

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- Additional comments: /
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

Vol. II. No. 8.

AUGUST, 1882.

{ \$1 per annum.
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.

CONTENTS :

	PAGE
Latin Verse in the Boston <i>Journal of Education</i>	315
Discipline of the School. V..... <i>Dr. Hiram Orcutt.</i>	317
The Teachers' Convention	321
Bishop's College, Lennoxville—Convocation in Arts.....	333
The Close of the School Year.....	336
McGill Normal School	337
Public Schools.....	339
Private Schools	345
Educational Topics—Theory of Authority in Schools	347
The Convention.....	352
Recent Events	354
Correspondence.....	356
Scientific Department.....	356

MONTREAL:
GAZETTE PRINTING COMPANY.
1882.

PUBLICATIONS

— OF —

The Gazette Printing Company

THE GAZETTE

(ESTABLISHED 1778)

The Oldest and Best Paper in the Dominion.

DAILY, \$6.00 A YEAR. - - - WEEKLY, \$1.00 A YEAR.

THE LEGAL NEWS,

THE ONLY WEEKLY LAW PAPER IN CANADA.

JAMES KIRBY, LL.D., D.C.L., EDITOR. SUBSCRIPTION, \$4.00 A YEAR.

CANADA MEDICAL & SURGICAL JOURNAL,

The oldest Medical Journal in the Dominion: Published Monthly.

GEO. ROSS, A.M., M.D., and W. A. MOLSON, M.D., M.R.C.S., Eng., EDITORS.

SUBSCRIPTION, - - - \$3.00 A YEAR.

THE EDUCATIONAL RECORD,

Published every month, under the authority of the Protestant Committee of the Board of Education, and containing the official announcements of the Board.

SUBSCRIPTION, - - - - - \$1.00 A YEAR.

Book and Job Printing Department,

THE BEST APPOINTED JOB PRINTING HOUSE IN CANADA.

Estimates Given. All orders by mail or telegraph promptly attended to.

ADDRESS,

RICHARD WHITE, Man. Dir.,

Gazette Printing Co., Montreal.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 8.

AUGUST, 1882.

VOL. I'

LATIN VERSE IN THE BOSTON JOURNAL OF
EDUCATION.

A recent number of the *New England Journal of Education*, (July 6), contains a curious but unconscious comment upon the state of classical learning on this continent. A Latin poem is there printed, written in Sapphics by a member of the freshman class in the University of Missouri. "It is printed as it came from the pen of the student" and, bearing the *imprimatur* of M. M. Fisher, D.D., Professor of Latin Language and Literature," presumably of the University of Missouri, has found its way into the columns of the Journal. Will our readers believe us when we say that, with the exception of two Adonics, it does not contain a single tolerable Latin verse! That the rhythm throughout is detestable and utterly un-Horatian, while the Latin is feeble and canine! That it is full of stop-gaps! That it contains three false quantities, viz., *lucidē*, (adv.), *dūrum*, and *dūcis* (gen. of *dux*)! We give one stanza as a specimen:—

Quis durum fatum melius maritæ,
Et dolorem scripserit Hiawathæ,
Toti amici ejus generi benigni,
Ducis amantis?

We have noticed the false quantities contained in these verses. We pass over the length of the *ŭ* in *Hiawathæ*, as perhaps a justifiable liberty, but we would draw attention to the rhythm of the

line in which it occurs and to that of the next—rhythms, that are typical of the poem. Notice, too, the Latinity of the third line the only possible translation of which is “kind friend to the whole of his race,” a piece of Latin which is illustrated by “patriæ” in line 3 of the poem, and by “mala acerba” in line 12.

Some one will perhaps ask us, what we are making all this fuss about, and what right we have to expect the editor of an Educational journal to be a classical scholar? We acknowledge that when a writer in the *New York Nation* (No. 879) singles out Emerson’s forcibly feeble mis-translation of “præfulgebant eo ipso quod non visebantur,” viz., “they glared through their absences” (instead of the much simpler translation “were conspicuous by their absence”) for especial praise, we have little right to expect classical scholarship in the editor of an Educational. We are also ready to allow that the absence of this qualification is probably compensated for by other qualifications much more to the purpose. But this is not exactly the point.

The facts we wish to draw attention to are: 1st, That an undergraduate of an University should have produced, as the result of his studies at school, a set of verses that would disgrace a fifth form boy in an English public school.

2nd, That a Professor of Latin Language and Literature, of state and institution unknown, should have singled these out and sent them, with all their imperfections on their head, for publication in an Educational Journal.

3rd, That the editor of this Journal, no less an one than the *New England Journal of Education*, published at Boston, the metropolis of learning on this continent, should have allowed these verses to pass into print, either owing to his own ignorance, or relying upon the ignorance of the teachers who subscribe to his Journal.

These facts taken together are of some importance. They show how much sham there is about the study of the classics upon this continent—we speak of course *generally*, without forgetting the existence of distinguished *individual* scholars like Dr. Goodwin of Harvard. The classics, it should be remembered, are a branch of study which, when mastered, is acknowledged to be of very small applicability to the affairs of life, and which requires much more time for the acquisition of a merely superficial knowledge than would be needed to acquire any two modern languages. Let our readers draw their own inference.

R. W. B.

THE DISCIPLINE OF THE SCHOOL*

BY HIRAM ORCUTT, LL.D.

(Continued from p. 280.)

Study and recitation are the principal agencies to be employed in the process of training. Instruction is useful and important only so far as it secures, directs, and controls earnest study and careful recitation. Any system of instruction, therefore, which weakens the motive or removes the necessity of laborious thinking and independent expression is false in theory and ruinous in practice. Hence I condemn the "drawing out" and "pouring in" system, if either is the only or principal one adopted.

HOW TO RECITE.

As recitation is wholly the work of the scholar, he should recite independently, and, as intimated, topically, when the subject will admit of it. Captions, definitions, tables and fixed rules should be accurately recited in the words of the author, but every other kind of lesson should be expressed in the pupil's own language. In this way the mind becomes a depository of thoughts, instead of mere words and signs, and power is gained to express them accurately and logically. And the recitation should be made standing; that the pupil may be brought out prominently before the class and acquire the habit of thinking and speaking in that exposed position. This will give him confidence and self-control. But some thoughts cannot be expressed in words; these must be drawn out in figures, diagrams, and maps. Again, the skilful teacher will adapt his instruction to the capacity, attainments, and dispositions of his scholars. Some are bright and some are stupid; some are timid and some are bold: and some have enjoyed better advantages than others at home and abroad. Now, each of these classes requires special training; and that teacher alone is wise and can hope to be eminently successful who is able to adapt his treatment and instruction to the wants of all. Every mind must be tasked to be educated; and hence each scholar should have just such lessons assigned him as he is able, by the greatest exertion, completely to master. The dull scholar should have few lessons at the same time; the easy scholar more, each accord.

*Reprinted from a circular issued by the Bureau of Education, Washington, D. C.

ing to his ability to learn. Discipline is the end in view, and nothing can supply the place of it. Mere scholarship does not make the man; genius, even, needs culture as well as stupidity.

RECITATION MARKS NOT THE FINAL TEST OF ABILITY.

The marking of class recitations does not determine the ability of the man in future life. The brilliant scholar, who has spent his time in comparative idleness and looked with contempt upon the laborious student who stumbles in recitation, has often been compelled to step aside and see his less scholarly but more industrious companion come up to occupy positions which he could not fill. College marks gave the boasting genius a scholarship and made him the valedictorian; but the world has reversed the decision and awarded the merit and the honor to him who has forced his way to distinction and usefulness by toil and sweat and tears. The college will never abandon its own marking as a standard of honorable position nor fail to withhold merited honors from those who were not found among its favored few in the days of Greek roots and Latin terminations. Still, success in life is the only standard of greatness and the only test of honorable distinction. The greatest man in any sphere of action is he who has accomplished the most. Good scholarship is desirable, but it sometimes happens that the brilliant scholar is sadly deficient in those manly qualities which are the only guarantee of success in life: common sense, untiring industry, energy, and perseverance. No man has ever risen to distinction by uncultivated genius alone, but, if at all, through labor. Culture gives ability; and hence each mind must be tasked, that it may be cultivated. If the scholar has ability to master only one or two studies, while his classmate can accomplish twice as much in the same time, then the latter must have two or four studies, as the case may be. Compel each scholar to do all he is able to do, then each will be equally benefited by the discipline of school life. Treat the dull scholar with stimulants, the timid with encouragement, the self-sufficient with hard questions and severity; task the apt scholar and give him but little assistance.

REWARDS TO THOSE WHO EARN THEM.

The tree of knowledge that grows in the educational garden is also a tree of discipline. Its stately and well-formed trunk, its symmetrical limbs, its flowing leaves, its beautiful flowers, and its rich fruit are charming to the eye and to the taste and form a

refreshing shade for the many pilgrims of science. Gushing springs flow forth from its roots to quench their thirst, singing birds pour forth their richest music from its branches; but the ease and pleasure here to be enjoyed are for those only who come to toil and whose weariness is the fruit of the tree. The fruit of that tree is knowledge, but the labor of plucking that fruit gives discipline. It is presumed that the easy scholar can pluck the fruit unaided. If so, he needs no instruction—would be injured by having it. He may need direction and encouragement, but no help. Some can reach only the lower branches, and others, unaided, can pluck no fruit at all. Hence some need more help than others, but none should be helped while they have power to help themselves. This is the golden rule in teaching. The timid and the dull need encouragement and inspiration more than help. Give them these, and they will climb higher and still higher, but never help them while they have the power of climbing.

GENERAL SUGGESTIONS.

Some general suggestion upon the subject of instruction may here be made. Teach subjects, and not books; teach classes, and through the class drill the individual members; allow no interruptions while classes are reciting; aim to make the class recitation attractive and interesting; and, above all, inspire the pupils with earnestness and enthusiasm in the business of the school. To wake up mind is the instructor's first and most important work; and if successful in this, he is at once master of the situation; and to secure accuracy and thoroughness, frequent reviews should be required of all. Finally, let every department of instruction be made practical, so that the scholar will be qualified to enter at once upon the duties of practical life.

POLITENESS A LOST ART.

11. *The discipline of good manners.*—This subject, which our fathers seem to have regarded of great importance, has been fearfully neglected in these latter days. As a consequence, our children in the family and school practise only rudeness and insubordination. To such an extent has this department of education been neglected of late in our country that we have received merited reproach from other nations. We may here draw the contrast between the old and new civilization. The old was distinguished by a proper regard for all the courtesies of refined

life; the new can boast of nothing but incivility. The rapid decline of good manners in our times appears most evident when we compare the practice of our fathers with their degenerate grand-children. The old civilization recognized the "bow" and "courtesy" as tokens of respect. They have ever been so regarded, though sometimes used as mere signs of recognition. In the rural districts, the bow and courtesy have been regarded as evidence of good breeding and as the expression of proper reverence cherished by the young for their superiors. Alas! that the sign and the thing signified have nearly passed away! The expressions of genuine politeness and deference which were met in every cultivated family and good school in the days of the distinguished Dr. Edwards have given place to habits of coarseness and incivility, and the *sir* and *madam*, which were always used by the children in the genteel family as a title of respect for parents, have, with the bow and courtesy, passed away. And where now do we find that gentleness, politeness, and ready obedience which characterized the children in their relations to those whom God had placed over them in their own homes? In those days, under the direction of parental authority, children kept their places, regarded their instructors, and observed all the little acts of civility which throw a charm around the family circle. Not so now. Rudeness characterizes all their movements at home and in school. With their heads covered, they lounge about the house, intrude themselves into company, interrupt conversation, dispute with superiors, and make themselves disagreeable in every way. At school the bound and scream which follow the word of dismissal remind one of incipient savages; and in the streets the teacher may not expect from schoolboys, as a rule, respectful attention and courteous behavior, but rather insulting words, and even snowballs or mudballs if they chance to come in their way.

MANNERS AND MORALS INSEPARABLE.

Now, the manners of people surely indicate their morals; but human society itself exists only so long as the moral sense of the community is preserved. Of manners and morals it may, then, be affirmed that the one is but the complement of the other, and that they cannot be separated. Like the twine Siamese, their vital organs are connected; their life-blood flows from the same heart and through the same channels. Sever the artery that connects them, and you destroy the life of both. Morals divorced

from manners become cold and repulsive; but when united they are attractive and pleasing. And how are we to gain what we have lost in this important department of education? Lack of home culture and discipline is the principal cause of the evil we contemplate. Children left to their own ways grow up in the entire disregard of common courtesy. They neglect to show proper respect to parents and teachers, to seniors in age, and to superiors in station, wisdom, and virtue. And if the ordinary civilities of refined life are not regarded in the family and school and in the social intercourse of home society, how can we expect that politeness will be extended to the stranger met in the marts of business or in the walks of pleasure? In the present condition of society, much responsibility in regard to the needed reform rests upon the teachers of our public schools. And the only way to accomplish the desired object is by earnest self-culture and faithful instruction on the part of the teachers of the nation and those who are candidates for that responsible office.

THE TEACHERS' CONVENTION.

The nineteenth annual meeting of the Convention of the Provincial Association of Protestant Teachers was held at Sherbrooke, July 4th, 5th and 6th. The President for the year was Mr. R. W. Héneker, D.C.L., Chancellor of Lennoxville, and all present were very much indebted to him for the courteous and business-like manner in which he discharged the office of Chairman. The meetings, which were held in the school-room attached to St. Peter's church, were well attended, among the occupants of the platform at different sessions being the Hon. G. Ouimet, Superintendent of Public Instruction, Principal Dawson, Mr. E. J. Hemming of Drummondville, Inspector Hubbard, the Bishop of Quebec, and several other clergymen of different denominations.

1ST. SESSION.

The first meeting took place on Tuesday evening. After a few opening remarks from the Chairman regretting the absence of several gentlemen, it was resolved upon the motion of Mr. R. M. Campbell, that, as the minutes had been confirmed from session to session at the last convention, they be considered as read. Letters of regret for non-attendance were then read from prominent Educationists in Canada and the United States.

At the request of the chair, the SECRETARY then gave a resumé of the work of the Executive Committee which had resulted in the programme before the meeting.

The President then called on Mr. J. HARPER, B. A., Rector of the Quebec High School, to read his paper, which was entitled "Cause and Effect in School-work." A vote of thanks to Mr. Harper for his excellent paper was carried, and an interesting discussion followed, in which the President and Secretary, Dr. Kelley and Inspector Hubbard took part, upon the training of teachers in Normal Schools, the necessity for such training in all cases being insisted upon.

After several announcements had been made the meeting adjourned.

2ND SESSION.

The Convention re-assembled on Wednesday morning, and, after the confirmation of the minutes of the preceding session, Mr. Humphrey, of the Royal Arthur School, was appointed to fill the office of Treasurer, *pro tem*. The Chairman then called upon Miss HENDERSON, of the Girls' High School, Montreal, to read her paper upon "Scott's Lady of the Lake with an Elementary Class." This admirable paper was followed by a lengthy discussion, in which Dr. Kelley, the Secretary, Inspector Hubbard, Miss Francis, and Miss Willan took part. It was pointed out that the perusal of great works was a good means of teaching morality. The age at which such a course should begin was also discussed, there being some difference as to the feasibility of commencing it at too early an age.

Miss FRANCIS, of the McGill Normal School, then followed, with a paper entitled, "How to teach Analysis," which was succeeded by a lively discussion, in which Miss Willan, and Messrs. Masten, Kelley, Hubbard and the Secretary took part. Mr. Harper explained his own system of teaching analysis by a natural method, and Mr. R. M. Campbell believed that the use of such terms as subject, predicate, &c., were premature with young children. The meeting then adjourned to re-assemble in the afternoon.

3RD SESSION.

Mr. J. L. ROBERTSON, one of the editors of the *Canada School Journal*, Toronto, gave an address on "Primary Reading." In his preliminary remarks he stated that he had no idea he should have

been called upon to appear before the Association as his visit was due to his being on his holiday trip. He congratulated the Association upon the success of the meeting from every point of view. He had observed, in Ontario, the great benefit such periodical assemblies were to a class of persons who for a large portion of the year are in many cases, isolated from the advantages arising out of pleasant and profitable intercourse with those of their own profession. As the invitation to speak was given only the previous evening, he had no formal paper prepared, but would speak from his own experience as a teacher of English for nearly eighteen years. Reading was generally considered to be more or less neglected, being supposed to be excluded by other branches of study requiring more care and attention. Those who made this assertion were not correctly informed, for neither school boards nor parents would permit it to be only a secondary matter. As the handmaid of knowledge, its intense importance would cause an outcry against the teacher who neglected to give reading the pre-eminence it deserved in his school. The fault lay more in the method of teaching than in deficiency of instruction; the aiming at a certain amount of work rather than doing a small quantity effectively. Modern educators have gone down to the foundation, and the result has been that more solidity and permanency have been imparted to the whole edifice of instruction. Methods more in accordance with the spirit of the age had been adopted, and a wonderful change had taken place in primary schools in the presentation of printed and written language to the "young idea." The speaker then in a humorous manner illustrated the plans of teaching the alphabet that prevailed in his juvenile days and, indeed, up to within a few years, and showed the evil effect of such senseless drilling on the minds of the little ones. Schools were taught by men and women who turned to pedagogy when every other avenue in life was closed up, and though this was untrue of the upper classes, yet their contemporaries in the common schools were, as a rule, most unfit for their positions. A change, however, had taken place. It was seen that civilisation depended on education, and schools received state support, while training schools for teachers had been instituted. The elevation of the standard of teachers had had its effect upon their social status. The part of the school in which the chief change was observable was in the primary class.

The speaker then went on to illustrate some of the modern methods of teaching reading, such as the phonic,—which must be distinguished from phonetic as the latter refers to a particular style of orthography,—the “look and say,” and the combined phonic and word systems, all of which had certain merits over the old alphabetical plan. He advised the thorough reading of a few words at a time, or of a class of words, instead of a long disconnected lesson consisting of mere gasping exercises; also a complete comprehension of the distinction between the name of a letter and its sound or utterance. As there are two great aids in juvenile education which are more potent than others, namely, pictures and stories, he recommended that the best reading books which contained them should be used. By these means children might be encouraged to relate the stories in their own words, and, as writing should be taught simultaneously with the reading lesson, both oral and written composition might be successfully taught. In speaking to young children, teachers should avoid the use of “words of learned length and thundering sound,” and use only such language as the little ones could comprehend and copy. When a lesson is gone through, every point in it should give rise to a question in order to develop thoughtful reading; if this were not carefully and wisely done, mechanical reading would be the result. The powers of memory should also be exercised by learning by rote short gems of poetry or prose, as in after years this habit would be most beneficial. Teachers should endeavor to become really good readers themselves as the examples thus shown are readily copied by children, who, as a rule, were extremely imitative. In conclusion, the speaker said, that as parents judge of their children's progress in school by their proficiency in reading, writing, and spelling, more than by their knowledge of other subjects, these branches were frequently considered as a test of the teacher's ability, and he should advise that reading, at least, should not be one of the neglected portions, while, as writing and spelling are taught collaterally, they would keep pace with the reading. He asked the members to consider the address as merely suggestive, as he had had no intention of going into the matter exhaustively. The subject was not new to some present, but its importance was such that it could not be too frequently dwelt upon.

In the discussion which followed, the Chairman and Messrs. Humphrey and Kelley took part.

MISS SLOAN, of the McGill Model School, then followed with a paper on "How to teach Object Lessons," at the close of which, she illustrated her manner of working, by giving an Object lesson on wheat to a class of boys gathered for the occasion. The manner in which she succeeded in drawing out the boys, who were strangers to her, showed very forcibly the importance of this kind of teaching. The paper was followed by some remarks by the Rev. C. P. Reid, of Sherbrooke.

A paper was then given by MISS REID, of the Girls' High School, Montreal, entitled "How to keep the little ones employed." The importance of this subject was well brought out and a number of valuable suggestions given, whereby the first year of school life may be made more pleasant and profitable. After several announcements had been made, and a letter of regret read from the Hon. W. W. Lynch, the meeting adjourned.

4TH SESSION.

On re-assembling in the evening, a COMMITTEE ON RESOLUTIONS was appointed, consisting of Messrs. Harper, of Quebec; Hubbard and Ford, of Sherbrooke; Masten, of Coaticook; Curtis, of St. Johns; Graham, of Huntingdon, and the mover and seconder, Dr. Kelley and Mr. Campbell, of Three Rivers, to report to the Convention on Thursday. After an announcement from the Secretary in regard to financial matters, Mr. R. W. HENEKER, D.C.L., delivered the annual Presidential Address, taking for his subject the question of Competitive and Qualifying Examinations.

A paper on "Visible Speech," by MISS MCGANN, of the Mackay Institute of Montreal, was next read. A little deaf boy of Mr. Wiggets, of Sherbrooke, was brought to the platform and by means of some hieroglyphics he was able to repeat the words in an audible manner. Lip movement was next exemplified to the entire satisfaction of all present. Dr. Duff complimented the lady on her great success.

The meeting was next addressed by the HON. G. OUMET, the Superintendent of Public Instruction, first in English and then in French, upon the progress of education, and the honorable and important character of the teacher's work. The proceedings of the evening were pleasantly varied by some instrumental music by Miss Pauline Saxe.

5TH SESSION.

The business of Thursday morning opened with a discussion

upon the best time for holding the next meeting. Mr. R. M. CAMPBELL moved, seconded by Mr. Curtis, that the time should be changed from July to October, as formerly. This motion was eventually carried after a prolonged debate, in which the *pros* and *contras* were urged by Messrs. Hubbard, Emberson, Graham, Kelley, Masten and Holmes, the Secretary and Miss Francis.

Mr. HUMPHREY, the Treasurer, *pro tem.*, then presented his report, which showed a balance of about thirty dollars against the Association. The details of expenditure were as follows: Disbursements, 1881 and '82, \$53.50; amount now due by the Association, \$83.93; receipts, members' fees to last April, \$53.50; fees from present Convention, \$54.50; balance still due by the Association, \$29.43. On the motion of Dr. Kelley, seconded by Mr. Emberson, the report was adopted and referred to auditors. A discussion followed as to the best means of liquidating the debt, when the Hon. the Superintendent kindly volunteered to make a grant to the Association from his department of a sum equal to the reported indebtedness. On the motion of the Rev. Principal Holmes, a special vote of thanks was tendered to the Superintendent, and the Convention signified its approval by sitting.

The place for holding the next Convention was then considered and on motion of Mr. Emberson, seconded by Dr. Kelley, it was resolved to hold it at Lachute, in answer to repeated and earnest invitations from that place. A renewal of the invitation came by telegram from Alderman J. C. Wilson, shortly after the vote was taken.

The ELECTION OF OFFICERS then took place with the following results:

President,—Dr. Christie.

Vice-Presidents,—Alderman J. C. Wilson, Rev. E. I. Rexford, and Mr. J. Masten, of Coaticook.

Secretary,—Dr. Kelley.

Treasurer,—Mr. C. Humphrey.

Executive Committee,—Dr. Robins, Messrs. Rowell and Kneeland, Misses Henderson, Sloan, Francis and Hill (all of Montreal), Rev. Principal Holmes (Stanstead), Messrs. Harper (Quebec), Campbell (Three Rivers), Halliday (Lachute), Ford (Sherbrooke), and Curtis (St. Johns), Inspectors McLaughlin and McGregor.

The morning session concluded with a discussion upon "How to make the EDUCATIONAL RECORD useful to Teachers." This was

introduced by the Editor, who asked for the fullest expression of opinion and for suggestions. A discussion followed in which Dr. Dawson, the Rev. Principal Holmes, and Messrs. Kelley, Graham and Hubbard took part. The President then summed up the suggestions, which were thrown out, in the following statements which received the general assent of the meeting:—

1. That it is desirable to have an Educational Record.
2. That there should be a special periodical for the Province of Quebec.
3. That it is necessary to draw the attention of teachers to the fact that such a periodical is published gratuitously.
4. That a plan which shall combine the two methods of addressing the Educational Record to the different school districts, and to the teachers who send their addresses to the office of publication, will be the most desirable one.
5. That agents should be appointed representing the various sections of the country to correspond with the Editor.
6. That the delivery by the publishers should be more punctual.
7. That practical information on Elementary work should form a prominent feature of the Record.

In connection with the 5th suggestion, the names of Messrs. Harper of Quebec, Campbell of Three Rivers, Graham of Huntingdon, and Holmes of Stanstead were mentioned.

6TH SESSION.

The Convention having assembled for its afternoon sitting with Inspector Hubbard, Vice-President, in the chair, Mr. F. C. EMBERTON delivered a short address upon "the Chronologico-Symbolic aids in teaching History, invented by Prof. Tams and alluded to in the "Art of Teaching." A chart, covered with curious symbolic figures, was put upon the platform, being used by the lecturer as a diagram to illustrate his subject, which was Canadian History. The speaker believed that in dealing with the intellect, as well as with individual character, the best method was to appeal to strong points. In the case of the intellect this meant an appeal to the eyes. Symbols were used by Free-masons, Ritualists and others. This method also appealed to the bump of locality, for in the chart time was transferred to space. He then proceeded to expound Canadian History from the chart. After a few words from the Secretary, Mr. R. W. BOONLE was called to read his paper on "The necessity of Reform in English Grammar." In the discussion that followed, Mr. Harper expressed his belief that Eng-

lish Grammar was best taught by "natural methods," of which he gave illustrations. He did not believe in the traditional technical terms. Mr. Masten inclined to a conservative method, and Dr. Kelley to the American method of teaching without book. The Secretary thought it was a case of "solvitur ambulando." The best method of teaching it was by the study of the best authors. Dr. Dawson did not believe that English Grammar could be taught at all. It was a slow process of growth aided by imitation.

MR. R. M. CAMPBELL here put in a word in relation to the Pension Act, referring to the resolutions passed upon the subject at the last Convention, and asking whether there was any prospect of its abolition or modification. The Hon. G. Ouimet could give no definite information in answer. Personally he was in favor of the Act, and assured the Convention that it was in full operation.

The Committee on Resolutions then presented their report through the Chairman, DR. KELLEY. The resolutions were taken in order. The first which was moved by Dr. Kelley, and seconded by Mr. R. M. Campbell, was as follows:—

Resolved,—That this Convention has learned with great satisfaction of the appointment of its Secretary, the Rev. Elson I. Rexford, B.A., to the important position of Secretary of the Department of Public Instruction, and be it also

Resolved,—That while congratulating both Mr. Rexford and the Educational Department upon this happy selection, the Convention desires to express the sense of the great obligation under which it rests to its late Secretary for his untiring zeal and successful efforts in the cause of Education in this Province and its confidence that his successful work in the past is a guarantee of still greater results in his new and important sphere of labor."

This having been carried, the second resolution, moved by Dr. Kelley, and seconded by Mr. Humphrey, was also carried:—

Resolved,—That in order to promote more fully the cause of education in this province, it is most desirable that our teachers, and especially our Inspectors, be present at the meetings of the Provincial Association, and that teachers be urged to secure the attendance of the Secretary and members of their respective Boards, and that Inspectors be requested to ascertain fully whether teachers are obliged to make up the time spent at the Convention, and to report at the next meeting of the Association."

The Hon. the Superintendent of Public Instruction then stated in reference to the latter clause of the above resolution, that there was no law allowing the teachers time to attend the Provincial Convention, but that he had used and would continue to use such powers as he possessed to secure this privilege for all teachers of the Province.

It was resolved to allow the remaining resolutions to stand over until the evening session, whereupon the meeting adjourned.

7TH SESSION.

For this meeting the Convention Hall was closely packed with teachers and friends of Education, and the platform presented a goodly array of representatives from the Church and other learned professions. The Committee on Resolutions continued their report, the following resolution being submitted first :—

Whereas, the inspection of schools for superior education has at times been made simultaneously with the examination for Teachers' Diplomas, and whereas in the rural districts numbers of the best pupils are at this season called from the schoolroom to engage in other work,

Resolved,—That this Association respectfully recommend that the official inspection of the High and Model Schools be made not later than in the month of March."

This resolution having been carried unanimously, the following was put to the Convention :—

"That *inasmuch as* no two boards of examiners give an equal estimate of the papers prepared for applicants for teachers' diplomas and the candidates are thereby compelled to compete on different bases,

Resolved,—That the best interest of our schools will be promoted by the appointment of a central board of examiners, by whom the rank of all candidates for teachers' diplomas shall be determined."

This resolution being at once assented to, the next upon the paper was submitted and carried :—

"*Resolved*,—In consideration of the importance of the proper training of teachers which is now recognized by all who look upon education as a progressive art, and of the fact that while a Normal School is working in the interests of the Protestant section of the population, a very large proportion of the teachers in active service in this province are untrained, this Convention of Teachers recommend the Protestant Committee of the Council of Public Instruction to take some steps, to secure the development of the present means of providing the various sections of the country with trained teachers."

The last resolution was as follows :—

"That as the department of Higher Education in this Province has so strong a representation on the Protestant Committee of the Council of Public Instruction, and as Elementary Education forms so important a subject of consideration in the deliberations of that body, the time has arrived when the Common schools of the Province should have at least one representative in the Council, annually elected by the teachers in Convention assembled."

This resolution having been carried, it was voted in conclusion.

"That copies of these resolutions be sent to the Hon. the Superintendent of Education, to the Protestant Committee of the Council of Public Instruction, and to the Press."

The choir of the Congregational Church of Sherbrooke having favoured the audience with music, the President called upon PRINCIPAL DAWSON to address the meeting. The speaker then delivered an admirable oration, reviewing the position of Protestant Education in the Province and summing up the work of the present Convention. He opened his remarks with a few words of personal apology for his unavoidable absence at some previous meetings, but red-tape, teaching and scientific work stood in the way. He was unfortunate enough to have too many meetings. He loved both teaching and science, but he had to do too much of both; his original work had been done in scraps of time. Then turning to the teaching body he said "de te fabula narratur." All teachers should teach, but all should do original work too, just as he did: the Association should not depend on outsiders, but mainly upon regular teachers. Dr. Dawson then recalled his first recollections of the beginnings of the Association. He was glad to say, it had grown to be a power, and as long as it continued as it was, it would be one. In regard to the Committee of the Council of Public Instruction he spoke of its difficulties. It had to act under the law, and could not itself legislate. It had a great deal of hard work to do, and great difficulty in doing it. It represented a minority also, which, as such, has to put up with a good deal from the majority; but unfortunately the Protestant minority, besides being strong-willed, was also impecunious. The Council had tried to act for the best to avoid difficulties. Thus, in regard to Inspectors, they could pay but little, and hence had to put up with irregularities. In the matter of Higher Education, the speaker expressed himself emphatically in favor of its continuance as part of the education of the country. The Canadian system was really one, each part working up to and preparing for another. As to Examining Boards, the Council had found originally a very poor system, which they had done their best to improve; but here they had to deal with the local difficulty, each district desiring to have individual examiners and separate boards. The financial aspect of the question also had to be considered. The present boards were

worked at little or no expense; a central examining board could not be. In regard to the growing separation between the two educational systems in the Province of Quebec, it was undoubtedly a fact, and a fact which was causing much trouble. Thus in the matter of changes in the laws of education, what suits the Catholics is often distasteful to the Protestants. Under these circumstances the Protestant Committee had taken an important step at a recent meeting, viz:—To take up a new position, one of aggression, to say what the Protestants want, not merely to wait upon the legislation of the Catholics. An able Committee had been formed to draw up a bill to meet their needs. This step had been forced on the Protestant Committee by circumstances. The speaker then cautioned his audience against depending upon legislation and Committees: they should depend upon themselves. Dr. Dawson then took up the topics that had been discussed, and, first, the subject of Examination. He agreed in the main with the President in his remarks. The important question, however, was to provide for every candidate a genuine education, not an education requiring cramming. Cram never does good, being food taken without appetite and without subsequent digestion. One way of avoiding this was to give examinations into the hands of educators, not into the hands of men with crochets. The scientific educators of England were very much against this system; it was not an evil in Quebec, however, though it was threatening in Ontario. Passing on to the examinations for entrance to professions—these were at present in the hands of the different professions, and the results were somewhat curious. The different professions set up different and sometimes ridiculous standards for entrance. Dr. Dawson spoke in conclusion of education viewed as a process of evolution. Evolution implied an unrolling such as takes place in the case of a bud. The child too was a bud that had to be developed, not a block of marble that had to be cut into shape. Hence the teacher had merely to train it and to watch it; not to make it grow, for this the child does of itself. As a means of education, Dr. Dawson believed in object lessons, for these were an excellent beginning—far better than abstract general principles. Our evolution, however, is imperfect in many ways, especially in the matter of the English language, with its “survival” alphabet; how far better was the phonetic alphabet that was being taught to the deaf mutes! He concluded with a few words of encouragement to

the teachers. Their work might be hard and their backs weak, but God had chosen the weak in this world to confound the strong; and if teachers did their work conscientiously their rewards would be greater here and hereafter.

After some more music and another exhibition by Miss McGann of her success in teaching articulation to deaf-mutes, Mr. E. J. HEMMING proceeded to address the Convention, speaking of the necessity for the proper training of teachers. Normal Schools should be confined to such training solely and should not give general education. He agreed with Roman Catholics in their view that education should be religious and not merely secular, and would like to see a short guide to the Principles of Protestantism drawn up for the use of schools. Unlike some previous speakers before the Convention, he did not believe in the Higher Education for everybody. It was desolating the country, though it filled the stores in town. The State was not bound to go beyond the three Rs, except in particular cases. He did not believe that education should stop at twenty-one. He thought too many subjects were now taught in schools. Too much was made now-a-days to depend on degrees, still all professional men should take an Arts degree.

After a few explanatory remarks from Dr. Dawson, in reference to some points touched upon by Mr. Hemming, the following resolution was carried unanimously upon the motion of the Secretary:—

“That this Association desires to express its high appreciation of the presence of the Hon. the Superintendent of Public Instruction at this Convention, and of the kindly sympathy and substantial assistance which he has extended to the Association.”

Votes of thanks were also passed to the speakers of the evening, to the retiring officers, to those who had favored the Convention with music, to the Social Committee and citizens of Sherbrooke, and to the various Railway Companies that had granted reduced rates. The Convention then closed with an episcopal benediction.

A SOCIAL SCIENCE CONGRESS.—One can call up the whole scene. A great room in one of our dismal provincial towns; dusty air and jaded afternoon daylight; benches full of men with bald heads, and women in spectacles; an orator lifting up his face from a manuscript written within and without; and in the soul of any poor child of nature who may have wandered in thither, an unutterable sense of lamentation and mourning and woe.—*Matthew Arnold.*

BISHOP'S COLLEGE, LENNOXVILLE.

CONVOCAATION FOR DEGREES IN ARTS, JULY, 28TH.

The proceedings opened with an address from the Chancellor (R. W. Heneker), in which among other matters he referred to the enlarged staff of the University. This will be as follows:—

Principal and Professor of Mathematics, the Rev. Dr. Lobley; Professor of Divinity, the Rev. Dr. Roe; Professor of Classics, the Rev. P. C. Read; Professor of History, the Rev. A. C. Scarth; Professor of Literature, the Rev. J. Brook, M.A.; Lecturer in French, Mons. Leray.

The speaker then referred to the changes made in the school arrangements, adding a few words to remove misconceptions as to the purposes and aims of the University.

"We would gladly see the young men of the country coming to our lecture rooms, and although we greatly prefer that all who can do so should board within our walls and derive the full advantages which the society and discipline of college life give, yet for those who cannot pay our very moderate charges, and who can satisfy the Principal on the score of morality and discipline, no difficulties exist in obtaining a certificate from him, enabling them to attend the lectures and compete for rewards of the College and University. Again, although founded by the English Church, our doors are open to all without test, without any call to attend Church of England services or any pressure to conform to Church of England usages. Schools are invited to examine the forms of affiliation, published in our statutes and calendars, under which the scholars fitted to pursue a high class of study, and proving themselves capable to enter on the work of the College, can gain exhibitions involving a great reduction in the cost of education. In an address of this kind and at a time such as this it is impossible to go into details, but I can assure the friends of education in these townships that Bishop's College takes a liberal view of her duties to the country at large and especially to the district in which she is established."

The Rev. Dr. Roe, Dean of the Faculty of Divinity, then read his report. He was followed by the Rev. Principal Lobley, who, as Dean of the Faculty of Arts, reported on the results of the late examinations. The convocation was remarkable from several points of view. They had, in the first place, the largest number of Candidates for the degree of B.A. ever known in the University. They would that day present eight candidates for the degree. Not only that, but two of them were to take the degree with honors. That circumstance, if not actually unprecedented, was something very unusual. In addition to that, Mr. R. F. Morris carried off the

Prince of Wales gold medal, having won it on two successive occasions. Mr. William Morris, brother of this gentleman, carried off a scholarship not awarded since 1875. The speaker then read the class lists of the annual examinations from which we extract the following:—

Mathematical Honors—2nd Class—W. Morris.

Classical Honors—1st Class—R. F. Morris.

Ordinary Degree—1st Class—M. G. Thompson, 3rd Class F. D. Robertson, W. C. Bernard, W. Lyster, G. F. Cooke, F. W. Ritchie, and R. L. Macfarlane.

The report of the Dean of the Faculty of Medicine was read by Dr. Armstrong, that of the Faculty of Law (Dean Hall) was read by Mr. E. T. Brooks. Reports upon the examinations were then communicated from the Rev. F. J. B. Alnutt and the Rev. Canon Dumoulin, in Divinity; from Prof. Johnson and Principal Loble, in Mathematics; from the Rev. Canon Norman and Mr. Boodle, in Classics; from Prof. Darey, in French; and from the Principal, in English Literature. The following degrees were then conferred:—

LL.M. ad eundem—R. T. Heneker (Laval).

M.A.—T. A. Young, B.A., A. H. Judge, B.A., and Rev. F. M. Webster, B.A.

B.A. ad eundem—C. Raynes (McGill).

B.A. (Honors)—W. Morris and R. F. Morris.

B.A.—M. G. Thompson, F. D. Robertson, W. C. Bernard, W. Lyster, G. F. Cooke, F. W. Ritchie.

L.S.T.—Rev. J. S. Sykes.

The distribution of prizes followed, the following being the most important:—

First prize in Divinity—Mr. A. H. Judge, B.A.

Chancellor's prize in Law—Mr. Becket.

The Prince of Wales Medal—Mr. R. F. Morris.

The General Nicoll's Scholarship—Mr. W. Morris.

The Chancellor's Prize—Mr. R. F. Morris.

The Hon. G. Quimet's prize for French—Mr. Meredith.

The Principal's prize for English Literature—Mr. Lyster.

Professor Roe's prize for Hebrew—Mr. Smith.

Professor Read's prize for Moral Philosophy—Mr. Petry.

The Haensel prize for reading the Liturgy—Mr. Judge.

The Mackie prize for an English Essay—Mr. Petry.

The S. P. G. Jubilee Scholarship—Mr. Thompson.

Third year prize Advanced Mathematics—Mr. W. Morris.

Third year prize Classics—Mr. R. F. Morris.

Third year prize Divinity—Mr. Thompson.

The Bishop of Quebec then addressed the Convocation, advocating the study of science in the University.

“Though the classics and mathematics, as we study them, do cultivate, and cultivate well a large part of the mind, they do not cultivate the whole of it, nor indeed the part that we most commonly use in daily life. They teach us deduction clearly, but they do not teach us that inductive reasoning which is the reasoning we use in common life, all day long, and must use. In this we commonly educate ourselves; we are not educated. We do it haphazard; but the study of physical science will train the mind in this as nothing else will; therefore I think that in a University there should be opportunities for having the mind so cultivated.”

After some additional remarks from Judge Ramsay and the Principal, the Chancellor declared the Convention closed.

Our attitude towards the thinkers of the past.—The growth of physical science is now so prodigiously rapid that those who are actively engaged in keeping up with the present have much ado to find time to look at the past, and even grow into the habit of neglecting it. But natural as this result may be, it is none the less detrimental. The intellect loses, for there is assuredly no more effectual method of clearing up one's own mind on any subject than by talking it over, so to speak, with men of real power and grasp who have considered it from a totally different point of view. The parallax of time helps us to the true position of a conception, as the parallax of space helps us to that of a star. And the moral nature loses no less. It is well to turn aside from the fretful stir of the present, and to dwell with gratitude and respect upon the services of those “mighty men of old who have gone down to the grave with their weapons of war,” but who, while they yet lived, won splendid victories over ignorance.—*Prof. Huxley.*

Greek Education.—Of Greek education on its teaching side not very much is known; it may, perhaps, be said there was not very much to be known. No Greek thought, at least for educational purposes, of learning any other language than his own. Even when Rome ruled the world, Latin was not acquired, except for purely practical ends. Such a scholar as Basil the Great remained throughout his life ignorant of it. And the grammar of his own language was evidently a new-fangled study. Add to this, that there was no history to be learnt, and that geography was wholly unknown, and we have but a very limited curriculum remaining. On the other hand, education in its wider sense, as a training of the whole man, was the subject of definite and large conceptions.—*The Spectator.*

THE CLOSE OF THE SCHOOL YEAR.

The school year of 1881-2 will hereafter be remembered for the ominous circumstances that attended its close. The application, on the part of both Protestant and Catholic School Commissioners of Montreal, for an increase of taxation was, it will be remembered, favorably entertained by the Government as well as by the opposition; and a bill to secure such an increase was passed through the lower house, and only failed in the upper owing to the sinister influence that was brought to bear against it by an individual. The failure to secure immediate relief, thus entailed, necessitated a direct appeal to the public on the part of the Protestant Board of School Commissioners, and meetings were held, on June 13th, in the Royal Arthur School; on June 15th, in the Senior School; and on June 16th, in the Sherbrooke Street School, under the presidency of G. W. Stephens, M.P.P., a true friend of Protestant education in this province. At these meetings a series of Resolutions were moved and carried, the general result of which was, that the general course of action taken by the Protestant Board was approved, as well as their conduct of the schools, which it was resolved should be maintained in their entirety. Their application for increased taxation, especially, was approved, and application to the City Council for temporary accommodation recommended. In order to which several Committees were appointed. Among other matters it was resolved that application should be made to have exemption from taxation, which is allowed to some other corporations and bodies, extended to the public schools.

The crisis through which our city schools are passing will not be without its lesson if it teaches our citizens to value more highly the privileges that they enjoy in the way of education; and it must show them the necessity incumbent upon them to take an active interest in the furtherance of this cause. The discussions that occurred at the different meetings were instructive in more ways than one. They showed that the educational system of our Protestant Board is not a class system, and that it gives no more privileges to the rich than to the poor. At the same time, while the necessity of maintaining the existing institutions for the furtherance of Higher Education was universally felt, it was strongly represented that an extension of Common School accommodation was needed, especially in the more recently built parts of the city.

We append a summary of the results of the year's work done in our chief public schools and in some of our private academies.

McGILL NORMAL SCHOOL.

The closing exercises of this institution were held in its hall in Belmont Street, on the afternoon of June 27th, the Hon. Superintendent Ouimet presiding. Principal Hicks opened the proceedings by reading the following report:—

I have the honor of presenting my report of the 25th session of the McGill Normal School. We have admitted into the school during the past session 136 pupils; 59 of these were from Montreal, and 77, a larger proportion than usual, from country districts. Nine pupils joined the Academy class; 44, the Model School class; and 83, the Elementary school class. Two pupils numbered among the Academy class are University graduates, who entered the school for the purpose of obtaining our Academy diploma according to the usual regulations. Of the whole of the students admitted during the session, 98 have undergone the final examinations, and I am now able to recommend 90 to the Hon. Superintendent as having fulfilled all the engagements required of those entitled to receive Normal School diplomas. Of these, 9 will obtain Academy diplomas; 29, Model School diplomas; and 52, Elementary diplomas. These certificates, added to those of former sessions, will increase the number received by teachers in the province to 1,496. Of the students who received diplomas last year, 81 in number, 37 returned to the school for a higher certificate, 27 obtained situations soon after receiving their diplomas, and I feel sure that the remainder are by this time engaged in public schools in different parts of the Province. No circumstance has occurred during the session deserving of particular notice. Of the large number of young persons who have entered the institution for the purpose of fitting themselves for positions as teachers in the Province, we have been enabled to select a fair proportion who appeared to be well adapted for the profession, and I have good reason to believe that the result will be in every way beneficial. The teachers in the Model Schools have been, as usual, unremitting in their endeavors to make their work conducive to the training of our students, and in this respect, I feel bound to say that they have been very successful. Professor Hicks still holds the position of Head Master of the Boys' Department, besides lecturing to the Normal School classes on History and English Grammar. Miss Swallow has charge of the Girls' Department, and Miss L. Derick of the Primary School. I have made use of all the time at my disposal during the session to visit the Model Schools in order to ascertain, as far as possible, the fitness for the teaching profession of the young persons who come under our direction, and I have no hesitation in saying that there are few who enter our school who are not specially adapted for the path of life which they have been led to select. I am sorry, however, to add that eleven hours a week of lecturing, besides the other duties which devolve upon me, prevent me from doing all I should wish to do in this direction. I have again to thank most sincerely the professors

who have aided me in carrying on the work of the school. The success of the past session, which has depended so much upon their labors, must be as agreeable to them as it is to me. The ministers of religion have attended most regularly to the classes which they had consented to meet every Thursday in each week, and I cannot speak too highly of the interest which these gentlemen have always manifested in the future usefulness of our students. The Normal School Committee and their Chairman, Dr. Dawson, have had many important subjects connected with the institution brought before them during the session, to which, as is always the case, they have given careful attention.

The list of the prizes and diplomas of the Academy, Model School, and Elementary School Classes, was then read, the following is the list of the Academy class:—

1. John Ferguson, of St. Anicet, P.Q.
2. Margaret Wilson, of Montreal.
3. Lillie Clarke, of Montreal.
4. Ella Akin, of Toronto.
5. Augusta Peterson, of Montreal.
6. Cornelia Akin, of Toronto.
7. Cora Sharp, of Montreal.

The Marquis of Lorne's silver medal for the Academy Class was taken by Miss M. Wilson; the Prince of Wales Medal for the Model School Class, by Miss E. Mackie; the Superintendent's prize, by Miss A. Barr and Mr. F. Topp; the J. C. Wilson prize by Miss E. M. McMaster.

Of the 29 names in the Model School Class the first two were Ellison Mackie, of Danville, P.Q., and Annie Barr, of Montreal. Of the rest of the names one was from Ontario and one from the United States. Out of the whole list, 11 were from Montreal.

Of the 52 successful candidates for the Elementary School Diploma, the first two were E. M. McMaster (Scotstown) and E. J. Fowler (South Stukeley). Of the rest of the names, one was from Ontario and 16 from Montreal.

The valedictory address was read by Miss Bothwell and the professors' address by Professor Darcy. Additional speeches were made by Canon Evans, Judge Torrance, the Chairman, and the Principal.

The closing exercises of the *Model School* took place on the morning of June 26th, under the supervision of Principal Dawson. The exercises were conducted by Principal Hicks, head master of the Boys' Department, and by Miss Swallow, head mistress of the Girls' school. The four divisions comprising the boys'

and girls' department were examined in five branches, namely, the highest division in algebra, geometry, French, ancient and modern history and mental arithmetic. The answering of the boys in history, geometry and algebra was very good, as was also that of the girls in mental arithmetic, French and history. The intermediate division, both boys and girls, did well in French parsing, writing and spelling, the writing being very good. The reading, English grammar and French of the senior division of girls was excellent as was also the Latin of the boys' advanced class. The junior division excelled in reading, arithmetic and spelling, both boys and girls.

The company and pupils assembled at 2 o'clock in the public hall of the school when the prizes were distributed to the successful competitors by Principals Dawson.

HIGH SCHOOL FOR BOYS.

The distribution of the prizes in the Boys' High School took place on the afternoon of June 28th, Dr. Howe prefacing the proceedings by reading his annual report.

We have had 187 pupils in the school, rather fewer than the preceding year, the lower forms having been less crowded than before. In the Fifth Form the number at commencement was 49, a considerable increase, and too great for one master to teach with advantage, so that arrangement was soon made for separate instruction to the classical and science sides of the form. There are still nearly 40 in it, so that we look forward next year to a Sixth greater than usual. The Sixth of the past year numbered in both divisions 24 pupils, 10 less than before, but of a quality superior rather than inferior. On the whole, more pupils than usual in the upper forms attended steadily to the end of the year, and throughout the school the answering has shown that the forms are better graded than in the previous session. The results of the written examinations which terminate the school work of the year are, I am glad to report, very satisfactory. The percentage of marks obtained by our boys is in nearly all the subjects greater than in any preceding year of the last decade. Leading pupils have won the remarkable average of 90 per cent. of the total marks, many between 70 and 80, while the average of the whole school has been close upon 69 per cent. As a consequence, your Superintendent, Dr. Robins, will find, in the examination sheets sent into his office, an increased number of pupils recommended by us for promotion. We have found reason for including on this list all but 24 pupils, which is a small proportion of the whole, as those who have experience in examinations will understand. So far I have been reporting on those examinations only which have been conducted inside the school by papers set jointly by the Board and by the masters. But I ought to call your attention to the very creditable answering of our Sixth Form, which is examined outside the school, at McGill College, by papers set quite inde-

pendently of us. I may state for the information of our audience that this examination is none other than that known as the School Examination for the title of A. A., and that by an arrangement of the Board with McGill, the masters of the High School have to accept the result as a judgment upon the teaching work done by them in their Sixth Form. At this examination the average of the Classical side of our Sixth was 72 per cent., the boy, who will presently come before you as head of the school, gaining 83 per cent. On the Science side of the Form, the average was also 72 per cent., the leading boy obtaining 82 per cent.

I have had considerable experience in examining candidates for admission to the study of professions in this Dominion, and have rarely found the average of marks to reach 40 per cent. I may therefore say that the teachers of our Sixth Form have reason to be proud of their work, and I can say this without self-laudation, because I have had less than usual to do with this Form during the year now closing. While on this subject I should observe that for the first time since the institution of the A. A. Examination in this country, the High School has this year lost the leading place, but only by 3 marks in 1072, so that our head boy is a good second, and the list also shows a *longum agmen* closely following from the High School. We had 17 candidates who passed. You yourself, Mr. Chairman, recently at the presentation of the certificates at McGill College, disclaimed for the High School anything like envy, hatred, malice or uncharitableness in the matter, and affirmed that we are animated by generous rivalry only. We are obliged to you for thus truly describing us, and I am sure that my colleagues will unite with me in congratulating our rival competitor on his success. At the same time we will try to stop the ball next innings.

We have had no difficulties of discipline in the High School this year. One pupil detected in dishonesty of a grave character was suspended by me and withdrawn by his parents in order to avoid expulsion. With this exception our boys have behaved well, besides working well. They have had more broken windows laid to their charge than they deserve. They are honest enough to take the consequence of any mischief they themselves do, and gallant enough to shoulder any little sins committed by the fair occupants of the floor above them, but they justly object to being made scapegoats for outside rowdies.

In thanking the masters of the school for their able and faithful performance of their duties, it will not be invidious in me at this time to distinguish by name the Rev. Mr. Rexford, who is about to transfer his abilities and energy to a more public position. Great as the loss will be to the High School, the province of Québec will, I feel, gain even more than the High School loses. We congratulate him and the Province on his appointment. With this short though full acknowledgment of his worth, I leave the rest to yourself, Mr. Chairman, who can better and more gracefully speak on this subject.

In the different Forms the following boys stood at the head of their classes:—

6th, Classical—Ritchie, Kerry and Johnson.

—Science—Leslie, Evans and Brown.

- 5th, Classical—Patton, Hill, Cundill and Nichols.
 —Science—Parker, Barlow and Campbell.
 4th, Form A—Kerr, Jeffrey and Lucas.
 —"B—Day, Gordon and Fulton.
 3rd, Form A—Macfarlane, Ross and Bayliss.
 —"B—Meighen, Fulton and Newman.

HIGH SCHOOL FOR GIRLS.

The closing exercises of this school were held on the morning of June 28th. The reading of the class lists and distribution of the prizes were varied by music ably performed, and by the customary high class specimens of elocution. The girls whose names stood at the head of their classes were as follows:—

- 3rd Senior.—Misses Bastable, M. Taylor, and F. Taylor.
 2nd Senior.—Misses McGregor, Galt and Cameron.
 1st Senior.—Misses McLea, McBratney and Leeming.
 3rd Junior.—Misses Campbell, Durnford and Ross.
 2nd Junior.—Misses Fisher, Bond and Day.
 1st Junior.—Misses Day, Cowper and Anderson.
 2nd Preparatory—Misses Whitehead, Ross, and McDonough.
 1st Preparatory.—Misses Evans, Rose and Alexander.

The annual report of the Lady Principal, Mrs. Fuller, stated that the school opened last September with 167 pupils. During the year 193 were enrolled. The average attendance during the year was 154; total number of lates, 427. In the month of April the attendance fell somewhat below the average; this was occasioned chiefly by sickness, not, however, of a serious character. Of the pupils who presented themselves this month for examination, the third senior class numbering seventeen passed their examination at McGill College; to fifteen of this class, that is, to all who were not disqualified by their age, was awarded the certificate of associate in arts. This was the largest class that has yet been sent up from this school, and it was gratifying to note that none failed to receive the senior certificate.

PREPARATORY HIGH SCHOOL.

The annual Presentation of Prizes took place on the morning of June 26th. The proceedings opened with the annual report read by the head master, Mr. E. W. Arthy.

The number of boys who have been in attendance this year is 178—showing no noticeable difference, either of increase or decrease, from last year. The Second Form opened in September and closes in June with 50 scholars, as many as could be accommodated in one class-room. Its numbers, might, I think, have risen to 60, but, for want of room, several applications for admission were refused at the beginning of the year, as it was not deemed advisable to increase expenses by dividing it into two sections. Of the 50 boys who presented themselves for examination, 44 will probably be promoted to the Senior department of the High School to form the nucleus of next year's 3rd Form.

In the 1st Form the highest number of boys present during the year has been 47, of whom 34 were present at the June Examinations.

The two Preparatory Classes have numbered respectively 44 and 38 pupils, and have in every respect attained their usual standard of excellence.

The health of the school this year has been exceptionally good—indeed I remember hardly any cases of prolonged or serious sickness. It is the custom of the Board, as most of you are aware, to grant a half holiday each month to the schools whose attendance after deducting late and absent marks reaches 90 per cent. This holiday has been lost only once at the time when there appeared among us almost startling epidemic of mumps which not only attacked the children, but did not always spare the masters, and at one time had spread to such an extent as to decimate entire schools.

With your permission, Mr. Chairman, I shall take this opportunity of saying something in reference to the circular touching the length of the noon intermission, which I lately issued in accordance with the instructions of the Board. The present hours were adopted some years ago at the wish of the majority of the parents who then had boys attending the school. At the commencement of the present year, however, on the representation of several ladies that half an hour's intermission was found to be very inconvenient, I asked permission from the Board to investigate the matter and report. They however maintained, very justly, that any change of hours in the middle of a year would be injudicious, as any who might have sent their boys to the school on the strength of the statement in the prospectus would have fair ground of complaint if the change did not suit them. It was therefore decided to let the matter drop till the close of the school year and then ascertain the wishes of the parents. This, Sir, has lately been done, and for my own part I am well satisfied to report that the answers to my circular note are at least ten to one in favor of a longer noon intermission. As to the precise length of that intermission opinions vary. But I think it may be fairly said that anything less than an hour and a half would be only a partial benefit, as those living at long distances would still be unable to avail themselves of the change. This change, if the Board see fit to make it, will no doubt be beneficial. No doubt it is healthier for children to get a substantial dinner in the middle of the day. And, no doubt, while servants are often not the servants but the tyrants of a household, the inconvenience of more than one family dinner is a very grave inconvenience indeed.

The boys whose names stood at the head of the different classes were as follows:—

2nd Form.—Robertson and Fry.

1st ————MacDougall, Archibald and Pangman.

2nd Preparatory Class.—Wilson and Cushing.

1st ————Dyer and Brock.

SENIOR SCHOOL.

The closing exercises of this important school took place on the afternoon of June 29th, the Rev. Dr. Stevenson presiding.

Mr. F. S. Haight, Principal of the school, while making his annual report, took the opportunity of correcting a common impression that the Senior School was a sort of half way house between the Common Schools and the High Schools. The Senior School was originally composed of the best scholars from the Common schools, and the only connection which it had with the High School was that some of the teaching staff of the latter also taught in the Senior School. The object of the Senior School was more especially to prepare the boys and girls attending it for a practical business life. During the past year 249 pupils had been enrolled about equally divided between boys and girls. At present there were in the school about 176. The graduating class numbered eighteen, fifteen of whom secured certificates. Altogether the school was never in a more prosperous condition.

Of the 15 in the graduating class who secured certificates, 7 were boys and 8 girls; amongst the prize-takers, the numbers were 3 and 5 respectively. The bronze medals were taken by Miss S. Tyndale, the valedictorian, and by Alexander McEwen.

The proceedings closed with addresses from Dr. Stevenson, Dr. Clarke, Mr. J. R. Dougall and Mr. G. W. Stephens.

COMMON SCHOOLS.

The closing exercises of the Elementary, or Common, Schools of the City of Montreal took place simultaneously at the different school-houses, on June 29th and 30th. The accompanying statistics furnish accounts of the numbers of the different classes during the month of April, when the annual examinations are held, as a result of which the promotions take place. Percentages are given of the results of the examination in all cases except in those of the two junior classes, in which the work does not, owing to the tender age of the pupils, admit of such exact tabulation. By comparing the percentages this year with those of last year, it will be seen that, except in the First Intermediate, boys are better workers for the same age than girls. Again, the averages obtained for work are higher this year in the two highest classes, lower in the First Intermediate. The number of pupils attending the schools is much the same, there being a slight falling off this year of seventeen.

	Ann Street.	British and Canadian.	Panet Street.	Pt. St. Charles.	Royal Arthur.	Sharnbrooke Street.	Dorchester Street.	Mill Street.	Ontario Street.	Average Age.	Totals.
Number of Pupils in April, 1882	411	407	272	257	484	549	155	59	126		2720
Number of Teachers in 1861-2	11	10	8	8	10	14	5	2	3		71
Senior {											
Number of Pupils	34	25	19	23	36	62					199
Percentages obtained—Boys	90.3	77.2	76.2	81	79.9	77.9				12.8	80.2
Do. Girls	90	77.1	77	80.1	75.4	78.3				13.2	80.0
2nd Inter. {											
Number of Pupils	51	54	27	20	52	108	22				334
Percentages obtained—Boys	83.8	83.2	82.2	85.2	77.7	75.7	79.9			12.0	79.5
Do. Girls	79	79	77.7	85.1	75	77.5	74.5			13.1	77.3
1st Inter. {											
Number of Pupils	64	69	36	34	98	101	32				434
Percentages obtained—Boys	80.1	75	78.5	79.6	70.1	82.5	77			10.9	75.8
Do. Girls	77.3	76.9	77.2	82.6	78	84.9	71			11.0	78.4
2nd P. Trip {											
Number of Pupils	89	95	51	37	75	85	27	11	36		506
Percentages obtained—Boys	85.1	76	86.4	82.1	81.8	87.5	78.3	77.9	87	9.8	80.7
Do. Girls	77.2	78	86.6	79.3	85.6	87.9	82.7	80.8	85	10.0	80.6
1st P. Trip {											
Number of Pupils	76	79	56	52	110	97	41	24	40		566
1st P. Trip {											
Number of Pupils	97	94	83	91	113	96	83	24	50		681

MCTAVISH SCHOOL.

The distribution of the prizes of the McTavish School took place on Friday, June 16th, in the Montreal Gymnasium, Mansfield Street. From 105, the members have this year risen to 125. The school had four candidates for the A. A. Examination, all of whom obtained Senior certificates, one of them, A. G. B. Claxton, taking the first place in the entire list. The present staff consists of the following:—

Principal:—H. J. Lyall, Cambridge.

Assistant Masters:—Messrs. Hague, Thorpe, and Boodle, Oxford; Messrs. Goggs, and Walker, Cambridge; J. Williamson, Edinburgh; E. Cornu, Lyons Academy; H. H. Haas, LL.D., Heidelberg; H. Bird, A.R.C.A. The prizes were distributed by Rev. Canon Norman, assisted by the Rev. Dr. Stevenson.

The prize-takers for Form Work were as follows:—

6th Form.—Claxton, Rose and Cassils.

5th—Galt, Dougall and Laidlaw.

4th—Lindsay, MacCullough and Brayley.

Suspension.—Simms and Tunstall.

3rd Form A.—Brown.

—B.—Budden.

2nd Form.—Patterson and Scott.

1st Form.—Wilson.

Norman Prizes for English Literature.—Claxton and Thomas.

Prize Poem (*Subject, Capture of Quebec*).—Shepherd.

The following boys won prizes for Athletic Exercises:—Rose, Ward, Lyman, A. and W. Hodgson, Sweet, McLennan, Lindsay and Smithers.

MISSES STAMMERS AND SMITH.

This academy for girls held its closing exercises in the Montreal Gymnasium, Mansfield Street, on the afternoon of June 15th. The proceedings were varied by recitations in English and French, and by vocal and instrumental music. The school has this year obtained the following certificates from the Ladies' Educational Association:—Music, 5; Logic, 9; Light, 7; Early American History, 4. The following are the names of the chief prize-takers in the various classes:—

- Elementary Class, II.—Misses Hannaford, Warden and Linton.
 “ “ I.—Misses Samuel and Cameron.
 Junior Class, II.—Misses Samuel, Boas and Whittaker.
 “ “ I.—Misses Small, Frees, Linton and Spence.
 Intermediate Class, II.—B. Misses Samuel and Beard.
 A. Misses Cameron, Small and White.
 “ “ I.—B. Misses Waud, Redpath and Scott.
 A. Misses Black, Donoon, Grant, and
 White.
 Senior Class, II.—Misses Ibbotson, Bulmer, Gibson and Tait.
 “ “ I.—Misses Barry, Sutherland and Nield.

The wreaths were taken by Misses Spence, McGibbon, Tait and McIntyre, the Silver Medal by Miss Mathewson. Misses Sutherland and Nield obtained honorable mention.

MRS. LOVELL'S EDUCATIONAL INSTITUTE.

The object of this Institution is to furnish an advanced course of instruction in the various branches of a liberal education to young ladies. The curriculum of study is, therefore, comprehensive, including English, Classics, Modern Languages, Physical Science and the Fine Arts. The Fifth Annual Report just issued shows that the past session has been eminently satisfactory, a greater amount and variety of work having been accomplished than in any previous year. The aim has been to cultivate systematic habits of study and an increasing desire for knowledge, and to develop the intellectual powers and a hearty sympathy for the higher pursuits of literature, art, and science.

The study of History and Literature forms a prominent feature of the programme. The period of English History selected for the past session comprised the 16th and 17th centuries; and the great events that make it memorable were studied in their social, political, intellectual and religious aspects. The origin and effect of the Renaissance and Reformation, as European and as English movements; the origin, development, and decline of Puritanism; the Stuart tyranny; the Civil War; and the conflict between the army and the Parliament; the Commonwealth, the Restoration, and the causes and political and religious results of the Revolution, were all carefully examined. A series of lectures was also delivered on the English literature of the 16th century with special refer-

once to Shakespeare, whose works chiefly engaged attention. The leading features of the Historical Plays, the Tragedies, and the later Plays were considered; some of the more important Plays were critically examined; and the chief characteristics of Shakespeare's genius pointed out. Professor Dowden's "Shakespeare, His Mind and Art," was also studied as a subject for voluntary examination, with most satisfactory results. Readings in the English Classics and Historical conversations on the period treated of were held at intervals. The first two books of Euclid and the Elements of Logic were also studied as a means of discipline of the intellectual powers.

To Latin only a limited time was devoted. In Ancient History, however, the History of Greece was gone over from the earliest times; and in Classical Literature, the dramas of Æschylus and Sophocles were studied by means of Blackwood's Series of Ancient Classics, and the most approved translations. One of the chief ends of classical study was thus realized; access was got to the ideas of the writers, and their thoughts and feelings on the great questions dealt with in their plays correctly apprehended.

Substantial progress was made in the French Language and Literature, German, Natural Philosophy and Music, Drawing and Elocution. Two Conversazioni were held during the season, and were eminently successful in the large attendance and interest excited, "the Formation of Mountains," and the "Socrates" being the subjects treated of.

The course of study for next session includes a series of lectures on the History and Literature of the 18th and 19th centuries, the History of Rome, and the Latin Classics, in addition to the other branches.

EDUCATIONAL TOPICS.

THE THEORY OF AUTHORITY IN SCHOOLS.

In whatever relations and spheres of life a state of subordination has existed, a more or less precise code of maxims regulating such relations between ruler and ruled must have co-existed also: These relations of superiority and inferiority are, or were, to be found on all sides of us. As men looked up to the heavens, the consciousness of helplessness before the resistless forces of nature became stereotyped as the relations between God and man. As

men brought into subjection the beasts of the field and the fowls of the air, mankind became as a God to nature. As nations came into contact with one another, civilized with uncivilized, white with black, another series of relations arose. As free tribal communities grew together and organized governments for self-protection, these governments, by degrees forgetting their birth from the needs of the people, began to arrogate despotic powers over the people. As the nation grew and sent forth colonies, a consequent series of relations sprang up between the mother country and her offspring. And earliest, in fact, of all these, there subsisted similar relations between father and sons, between husband and wife. Latest of all, perhaps, comes the relation between master and pupil—a composite relation having affinity, on the one hand, to that between government and subjects, on the other, to that between father and son.

It does not require much knowledge of history to be aware that, in most cases, the original, in some, the culminating rigorousness of these relations has been relaxed; that an unreasoning submission to authority, as such, has given way to a contemptuous show of compliance with its dictates. Between the jealous God of the Hebrews and the loving Father of Christianity *immane quantum discrepat*. White men could at one time enslave and sell their black fellow-men, now they can only cheat them. Societies for the prevention of cruelty to animals have sprung up, and a right minded man is as little likely to ill-treat his dog or his horse, as his wife or children. Yet even this latter was once possible, when the father had the power of life and death over his family, and strange as it may seem, less change has passed over the relations between husband and wife than over almost any other relation of life. The relations between governments and subjects is no exception to the change we have pointed out, and colonies feel so little bound by religious ties to their mother country that, instead of submitting to insolence and taxation, they have reversed the process.

It is only natural, then, that in schools also the iron rule of the days of Busby should have given place to the mild paternal rule first introduced by Arnold. The old theory of school government is well stated by Dr. Johnson, in a paper prepared by him for his friend Boswell, who was defending a Scotch schoolmaster from the charge of cruelty. "Children," he wrote, "being not reasonable, can be governed only by fear. The discipline of a

school is military. "There must be either unbounded licence or absolute authority." We have seen the modern principle carried so far in schools, that we were once told by an eminent headmaster that no one should give an order to a boy for which he was not perfectly ready to show the reasonableness to his pupil.

The question of the advisability of the new regime in schools—of the substitution of the law of equality for that of subordination is not the subject of the present paper. We ourselves certainly believe that the change is pernicious to this extent, that it has brought about the result that insubordination is the last thing learned at school, at the very place where the lesson ought to be first impressed. School is a state of transition from the home circle to the world. Our relations in the former are regulated on a traditional basis of love and respect. They are the most instinctive, the least conventional, of all our relations in life. But the world has moved onwards from status to contract, from a state of things, in which we find everything prepared for us—our work in the world, the relations in which we are to stand to others, and the amount of respect or attention we are expected to pay them—to one in which our future is pretty much what we ourselves choose to make it. In such a state, and in such times as the present—near enough to the old days of settled caste and subordination to authority to enable us to appreciate the prison house from which we have come, there is a natural tendency to the insubordination and "cheek" of the newly enfranchised negro slave. Government is every day hampered by it, life has become unsafe, and there is a general feeling that we have begun to experience the evil side of the blessings of Liberty. This state of things we may well hope will not be lasting. Still, for the present at least, it would seem to be one of the plainest duties of the school to impress upon the young subjected to its influences the habit of subordination to authority, of unreasoning obedience and submission.

Now this is only possible where the "*fons et origo*" of discipline is authoritative, or, to speak more plainly, where the headmaster upon whom the discipline of a school depends is himself untrammelled by superior dominions and powers. Looked at from another point of view such authority is almost a necessity of efficiency. It is only where the hands of the head master are absolutely free, not alone with reference to the pupils under his care, but in his relations with his subordinates in office, that administration is likely

to be very successful. It seems better to concede to one in such a position absolute power, tempered as it always must be by the possibility of removal, than to run the risk of having a bad state of discipline, and a merely partial submission to authority, because such authority is weak, the animating spirit of a school. It is only under a strong principal that we find strong subordinates, and without such at the head of class work the discipline of a school and, so, its practical utility as such, are in a perilous state. Thus, for instance, no appeal should be recognized either from the decision of subordinates to the head master, or from him to the school governors.

But without lingering longer over this interesting part of our subject, we may pass on to the question of the extent of ground over which scholastic authority is justifiably exercised, and of the manner in which it is best to maintain it. How far, for instance, outside the walls of the school is the schoolmaster justified in extending his sway? Does it cover the domestic life of day-scholars, would it warrant a master's entering the private house of a pupil out of school hours? Again, is this authority limited to term-time, or does it extend over the entire period of school life? As an apt illustration of this point, what would be thought in Canada of a schoolmaster who, upon inquiring at a private residence late in the evening for the son, and being informed that he was not at home, should make his way into the house and discover the scholar, about whom he was making inquiries, in a state of intoxication? Yet this incident occurred in an English school, and the pupil was expelled in consequence of his detection. We should doubtless find insuperable difficulties in the way of establishing this despotic sway over private life. In well-ordered households there would probably be less opposition to the rule of the pedagogue, than in those where the *patria potestas* was but a name, and yet of course these would be most benefited by the extension over their unruly sons of the power of the school. Still, on the whole, it seems better that the schoolmaster's jurisdiction should pause before the domestic hearth, which is the natural sphere of home influences. But over the conduct of scholars, at all times and in all places elsewhere, it seems to us that the school authorities should be theoretically at least, and practically, as far as possible, supreme. It is by these means alone that smoking and other habits pernicious to the young can be eradicated from schools, and it is only by scholars rigidly conforming

to the rules of the school, even when outside its walls, that a school is able to keep up a high name and to exercise its legitimate influence.

Among other points of interest connected with our discussion is the question, by what means school authorities are justified in obtaining information of the general conduct of the scholars. It is pretty well known that at the English Universities, as well as at some of the large Public Schools, the spy system is resorted to, as a means of more effectually securing school discipline. In regard to such a subject as this many people will feel inclined to say with Cicero, "*ea deliberanda omnino non sunt, in quibus est turpis ipsa deliberatio.*" Yet though the work of a spy and informant is by no means enviable, and hardly such that an honorable man would care to undertake it, the spy system is fairly open to discussion upon its merits. Juvenal, in speaking of the difficulties of the school teacher, remarks,

" Non est leve tot puerorum
Observare manus oculosque,"

and it may possibly be better, in certain cases, say, in that of a boarding school situated in the centre of a large city, to employ means ostensibly underhand, than to risk the evil of vices being introduced, and by infection propagated, among a large body of boys. Still, in day schools—where much of the life of the scholar is theoretically, and the greater part practically, subject to another jurisdiction—the good likely to be effected in the end is not sufficient to justify the means. For the spy system has indubitable evils connected with it. It can rarely exist in a school without being detected, and once detected, it leads to pupils retaliating by organized deception. The authorities are the greater sufferers in the long run;

" We but teach
Bloody instructions, which, being taught, return
To plague the inventor; this even-handed justice
Commends the ingredients of our poisoned chalice
To our own lips."

The spy system destroys the open, friendly intercourse that should take place between master and scholar; it is liable to abuse, nor is it always to be trusted; lastly, in a community like our own it is strongly to be reprobated.

There are many other interesting questions in relation to school

discipline which might be discussed with profit. But we have occupied too much space already. Upon one point we would record again our emphatic opinion, viz., upon the the necessity of fortifying by every means possible the integrity of school authority. Wherever else it may be expedient to give greater license of relations, in schools assuredly this is not the case. For here only, as a rule, the lesson of submission to positive authority is learned, the impairment of which is so strongly felt at the present day.

THE CONVENTION.

The best comment on the late Teachers' Convention was Dr. Dawson's speech on the last evening. Of this we have given a full report and shall leave it to speak for itself. One or two points, however, suggest themselves upon which we have a word to say. And first of all as to the attendance, we cannot not help thinking the absence of all but one Inspector inexcusable. From an educational point of view, the three days of Convention are incomparably the most valuable of the whole year; they bring Teachers and Inspectors together on a footing of equality, and the privilege *Aeneas* prized so highly is then granted them, "*veras audire et reddere voces.*" We regretted last year the absence of any members of the teaching staff of McGill or Lennoxville; and we expressed a hope that the change of time from October to July would enable some of the representatives of the highest education in the Province to be present. We find that our hopes were without foundation. One prominent representative, indeed, was there as usual, upon whose already over-taxed leisure the cause of education rarely makes demands in vain; but one swallow does not make the spring. We feel that we have some right to demand a larger attendance from among the Professorial staff of the province. More than once in the course of the debates at Sherbrooke the close relations between the different parts of our educational system were mentioned. The Professors of McGill and Lennoxville should feel that the questions in debate before the only general gathering of protestant educationists are matters that touch them nearly. If they desire the standard of work in their several departments to be raised, this can only be by means of the raising of the general standard; and their presence at the debates would heighten the outside interest taken in these matters,

We are reminded of Dr. Johnson's indignant exclamation against the lukewarmness of Dr. Radcliffe, of Oxford. Such apathy was quite in keeping with the eighteenth century, it is an anachronism in the nineteenth.

With all due respect to the Convention, we think they have made a mistake in changing the time for holding their meeting to the month of October. It is no light matter to interrupt the work of our schools for three entire days; more especially as the selection of this time for Convention will necessarily exclude most of our country teachers, whose local boards will not have the work interrupted. The question was virtually determined by an energetic speech from one of our city school teachers, who represented that it was *inconvenient* for them to attend a meeting held in July. In deference to their wishes the time was changed to a month when it will be *impossible*, as things are, for most of the country teachers to attend. Yet who are those that derive most benefit from these annual gatherings? Clearly, our country teachers who are thus enabled to keep up with what is doing in the educational world. *Their* needs are greater than those who live in the midst of the enlightenment of city life. For our country teachers generally the alternative between July and October really revolves itself into the alternative between a time when they can attend and when they cannot. And, after all, those who feel real interest in the work that they are doing manage to put in an appearance in the month of July. We know what it is in the month of October, in Montreal at least. The schools are closed for three days, and for three days the teaching staff take a holiday; they do not attend the Convention. There are many reasons in favor of the month of July, a season when short trips to a new scene are pleasurable, when the intervals of debate can be spent in the open air, when the work of the scholastic year that has just closed can be reviewed. Then, too, if a change had to be made, and the month of July was found to be inconvenient, why was not the opening of the Christmas vacation selected? Two days extra holidays could be spared more conveniently at the end of the autumn term than when taken out of the middle of it.

When we turn to the subjects that occupied the attention of the Convention the contrast between this year and last is complete. The most prominent debates in 1881 took place upon "burning questions"—the Pension Act, and the ways and means of Protes-

tant Education. The Convention of 1882 took up the work of 1880, casting the results of its deliberations into the form of Resolutions upon Examination and other important matters of detail. If, however, we wished to characterize the late Convention we should point to the prominence assigned to the consideration of English teaching in all its branches. The reading and analysis of English, English literature and English grammar, each in turn occupied the attention of the teachers, and without, it must be confessed, any very definite results being arrived at. All agreed upon the importance of thorough training in English, but no one was able to suggest a scheme of teaching upon which all were in harmony. Perhaps in some future convention the subject may be proceeded with by way, of resolution. The late meeting only emphasized differences.

In conclusion we may say that, notwithstanding the scanty attendance of Montreal teachers, and the absence of Inspectors, the numbers attending the Sherbrooke Convention were respectable; and though none of the debates equalled in interest one or two of those at St. Johns last year, the subjects discussed were of equal importance. If we were to find fault, we should suggest that it would be well to limit the number of Addresses without any definite object, and to secure a greater variety in the subjects of the written papers. It was unfortunate, too, this year that two papers that were promised were not forthcoming. But the speaking of the members present struck us as remarkably good; and the general impression produced by the Convention was that the members had had not only a successful but a very pleasant meeting.

RECENT EVENTS.

Bishop's College, Lennoxville.—We hear that a change has taken place in the Head Mastership of this institution. The Rev. P. C. Read, M.A., who has carried on the work of the School for the past five years, has been compelled by ill-health to place his resignation in the hands of the Committee of Management; and with the sanction of the Lord Bishop of Quebec, the Rev. Isaac Brock, M.A., Oxon, has been appointed in his place. But the valuable services of the late Rector as Classical Master will still be retained, he having undertaken, in addition to the duties of Professor of Classics in Bishop's College, to take charge of the Classical work of the School, thus securing a close connection between the School and College in this important branch of learning.

Protestant Board of School Commissioners.—At a meeting held June 29th it was resolved to re-engage, with few exceptions, as many of the teachers recently employed by the Board as can be secured. To render this possible it was resolved:—1st. To suspend all rules of increase of salary for the incoming year; 2nd. To give notice that the Board is compelled by financial difficulties to withdraw its annual grant from the St. George's school; 3rd. To arrange for the instruction of Jewish Children on more economical terms, Mr. Stephens being appointed a committee to arrange this matter with the Jewish congregations; 4th. To increase the fees in all the schools of the Board, for this year only, in the hope that relief may be obtained by increase of taxation for subsequent years.

The new scale of fees adopted is as follows. In Common Schools the fee shall be 50c. per month for each pupil in the day classes, and 25c. for each pupil in half-day classes, but no more than two fees shall be exacted from one family. In the Senior School the fees shall be \$2 a month for each pupil whose parents reside in the city. In the High Schools the fees of the lower classes shall be as heretofore, in the 2nd form and 2nd junior class \$40 per annum, in the 3rd form and 3rd junior class \$45, in the 4th form and 1st senior class \$50, in the 5th form and 2nd senior class \$55, and in the 6th form and 3rd senior class \$60 per annum. This temporary increase of school fees was adopted with great reluctance, only because there appeared to be no alternative but the closing of schools, and with the understanding that, if substantial help is given by the City Council, the new scale of fees will be proportionally reduced.

Dr. Kelley was appointed assistant Head Master in the High School instead of Rev. E. I. Rexford, recently appointed Protestant Secretary of the Department of Public Instruction. Mr. Tucker, R.A., was appointed an assistant master. At the request of a large number of parents it was resolved to extend the noon intermission in the Preparatory High School from twelve o'clock to half-past one.

"*The Dominion Review.*"—Before people had time to regret the discontinuance of the *Canadian Monthly*, ably edited by Mr. G. Mercer Adam of Toronto, rumours were abroad of a new Review to be published in Montreal. The first number of the *Dominion Review* now lies before us. It is a "*Monthly Journal of Politics and Literature*" issued to supply "the want of a first-class *Weekly Journal.*" In the Editors' prospectus due prominence is given to the educative importance of the Press. "The responsibility and importance attaching to the educational function of the Press cannot be over-estimated. It helps to form and control the action of public opinion—the supreme motive power in modern life. The aim of this Review is, therefore, critical and educative." As such, we are glad to welcome the new Review. The articles are well written, its criticism does not deal in personalities, and the whole tone of the Review is calculated to raise the standard of Canadian Journalism.

CORRESPONDENCE.

We have received the following question from a correspondent:—

"I would be glad to ask through your journal (without my name appearing) for hints as to the best and most practical method of teaching arithmetic to a class of beginners—the majority of whom are *dull*, and hard to learn, or to commit to memory."

The subject is one which shall receive attention in a future number. Meanwhile we fancy that we can discover a clue to the "dullness" of the majority of the class, quite apart from the natural inaptitude of beginners when brought face to face with the mysteries of numbers. Does the teacher use his best endeavours to make his own mind clear about a subject before expounding it to his class? And, in teaching, does he strive to express his meaning in language, free from confusion and calculated to put matters in a clear light? These queries are forcibly suggested by the careless wording of the question which we have reprinted. It is very unusual for the majority of a class to be dull, and where a teacher fancies that they are so, the fault not uncommonly lies with himself.

SCIENTIFIC DEPARTMENT.

THE AMERICAN ASSOCIATION.—LAWS OF RAINFALL.—CAUSE OF LOSS OF NITROGEN IN SOILS.—ANTS PROTECTING ORANGE TREES.—CARBON IN STEEL.—ROUMANIA AND SCIENCE.—AMERICAN GEOLOGICAL SOCIETY.—SMALTITE IN COLORADO.

At this season of the year the scientific men of France, Britain, and America are as a body looking forward to and preparing for the meetings of their respective Associations for the Advancement of Science. This year the French Association meets at La Rochelle from 24th to 31st August. The British Association meets at Southampton about the same time, whilst the *rendezvous* of the American Association is our own city, the exercises commencing Aug. 23rd. This Montreal meeting is expected to be one of the largest and most successful ever held. All the Scientists of this Continent will be present as well as several distinguished men from abroad. Of the latter, the following have signified their intention of being present: Dr. W. B. Carpenter, brother of the late Dr. P. P. Carpenter, of this city; Herbert Spencer, the celebrated philosopher; Dr. Haughton, of Dublin, well known as one of the authors of the series of Mathematical Manuals, termed Galbraith and Haughton's. Professors Renard of Brussels, Szabo of Buda-Pesth, and Stephanesco of Bucharest, will also be present. The Association is divided into sections, each with its own President and Secretary, whilst the whole is, under one President, who for this year is Principal Dawson. The meetings of the Association will be held in McGill College, each section occupying a separate class-room. Public meetings will be held on certain evenings in the Queen's Hall, where, on the evening of the opening day the address of the retiring President will be delivered. On the

evening of the 25th, the President, Dr. Dawson, will hold a reception in the new Peter Redpath Museum which will then be formally opened. On Saturday, August 26th, there will be excursions to Ottawa and Quebec, giving members of the Association an opportunity of visiting these cities, where they will be entertained by the citizens. An excursion is also planned to visit Lake Memphremagog and Newport, Vermont, while other excursions and social entertainments are provided and will be announced at the time of the meeting. The excursion to Ottawa and Quebec by the Quebec, Montreal, Ottawa and Occidental R.R., that to Lake Memphremagog by the South Eastern R.R., and also one to Lachine by the Grand Trunk R.R., are given by these lines free of charge.

Prof. E. Loomis has lately been studying the laws of rainfall. He has obtained the average annual rainfall at more than 700 points. Of 204 stations at which the annual fall exceeds 75 inches, some are elevated nearly 2000 feet above the sea, and nearly all are within 100 or 200 miles of high mountains. It is noted that rain generally falls when wind is blowing from the ocean towards the mountains, whilst the very great fall in the vicinity of hills is probably caused by these hills deflecting the wind upwards, to such a height that a considerable part of its contained moisture is condensed by the cold of elevation. Where rainfall is deficient it is observed that no elevation of land exists, which can cause an upward current. Another cause of deficient rain may be found in the fact that the air which passes over the area is that which has previously passed over mountains, and in so doing has been deprived of its vapour in the manner above described. Such effects are produced by the Rocky Mountains on the Plains to the east of them, and by the Himalayas on the Desert of Gobi. At Mount Washington in New Hampshire the mean rainfall is 77 inches whilst in the surrounding district it is only 40 inches. It would certainly seem here that the air loses the greater part of its vapour in passing over the highlands and has but a small quantity left for the lower levels. Distance from the sea in the direction of prevalent winds has also considerable influence upon an extent of country with reference to its rainfall.

As scientific knowledge increases we are more and more amazed at the wonderful influence exerted by the humbler forms of life both animal and vegetable. A vast number of the diseases which war against both plants and animals have been traced to these humble organisms against whom charges are daily multiplying. It has long been known that soils become poor on account of the nitrogenous matter in them being converted into nitrates, and in this condition washed out and lost so far as growing plants are concerned. It is only recently that the cause of this loss has been discovered. It is found that a *bacterium* converts ammonia and nitrogenous organic matter into nitrates which are thus washed out. Nitrification takes place chiefly in warm weather, and as cereals accumulate little nitrogen after June, the greater quantity of this most valuable element is lost. In an experiment made by Messrs. Lawes and Gilbert, it was found that in four years, on uncropped and unmanured lands nearly 42 lbs. of nitrogen per acre, per annum, was lost by this process of nitrification and washing out of the nitrates formed. It would seem that the best

way to prevent this loss of plant food is to sow a late crop, which will be at the proper stage of growth to consume the nitrates as they are formed in the warm months. This late crop could be ploughed under in the autumn, and thus a large amount of nitrogen would be available for the ordinary crops of another year.

Mr. C. V. Riley of Washington, D. C., in a letter in a recent number of *Nature*, says that in many parts of Canton, China orange trees are injured by certain worms, and to rid their trees of these pests the inhabitants import ants from the neighboring hills. The ants are placed on the upper branches of the trees, and bamboo rods are stretched between the different trees so as to give easy access to the whole of the orchard. This remedy has been in use since 1640, and probably from an earlier period.

It is well known that steel is iron containing a small quantity of carbon, but the relation which the carbon bears to the iron is not so well understood. In a recent paper read by Mr. George Woodcock, before the Iron and Steel Institute that gentleman maintains that the carbon in steel is primarily in a state of simple absorption in the iron, and that the hardening of steel is due to a metamorphic change in the condition of the carbon which finally assumes a crystalline form closely analogous to the diamond. The microscope readily shows the minute crystals, and shows, moreover, that they increase in number with the proportion of carbon present in the iron. It may yet be found that diamonds of commercial value may be obtained in this manner.

Roumania displays a commendable interest in scientific work. The address of Sir John Lubbock at the last meeting of the British Association, which was a review of the scientific work of the past fifty years, has been translated into the language of that country by one of the professors of Natural History in the Museum of Bucharest; and, as already mentioned, Professor Stephanesco is to represent Roumania at the approaching meeting of the American Association in this city.

At the meeting of the American Association last year the question of the American Geological Society was mooted. A Committee was appointed at a meeting of Geologists attending the Association to enter into correspondence with American Geologists, with reference to the formation of such a society. The committee invites geologists to submit their views and recommendations in order that a report may be presented at the coming meeting of the American Association. Whilst many are in favor of the formation of a geological society, there are not wanting those who object, the latter maintaining that it will weaken the Association without conferring a corresponding advantage upon Science. We are of opinion that such a society should be of great service and would not in any way lessen the influence of the American Association.

Smaltite has been discovered in Gunnison County, Colorado, in sufficient quantities to lead to the belief that it will be a commercial source of Cobalt.