

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | |

THE
JOURNAL OF EDUCATION

FOR THE PROVINCE OF QUEBEC.

(PUBLISHED UNDER THE DIRECTION OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.)

EDITED BY

HENRY H. MILES, Esq., LL. D., D. C. L.

SECRETARY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, AND

GEORGE W. COLFER, Esquire.

TWENTY-SECOND VOLUME.

1878

QUEBEC, PROVINCE OF QUEBEC :

LEGER BROUSSEAU, PRINTER.

TERMS :—One Dollar per annum in Advance.

To Teachers—Free.

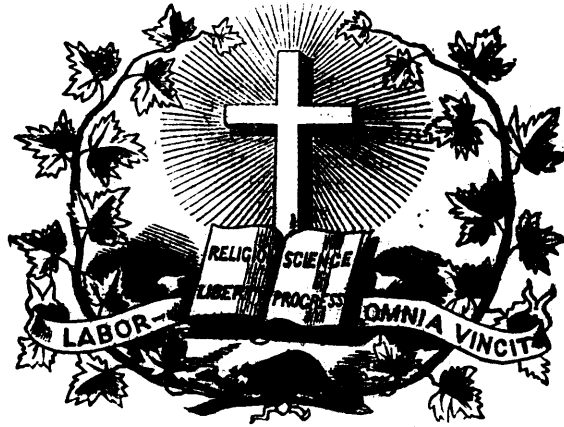
INDEX TO THE TWENTY-SECOND VOLUME.

N. B.—The Figures denote the Page.

- Advertisements, 31, 47, 80, 112.
 An act further to amend the laws respecting Public Instruction in this Province, 38.
 Abstract of the proceedings of a meeting of the Protestant Committee, 42.
 A few words on female Education, 46.
 An extinct race, 47.
 Annual Report of McGill College, 69.
 Amended regulations relative to the Examinations of Candidates for Teachers' Diplomas, 75.
 A New Telephone, 79.
 A New Projectile, 79.
 A dangerous item, 79.
 An act to further amend the laws respecting Public Instruction in this Province, 122.
 A Talk With the Boys, 126.
 A few words to Young Learners, 141.
 Accurate Expression, 181.
 Articles deferred, 188.
- Brains on the farm, 47.
 Baths, 79.
 Beauty of the Clouds, 182.
 Boarding round, 191.
 Brain Stimulant, 175.
- Cram, 14.
 Cultivation of the Memory—The, 17.
 Curiosities of Language, 29.
 Catherinot, 47.
 Current Mistakes in Teaching English Grammar, 60.
 Convocation—McGill University, 67.
 Carlyle on the Book of Job, 78.
 Curious Derivations, 78.
 Confining Children, to their tasks too young, 79.
 Children, 126.
 Cause of Infant Deformities, 127.
 Cultivation of Sorghum and the extraction of Syrup therefrom—Experiment on the, 145.
 Children as Teachers, 175.
- Drawbacks of Education, 7.
 Death of the king of Italy, 9.
 Dips into Good Books, 30.
 Do not ask favors, 31.
 Disorder in Schools, 175.
- Education—Drawbacks of, 7.
 Exercise and Occupation, 15.
 Education of Girls—The, 29.
 Excursion to Paris—Teachers', 43.
- Education 1876 77—Report on, 41.
 Education—A few words on female, 46.
 Examination paper, 49.
 English Grammar—Current Mistakes in Teaching, 60.
 Extract of Minutes of a Meeting of the Protestant Committee, 73.
 Education and its results, 79.
 Elementary Education—The relative position of Drawing, 110.
 Education of Girls—The position of Mathematics in the School, 113.
 Educational journal can do—What an, 125.
 Education—Technical and Scientific, 129.
 Education in Russia, 134.
 Europe—Industrial Schools in, 135.
 Experiment on the cultivation of Sorghum and the extraction of Syrup therefrom, 145.
 English Literature in Schools—The Teaching of, 161.
 Education—Plutarch on, 168.
 Education Museum, 175.
 Education—Motive Power in, 177.
 Early English Dwellings, 192.
- Financial Report of the Roman Catholic School Commissioners of the city of Montreal, 10.
- Gold plating experiments, 29.
 Get the Best, 126.
 Gaining the attention, 127.
- Habits of Disrespect in the Family, 30.
 High Pressure, 78.
 Heroines, 55.
 How to Study Science, 111.
 Hints and Exercises—Practical, 178.
 H. R. H Princess Louise and the Marquis of Lorne to McGill University—Visit of, 185.
 H. R. H. Princess Louise and the Marquis of Lorne to Villa Maria—Visit of, 186.
 Honours to Canadians, 188.
- Industrial Schools in Germany, 27.
 Irish National School System—The, 126.
 Infant Deformities—Cause of, 127.
 Industrial School in Europe, 135.
- Joseph Lancaster, 91.
 Joseph Henry, Secretary and Director Smithsonian Institution, Dead, 108.
 Jacotot's Paradoxes, 190.
- Kindergarten System—The, 6.
 Leo the Thirteenth, 26.
 Learning and Teaching—On the relation between, 34.
 Light and Air, 136.
 Laval University, 146.
- Make children useful, 15.
 McGill Observatory, 16.
 Meteorology, 16, 32, 48, 112, 123, 160, 176, 192.
 Memoir of Pius IX, 25.
 Minutes of a Meeting of the Protestant Committee, 28.
 Mary Queen of Scots, 31.
 Man and his different transformations according to the zone he habits, 55.
 McGill University Convocation, 67.
 McGill College—Annual Report of, 69.
 Massena's Defence of Genoa, 78.
 Map making in the Middle-Ages, 81.
 Manners, 111.
 McGill University Calendar for the session of 1878-79—The, 121.
 More Microphone Experiments, 126.
 Minutes of the Meetings of the Catholic Committees, 155.
 McGill University, 157.
 Minutes of Proceedings of a Meeting of the Protestant Committee, 173.
 Maoris vs Whites, 175.
 Motive Power in Education, 177.
- Notice regarding the Examination of Protest. Candidates for Teacher's Diplomas, 28.
 Never Forget Anything, 112.
- Official Notices, 9, 25, 73, 121, 147, 173.
 Origin of some famous Legends, 31.
 On Teaching to Teach, 33.
 On the relation between Learning and Teaching, 34.
 On book learning versus Oral Teaching, 57.
 Omens, 77.
 On Teaching English, 141.
 Our new Governor-General, 145.
- Prussian School System—The, 8.
 Paris Universal Exhibition, 9.
- POETRY:
 Human Nature, 9.
 Life and Death, 25.
 Somebody's Mother, 42.
 The little Boy and the Stars, 43.

POETRY (continued) :

- Quoth the Raven, 72.
 Two Little Pairs of Boots, 108.
 Make Childhood Sweet, 148.
 "If", 172.
 "True", 172.
 Sowing, 188.
 What the old clock said to me, 189.
- Protestant Committee—The, 25.
 Pius IX—Mémorial of, 25.
 Protestant Committee—Minutes of a Meeting of the, 28.
 Protestant Candidates for Teacher's Diplomas—Notice regarding the Examination of, 28.
 Public Instruction in this Province—An act further to amend the laws respecting, 28.
 Protestant Committee—Abstract of the proceedings of a meeting of, 42.
 Protestant Committee—Extract of Minutes of a Meeting of the, 73.
 Public Instruction in this Province—An act to further amend the laws respecting, 122.
 Pronunciation of Greek, 126.
 Purifying Water, 127.
 Primary Spelling, 144.
 Princess Louise, 146.
 Provincial Association of Protest. Teachers of the Province of Quebec, 148.
 Protestant Teachers of the Province of Quebec—Provincial Association, 148.
 Plutarch on Education, 168.
 Protestant Committee—Minutes of Proceedings of a Meeting of the, 173.
 Practical Hints and Exercises, 178.
 Practical Methods of Physical Culture in Schools, 189.
 Physical Culture in Schools—Practical Methods of, 189.
- Report on Education of 1876-77, 44.
 Rapidity of Modern Firing, 78.
- Russia—Education in, 134.
 Round about Italy, 143.
 Rectification, 188.
- School management, 29.
 Science in Schools, 22.
 Spelling reform, 24.
 Schools in Germany—Industrial, 27.
 Successful Teaching, 58.
 Sleep the Best Stimulant, 78.
 Sewing, 79.
 System Ensures Success, 80.
 Science Teaching, 87.
- SCHOOL EXAMINATIONS :
 McGill Normal School, 98.
 Senior School, Burnside Hall, 101.
 The High School, 101.
 St. Mary's College, 103.
 Berthier Grammar School, 103.
 Varennes College, 104.
 Bishop's College, 104.
 Villa Maria Convent, 107.
 Prince Albert Schools, 108.
- Science—How to Study, 111.
 Samuel Johnson, 120.
 School Discipline, 137.
 Students—What can be done to elevate the Standard of taste among, 138.
 School Ventilation, 170.
 School Government, 183.
 Socialism, 191.
- The Experiences of a Self trained Teacher, drawn from a Professional Career of Twenty five years, 1.
 The Kindergarten System, 6.
 The Prussian School System, 8.
 Thoroughness, 15.
 Torpedo Balloon, 16.
 The cultivation of the Memory, 17.
 The Protestant Committee, 25.
 The Education of Girls, 29.
 Technical Education in the United Kingdom, 29.
 The evils of Cramming, 29.
- Traits of a Gentleman, 31.
 Teaching to Teach—On, 33.
 Teachers' Excursion to Paris, 43.
 Trollope on the Negro, 47.
 Teachers' Diplomas—Amended regulations relative to the Examinations of Candidates for, 75.
 The Advantages of Early Poverty, 78.
 The Essentials, 79.
 The Training of Youth, 80.
 The relative position of Drawing in Elementary Education, 110.
 The position of Mathematics in the School Education of Girls, 113.
 The McGill University Calendar for the session of 1878-79, 121.
 The Irish National School System, 126.
 The Cheerful Teacher, 126.
 Technical and Scientific Education, 129.
 Teaching English—on, 141.
 The Teaching of English Literature in Schools, 161.
 Technical Education, 167.
 Train Pupils to Think, 182.
- Unwholesome Reading, 79.
- Vital Force, 14.
 Visit of H. R. H. Princess Louise and the Marquis of Lorne to McGill University, 185.
 Visit of H. R. H. Princess Louise and the Marquis of Lorne to Villa Maria, 186.
- Webster's taste in dress, 47.
 What our Boys are Reading, 76.
 What should our Boys read, 109.
- What an educational journal can do, 125.
 What can be done to elevate the Standard of taste among students, 138.
 Young Learners—A few words to, 141.



THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XXII.

Quebec, Province of Quebec, January, 1878.

No. 1.

TABLE OF CONTENTS.

The Experiences of a Self-trained Teacher, drawn from a Professional Career of Twenty-five years.....	1	missioners of the city of Montreal to the Superintendent of Public Instruction for the Province of Quebec, for the scholastic year 1876-77.....	10
The Kindergarten System.....	6	MISCELLANY :	
Drawbacks of Education.....	7	Vital Force.....	14
The Prussian School System.	8	Cram.....	14
OFFICIAL NOTICES :		Thoroughness.....	15
Paris Universal Exhibition		Make children useful.....	15
—Appointment—Trustee.	9	Exercise and Occupation...	15
POETRY :		Torpedo Balloon.....	16
Human Nature.....	9	McGill College Observatory..	16
Death of the king of Italy.....	9	Meteorology	16
Financial Report of the Roman Catholic School Com-			

The Experiences of a Self-trained Teacher, drawn from a Professional Career of Twenty-five years.

Paper read by Dr. J. N. LANGLEY, before the College of Preceptors.

Whatever of autobiographic detail may be contained in the following paper will be strictly subordinate to the more important purpose of bringing before my fellow teachers and the public the great and pressing need that exists for wise, careful, broad-minded training for our work as teachers.

I should much have preferred to have taken the experiences of any other human being than myself, could I only be assured of as complete a knowledge of the facts of the case. If my premises are necessarily drawn from the everlasting Ego, it is not to these premises, but to the conclusions deducible from them, that the primary importance is to be ascribed.

However, I will make an effort to avoid the obtrusion of the Ego upon your notice by one word more than is absolutely necessary for the sake of these conclusions which affect us all alike, but which, in my belief, affect far more closely the public around and beyond us. My single aim is, to contribute my tiny stream to swell the tidal wave of public opinion, which must sooner or later bear this question of trained teachers into the haven of

success. For how does this matter stand at the present moment? So far as I am able to judge, the adhesion of the greater part of those within the profession—for whose adhesion we should care the most—is already gained. The head-masters of our large public and grammar schools have already expressed their sense of this pressing need, in a circular drawn up some two years ago, and most largely signed.

The question has been put in every imaginable form and shape before the great bulk of middle-class teachers, and invariably the principle is assented to with most cordial unanimity.

But the public generally, and what is far more ominous, that more select and cultivated portion of the public who are really interested in education, apart from its political and ecclesiastical surroundings, do not believe in the necessity of any such preliminary training. I may refer to the *Spectator* as a case in point. This paper, if any, may fairly be cited as a true representative of the wider and more liberal culture of the nation, and yet on several occasions it has taken the opportunity of doubting the wisdom or the necessity of any special training whatever, beyond a thorough knowledge of the subjects to be taught, and a real sympathy with young life.

The great fear which underlies this denial of what we affirm to be a pressing necessity is, that by training we mean compressing into a narrow, fixed, mechanical groove all the living energy and force which good teaching so specially demands. Probably this fear is somewhat intensified by a belief that the teaching of our trained and certificated elementary teachers is somewhat narrow and mechanical. I am not quite sure that such an opinion is well-founded; and even if it were, I should most seriously doubt its application to the question in hand. Assuming, however, its truth, I think that result may be far more fairly attributed to the almost endless codes and revisions of codes, and rules, and restrictions, and regulations, and resolutions, by which these teachers are hemmed in and surrounded on all sides, than to the training they have received.

But if this fear as to the result of training is a well-founded one, I believe most of us would at once go over to the opposition benches. Better, far better, to have

wise, thoughtful, earnest, scholarly teachers, who really enjoy their work, and take a pride in it, and who know how to feel for and with the young, put face to face with a class without any special training whatever, and there left to follow the devices and desires of their own hearts, than the same teachers with all their zeal and enthusiasm cooled down to the regulation freezing point, with all their scholarship cut and dried after the most approved and latest fashion, moving about with clock-like regularity, and turning out to order the prescribed quantity of machine-work. But is this the alternative before us? There are teachers now in the profession who are mere machines or martinetts, and if every teacher in the land were completely trained, there would still be some who would never rise to a higher level; but this is due to the inherent imperfectibility of poor human nature. Every poet is not a Homer; and every schoolmaster cannot be an Ascham, or an Arnold, or a Payne.

Look at the sister professions. Surely the medical man is trained and disciplined before he is permitted to enter within the sacred enclosure. He has learnt the different modes of treatment of any special case, and their results; but has his training taught him simply to rely on a well-stored memory, or on mere book-knowledge? Has it not rather taught him with a keener eye to discern the special constitutional condition of each patient, and to adopt, under ever-varying circumstances, an individual, and perhaps to some extent an abnormal treatment. It is the empiric and the quack who propound certain nostrums for every imaginable form of disease, for all ages, constitutions, and conditions. And surely the same holds true for our work. The untrained teacher has no experience but his own to guide him, and his great temptation is ever to fall into a certain groove, and there remain contented for the remainder of his days. I must crave your indulgence for thus debating with you about what I am sure is a foregone conclusion; but in reality, I am not thinking about you, as I thus write, but about those outside of us, whose help we want to enable us to interest the public in this all-important question, and for whose thoughtful and intelligent support we deem no trouble too great. But I must return to my proper subject—to myself.

As the only son of a schoolmaster, my earliest associations were connected with teaching work; but in the first instance, it was rather through the pressure of circumstances than by any deliberate choice, that I became an assistant in a school while yet in my "teens." If it be true of schools, as I believe it is of books, that, next to a very good one, a very bad one is the best. I may fairly assert that my first experiences as an assistant-master for three years in a school located not very far from the district which Dickens has immortalized by the creation of his Dotheboys' Hall, were immeasurably valuable, from the utter, irremediable worthlessness of the whole affair. Certainly, I had an unrivalled opportunity of learning what not to do, and how not to teach. I cannot recall one single redeeming feature in the place, beyond its natural healthiness and beauty. Nor can I find a parallel to the hopeless inefficiency of the whole business, except in some of the most inefficient of our uninspected, and almost unknown, Dames' Schools, still unhappily lingering in the back streets of our large towns. Here I was, furnished with resources which assuredly were of the slenderest dimensions, finding in my Principal a man utterly incapable of rendering me the slightest assistance, suddenly compelled to commence a course of crude, vague experimenting. I had to arrange these unknown boys into classes, to devise some sort of a scheme of daily work to try to give some life and interest to their studies; and after all, as an inexorable necessity,

to leave a very large margin of available leisure for the boys to fill up, and shade off in all kinds of fantastic devices the printed headings in ornamental copy-books, as this was the one thing the Principal could do, and on which he placed very great importance, because it pleased the mammas. As a training school for young boys, whose one end and aim in life was to become successful sign-painters, perhaps even this miserable parody of a school might have had some claims to the patronage of a discerning public. What was the net result of my crude, but anxious and (to myself at least) interesting experiments—so far as the unfortunate pupils are concerned—may be very easily guessed; but, deeply as they were to be pitied, I had for myself the grand consolation that my repeated failures were helping me to form a reserve fund of experience available for future use.

A shorter period of assistant-mastership under more favourable circumstances, in the Midland counties might have afforded me an admirable opportunity for correcting and maturing my very crude experience, had I not then made up my mind to find a means of subsistence in another profession. Probably the utter sham and incompetence, which I had been watching for so long a period, has disgusted me with a work in which even temporary success was possible under such conditions,—for it is some comfort to record that, almost immediately after my departure, the whole affair came to a sudden collapse. Now, however, I found myself associated with one who had some idea of his responsibilities, and some definite notions and principles of his own, which he endeavoured most conscientiously to carry out. These notions and principles seemed to me, at the time, somewhat narrow and mechanical, and they seem much more so now; but still they were real and honest, and gave a tone and character to the whole school-work.

After a stay of a year and a half, I entered the University of Glasgow, where I spent five of the happiest and best years of my life. Most fortunately for me, the study of Mental and Moral Philosophy—as at all the Scotch Universities—formed an important part of the curriculum, and an essential condition for a degree; and I cannot put into words my sense of the almost infinite obligations under which I am still laid by the opportunity of learning something of the nature of the human mind, and of the laws under which it acts and is acted upon. Without some such instruction, I cannot conceive how I could ever have presumed to enter upon my present work, except under the impulse of that intense and self-confident presumption which is the true offspring of ignorance.

Here, then, I draw a moral from my own experience, and, with an almost passionate earnestness, I would urge upon my more favoured juniors who are looking forward to a teacher's life and work, to avail themselves of the opportunity, now presented within this very building, of making themselves as fully acquainted as they possibly can be with the nature and constitution of that marvelously delicate and sensitive organ with which they will have to deal—the mind of a child or youth. Of course I am well aware that, to one possessed of a sympathetic spirit and an observant eye, the daily contact with children and youth will in time impart a very serviceable, or even, in some rare cases, a very profound knowledge of the needs and aspirations of the youthful mind and heart; and fortunate indeed are those who strive to gain such a knowledge. But surely it is far better to bring knowledge to bear upon our practice, to bring, as it were, a light with us to guide us in the thorny path, to enable us at once to reap a richer harvest from our experience, and, above all, to modify and correct the mistakes and defects of our individual conclusions by a larger induction and

a wider survey. Surely, such previous knowledge does not diminish the value of our experience; but invests it with a new power, enriches it with a new charm, vitalizes it with a new energy.

Let me illustrate my position by a reference to the laws of association, and their bearing upon the memory. Dull indeed would that teacher be who does not very soon discover how very materially the memory is assisted by association, and unworthy would he be if he does not try to make use of this law in his teaching; but surely he would make both a wiser and an earlier use of it, if he brought the knowledge with him, and gathered up his daily experience under the light which that knowledge would impart. I have spoken of the inestimable value of such a course of study; but I cannot also forget that it is possible for some to go through such a course, and have heard all about it with the hearing of the ear, and be no wiser, no stronger for the knowledge, just as we probably know persons whose whole lives are a faithful fulfilment of the German proverb, "They have been through the forest, and found no fire-wood." But surely for such persons teaching of any kind can scarcely be considered the most fitting occupation, and I think we may at once dismiss them from our thoughts.

It was not until some time after leaving Glasgow that I finally decided upon what has proved, not only the work, but, I think I may add, the joy of my life—and I commenced a school. Now what were my professional resources? I had the very distinct and suggestive memories of my boyhood spent in my father's school; I had the varied experiences of failure and of very transient success as an assistant for four and a half years; and I had the training and insight into life afforded by a five years' course at Glasgow. Yes, I had something more—and something which has taught me more as to the spirit which should animate my work, and as to the method in which I should perform it, than I have ever been able to learn from all other sources—nay, of which I may safely say, all my future knowledge and reading and experience have been but the amplification and fulfilment.

And that something was contained in the words of a dear and honoured friend, whose untold services as a clergyman, and author, a professor, and as principal of the neighbouring Working Men's College, will live enshrined in the hearts and lives of those who were privileged to come within the range of his ennobling and elevating influence—the late Frederick Denison Maurice. These words were few, but they were golden words. I commend them to your most earnest attention, as I believe they contain the very quintessence of whole courses of lectures:—"A teacher's true aim is to teach his pupils how best they may do without him, and yet not cease to care for him." I need only add, that these few and simple, yet deep and thoughtful words came home to me with a more intense meaning, as they were read in the light of the noble, self-denying life of him who spoke them.

In looking back now from the vantage ground of a prolonged experience, two reflections force themselves upon me. 1st. I cannot help congratulating myself upon the exceptionally favourable circumstances under which I was placed preparatory to my entering upon the charge of a school. During my whole life I had been more or less connected with school work. My earliest home recollections were associated with school. I had filled two situations as assistant master; and during my whole College course; I had not only been engaged in private tuition, but I had the inestimable privilege of seeing what really good teaching was. I have already spoken of the value of one part of that course, but I should be

most ungrateful if I did not acknowledge how immensely I am and ever shall be indebted to the example, the energy, the ever-ready scholarship, the teaching skill, and the invaluable personal friendship of the late William Ramsay, Professor of Humanities. He not only taught but he inspired; and after this long interval of time, I can most truly assert that day by day the pages of almost every Latin author I happen to be using shine with an added lustre from the association with his ever-cherished memory.

But my second reflection is, to my own mind equally forcible—how utterly inadequate all these circumstances were as a preparation for my work. During almost the whole time that I was passing through these preliminary experiences, I had scarcely any thought of teaching as my future work, and therefore I naturally failed to extract from them all the good they were calculated to impart. Hence I draw a second moral, and I must urge the absolute necessity of making our work one which shall be the object of deliberate and prospective choice, as is that of the Church, the Bar, or Medicine. It must not remain any longer a refuge for the destitute. To secure this end, two conditions are necessary. 1st, It must be made worthy of such a choice, by securing to competent men and women a fair means of livelihood, with special prizes for the more gifted minds; and, 2nd, None but those who have thus deliberately chosen this work, and prepared themselves for it by a definite course of training, must be permitted to enter upon it. Secure the second, and I am confident the first will secure itself. I cannot disguise from myself, as I look back, that *chance* was the presiding power that guided my footsteps towards a school; and I believe this is true of the great mass of teachers—at least of the sterner sex. Imagine this to be possible in the kindred professions of law and medicine. Take the following graphic specimens of such chance surgery, from the pen of Carlyle. Speaking of Leopold, Duke of Austria, familiar to every schoolboy from his connection with that boys' ideal of a king, our Richard the First, he says,—"*Leopold had stuff in him too. He died, for example, in this manner. Falling with his horse, I think in some siege or other, he had got his leg hurt, which hindered him in fighting. Leg could not be cured. 'Cut it off, then,' said Leopold. This also the leech could not do—durst not—and would not; so that Leopold was come quite to a halt. Leopold ordered out two squires, put his thigh upon a block, the sharp edge of an axe at the right point across his thigh. 'Squire first, hold you that axe; steady. Squire second, smite you on it! with forge hammer, with all your strength, heavy enough.' Squire second struck, heavy enough, and the leg flew off; but Leopold took inflammation, died in a day or two, as the leech had predicted." (Frederick the Great, vol. i., p. 109.) The dullest intellect can discern between skilful and unskilful surgery. The pocket is a mysteriously sensitive part of the human organism, and that would soon rebel against untrained and unskilled lawmongering. But we unhappy teachers share one fatal disability with the clergy. Everybody profoundly believes he can teach and preach as well anybody else, and generally a little better. What need, therefore, of any special training for what is within the reach of everybody's capacity?*

And then the disproof of this generally accepted axiom is not very easy. My want of skill in surgery is demonstrated at once, if I can find anyone so foolish as to permit me to try my "printing hand" at pulling out a tooth. My utter ignorance of law is revealed in the first paragraph—nay, in the first line of my attempt at amateur conveyancing, and the imposture is detected at once. Our work is carried on before untrained eyes. A little

judicious admixture of soothing syrup in the way of holidays, cricket, and football matches, or even extra pudding, combined with a wise withdrawal from any kind of public examination, will go a long way to win the sympathies of pupils and to blind the eyes of parents. Thus the imposture may go on and on undetected; and when the detection does come, it comes so slowly, it is subject to so many explanations and modifications, that a fortune may be gained, or death may end the strife, before the conviction of this incompetency has become an acknowledged fact. Every teacher, I am sure, will agree with me that no delusion is more complete than that which leads mankind at large to believe that the real progress of the pupil and the worth of the school can, as a general rule, be tested by the parent. Many parents are simply incompetent for the duty, and disguise their incompetency by the assiduous trotting out of some hobby of their own, which they applied as an unfailing test to all schools. I have myself lost pupils because I would not use spelling books. Flogging is a capital hobby for this purpose; and all the better, because it applies in both directions—it has both a positive and a negative pole, equally charged, and at the same time. “Do you flog?” “Yes.” “Then my child does not enter your school.” “Do you flog?” “No.” “What, not flog! Then I am sure you can not maintain necessary discipline; you cannot create that ‘wholesome fear’ (that’s a delightful phrase—it looks so profound), and therefore my boy shall not come.” Then a still larger class of parents simply have not the time; and in a still larger number of cases, where parents have the skill and the time and the will, the children very firmly resist the attempt as an unfair invasion of their undoubted rights and privileges. Sometimes rare opportunities do occur which do enable parents or friends to test at a moment’s glance the reality or the unreality of the work being done. One such golden opportunity fell into my own hands about eighteen months ago. Visiting a relative at some distance from my own home, the youngest boy, a peculiarly shrewd little fellow, very naturally craved some little help from me in the preparation of some very elementary Latin lessons. He had to write out three paradigms of adjectives and substantives combined. The first was *Bonus vir*, which was written out with tolerable accuracy. But I confess myself somewhat puzzled at being requested to proceed with *Bona vira* and *Bonum virum*. I had hard work to persuade my temporary pupil that there were no such words as *vira* and *virum*. He assured me over and over again that these words had been prescribed for him. I appeased his fears by substituting some other words, and he went off to his school. On his return I asked how the Latin lessons had been got through. “Oh,” was his quick reply, “Miss So-and-so” (for it was a preparatory school, kept by ladies) “said it would do: but it was not quite what she wanted.”

I have dwelt at disproportionate length upon the preparatory antecedents of my experience, because, believing those antecedents to be unusually favourable, I want to bring the question plainly before the public, if they will remain content for parents of the middle and higher classes of society to entrust the education of their children to persons whose preparation for the work has been so entirely haphazard, so fragmentary, so unreal, so uncertain; while for the lower classes, down to the children in the workhouse, carefully trained and fully tested teachers are provided. It is a very easy, and no doubt a very pleasant, occupation for University Dons to hold up to the gaze of the members of the Social Science Association the whole body of private teachers as “men or women without culture, without elevation of character, often without manners.” But if this be true, I would

ask, where is the fault? Surely not at our door. We are doing all we can to arouse the public to the urgent need of reform. Half-a-dozen teachers seldom meet to talk over professional topics, but this very question is put in the very front. At every conference the subject is discussed in all its different aspects, and the unanimity of feeling and opinion is seldom broken by the faintest murmur of dissent.

I cannot dwell so minutely upon my actual experiences, as they depend so much upon details, the recital of which would be most unprofitable to me and most tedious to you. I will rather endeavour to sketch, in very broad and general outlines, its more salient features, mainly bearing upon the question of training *versus* no training, or rather of specific professional training *versus* a haphazard training.

I shall not easily forget my own perplexities on standing for the first time in my own tiny school-room with my very tiny school of five pupils. I neither knew what to do nor how to do it; but, of course, a very few days sufficed to release me from this hopeless condition. I then discovered, for the first time, the immeasurable distance between the mere teaching of a class and the government and direction of a school. I had but the faintest idea of the proportion of time to be allotted to different studies, and the construction of a time-table of daily work was a difficulty which, I can truly say, was not solved to my own satisfaction until after some years of tentative approaches to a more correct arrangement. My first pressing want was the absence of professional literature. I cannot tell what a boon two or three really sensible works on the management of a small school would have been. What I needed was some practical hints as to the details of my work, as to the best kind of school furniture, arrangement of desks, and different methods of carrying on the elementary work of a school. I was somewhat surprised to find that the most elementary subjects were the most difficult to teach efficiently, especially reading and spelling. The higher subjects presuppose more advanced minds, and can be made more interesting in an almost infinite variety of ways. Anticipating this want of some such literature I turn to “Stanley’s Life of Arnold,” as the best and wisest work I could think of for guidance and help. I need not speak of the grand and elevated tone of life and feeling which shines in every page of that masterpiece of biography which I would fain hope left some impression upon me. That well-known sentence, “It is too bad to tell Arnold a lie; he always believes it,” was, and still is, a treasured sentence, and has given me strength and guidance under many a moral difficulty; but I need hardly say that the practical guidance I was most in need of was not to be found in those noble and inspiring pages. On one all-important subject it was utterly useless to look to “Arnold’s Life” for help—*viz.*, the school-books I should use. And I cannot imagine how I should have, to any extent, mastered this very serious difficulty, had I not received some most valuable hints from a friend already engaged in the profession.

The possession of a professional literature is, as has often been remarked, an essential note of a profession, and it is a source of deep thankfulness that something is now being done to meet this crying want. To be a living literature, it must be of home-growth, absorbing light and truth and power from all foreign sources, but yet essentially the product and the reflection of genuine English thought and feeling. In the production of such a literature, this college has already, directly or indirectly, taken no mean part, and I earnestly hope it may do yet much more.

A second very pressing need that I felt was really akin

to the one just named, the want of a reserve fund of method and experience on which I might draw to enable me to meet the almost difficulties of my work. Quick boys picked up their work, as it were, in a moment, and as quickly laid it down again. How was I to secure an abiding place for it, not only in their memories, but in the very fibres of their nature? Indolent boys would not pick it up at all. How was I to make them? I well remember how, many a time, I have longed, during these early struggles, for the help, the suggestion, the sympathy of the living voice: how I longed to know the methods adopted by older and wiser heads, and the results that followed. I soon discovered that no cut-and-dried plan would suit all cases; but I wanted to find some appropriate place where, amid kindred spirits, some far more favoured, more matured than my own, some perhaps less so—I might compare notes, gather up hints, be warned of lurking dangers, and return to my work strengthened and refreshed. Here, I think, we might well learn a lesson from the Elementary Teachers. The country is honeycombed with their associations, where every new-comer finds a hearty welcome and a home, and where all the matters affecting their common interests are freely discussed. This one benefit Mr. Lowe has conferred upon them. His drastic treatment has welded them into a closer union, and finally organised them into a powerful body, to whose representations not only the Government but the public press ever lends an attentive ear. I cannot, even now, always refrain from uttering the prayer that some Robert Lowe would castigate us into a truer and deeper fellowship of feeling. Who of us has not at times been sorely pressed with some special moral difficulty in the school—some flagrant instance of lying or dishonesty? In the presence of such difficulties how poor and feeble all our preconceived theories, our individual experiences seem! Each case has its own special characteristic, which prevents its fitting in with any specified mode of treatment. I well remember one such instance of dishonesty. I felt quite sure about the delinquent, but I had not an atom of proof, and how to get it I could not imagine. I happened to meet a friend, himself a very successful teacher, to whom I mentioned my case, and he at once gave me a suggestion which succeeded admirably, and has since produced, I believe, very happy results. I doubt not that every teacher of any experience could tell a similar story.

On one subject, in common, I presume, with every human being who has ever really thought about the training and education of the young for one moment, I felt a special need for some such reserve fund—on the subject of punishment. If I may take the case of Duke Leopold's very amateur surgery as a fair type of the readiest method of ridding oneself of a troublesome limb that would occur to the utterly untrained and ignorant mind, so I may adduce the use of the cane as the simplest, surest, readiest method of correcting all abuses, rooting out all faults, and supplying all deficiencies, which would suggest itself to the unthinking, untrained pedagogue. It has such a look of business about it, and, I more than suspect, a very large majority of parents profoundly believe in it to this hour. Cane in hand, and arm uplifted, —swish-swash,—it is perfectly clear *you* will stand no nonsense. There is such a wonderful air of earnestness, of reality, of determination to get on, about such an attitude of power on the one hand, and of crouching terror on the other, that it is likely to hold dominion over many minds for many years to come. But very soon the question forced itself upon my mind—is this really an *effective* punishment? I could find plenty of sentiment, of a somewhat mawkish species, warning me against the use of such punishment under any possible

or conceivable circumstances; but I found this extreme quite as unpractical, as unreal, and quite as cruel, in the long run, as the other extreme. What I wanted most was to find a fund of wise, thoughtful experience, ready to my hand, instead of having to create such a fund through long and tedious years of alternating success and failure. A really wise and discriminating manual on punishment is still a desideratum for all teachers, actual or prospective. I have found no mode of punishment yet absolutely free from objection, and though I try to minimize the objection in every way I can, I find it utterly impossible to eliminate it entirely. One rule, as to written impositions, I have found helpful, that in the cases, if written well and done within reasonable time, one-half shall pass for a whole. This rule tends to prevent that deterioration of the writing which the rapid, careless writing of impositions is sure to produce; but I cannot undertake to assert that it entirely removes that danger. I may also add, that a work like Mr. Harris's admirable "Graduated, Examples in Arithmetic, arranged in Exercises, each containing ten sums," has proved most serviceable to me in this respect.

A third source of danger, arising in fact from the two already named, was that of falling into a mere groove of custom, and of educating one faculty, and then fancying I had achieved a success. I should have profited little indeed from my studies in Mental Philosophy if had not—so far as theory was concerned—avoided such a danger; but with the best and grandest of theories, it is not quite so easy as it seems to avoid the various and pressing danger in practice. In its coarser form—such as, for instance, stuffing the memory, and neglecting all else—I was not in much danger from this cause, but, unless I am much mistaken, this evil can assume most Protean shapes, and even woo us, and win us too, clothed in the garb of an angel of light. Under the present high-pressure system of examinations, I find a constant temptation to make a mere one-sided Intellectualism the one standard of success. School is pitted against school, and judged by a purely intellectual standard. Now is it not, after all, a truer criterion of honest work and of success, to make a very ordinary boy, who has no intellectual ambition about him, a useful, intelligent, broad-minded tradesman, than to gain a goodly list of Scholarships at Oxford or Cambridge with more highly-gifted boys? We want scholars, but we want men and women to fulfil other duties, to occupy other stations, and to dignify and ennoble the common round of life's hum-drum work by refined tastes, intelligent appreciation of what is good and noble, by large-hearted sympathy, and a ready willingness to understand other men's stand-points, and to view life's problems through other eyes than their own. As I am naturally proud to see any of my pupils reach the Honours' List of the Local Examinations, or to pass through a University course with distinction, I maintain I have no lesser ground for honest pride, no meaner claim to success, if I can see the merchant's offices, the counting-houses, and the retail shops in the town where my lot is cast, filled with a large sprinkling of old boys who, amid the dull and cramping monotony of their daily occupation, have barely maintained some of that intellectual force and fire,—that large-minded appreciation of other men's convictions and persuasions—that readiness to discern the eternal truth underneath the shifting forms of error and narrow-mindedness,—which has been derived from my teaching and influence. If this imaginary picture should ever become a reality, I should maintain, with more determination than ever, that the construing and scanning of a Greek chorus was not the only thing in life worth living for, or worth educating for. I have hitherto mentioned difficulties arising

ab intra; but one portentous external difficulty—one which I had scarcely dreamt of—has thwarted and hampered me, and its effects seem to grow no weaker by lengthened experience—I refer to *assistants*. Several of them have been all I could wish or reasonably expect, but the exceptions to this have been neither few nor slight. I have tried University men and non graduates,—old men and young; and one conclusion has resistlessly forced itself upon me. The want of a distinctive professional status, and of recognised mode of reaching this status, has simply converted the post of assistant-master into a prey for every needy, unprincipled adventurer, who by his own misconduct, or by his hopeless failure in every other walk of life, has found here a refuge for the destitute, an asylum, like the Rome of Romulus, for all the runaways and scapegraces of society. I am far from affirming that all assistants belong to this class. My major premise is *not*, “All assistant-teachers are scapegraces,” but—“All decently educated or sometimes not decently educated scapegraces, who cannot gain a footing elsewhere, become or try to become, assistant-masters in private schools.” But we must ever remember that the increase of this latter class acts as a most powerful deterrent to other and better men from entering into the profession. If I speak as a teacher, I must also feel as a father, and must honestly assert that I should dissuade one of my own sons from seeking the post of assistant-master, from this cause only. This is, I think, a most serious and pressing question, and one which, in the absence of all other motives, ought to weld us together into a real living corporate unity—that some effective steps might be taken to effect a radical reform on this point. We have no complaint about quantity—but about quality—and the only way I know of improving the quality is by our first being organised into a profession ourselves, and secondly by having a distinct and special way of entering into that profession. What private schoolmaster is there of, say, 10 years’ experience, who could not tell a thrilling story of his difficulties and sufferings from this one cause—a story which, from its wild improbabilities, would afford another proof of the trite axiom—that truth is stranger than fiction? I must add that, so far as my own experience goes, a very marked deterioration in the *quality* of assistants has taken place within the last few years. Perhaps we may entertain the hope that will soon become so utterly bad that we shall arouse ourselves, and deal effectually with it.

One great drawback to our profession is often dwelt upon with remarkable pathos and unctio, the difficulty of securing a good social position. I have not found any such difficulty, and I only mention this point for the purpose of asking each and all of my fellow-teachers to join me in consigning this pseudo-grievance to a quiet and early grave. It is not a spectacle edifying either to gods or men to see teachers itinerating the country, uttering the plaintive cry, “Nobody will invite me to dinner!” If the position of schoolmaster does not secure social standing, it does not hinder it.

To bring my rambling paper to a close, I would briefly sum up the conclusion of the whole matter. Here, in the occupation of teaching and conducting a private school, I have found a work demanding the fullest exercise of all—aye, and of far more than all—the powers I possess; a work which, on the one hand, secures, I believe, as completely as any other profession, if not a princely fortune, yet a modest competence for a really competent man; and, on the other hand, tends to enrich advancing life with an ever-increasing number of attached and devoted friends, whose hearty greeting and sympathetic smile is in itself a mine of untold wealth; a work which, though not without its difficulties and drawbacks, its

worries and its anxieties, is yet full of interest, of life, of nobleness, capable of exercising the mightiest intellects, and of satisfying the loftiest ambition, yet a work narrow, blurred, disfigured by want of organization, of corporate unity, of professional self-respect; a work which, whatever great results it has achieved, might and would achieve far greater, if its workers were more thoroughly drilled and disciplined,—not into mechanical uniformity, but into the right use of the manifold powers and energies of many-sided minds; where men and women of all kinds and degrees of competence should find a fitting home and reward, but where the door would be resolutely shut against pretentious quackery or hap-hazard ignorance and incompetency.—*Educational Times*.

The Kindergarten System.

While in recent years an effective impetus has been given in Canada to the education of the college, the academy and the model school, that of the infant school has been comparatively neglected. And yet there can be no doubt that on the method adopted for the beginning of the child’s intellectual and moral development, the success of his subsequent career as a scholar, in a large measure, depends. If the system by which the infant is first taught to use its faculties be stupid, artificial and unproductive, the opportunity for laying the foundation of its mental character is lost and years are wasted in exhaustive and profitless labor. And this is, in fact, what for the most part happens. The ordinary plan by which young children are instructed is lamentably wanting in intelligence, and tends more to the repression than to the development of their powers. In many cases it is not education at all, in the higher and true sense of the word, but mere cramming. If we need evidence of this, most of us have only to recall our own unhappy experience.

What, then, is the right and rational system of training the youthful mind from the time when it is susceptible of being impressed and directed? To this the question there will, doubtless, be more than one reply. There is, however, no system, well known from its poetical and suggestive name, which has received glowing commendations from distinguished educators, but which has been hitherto little practically known in this country. The system to which we refer is the *Kindergarten*, or *Children’s Garden* which has been tried with more or less success in Germany (its native home) as well as in other parts of Europe and in the United States. It has also been lately introduced into Montreal, and not long since, through the kindness of Mr. Emberson, School Inspector, we were afforded an opportunity of testing its claims to public consideration at the establishment of the Misses MacIntosh on St. Catherine street. It is essentially a *developing* system. According to Karl Fröbel, it aims at making happy, healthy, goodnatured children; it aims at no proficiency of any kind, no precocity, but just to shew children in their normal state. It rejects reading, writing, ciphering,—all cramming, in fact, but it teaches the little ones to do things much more clever than these accomplishments. In it children under six build, plait, fold, model, sing, act; in short, they learn, in play, to work, construct, invent, relate and speak correctly, and—what is best of all—to love each other, to be kind to each other, to help each other. Also, by learning to play together—play being the normal occupation of children—they bring into action the innate powers of the mind. Other results of the system, according to the same

authority, (some connection, probably, of the great Frederic Frœbel), are order and diligence from within, not enforced by discipline from without; love of school, lessons and learning; general uniform progress of all pupils and a power of conscience which renders punishments and rewards from without as superfluous as they are degrading.

As to the *modus operandi* of the system, it would require much time and space to describe it in full, with the apparatus and appliances which it demands. We may, however, tell something of what we witnessed ourselves. In the Kindergarten kept by the Misses MacIntosh there are two rooms opening into each other, with piano and certain furniture adapted for children. On our entrance in the inner of these rooms a happy little family of boys and girls ranging from three to seven years, was earnestly engaged in building with square blocks, houses, crosses, belfries and whatever other forms might strike their fancy. Sometimes the blocks were used spontaneously, at other times by special direction. The blocks also teach them a variety of mathematical figures, square, triangle, right angle, &c., which, however, they generally know by easier names at first. Paper cutting and paper interlacing with other exercises at which we saw them engaged, some of them with enviable dexterity. By means of beads they learn to count as well as amuse themselves. Some of the figures cut from paper, hats, coats, men, boats and an endless variety of other things, were ingenious and neat; but the interlacing, which to a novice seemed very intricate, bore the palm. Stick-laying afforded ample scope for invention and painstaking; and slate-drawing (the slates being ruled in squares) introduced the little ones, as a play, to the art of design. The beauty of this mode of instruction is that the children are unconscious of its purpose. They are absolutely "playing into knowledge." Under this heading, we may here remark [as we have already] that in the "Dominion Monthly" for April there was an excellent account of the whole Frœbelian System, and to that article we would refer any of our readers who may desire to inform themselves on the subject. But their best plan would be to see the children at work, as we did. Only then can they form an adequate idea of the difference between this and the common method of teaching children. The system, as far as we can judge, seems admirably adapted for the development of the child's powers of observation and reflection, and for training the moral faculties in harmony with these. As an instance of the thoroughness of this mode of teaching, we may mention that the children are allowed to have little garden plots of their own which they tend and by this means gain a knowledge, by actual sight, of the process of growth, &c., examining the germ from time to time as it develops into stem and leaf. But it would be impossible, in an article of this kind, to do more than give a general notion of the kindergarten system. We may, however, return to the subject in a subsequent issue.

It would not be forgotten that the popularity of the Kindergarten, where its results have been made known, has led to imitations, which retain many of the defects of the old method of teaching. There are many such spurious Kindergartens in Germany, the United States and elsewhere, which are so only in name. That the one which we had the privilege of visiting was not of this kind we have sufficient proof, as well from what we saw as from the testimony of Miss Peabody, the enthusiastic introducer of the system into the United States. She visited the city some time ago, and lectured in the Normal School several times by invitation.

During her stay here, she inspected the Kindergarten of the Misses MacIntosh, which she pronounced to be in all respects genuine, writing in high praise of it in the *N. E. Journal of Education*. These ladies, we may add, studied the system with Mrs. Ogden, of Chicago, who has established a training school for teachers who choose to devote their lives to this branch of education.—[*Montreal Gazette*.]

Drawbacks of Education.

In perusing, year after year, the reports of the School Inspectors, embodied in the report of the Superintendent of Public Instruction, we are struck with the recurrence of certain complaints which merit more attention than what would seem to be accorded them at the hands of those interested in education. The remedies, which would be the practical answer to these complaints, cannot be expected, it is true, to be forthcoming all at once. For some of them it is necessary to wait until public opinion, especially in the country districts, has become much more enlightened than it is at present. Others may be provided by the Government and those to whom Government has delegated some of its powers. It is satisfactory to know that a strenuous effort has been made to state more than once already, the last amended school law is working well throughout the province and nearly all the Inspectors furnish evidence of its good results. But, in order that the province may derive all the advantages which it was its intention to confer, there must be a harmony of effort and a hearty desire and active endeavour to make it effective on the part of the examining boards, school commissioners, parents and all those who are, directly or indirectly, concerned in the work of education. One of the complaints which occurs most frequently in the reports is the want of strictness in the granting of diplomas. In the course of their semi-annual visits the Inspectors meet with scores of young persons in charge of schools who are unfitted by education or administrative power for the important duties they undertake. If, however, the Inspector raises any objection, they at once produce their certificates, duly signed. In some cases they are under the legal age, and have obtained their diplomas by representing themselves to be older than they really are. In some specified instances, diplomas were granted in direct opposition to the expressed wish of the Inspector. The result of this laxness or obstinacy is that there is a superfluity of indifferent teachers, who are willing to take employment at a ridiculously low salary, to the prejudice of really deserving applicants and to the permanent injury of the children. Their known inferiority leads both parents and pupils to treat them with disrespect, and thus the teacher's office is degraded and the usefulness if even good teachers is diminished. Many of the latter only continue to teach until they can obtain some more lucrative and respectable position, and changes of teachers are injuriously frequent. It is a common thing for an Inspector to find an almost complete change of administration in a district in the course of the time which elapses between one visit and another. Indeed, cheapness and not merit, is what is sought by a great many school commissioners. It is, therefore, very wisely suggested in some of the reports that certain sums should be fixed upon as the *minima* of salary which teachers of the various grades should be offered. A teacher would then be assured of a certain competence, as soon as he had completed his studies and secured his diploma, and the unqualified candidates would be gradually got rid of. Mr. Beland, one of the Inspectors, also suggests that no person, under the age of 21 years, ought to be entrusted with a school. At present, according to some of the reports, there are teachers as young as seventeen years, and even under this age. The manner in which such mere children manage their schools may be imagined. In many places, moreover, it is the rule to engage a teacher for the half year only, and it is the exception when a teacher renews the engagement at the end of the term. How detrimental such changes must be to the children and how inconvenient to all concerned it is needless to point out. The law should insist that no engagement should be made for less than a year, and if possible, it should be prolonged.

Another great drawback is the irregularity of attendance,

Many parents think nothing of keeping their children at home if they need, or think they need, their assistance at any work which they may have in hand. The loss to the learner and the trouble to the teacher are thus more than doubled. Of course, there are times when, owing to the severity of the weather, it is almost impossible for children, especially the very young ones, to make their way to school, but such occasions are very rare. Except, after extraordinary storms, when the roads are absolutely impassable, there are few parents who could not find means to convey their children to the school-house door at any season of the year, if they were really earnest in the matter. But, generally, it is an excuse for retaining them at home that is desired, not a way to overcome the difficulty. We have frequent complaints of the utter insufficiency of the school buildings. Some of them appear to be wholly unfit for the habitation of human beings, being destitute of all requirements for health and comfort. The worst of it is that, as long as there is a structure of any kind able to hold together, the Commissioners will not see the necessity of building another. The only hope in such cases is in their speedy decay and entire collapse, when they may be induced to erect suitable buildings to replace them. In some places, nevertheless, we are happy to see that there are signs of a better public spirit. The new law, in conjunction with the *dépot*, has already produced good fruit in this respect, and some of the school-houses are beginning to be furnished and supplied as they ought to be.

There are other drawbacks to education in this province besides those which we have mentioned, but these are certainly among the chief of them. There are, notwithstanding, some signs of a good time coming, when the people will be as eager to receive the advantages which the law provides for them as many of them are now indifferent to them. Any one who takes the trouble of comparing the present state of this province, as regards education, with what it was some twenty years ago when the Normal School system was first organized, will be convinced that there is much reason to be thankful for the progress that has been made. There are few districts at the present time in which at least fair educational privileges are not placed within the reach of the inhabitants. What is most wanted is an intelligent appreciation of these privileges on the part of the people. Till that appreciation becomes apparent, all those who take an active interest in education must have what is to a great extent an uphill work to perform.—*Montreal Gazette*.

The Prussian School System.

According to the latest report of the Minister of Education for the winter semester (half year) of 1876, there are in Prussia, with its 23,000,000 inhabitants, 264 gymnasia or classical schools; 97 real-schulen, analogous to our English high schools and 92 gewerbe-schulen and upper burger-schulen which comprehend business colleges and art schools. Altogether the educational establishments for the upper and middle classes in Prussia under direct Government control and supervision, are frequented by 134,595 scholars, and taught by 6,359 teachers.

The gymnasia are attended by nearly 80,000 day scholars (the German school boy almost invariably lives at home), who pay from \$12.50 to 20 a year, according to the form or school class to which they belong. The salaries of the masters, which have been lately increased, range from \$450 to \$1,250 per annum. In a few instances the stipend of the director or head master exceeds the latter sum, and a dwelling house is attached to his office. We may note that the funds of the gymnasia are derived in the vast majority of cases from the annual royal grants. The proportion of masters to pupils is much larger than in England or the States, and as a rule no master is expected to give more than three lessons in a day, while the director is rarely called upon for more than eight to ten a week. The large amount of leisure enjoyed by the instructor must be overlooked in summing up the merits of the German system. We may mention further that all the gymnasia possess a good library for the use of the masters, and most of them one for the scholars also. They have, moreover, philosophical apparatus, as well as botanical, geological, and mineralogical collections.

As to the pupils in these classical schools, they receive from twenty-eight to thirty lessons of an hour each day during the week, and spend from four to five hours daily in preparation

at home, so that a boy who would stand well in his class is occupied about nine hours in a day. A certain amount of supervision is exercised by the masters over the boys, even during their leisure hours—the German boy does not play—and even in their homes. The scale of punishment rises from verbal reproof to written reproof in the class book, confinement to the class-room, of which notice is given to the parents, imprisonment, in the school career which is recorded in the half yearly report, and expulsion, of which there are different degrees, and which can only be inflicted by the conference of masters. Moreover, if a pupil after being two years in the same class, fails to get his remove, he receives a quarter's notice and is advised to leave the school. It will be remarked that this system of discipline coincides in many points with that which obtains in the English universities and at Harvard College. In all features of their social economy the latter institutions correspond much more nearly to a gymnasium than to a German university.

Of course the work of education is not begun in the gymnasium. When the boys enter at the age of nine or ten, they must be able to read correctly both German and Roman characters, written in a tolerable hand from dictation, without gross mistakes in spelling. They must also possess some knowledge of Christian doctrines, Biblical history, and the common rules of arithmetic. Such is the modest outfit requisite for admission in which the pupil will pass the next 8 or 9 years of his life.

In most of the Prussian gymnasia there are six forms, or rather, eight as the two higher classes are divided into upper and lower. In England the sixth form is the highest class, but in Germany the lowest category is called sexta, and the two highest secunda and prima each having two subdivisions. There is generally a still higher grade, called selecta, corresponding to the so called advanced class at Exeter and other American academies and which is under the especial direction of the head master. We may say in general that in the forms or classes below quinta the course of instruction is adapted to the training of boys for almost every career of life, while in the two highest forms they are specially prepared for matriculation at the university. To give some notion of the scope of study at these German classical schools, we cite two subjects for monthly essays from the recent programme of Prima—or upper class—work in a Berlin gymnasium. First are the fundamental principles of pictorial composition laid down by Lessing in his 'Laocoon' observed in the Centaur Mosaics of Burlin; Second, is the description contained in the 'Horacles' and the 'Achelons' of Philostratus based on a painting or a poem? We suspect that either of these queries would sadly stagger the average applicant for an admission to Harvard or Yale.

Although in Germany the philological students are among the very poorest, the nobility neglecting the classics after leaving school, while neither fellowships nor rich livings hold up a premium to success, still the basis of the higher education continues to be the study of classical antiquity. A short time ago the question of admitting the pupils of the real-schulen, or high schools, was submitted to the Professors of all the universities in Prussia, and yet not only men of letters but a vast majority of their scientific colleagues gave their voices in favor of classical training for all boys intended for the university.

Passing in the real schulen, which are to Germans what our English high schools are to us, we find their original aim comparatively a humble one—that of preparing boys for mercantile and industrial pursuits more directly and rapidly than was possible to the gymnasium, with its classical programme. It was soon found, however, that these schools did not meet the wants of the wealthy merchants and manufacturers, whose sons are brought into close social relations with members of the professional and ruling classes. They considered it an injury to their sons to be altogether excluded from the liberal education enjoyed by gymnasiasts, and as a concession to this feeling, the royal schools in 1859 were subdivided, and the study of Latin made compulsory in one section. The non-Latin category is identical with the so called upper Burger-schulen, of which one variety, the trade or business college (Gewerbe-schule), merits a little attention.

The German trade school contemplates a six years' training, and undertakes to prepare a boy for the career of merchant, manufacturer, engineer or architect, or for admission to the several polytechnic academies in other cities. The notable feature in this plan of studies in the attention paid not only to mathematics, mechanics, and natural science, but to drawing

and modelling from casts of the choicest remains of Grecian art. The insight thus gained into the ancient world is supplemented by some knowledge of Greek and Latin literature, acquired through translations. In this way it has been found possible to solve a difficult problem—that of training the less wealthy classes by the most thorough technical instructions for the practical work of the world without wholly excluding them from the humanizing and most enlivening influences of literature and art.

OFFICIAL NOTICES.



Department of Public Instruction.

PARIS UNIVERSAL EXHIBITION.

REGULATIONS adopted by His Excellency the Lieutenant Governor in Council, on the 7th of December 1877, for the holding and management of a School Exhibition, at the Paris Universal Exhibition, 40th Vict., ch. 22, sect. 52.

1. The committee shall meet, at the request of the superintendent, when he may think proper and at the place he may indicate.
2. The committee may, if it deem proper, make regulations for its meetings and labors;
3. It shall select the articles to be exhibited, books, drawings, geographical maps, &c.
4. It shall endeavor to choose both out of the primary schools and from the higher educational establishments, whatever is of a nature to make our system known.
5. It shall distribute in the schools one single note book, or loose leaves, for the purpose of collecting the scholars' exercises, and, after examining them, will, if deemed proper, exhibit them.
6. It will be empowered to issue any order necessary to attain the object of its labors, and to render the school exhibition as complete and interesting as possible, and it may communicate with the public departments and obtain therefrom whatever may be deemed useful to it.
7. It may advertize, at its discretion, in the public newspapers, it will publish a catalogue or have an historical notice printed of the principal educational establishments, it may incur generally any expenses considered necessary.
8. It shall from time report progress to the Executive.

GEDEON QUIMET,
Superintendent.

APPOINTMENT.

TRUSTEE.

His Excellency the Lieutenant Governor has been pleased by order in Council, dated the 21st of January instant, 1878, to make the following appointment of school trustees, to wit:
County of Bagot, Acton-Vale.—The Reverend L. C. Wurtele, M. A. *vice* John McLean, esquire, left the district.

POETRY.

Human Nature.

A TRUE INCIDENT.

Two little children five years old,
Marie the gentle, Charlie the bold;
Sweet and bright and quaintly wise,
Angels both in their mother's eyes.

But you, if you follow my verse, shall see,
That they were as human as human can be,
And had not yet learned the maturer art
Of hiding the "self" of the finite heart.

One day they found in their romp and play
Two little rabbits soft and grey—
Soft and grey, and just of a size,
As like each other as your two eyes.

All day long the children made love
To their dear little pets—their treasure-trove;
They kissed and hugged them until the night
Brought to the conies a glad respite.

Too much fondling doesn't agree
With the rabbit nature, as we shall see,
For ere the light of another day
Had chased the shadows of night away,

One little pet had gone to the shades,
Or, let us hope, to perennial glades
Brighter and softer than any below—
A heaven where good little rabbits go.

The living and dead lay side by side,
And still alike as before one died;
And it chanced that the children came singly to view
The pets they had dreamed of all the night through.

First came Charlie, and, with sad surprise,
Beheld the dead with streaming eyes;
How'er, consolingly, he said,
"Poor little Marie—her rabbit's dead!"

Later came Marie, and stood aghast;
She kissed and caressed it, but as last
Found voice to say, while her young heart bled,
"I'm so sorry for Charlie—his rabbit's dead!"

Death of the king of Italy.

Victor-Emmanuel, king of Italy, died at half-past two o'clock on Wednesday the 9th January 1878. The event was not altogether unexpected, as his Majesty had been suffering for some time. The reports, received, however, up to the last moment, were various and contradictory, so that notwithstanding what was previously known of his illness, the announcement of the King's death caused a certain amount of surprise.

In some respects the reign of the deceased monarch has been one of the most remarkable in modern times—the event which invests it with peculiar importance being, of course, the unification of the Kingdom of Italy. For the parts which he took in that momentous change the late King will be judged from several different standpoints. We will content ourselves with placing before our readers a brief sketch of the late King's career. He was the son of Charles Albert, King of Sardinia, and of Queen Theresa, daughter of Ferdinand, Grand Duke of Tuscany, and was born on the 14th of March, in the year 1820. His education was carefully conducted. He was fond of scientific pursuits, and early distinguished himself by his devotion to the study of the military art, in which he was also destined to have a fair experience. As Duke of Savoy, he accompanied his father to the field of battle in 1848, and won a high reputation for bravery as well as skill in several engagements in the campaign of that time. On the evening after the battle of Novaro, in 1849, Charles Albert signed his abdication, and Victor Emmanuel succeeded him. At that period the world knew little about the youthful king, except that he was a good soldier, a daring hunter, and rather haughty in his manners. But he soon showed considerable ability by introducing certain needed reforms into the finances and military systems of Sardinia. He also tried to work improvement in the old educational methods, established railways and concluded several treaties of commerce with foreign countries, especially England. He displayed a good deal of firmness and general capacity in dealing with Austria, Italy's ancient foe, as well as

in putting down domestic rebellions. The war against Russia, declared by France and England in 1854, gave him an opportunity of adding to the *prestige* of his kingdom as a military power. The army which he despatched to the Crimea, as his quota to the allied forces, gained considerable distinction under the famous LaMarmora. A war with Austria followed in 1859, in which Victor Emmanuel again had the French as allies. The result of it was the expulsion of the Austrians from Lombardy. It also brought about other important changes, and by the treaties of Villa Franca and Zurich, Victor Emmanuel was proclaimed King of Italy. The title was soon after recognized by England and France and, in due time, by the other Powers. In 1866, the success of the Prussians in the

war with Austria, in which Italy had taken part, led to the cession of Venetia in the latter country. From that time the King was engaged in a struggle with the Papal Curia which, owing to the combination of circumstances ended in favor of the former and the transfer of the seat of government from Turin to Rome.

Victor Emmanuel married, in 1842, the Archduchess Adelaide, of Austria. She, as well as the King's mother and brother, died in 1855, when the King himself was brought to the verge of the grave by the fever. Humbert, Prince of Piedmont, is the King's eldest son and successor. His other son, Amadeus, Prince of Aosta, was for some time King of Spain.

FINANCIAL REPORT of the Roman Catholic School Commissioners of the City of Montreal to the Superintendent of Public Instruction for the Province of Quebec, for the scholastic year 1876-77.

STATEMENT of the General Receipts and Expenditures from July 1st 1876, till June 30th 1877 inclusively

RECEIPTS.		\$	cts.	\$	cts.
Cash on hand July 1st 1876.....					6480 46
Received from the Corporation of the city of Montreal school tax for 1876-77.....		79238	82		
do from the same on a/c of school tax for 1877-78.....		20526	75		
					99765 57
do from the Superintendent of Public Instruction Annual Grant for the Common Schools.....		10127	54		
do from the same annual grant for the Polytechnic school.....		3000	00		
do from the same out of the Superior Education fund for the Catholic Commercial Academy.....		1389	00		
					14516 54
do fees from pupils during the year 1876 77, Day school.....		11158	91		
do do do do Evening schools.....		512	75		
					11671 66
do Rent of houses.....					628 34
do Proceeds of sale of \$70,000 debentures.....					68700 00
do Amount borrowed from the Estate Massue.....					20000 00
do Interest on debentures on hand.....					1270 69
do from Edward Murphy, Esq., capital of Prize called "The Edward Murphy Prize".....					1200 00
					\$224233 26
EXPENDITURE.					
Paid for the maintenance of Schools. (See Schedule A).....					65852 04
do for the purchase of instruments, books, &c., and for the support of the Polytechnic School during the Scholastic year 1876-77. (See Schedule C).....					7397 25
do for the purchase of books for the libraries of the several academies.....					405 63
do for furniture for the Schools. (See Schedule D).....					2613 64
do for the erection of school houses, purchase of real estate, improvements, opening of new classes repairs, &c., &c. (See Schedule E).....					102373 23
do Expenses of administration.....					4913 05
do Superintendent's office, salary and other expenses.....					2172 65
do Interest on obligations.....					48 4 67
do " debentures.....					10800 00
do Sinking fund on debentures.....					5331 60
do for books and stationery on hand.....					308 97
Cash on hand June 30th 1877.....					17240 53
					\$224233 26

SCHEDULE A.
PAYMENTS made for the maintenance of the Schools.

NAME OF SCHOOLS.	Salaries and grants.	Care-taking.	Prizes.	Stationary.	Printing.	Heating.	Light.	Taxes.	General Expenses	Total Expenses
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1. Plateau Commercial Academy.....	12739 00	807 64	140 67	33 13	113 25	579 08	268 50	1524 18	690 05	16895 50
2. " Primary School.....	4259 97	4 00	48 68	20 38	44 50	176 97	9 60	71 15	90 79	5142 04
3. St. Mary's Academy.....	7341 59	359 05	166 65	18 29	17 00	42 00	83 48	182 30	69 94	8280 40
4. St. Vincent de Paul's Academy.....	5600 00	437 63	123 18	17 45	19 00	208 75	52 02	267 30	48 66	6773 99
5. St. Patrick's Academy.....	6949 94	578 92	125 53	16 26	15 00	251 35	117 00	209 45	60 03	8323 48
6. St. Joseph's ".....	5299 97	235 56	140 12	34 78	2 00	160 25	79 05	117 30	848 63	6917 66
7. St. Denis' ".....	2324 97	194 71	43 50	10 19	8 00	142 59	13 09	.....	571 49	3308 54
8. School 256 Notre Dame street.....	160 00	.....	23 58	.....	.....	.....	.....	.....	.....	183 58
9. " 483, Wellington ".....	800 00	.....	43 08	.....	.....	.....	.....	.....	.....	843 08
10. " 131, St. Mary ".....	800 00	.....	35 13	.....	.....	.....	.....	.....	.....	835 13
11. " corner Sydenham and Ontario sts.....	800 00	.....	72 18	.....	.....	.....	.....	.....	5 00	877 18
12. " " St. Denis and Mignonne ".....	300 00	.....	11 55	.....	.....	.....	.....	.....	.....	311 55
13. " for the blind.....	400 00	.....	5 85	.....	.....	.....	.....	.....	.....	405 85
14. " 964, St. Catherine Street.....	250 00	.....	6 45	.....	.....	.....	.....	.....	.....	256 45
15. " 542, St. Mary ".....	544 00	.....	12 15	.....	.....	.....	.....	.....	16 25	572 40
16. " 778, Craig ".....	400 01	.....	10 35	.....	.....	.....	.....	.....	.....	410 36
17. " corner Cadieux and Roy streets.....	300 00	.....	.....	.....	.....	.....	.....	.....	.....	300 00
18. " 312, Logan street.....	450 00	.....	17 25	.....	.....	.....	.....	.....	.....	467 25
19. " 250, Panet ".....	200 00	.....	7 05	.....	.....	.....	.....	.....	.....	207 05
20. " 54, St. Dominique street.....	548 00	.....	21 15	.....	.....	.....	.....	.....	.....	575 15
21. " 290, Panet ".....	300 00	.....	7 35	.....	.....	.....	.....	.....	.....	307 35
22. " Larin avenue ".....	400 00	.....	18 60	.....	.....	.....	.....	.....	.....	418 60
23. " Ontario and Seaton ".....	1127 60	.....	61 35	.....	.....	.....	.....	.....	.....	1188 95
24. Evening Schools.....	2017 50	.....	.....	.....	.....	.....	.....	.....	33 00	2050 50
Totals.....	54312 65	3033 51	1147 40	150 48	218 75	1560 99	622 74	2371 68	2433 84	65852 04

SCHEDULE B.

TABLE showing the net expense for the maintenance of each School.

NAME OF SCHOOLS.	GENERAL EXPENSES.			SPECIAL RECEIPTS.			Net expenses.	Number of pupils.
	Salaries and grants.	Other expenses	Total expenses	Government Grant.	School fees.	Total receipts.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
1. Plateau Commercial Academy.....	12739 00	4156 50	16895 50	1389 00	5196 27	6585 27	10310 23	} 441
2. " Primary School.....	4259 97	882 07	5142 04	.....	1821 64	1821 64	3320 40	
3. St. Mary's Academy.....	7341 59	938 71	8280 40	.....	1339 11	1339 11	6941 29	361
4. St. Vincent de Paul's Academy.....	5600 00	1173 99	6773 99	.....	421 67	421 67	6352 32	373
5. St. Patrick's ".....	6949 94	1373 54	8323 48	.....	987 50	987 50	7335 98	426
6. St. Joseph's ".....	5299 97	1617 69	6917 66	.....	624 06	624 06	6293 60	475
7. St. Denis' ".....	2324 97	983 57	3308 54	.....	437 16	437 16	2877 38	171
8. School 256, Notre Dame street.....	160 00	23 58	183 58	.....	.....	.....	183 58	141
9. " 483, Wellington ".....	800 00	43 08	843 08	.....	.....	.....	843 08	378
10. " 131, St. Mary ".....	80 00	35 13	8 15 13	.....	.....	.....	835 13	322
11. " corner Sydenham and Ontario streets.....	800 00	77 18	877 18	.....	.....	.....	877 18	804
12. " " St. Denis and Mignonne ".....	300 00	11 55	311 55	.....	.....	.....	311 55	111
13. " for the blind.....	400 00	5 85	405 85	.....	.....	.....	405 85	44
14. " 964, St. Catherine street.....	250 00	6 45	256 45	.....	.....	.....	256 45	86
15. " 542, St. Mary ".....	544 00	28 40	572 40	.....	.....	.....	572 40	142
16. " 778, Craig ".....	400 01	10 35	410 36	.....	.....	.....	410 36	109
17. " corner Cadieux and Roy streets.....	300 00	.....	300 00	.....	.....	.....	300 00	139
18. " 312, Logan street.....	450 00	17 25	467 25	.....	.....	.....	467 25	184
19. " 250, Panet street.....	200 00	7 05	207 05	.....	.....	.....	207 05	97
20. " 54, St. Dominique street.....	548 00	27 15	575 15	.....	.....	.....	575 15	260
21. " 290, Panet ".....	300 00	7 35	307 35	.....	.....	.....	307 35	105
22. " Larin avenue ".....	400 00	18 60	418 60	.....	.....	.....	418 60	224
23. " Ontario and Seaton ".....	1127 60	61 35	1188 95	.....	.....	.....	1188 95	787
24. Evening Schools.....	2017 50	23 00	2050 50	.....	512 75	512 75	1537 75	225
Totals.....	54312 65	11539 39	65852 04	1389 00	11340 16	12720 16	53122 88	6405

* The fees from the pupils of the Polytechnic school (\$331.50) are not included in this amount.

SCHEDULE C.
PAYMENTS made for the maintenance of the Polytechnic School.

	\$	cts.	\$	cts.
Salaries of Professors.....			5600	00
Library.....	325	16		
Philosophical instruments.....	18	75		
Chemical ".....	41	09		
Drawing models and instruments.....	3	50		
Mineralogical collection.....	3	00		
Ornithological ".....	109	00		
Collection of Canadian woods.....	9	00		
			500	50
Expenses.....			549	87
Repairs.....			46	09
Furniture.....			72	00
Heating.....			123	98
Caretaking.....			427	38
Printing.....			30	25
Taxes.....			8	88
Stationary.....			11	50
Light.....			15	30
Insurance.....			11	50
			7397	25
CREDIT.				
Received from the Government, annual grant.....	3000	00		
" " pupils.....	331	50		
			3331	50
			4065	75

SCHEDULE D.
PAYMENTS made for the purchase of furniture for sundry schools.

	\$	cts.
Plateau Commercial Academy.....	322	93
Primary School.....	672	98
St. Mary's Academy.....	18	87
St. Vincent de Paul's Academy.....	74	41
St. Patrick's ".....	509	92
St. Antoine's ".....	72	25
St. Denis' ".....	597	17
School, 54 St. Dominique street.....	40	00
" 542 St. Mary ".....	46	00
" corner Cadieux and Roy streets.....	2	80
" 312 Logan ".....	12	80
" 290 Panet ".....	2	80
Schools Ontario and Seaton ".....	10	00
" (Girls) Sacred Heart, Ontario street.....	200	00
Business office.....	30	70
	2613	64

SCHEDULE E.
PAYMENTS made for the erection of school houses, purchase of real-estate, improvements, opening of new classes, repairs, &c., &c.

	Lands.	Buildings.	Repairs.	Totals.
	\$	\$	\$	\$
	cts.	cts.	cts.	cts.
Plateau Commercial Academy.....	112	1642	218	1973
" Polytechnic School.....	22	101		123
" Primary ".....	2420	4523	10	6954
St. Mary's Academy.....		13	265	278
St. Vincent de Paul's Academy.....	65	362	416	844
St. Patrick's ".....	391	12	867	1271
St. Joseph's ".....			25	25
St. Antoine's ".....	2546	31585		34131
St. Denis ".....	9041	33146		42118
" Model School.....			45	45
St. Georges and Ontario streets property.....	11			11
Richmond Square ".....	1057			1057
School Sacred Heart ".....	3813	9605		13418
St. Urbain street ".....			48	48
	19481	80993	1898	102373

SCHEDULE H.

STATEMENT of Assets and Liabilities on the 1st July 1877.

ASSETS.	\$	cts.	\$	cts.	LIABILITIES.	\$	cts.	\$	cts.
Land.....			186793	49	Debentures.....	250000	00		
Buildings.....			264009	31	Mortgages.....	82750	00		
Furniture.....			37862	79	Seigniorial dues.....	3700	00		
Librairies.....			4672	32	Bailleurs de fonds.....	39955	17		
Sinking fund.....	22807	40			Capital of grand prizes.....	3100	00		
Interest on fund.....	4950	94			Due to the Corporation of Montreal advances on school tax for 1877-78.	20526	75		
Books and Stationery on hand.....			27758	34				400031	92
Mortgage.....			1235	28					
Cash on hand.....			400	61	EXCESS OF ASSETS OVER LIABILITIES.....			139940	75
			17240	53					
			539972	67				539972	67

M. C. DESNOYERS,

Sec.-Tres.

I hereby certify that I have examined the account books kept by the Roman Catholic school Commissioners of the City of Montréal, and I declare that all the entries contained in the foregoing financial report are taken from the said books (which books I have compared together and found correct).

I have also carefully compared and examined in detail all the said entries of monies paid with the vouchers in support thereof and I have found the whole correct.

LOUIS GAUTHIER,

Auditor.

Montreal, October 31st, 1877.

MISCELLANY.

Vital Force.—There are persons of a nervous temperament who seem to be always upon wires. Nature has given them energy, but their physique is in many cases inadequate to supply the demands made upon it. The steam is there, but the boiler is too weak. Duke d'Alva, according to Fuller, must have been of this nature. "He was one of a lean body and visage, as if his eager soul, biting for anger at the clog of his body, desired to fret a passage through it." The same thought was wittily expressed by Sydney Smith when he exclaimed, "Why, look there, at Jeffrey; and there is my little friend——, who has not body enough to cover his mind decently with; his intellect is improperly exposed." Now these are just the sort of people who should not kill themselves, for though wrapped in small parcels, they are good goods. They owe it as a duty to themselves and others not to allow their fiery souls to fret their pigmy bodies to decay—not to throw too much zeal into trifles, in order that they may have a supply of life-force for things important. He who desires to wear well must take for his motto 'Nothing in excess.' Such a one, as we have had occasion more than once to urge, avoids dinners and many courses, goes to bed before twelve o'clock, and does not devote his energy to the endurance of overheated assemblies. When young men around him have got athletics on the brain, he keeps his head and health by exercising only moderately. He is not ambitious of being in another's place, but tries quietly to adorn his own. "Give me innocence; make others great." When others are killing themselves to get money, and to get it quickly, that with it they may make a show, he prays the prayer of Agur—"Give me neither poverty nor riches," for he thinks more of the substance than of the shadow. This is the truly wise and successful man, and to him shall be given by the Divine laws of nature, riches, (that is, contentment) and honour (that is self respect, and a long life, because he did not waste the steam by which the machine worked. In homely proverb, he "kept his breath to cool his porridge," and most probably was a disciple of Isaac Walton.

Cram.—We are not sure that the word "cram," used as a substantive, would be found in any of our standard dictionaries, and yet the thing which it designates is one with which all who are interested in education are too familiar. What is "cram?" The late Professor Payne defined it as the "the unlawful appropriation of the results of other people's labours." This definition, however accurate as the statement of a fact, is very incomplete, omitting, as it does, the essence of the thing defined, and directing attention exclusively to a mere accident. We shall be put on the right track of the proper use of the word by a consideration of its primary and unmetaphorical application. To cram a box is to fill it with more than it can fairly hold; to cram down one's food is to eat it too fast for proper mastication and, as a consequence, for proper digestion and assimilation; to cram turkeys is to fatten them at an unnatural rate, by restricting their liberty, and feeding them with unlimited fat-producing food.

So to cram the mind in education is to pour knowledge into it faster than the mind can digest and assimilate such knowledge; to stuff it with food without regard to its natural appetite; to aim at the production of intellectual results as abnormal as the *foie gras* of a Strasburg *paté*. The essence of cramming lies not in the morality of the act, but in the violation of the laws of nature which it involves. If were possible for a child to enter at once upon the possession of the accumulated knowledge of mankind, there would be no more valid objection to its doing so than to its entering upon the possession of the accumulated wealth of his forefathers. But knowledge is not like wealth; it cannot be transferred by a simple instrument. The mind can only receive such knowledge as it is ripe to receive, and at such a rate as its growing powers allow. It must be fed on milk before he can be fed on strong meats. It must observe before it can appropriate the fruits of observation. It must classify before it can generalize. It must reason before it can test the validity of a ratiocinative process. Nature has prescribed the means by which all mental, as all physical, results are to be attained, and we cannot set aside her laws. Besides, the discipline required in the healthy acquisition of knowledge is often more valuable than the knowledge itself.

The teacher has not merely to communicate knowledge to his pupils, but to train their minds and enable them to accumulate and

utilise knowledge for themselves; not merely to fatten their intellects for knowledge-shows and prizes, but to prepare them for the duties of their after life. The test of his work is not the amount of knowledge he contrives to cram into a child's head, but the amount of good it does when it gets there—the satisfaction of the child's mental appetite, the regular nutrition, the healthy action, and the healthy development of its mental powers.

The consequences of cramming the mind are exactly parallel to those of cramming the body. The mind loathes the food for which it has no appetite; it fails to digest the food which it is compelled to "bolt;" and its organs, through being obliged to do work for which they are not fitted, are thrown into a state of disorder, and often permanently injured. The vast store of knowledge, on which the teacher prides himself, melts away as rapidly as it was accumulated, leaving the poor child that has been operated upon disgusted with learning, and mentally and physically enervated by the unnatural demands made upon it.

The effects of cram may be seen in adults as well as in children.

The bookful blockhead, ignorantly read,
With loads of learned lumber in his head,

is to be found everywhere. For one man who thinks for himself, there are a hundred who take their opinions ready-made for them. They do not ask for reasons. They have no time to reason for themselves. They want their opinions thought out for them by other people. They think they have sufficiently asserted their intellectual independence in selecting the oracles by which they proposed to be guided. The wide diffusion of literature has largely contributed to intensify and diffuse this tendency. Men now-a-days endeavour to know a little about everything; and books are written to meet the need. As if it were not enough to be crammed at school, men must needs cram themselves. They acquire their knowledge of geology from an article in a periodical; they seek to satisfy their curiosity about spectrum analysis by attending a lecture at the Royal Institution; they dispense with reading a book by skimming a review of it in the *Times*; they study politics, social science, theology, and each last new question of public interest in the editorials of their favourite journal. This, also, is cram. The man of science delights you with a brilliant article or lecture; but he cannot give you the long series of observations and the long chains of reasoning by which he arrived at his conclusions. Still less can he communicate to you the subjective good he has derived in the process of reading them. The editor may provide you with opinions; but he cannot make them yours. He may supply you with a neat aphorism, a choice quotation, or a good story; but they have not the same value to you as to him. His flowers, when planted in your garden, will speedily wither and die.

What are the causes of cram? It is partly owing to the foolish pride which parents take in the premature acquirements of their children; partly to the foolish ambition of injudicious teachers. It is fostered by schemes of instruction that aim at too much, and by modes of examination that reward cram. Many teachers cram with no intention of cramming, through simply disregarding the mental appetite of children, and through ignorance of the principles upon which successful teaching rests. Such are they who tell their pupils what their pupils could find out for themselves; who give rules which their pupils could have discovered by independent efforts of their own; who give them new words before they feel the need of such words; who supply them with definitions before they have shown any familiarity with the class defined; and who communicate to them useless knowledge in compliance with traditional customs. In our Elementary Schools and in our Training College much might be done to discourage cram by reforming the syllabuses of instruction prescribed for them, and by a more careful exclusion from the examination papers of all questions that encourage cram. Idle teachers and idle students will cram, whatever be done to discourage cramming; but the industrious would cease to cram when cramming ceased to pay even from the examination point of view.—*School Guardian*.

Thoroughness.—Of course you wish to be thorough, both with yourself and your pupils. But there are two kinds of thoroughness. One is of the text, the other of the mind. The first, any idiot who is all flesh can secure. It will cost very little soul effort, and very much physical effort. It is the kind which comes from pounding both the bodies and minds of your pupils. You measure out your lessons as regularly as a physician weighs out his doses. In preparing the lessons, the pupils know that they are to be measured bodily, with regard to that lesson, by a ratten or by a rule. In the eyes of this species of thoroughness, the more ratten the teacher has and uses, the better he will measure. There is a kind of convenience connected with this thoroughness, which makes it attractive to many teachers. The exact work is known both by pupil and teacher. The exact form of recitation is understood both by pupil and by teacher. During recitation the pupil need use only his mouth and

his memory; the teacher needs only his ears. If the teacher is smart he can read a paper or even sleep a little while the lesson is being mumbled. We have seen a teacher conduct a recitation of what he styled "a brag class" in grammar after this method. It was very quiet—Nothing to jar the nerves. When called by a semi grunt from the teacher, the pupils took their places, the girls on one side, the boys on the other. Each one knew his place. "Begin!" the teacher mechanically said. The first one began with the first definition, duly giving the illustration or example, all as in the text; the second with the second, and so on around the class in order, until the definitions were all recited. Some more definitions were then assigned, and the class excused with another grunt. During the recitation, the teacher gave some attention to some papers upon his desk, a discouraging moustache occupied almost his entire energies, the class none. The whole exercise, though, was carried on in perfect order. The teacher was not required to ask a question. The class ran itself. The lesson was easily and quickly assigned. Now, how different is all this from that other thoroughness which is of the mind, not of the text; of the spirit, not of the spirit, not of the text; of the spirit, not of the letter; the kind which comes from enthusiastic intelligence, which fires the soul and quickens the body. This is the steady glow of an inspired heart, which communicates its warmth and activity like magic. It employs every faculty of both pupil and teacher. It requires of the teacher careful forethought and special study of every recitation. His every pupil of every class must be personally known and felt. It considers the whole soul of each one, not the memory alone. It requires nerves, quick, sensitive nerves, which must suffer frequent jars and twinges. It is above order—beyond discipline. It is forgetful of self—mindful alone of immortal souls. It requires skill in the assignment of lessons, genius in the conducting of recitations; warm, hearty ingenuity in giving preliminary drills; patience and love in examinations. It creates thoughtful and ambitious men and women from solid lumps of clay. It is a gift from on high, and its reward is in Eternity.—*National Normal American Paper*.

Make children useful.—The energy which some children manifest in mischievous pranks may be made to subserve useful and instructive purposes. Little odds and ends of employment may be given them,—work suited to their small capabilities may be assigned them—under judicious direction and considerate encouragement their little heads and hands can accomplish much, and that gladly. The bright little ones who would "help" mamma should not be repelled with a harsh word, but some simple task should be devised for their occupation, and some trifling thing—so very great to them—should be the reward of its performance.

As a general rule, give your children something to do. A daily employment of some sort will exercise their minds healthfully, and develop elements of usefulness and self-reliance which may prove incalculably valuable to their manhood and womanhood. Miserable is the plea urged by some that they "have not the time" to look after their children. No such pretext can divest them of the grave responsibilities which the having of children imposes. The laws of God and of humanity demand of parents the best care and training for their children they can bring into exercise. How many poor wretches they are, taxing society with their maintenance, who owe their worthlessness and sins to the negligence of their parents in developing and directing good natural endowments for lives of industry and independence! Large Firmness in a child is a good thing; it contributes to steadiness of thought and deed. Large Self-esteem is desirable, in that it confers the sense of personal worth and dignity. Large Approbativeness is most serviceable in its restraining and stimulating ministrations. Large Destructiveness is a good heritage; under proper control it contributes to activity and achievement. Large Combativeness is a good quality; it contributes courage, boldness and progression to the character. Large Acquisitiveness, rightly trained, supplements industry with economy and thrift. But such qualities in children need the guidance of a discreet parent. Mismanagement, neglect, easily lead to their perversion and the ruin of a life which, otherwise might have been a splendid success.—*Annual of Phrenology*.

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

Torpedo Balloon.—Humanitarians, who look for the suppression of war to the development of the deadliest engines of warfare, will read with satisfaction a suggestion recently thrown out for a further employment of the torpedo. "A torpedo balloon" the device is to be styled, and the name is a sufficient indication of its nature. A balloon is to be constructed capable of rising with a torpedo beneath it, and starting to windward of a camp or fortified city, or whatever it is desired so destroy, it is to be burst or detached by means which it would be easy to contrive, and thus to allow its cargo of death and destruction to fall into the midst of the enemy. The detachment of the torpedo, it is suggested, might be effected with great ease and certainly by means of a thin electric wire, and the proper moment for dropping the charge, in order to explode it on any given point, would be only a matter of instrumental observation and a little practice. The idea seems to be fearfully practicable; and apart from the consideration that the very perfection of modern warfare seems really to present the most hopeful prospect of useful peace, it might be denounced as too frightful an idea to be entertained by civilized combatants. By means of such an engine a fortified place might be attacked from a point from which no guns could be brought into action, and without the smallest opportunity of retaliation. The carnage and devastation by the explosion of a torpedo in a fortress or camp would be infinitely greater than a bombshell could produce, and while to the besiegers even a failure need involve no harm or even danger, the balloon might be floated out of the range of shot and to the besieged would be fraught with ruin against which no conceivable defence would avail anything. The effect of a torpedo dropped into a garrisoned fortress or a fortified camp would be something really dreadful to contemplate.

Rain and Snow Fall during 1877.

McGILL COLLEGE OBSERVATORY.

MONTH.	Inches of rain.		Inches of snow.		Inches of rain and snow melted.	No. of days on which rain and snow fell.	No. of days on which rain or snow fell.
	Inches of rain.	No. of days on which rain fell	Inches of snow.	No. of days on which snow fell.			
January.....	0.12	2	23.3	21	2.33	1	22
February.....	0.34	7	3.6	11	0.70	5	13
March.....	2.73	8	22.4	16	5.04	5	19
April.....	1.98	12	10.2	4	3.00	4	12
May.....	0.62	18	.....	.....	0.62	.....	18
June.....	2.35	16	.....	.....	2.35	.....	16
July.....	3.65	17	.....	.....	3.65	.....	17
August.....	3.50	20	.....	.....	3.50	.....	20
September.....	1.50	12	.....	.....	1.50	.....	12
October.....	3.19	18	5.4	2	3.73	1	19
November.....	4.31	16	5.1	8	4.82	3	21
December.....	1.17	8	4.3	12	1.60	4	16

Total rain fall during the year was 25.46 inches.
 Total snow fall during the year was 74.3 inches.
 Total snow and rain melted was 32.84 inches.
 Total number of days on which rain fell 154.
 Total number of days on which snow fell 74.
 Total number of days on which rain or snow fell 205.
 Total number of days on which rain and snow fell 23.

METEOROLOGICAL ABSTRACT FOR THE YEAR 1877.

MONTHLY RESULTS DERIVED FROM TRI-HOURLY OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY, HEIGHT ABOVE SEA LEVEL, 187 FEET.

MONTH.	THERMOMETER.				BAROMETER.				+ Mean pressure of vapor	† Mean relative humidity.	WIND.			Rain and snow melted.
	Mean.	Max.	Min.	Range.	Mean.	‡ Max.	§ Min.	Range.			Mean direction.	Mean velocity in m. p. hour.	Sky clouded per cent.	
January.....	9.67	40.2	-20.9	61.1	30.0709	30.665	29.047	1.618	.0627	79.0	W. S. W.	13.73	72	2.33
February.....	26.62	48.2	2.1	46.1	29.9828	30.565	29.552	1.013	.1193	77.8	W.	14.91	60	0.70
March.....	25.12	46.0	-7.7	53.7	29.9108	30.397	28.848	1.519	.1109	75.9	W.	11.54	67	5.04
April.....	43.70	74.3	19.0	55.3	29.9860	30.441	29.493	0.948	.1742	62.1	N. E.	8.90	45	3.00
May.....	55.64	79.0	22.2	46.8	29.9181	30.330	29.575	0.755	.2803	60.4	W.	11.09	65	0.62
June.....	65.73	85.0	49.1	35.9	29.9097	30.238	29.562	0.676	.4227	66.6	W. S. W.	8.63	55	2.35
July.....	70.60	88.5	55.0	33.5	29.8699	30.204	29.465	0.738	.5059	68.1	S. W.	8.11	53	3.65
August.....	69.24	88.0	55.9	32.1	29.8886	30.235	29.635	0.600	.5378	75.7	W. N. W.	5.88	63	3.50
September.....	61.79	84.3	42.0	42.3	30.0160	30.372	29.592	0.780	.3977	70.6	W. S. W.	7.00	45	1.50
October.....	45.22	79.3	21.9	56.4	30.0032	30.403	29.435	0.968	.2417	78.5	N. N. E.	7.96	69	3.73
November.....	35.93	52.3	18.5	33.8	30.0499	30.677	29.115	1.562	.1812	83.8	W. S. W.	10.97	74	4.82
December.....	27.26	44.1	7.3	36.8	30.0866	30.698	29.383	1.315	.1268	82.0	W.	8.97	71	1.60
Means.....	44.710	67.43	22.95	44.48	29.9744	.....	.....	1.0436	.2634	73.37	.....	9.81	62.0	.....

* Barometer readings reduced to sea level, and to temperature of 32° Fahrenheit, † Pressure of vapor in inches of mercury. ‡ Humidity relative, saturation 100. § Observed.

Greatest heat was 88.5 on the 26th of July; greatest cold—20.9 on the 12th of January—giving a range of temperature for the year of 109.4 degrees. Greatest range of the thermometer in one month was 61.1 in January. Highest barometer reading was 30.698, on the 18th of December; lowest was 28.848, on the 7th of March. Greatest range of the barometer in one month was 1.618, in January. Range for the year was 1.850 inches. Least relative humidity was 21, on the 26th of April.

Greatest mileage of wind during the year, in one hour was 47 on the 9th of March, when the maximum velocity in gusts was at the rate of 51 miles per hour. Mean direction of the wind, W. S. W.