle, the interest has revived, and with the advancing season displays a healthy growth. In common with other earnest teachers, we are alive to the educational awakening which characterizes the present day, and conscious of the progress that is being made in securing efficient school supervision and direction; we realize the desirability of system in administration, and uniformity of standard.

To keep pace with the age, and to take our share in the direction of this great movement, we recognize the necessity of more professional knowledge.

The mere mechanical work of the teacher has been so assiduously exalted, that much of his real work, that is to exercise a lasting influence in the formation of mind and character, has been in a measure lost sight of, or, at least, allotted a secondary place. Is it to be wondered at when such inducements are held out to the promotion of the former as are involved in "Payments by results." The necessities of our position have led us to seek mutual aid by the interchange of opinions, suggestions and experiences in our Association as a reading circle, an institution which may now be considered as a part of our educational system.

For many years, these reading circles have been a means of developing a higher literary taste, and broader culture, but more recently they have been turned into the pedagogical channel, a change which has been effected less by choice than by the evolutions of our growing requirements; and as we peer into the future, we seem to see that the time is not far distant when we shall be confined to that course. That which will most directly help him in his work of instruction, must be the absorbing study of the future teacher. "This one thing I do" as it was the motto of the great Apostle, has been and will be the motto of all successful men and organizations in all ages.

Our reading circle is yet in its infancy. We began with no formal programme, but preferred rather to feel our way, and ascertain with what material we had to work, and how it might be best utilized for our mutual benefit. *Our work this year has not assumed a very didactic form.* Another year will doubtless find our meetings more distinctly characterized by that element. Much of the time spent by our society this year, has been devoted to the study of Milton. Several excellent papers have been contributed, treating of his life, times and certain portions of his works, with a view to awaken interest and stimulate

desire to become better acquainted with the mind of this great genius ; and judging from indications these efforts have not failed in their purpose.

We have to regret that some members of our society have resigned their positions as teachers under the Protestant Board of School Commissioners, but we trust that so long as they remain in the old capital, they will not withdraw their valuable services from our society.

We congratulate ourselves, on the acquisition to our society of Mr. Young, rector of the High School and Mr. Arnold of the same institution as new members. We have to regret the pressure of work that has prevented the Rev. Mr. Rexford from meeting with us this year ; his zealous sympathy with our society, has in past years greatly contributed to its life and efficiency. We also regret that our worthy president, Dr. Harper, has found it impossible to be present at all our meetings ; but whatever drawbacks we may experience, we trust that while we continue to maintain a spirit of true comradeship in our calling, and use our society to stir each other to " Love of good work," it will not be doubted that our society is doing a useful work in the community where our lot is cast.

E. MACDONALD,

*Secretary.*

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### Official Department.

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*Boards of Examiners.*—The first meeting of the Protestant Divisions of Boards of Examiners under the new Regulations, during the first week in July, marks a new departure in our educational work. The candidates will now have sufficient time to answer the questions set them, two days and a half being allowed for the Elementary Diploma, three for the Model School, and four for the Academy. Three new subjects have been added to the requirements for the Elementary Diploma, viz., Study of Goldsmith's "Deserted Village," Physiology and Hygiene, and School Law ; the latter, however, is not required for the approaching examination. The Boards now grant upon these examinations only second class diplomas, or, in the case of elementary diplomas, second and third class diplomas—third class diplomas, like the former second class elementary, being valid for one year only.

*TEACHERS' INSTITUTES.*—Arrangements have been made to hold four Institutes during the summer. The first will open at Bishop's College, Lennoxville, on Tuesday, 12th July. The college building has been placed at the disposal of the Institute.

The lady teachers will occupy the school building and the gentlemen the college building. The arrangements have been most satisfactory in previous years, and the cost of board and lodging has been less than fifty cents per day. There should be a large attendance of teachers from the St. Francis district. Those intending to be present, should send their names immediately to Inspector Hubbard. The second Institute will open at Bedford on Tuesday, July 19th. Arrangements are being made to provide hospitality for members of the Institute, and teachers desiring such provision should send their names to Hobart Butler, Esq., M.A., Bedford, P.Q., as soon as possible. The third Institute will open at Aylmer on Tuesday, July 26th. Hospitality will be provided members of the Institute by residents of Aylmer also, and teachers intending to be present should send their names to G. F. Calder, Esq., B.A., Aylmer, P.Q. This is the first Institute held in the Ottawa district, and it is to be hoped that the teachers of the district will avail themselves of this opportunity of improving themselves in the science and art of teaching. The fourth Institute will be held at Ormstown, opening on Tuesday, August 2nd. Teachers intending to be present are requested to send their names to Col. McEachern, Ormstown, who will arrange for their entertainment by the residents of Ormstown. Each Institute will continue in session four days. In order that the work of the Institutes may not be confined to a short session of four days, a course of study has been prepared which teachers may read up, and so add very much to the value of the Institutes. At the close of each Institute, a set of questions will be given to each member of the Institute who has attended regularly. The members will be required to prepare answers to these questions at their leisure, and return them to the Secretary of the Department. When these answers have been examined and marked, the certificates of attendance, with the percentage of marks gained, will be mailed to each member. The lecturers at these Institutes will be Dr. Robins, Dr. McGregor, Dr. Harper, and the Rev. Elson I. Rexford. Dr. Robins will take up Object Lessons and Goldsmith's "Deserted Village." Dr. Robins has given instructions concerning a Preparatory Course of Reading. Dr. McGregor will take up Arithmetic and Simple Mensuration. Dr. Harper will discuss *Class*

*Management.* (Read Baldwin's "School Management," Part VI.) Rev. Elson I. Rexford will continue the subject of School Discipline. (Read Baldwin's "School Management, Part III.) Each teacher should come to the Institute provided with notebooks, a copy of Baldwin's "School Management" and a copy of Goldsmith's "Deserted Village." Teachers who have been present at two previous Institutes, should bring their certificates with them, in order to exchange them for the certificate of three Institutes, which is now of value before the Boards of Examiners. Although the attendance at these gatherings has been very good in the past, there should be a larger attendance this year, in consequence of the special privileges now granted to members. The question box will again be given a prominent place in the programme, and teachers would do well to prepare a list of questions as they are suggested, from time to time, by incidents in their work. Apart from the regular sessions, a public meeting will be held at each Institute, and teachers should bear in mind the suggestion made at the last Institutes that they should come prepared to contribute something for the entertainment of the members of the Institute.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant Governor has been pleased, by an order-in-council of the 16th December, 1886, to make the following appointments, viz:—

The Rev. F. E. Lloyd, of Shigawaki, a member of the Protestant division of the Board of Examiners for Bonaventure, vice the Rev. C. D. Brown, removed; C. A. McClintock, Esq., of Beebe Plain, and H. C. Hill, Esq., of Stanstead, for the Protestant division of Stanstead, the former to replace Dr. McDuffee, and the latter to complete the newly formed division; the Rev. A. T. Love, Rev. Z. Lefebvre, B.C.L., and George Lampson, Esq., all of Quebec, for the Protestant division of Quebec, to replace the Rev. Robert Kør, and the Rev. Mr. Allard, removed, and Mr. W. D. Campbell, deceased.

Also to appoint a school commissioner for the municipality of St. Louis du Mile End, in the county of Hochelaga. O. G. 442

18th January, 1887. To appoint a school commissioner for the municipality of St. Norbert, in the county of Arthabaska. O. G. 214.

20th January. To appoint George Mason, school trustee for the municipality of Rawdon, county of Montcalm, in room and stead of Mr. William Jones, who has definitively left the municipality.

His Honor the Administrator of the Province, has been pleased, by an order-in-council of the 18th of February 1887, to appoint five school commissioners for the new municipality of St. Bernardin, Co. of Portneuf; one for the municipality of La Madeleine, Co. of Gaspé; one for the

municipality of St. Joseph de Lepage, Co. of Rimouski; one for the municipality of Sault au Cochon, Co. of Saguenay; and one for the town of St. Germain de Rimouski, in the Co. of Rimouski. O. G. 442.

To form a distinct school municipality under the name of St. Patrice de la Pentecôte, in the Co. of Saguenay.

To form a distinct school municipality under the name of Sayabec, in the County of Rimouski.

19th February. To detach certain lots from the school municipality of Israeli, and annex the same to the township of Price, in St. Vital de Lambton, for school purposes. O. G. 444.

1st March. To appoint a school commissioner for the municipality of the town of Richmond, in the Co. of Richmond. O. G. 532.

2nd March. To appoint five school commissioners for the new municipality of St. Patrice de la Pentecôte, in the Co. of Saguenay. O. G. 569.

To erect a new school municipality under the name of St. Bruno, in the Co. of Chicoutimi. O. G. 570.

His Honor the Lieutenant Governor has been pleased, by an order-in-council of the 26th March, 1887, to appoint five school commissioners for the new municipality of "Sayabec," in the county of Rimouski. O. G. 723.

To appoint a school commissioner for the town of St. Germain de Rimouski, in the county of Rimouski. O. G. 762.

7th April. To erect a distinct school municipality under the name of "Cap à l'Ouest," in the county of Chicoutimi. O. G. 806.

14th April. To appoint a school commissioner for the municipality of St. Bonaventure of Upton, in the county of Yamaska. O. G. 850.

18th April. To appoint five school commissioners for the new municipality of St. Bruno, in the county of Chicoutimi, five for the new municipality of "Cap à l'Ouest," same county, and three for the municipality of East Templeton, in the county of Ottawa. O. G. 850.

18th April. To detach the Isles à la Girodeau, la Batture aux Carpes, two small islands unnamed, l'Île au Sable, l'Île à la Cavale, à l'Orme, à la Marche and Noyer from the school municipality of "l'Île Madame," and annex them to the school municipality of "l'Île St. Ignace," in the county of Berthier. O. G. 851.

His Honor the Lieutenant Governor has been pleased, by an order-in-council of the 21st April 1887, to appoint a school commissioner for the municipality of the town of Sorel, Co. Richelieu, one for the municipality of Barford, Co. Stanstead, one for the municipality of St. Matthew of Rioux, Co. Rimouski, and one for the municipality of Pointe au Pic, Co. Charlevoix. O. G. 896.

30th April. To erect the parish of St. François Xavier de Brompton, Co. Richmond, into a school municipality, and to detach certain lots from the municipality of "Ouatouchouan" and to annex them to the municipality of Roberval, Co. Chicoutimi, for school purposes. O. G. 932.

2nd May. To make certain changes in the boundaries of the school municipality of St. Eugene, Co. L'Islet. O. G. 960.

3rd May. To appoint a school commissioner for the municipality of Ste. Marie Madeleine, Co. St. Hyacinthe. O. G. 931.

13th May. To appoint two school commissioners for the municipality of the parish of St. Germain de Rimouski, Co. Rimouski. O. G. 1013.

21st May. To appoint a school commissioner for the municipality of St. Ephrem d'Upton, Co. Bagot, one for the municipality of Mont Joli, Co. Rimouski, and one for the municipality of St. Angèle, Co. Rouville. O. G. 1061.

30th May. To appoint a school commissioner for the parish of St. Cecile du Bic, Co. Rimouski. O. G. 1099.