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Vol. I. No. 12.

DEC., 1881.

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10 cts. per No.

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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1881.

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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, 12,536, upon 10,540 lives.	
10. Amount assured thereby.....	21,547,750
11. Death claims fell short of expectation by.....	103,930
12. Interest revenue exceeded Death claims by.....	50,309

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AGENCIES THROUGHOUT THE PROVINCE.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1881.

Vol. I.

THE TEACHERS' CONVENTION.

The eighteenth annual meeting of the Convention of the Provincial Association of Protestant Teachers was held at St. Johns, on October 26th, 27th and 28th. The President for the year was the Rev. F. W. Mills, Rector of St. Johns. The meetings were well attended and the interest of the subjects discussed even surpassed that of previous years.

At the First Session, after some introductory remarks by the Chairman, the Rev. T. W. FYLES of the Missisquoi High School was called upon to read his paper on " Art Teaching from a Religious point of View." This paper undertook briefly to trace the origin and development of the various schools of art from the Egyptian to the modern. The subject matter was illustrated by charts, artistically executed, most of which were prepared by the author. These charts were intended to show the highly symbolical character of the Egyptian style, which, he said, became in the hands of the Greeks more æsthetic than symbolical, and this finally passed into the Roman style, which was wholly æsthetic. From this latter arose Christian art, which was at first obliged to conceal itself in the tombs of the Catacombs, but afterward obtained expression in the building and decoration of churches. Among the curious things exhibited on the charts was an explanation of the symbol of a fish. It was shown that early in the Christian era, Christianity was introduced into Britain, and from the subsequent invasion and conversion of the Normans arose the Norman style, a modification of which, in the reader's opinion, gave us the Gothic. This highly entertaining address came to a close with a brief notice of the

Renaissance and modern styles, the latter of which, said the speaker, has no distinctive mark, but there is some indication of an awakening which may yet produce something valuable in art.

After a vote of thanks had been passed to the reader for his interesting paper, Principal SMITH of St. Francis College, Richmond, was asked to read his paper on "The Utility of the Study of Greek Literature;" in which the reader maintained its superiority as a mental training in the study of any other subject.

After some amendments had been made in the programme for the following day, the meeting adjourned.

At the Second Session after the reading of the minutes, the Treasurer, (Mr. S. P. ROWELL) presented his annual report, which showed the income of the association during the past year to have been \$129.12, while the expenditure, including accounts still due, had been \$237.04, thus giving a deficit of \$107.92. It was explained that this deficit was due to indebtedness incurred in former years.

Dr. MCGREGOR then read his paper on "The Training of Teachers." He said that teachers themselves, trustees, inspectors, and especially the Protestant Commissioners of Montreal, all testify to the efficiency of trained over untrained teachers. Some might say that they could obtain all they required for their purpose without the training. If that is true, then their purpose is too limited, as one of the greatest advantages of the training is the expansion and enlargement of the purpose and aim of a teacher. Academies were not so suitable for giving this training as a Normal School, because they are taught by one man whose attention and time must necessarily be divided by the demands of his ordinary school classes, while the Normal School provides specialists in different branches, whose sole work is the training of teachers. Again, the class studying for teachers in the Academy must be small and, being the best in the school, the students are apt to think themselves the best in the Province. Hence there would be a lack of *esprit de corps*, whereas the Normal School classes are large, and the students the best from all parts of the Province.

This paper gave rise to considerable discussion, participated in by the Rev. Canon Norman and R. W. Heneker, Esq., of Sherbrooke, by Dr. Kelley and the Rev. Mr. Rexford of the Montreal High School, Inspectors McLaughlin, Hubbard and Thompson, and

Messrs. Kneeland of Montreal, and Curtis of Berthier. Testimony was borne to the want of communication between the country parts and the Normal School. Inspector McLaughlin thought the latter difficulty might be removed if those wanting trained teachers would communicate directly with the Principal of the Normal School, and others. The fact was elicited that only a very small percentage of the country teachers are trained, and also that a goodly number of trained teachers do not obtain situations. This seems to be due to the inadequacy of the salaries generally offered, and the Normal School came in for some share of criticism. It was said that it is too much of a literary institution and does not devote itself as much as it ought to proper Normal School work. The course was said to be too long, and the subjects too numerous; while too much time was given to some subjects to the exclusion of others. Dr. Robins admitted that it might be possible to improve the Normal School, but he knew it had done good work in the past, and feared lest its history should be forgotten. He thought it possible to make the course too short; for one who has to guide the youthful mind over the road to knowledge must have travelled that road much farther himself.

Mr. CAMPBELL then read a very interesting paper on the "Social Status of the Teacher". The Convention then adjourned for dinner.

At the Third Session the discussion upon Dr. MCGREGOR's paper was continued by the Rev. Mr. Crothers, the Reader, R. W. Heneker, Esq., and Dr. Kelley, after which Mr. HENEKER was called upon to read his paper on "Superior Education in the Province of Quebec." He began by pointing out that the Common School System was *the* necessary ingredient in the training of the people, that it lay at the root of civilization, as without it people could not intelligently fulfil their duties as citizens. After adverting for a moment to the religious side of the question, the Reader proceeded to the consideration of the subject he had chosen, viz., Higher Education. The necessity for this he deduced from the fundamental differences between man and man, intellectually and otherwise; from the requirements of the professions, which should be filled by men adequately trained. He concluded by stating his opinion that:

"It stands to reason that however essential the Common School system may be, so that every citizen should at least be able to read and write, yet the duty

of a State does not cease here; it is at least of equal importance that means should be provided for a higher class of mental work."

The Reader then reviewed the work that had been done in the Province of Quebec, pointing out incidentally that the diploma of A. A. was not intended as an University degree. These examinations were merely meant to stimulate the schools. In glancing at the Normal School, the reader had been partly anticipated by the discussion elicited by Dr. McGregor's paper in the morning. As regards the Academies in the Country, "from a public point of view the most important part of all our schools," it was clear that the proper standard required of them was by no means reached. The fault lay in part with the parents of the children, who constantly interfered with the work of the schools. This should be stopped.

"Public schools should be managed on public principles. They are sustained for the most part by public money, and the only excuse for taxing the public is that education is held to be a matter of State importance. It is always optional with a parent to send his child to a private school; but if he makes use of the public school, he should be obliged to conform to the course of study, and to the regulations established by those in authority for the government of the School."

These regulations should be as binding upon the pupil as they are upon the teachers. Teachers must be independent of parents before they can enforce discipline, and discipline lies at the root of all government. The Academies must be brought up to the standard, as they are the nurseries for the Universities and the Normal School.

After touching upon the necessity of paying teachers more highly, the reader spoke of the unsatisfactory manner in which public money is bestowed upon Academies. In some districts there are too many Academies, in others none at all. The Reader looked forward to

"the day when every county in this Province may have its flourishing High School, doing the work well and thoroughly, which will render our people equal to all the conditions of life in this country and second to none in the world."

It was a mistake to class Model Schools with institutions of Superior Education; they should be intermediate between the Common Elementary School and the Academy. The Reader then passed to the considerations of the office of Inspector. No efficient school system could exist without Inspectors, and it was idle to talk of abolishing the office. It should never be bestowed upon

political grounds. The present fault of the system was that too much work was thrown upon them. "It is impossible that they can do efficiently what the public expects from them, having to travel over such large areas of country." The Protestant Committee feeling the need of them have even employed Special Inspectors for Academies, &c. The reader concluded with an exhortation to teachers to be missionaries in the cause of Education, so that Canada might raise, from among her own people, statesmen able to perform the duties of public life. Before concluding, he added a few words as to the friendly relations existing between the two Committees of the Council of Public Instruction.

"The Superintendent with whom we come so frequently into contact—he being *ex-officio* member of our Committee, but without a vote—is most anxious to carry out our views, and in every way to aid us in harmonizing as far as possible our action with that of the Roman Catholic Committee. At times the two Committees differ in their views, as is the case at the present time in some matters of importance recently published, having reference to the comprehensiveness of the very name of 'Protestant' in the Education Laws, and the taxation of Corporations; but this difference of opinion leads to no acrimony, each body recognizing in the other the right of conscientiously interpreting the law. I feel that, if only to avoid misconception in the minds of the minority, this statement is necessary."

After a few words from the Editor upon the EDUCATIONAL RECORD, Mr. R. W. HENEKER opened the discussion upon the Memorandum of the Protestant Committee of the Council of Public Instruction in the matter of the Proposed Consolidation of the Acts relating to Public Instruction. Mr. Heneker read through the documents recently published in our November number (pp. 455-462), adding explanations.

Dr. Robins followed, pointing out that the proposed consolidation of the Educational Acts of the Province had resulted in a very greatly extended Act. The clauses referring to the classification of schools had been changed in passing from the old law to the new. The first point to which he drew attention was to the abolition of the Common School System which was carried into effect by the proposed Act. This is clearly laid down in section 8, which reads as follows:—

"All the public schools of the province shall belong exclusively either to the Roman Catholic or to the Protestant Faith."

This section however is *not* introduced as an innovation, which

it practically is, but by a marginal note we are referred to 39 V., c. 15, sec. 16.

"Everything which, within the scope of the functions of the Council of Public Instruction, respects specially the schools, and public instruction generally, of Roman Catholics, shall be within the exclusive jurisdiction of the Roman Catholic Committee of such Council. In the same manner, everything, which within the scope of such functions respects specially the schools and public instruction generally of Protestants, shall be within the exclusive jurisdiction of the Protestant Committee."

The interpretation put upon this clause is certainly strange to Protestants. The conflicting nature of the two following clauses was also pointed out:

"The *curé*, priest or officiating minister shall have the exclusive right of selecting the books, having reference to religion and morals, for the use of the schools for children of his own religious faith." §395.

"The Council shall have power to determine what books shall be used in the schools attended by children belonging to both religious beliefs and the manner of using them." § 46 (2).

As a further effect of the Act it was pointed out that the working of clauses 164 and 295 might operate to destroy Protestant schools, by drawing new territorial lines. The lessons to be drawn from the consideration of the Act were: That Protestant schools, if they were to be separate from the Catholic, must be exclusively under Protestant control; that the Protestant Committee should not be nominated by the majority, but be representative of Protestant interests; that appointment should be for a term of years and not for life; that they must have control of all Protestant money; and that Protestant money derived from the taxation of Protestant corporations must go to support Protestant education.

The Rev. Canon Norman directed attention to two points in the memorandum. First, what should be the titles of different religious bodies. Originally the word "Protestant" was evidently used for non-Roman Catholic. Secondly, he pointed out that a member of a corporation was deprived of his civil privileges by the present Act.

Inspector McLaughlin deprecated any division of the present school system. In his district the Protestants and Roman Catholics worked well together, only about one-third of the schools being exclusively Protestant.

The debate was then adjourned till the Evening Session.

The Fourth Session, which was held in the Town Hall, was very largely attended by outsiders. The programme was an interesting one, and the proceedings were pleasantly varied by music and recitations. Proceedings opened with the annual Address delivered by the President, the Rev. F. W. MILLS, M.A. He selected for the subject of his address, "Education and the world to come, or the teacher's work eternal in its consequences," showing that education, given its proper and legitimate influence, unperverted and allowed only to operate upon the mind, becomes a helper and handmaid of religion, because it makes man wiser, nobler, and better than he could ever hope to be without it, and so better qualified to understand his position and spiritual influence, and to accept that which is the complement of his manhood and makes him truly great. Education, properly understood, not only enabled an individual to fill a position in life, and to perform his duties with credit to himself, but consisted in the expansion of the intellect, the delivery of the understanding, the gathering together as an heritage wisdom and knowledge, to be regarded as precious for their own sake, and which, if kept in view, as the true acme of ambition, would prove a greater incentive to effort and work than any other, and the value of which we shall appreciate hereafter more than now, because our faculties will then have a scope which they have not now, and which would make us all wise unto salvation.

The address over, in answer to two questions, the Hon. Mr. Lynch said that he had made every effort to secure the assimilation of the standard of proficiency required for matriculation in the University and for entrance to the study of the various professions, but without success. With reference to the appointment to fill the vacancy in the Education Department caused by the retirement of Dr. Miles, Mr. Lynch assured the teachers that their interests would be protected, and that any suggestions as to the qualifications required in the person who should occupy the position would receive careful attention.

The discussion on the Memorandum of the Protestant Committee was then resumed, Ald. G. W. Stephens, of Montreal, taking up the subject. He remarked that the new law was an *Olla Podrida*. It would absolutely take ten Philadelphia lawyers, a Montreal lawyer, and the Educational Department at Quebec to make out what it meant. What was wanted was a *bona fide* Protestant

system. We were willing enough to unite on a purely unsectarian basis, but the Catholics would not. Matters like this are generally hushed up or settled by compromise. The Protestants require a new one, so that they may have their own money. He then read a paper of statistics, a reprint of which will be found upon another page of the RECORD, showing how the Roman Catholics have been favoured throughout. He said that if the Protestants were united in making a reasonable demand of the Government it would be granted. He also referred to the division of the taxes of the joint stock companies, and to the fact that the nuns were holding a large amount of property for the purpose of revenue, which virtually was held by joint stock companies, and yet the tax was not divided, but it all went to the Roman Catholic panel, while the Protestant joint stock companies must have their taxes divided.

He was followed by the Hon. Mr. Lynch, who said that the new Bill had as yet no sanction from the Government. He did not believe in complete separation of Protestants and Catholics, nor could he assent to the views propounded by Alderman Stephens. The question must be discussed not from a Protestant point of view, but from one common to them and to the Catholics.

After some words from Mr. R. W. Heneker, Mr. T. White, M.P., gave a few comments. He strongly condemned the Act as it stood, and regretted especially the severance of Protestants and Catholics, but added, that if it had to be carried into effect, it must be done completely. The Protestants should have a Secretary of their own. He could not agree with the views propounded as to the division of corporation moneys.

Dr. Robins followed, and stated that while the speakers of the evening might differ as to details they all seemed to agree upon two points. First, that the separation of the common school system which seemed to be contemplated by the new bill would be very prejudicial to the interests of the Province. Yet, secondly, if the schools were to be separated, the separation must be complete and extended to every part of the system.

It was then moved by Dr. Kelley, and seconded by Mr. McIntosh,

"That Dr. Robins and the Secretary should be a committee to prepare resolutions expressing the sense of the Convention upon the subject, and to present them to the Convention at its next session."

After a vote of thanks to the gentlemen who had taken the trouble to come to discuss the question, the meeting adjourned.

The first business that came before the Fifth Session was the fixing of the time and place for the next meeting of Convention. The latter was settled by accepting Inspector Hubbard's invitation to meet at Sherbrooke, Mr. R. W. Heneker being chosen as President. It was also determined to meet in the first week in July, objections being raised to the month of October.

The Rev. Mr. REXFORD then submitted the Report of the Committee on the Pension Act.

"The committee appointed by the Convention in October last, to consider the 'Pension Fund Act,' and to take such action in the matter as they might deem necessary, begs to report: That at a series of meetings held at the call of the Convener, Principal Hicks, your committee has carefully considered the provisions of the Act, and all information which it was able to obtain concerning the origin and history of the Act.

"That your Committee found that the subject of a Pension Fund had been before the Protestant teachers in this Province from time to time, and that at a conference of teachers called to consider this subject, representatives of the Roman Catholic teachers were present by invitation to take part in the deliberations. That your committee regrets to find that the present Act was originated by the Roman Catholic teachers of this Province and carried through the Legislature, not only without consulting the Protestant teachers and their representatives, but even without their knowledge. That after a long and careful study of the Act, your committee found that the Act was defective and unjust in many of its leading provisions, and that it would impose a serious burden upon the rising generation of teachers in this Province.

"That your committee resolved to obtain the highest opinion upon the difficult and intricate problems involved in the Act, and therefore placed these calculations in the hands of a specialist. That, fortunately, your committee possessed in Dr. Robins one who by his eminent mathematical attainments, and by his practical experience in the calculations involved in life assurance, and by his long and intimate connection with the teaching profession of this Province was in every way qualified to give an opinion upon the problems involved in the Act. That Dr. Robins gave the result of his calculations to the committee, and to the public in the form of a pamphlet,* in which he showed that not less than 4 per cent. and probably 6 per cent. stoppage would have to be imposed upon teachers' salaries at the end of the five years delay granted by the Act in order to pay the pensions promised by the Act.

* Reprinted in the April number of the RECORD, (p. 145.)

“That your committee took advantage of a conference held in Montreal between the Teachers’ Association in connection with the McGill Normal School, and certain gentlemen holding important positions in the Roman Catholic Schools of Montreal, who took a leading part in framing the present Act, and securing its passage through the Legislature, in which conference these gentlemen agreed to give all necessary information, and to answer, as far as possible, all questions which might be put to them concerning the Act. That altogether it was naturally supposed that these gentlemen who had framed the Act would be able to furnish satisfactory statistics upon which their calculations were based, yet, in answer to a series of questions which were purposely framed to bring out the information required by your committee, these gentlemen stated that they had no special information upon which to base their calculations when they framed the act; that the present provision with regard to stoppages were imperfect and tentative; that after the act had been in force four or five years the requisite information would be at hand upon which to base new and amended regulations which could then be obtained from the Legislature.

“That, in view of the above-mentioned calculations and inquiries, your committee embodied their views in the following resolutions:—

First—That the privileges which the Pension Act proposes to accord, very much exceed in value the proposed stoppage of 2 per cent., even when account is taken of the subsidies to be granted from the Education Fund and from the provincial chest. *Second*—That the inadequacy of the provision made by the law is unnecessarily increased by the proposed capitalization of a large part of the income of the Pension Fund. *Third*—That the law is unfair towards female teachers, in that for notably less advantages it exacts as large a percentage of their salaries as from male teachers.

Your committee therefore recommends that such amendments to the law be sought by petitions addressed to the several members of the legislature as will secure:—*First*—That the income of the Pension Fund be released from capitalization at the end of five years delay granted by the Act. *Second*—That the stoppages to be made during the delay and to be paid for past services be doubled, except *Third*—That the percentage to be stopped from female teachers be four-fifths only of that to be stopped from the male teachers, provided that any female teacher who may so elect shall pay the same stoppages and enjoy the same privileges as male teachers. *Fourth*—That so soon as pensions begin to be paid under the Act, for every one per cent. additional to four that must be stopped from teachers’ salaries in any year, ten per cent shall be deducted from the pensions to be paid for the current year. *Fifth*—That provisions be made for the due keeping, auditing and reporting of the state of the Pension Fund.

“The advice of the Executive Committee was then sought concerning these resolutions, and in accordance with the suggestions

that were offered your committee drew up the following petition to the Legislature of the Province, and caused it to be circulated among the teachers of the Province."

[The Petition will be found in the May number of the RECORD (p. 213).]

"That this petition signed by more than 350 teachers of the Province and by several School Commissioners and others, was presented to the different branches of the Legislature, the Hon. Dr. Church taking charge of it in the Legislative Assembly, and the Hon. James Ferrier in the Legislative Council. That in connection with the presentation of the petition a correspondence took place with the Hon. John A. Chapleau, in which the Hon. gentleman expressed great interest in the teachers of the Province, and inquired whether the action which the petition prayed for could not be taken with equal advantage after a year's delay. That it came to the knowledge of your committee, while they were framing and circulating the petition, that there was a strong feeling against the Act among a number of Roman Catholic teachers, and that those teachers sympathized with the sentiments expressed in the petition, and will endeavor to make their influence felt by the authorities at Quebec. That by means of the petition your committee has been able to bring distinctly before the notice of the members of the Government and the different branches of the Legislature of this Province the strong feeling of dissatisfaction with which the act was regarded by a large number of the teachers of the Province. All of which is respectfully submitted."

(Signed),

WM. H. HICKS,
Chairman.

ELSON I. REXFORD,
Secretary.

The Secretary then moved the adoption of the Report. Dr. Robins seconded the motion, and a general discussion ensued upon the question, Dr. Robins condemning very strongly the principle of capitalization, which could only have been adopted in utter ignorance of the principles which ought to be embodied in a Pension Act. The trouble with the present Act was, that it had been prepared without any attempt at such careful inquiry as ought to precede such an important act of legislation.

After some plain speaking on the part of Dr. McGregor, Dr. Kelley called upon the Hon. Mr. Lynch for a contribution to the subject. The Hon. gentleman thereupon pointed out the difference between the position of teacher and that of civil servant. The act had received the support of the

Government, as it was believed to be acceptable to the teachers in general. He should be glad to have the matter fully and moderately discussed, and would make representations to his colleagues upon the subject.

Mr. T. White, M.P., when asked for his opinion upon the question, submitted that if he were a teacher he should be opposed to the Pension Act; but what occurred to him was that there were two questions involved in this discussion: first, whether a Pension Act at all was desirable, and next, whether, if desirable, this particular Act met the wishes of the teachers. He thought it most important that the Convention should give an expression of opinion upon these two points.

In conclusion the original motion of the Rev. E. I. Rexford was put and carried; while by way of amendment to Miss Scroggie's motion "That the payment of stoppages should not be made compulsory," it was moved by Dr. Kelley, seconded by Mr. A. W. Kneeland,

"That it is the opinion of this Convention that a Pension Act in our present circumstances is undesirable."

This having been carried, it was resolved:—

"That a copy of this Resolution be sent to the Premier of the Province, to the Superintendent of Public Instruction, and to the Protestant Committee of the Council of Public Instruction."

Dr. ROBINS then presented the report of the committee chosen to prepare resolutions on the subject of the bill for the Consolidation of the School Laws, which had been discussed the previous evening. He moved, seconded by the Rev. E. I. Rexford, the following resolutions, which were carried unanimously:—

Resolved.—1st. That this convention of Protestant teachers of the Province of Quebec desires to record the deliberate expression of its firm adherence to the principle of common, as opposed to a sectarian system of public schools.

2nd. That it hears with satisfaction the declaration of the Roman Catholic committee of the Council of Public Instruction that it is not proposed to modify the existing system in the direction of increasing or emphasizing the amount of separation now in force.

3rd. That it cannot but regret the unfortunate wording of various clauses, and especially of clause 8, in the proposed codification of the education laws, which have aroused the well grounded fears that action so much to be deprecated is contemplated.

4th. That if, however, against our solemn protest, the separation which the proposed act would inevitably effect be accomplished, then we demand, in

recognition of our inalienable rights, that the separation be made complete, and that the control of all education not distinctly Roman Catholic be entrusted, under wise legislative sanction and control, to the management of a body representative of non-Roman Catholic interests.

As before, orders were given for the distribution of the Resolutions, after which the Convention adjourned.

At the Sixth Session, an invitation was received from Ald. J. C. Wilson offering the hospitality of Lachute for the next Convention. The Secretary was instructed to return thanks for the invitation, which could not be accepted, as Sherbrooke had already been fixed upon as the next place of meeting.

The Secretary said that formerly the Department of Public Instruction had devoted \$50 annually towards defraying the expenses of the Convention. For two years this had not been received. The Hon. Mr. Lynch was requested to draw the attention of the Department to the matter.

Mr. GARDINER of Boston was then introduced, and for twenty minutes interested the audience by exhibiting an elaborate instrument called a "planetarium," which represented the various heavenly bodies in their relative positions and signs, and capable of being moved in such a manner as to exhibit their various motions.

Miss CARMICHAEL of Montreal, gave a lesson illustrative of her method of teaching Geography to a primary class. A map of the St. Lawrence River, with its tributaries, the great lakes and the western and northern system of lakes and rivers was in a few minutes drawn upon the blackboard, and the series of lessons skilfully outlined, which would be given to her class.

Dr. KELLEY of Montreal followed with an outline of lessons on Canadian History, according to a method which instead of simply being a narration of battles and special events treated the subject in a progressive manner, tracing the effects of these events in the progress of civilization.

Mr. A. W. KNEELAND, of Montreal, then read a brief but interesting paper on "English Composition" and the best methods of teaching it.

Professor Mowry, of Providence, R. I., expressed the interest he felt in the work of the convention, especially referring to the remarks of Dr. Kelley on history. He took a great interest in the subject, and advised all teachers to pay special attention to particular dates, such as 1763, which marked a very important era in

the history not only of Canada, but of Great Britain and France. He referred to the great fertility and mineral resources of the Northwest, and predicted that the borders of Puget Sound would yet be the site of a great commercial emporium, larger than New York, and which, with the Canadian Pacific Railway, would shorten the distance between cities on the Atlantic seaboard and China by at least a thousand miles.

The next business was the election of officers for the ensuing year, which resulted as follows:—

President—R. W. Heneker, Esq., of Sherbrooke.

Vice-Presidents—Dr. Robins, Inspector Hubbard, Mrs. Fuller.

Secretary—Rev. E. I. Rexford; (re-elected).

Treasurer—S. P. Rowell, (re-elected.)

Executive Committee—Dr. McGregor, Montreal; E. W. Arthy, do.; Miss Derick, do.; S. H. Parsons, do.; A. W. Kneeland, do.; Miss Carmichael, do.; Miss McDonald, Quebec; R. W. Campbell, Three Rivers; Mr. McIntosh, Granby; H. H. Curtis, Berthier; Miss Burnham, Stanbridge; Miss Garrity, Sherbrooke; Inspector McGregor, Huntingdon; Mr. Ferguson, Quebec; E. R. Smith, St. Johns.

The business of the Last Session, which was varied by music and Recitations, was opened by the President's calling upon Professor W. A. Mowry, of Providence, R.I., President of the American Institute of Instruction, to address the Convention.

Professor Mowry began by stating that the expressions of sympathy which had been forwarded from England and her provinces on the occasion of their recent national calamity, more especially the one penned by the hand of our beloved Queen, who laid aside the rigid conventionalities of Court life, and acted according to the dictates of her sympathetic womanly heart, had tended to unite in closer bonds of mutual love the two great nations who formed the English-speaking portion of the world. The speaker then read a paper on "Morals and Manners in School," taking the ground that the teacher should himself set the example of purity, honesty and self-reliance to his pupils. He analyzed the mental constitution of the human family, comparing the faculties which belonged to the lower animals with similar mental powers in man, claiming that in these the difference was mainly in degree rather than in kind, but also claiming that the great distinction lay in the "moral principle," or knowledge of right and

wrong. This faculty was to be cultivated in the school-room, and the consciences of the pupils to be quickened and trained. Training in good manners involved training in good morals. Etiquette and the common rules of politeness should be taught by the teacher, who should be a gentleman or lady of refined manners.

Rev. H. M. BUCKHAM, LL.D., Principal of the University of Vermont, next delivered his lecture on "The choice and use of books," in which he explained himself as directly opposed to the reading of the light literature, or to works of any but standard authors. He thought that some competent person should always be chosen to select a library. The ordinary exciting novel was not calculated to do much more harm to the minds of its readers than many of the commonly used Sunday School books. He thought that Sir Walter Scott and other authors would be better for Sunday reading than many of these. He read a long list of the principal works which he considered should be commonly read, and criticized the characteristics of Dickens and other prominent writers. He considered public libraries to be absolutely necessary for the advancement of the country. On being told that Montreal had not a public library, he said that it was incredible, and he was never more amazed. Montreal, with her wealth, could have fifty public libraries, and it was a disgraceful fact that she should not have one. Teachers could not possibly expect to be successful in their efforts if they had not a large library for reference.

Miss CHURCHILL, of Boston, delivered one of the most interesting lectures of the Convention on "Physical Training," especially referring to the care necessary to preserve in a healthy condition the lungs and throat.

The Session closed with votes of thanks.

DARWIN ON CHILD-LIFE.

The following letter will be read with interest in connection with the Development of Human Intelligence, which was the subject of some notes in our October number. The letter was dated July 19, 1881, and was sent by the distinguished writer to Mrs. E. Talbot, Boston, Mass.

"*Dear Madam* :—In response to your wish, I have much pleasure in expressing the interest which I feel in your proposed investigation on the mental and bodily development of infants. Very little

is at present accurately known on this subject, and I believe that isolated observations will add but little to our knowledge; whereas tabulated results from a very large number of observations, systematically made, would probably throw much light on the sequence and period of development of the several faculties.

“This knowledge would probably give a foundation for some improvement in our education of young children, and would show us whether the same system ought to be followed in all cases.

“I will venture to specify a few points of inquiry which, as it seems to me, possess some scientific interest. For instance, does the education of the parents influence the mental powers of their children at any age, either at a very early, or somewhat more advanced stage? This could perhaps be learned by schoolmasters or mistresses, if a large number of children were first classed according to age and their mental attainments, and afterwards in accordance with the education of their parents, as far as this could be discovered.

“As observation is one of the earliest faculties developed in young children, and as this power would probably be exercised in an equal degree by the children of educated and uneducated persons, it seems not impossible that any transmitted effect from education could be displayed only at a somewhat advanced age. It would be desirable to test statistically in a similar manner the truth of the often-repeated statement that coloured children at first learn as quickly as white children, but that they afterwards fall off in progress. If it could be proved that education acts not only on the individual, but by transmission on the race, this would be a great encouragement to all working on this all-important subject.

“It is well known that children sometimes exhibit at a very early age strong special tastes, for which no cause can be assigned, although occasionally they may be accounted for by reversion to the taste or occupation of some progenitor; and it would be interesting to learn how far such early tastes are persistent, and influence the future career of the individual. In some instances such tastes die away without apparently leaving any after-effect; but it would be desirable to know how far this is commonly the case, as we should then know whether it were important to direct, as far as this is possible, the early tastes of our children. It may be more beneficial that a child should follow energetically some pursuit, of however trifling a nature, and thus acquire persever-

ance, than he should be turned from it, because of no future advantage to him. I will mention one other small point of inquiry in relation to very young children, which may probably prove important with respect to the origin of language; but it could be investigated only by persons possessing an accurate musical ear. Children, even before they can articulate, express some of their feelings by noises uttered in different notes. For instance, they make an interrogative noise, and others of assent and dissent in different tones; and it would, I think, be worth while to ascertain whether there is any uniformity in different children in the pitch of their voices under various frames of mind.

"I fear that this letter can be of no use to you, but it will serve to show my sympathy and good wishes in your researches.

"I beg leave to remain, dear madam, yours faithfully,

"CHARLES DARWIN."

SOME EDITIONS OF SHAKESPEARE.*

BY GEORGE MURRAY.

There are many eminent Shakespearian scholars now living in America. The foremost are generally considered to be the Rev. Henry Norman Hudson, and Messrs Richard Grant White, Horace Howard Furness, William J. Rolfe and Joseph Crosby. Whipple, Weiss, Gilman, Calvert and others have also written many valuable lectures and essays on Shakespeare and his works, but Mr. Hudson is without doubt *facile princeps* among the group. He was born in Vermont, Jan. 28th, 1814, graduated at Middlebury College in 1840, and was ordained a minister of the Protestant Episcopal Church in 1849. In 1843 and during several years following, he delivered a series of admirable lectures on Shakespeare in the principle cities of the United States, and published them in 1848 in two volumes. They at once became so popular, that a second edition was called for in the same year, and they

*SHAKESPEARE'S TRAGEDIES OF CORIOLANUS AND CYMBELINE: with Introductions, and Notes Explanatory and Critical, For Use in Schools and Families. 2 Vols. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. (Boston; Ginn and Heath, 1881.)

received a welcome reception in England as well as in Germany. A few years afterwards he published a complete edition of Shakespeare's Plays, and issued separately in two volumes the introductory essays to this work, under the title of *Shakespeare: his Art, Life, and Characters*. His "Harvard" edition of the Poet's complete works is now in course of publication, and, when finished, may be procured in the form either of twenty, or of ten volumes. Meanwhile, his revised and enlarged editions of what he called *The Shakespeare Plays for School and Family Use* have just been completed in twenty-three volumes, the two last of which are named in a foot-note. The characteristic features of this edition are as follows. First, each volume has a full introduction, which gives a history of the play, the source of its plot, the qualities of its style, a critical estimate of its various characters, general reflections on its characteristics, &c. Secondly, all the notes explanatory of the text are printed at the foot of the page. This is done, because the ordinary reader dislikes hunting for information at the end of a volume, and prefers to have it directly under his eyes. Thirdly, the critical comments on the text, which concern the student more than the general public, are printed as an appendix at the end of each drama. It should be stated in addition that only such lines and expressions are omitted, as a due regard for delicacy and refinement seems to demand.

As to the way in which Mr. Hudson, has performed his arduous task, there can be but one opinion. His introductory matter is perhaps the most valuable portion of his threefold work. He has laboured so conscientiously for more than forty years in the vast field of Shakespearian study, that it would indeed be marvellous, if he could not by his subtle analysis of character, and keen insight into the poet's motives, enable us to enjoy with fuller delight than ever the varied scenes to which he acts as guide. His explanatory foot-notes, as a rule, are brief, clear, and comprehensive. He has, perhaps, too persistently followed the maxim, that it is better to withhold a needed explanation than to offer a needless one. The value of critical comments on the text of Shakespeare is so much a matter of taste, that, in a brief notice like the present, little or nothing need be said of Mr. Hudson's suggestions. It is generally believed that he errs on the side of emendation. If we take his own words to be literally true, "the text," which he offers us, "is set forth on conservative principles, but without

dotage or bigotry." Finally, before proceeding to criticize a few of Mr. Hudson's foot-notes, we may say that the typography, binding, and general appearance of this edition of twenty-three Shakespearian Plays does infinite credit to the publishers, Messrs. Ginn and Heath, of Boston. We regret that, for the convenience of reference, and comparison with other editions, the lines are not numbered as in the Clarendon Press, and the Rugby series.

In the prospectus of the "Harvard" edition the notes are said to be designed for people "who read Shakespeare not to learn etymology, or grammar, or philology, or lingual antiquities, or criticism, or the technicalities of scholarship, but to learn Shakespeare himself, &c: in a word, to live, breathe, think, and feel with him." This is all very well and proves the reverential enthusiasm of Mr. Hudson; but we cannot help thinking that, while endeavouring to accomplish his almost unattainable object, he unnecessarily disparages the verbal and grammatical labours of other scholars whose reverence for Shakespeare is nearly equal to his own. The English of Shakespeare differs materially from the English of the present day, both in vocabulary and in grammar. The youthful student requires a special glossary for the Elizabethan drama, and a special grammar is almost necessary to explain the frequent and perplexing differences of idiom. These idiomatic difficulties, as Dr. Abbott remarks, are more frequent than verbal ones, but less obvious and noticeable. "But," he continues, "if we allow ourselves to fancy that we are studying Shakespeare critically, when we have not noticed, and cannot explain the simplest Shakespearian idioms, we are in danger of seriously lowering our standard of accurate study, and so far from training we are untraining our understanding." Mr. Hudson belongs to a school which differs from that of Dr. Abbott, and at his advanced age he will not deviate a step from the path he has marked out for himself; but he may be assured of this fact, (which Dr. Abbott knows well) that accurate, verbal and grammatical study of Shakespeare is by no means incompatible with the purest æstheticism, and the most reverential admiration.

We are all prone to think little of the special studies in which we are weak. Etymology, we think, is not Mr. Hudson's forte. We will confine our remarks for the present to the foot-notes on *Coriolanus*. At p. 45 we have the following note: "*Quarry*, or *querre*, signified slaughtered game of any kind: so called from being

deposited in a square enclosed space, in royal hunting." This derivation is obviously ridiculous. *Quarry*, or *querre*, is simply the French *curée*, Anglicised. This latter word as Mr. Hudson may learn from M. Brachet, or any other French Etymologist, is the L. Latin *corata*, i.e., the heart, liver, lungs, &c., of any game, which were given to the hounds at the death. Considered with reference to the dogs, the *curée* or *quarry* was the practical object of the chase, and so came to be applied primarily to the game killed. Subsequently, it came to mean the hunted animal, alive or dead. Mr. Hudson has confounded the word with its homonym, (derived from the L. Latin *quadraria*) which means a place where stones are squared for building purposes.

Again, at p. 56 in a note, on the passage "Then we shall hear their 'larum," he writes: "*alarm*, or *alarum* is, literally, *all arms*: the old cry, *To arms!*" This is a most amusing blunder. The word is derived through the French from the Italian *all'arme*, (to arms) the call of sentinels surprised by the enemy. In the 17th century the French *alarme* was still written *allarme*, in accordance with its etymology. A reference to Richardson's valuable Dictionary will show that in Holland's *Pliny* the English word is written *al'arme*, having been recently introduced into the language.

At p. 58, on the words, "To th' pot, I warrant him," we find the following foot note: "That is, to the *pit* of destruction, 'gone to the *pot*' is still current, though in rather vulgar language." Mr. Hudson seems to have borrowed the note of Mr. Whitelaw, the Rugby editor, who justifies his "*pit* of destruction" by quoting from an old Ballad: "'Twas a whirlin' *pot* of Clyde's water she got sweet Willie in." We cannot see why these two editors should confuse two entirely different words, *pit* and *pot*." "A whirling *pot* of water" makes some sense (just as we call the Falls at Ottawa the *Chaudière*, or *Caldron*) but a whirling *pit* is nonsense. The word *pot* must remain *pot*, as may be shown by quoting another Ballad, i.e., that of "R. Baker" (in Hiakluyt's *Voyages*) relating his adventures on the West Coast of Africa (1653). Frightened by a party of negroes he says:

"If Cannibals they be
In kind we doe not know;
But if they be, then welcome we,
To *pot* straightway we goe."

"Going to pot," and its kindred phrase "getting into hot water"

serve to remind us of the barbarous practice of boiling to death prisoners. The Statute of 22 Henry VIII. c. 9. enacted that all persons found guilty of poisoning should be boiled to death, and we have records of deaths by boiling in the year 1532. Eventually the Act was repealed by Edward VI. and Queen Mary. In his notes to the ballad of *Lord Soulis*, in the *Minstrelsy of the Scottish Border* Sir W. Scott says: "Upon this place (still called the *Sheriff's pot*) the Barons had prepared a fire and a boiling caldron into which they plunged the unlucky sheriff: &c., &c." These quotations, we think, serve to show that Shakespeare did not mean *pit* when he wrote *pot*, and that Mr. Hudson is incorrect in saying that he did. There is no connection between the two words, and though the difference may seem to be as insignificant as that between "tweedle-dum and tweedle-dee," still we have thought it worth while to point out the inaccuracy. The Rev. Walter Skeat, (whose *Etymological Dictionary of the English Language* is a credit to modern scholarship and research) thus gives his opinion on the point: "The phrase 'to go to pot' means to be put into the pot, i.e., the melting-pot from the melting down of old metal, see *Coriolanus*, 1.4.47, and Mr. Wright's note on the passage." Other writers have conjectured that the expression owes its existence to the classic custom of preserving the ashes of the dead in a pot or urn. "Who shall decide, when doctors disagree?"

At p. 38, on the words of a citizen in Act I, Sc. 1, "Let us revenge this with our pikes, ere we become rakes." Mr. Hudson comments as follows: "'As lean as a rake' was an ancient proverb, *rake* being from *rache* which signifies a *greyhound*. *Pike* is also an old word for *pitchfork*. Of course a quibble is intended on *rake*." Does Mr. Hudson mean to say that the word *rakes* is here equivalent to *as lean as greyhounds*? If so, the quibble on *pikes* and *rakes* would be entirely lost. Mr. Hudson is clearly wrong. *Rake* must be taken in its ordinary meaning of a *thin pole* with teeth, used for scraping earth; and there is no allusion whatever to *greyhounds*. It is even doubtful whether *rache* does mean a *greyhound*. In most dictionaries it is said to be an old word for a pointer or setter. Chaucer, in his verses about the Clerk of Oxenford says:

"Aslene was his horse as is a *rake*."

and Spenser, also, in the *Flery Queene* writes:

"His body lean and meagre as a *rake*."

These exaggerations, (or extenuations) are far more amusing if we refer the comparison to a thin pole, rather than to a pointer, setter, or greyhound.

In the 5th Act, Sc. III, Coriolanus says:

"Then let the pebbles on the angry beach
Phillip the stars."

Mr. Hudson writes in explanation: "To *fillip* is to *thump* or *smite*." This is really very bad. To *thump* is to strike with a dull heavy blow, while to *fillip* (or *flip*) is to strike very lightly; often, with the nail of the finger first placed against the ball of the thumb. Tennyson uses the word accurately in *Godiva* when he says of the 'grim earl':

"He laugh'd and swore by Peter and by Paul,
Then *fillip'd* at the diamond in her ear."

So also does Massinger in the *Virgin Martyr*, Act V, Sc 1:

"Tush! all these tortures are but *fillipings*,
Flea-bitings."

In some instances, notably in the following case, Mr. Hudson seems to be unaccountably ignorant of what previous editors have written in elucidation of Shakespeare's text. Commenting on the words of Cominius about Coriolanus,

"And in the brunt of seventeen battles since,
He *lurch'd* all swords o' the garland."

Mr. Hudson writes: "This use of *lurch* has occasioned a good deal of comment. The best explanation of it that I have met with is in the *Edinburgh Review*, for July, 1869: "To *lurch* all swords of the garland, means not only to rob all swords of the garland, but to carry it away from them with an easy and victorious swoop." If Mr. Hudson imagines that there is anything new in this explanation of the *Edinburgh Reviewer's*, he mistakes. In 1790 Malone wrote "To *lurch* all swords of the garland, is to gain from all other warriors the wreath of victory with ease and incontestable superiority." Steevens also explains the passage in a similar way and adds: "Ben. Jonson has the same expression in the *Silent Woman* (Act V, Sc 1.) 'you have *lurched* your friends of the better half of the garland.'" The word *lurch* itself has been so fully and satisfactorily illustrated in all the best dictionaries, that we are astonished Mr. Hudson found any difficulty in the passage quoted. Trench's three quotations in his *Select*

Glossary tell us all that we require to know about the changed uses of the word.

Dryden once wrote a line:

“Mine is the merit, the demerit thine.”

Here the two nouns are evidently opposed to one another. But it was not always so. At p. 49 Mr. Hudson merely tells the young student: “*Demerits* and *merits* had the same meaning.” Surely, this was worth explaining, as the identity of meaning no longer exists. A reference to Treach’s *Select Glossary*, p. 55, would have been enough, but something more than a bare statement of fact was surely needed.

In Act III, Sc. I, Coriolanus exclaims:

“As for my country I have shed my blood,
Not fearing outward force, so shall my lungs
Coin words till their decay against those measles
Which we disdain should tetter us, yet sought
The very way to catch them.”

On this passage Mr. Hudson has the following note: “*Meazel* or *mesell*, is an old term for *leper*.” We have no space to shew that this supposed explanation is utterly beside the question. The disease, which we still call *measles*, is undoubtedly alluded to, and between this word and *mesell*, used to denote *leper*, there is not the slightest connection. Those who care to satisfy themselves on this point will find the matter ably discussed and settled at p. 361 Part III of Mr. Skeat’s new *Etymological Dictionary*.

In Act III, Sc. I, Sicinius the Tribune says:

“Have we not had a taste of his obedience?
Our ædiles smote? ourselves resisted? Come.”

On the word *ædiles* Mr. Hudson has the following absurdly superfluous note: “The writers of Shakespeare’s time did not much mind the classical pronunciation of Greek and Latin names. So, here, *ædiles* is used as a word of two syllables. The same once, if not twice, before in this scene.” Now as throughout the play Shakespeare has spoken of *senators*, not *senatores*; of *tribunes*, not of *tribuni*; of *lictors*, not of *lictiores*, and has even Anglicized the Roman *toga* into the monosyllable *toge*, it is not in the least remarkable that *ædiles* is pronounced as dissyllabic, but it would have been remarkable if it had been pronounced as three long syllables, *more Romano*.

At p. 97, in the speech of Coriolanus :

" Better it is to die, better to *starve*,
Than crave the hire, which first we do deserve, &c."

The word *starve* should certainly have been printed *sterve*, not only because the whole speech is in rhyme, but because it is the reading of the first three Folios.

Unwilling to deal in indiscriminating praise of Mr. Hudson's labours, we have pointed out a few spots in the sun, and had marked many other foot-notes both in *Coriolanus* and in *Cymbeline* to which, we think, exception might rightly be taken. But we have said enough, and perhaps more than enough. We cannot, however, conclude without alluding to a number of words which have been left by Mr. Hudson without a line of explanation or comment, and which we are sure must prove hard nuts for either school boys or school girls to crack. On this point, we appeal to our readers, and respectfully ask them, whether they are quite certain that they perfectly understand the full meaning of the following terms: *wealsmen*, *carbonado*, *sennet*, *surcease*, *bulks*, *fosset-seller*, *bolted language*, &c.&c.

One word more, and we have done. A great admirer of Mr. Hudson, who is well known as a Shakespearian critic, writes thus of his master's English: "I like his style too. It is fresh, original and pungent. He is determined that none of his readers shall go to sleep over his notes and monographs." No doubt, this is true. At the same time we cannot but think Mr. Hudson's style rather eccentric, occasionally. For instance, in the introduction to *Cymbeline* he writes: "Whatever matter Shakespeare has specially in hand to bring forward and press upon the attention, the delineation opens out, with a broad and varied background and a far-stretching perspective, with seed-points of light shooting through it in all directions. Thus, if we look well to it, we shall find that in one of his dramatic groups the entire sphere of social humanity is represented, though sometimes under one aspect, sometimes under another; for the variety of these is endless; and the mind, instead of being held to what is immediately shown, is suggested away, as by invisible nerves of thought, into a vast field of influence and reflection." Again: "In language Shakespeare seems a perfect autocrat of expression, moulding and shaping it with dictatorial prerogative; all this, too, with the calmness of a spontaneous omniloquence." We are not sure that we admire this—much.

THE INFLUENCE OF THE ENGLISH PUBLIC SCHOOL.

For many years we have heard much of the superiority of the English public school system, and some people even consider it the model by which our own institutions ought to be framed. The "English Public School" in Canada can at best be only an exotic, and many of the evils that are complained of in England are likely never to arise should the system be transplanted to a foreign soil. It will be interesting, however, to those who believe in the system as the one thing needful to read the following thoughtful article reprinted from the *Pall Mall Budget*. It was entitled "The 'Gentleman's son' at School."

"The advantages of public schools have been extended of recent years to a very much widened circle of society. The change dates from the publication of 'Tom Brown,' that heroic epic of education which flashed upon the minds of so many the conviction that here was the one thing needful for their children—a Royal road to good principles and good manners, the development of conscience and moral sentiment as well as of thews and sinews. Before that period not only was the number of public school boys more limited, but the classes of the community represented in them were much less various and extended. They were, indeed, almost made up from two classes—the studious boys who were on the foundation, sons of clergymen and schoolmasters, and destined to replace their fathers, and the sons of squires and peers or very rich men. Mr. Hughes, with the ingenuousness which characterizes his mind, has lately called public attention to the number of pleasant and useless young men, epitomes of all the virtues, but with no field in which to exercise them, who abound in England as they never abounded before. A guileless unconsciousness of the conclusion to be drawn from this statement is natural in him; but it is curious that his should be the hand to point it out. This system, so universally extolled, what has it brought us? The best education! How many simple-minded people have toiled and spared in order to secure for their sons this passport to everything that is excellent and desirable! It is sadly discouraging to fall flat from such high hopes upon so poor a result. To say that it is directly caused by the public school system would be to go a great deal too far; but that the public

school system, has some share in producing it, we fear, is undeniable; and it is worth while to inquire how this comes about, and whether there is not a remedy for it.

“ We forget who it is who has remarked lately upon the existence of the vast class who are neither noble nor rich, nor in many cases connected with aristocracy at all, whom we distinguish as ‘gentlemen’ in England, with as certain a sense of what we mean yet as little power to define it as is possible to the language, and that is saying much. What is the special qualification which distinguishes this multitude? It is not money; it is not—which is more remarkable—rank; it is not—as it used to be and still is in the minds of the working classes, or at least the ignorant portion of them—that blessed exemption from work which the hard-working are to be pardoned for thinking the most happy of all conditions. On the contrary, none work harder or entertain a higher idea of the importance of strenuous occupation than a large proportion of English gentlemen, who have no possibility in their own persons, neither contemplate any possibility in that of their children, of life without labour, and yet are, according to the proverb, as good gentlemen as the king, and qualified by education and manners for the best society of their time. Among the professional men of all classes who belong to this order, the proportion of those who were brought up themselves at public schools will, we think, be found to be quite out of comparison with that of those whose sons now enjoy that advantage. Eton or Harrow in their youth were not thought of for boys who had their own way to make in the world. Now it is the first idea of every young father and mother. Especially to the latter to see her boy a public school boy is a matter at once of personal satisfaction and social ambition. Other ways of education are discountenanced in all popular literature. Of late years there has been no such favourite subject in magazines, in newspapers, in general discussion; and, though many assaults have been made upon the institution, and a great many accusations brought forth, all these complaints have not diminished its popularity. That a boy who is ‘a gentleman’s son’ should be brought up at a public school has become a kind of necessity, and the four greatest public schools still retain their place at the head and are the most esteemed and hankered after. We have no desire to attack this general popularity. It is in some respects well deserved. There

is nothing in England more ornamental or more imposing than those great, and in some cases venerable, corporations where youth is trained under the shadow of all that is most graceful and respectable in tradition, amid associations which connect the present generation with all the honours of the past, and surroundings which ennoble the very amusements of boyhood. The loss of them would be an infinite loss to the beauty of England, and we believe to the wholesome and manly habits, both physical and mental, of which to a great degree they have been the home.

“But yet there is a fundamental imperfection in them which has not yet been much thought of, but which yet goes deeper than many which have been dwelt upon at length. The public schools have proved their adaptability to the changed circumstances of national life in many ways. Science has become a necessary part of education, and they have, with admirable docility, adopted science. They have acknowledged the importance of modern languages; they have gone so far as to allow the budding squire to learn how to shoe his own horse and the young soldier how to dig a trench—admirable advantages, no doubt. And yet something remains more important than mechanics, greater than German. The fundamental principle of the great public schools is that everybody is a gentleman, the son of a gentleman, and sent there to be trained for the life of an English gentleman in all its developments; and this means the widest circle imaginable. It includes the boy who has come out of a frugal house in the country or a limited one in town; and on exactly the same footing it includes the Marquis of Loamshire and the son of Mr. Goldie who is richer than ever duke was. We do not agree with the great critic who intimated a fear that boys were taught to be snobs by this conjunction, and that a title had precocious honour, and unbounded pocket-money procured popularity. But there is a danger more subtle and less evident which does, in our opinion, affect the young community. It is evident that this mass of boys, drawn from all degrees of social wealth and importance, must be treated as equals, on one and the same footing: the question is, Which is that to be? It is a question peremptorily solved in all the greater schools, where the footing chosen is that of leisure, competence, and freedom to follow their own inclinations which belong to the rich alone. There is equality, but it is the equality of the highest social level; and it is more or less taken for granted

that in the future life of the youth, as at the present happy moment of his nonage, he will have time at his own disposal, and means, and that the balance of leisure and work, which it is happily possible to secure at school, and which all authorities are agreed is the best thing for the young intelligence, shall continue when he is a man, always alternating in admirable poise and equilibrium amusement with exertion, recreation with work. And everything else is conceived in the same tone. The life is not necessarily over-luxurious nor the expenditure extravagant, but everything connected with it fosters the idea that the English gentleman thus standing on the apex of civilization is serenely certain of his footing, and on entering life will maintain it somehow by right of nature. There is something that is fine in the idea. It is a republic where the strictest impartiality reigns; but then it is a republic of princes where not only is every one his neighbour's equal, but the pitch of equality is on the ground of the highest rank, and not on any more modest and common level. Thus the boy—he who is the son of a straitened officer with little more than his pay, he who comes from under the roof-tree of a toiling lawyer—is trained to be most likely an admirable member of society, on the Loamshire or Goldie platform, to consider life from the point of view appropriate to these favourites of fortune, and to expect, if not in theory at least in fact, an ease and largeness of existence inconsistent with the toil and care of common life. This goes a great deal deeper, we conceive, than the petty danger of admiring a title, to which the schoolboy mind is little subject. But youth is very subject, and most naturally so, to imbibe the natural sentiment of its surroundings, however that may be contradicted by definite knowledge of the facts, especially when the delusion is so flattering, so pleasant, and connected with everything that is most characteristic in the temporary sphere from which it sets out. Thus all the lads who are our hope and pride are trained to be well off, to consider a great deal of leisure as indispensable and their right. The natural vocation of a young man coming out of Harrow or Eton is to be, say, a country gentleman with a house in town, and perhaps a seat in Parliament. If they were each coming in to immediate enjoyment of five thousand a year or thereabouts their training would be admirable. It is the fact that the boys have to step down from this elevation, to descend into the arena, and fight

with the wild beasts as we have all done in our day, or worse, to plod along the dull and tedious ways of ordinary work and existence, without either leisure or amusement, which is the terrible test of such an education. 'If they get heaven at the end, they may say they were never out of it,' is a proverb which the poor in Scotland are fond of applying to those who are above the necessities of their own laborious condition. And so we may say of the public schoolboy. If he has but his estate to step into at the end—— But if not, it is so much the worse for him, and for those who are responsible for him in this workaday world."

HOW TO AVOID INFECTION IN SCHOOLS.

We are glad to be able to print the following letters, which contain hints that may be found useful by those who have charge of schools :

"Teachers are often puzzled to know what should be done to avoid infection by mumps or hooping cough. In more serious diseases as measles, scarlet fever, small pox, diphtheria, &c., no cautious teacher would suffer a pupil to come from a house where there is a case of such sickness whether with or without medical authorization, nor would he permit the return of such pupil after the disease has departed without a medical certificate declaring all risk of infection to be past. But medical men are not always consulted in regard to lesser diseases, and it become a difficulty for teachers to decide on the course they should follow.

"Dr. Godfrey, late Professor of Hygiene and Public Health in the McGill School of Medicine, whose skill and caution are well known to us in Montreal, and whose advice in matters hygienic has been of the greatest value to the Protestant Board of School Commissioners here, has furnished me with rules for my own guidance which ought to be widely known. I therefore enclose a copy of his letter, believing that he will pardon the liberty I take in consideration of the advantage to teachers generally that will follow from its publication. S. P. ROBINS."

MONTREAL, 27th Oct., 1881.

DEAR SIR,—In answer to the first question as to whether mumps and hooping cough can be brought from home and imported into school by a pupil who is not ill, I should say that mumps is a contagious disease, but not likely to be taken into school by a non-infected person. Hooping cough can be carried by a pupil residing in an infected dwelling when not suffering from the disease himself. Secondly a certificate need not be insisted on particularly in the case of children not having a medical attendant. The principal of the school, after questioning the parents, would be competent to decide on the case.

An absence of three weeks after all symptoms of the hooping cough have disappeared will be quite sufficient. After the patient's return to school, should the spasmodic cough reappear, the pupil should be sent home again by the teacher.

The above opinion does not refer to other zymotic diseases such as Scarlatina Variola, &c. Trusting that these remarks are sufficiently clear I remain dear Sir, &c.,

R. T. GODFREY.

THE FINANCES OF THE ROMAN CATHOLIC AND PROTESTANT SCHOOL BOARDS.

The following statement containing a comparison between the Roman Catholic and Protestant School Income and Expenditure for the scholastic year, July 1st, 1877, to June 30th, 1878, was laid before the late Convention of teachers at St. Johns. The figures are worthy of attention.

RECEIPTS OF ROMAN CATHOLIC SCHOOL BOARD.

City School Tax, Panel No. 1.....	\$69,068 20	
72½ per cent. of neutral Panel No. 3.....	5,462 62	
	<u>74,530 82</u>	
Total from City taxation.....	\$74,530 82	
From the Common School Fund.....	\$10,127 54	
Grant to Commercial Academy.....	1,380 00	
“ Polytechnic School.....	3,000 00	
	<u>14,507 54</u>	
Provincial Chest.....	14,507 54	\$89,038 36
Add School Fees:—		
From Commercial Academy.....	\$ 6,236 29	
“ Common Schools.....	4,311 76	
	<u>10,548 05</u>	
Add from miscellaneous sources.....		247 18
		<u>\$99,833 59</u>
Grand Total, income R. C. Board.....		<u>\$99,833 59</u>

RECEIPTS OF PROTESTANT BOARD.

City School Tax, Panel No. 2.....	\$74,499 80	
27½ per cent. of neutral Panel.....	2,069 58	
	<u>\$76,569 38</u>	
Total from City taxation.....	\$76,569 38	
From the Common School Fund.....	\$3,737 12	
Grant to High School.....	1,185 00	
	<u>4,922 12</u>	
Provincial Chest.....	4,922 12	\$81,491 50
Add School Fees:—		
From High Schools.....	\$24,201 10	
“ Common Schools.....	5,203 00	
	<u>29,404 10</u>	
Add from miscellaneous sources.....		1,726 39
		<u>\$112,621 99</u>
Total income Protestant Board.....		<u>\$112,621 99</u>

The Roman Catholic population of Montreal numbers.....	117,865
The Protestant " " "	32,385
Therefore each Roman Catholic pays \$0.63 school tax.	
" Protestant " 2.36 "	

To every Roman Catholic dollar of school tax the Quebec Government adds more than 17c.; but to every Protestant dollar but little more than 5½c.

The ordinary annual expenditures of the two Boards may be distributed under the heads of Maintenance of Schools, Cost of Administration, Interest and Sinking Fund on Debentures, Interest on Bank Advances, and Rent.

	Roman Catholic.	Protestant.
Maintenance Superior Schools.....	\$23,331 94	\$26,960 51
" Common "	34,248 73	43,430 52
Subsidies to Schools	9,431 29	625 00
Total Maintenance.....	\$67,011 96	\$71,016 03
Administration	6,481 65	3,623 00
Int. & Sinking Fund on Debentures...	22,351 67	18,900 80
Interest on Bank Advances, &c.....	7,658 00	1,773 12
Rent.....	1,250 00	1,850 00
Total Ordinary expenditure.....	<u>\$104,763 28</u>	<u>\$97,162 95</u>

The number of pupils reported by the Roman Catholic Board :—

In the Commercial Academy.....	417.
In the Common Schools.....	1,954
	————— 2,371
In Ecclesiastical and Private Schools subsidized by the Roman Catholic Board.....	4,927

The number of pupils reported by the Protestant Board :—

In the High Schools.....	662
In the Common Schools.....	3,048
	————— 3,710
In Hebrew Schools subsidized by the Protestant Board.....	80

Consequently 2 per cent. of the Roman Catholic population attend the schools which really belong to the Roman Catholic Board; while of the Protestant population 11.7 per cent. are in the Schools which really belong to the Protestant Board, which has of *bonâ fide* pupils 56 per cent. more than the Roman Catholic Board.

In the Commercial Academy (Catholic) the cost, per head, of education was.....	\$43 09
Of this each child paid.....	\$14 95
" the Provincial Chest paid.....	3 31
" the School Tax of Montreal paid	24 83
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In Roman Catholic Common Schools each child's education cost.....	\$17 53
Of this each child paid.....	\$ 2 21
" the public paid.....	15 32
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In the High School (Protestant) the cost, per head, of education was.....	\$40 73
Of this each child paid.....	\$26 56
" the Provincial Chest paid.....	1 79
" the School Tax of Montreal pd.	2 38
<hr/>	
In Protestant Common Schools each child's education cost.....	\$14 25
Of this each child paid.....	1 71
" the public paid.....	12 54
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During the year, 1877-8, the Superintendent of Education reported 18,879 pupils in the Catholic Schools of Montreal. Of these, 10,474 were in the schools of Nuns of Notre Dame, of Christian Brothers, of the Grey Nuns, of the Sisters of Providence, of the Little Seminary, of the Jesuit Fathers, of the Ladies of the Good Shepherd and of the Sisters of the Sacred Heart.

NOTES ON EDUCATIONAL TOPICS.

MONTHLY EXAMINATIONS.

Whether we have recourse to monthly examinations to reward the diligent and thus to visit retribution upon the slothful, or, on the other hand, to find out how much of his instruction a child is mastering: we cannot afford to ignore the insight they give us into what scholars have failed to learn. For the few in a large class who will answer satisfactorily enough to stand in need of no farther instruction through their examination papers, there will always be a very large majority whose answers show greater or less ignorance; while the unthrifty, who are by no means few in number, cannot be left to the consequence of their own idleness, however much the outraged suppliers of their mental stores may wish

it. The boy who "did not mind his schooling," is a thing of the past, for, let him be never so averse from his studies, and idle and troublesome at school, he now becomes like the scapegrace in the family, the special object of his teacher's energies. To what an extent many of these unwilling learners owe their knowledge and its crowning prize to those importunate endeavors rather than to any efforts of their own, is something we fail to take into account in these days of reward-giving. But monthly examinations to be beneficial to the class, must do something more than reward and punish; they must be treated as a written exercise, and regarded as a review of lessons, while the scholars should be held accountable for what they have failed to do or have done incorrectly.

A written review, great or small, must, with its disconnected questions and wider extent of ground, necessarily tax the child's mind more than his ordinary day's lesson fresh before his mind, and it is hardly fair to expect him to be able to produce his knowledge with the same degree of promptness, or in the same limited time. Let the teacher exercise as great a nicety of choice as possible in selecting from his month's work what was designed and expected to obtain a firm hold of the child's mind, the child will, none the less, have considerable difficulty, perhaps not so much in recalling his knowledge as in finding words in which to give it. The oral reviews are often little better than mere catalogues of what he has gone over, and even when less cursory, he has, when he fails in expressing himself, the support of his teacher or class-mates ever ready for him. In his written review he is left entirely to his own resources, surrounded as it were by his more or less untamed vocabulary, peeping at him, dodging him, running away from him. If he finds himself hurried through his work in half an hour, or twenty minutes, he will be totally unable to do himself justice, and the result will be very unsatisfactory. If the proof of the teaching is to be found in the proportion and manner in which a child can give back his knowledge, it is surely worth while to give him a little time to do it properly: work hastily and imperfectly done will but lead him into habits of carelessness and inaccuracy, that will be most detrimental to his future success.

The value of examinations as a means of developing the thinking powers, will depend a great deal on the nature of the questions asked. There is always, even after the worst teaching, a quantity

of superficial knowledge in each child's mind, that can be produced on any instantaneous demand. A teacher hardly requires an examination to inform her of its existence. Questions, if good for anything, ought to be such as require a little trouble and thought. Occasionally they might involve answers of some length, to call forth the originality and test the intelligence, and if these should sometimes produce some very complicated sentences, that may cause the teacher to cry like Morocco over Portia's enigmatic caskets "Some god direct my judgment!" it can be made the beginning of that training that will give to his mental awkwardness ease and grace. Every teacher's endeavor should be to lead the scholar to add to his school instruction by independent effort, and if he be told at the beginning of an examination to make his answers short he will doubt the sincerity of his teacher's injunction, and be influenced by the doubt.

In the matter of giving marks, there is more discernment and judgment necessary than most people are willing to give. Some good, easy people will see ways of giving full marks where others would not feel inclined to give half; some will give marks for what the child meant to say, instead of only for what he actually did say, and thus it often happens that he is promoted to a higher class and shows very little ability to go on with his higher work. These methods of accumulating marks from any and from every source *for the purpose of giving a high percentage* are productive of much harm to the child; marks should be merited, and a child should not get a false estimate of his abilities. If the scholar spoils his answers by meaningless words and confused work, the desire to give him marks for knowing something should not interfere with the good he may receive through finding out that his answer is condemned by those faults, which must be carefully guarded against. Mr. Fitch, in his Lectures on Teaching, considers that when answers or parts of answers show misapprehension or stupidity, not only should they forfeit their marks, but marks should be deducted from the more correct answers. This would serve as a check on studious though stupid children, whose great persistency of effort never allows them to fail in their tasks, yet whose book-knowledge far outruns their understanding, and sends them on to work they are as yet unfit for. Teachers might give scholars more definite ideas about answering, if composition hours were occasionally devoted to answering questions in writing; by criticism and example a great deal could thus be done.

It is rather to be deplored that we so continually connect all mental effort with the expectation of substantial reward. We were once wont to picture the day-school in its perfection as an Elysium of delighted children, "drinking in knowledge as the flowers do dew," and to denounce mechanical teachers with aims no higher than that of getting to the end of the text-book; now we plume ourselves on taking an altogether practical view of school life; we act as though study was the most disagreeable thing to which we could put a child, and so to overcome its nausea, we give him reward-marks, rank in class, books, in short, anything that will make him believe that he is getting in some way a return for any diligence and attention, however begrudgingly given by him to these very disagreeable studies. We cannot more successfully exclude the higher aims of study, the opening up of the pathways through the soul for beautiful emotions, the ennobling companionship of the good and great, than by making this striving for marks the absorbing aim of our school children.

These rewards, more than anything else, perhaps, are accountable for the indifference to books that our children show on leaving school, the prevailing opinion being, that "books are good enough if you are going to make a living out of them—to be a school teacher, or a minister, or something that way," but otherwise they are very dull things. But monthly examinations will assist very little in the scholar's progress, if some means be not taken to make him acquainted with the results of his examinations otherwise than through his marks. If he be not brought face to face with his errors, he will be likely to repeat them in each successive examination, and remain as ignorant of them after as before. The teacher may even make a note of the prevalent errors in grammar, composition, etc., and bringing these up before the class, descant impressively upon their enormity, and shew how to overcome them; yet few will care to think whether the talk be meant for them, or recognize any of the faults particularized as as their own. Scholars must see their papers after examination, must correct their errors, must even be made to reconstruct their answers, if need be, if these examinations are meant not to retard but to further their progress.

Scholars take greater interest in their work when they are told that they will receive their papers back; and, if the teacher commends the good answers by reading them to the class, the competi-

tors for such commentation will soon increase. With new matter to bring before the child's mind, and another month's examination following close, it will be impossible to do all this thoroughly; especially, if the attempt be made in one examination to embrace the salient point of the month's work, and to renew, more or less completely, that of the preceding months; it would be better to distribute the chief examinations at intervals over three or four shorter reviews. Examinations have been found to be very good things, but when we have them with embarrassing frequency are we not in danger of making the good thing too common?

THE LATE CONVENTION.

Though the city of St. Johns has fewer attractions for the stranger than Montreal or Quebec, the late Convention of Teachers was well attended. The vital interest of the subjects discussed, and the *personnel* of several of the speakers gave animation to the debates, and made the meeting second to none in importance, as compared with its predecessors. It is gratifying to know that the Teachers' Parliament is considered of sufficient importance to attract visitors outside the circle of those personally occupied in Education. Thus, besides representatives from the Quebec Government, from the Council of Public Instruction, and from the Protestant Board of Montreal, the wider world of Dominion politics, as well as learning and education among our Neighbours were ably represented. We must own that, as Higher Education was the subject selected for discussion by the Chancellor of Lennoxville, we expected to see that University and McGill College represented by at least one of their actual teaching staff. The month of October, however, is a busy time with our Professors, and on this ground, as well as for the sake of the Schools of the Province, the alteration of the time of meeting to the month of July is a decided gain.

In reviewing the actual work done by the Convention, three debates stand out in special prominence, viz., those upon Normal School training, upon the General Position of Protestant Education, and upon the Pension Act. The subject of Higher Education, which was introduced last year in a series of propositions by Dr. Robins, was the subject of an interesting paper. We must confess, however, to a certain amount of disappointment that the justification of Higher Education as a part of the instruction

provided by the State was not more fully dwelt upon. This subject, it will be remembered, was lately brought into prominence by a paper contributed by Mr. Grant White to the *North American Review*, in which he complained that the Public Schools in the United States by aiming at too high a standard had failed in the work of Primary Education. That writer closed his paper with the suggestion that the province of public instruction should be curtailed; Education provided by the State should be strictly Elementary, and all beyond this should be remitted to private enterprise. This question is one that is really fundamental, and it is by no means clear that the provision of cheap learning is part of the duties of the State, or, indeed, that it can be done at all satisfactorily. It might have been well if this preliminary point had been discussed.

The debate on the Normal School system brought many interesting facts to light, especially the fact that so few of the Academies and other schools scattered through the country are at present officered by teachers who have received a Normal School training. Of course this state of things will continue as long as the Public are content with an inferior article, and the salaries offered are insufficient to procure properly trained teachers. Again, the course of training provided by the Normal School in the past was amply justified by the facts of the case, by their having in reality to do elementary work that should have been done by the Academies. But as the schools that act as feeders to the Normal School are improved, its work will necessarily become more specially that of professional training. It would surely, however, be a pity if this should result in lowering the standard of the work done there. Teachers more than other professional men require a wide preliminary training. It has been often remarked that their work has a tendency to become mechanical. The teacher should start at his work more than fully qualified, with a range of knowledge much wider than the mere work of teaching. It is only by being thus qualified at the outset that he can be, as he should be, a missionary of culture.

A debate on the Pension Act is to teachers in Quebec what Spiritualism is to a Literary Society. Everybody is ready to enter the fray. The result of the present debate was what we anticipated in our May number. Teachers, as a class of the community, are generally poorly paid; their work is very arduous, and it cannot be carried on late into life; unlike other professions they have

special temptations to be unthrifty, owing to the enforced idleness of two entire months in the year. Yet the teacher is not considered worthy, like the popular clergyman, of a well-filled purse to be spent on a trip to Europe. The desirability of some provision against old age is felt by all who look upon teaching as the work of their life. Unhappily, however, too many teachers regard their present work as merely a makeshift. They forget that they are the very persons who should be taxed for the benefit of those to whom teaching is a sacred vocation, the work of a lifetime. The inevitable result followed at St. Johns—the temporary teachers voted resolutely against any provision being made for their worthier colleagues. What is done cannot be helped. The present Pension Act is, we are aware, very imperfect. We do not see, however, the impossibility of its being amended into something better. But those who come and go have done their best to destroy a measure which might have given greater stability and a brighter future to the profession.

In the Debate on the Memorandum of the Protestant Committee of the Council of Public Instruction, the teachers generally appear to us to have taken the proper line. Notwithstanding the denial of the Roman Catholic Committee, the new School Law clearly appears to sanction a scheme of Sectarian Education. In voting for an unsectarian common system, the Convention shewed its true wisdom. The lines that separate Protestants and Catholics have no need of aggravation. The future of Canada demands that their differences should be minimized, that those of French and British extraction should be assimilated together. And long as the unsectarian system continues, the Protestants are willing to forego their rights in many matters that the poorer majority may receive a higher education. But they shewed their wisdom in strongly insisting upon their determination to administer their own funds for education, if a sectarian system is to be established. It would, indeed, be hard to find a more striking anomaly than the present composition of the Protestant Committee of the Council of Public Instruction. What is really the sole protection of the minority against the majority is virtually the nominee of the majority. Happily, the Committee is composed of energetic, public-spirited men; but it is quite possible that this should not be the case. The Convention have done well in drawing attention to this subject.

REVIEW.

OUTLINES OF HISTORY. With Original Tables, Chronological, Genealogical, and Literary. By ROBERT H. LABBERTON. Oblong 4to. Cloth, \$2.

HISTORICAL ATLAS. By ROBERT H. LABBERTON. Containing a Chronological Series of 100 Coloured Maps, illustrating successive periods from the dawn of History to the present day. Oblong 4to. Cloth, \$3.50. (E. Claxton & Co., Philadelphia.)

Mr. Labberton's "Outlines of History" is in its 12th edition, his "Historical Atlas" is in its 6th. After this it may seem strange to say that all that is wanted to make these two books really valuable, is accurate knowledge of History. We must however let facts speak for themselves. But first let it be acknowledged that the plan of the books is useful. The volume of "outlines" begins with a complete table of contents filling 17 pages, and even from this a student might learn something. Next come Chronological tables of dates with names attached, divided into periods with the names of authorities, ranging from B. C. 2500 to A. D. 1830. Then come "Twenty-five Remarkable Dates" beginning A. D. 476 and ending A. D. 1827. These include the Battles of Crecy and Poitiers, Leipzig as well as Waterloo, and Navarino, and exclude all notice of such matters as Charlemagne, the Reformation, the career of Frederick the Great, &c., &c. Next we have an alphabetical list of all (it should be "some of") the names mentioned in the tables, with short notices appended. This part is useful and fairly accurate, and extends from p. 35 to p. 174. Then comes an Appendix (p. 175-279,) full of matter of very various value, more than a third of which, however, is filled with history from 1854 onwards. Lastly comes a series of useful Genealogical Tables. The "Historical Atlas" contains altogether 104 maps and is by far the most complete book of the sort we have seen printed in America.

Unhappily however Mr. Labberton's knowledge of details is by no means equal to his width of conception. The maps are often grossly inaccurate, and the dates of the chronological tables so vague as to be practically useless. The volume of outlines, which is obviously meant as a work from which history may be "crammed," purports to "contain the results of the latest scholarship," and its Chronological tables "of only 420 dates" are meant to "exhibit the representative men of all ages at the particular period of their lives in which their influence, for good or evil, was at its height." It is clear that the value of the work depends upon its execution, and we must give a few specimens. Under Greek History we find the following details:—

III. THE DECLINE.

430. THUCYDIDES... (471-400)	Peloponnesian War, 2nd year.
420. XENOPHON, ... (444-355)	Alcibiades.
410. ARISTOPHANES (444-380)	Socrates.
400. PLATO..... (428-347)	The Anabasis.

To criticize this seems almost waste of time, but a few notes will be necessary to justify our opinion of the work. Plato's "influence" was not at its "height" when he was only twenty-eight years old, nor Xenophon's before he had signalized himself as a general in the march of the Ten Thousand (the Anabasis). Aristophanes should have preceded Xenophon as marking the rising dislike to Socrates which culminated in his death. After this came his apotheosis in Xenophon and Plato. In the same way, when we turn to Roman history, we find "210. Hannibal; 90. Mithradates; 60. Cicero; 50. Cæsar; 40. Sallust"—all dates of more or less significance. Among the literary men of the 18th century Johnson and Gibbon, Adam Smith and Hume, are conspicuous by their absence. The Literary magnates after Goethe and Schiller are:—Kant (1800), Scott (1810), Byron and Moore (11) (1820), Wordsworth (1830), Tennyson (1840), and Longfellow (1850). The "great Athenian Commanders" in the first ten years of the Peloponnesian War (p. 181), are "Pericles," whose fighting days were over, and who was always more a statesman than a general, and "Cleon" whose military career was a *fiasco*. Phormio and Demosthenes are not mentioned.

Many of the maps we have said are good, but their value as a whole is spoiled by such inaccuracies as the following. In map 52, showing "Arabic Ascendency under Caliph Walid I," Ireland, Scotland and Wales are coloured Heathen, while the "Anglo-Saxons" are coloured Christian. This is rather hard on the Celtic Church, to the missionaries of which Northumbria was indebted for the first beginnings of its Christianity. The maps for the "Saxon period" of the British Isles (55) and for the "Anglo-French struggles" (64) are misleading. There should have been several of each. The hard and fast division of England into the Heptarchy, to the exclusion of the Five Boroughs and Lincoln, was hardly worth preserving, and the boundaries of the Welsh kingdoms differed at different times. Similarly, it was only during the reign of Henry II that England's power in France had the extent here assigned to it. In "Europe in 1713" (82), Gibraltar and Minorca should have been marked as belonging to England. The same mistake is made with regard to the latter in the next map, "Europe in 1748." Avignon, too, still belonged to the Pope. Why 1748 was chosen rather than 1763, the date of the famous Peaces of Paris and Hubertsburg, does not appear. The latter will be ever memorable in the history of Europe; the peace of Aix-la-Chapelle was but an "inconclusive conclusion," in Carlyle's characteristic words, "mere end of war because your powder is run out, mere truce till you gather breath and gunpowder again."

But enough has been said to show that Mr. Labberton's books are in detail untrustworthy as works of reference. They require to be used most carefully, and only by teachers who know how to discriminate between facts and generalities. If history is to be

taught by dates—a method, we imagined, that had almost died out—the dates ought to be exact and to mean something. Maps of historical geography are indispensable to an accurate grasp of the facts of history; but after the colossal work of Spruner and the constant iteration of Freeman (not to speak of his *Historical Geography of Europe*, lately published) we have a right to expect work of greater accuracy than Mr. Labberton gives us. That they have succeeded in passing through so many editions is a surprising testimony to the ordinary teacher's ignorance of history.

R. W. B.

NOTES AND NEWS.

A Comment on the term 'Protestant.'—The German and Polish Jews are opening a Common School in Montreal, and have asked for subvention from the Protestant Board of School Commissioners.

McGill University, the Annual Public Lecture.—This Lecture was delivered on the afternoon of Nov. 17th, by Professor Moyses. Taking as his subject "Poetry as a Fine Art," he discussed the two leading theories of poetry, viz., those of Aristotle and Bacon, inclining to the Baconian (and Shakespearian) theory of "imagination," as opposed to the "imitation" theory of the Stagirite. The lecture was full of interesting points, among which may be mentioned Prof. Moyses's analysis of Shelley's Ode to a Skylark. The public of Montreal showed their usual appreciation of the Annual Lecture by a large attendance.

Latin Prize Essayists at Oxford.—It is a more or less curious coincidence that the new, like the late, Dean of Westminster should be an Oxford First (Classical), a former Fellow of University College, and have won the Chancellor's prize for the best Latin essay. The subject in 1845, when Mr. Bradley won, was "De ordine equestri apud Romanos," which a paper of the day translated as "Chivalry among the ancient Romans." Six years previously, "Quænam sint erga Rempublicam Academiæ officia" had been the question on which Stanley was held to have written the best. Opinions may differ as to the merit of the Latin essays which Oxford has produced since the institution of the prize by Lord Grenville in 1810; but there is no denying that a brilliant list of names can be selected out of the successful competitors. Among them have been Keble, the late Sir John Taylor Coleridge, Bishop Hampden, Dean Milman, Arnold, Bishop Hinds, Dr. Pusey, Archdeacon Denison, Lord Selborne, as well as his brothers, Archdeacon Palmer and the Rev. W. Palmer, the Dean of Durham, Mr. Jowett, Sir Ralph Lingen, Mr. Godwin Smith, Professor Conington, and Professor Bryce.—*Pall Mall Budget.*

SCIENTIFIC DEPARTMENT.

SCIENCE AND RELIGION—MR. MIVART AND EVOLUTION—BLACK WALNUT AND BIRCH
—APPLICATION OF ELECTRICITY

In the so-called conflict between Science and Religion, many people try to make us believe that all the hard and unpleasant things are uttered by the Scientists, the defenders of Religion standing meekly on the defensive. It is a matter of fact, however much to be regretted, that the religious press maintains a hostile attitude to those scientific workers, whose views it regards as not quite orthodox. We admit that Scientists of no very decided religious views frequently look with something of contempt on the defenders of religion. Nor can we wonder at this, for occasionally the votaries of religion make assertions, and pretend to carry on arguments, in a manner that shows them to be ignorant of the commonest facts of Science. Here is a case in point. Sir John Lubbock, as President of the British Association, speaking of the character of the interior of the earth, said that "The whole theory of igneous agencies, which is little less than the whole foundation of theoretic geology, must be reconstructed on the basis of a solid earth." Because of this utterance, the *New York Observer* is in great glee, imagines it has a grand opportunity for striking the Scientists a stunning blow, and makes the attempt. It says: "One's indignation exceeds his surprise when he reads such an ignominious confession by men of the highest standing in the Scientific world. After long years of fierce contention, that the Mosaic account of the earth's creation is inconsistent with the determined, settled, immutable facts of geology, we are now coolly informed by the great teachers of science that the whole foundations must be reconstructed." It will be observed Sir John Lubbock yields nothing in the matter of facts; it is theory of which he is speaking, hence the *Observer's* exultation is vain. Again, we read: "The admission that the British and American Scientific Associations do not yet know whether the earth is a solid body, or filled with fire and water, and that the whole foundation of the science of geology is to be torn up and rebuilt, indicates the most stupendous failure of modern times." Verily the wisdom of this sentence is great. The *Observer* in one sentence quotes Sir John Lubbock as saying that the earth is now thought to be a solid, and in the next takes upon itself to say that Scientists do not yet know whether the earth is a solid body. Besides, Sir John Lubbock never meant that mere facts of Geology were no longer to be regarded as facts. He simply says that the theory with reference to these facts, has to be rebuilt. Such articles as the one in question do religion more harm than good, and Christian men will find it to their advantage to leave Religion to careful Scientific works instead of entrusting its defence to such illogical and misrepresenting defenders. This may be seen by comparing with the *Observer's* misrepresentations the publicly proclaimed views of that eminent naturalist, Milne-Edwards. He believes that the Bible contains many anticipations of Scientific discovery. From the fact that the Jews were forbidden to eat swine's flesh, he sees an anticipation of the discovery that the hog is in many cases the host of parasites injurious to man.

He also thinks that the division of animals into clean and unclean was founded on the great or less tendency of various animals to convey disease to those who fed upon their flesh.

Evolution is a term now much bandied about, and a subject ever interesting because it has to do with some of the grandest problems of human existence. Mr. St. George Mivart, a well-known Scientist, has a very valuable paper on this subject in the current number of the *British Quarterly Review*. Mr. Mivart is an evolutionist, but he confines evolution strictly to that which he believes the true advocates of the theory to have proved, and draws the line with clearness and force between what has been proved, and what has not been proved. The "true doctrine of evolution" he defines thus: "that the various species of animals and plants have been evolved through the action of natural causes from antecedent animals and plants of different kinds." This, we are convinced, is all that Mr. Darwin and Professor Huxley would allege evolutionists to have proved. They may surmise more, nay, they may in a sense, believe more, but they would not claim to have proved more. Mr. Mivart and Professor Huxley differ—if they are, indeed, at variance on 'the point—in that Mr. Mivart expressly negatives the hypothesis of evolution at certain stages, whereas Professor Huxley merely suspends his judgment and declares the evidence to be insufficient. Mr. Mivart puts his finger on three points, at which that process of uniform and continuous evolution, which is alleged by Hæckel and other enthusiasts to be applicable to the whole universe, has, he maintains, been broken. Between the non-living and the living, between the non-feeling and the feeling, between the non-thinking and the thinking; such are the "three evident breaches of continuity" which, according to Mr. Mivart, occur in the world that science searches and surveys. That is to say, evolution has not proved that a living thing ever grew out of a dead thing, or that a feeling, thinking organism was ever evolved out of an organism that could neither feel nor think. We understand Mr. Mivart to hold that man, so far as his body is concerned, was "evolved through the action of natural causes," from some "antecedent animal." Bodily, man, of course, is an animal, and Mr. Mivart expressly says that "the various species of animals" have been evolved by natural causes from other animals. Man, however, is no mere animal. He is an animal that thinks; and Mr. Mivart holds that there is a gulf fixed between non-intellect and intellect which no natural cause can bridge. To effect this, we must look for some additional cause, some higher force which Mr. Mivart does not, so far as we have observed, expressly call supernatural, but which, we presume, he would not hesitate to characterize by that word. Mr. Darwin and Professor Huxley, while explicitly accepting Mr. Mivart's definition of evolution, would, we take it, allege not only that man has been evolved by natural causes in his mind as well as in his body, but evidence has been produced of sufficient amount and cogency to justify them in describing the statement as a fact established by science. The Darwinians contend that animals have language, and that the "brute ancestors of man, by possession of language, gradually acquired the gift of reason." Mr. Mivart declares that animals do not speak. He admits there is such a thing as animal language, but

denies that it expresses thought or can properly be called speech. It certainly seems more reasonable to think that an animal having thought would in course of time find language in which to express that thought.

For many years past, warnings have gone forth from various quarters to the effect that the wastefulness of the lumbermen of this continent would ultimately bring about a lumber famine. Such warnings have long been ridiculed. Just now we are told that our supply of Black Walnut is well nigh exhausted. It is proposed to use as a substitute Black Birch, which is easily worked, and when stained, can scarcely be distinguished from walnut.

It is well known that the portion of the grain of wheat next to the husk contains the greatest proportion of nutriment. Flour made from this part of the grain, however, has heretofore brought a lower price from the fact that it was impossible to obtain it free from particles of bran, and these when taken into the body produced irritation of the membranes. One of the latest applications of electricity is seen in a device to separate the fine particles of bran from the flour. It consists of hard rubber rollers, which are electrified by contact with sheep-skin; the meal is passed over the rollers, the bran clings to them, and is thus separated from the flour. This apparatus is in operation at the Atlantic Mills in Brooklyn.

J. T. D.

CORRESPONDENCE.

"VOX CLAMANTIS."

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR.—Will you kindly allow me a small space in the RECORD in which to say a few words, and make a couple of suggestions which I hope other teachers will second and trust to victory.

1st, That teachers may send in the names of any vacant schools they may know of and the RECORD publish them for the benefit of unemployed teachers who may be wishing for situations, but may not know of any.

2nd, That the salaries of teachers be not less than \$200.00 a year, either in city or country. It is almost impossible to pay for board and to clothe oneself as a teacher should on \$130 or \$150. Say, for instance, she gets \$15.00 a month, pays \$6.00 for board and has \$9.00 left. Now every season brings its wants, and every person, teacher or not, knows how far \$27.00 goes in three months: Why a dress alone will cost \$7.00 at the lowest, then boots will be \$2.50 or \$3.00, besides various other necessary articles! What has she to spare? Is there any chance to "lay by a little for a rainy day" as the saying is? Then again if lady teachers are to be "Old Maids" what are they to do? They cannot teach all their days; and if they cannot save when they are teachers, what can they keep themselves on should they have no friends to lend them a hand?

Hoping I have not begged too much space,

I remain, Yours,

Nov. 17th 1881.

A LOOKER TO THE FUTURE.