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Vol. I. No. 5.

MAY, 1881.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

EDITED BY R. W. BOODLE.

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MONTREAL :
GAZETTE PRINTING COMPANY.

1881.

CANADA LIFE ASSURANCE COMPANY.

ESTABLISHED 1847.

HEAD OFFICE, HAMILTON, ONT.

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

Annual Income about, \$880,000.

MANAGING DIRECTOR AND PRESIDENT:

A. G. RAMSAY.

SECRETARY:

R. HILLS.

SUPERINTENDENT OF AGENCIES:

J. W. MARLING.

ABSTRACT.

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

1880 versus 1850.

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

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

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

The bonus additions to Life Policies during the past 15 years have added \$875 to every \$1000 of original assurance, and this now stands at \$1375 and will be further increased at each future division of profits.

During the same period 35 to 39 per cent. of all premiums paid were returned in cash to those preferring this mode of distribution, according to age say 40 and 20 years, when policy was issued.

Montreal Branch, 180 ST. JAMES STREET.

R. POWNALL,

Sec. for Province of Quebec.

P. LA FERRIERE,

Inspector of Agencies.

JAMES AKIN, Special City Agent.

AGENCIES THROUGHOUT THE PROVINCE.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1881.

Vol. I.

CONSTITUTION AND BY-LAWS OF THE PROVINCIAL
ASSOCIATION OF PROTESTANT TEACHERS
OF QUEBEC.

NAME.

1. This Association shall be called the Provincial Association of the Protestant Teachers of Quebec.

OBJECT.

2. The object of the Association shall be the advancement of the educational interests of the country, the elevation of the status of the teacher, and the professional and intellectual improvement of its members.

MEMBERSHIP.

3. Professors and Lecturers in Colleges and Normal Schools, Teachers in Public and Private schools, School Inspectors and all persons holding diplomas from Normal Schools or Boards of Examiners, shall be eligible for election as ordinary members of the Provincial Association.

The Superintendent of Education, members of the Protestant Committee of the Council of Public Instruction, Members of the Protestant Boards of Examiners and Ministers of the Gospel, shall be ex-officio honorary members of the Provincial Association. Residents of the place where the Convention is held, may be elected associates of the Provincial Association during such Convention.

OFFICERS.

4. The Officers of the Provincial Association shall be a President, three Vice-Presidents, a Secretary and a Treasurer, who shall be appointed at the annual Convention, and hold office until their successors are appointed, and in addition to these, it is provided that the Presidents of Local Associations shall be Vice-Presidents of the Provincial Association, and that the Secretaries shall be members of the Council of the Provincial Association.

5. The Executive Committee shall consist of fifteen members, chosen annually by the Convention, together with the officers of the Association, who shall occupy the same positions in Committee as in Convention.

ARRANGEMENTS FOR MEETING.

6. When the place for next convention is fixed upon, there shall be appointed a committee of three, from among the residents of the place, who shall have power to add to their number, and who in conjunction with the Executive Committee shall have power to make all arrangements necessary for holding the Convention and for the entertainment of Members.

ANNUAL FEE.

7. An Annual fee of one dollar for Gentlemen and fifty cents for Ladies shall be required.

BY-LAWS.

1. The President, three Vice-Presidents Secretary, Treasurer and fifteen members of the Executive Committee shall be elected by ballot, a plurality of votes constituting an election.

2. All ordinary members of the Provincial Association shall enregister their names at each Convention in a book to be kept for that purpose and shall thereupon pay the annual fee.

Teachers and other eligible persons may be nominated for membership at any session of the Convention, by the Executive Committee, on application made thereto according to form annexed below. Persons so nominated shall enregister their names in a book, kept for the purpose, and shall pay the annual fee. All persons who enregister in accordance with the above shall be furnished with cards, signed by the Secretary and Treasurer, which shall form their Certificates of Membership. No fee shall be required of Honorary Members, they shall receive their Certificates of Membership on registering their names.

All persons elected associates of any Convention shall have been nominated by the Executive Committee. Ordinary members shall have the right of speaking and voting, honorary members and associates the right of speaking only.

No one shall exercise the rights of membership, until he has obtained his certificate signed by the Secretary and Treasurer.

FORM OF APPLICATION.

Name.....
 Occupation
 Address

desires to be received as a member of the Provincial Association of Protestant Teachers.

3. The Executive Committee shall be summoned to meet for despatch of business specified in the notices of meeting by the Secretary, on the requisition of the President or any three members of the Committee; shall have in charge the general interests of the Association in the intervals of its Conventions; shall supervise all arrangements for its meetings; shall have power to summon emergent Conventions of the Association when deemed desirable; shall appoint a President, Secretary or Treasurer of the Association, should a vacancy occur during the official year; and shall report its proceedings for confirmation at the Convention next ensuing.

4. The Executive Committee shall be held to be in continual session during Convention, to enregister and nominate members and associates, and to prepare and arrange the business of each session.

5. It shall be the duty of the President to preside at all conventions of the Association and meetings of the Executive Committee, to appoint Scrutineers of ballots and Auditors of accounts, and to conduct the business of the Association in accordance with the By-laws. In the absence of the President, one of the Vice-Presidents shall be appointed by the meeting to preside; and in the absence of all the Vice-Presidents, a Chairman pro-tempore shall be elected on nomination of the meeting; the Secretary, or Acting-Secretary, putting the question.

6. The Secretary shall keep a full and just record of the proceedings of the Association and Executive Committee, shall conduct all correspondence not assigned by the Executive

Committee to other hands, shall give notice of Conventions and meetings of the Executive Committee, shall have his records present at all Conventions and meetings of the Executive Committee, and shall notify officers of their election. In his absence an acting Secretary shall be appointed by vote of the Association or Executive Committee.

7. The Treasurer shall be the custodian of all moneys of the Convention, shall expend the same in accordance with the votes of the Association, or of the Executive Committee, shall keep an exact account of the receipts and disbursements of the Association, with vouchers for money paid out, shall prepare annually, or as often as may be demanded by the Executive Committee, and present to the Executive Committee and Association a Financial abstract, and shall give such bond for the faithful discharge of his duties as may be required by the Executive Committee.

8. Rules of Order of Conventions :

1. Without the permission of the Chairman, no member shall speak when there is no motion before the Association, except in committee of the whole, or when a subject has been submitted for discussion.

2. Except to adjourn, to resolve into Committee of the whole, to lay on the table, or the previous question, no motion shall be put from the chair, until it has been delivered to the Chairman in writing, with the names of the mover and seconder attached.

3. The mover of a motion may speak to it twice, but no other member more than once, nor any member more than 15 minutes, without the permission of the Chairman.

4. Should more than one member rise to speak at the same time, the Chairman shall decide who is entitled to the floor, and this decision shall be without appeal.

5. On a point of order being raised while a member is speaking, he shall at once take his seat, the point of order shall then be stated by the member objecting, and the Chairman shall then, without further discussion, decide thereon, stating the rule applicable to the case, without comment.

6. If any member feel aggrieved by the decision of the chair, he may, except as provided in Rule 4, appeal to the Association. The Chairman shall, thereupon, put the question thus: " Shall the decision of the chair be sustained ? "

7. The following motions shall not be debateable: "to adjourn;" "to resolve into committee of the whole;" "to lay on the table," and "the previous question."

8. A motion to adjourn or to resolve into committee of the whole, shall always be in order, except when a member is in possession of the floor; when members are voting; when an adjournment or to resolve into committee was the last preceding motion, or when it has been decided to put the main question.

9. Motions shall take precedence in the following order:—

1. To adjourn.
2. To resolve into committee.
3. To lay on the table.
4. The previous question.
5. Other motions and amendments in the reverse order of motion except as in the subjoined rule.

10. The previous question shall be put in this form: "Shall the main question be now put?" If this be affirmed, no further motions or debates shall be permitted, but the main question shall be put without delay.

11. No amendment to a motion can be received after an amendment to an amendment; nor any motion except to adjourn, to resolve into committee, the previous question, or to lay on the table.

12. The yeas and nays upon any question shall be recorded in the minutes when called for by five members.

13. When the Convention is resolved into Committee no motion can be entertained except that this committee rise, which shall be voted on without debate but cannot be again put without the permission of the Chairman.

14. After reception the minutes shall be signed by the President and countersigned by the Secretary.

9. Order of Proceedings of Conventions.

1. At the hour of meeting, the chair shall be taken and the meeting called to order by the presiding officer.

2. The proceedings of each day shall be opened by prayer.

3. The report of the preceding convention shall be submitted, the minutes of the preceding session read, and the minutes of such meetings of Executive Committee, as have

been held since the last session of the Convention submitted, with programme of proceedings for the session as prepared by the Executive Committee.

4. Regular business as arranged by the Executive Committee.

5. New business.

6. Adjournment.

10. Seven members shall constitute a quorum at all meetings of the Association, and three at those of its Committees.

11. No alteration shall be made in these By-Laws except by a two-thirds vote at an annual convention; but rules of order may be suspended for any session, by a two-thirds vote at that session.

ELSON I. REXFORD,
*Secretary of Provincial Association of Protestant
Teachers of Quebec.*

EDUCATION IN SHERBROOKE.

I take it for granted that one of your main objects is the circulation of information regarding the schools of the Province, and perhaps a short account of the Protestant schools of this little city may not prove uninteresting to your readers. We have not anything to boast of, but the record even to ourselves may be useful.

In the year 1876 an Act was passed, under which the schools of the city were divided into two classes, and two boards of School Commissioners, the one Roman Catholic and the other Protestant, were appointed. Many persons at the time, both Roman Catholic and Protestant, objected to this division, on the ground that a departure from the Common School system, tending to religious separation in the matter of education, must in the end prove mischievous by fostering religious differences, thereby creating divisions amongst the people, when the true interests of the country demand harmony. It was contended that the spirit of toleration was especially necessary amongst such a population as that of this section of the Province of Quebec, so varied is nationality and even antagonistic in creeds. However these sentiments were held mostly in private, and pro-

duced no effect on the desire of a very considerable number of our Protestant population (for the movement came from them) to establish schools under their own control.

I am not going in this place to enter on this question. It is one involving many difficulties, and frequently producing so much acrimony and prejudice that no good purpose could be served by its discussion. Persons of the most enlightened views differ widely on this point and, after all, the decision arrived at is, generally speaking, a compromise. If we possessed in reality what we sometimes claim to have, a Common Christianity, the difficulties would vanish, but this Nineteenth Century of the Christian era seems as far off the Millennium as any former period, and the result of enlightenment has been rather to widen than to soften religious differences although it has no doubt mitigated persecution.

Our new Board of Protestant School Commissioners, entered on their work with zeal. The old Academy, which had been built by private subscription and carried on by trustees, was handed over to the new Board as a gift from the proprietors. This caused some regrets, for some of the best men of Sherbrooke have owed their success in life to their connection with this Academy, the late Judge Sanborn being a case in point. The building (a substantial brick edifice), was converted into a "Young Ladies' Academy," cleaned, repaired and refitted, and a similar but larger building was erected, as a High School for boys, in a different part of the city. I wish our School Board had called the first of these a High School for girls instead of a Young Ladies' Academy, but we are all of noble race now. There are no men or women, boys or girls, in the northern part of this great continent.

Besides the above a fine, large, well-planned building was erected as a Central School for elementary education, provision being made for children of remote parts of the city in buildings of smaller size and pretension. Their turn will come by and by, when the Commissioners are in funds to do all that they have in contemplation. The material comforts of the bulk of the children and their teachers have thus been provided for, and neither teachers nor pupils have any reasonable ground of complaint. The Commissioners have also sought to secure good teachers by paying good salaries.

What then have been the results of this expensive foundation? The intention was to have a system of graded schools, making the Academies the High Schools, to which the Elementary schools would be tributary. In this respect the practice has not conformed to the theory, for the work of the Central Elementary school in its highest class encroaches on that of the Academies, and there are pupils in both boys' and girls' Academies, who should, if an educational standard were enforced, be at the Central Elementary School. The best theories are of course subject to modification in actual working, and I suppose it has been found impracticable to carry out this system perfectly. There are no doubt social as well as educational difficulties to be considered, and however well the principle of absolute equality in a public school may answer in the United States, I doubt if it will work in our *benighted* Canada. At the same time it must be granted, that when property is taxed for the education of the people, it should be applied on the American principle, and persons who advocate social distinctions for their children have no right to require such distinctions at the cost of their neighbours.

The pupils at the Central School seem to be under good discipline; they are well taught within the limited range of subjects required at such schools, and the teachers seem earnest and faithful. One fault must be apparent to any looker on, a grave fault in my estimation but easy of correction. The very young children are kept too long in school. No child under nine should be in school beyond the morning hours, and during that time there should be a break and a short recess, for the purpose of freshening the mind and body by a run in the play ground. The subjects taught in the Elementary schools, are the ordinary English subjects, with a limited quantity of Algebra and Euclid in the highest class.

The Boys' Academy is not prosperous. Here, in addition to English subjects, Latin, Greek, French and Mathematics are taught, by one master and a French assistant. It is not easy in all cases to determine where the fault lies. It is due frequently quite as much to the parent as the teacher, for the parents are often full of crotchets, and fault is sometimes found with the teacher in the presence of the pupil, a practice destructive of discipline. One thing is certain, a great variety of subjects

demands a corresponding number of teachers. I do not mean a separate teacher for each subject but the means of classifying the work, for even with a few scholars there will be different stages of progress in the same subject, and to expect impossibilities from a teacher, is to lower the standard of the school. This demands money, but people forget that high class education cannot be cheap education. The Young Ladies' Academy is, I am happy to say, a decided success. The teacher possesses ability, zeal and earnestness of purpose, and the pupils are industrious and shew a good result for the care bestowed on them.

On the whole, I think I may report that, considering the limited time which has elapsed since the important changes I have indicated have been made, the result has not been unsatisfactory.

R. W. HENEKER.

CORPORAL PUNISHMENT.

The subject of corporal punishment in Schools is one likely to crop up to the surface from time to time. It has of late been attracting much attention in England, owing to some cases of abuse.

First, as regards its *legality*. The late Lord Chief Justice Cockburn once delivered the following opinion on the legal position of teachers, with reference to the administration of corporal punishment:—

“By the law of England a parent or schoolmaster, who for this purpose represents the parent and has parental authority delegated to him, may, for the purpose of correcting what is evil in the child, inflict moderate and reasonable punishment, always, however, with this condition, that it is moderate and reasonable. If it be administered for the gratification of passion or of rage, or if it be immoderate and excessive in its nature and degree, or if it be protracted beyond the child's power of endurance, or with an instrument unfitted for the purpose, and calculated to produce danger to life and limb, in all such cases the punishment is excessive, the violence is unlawful.”

No doubt the power has at times been abused, and such instances of abuse would be more likely to occur in England than in Canada, because in the former country the office of a Head Master is hedged round with considerable dignity, and he is practically an autocrat. But such abuses are extremely rare.

The pendulum of public opinion has swung in the opposite direction, since the old days when flogging, and that of a decidedly severe kind, was considered a sort of universal remedy for all cases of neglect of duty. Of late years the tendency has been the other way, and efforts have been made, and those by persons in high positions, to prevent corporal punishment from being inflicted under any circumstances whatever.

When Wellington College was first established, Dr. Benson, the present Bishop of Truro, was offered the Head Mastership. The late Prince Consort, who took a lively interest in the undertaking, used all his influence to prohibit all use of corporal punishment in any form. I believe that Dr. Benson declined to accept the Head Mastership under those conditions. In my opinion he was perfectly right. If a Head Master is not to be trusted to decide when corporal punishment is necessary or expedient, he is not qualified for the post. I was told that the Prince withdrew his opposition and Dr. Benson was appointed.

Secondly, as to the *expediency* of corporal punishment, Dr. Moberly, now Bishop of Salisbury, published a few years ago some letters on Public School Education addressed to Sir William Heathcote. Very admirable were those letters, and no man who ever lived was more competent to write on the subject in question. Dr. Moberly was Head Master of Winchester for 35 years. Among other matters, he dealt with corporal punishment. Observing an apparent movement in favour of its abolition, he pleaded for its retention under careful restrictions. He was not at all in favour of applying it universally, but only in certain cases. There is, I fear, a class of boys to be met with everywhere, who can only be made to work by the fear of physical pain. You may multiply impositions without effecting any benefit. The only result of these is to diminish the boy's play and exercise, and thereby to run the risk of injuring his health, of weakening his energy, and dulling his brain. It would be far better to apply the counter irritation of a few sharp strokes, which, while they would leave behind a salutary reminiscence of what idleness brings with it, would yet not hang about his neck or burden his back like piles of impositions, but would allow him to make a fresh start. A few words of judicious kindness from his master would materially encourage a fresh beginning.

It would be very undesirable to employ corporal punishment for every offence. To a man who wants to be saved trouble, it is the least troublesome means of securing discipline. But such a plan would rather tend to brutalize a school, and would rob the punishment of the *art* which is one of its wholesome features. Nor is it wise that every Master in a School should have authority to chastise a boy. Young and inexperienced men are likely to be carried away by momentary irritation and to chastise without just cause, or to do so in excess. It is in the abstract desirable that the Head Master alone should have the power to inflict corporal punishment. It is then more likely to be judicial in its character, and will not be inflicted on the spur of the moment, and under the influence of sudden anger. I may add that there is less probability of excessive corporal punishment being inflicted in public than in private schools. In the former, public opinion has great weight. In the latter the chief is almost irresponsible. The most flagrant instance of abuse that ever, to my knowledge, occurred, when a schoolmaster literally flogged a boy to death, took place at a private and expensive school where delicate boys were supposed to be treated with exceptional kindness.

As regards the implement and method employed, I think for some special moral offences, the old-fashioned "birch" is the best. A certain amount of ignominy is attached to flogging, which gives this method a special suitability. For lesser offences, "caning" on the body may be inflicted. Caning on the hand, though prevalent enough in my boyish days, is in my opinion too severe. It is likely for a time to cripple a boy and incapacitate him for work or play. At one of the Ancient English Public Schools a system called "handing" used to be in vogue. It was simply caning on the back of the hand, and was most objectionable. The palm of a boy's hand is hard and tough, but the back of the hand is a net-work of nerves, veins and sinews. Great and permanent injury might be the result. I am not particularly partial to the "taws," and I know others who in England disapprove of this instrument as likely to be injurious. But I presume it may plead antiquity in its favour, and that on the whole it is tolerably free from objection.

I append an extract from the "Lancet," the chief organ of the Medical Profession in Great Britain. This treats of the whole question :---

"No one who has had much to do with children can doubt that punishment is necessary to their proper discipline, or that sometimes it needs to be administered with considerable severity. The sentimental theory that children can be trained and taught 'wholly by kindness' generally issues in a practice which is the converse of the principal laid down by Hamlet—'I must be cruel to be kind.' There are, however, certain forms of punishment which compare most unfavorably with the old-fashioned birch, and ought to be discouraged, if not interdicted. We have repeatedly pointed out the evils and injuries likely to result from the boxing of ears and the smacking of faces. These 'methods' should be summarily repressed by those who are the masters of schoolmasters and schoolmistresses. Cases which have recently occurred have too forcibly illustrated the truth and need of our many warnings. Nevertheless, punishments of this class are still daily inflicted, and until some hard lesson has been taught the pedagogues who resort to this stupid mode of stimulating the dull intellect, there will be consequences of which the few that come to public knowledge are probably a small percentage. The practice of keeping children without their proper food, of locking them up in dark closets, or even of placing them in solitary confinement in light rooms, cannot be defended, because injurious to body or mind. The imposition of tasks is a shortsighted policy, seeing that it makes learning a terror, whereas it ought to be a delight. Can no disciplinarian devise a suitable discipline for youth? Until that discovery is made, it would be better to fall back on the old birch, properly and moderately applied. It made the flesh smart, but it broke no bones; and few, if any, of its so-called victims failed to profit by its occasional administration."

This is on the whole sound advice, though I personally do not agree that the birch should be the only instrument, believing its use had best be confined to punishment for grave offences. Corporal punishment can hardly be said to be a grievance in Canada. Public opinion sanctions its temperate use; and Parents as a rule do not actively oppose it. I only maintain, as a matter of principle that a Head Master should have the right to inflict such punishment, if he thinks fit. It certainly should never be excessive; its use should, if possible, be infrequent, but yet it should be severe enough, at all events in the form of caning and flogging, to strike some terror in the hearts of idly disposed and ill-behaved urchins.

R. W. N.

THE BRITISH AND CANADIAN SCHOOL, MONTREAL.

A CHAPTER FROM THE EARLY HISTORY OF POPULAR EDUCATION IN THE PROVINCE OF QUEBEC.

BY S. P. ROBINS, L.L.D.

In Mr. Dorwins' interesting and valuable "Reminiscences of Montreal, in 1816," recently published in the "Star," of this city, he says respecting education.

"Nine-tenths of the French population of the city, in 1816, could neither read nor write. The remaining tenth received more or less instruction at the three Catholic educational institutions of the place, the males at the Seminary of St. Sulpice and the new College, both of which were controlled by the Seminary, the females at the Convent of Notre Dame. Some English girls also were educated at the last institution, but besides these the English speaking people, the greater part of which received some little instruction, depended altogether on private schools. In 1816, what was called a "National School" was formed in Bonsecours Street, under the patronage of the Montreal District Committee of the Society for Promoting Christian Knowledge. In 1820, a royal charter was granted, incorporating McGill College, and that institution began to exist on paper. In 1822, the British and Canadian School Society founded a school in the city, under the patronage of Lord and Lady Dalhousie, which was attended by Protestants and Catholics of both sexes."

Of the three educational institutions here last enumerated one, the National School, has for many years ceased to exist, and another McGill College, after a generation of dormant life, scarce to be distinguished from death, has, under the presidency of Dr. Dawson, so grown in strength and usefulness for twenty-five years, that its story cannot be told within the limits of a magazine article. The third still survives, after a changeful but not unworthy career, the oldest it is believed of the common schools of Canada. Having before me some of its earliest records, and deeming the tale one of interest to the younger teachers of this province, I shall strive to tell them what I can of the founders of this school, of their aims and of their hopes. It will be worth while for some to add their own recollections of this school, for others to record in this publication a like history of other old schools, and for all to contrast the expectations with the achievements of our fathers, in order that we, who for ever come far short of our aims, may learn that this is but the old story of the

world, a story of progress so slow, that the toilers, if they labour not in faith, die thinking that they have laboured in vain.

Towards the close of the first quarter of this century, there seems to have met in this city a small band of hopeful and active men, of different nationalities, quickened by an unselfish wish to better this far off corner of the world, in which they had found their lot. As the result of their labours, the Montreal Bible Society was established in 1820; McGill College was incorporated in the same year; the Montreal General Hospital was founded in 1821; the Tract Society, the Sunday School Union, and the British and Canadian School Society, were founded in 1822.

In 1821 three clergymen, Messrs. Esson, Easton and Lusher, the last being afterwards replaced by Mr. Knowlan, endeavoured to secure a good school-master from the British and Foreign School Society. Mr. Esson, as pastor of the St. Gabriel Street Kirk of Scotland Church, became responsible for £50 a year, Mr. Easton, pastor of the St. Andrew's Presbyterian Church in St. Peter's Street, for £25 a year, and Mr. Lusher, minister of the Methodist Chapel in St. James Street, also for £25 a year. Accordingly Mr. Hutchings was engaged at £100 a year salary, and arrived in Montreal in July, 1822. Owing chiefly to the obstinacy of Mr. Esson, who, on failing to carry his points, declared the committee that had been formed dissolved, and withdrew from the undertaking, Mr. Hutchings found himself in the very unpleasant position of being without the situation, which he had come to a strange land to fill. For some weeks his feelings must have been very unenviable. Towards the middle of September, however, two gentlemen, lay members of the committee that had been so unceremoniously dissolved, Mr. William Lunn and Mr. Michael Scott, undertook the establishment of the school. A meeting was held in Mr. Lunn's parlor, September 21st, 1822, attended by himself, Mr. Kenneth Dowie and Mr. Daniel Fisher. The latter gentleman was called to the chair, and by these three gentlemen, who appear to have been able to recognize the opportune moment, a society was formed "for the education of the children of the labouring class of the people, and for the improvement of their morals," called the British and Canadian School Society, and constituted on the model of the British and Foreign School Society. Horatio Gates was chosen President, Kenneth Dowie Treasurer and Wm. Lunn Secretary. At the same time eleven governors were appointed :

" Four from the Kirk of Scotland, four from the Presbyterian Church, three from the French Catholic Church and three from the Methodist Chapel."

Their names were F. A. Larocque, N. B. Doucet, O. Berthelet, D. Handyside, James Carswell, A. Ferguson, M. Scott, D. Fisher, John McKenzie, John Torrance and John Frothingham. At a subsequent meeting, the Hon. L. J. Papineau and Baron Grant were asked to accept the positions of Vice-Presidents. Mr. Papineau did so, and to the end of his career manifested the liveliest interest in the school. Baron Grant declined the honour with unnecessary show of repressing an impertinence.

At this first meeting of the enthusiastic three, whose boldness nothing but their confidence that they were doing the right thing at the right time, and their immediate and striking success could justify, it was resolved to hire Mr. Hutchings at £100 a year, and to lease at £40 a year the largest premises they could secure, a house belonging to Mr. Berthelet then lately occupied by the Montreal General Hospital. The second story of this place, measuring 40 feet by 27 feet, was fitted up as a school-room to contain 143 children, Mr. R. Drummond being contractor for the work.

It was not at first intended to receive girls, but as Messrs. Easton and Esson early started a rival school, called the Scotch Parochial School, and maintained it for about two years, girls were admitted, at first to the same school-room and to common instruction and management with the boys; a little later the lower story of the school-room was fitted up for the girls, a Miss Webster was chosen mistress, and a ladies' committee was formed to manage this part of the work.

The promoters of the school supposed, that by the methods they adopted the problem of popular education was completely solved, They had secured, so it appeared to them, an efficient, nonsectarian, religious, moral and intellectual education for the "lower classes," acceptable to all the creeds because itself colourless, administered as an almost gratuitous charity, and provided at very small cost. Even at that early day, it appeared to them that the need and value of popular instruction had been fully demonstrated. In their first report they say :

"The subjugation of mind to principalities and powers, to the rulers of the darkness of this world, and to spiritual wickedness in high places, has been the order of things prevailing among the great majority of

mankind, for nearly six thousand years; and notwithstanding a remedy has been possessed by a portion of the human race, they have been too destitute of the moral principle of love to their neighbour, to be induced to impart to others a share of that blessing, which God in his Providence had so liberally bestowed upon them. The *few* have revelled in intellectual luxury, while the despised *multitude* have perished for lack of knowledge. Truly darkness has covered the earth, and gross darkness the people, but we are privileged to hail the dawn of the morning, on which the dayspring from on high is visiting us, when concern for the honor of God and affection for our brethren of mankind, triumph over the selfish monopoly of knowledge, and hold forth to others the word of life. To Christianity is the honor due, of pointing out the way in which the thick mists of ignorance may be rolled away from the intellectual horizon; and the delightful assurance that the light which shineth shall increase to the perfect day, is founded on the word of Him, at whose fiat existence started out of nothing, confusion became order, and whose efficacious mandate said, 'Let there be light and there was light.' The Sun of revelation is now rising in majestic splendour, its ascent is gradual but certain. Nothing can impede its progress; already it illumines many of the highest mountains, which reflect its lustre on the surrounding hills and valleys. 'The Gentiles are coming to its light, and kings to the brightness of its rising.'**

Again the Committee of Ladies report:

"From what has been already done, your committee feel that there is strong ground for encouragement in that department of the Institution which has been committed to their management. The superior utility of this system, has been acknowledged wherever it has been adopted, and it certainly holds no insignificant rank in the scale of modern improvements, while it freely and almost gratuitously extends its benefits, it imparts instruction with a rapidity and simplicity, which has hitherto been unequalled by any other method. Who, that can look back a few years, to the period when learning was to the lower class of our race, like a locked granary, in the land of famine, will not rejoice in the invention of a Lancaster—a name which deserves to be lisped by every child of ignorance and poverty, and next to that of the founder of Sunday Schools, to claim his gratitude and veneration? The latter more particularly opened the stores of moral knowledge, the former placed the key of mental culture in the hands of the simple, degraded and unlettered of our species. When we reflect how large a portion of the inhabitants of our globe is composed of this class, and the colouring which from their numbers they give to the morals of a country, when we dwell for a moment on the benign or noxious influence, which females are allowed to exert in every

* The compiler offers no apology for his numerous extracts, from the quaint reports and minutes of proceedings of the old society. It will certainly be of more value to learn how our fathers thought and spoke, and what appeals were influential in the earlier part of this century, than to know how one imbued with the modern spirit and accustomed to the use of our modern phrases, would regard the work or modify the language of fifty years ago.

civilized society, their education assumes an importance equal to that of those who are destined to act a more conspicuous part in this world's theatre. When, too, we take into view the fund of resources, which it costs those who are surrounded with opulence and luxury so little exertion to procure them, surely no heart can refuse to share with its less favored fellow being, the gift which Providence has bestowed; not merely for the gratification of selfishness, but for the exercise of that diffusive charity which liberally imparts to others. The little face besmeared with dirt, and whose bold expression indicates perfect insensibility to shame, may hide a gem obscured by the rubbish of ignorance and vice, which is capable of receiving as high a polish as ever adorned the human character."

It was supposed by the worthy patrons of the school, that the chief obstacle to the reception of religious truth by the people, was the sectarian differences of its teachers, and that they could inaugurate a reign of universal religious charity, by the exclusion of ecclesiastical influence from the management of school affairs. Accordingly the Secretary in writing to the Parent Society a statement of what had been accomplished, says:

"We consider it a providential circumstance that the ministers are not connected with the Society. Had they continued, we should not have met with that success we now have among the Canadians. Scarcely one of them would have joined us."

But it was evidently not the intention of the society to permit children to grow up destitute of religious knowledge and training. It was provided from the first that:

"The general reading lessons should be confined to the Holy Scriptures or extracts therefrom," and that "the children should attend every Sunday at those places of worship to which they appear to belong; for which purpose they were to assemble at the School-room, on that day, sufficiently early to go from thence to their respective places of worship."

Besides the regulations determined:

"That the school-master should attend every Sunday at the school-room, for the purpose of properly arranging the scholars, previous to their setting out for their respective places of worship, and of taking an account of the absentees. He shall also accompany, and take the oversight of such children, as go to the place of worship he attends."

In the second annual report it is said:

"Many of the pupils read correctly in the Testament, and others in the lower classes are making rapid advances towards it. The uncommented reading of the Bible, so far from bewildering their minds, by presenting to them things above their comprehension, seems to be gradually producing the light of moral principle."

In the third annual report it is triumphantly announced, that all doubt as to the success of the methods adopted has disappeared.

"The public advantages derivable from the education of the lower classes of society, or the practicability of teaching the elements of christianity upon a principle of neutrality as to creeds, (leaving to the ministers of the different persuasions, the task of building upon the foundation thus laid) few will now be bold enough to dispute. There was a time indeed when the negative of these propositions was maintained, when it was asserted, that to diffuse knowledge among the poor, would be to scatter the seeds of political evils, to impart instruction without reference to any ecclesiastical system, would be to sap the foundation of all religion, to make way for the prevalence of infidelity. Happily, however, these days are gone. Thanks to the spirit of enquiry, which has of late years so generally prevailed, these denunciations were but short lived. The phantoms raised by bigotry and prejudice have fled before the light of reason."

(To be continued.)

A NEW VIEW OF THE EXODUS.

Everything that tends to put us at the standpoint from which the writers of the Bible viewed things deserves welcome. It frees us from the perverting influence of false interpretations, which often arise from importing into the Scriptures thoughts begotten of times subsequent to the composition of these books; and it heightens our sense of the value of the books themselves. Nothing promotes this desirable result so much as travel and investigation in eastern lands. Palestine and Assyria have contributed no small share to this work; and, now, Egypt claims our attention by the light its ancient literature throws on Biblical literary style and Biblical history. It unfolds the germs of many Jewish forms of thought and worship, confirms our convictions of the work and influence of Moses, and suggests the origin of much of our modern theology. Not the least benefit which a study of the monuments of Egypt gives us is the light it throws on the passage of the Israelites from bondage to freedom. What says Egypt of the Exodus? Did the Israelites ever cross the Red Sea? If not, is the Scriptural account of the Exodus a fable? Dr. Henry Brugsch-Bey, a gentleman in the employment of the Khedive, Ismaël I, has spent over twenty years in the exploration of that old land, has almost restored the long lost list of Egyptian

cities and towns, and believes he has discovered the route taken by the Hebrews in their passage from Egypt to Palestine. If, however, his researches and conclusions are to be trusted, Israel never crossed the Red Sea. Such a conclusion, so opposed to all our traditionary beliefs, demands most careful investigation.

On probing the evidence for the view we have been taught to regard as settled, we are at once struck by the absence of a strong foundation for the widespread belief that the Israelites did cross the Red Sea. The route is traced by the names Rameses, Succoth, Etham, Pi-hahiroth, Baal-Zephon, Migdol, Marah, Elim; but on searching for definite information about the spots occupied by these halting-places, we are, like Milton's "spirits immortal, "in wandering mazes lost." What one writer says of Migdol is true of each of the places mentioned. "The materials for judging are so scanty that it is scarcely possible either to defend or oppose with anything like convincing arguments" the location usually assigned to it.

The only element in the solution of the question of the route which all writers assume as indubitable is the crossing, at some point, of the Red Sea. The location of the starting-point of the expedition, as well as of the various halting-places, is decided chiefly to accommodate them to the supposed place of crossing. It should be stated, however, that another consideration, also, enters into the decision of where Rameses lay; and that is, that Memphis was, in the time of Moses, the residence of Pharaoh. As the frequent communications of Moses with Pharaoh suppose the proximity of Rameses and the home of the sovereign, Rameses is taken to have been near Memphis; and Goshen is supposed to have lain northward from this along the Pelusiac branch of the Nile, while the "field of Zoan" is believed to have been between that and the Tanitic branch. It will thus be seen that the two questions on which the problem turns are: Was Memphis the royal residence in the time of Moses? and, Are we compelled by Scripture or by proofs gained from other sources to accept the crossing of the Red Sea as a fact? Before answering these questions, let it be remembered that the diversities of opinion as to the route taken by Moses have been almost as numerous as the writers who have endeavored to trace it.

It is natural to suppose that much light should be thrown on this subject by the monuments of stone and papyrus found in

Egypt. Let us learn, then, what Dr. Brugsch-Bey has to tell us of his discoveries.

Where did the Pharaoh of the time of Moses dwell? Mineptah II., successor of Rameses II., and the fourteenth of his children, was the Pharaoh of the Exodus. He dwelt in the city of his father. This city, Pi-Rameses, or Zoan-Tanis, rich and gorgeous, with the military parade-ground, the field of Zoan, in its vicinity, and with a foreign population surrounding it, near to the place where dwelt the magicians who contended with Moses, the monuments in papyrus and stone declare to have been the residence and court-city of Rameses and his successor. This fact, Dr. Brugsch-Bey says, "only want of intelligence and mental blindness can deny." In the north, then, and not south, near Memphis, are we to find the starting point of the famous expedition.

Where was Goshen? The monuments give the name *Gosem*, suggestive of the "Gesem of Arabia" of the LXX, to the division of Egypt lying to the north-east, and known as the Arabian nome, one of the forty-two such divisions, or nomes, as the Greeks called them, into which Egypt was divided.

We cannot, in so short a paper as this, give the detailed proofs afforded of the existence of places named in the Scripture narrative, not south toward the Red Sea, but north, toward the Mediterranean; but, for the existence of such places as Succoth, Etham, &c., in this northern locality, and for that of a military road running between them, and for their separation at the very distances from each other implied in the Bible, let the following letter, quoted from a papyrus in the British Museum, suffice as evidence. An Egyptian scribe, reporting a journey from Rameses, in pursuit of two fugitive domestics, thus writes:—"Thus I set out from the hall of the royal palace on the ninth day of the third month of summer, towards evening, in pursuit of the two domestics. Then, I arrived at the barrier of Sukot on the 10th day of the same month. I was informed that they had decided to go by the southern route. On the 12th day day I arrived at Khetam. There I received news that the grooms who came from the country [the lagoons of Suf] said that the fugitives had got beyond the region of the Wall to the north of the Migdol of King Seti Meneptah." We advise our readers to compare this with Numbers xxxiii, 5-7.

Dr. Brugsch-Bey has traced, in the same manner, Pi-hähiroth

and Baal-Zephon, or as a papyrus puts it, Baali-Zapouna, along the shore of the Mediterranean. To this last point, a military road extended; and from it "the way of the Philistines" led eastward toward Palestine. Southward from Baal-Zephon, or Mount Casius, the Hebrews turned toward Marah, the bitter lakes, and Aa-lim, or Elim, north-east of Suez. South of the military road, east of Pi-hahiroth, and divided "in the midst" by solid ground leading to the wilderness toward the south, and thus extending as a double sea or lake, lay what was known as the Yam-Souph, or sea of rushes, weeds, or papyrus plants. Over this marsh, or muddy lake, the wind often carried sand from the neighboring hills, thus giving it, especially at night, the appearance of solid ground. It seemed to be bottomless. Woe to the army that was deceived by its treacherous appearance! Whole expeditions had been known to be destroyed in this "Serbian bog." Can this deep, muddy lake, passed safely if men kept upon the solid military road, have been the "sea" in which the host of Pharaoh "sank into the bottom, as a stone?" Can it be that Pharaoh found that this sea, by preventing a flank movement, became a defence, or "wall" to defend the Israelites? Was it here that, once more, an army perished, and Egypt's power and prestige failed? "What saith the Scriptures?" In our English Bible, it is said the Israelites crossed the Red Sea. The Greek Testament, written by men whose Bible was principally the Septuagint translation, gives us "the Red Sea." In the LXX, we have still the "Red Sea," except in Judges xi., 16, where the equivalents of "Sea of Siph" occur. In the Hebrew, in twenty-two passages consulted, the term used is *Yam Souph*, or "sea of weeds" or "rushes." The margin, even of our English Bible, on Jeremiah xlix., 21, gives "Weedy Sea": why not on every other passage where the same term is in the Hebrew?

When the original writers of our Hebrew Bible used the expression, "sea of weeds," did they mean by it the Red Sea? In Exodus x., 19, a west wind is said to have taken the locusts, and cast them into the *Yam Souph*. The royal residence having been certainly at Zoan-Tanis, a moment's glance will show that no such wind could carry them to the Red Sea, but would take them directly to the lagoons known by the Hebrew term translated by the LXX "Red Sea," and recognized by us as the Serbian lake or bog. The allusion in chap. xiii., 18, to the avoidance

of the way of the Philistines answers exactly to the route discovered by Dr. Brugsch-Bey. The account in chap. xv., 4, 5, describes sinking in a morass better than walking on a solid bottom. Indeed, a careful examination of every passage where the term "Red Sea" is used to translate *Yam Souph* will show that a problem, hitherto beset with uncertainty at every step, is completely solved by the view presented by Dr. Brugsch-Bey. It is true that, after the lapse of over 1000 years from the time of the events of the Exodus, the LXX rendered *Yam Souph* by "Red Sea," and the traditionary influence of the LXX has moulded our New Testament and the common belief. It may be difficult to tell whence the mistake arose, if mistake it is. Many of our preconceptions will demand revision, if Dr. Brugsch-Bey is correct. But the perfect accord between his statements and the original Old Testament warrants that author in saying:—
 "Far from lessening the authority and the weight of the Books on which our religion is founded, the results at which the author of this Memoir has arrived—thanks to the authentic indications of the monuments—will serve, on the contrary, as testimonies to establish the supreme veracity of the Sacred Scriptures, and to prove the antiquity of their origin and of their sources."

JAMES ROY.

SHREW AND SHREWD.

I observe, in a late review of Mr. Britten's 'Old Country and Farming words,' that some notice is taken of a quotation which says that a *shrew-mouse* is rightly named because it gives *shrewd* bites. The etymology is wrong, of course, but not so silly as seems to be implied, for the connection between the words is *real*. It would be easy to show by numerous quotations that *shrewd* was originally the past participle of Middle English *shrewen*, to curse, and meant accursed; next, that *shrewen* is a weak verb derived from the adjective *shrewe*, malicious; and, lastly, that *shrew-mouse* is the malicious or harmful mouse, *mus nocentissimus* as it is called by Higden in his 'Polychronicon,' i. 334, translated by *wel schrewed mouse* by Trevisa. A *screw* is likewise a vicious horse. The A.-S. *screāwa*, a shrew-mouse, is used in the glosses to translate the Latin *mus araneus*, and *araneus* means spider-like, poisonous. That the animal had a bad name is undoubted; whether he deserved it is another question.—W. W. SKEAT.—*English Paper*.

ON ENGLISH GRAMMAR AGAIN.

Following the excellent example set by Addison's "Spectator," I take advantage of a letter from a correspondent to add a few points in explanation of my former paper. My correspondent writes :—

"I should be much obliged, if upon your own principles you would parse the words marked in the following sentences :

" *A great many boys,*"

" *He spoke from below,*"

" *He showed much ingenuity in speaking.*"

There is a good deal of truth in your paper upon "Our English Grammars," but I doubt very much whether you can carry your principles into detail.

Yours, CONSERVATIVE."

"CONSERVATIVE" has succeeded in picking out two phrases of considerable difficulty. Before addressing myself to the actual words, I wish to make it quite clear that we must be prepared in all languages to meet with "idiomatic expressions," and that English is no exception to this rule. An *idiomatic expression* is a peculiarity of a special language, justified by the usage, but contrary to the ordinary rules of the language, and must be distinguished from an *idiom*, which is contrary to the ordinary rules of language generally. As an instance of the latter no better example occurs to my mind, than the Greek peculiarity of concord (a singular verb with a neuter plural), which is a rule of that language but of course contrary to the ordinary laws of other languages. Another good instance of idiom is the use of *dum* (whilst) followed by an indicative present, where (1) the tense is no guide to the meaning as it may be imperfect or aorist in sense, (2) the mood is preserved even in subordinate clauses of the *Oratio Obliqua*.

An idiomatic expression, however, is something quite different; it is a phrase which seems to violate concords or ordinary laws, and of which the explanation is often hard to find. Sometimes it arises from the expression being shortened, sometimes from a word's retaining an usage that belonged to it when it was differently regarded. As instances of these we have in Greek "ti ên einai," Aristotle's term for the "essence" of anything, in Latin such expressions as "occisis ad hominum millibus quatuor" (Cæsar), where *ad* has no case to govern, or "ante diem quartum Kalendas Junias" for "die quarto ante Kal. Jun." When these

peculiarities of language are recollected, we shall have no difficulty in understanding how similar idiomatic expressions occur in English. It must always be remembered too, that Grammar is an aftergrowth of Language. The natural result of the co-relation between speech and reason was to bring speech by degrees down to some uniformity, and this uniformity was ultimately expressed by Laws, which in their codified form are termed Syntax. And speech ordinarily conforms to these Laws, but we occasionally find expressions, such as "a great many," which seem to date from a time before the Laws existed.

Thus to take the first expression, if it had been "very many boys" instead of "a great many," there would have been no difficulty, as *many* is ordinarily regarded as an adjective. But the fact that the word is qualified by the article and by another adjective clearly shows that it has here something of the nature of a noun. The use of the word "many" is very various, cf., "many of them," "a many merry men" (Shakespeare), "what a many stones," "a great many of the people." The comparison of these together proves that in some cases the adjective "many" (A.S. *manig* or *maenig*) has been used as a noun. The expression accordingly has arisen out of the fusion of two other expressions, "a great many of the boys" and "very many boys." By a similar fusion we should have to explain the grammar of Coleridge's line, "a noise *like* of a hidden brook." (Cf. Abbott's *Shakesperian Grammar* §87.)

The words "he spoke *from below*" admirably illustrate the flexibility of the English language. *From* and *below* are two particles, both prepositional and the latter also adverbial. In the present case we have the choice between two alternatives. Either we may call *from* a preposition used as an adverb to qualify "below," or we must call *below* an adverb used like a noun, just as if it were "the place below"—a phrase (be it remembered) in which an adverb qualifies a noun. We are reminded by such a phrase as this of a remark by Canon Farrar: "*Isolating languages* are perhaps the oldest of all, and yet by that curious cyclical process which is observable in language, many modern languages in the last stage of their history resemble them. For instance, Chinese has *never possessed* cases or inflections of any kind, and English has *lost* nearly all that it once possessed."

The last sentence presents little difficulty. "The form in *ing* (O. E.—ung)," writes Morris in his *English Grammar*, "is a

noun in the following passages: The house is *building* = the house is *a-building*; he is fond of *building* (= of the building of) houses; he talked of your *coming* here to-day; he took to *hunting*." There is a passage "Hudibras" which admirably illustrates not only this noun participle but the old use of the infinitive *without* "to." Conjuring, Hudibras says to Sidrophel, is

"In itself more warrantable,
Thou *cheat*, or *canting* to a rabble."

One more illustration from Coleridge:—

"Sometimes *a-dropping* from the sky,
I heard the sky-lark sing."

Here if we want to justify the use of "a-dropping," we must remember that "a" stands for "on" or "in," as in the word "afoot." (Cf. Skeat's Etymological Dictionary *sub voc.*, A.)

The following account from the *Academy* of Mr. E. L. Brandreth's paper on "Gender," read before the London Philological Society (March 4th), is suggestive and will prove interesting to those who look forward to the reform of English Grammar.

"He said there was much confusion in the minds of many writers of grammars in regard to the meaning of this term. His object was to try and define its proper meaning and use. He divided languages into three classes—(1) where gender was expressed by concord of the adjective or verb with the substantive, distinction of sex being to some extent in accord with the classification; (2) where gender was expressed in the same way as in the first class, but the classification resulted in a distinction other than that of sex—as between animate and inanimate, &c; (3) where there was no such concord of the other parts of speech in a sentence with the substantive. He maintained that the term was properly used with reference to the first class of languages, to which most of the Aryan languages, the Semitic, and the Hamitic languages belonged; that it was also properly used with reference to the second class, of which the Danish, the Dravidian, the South African Bantu languages, and the Algonkin languages of America were members. The majority of the languages of the world, including Modern English, belonged to the third class. In this class, names of males were generally said to be of the masculine gender, names of females of the feminine gender; but the mere distinction of sex by different words was not "gender" if the term was to be employed with any analogy to its use in the other classes; its use in this class was unnecessary and misleading; the grammarians had failed to justify its use, and they often contradicted each other in the explanations they gave. A special claim was sometimes set up on behalf of English on the ground that sex was distinguished in the personal pronouns; but it was shown that in the true gender languages the personal pronouns often did not represent the gender. Danish *han* "he," *hun* "she," for instance, were both of the same

gender; *egli* and *ella* in Italian referred only to persons; while the interrogative pronouns in any language seldom corresponded with the gender. Substantive pronouns had their own special meanings like other substantives. These mistaken notions arose solely from applying the rules of the Latin grammar to English and other languages of this class. It was only of late years that *of a man*, *to a man* had ceased to be described as the genitive and dative cases of *a man*; but our grammarians had not hitherto been able to get rid of the notion that because Latin had gender English must have it also."

R. W. B.

THE VIRGIN'S LULLABY.

In a paper that lately appeared in *Fraser's Magazine*, Miss Evelyn Carrington gives some interesting information about lullabies. Every nation, it appears, has its own except the American, which, it is said, still adheres to the English rhymes, with the addition of a few from the Dutch. We wonder if any of our readers have seen the following, which tradition assigns to the Virgin, and which is of some antiquity.

"Dormi fili, dormi ! mater
 Cantat unigenito :
 Dormi, puer, dormi ! pater
 Nato clamat parvulo :
 Millies tibi laudes canimus,
 Mille, mille, millies.

 Dormi, cor, et meus thronus ;
 Dormi matris jubilum ;
 Aurium cælestis sonus,
 Et suave sibilum !
 Millies tibi, &c., &c.

 Ne quid desit, sternam rosis,
 Sternam fœnum violis,
 Pavimentum hyacinthis
 Et præsepe liliis,
 Millies tibi, &c., &c.

 Si vis musicam, pastores
 Convocabo protinus ;
 Illis nulli sunt priores ;
 Nemo canit castius.
 Millies tibi, laudes canimus,
 Mille, mille, millies."

We hope that some of our readers will furnish us with an appropriate translation for our next number.

MCGILL UNIVERSITY.

CONVOCAATION FOR CONFERRING DEGREES IN LAW AND IN MEDICINE
March 31st.

After the usual forms Dr. Osler, as Registrar of the Faculty, read the lists of honors in the Faculty of Medicine. The total number of students enregistered in this Faculty during the past year was 168, of whom there were from—Ontario, 79; Quebec, 48; Nova Scotia, 5; Manitoba, 1; New Brunswick, 9; Prince Edward's Island, 5; Newfoundland, 1; West Indies, 1; United States, 19.

The following, 38 in number, had fulfilled all the requirements to entitle them to the degree of M.D., C.M., from the University:—

S. A. Bonesteel, Columbus, Neb.; T. L. Brown, Ottawa; Paul Cameron, Lancaster, O.; J. H. Carson, Port Hope; W. Cormack, Guelph; H. C. Feader, Iroquois, O.; H. D. Fraser, Pembroke, O.; E. C. Fields, Prescott, O.; W. L. Grey, Pembroke, O.; C. M. Gordon, Ottawa; J. B. Harvie, Ottawa; H. E. Heyd, Brantford; H. A. Higginson, L'Orignal; D. W. Houston, Belleville; J. J. Hunt, London, O.; G. E. Josephs, Pembroke, O.; W. A. Lang, St. Mary's, O.; E. J. Laurin, Montreal; Henry B.A. Lunam, Wakefield; R. T. Macdonald, Montreal; E. A. McGannon, Prescott; Kenneth McKenzie, Richmond, Q.; Frank. H. Mewburn, Drummondville, O.; W. Moore, Owen Sound, O.; W. C. Perks, Port Hope; T. W. Reynolds, Brockville; E. D. Rogers, Peterboro; Jas. Ross, B.A., Dewittville Q.; J. W. Winthrop, O.; T. W. Serviss, Iroquois, O.; J. C. Shanks, Huntingdon, Q.; W. A. Shufelt, Brome; A. D. Struthers, Philipsburg, O.; J. E. Trueman, B.A., Woodstock, N.B.; C. C. Wagner, Dickinson's Landing; J. Williams, London.

The Holmes gold medal for the best examination in the primary and final branches was awarded to Jas. Ross, B.A., Dewittville, Q.

The Sutherland gold medal was awarded to C. E. Camern, of Montreal.

The Valedictorian for the year was Mr. McKenzie, and, after he had delivered his address, Dr. R. P. Howard addressed the graduates.

In the Faculty of Law, Mr. J. S. Archibald, Registrar of the Faculty, presented his report. The following students had passed the examination for the degree of B.C.L. :—

Allan R. Oughtred, Lennoxville, O.; Alexander Cross, B.A.,

Ormsdown; Campbell Lane, B.A., Montreal; Donald Downie, Montreal; Robt. C. Smith, Montreal; Edmund M. McMahon, Montreal; Paul R. D. Sjostrom, Sherbrooke; Charles Raynes, B.A., Montreal; Allan G. Ingalls, Granby; Edmund W. P. Guerin, B.A., Montreal; Hon. Henry Aylmer, Melbourne; Wm. A. Polette, Montreal; S. W. Jackson, Montreal; William D. Lighthall, B.A., Montreal; William A. Weir, Montreal; Alexander C. Rutherford, Woodstock; Joseph L. Foster, Montreal; James Shortiss, Three Rivers; Alphonse L. de Martigny, Montreal; Antoine Gautier, Sault au Recollet.

The Elizabeth-Torrance gold medal was awarded to Mr. A. R. Oughtred.

After an amusing address from Mr. Guerin, the Valedictorian, the Hon. E. Blake, the Chancellor of the University of Toronto, addressed the Convocation and Graduates. After paying a graceful tribute to the memory of the late Vice-Chancellor of the University of Toronto, Chief Justice Moss, Mr. Blake turned to the new Graduates, to whom he gave a short and stirring address on the duties that they had before them as members of one of the Learned Professions, advocating the study of Law even for those who had no intention of taking it up as a profession.

In the course of the day's proceedings, the honorary degree of LL.D. was conferred on Mr. Alfred R. C. Selwyn, F. R. S., Director of the Geological Survey of Canada.

UNIVERSITY OF BISHOP'S COLLEGE.

CONVOCATION FOR CONFERRING DEGREES IN MEDICINE.

April 12th.

The annual convocation was held in the Synod Hall, Montreal, and the Chancellor, R. W. Heneker, opened proceedings with an address.

Dr. F. W. Campbell, the Registrar of the Medical Faculty, then read his list:—

The number of matriculated students for the year was 31, being 4 in excess of last year. Of this number 4 were from the Province of Ontario, 1 from United States, 1 from Costa Rica, and 25 from the Province of Quebec. Ten of this number were from the city of Montreal.

The following gentlemen passed their final examination for the degrees of C.M., M.D., consisting of the practice of medicine,

surgery, obstetrics, pathology and medical jurisprudence :—Frank M. R. Spendlove, Wood gold medal ; Robert H. Wilson, final prize ; Walter de Mouilpied and Elenterio Quinones, 1st class honors ; Joseph Arthur Rochette and Wm. C. McGills, 2nd class honors.

The Robert Nelson gold medal, now awarded for the first time, was carried off by Walter de Mouilpied.

The *ad eundem* degree of C.M.,M.D. was conferred upon Lieut. Governor Robitaille and Professors Simpson and Cameron.

The valedictorian for the year, Dr. de Mouilpied then addressed his fellow students and was followed by Professor Cameron.

The proceedings closed with addresses from Lieut. Governor Robitaille, Bishop Williams, of Quebec, the Rev. Canon Norman, (Vice-Chancellor) and the Rev. Principal Lobley.

THE PETITION IN REFERENCE TO THE PENSION ACT.

The following Petition is being circulated among Protestant teachers for signature. It is accompanied by an additional announcement that it is intended to be "presented at the approaching session of the Legislature," and that "this course has been decided upon, after a long and careful study of the Act and at the special request of the Executive Committee of the Provincial Association, as the best means of protecting the interests of the teachers of this Province, and of securing immediate relief from the more objectionable features of the Act."

The Petition is as follows :—

To the Honorable the Legislative Council of the Province of Quebec :

THE PETITION OF THE PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC
HUMBLY SHOWETH,—

That your Petitioners beg to call the attention of your Honorable Body to Act Vict. 43-44, Cap. XXII., entitled an Act to establish a Pension and Benevolent Fund in favor of the officers of Primary Instruction, venturing to do so at this their earliest opportunity, inasmuch as they had no opportunity of expressing their opinion upon the subject while the Bill was before your Honorable House ;

That your Petitioners beg to represent, with regard to the provisions of the Act,

First—That the privileges which the Pension Act proposes to accord very much exceed in value the proposed stoppage of two per cent. even when account is taken of the subsidies to be granted from the Education Funds and from the Provincial Chest ;

Second—That the inadequacy of the provision made by the law is unnecessarily increased by the proposed perpetual capitalisation of a large part of the income of the Pension Fund ;

Third—That those who pay up back stoppages gain an unfair advantage thereby over those whose stoppages date from the time the Act comes into force ;

Fourth—That, after the delay of five years granted by the Act, the stoppages upon teachers' salaries, which are subject to unlimited reduction in the interests of the Pension Fund, will require to be largely increased in order to meet the demands upon the said Fund, and will become a serious burden to your Petitioners ;

Fifth—That the law exacts from female teachers as large a percentage of their salaries as from male teachers, while according to them advantages notably less ;

Sixth—That the inducements which the Act offers to teachers to retire at an early age are too great ;

Your Petitioners, therefore, humbly pray your Honorable Body to enact during the approaching Session of the Legislature of this Province such amendments to the said Act as the wisdom of your Honorable House may suggest for the amelioration and improvement of the said Act in respect of those points to which your Petitioners have ventured to advert ;

And your Petitioners, as in duty bound, will ever pray.

THE PETITION IN REFERENCE TO THE NEW SCHOOL LAW OF THE PROVINCE OF QUEBEC.

*To the Honourable the Legislative Assembly of the Province of
Quebec :—*

The Petition of the undersigned members of the Protestant Board of School Commissioners of the City of Montreal,

HUMBLY SHEWETH :—

That your Petitioners have learned that it is proposed to consolidate the various Acts respecting Public Instruction in this Province ;

That, having taken communication of the draft of the proposed Act, your Petitioners find it to contain much new legislation departing yet more widely than does the existing law from the principles of legislation sanctioned and fixed by the 93rd Section of the British North American Act of 1867 ;

That your Petitioners would have gladly welcomed and heartily supported a non-sectarian Common School system for the Province, entirely free from the control of any religious denomination, but that their last hope of the development of such a system out of that which now obtains, is extinguished by Section 8 of the proposed new law, which definitely establishes sectarian schools ;

That by the combined operation of Sections 8 and 395, the majority of the Public Schools of this Province will be closed against the children of non-Catholic parents, in direct contravention of the rights of the religious minority,

whose right of dissent does not imply a right of the majority to compel their dissent ; and that your Petitioners earnestly protest against the exclusion by religious tests of any child from any public school of the Province, more especially where a few scattered non-Catholics are unable to combine for the maintenance of dissentient schools ;

That where non-Catholic dissentient schools exist, the British North American Act of 1867 guarantees the right of the religious minority to devote their taxes, whether as individuals or as corporations, to the support of their own schools, inasmuch as the right was, at the time of Confederation, undisputed in the Province of Quebec, and was then, as it is now, recognized in the Province of Ontario ;

That under the Roman Catholic system of ecclesiastical parishes, and the frequent changes of area consequent thereon, great inconvenience and injury have been repeatedly inflicted upon non-Catholic schools ;

That your Petitioners deem it opportune to urge the frank and full recognition by legislative enactment of the rights of the religious minority in respect of their important educational interests, as guaranteed in the above-cited Act of the Parliament of Great Britain and Ireland ; and therefore

HUMBLY PRAY Your Honourable Body

To enact such provisions as will secure,—

1st. That all persons not Roman Catholics shall, for the purpose of public education, be regarded as Protestants ;

2nd. That no person shall require any pupil in any public school to read or study in or from any religious book, or join in any exercise of devotion or religion objected to by his parents ;

3rd. That Protestant schools shall be placed under Protestant control by the appointment for this purpose of a Superintendent and a Council of Public Instruction, who shall not be Roman Catholics, who shall have full power, in relation to their schools, for the establishment of all territorial divisions, irrespective of municipal or parochial boundaries, as school municipalities and districts, districts of inspection and of school examiners, and who shall exercise, in regard to Protestant schools, all the powers now vested in the Superintendent of Public Instruction, in the Council of Public Instruction and in its Committees, over the administration of public funds, the levying, collection and expenditure of local rates, the appointment of school inspectors, the training, examination and authorization of teachers, and the supervision and inspection of schools ;

4th. That the Protestant share of the Superior Education Fund, the present provision for the McGill Normal School, the salaries of Protestant School Inspectors, and a part of the Common School Fund proportionate to the total number of days of attendance in Protestant schools, shall be entrusted for this end to the Council of Public Instruction ;

5th. That where Protestant schools are now, or shall hereafter be established, the taxes derivable from all persons other than Roman Catholics or Jews shall be paid for their support ; and that all corporations, incorporated companies, firms, partnerships, trading concerns or non-trading associations, liable for

school taxes, and all Jews, as by section 9 of the Act Victoria 34, chapter 12, shall be permitted to assign their taxes either to Protestant or to Roman Catholic schools, or to both, in proportions determined by themselves. But when the rate is different for Protestant and Roman Catholic schools, the amount to be paid by the parties enumerated above, however assigned, shall be determined by the higher of the two rates for the year in which any new assignment of the tax shall be made by them ;

6th. That Protestant residents outside Protestant school districts be permitted to choose, either to support the Roman Catholic schools in their municipality, and enjoy without prejudice to their faith all the advantages of such schools, or to pay their school tax to the Protestant Council of Public Instruction, who shall therewith establish occasional schools, or schools in central localities, or otherwise use the funds for the best advantage of the educational interests of the tax-payers.

And your Petitioners, as in duty bound, will ever pray.

NOTES ON EDUCATIONAL TOPICS.

THE PENSION ACT.

The question which has been most eagerly debated in educational circles of late is the practicability, fairness and value of the recent legislative provision, for the superannuation of teachers. As was to be expected, very great divergence of opinion has been revealed, and great bitterness has been imported into the controversy. More openly among Protestant teachers, with no less acrimony but with more of that caution that springs from reverence for authority among Roman Catholic teachers, the law, its originators and their motives, have been unsparingly criticized.

Amid the clamor it is not difficult to distinguish the voices, loudest in outcry, of those who are moved by mere individual self-seeking. Many are numbered in the ranks of teachers, who have no real because no abiding interest in the profession. Many young men, estimable and talented, whose temporary services are of great, though not of the greatest, value to education, are looking forward with eagerness to the day when they shall be emancipated from school servitude and shall enter on the more congenial employments of their choice. Most young women who teach, naturally hope to leave very soon an occupation which they have taken up merely in order to fill with profitable employment the hours of waiting for "collateral love and dearest amity." These have, or suppose they have, no future concern in the

profession of teaching, and do not willingly sacrifice any personal interest for the general good of a community from which they stand apart. It by no means follows that their segregation of interest makes clear their vision as to the good of the commonwealth of teachers. In legislating for public instruction, the people's representatives must consider the wishes and wants of those who, consecrating their lives to teaching, bring a more than temporary enthusiasm and a better, because more chastened ardour than that of inexperienced youth, to the work of their choice, rather than of those who by their incompetence and half-heartedness lower the tone of the profession, and by their unworthy competition beat down its pecuniary remuneration. Speaking generally, the teacher's status, his work and its rewards, both of money and consideration, are rising through the efforts of the permanent members of the profession, and tend to sink through the follies and the short-sighted expediences of the adventurers, who leave it easily when opportunity tempts, and return to it lightly when other resources fail. It is no hardship that those who come and go, should be compelled to pay their footing in the shape of a small percentage to a pension fund, in favor of those who give the profession its only claim to rank however humbly as a respectable profession.

But the opposition to the Pension Act is not confined to those who have only a temporary claim to the honourable name of teachers. Many who hope to spend their lives in the work look askance at any proposal to establish a pension fund. They scarcely like to take the position of dependents on the bounty of the state, or to sacrifice any part of their small remainder of independent action, by placing their future as well as their present under the control of the state. He that has a vested interest in a pension, gives to that extent a pledge of good behaviour in the official sense, which is incompatible with freedom of self-control. They fear, too, lest the tendency of assured pensions will be to lower the immediate remuneration of educational work, and to fill the ranks of teachers with a disproportionate number of unenterprising, slack-handed and improvident men and women.

Those who oppose a pension act altogether, usually take the ground that it is unjust to compel subscription. Is the ground well taken? Why does any government concern itself with pro-

vision for disabled and superannuated teachers? Simply because public sentiment revolts at the sight of public servants suffering penury and privation after a lifetime of useful public labour. We do not like to see Bolisarius blind and begging, and when we have seen it we are apt to accuse the government of treating harshly those who have deserved well of their country. We have all of us seen public sympathy aroused again and again by appeals on behalf of disabled teachers, or of the families of deceased teachers, accompanied by much cheap indignation against the powers that be. It is because of this susceptibility in the community that governments are justified in aiding and enforcing class providence among teachers. In wealthier communities it might be possible for the State itself to make all needed provision. In a burdened and impoverished State all that can be done is to aid with such subvention as may be possible the efforts of teachers themselves. If it could be certainly said of teachers as they enter on their work, this one will, that one will not, offend the public conscience by exhibiting an old age of penury after a life of public service, it would be possible to make distinctions, saying, the former shall, the latter shall not, contribute to a fund for the maintenance of the disabled and superannuated. Really, none can foretell the destiny of any one of the candidates for the office and emoluments, such as they are, of a teacher. To each alike is presented the fateful urn containing early retirements to other professions, returns after failure in other pursuits, early deaths, broken health, fair remuneration, life long struggle with narrow circumstances, prosperous days, broken and depressed old age, and none knows what lot he or any other has drawn until the end of life discloses the weird of each. The chance of one is as the chance of another. If any man could give security that he would leave the profession of teaching before becoming a public scandal through poverty, he, and none other, might take the ground that it is unjust to compel subscription to a pension fund.

Nearly all who look forward to a life spent in teaching, entertain with favour the conception of an equitable, sure, state-assisted, and state-administered provision for disablement, decrepitude and death. And they are not less disposed to welcome it because they are held to contribute to it. But a remarkable consensus of disapprobation of many features in the act of 1880 has been revealed. There is a universal persuasion, not only that

twice two is not ten in the present imperfect constitution of the social and political world, but that no wisdom nor authority of the legislature, conjoined with never so favourable circumstances, can make it so even in the better days to come. Hence is deduced the proposition that the present act promises too much or exacts too little.

If any young persons of eighteen years of age were to present themselves to a Life Assurance Company, asking on what terms they could secure at forty-eight years of age annuities equal to three-fourths of their annual salary, they would be told, "we will not take the risk for less than 14 per cent. of your salary paid annually." If they consulted an actuary he would say, "if the company should generously transact your business for nothing, it could not do it for less than 10½ per cent." How then for two per cent. can such a retiring allowance be promised, and in addition a considerable pension in case of earlier disablement, and a pension of half the amount to the widows of the teachers, with reversion to the minor children after death or re-marriage of the widows? The promise if made cannot be fulfilled, unless the Government of the Province is prepared to devote to its fulfilment no inconsiderable part of its revenue. Were teachers generally to remain teachers, then on the assumption that the total emolument of teachers in Quebec is \$500,000 annually, the two per cent. of stoppage must be supplemented by at least \$45,000 annually to make good the provisions of the Act. Even making the assumption that 80 per cent. of teachers abandon the profession before becoming entitled to any privileges under the Act, and so forfeit to the fund all their contributions, taking also account of the Governmental subsidies promised, Dr. Robins has conclusively shown, (*vide* March number), that not less than four per cent. must be contributed from teachers' salaries.

Further, it is evident that the perpetual capitalization of a large part of the contribution to the fund is a serious mistake. In the business of a Life Assurance Society, all premiums and all their accumulations, not merely the interest on accumulated premiums, are liable for the payment of claims. And in the case of the teachers' pension fund there is absolutely no reason why so large a part of the assets should be rendered unavailable to meet the liabilities. Unless the Act be amended in this regard, teachers must expect either that faith will be broken with those who

receive pensions, or that an excessive contribution will be exacted from those in active service, especially during the earlier years of the operation of the Act.

An unfortunate corollary to the foregoing considerations is, that those, who will begin to receive pensions almost immediately upon the expiration of the five years of delay provided in the Act, will receive advantages disproportionately great. Take a case by no means wholly fictitious. Suppose a teacher whose average annual salary has been \$800 per annum for the last twenty-five years, whose age is 45, and whose wife is fifteen years younger than he. Suppose further that he continues to receive a similar salary during the next five years. He may at the expiry of that time pay back stoppages, at the rate of two per cent. without interest, and enter at once on the enjoyment of a pension of \$600 per annum, with reversion of \$300 per annum in favor of his wife should she survive him. The amount that he will have paid to secure these privileges, including interest, will be less than \$500. The value of the privileges on which he enters will be not less than \$7,500. He contributes of this \$500; the state will contribute less than \$1000; his fellow teachers, subject to largely increased stoppages after his retirement, must contribute the remainder.

Still another exception well taken is, that the stoppages made are alike for both male and female teachers, while the latter are promised much less in return. The family provision for male teachers has no equivalent in the provision, purely personal, made for female teachers. It would indeed appear that the case of less than 600 male teachers was alone before the minds of the framers of the law, to the exclusion of nearly 4000 female teachers. The privileges promised to male and female teachers are in value as five to four, though the stoppages are equal percentages of salaries in the two cases.

So long as the act recently passed is subject to destructive criticism only, teachers are largely agreed as to its demerits. But when the attempt is made to suggest amendments opinions are irreconcilably divided. It is utterly impossible to secure a majority of the suffrages of teachers in hearty support of any scheme of amendment that may be proposed. First, many teachers will oppose themselves to any except a voluntary association to secure pensions, with aid from the state. Such a

plan is not feasible. Some teachers wish to secure all that the present act promises and are willing to submit to the increased stoppages that must be made, and desire that the increased stoppages shall begin at once, in order that those who retire soon upon pensions may pay an amount more justly proportioned to the advantages they are about to receive. But any increase of stoppages will be bitterly opposed by the great majority of teachers, who desire to put off the evil day as far as possible. "After us the deluge" they say. Still others ask for a diminution of the privileges promised to annuitants. Others, that the Government shall pledge itself to fulfil all the promises of the pension act, without increasing the stoppages on teachers. Yet others propose various schemes of mixed character, composed of elements drawn from the plans above enumerated. But after wide observation of the discussions of teachers upon the subject, we reluctantly conclude that their criticisms agree only so far as they are hostile to the present provision, and that a parliament of teachers summoned to construct a working pension Act, would wrangle indefinitely and do nothing.

NOTES AND NEWS.

Announcement is hereby made that the numbers of the *Educational Record*, from May to December of the present year, will be given for the payment of 50 cents subscription.

St. Francis College, Richmond, P.Q.—On the evening of April 5th, an interesting proceeding took place, viz., the presentation to Principal Smith of a valuable gold ring with a Cameo stone, on the anniversary of his birthday. The presentation was made in behalf of the donors by Principal Ewir of the Agricultural College. The gift was the testimony of the students to the high opinion they had of Principal Smith as a scholar and a teacher, and to the great esteem in which they held him as a gentleman and a friend. The recipient of the honour expressed his thanks for such a distinguished mark of their appreciation, and spoke feelingly of the happy relations that had existed between the students and himself. The ring bears the inscription, "To Principal R. M. Smith, from the Students of St. Francis college."

The Teachers' Association in connection with McGill Normal School, gave a most successful conversazione on Friday evening, April 1st. In keeping with the spirit of the day, they had advertised a collection of Paintings, Statuary and Curiosities in an Art

Gallery. Many of the hoaxes were very happy. The Programme for the evening consisted of readings by Professor Andrew, and music by Mrs. Thornloe, Misses Bolté, Armitage and Norris, Dr. Howe and Messrs. Campbell and Pearson. The committee of management are to be congratulated upon the perfect success of the evening.

Public Schools in New York.—A correspondent of the Rochester *Morning Herald*, writing from New York on March 11th, says: Attention is being riveted just now on our public schools, and the manner in which they are conducted is being severely animadverted upon. The number of teachers in our public schools is over 3000, and the salaries paid range from \$1,000 to \$6,000 for male teachers, and from \$600 to \$1,700 for female. Many of these teachers, it is found, are utterly lacking in those qualifications necessary for the proper instruction of the children placed under their charge. The reason for this is that their selection lies in the hands of the Board of Education, many of whom are men who can scarcely read and write, and are simply men of the lowest grade of political influence.

Educational troubles in Austria.—The Lower House of the Austrian Parliament adopted in February, a proposal that the question for what period children should be compelled to attend elementary schools should be left to the Provincial Assemblies. The Constitutionalist opposed the proposal as a dangerous precedent, calculated to increase the autonomy of the separate provinces at the expense of the unity and consistency of the empire. The question was taken up by the students of the University of Vienna, who made two noisy demonstrations in favour of the Bill. The police at last had to interfere.

Geological Survey of Canada.—The last annual Report of this Survey, recently issued under the care of Mr. A. R. C. Selwyn, forms a well-illustrated volume of nearly four hundred pages. By far the greater part of the volume is occupied by a valuable report by Dr. G. M. Dawson on the geology and geography of the Queen Charlotte Islands, the result of exploration during the summer 1878. This report is illustrated by several coloured geological maps, and by numerous engravings, mostly after photographs by the author. To the report is appended an interesting description of the Haida Indians who inhabit these islands. As we believe that this is the first detailed account of the Haidas ever published, it will be of great value to ethnologists. The Haidas appear to be one of the best-defined groups of tribes on the North-West coast of America. Some of the invertebrata collected during the expedition are described by Mr. J. F. Whiteaves and by Mr. S. J. Smith, while the flora has been worked out by Prof. J. Macoun. The meteorological observations taken in the

islands and on the coasts of British Columbia, are also discussed in an Appendix.—*The Academy*.

University Statistics in the United States.—The *World's* "College Chronicle" for Feb. 14, contains an elaborate tabulation from the larger catalogues of 25 American colleges, showing the total number of degrees since their foundation, the number of honorary degrees, and the number of alumni living and dead. We notice that in 1880 Harvard, with 9,526 alumni, had bestowed 622 honorary degrees, and Yale, with 9,202 alumni, 923; while Princeton, with 4,837 alumni in 1875, had bestowed 769 honorary degrees, and Union, with 4,201 alumni in 1858, 548. Reckoning these per annum, it appears that Harvard's average favours have been 2·6, Yale's, 5·2, Princeton's, 6, and Union's, 9. The total number of alumni of six colleges reported to 1880, viz., Harvard, Yale, Pennsylvania, Brown, Dartmouth and Williams, was 30,402; the number of their living alumni at that date was 14,074. Yale had some 600 more living alumni than Harvard.—*The New York Nation*.

Geographical Societies.—It may be taken as a sign of the spreading interest in geographical science that within the last ten years the number of geographical societies has more than trebled. The increase is most notable in France, which possesses more societies of this kind than any other country in the world. This may be one salutary result of the last war, when it was found that the Germans knew more of the geography of France than the French themselves. The oldest geographical society is that of Paris, founded in 1821. Fifty-two years later, in 1873, a Society of Commercial Geography was also founded at Paris; and since that time twenty-one geographical societies have been formed, seventeen of which were established during the past two years. The Berlin society was founded in 1828, where a commercial society was also founded two years ago. The third oldest geographical society is that of London, founded in 1830, the only such society in this country, but probably having more members and a larger income than any other society of the kind. Russia is specially strong in geographical societies, the central one at St. Petersburg having branches at five other places, all of which turn out work of the highest class, unfortunately in a language practically unknown. All the other European countries, except Turkey, have one or more such societies, that of Bucharest having been founded in 1875. In other parts of the world we find geographical societies at Lio de Janeiro (1838), Mexico (1839), New York (1852), Lima (1876), Quebec (1877), and lastly Tokio, in Japan (1879). In all there are about seventy societies devoted to geographical research.—*Pall Mall Budget*.

SCIENTIFIC DEPARTMENT.

Cold in the head is a disease of frequent occurrence, yet comparatively few are aware of the manner in which it is brought on. A medical man contributes a very interesting article on this subject to a recent number of *Chambers' Journal*. The mucous membrane lining the nostrils is provided with numerous blood vessels and with glands which secrete mucus. In passing through the nostrils the air is warmed by passing over the blood vessels and is moistened by the mucus, which also by virtue of its adhesiveness, retains any solid matter that may be present. Cold in the head is simply a superabundant flow of mucus. When any part of the body is chilled by exposure to a draught the nerves of that part are stunned or paralysed, and the paralysis is conveyed to the nerve-centre, and then to extremities in an opposite direction. A draught upon the back, therefore, may cause temporary paralysis of the nerves belonging to the mucous membrane of the nose. When such paralysis takes place the blood-vessels of this membrane become distended and an excessive flow of blood to these vessels is set up, which excites unusual activity in the glands that secrete mucus. The flow of this excess of mucus constitutes cold in the head. It may exist in one nostril or in both.

Sanitarians have long been desirous of finding some ready means of disposing of sewage water. When poured into rivers it not only contaminates the water, but by this means a large amount of valuable fertilizing material contained in the sewage is lost. Sewage water has, in some cases, been applied directly to growing crops with excellent results, but for the great majority of crops direct application is unsuitable, for the large amount of water produces far more harm than is compensated by the fertilizing material in the water. The problem of utilizing sewage water has at length been practically solved. At Essonnes, in France, there is a large paper mill which has to dispose of 10,000 cubic metres every twenty-four hours. The sewage is run into tanks where it is thoroughly mixed with lime-water, which destroys all odor and precipitates all solid matter in a very short time. The sediment is run off into a drying-room where it hardens. It is further dried by exposure to air and sold as a valuable fertilizer. Five acres of land are required wherein to conduct the operations for purifying 10,000 cubic metres per day. It is proposed to utilize the sewage of Paris in a similar way. Works for this purpose would require 150 acres as the sewage water of Paris amounts to 300,000 cubic metres per day.

Mr. A. H. Foord, of the Geological Survey of Canada, spent several weeks last summer searching for fossils in the vicinity of Scaumenac Bay, P. Q., and secured a large quantity of remains of fishes from the Devonian rocks of that region. Mr. J. F. Whiteaves, palæontologist to the Survey, has examined these remains and reports that they represent a new genus and several species not previously described. It will be readily understood that this collection is very valuable when it is remembered that Devonian rocks have as yet yielded fishes from two or three localities only. The study of Mr. Foord's

collection will undoubtedly throw much light on the marine life of the period.

The Sequoias or giant trees of California are one of the wonders of our continent. The name Sequoia commemorates a remarkable man, Sequo Yab, a Cherokee Indian who invented an alphabet without any aid from the outside world, and taught it to his tribe by writing it upon leaves. This was in general use among the tribe before white men knew anything of it. In 1828 a periodical was published in this character by missionaries. Endlicher, the German botanist, at the request of Dr. Jacob Tschudi, the Swiss Ambassador at Vienna, dedicated this red-wooded tree to this remarkable red man, making the name pronounceable by changing two of its letters.

The Boston Society of Natural History announces that a Sea-side Laboratory, under the direction of the Curator and capable of accommodating a limited number of students, will be open at Annisquam, Mass., from June 5th to Sept. 15th. The purpose of this Laboratory is to afford opportunities for the study and observation of the development, anatomy and habits of common types of marine animals under suitable direction and advice. There will, therefore, be no attempt, during the coming summer, to give any stated course of instruction or lectures. The work in the Laboratory will be under the immediate care of Mr. B. H. Van Vleck, Assistant in the Museum and Laboratory of the Boston Society of Natural History, a thoroughly competent instructor, and one who has also had long experience in collecting and observing at the sea-side. The terms are \$3.00 per week for periods of two weeks or less, \$1.50 per week for periods of three or four weeks, and \$1.00 per week for all periods exceeding one month. Board and rooms in the neighborhood can be obtained at prices varying from \$5.00 to \$10.00 per week. Only a limited number of students can be accommodated at the Laboratory; applications, therefore, should be made immediately, and can be addressed to Alpheus Hyatt, Curator Boston Society Natural History.

At the meeting of the Montreal Natural History Society held on the 28th March, Dr. Baker Edwards read a paper on well waters, with special reference to that at Lennoxville. He said that a well being wholesome at one season was no reason for it always being so. It would make a material difference in the quality whether the well was two or eighteen feet deep; that the condition of a well which was regularly being filled by ample water rushes was totally different from that which would obtain during a winter frost. Therefore, the sample of water he obtained from the well in August last might be totally different from that obtained from the same well by Prof. Croft, of Toronto, in the depth of winter. His verdict was, that the water was perfectly wholesome. Prof. Croft regarded it as dangerous. Had the circumstances been the same it was possible no difference of opinion would have appeared. He then gave a detailed account of his analysis in August last and a description of the process employed, justifying his opinion that the water was free from organic impurities and especially sewage contamination.

He concluded by stating that the safety of a water supply depended on its recent filtration rather than on its source.

All the specimens that once formed our Geological Museum are now in Ottawa. All the officers of the Survey will follow shortly. There will then be left to our city only the building that formerly covered the specimens. We were led to expect that duplicate specimens would be left in this city, but we learn that everything has been sent to Ottawa. The Government has positively stated, however, that duplicates shall be returned to Montreal.

The United States Cremation Company, with a capital of \$50,000, has issued its prospectus. Its object is stated to be "to cremate the human dead in the quickest, best and most economical manner." This company has a powerful auxiliary in the New York Cremation Society which is an organization designed to spread information concerning cremation and to induce people to adopt this mode of disposing of their dead.

J. T. D.

LITERARY DEPARTMENT.

Since our last number many matters of interest have transpired in the literary world. The subject that is naturally attracting the greatest amount of attention is still Carlyle. His "Reminiscences" have caused a good deal of indignation, which the slighting manner, in which he notices almost all of the great men with whom he came in contact, has done much to justify. So much has been written about this celebrated work elsewhere, that it will be unnecessary to go over the ground again. We must notice, however, the contemptuous manner in which he speaks of the Teaching profession, with which the RECORD is especially interested. "He could never burst the shell of expert schoolmastering and gerund grinding," he writes of his friend Donaldson of Aberdeen. It is clear that his conception of the calling was a very narrow one, and that at any rate his personal peculiarities, like those of Dr. Johnson, unfitted him for it. His will, that has appeared subsequently, attests the interest that he took in the cause of education generally. It is proposed to do honor to his memory in two ways, by erecting his statue on the Thames embankment, opposite his house in Cheyne Row, and by placing a bust of him in Westminster Abbey.

While Great Britain is thus preparing to do honour to her departed dead, Paris has once again celebrated the birthday of her greatest literary man. Sunday, Feb. 26th., was the seventy-ninth birthday of Victor Hugo, and the veteran was honoured by a great popular demonstration. His admirers assert him to be the chief literary figure in Europe since Goethe's death, and those who demur to this estimate cannot deny that he has attained a high proficiency in the three branches of literature—in poetry, drama and prose—that has only been rivalled by Milton, Voltaire and Goethe. The accounts of the

celebration naturally recalled the similar ovation given to Voltaire a hundred years ago (1778). And in both cases it was probably as much to the champion of the cause of freedom throughout Europe, as to the great *littérateur*, that the homage of the masses was offered.

We have to record the death of another man of distinction in letters, that of James Spedding, the editor of Bacon, on March 9th. He was over seventy years of age, and his death was the result of an accident. The friend and contemporary of the Poet Laureate and of other eminent men at Cambridge, he devoted his time and talents to the illustration of Bacon, another alumnus of his own University. Macaulay's picture, which is followed in its main outlines by Green in his "Short History," was an expansion of Pope's celebrated line. Macaulay failed to make allowance for the times in his wholesale condemnation of Bacon's moral and political character. Spedding attempted the reversal of the essayist's verdict. The truth, however, lies between them. If Bacon was not "the meanest of mankind," neither on the other hand had he any high moral elevation. But whatever views may be entertained upon the subject of Bacon's character, it is universally conceded that Spedding's labours, for the first time, put the whole facts within the reach of everyone, and that no reader need look further than his volumes for the means of forming an opinion.

Besides his Baconian studies, Spedding's name will always be connected with Shakespearian criticism and specially with the play of Henry VIII, in which he first attempted to distinguish the parts to be assigned to Fletcher and Shakespeare respectively. This was in 1850. He has since been an active member of the New Shakspeare Society and one of his latest acts was to express his strong disapproval of a late vagary of its Director, Mr. Furnivall. This subject has attracted much attention in London and elsewhere. It will be remembered that Milton once refused to "dispute philosophy with this pork who has never read any." Such language it was hoped had disappeared from literary disputes, but it has lately been revived by Mr. Furnivall. The modes of criticism adopted by this gentleman have excited keen criticism from Messrs. Swinburne and J. O. Halliwell-Phillips, the latter of whom is also a distinguished and able Shakespearian critic. Mr. Swinburne has constantly used language in relation to Mr. Furnivall, at which by this time no one is surprised, but which no one can resent as he does it on his personal responsibility. But the case was different when Mr. Furnivall, as Founder and Director of the New Shakspeare Society published, under the shadow of its name and in a preface to a fac-simile of the second quarto of Hamlet, an attack on Mr. Halliwell-Phillips as "a leading member of the firm of Pigsbrook & Co.," and described his criticism as "porcine vagaries" promulgated "on the prongs of a dung-fork." The use of this intemperate language has been properly condemned and has led to the resignation of many distinguished members of the Society. The whole subject is interesting as a "survival" in the midst of culture, and because of the proper manner in which such conduct has been treated.

It is needless to say that Spedding, the best of all authorities on Bacon, utterly disbelieved the ridiculous Bacon-Shakespeare hypothesis. The American Shakespearians have lately taken to chaff Judge Holmes's book showing that Bacon wrote Shakespeare's plays. Mr. J. F. Clarke, in the *North American Review*, has turned Judge Holmes's argument round, and proved that Shakespeare wrote Bacon's works; while the *Literary World* has just demonstrated, in Judge Holmes's style, that Bacon wrote Fletcher's works as well as Shakespeare's. Now that ridicule has got well hold of the Bacon theory, the latter's speedy death is sure.

While we are upon the subject of Shakespeare, we may notice the success obtained by Mr. Booth, the great American actor, in England. He has slowly won his way upon the London public. Irving's acting in Hamlet had forestalled his very dissimilar style, and it was not till he played the character of Lear that the British public discovered his true proportions as an actor. "No English-speaking actor since Macready," writes the *Athenæum*, "has possessed a method so admirable as Mr. Booth, and so long as passion has not to be conveyed the effect of this is irresistible."

Mathew Arnold has just published in *Macmillan* a short paper upon Byron. A literary article bearing the marks of his pen is now one of the events of the day. Milton, Goethe, Wordsworth, Gray, Keats and Byron have successively been treated by that prince of critics, and each time we have been taught to learn and unlearn much. His estimate of Byron will probably encounter little opposition, "this passionate and dauntless soldier," he calls him, "of a forlorn hope, who, ignorant of the future and unconsoled by its promises, nevertheless waged against the conservation of the old impossible world so fiery battle; waged it till he fell—waged it with such splendid and imperishable excellence of sincerity and strength." Place among "the very best poets, the true classics," he of course with perfect justice denies him.

Small space has been left to notice Mr. Goldwin Smith's interesting "Lectures and Essays," reprinted from various sources for private circulation, a volume which, as the preface says, "might almost have been called Contributions to Canadian Literature." All that falls from the pen of the writer has a special interest for Canadians, and the the subjects of these essays, especially of two upon matters of North American interest, will prove specially attractive. It is to be hoped that the volume will shortly be thrown open to the general public.

Since writing the above the Earl of Beaconsfield's illness has terminated fatally on April 19th. We must withhold comment till our next.

R. W. B.

CORRESPONDENCE.

THE PENSION ACT.

To the Editor of the EDUCATIONAL RECORD:

I had lately noticed that something was preying on my sister's mind, when the other evening she brought me the following verses which will explain

themselves. Thinking that some of the teachers would like to read another "contribution" to the burning question, I have sent them to you.

A cloud of sorrow deep and black
Hangs o'er the Teaching Sisterhood,
As on the hated Pension Act
With cultivated minds they brood.

It settles on their classic brows,
And tear-bedims their learned eyes,
And eke disturbs the calm repose
That should prevail in minds so wise.

"Tis vain" they sigh "to teach the boys
(Since boy is Father to the man),
If, when they came to man's estate,
Such horrid, wicked Acts they plan

"We know that Government consols
Means interest paid for money lent,
But nought repays us or consoles
When parting with our two per cent.

"The age of chivalry is past"—
Oh! for the age of gallant knight,
Whose life was service to the fair
Though he could neither read nor write.

"'Twixt him and those who framed this Act—
The Politician and the Knight—
Comparisons are odious, but
The two comparisons invite.

"We know the object that they have,
These mean, mean men who framed this Act—
They wish to bind us to our task,
To make us all 'old maids' in fact.

"Oh! what an awful fate were that,
To teach and teach till age set in,
To spend our time in cramming heads,
Amid the schoolroom's hideous din!

"No! we are Women and we won't
Submit to such a fate as this.
When Hope points to a cottage neat,
Contentment, and connubial bliss.

"When Time brings forth the Manly ones
Who'll fill our hearts with sweet content,
We'll leave the school and cleave to them,
A man's worth more than Two per cent!"

The verses are without title.

Yours, &c.,

ANXIOUS BROTHER.

[Note.—There is an old saying "leves curæ loquuntur, ingentes stupent."
The Pension Act grievance is perhaps not so serious as we thought it at first.

—EDITOR.]

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W. C. BAYNES, B.A.,

Secretary.

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