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MAY, 1887.

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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1887.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1886. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
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VOL. VII.

Articles: Original and Selected.

PARADISE LOST AND LA HENRIADE.

BY FRÉDÉRIC DEKASTNER, QUEBEC.*

I.

In the following essay, it is the intention of the writer to examine, as concisely as possible, the conditions under which epic poetry may attain to the highest point of perfection and grandeur of which it is susceptible, and in the particular case which occupies our attention, we will endeavor to discuss why Milton, as an epic poet, so far succeeded and why Voltaire failed. It may be said at first that never did there appear on the literary stage two such great poetic spirits more dissimilar, with environments so different:—the one, English, Protestant, Puritan, religious, solemn, enthusiastic, born in the England of the first half of the seventeenth century, that is to say, amidst surroundings the most favorable to the production of an epic poem, during one of those privileged epochs in which the people (adopting the expression of a certain critic) knew how to speak as a man, before having lost the heart of the child;—the other, French, Catholic by birth, brought up among the Jesuits, with no fixed religious opinions, the deadly enemy of fanaticism, the great apostle of tolerance, born in the France of the eighteenth century, fond of innovations,

* A paper read before the Local Association of Teachers, Quebec; to be continued in subsequent numbers.

which manifested, in all directions, the spirit of analysis and inquiry, and substituted for the old beliefs a profound faith in the progress and future of mankind. In this faith Voltaire shared, and it is this which raised him to the high position he has attained to; but it is needless to say that such a faith is not of a kind to favor the production of an epic. More than genius is required to produce an Iliad, a Divina Comedia, or a Paradise Lost. The inspiration which is capable of producing these has within it the ideas, the feelings, the fervid passions of a nation or of mankind in an age of religious faith or true patriotism. The style of these two authors naturally gives evidence of the difference of their surroundings and their characters, as well as the difference in the genius of the two languages in which they wrote. Milton, heavily armed, as becomes a giant, displays in his flowing periods, his vigorous arguments, and his splendid metaphors; the critical spirit of Voltaire, and his subtle irony require the expression to be concise, rich only in nouns and verbs, a style lucid in which the idea alone is seen. His fancy, the brilliant emanation of that spirit of his, composed of fire and air, according to the happy expression of Villemain, only shines forth completely and unfettered in his prose, which is the clearest, the most precise of all French writers. As a final contrast between the two writers, Paradise Lost is the most perfect work of Milton, and the production of maturity of thought and even of old age, since he is said to have commenced his composition in his sixtieth year. On the contrary, La Henriade is one of the weakest productions of Voltaire, begun, as it was, when he was twenty-three years of age. One day he found himself within the bars of the Bastille, on account of certain satirical verses which were ascribed to him, but which he had not written, and the idea came to him that France had not, so far, produced an epic poem. He set about the work immediately, sketched the first outlines of La Henriade, and finished it in England, where he issued an edition which he dedicated to the Queen, who accepted it, the French government having interdicted the publication of the book in France. This is the edition of seventeen hundred and twenty-three; the author was then twenty-nine years of age. According to an idiosyncrasy, common to great writers, and which Milton himself shared, if it is true, as they say, that he preferred Paradise Regained to Para-

dise Lost, Voltaire was seized with a strange illusion about the value of his work. "To gain immortality," said he, "I have written *La Henriade*"; and with this belief upon him he continued to improve, as he thought, the lines of his poem even in old age. Yet, Voltaire would be immortal, had his poem never been written. His tragedies, without being perfect, are by far superior to his epic. Where he excels in poetry is in those compositions which people are accustomed to call light, in his satires, in his epistles, in his tales; but a Voltaire greater by far is the historian of Charles XII of Sweden, and of the Century of Louis XIV, the Voltaire of the *Essay upon the Manners and the Spirit of the Nations*, the Voltaire, the most distinguished correspondent of his age. Finally, there is a work of his, superior to all those we have mentioned, and which will make his name imperishable, a new France born of the great Revolution; for, if Milton had the glory to reflect in his poem the events and the feelings of a large section of the English nation in the seventeenth century, Voltaire shares with Rousseau, the glory, no less enviable, of having transformed an old nation into a new. The French democracy hails in these two authors its initiators and guides. Thanks to the spirit of tolerance, of justice, of liberty and equality which they have instilled into it, it has succeeded through many storms, and in spite of the fierce opposition of old monarchial, feudal and clerical Europe, it has succeeded, I say, to break through the network which a despotism, several hundred years old, had woven around it. On the soil trodden by Louis XIV, it asserts to-day before the world its vitality and power, and by the mere fact of its existence, it exonerates those two great men of the reproach of having been mere advocates of negations.

II.

In order to be able to draw a parallel between *Paradise Lost*, and "*La Henriade*," to compare them so that something useful may be learnt from the comparison, to show what constitutes the greatness of the one and wherein the other fails, it is indispensable that we should have at first some idea of the principles on which an epic ought to be composed, in order to possess the merit of being handed down to posterity. It is vain to laugh at the rules and to say that genius is its own rule; there are some principles which

genius itself cannot transgress with impunity. We will not examine with Népomucène Lemercier, an estimable French writer, who has left a course of literature filled with many judicious observations; we will not examine, I say, with honest Népomucène, the twenty-three rules which an epic must follow to be perfect. Unity, grandeur and interest in the action, such are the only conditions imposed on epic poetry by Voltaire in one of his essays. This formula is incomplete and too short.

Unity of action and composition is the first and *sine qua non* condition of a great epic. To secure it, it is necessary that, notwithstanding the variety in incidents and episodes, the chief idea, the end which the poet aims at, should never be lost sight of, or else, attention is divided and flags. The episodes must spring up from the subject itself or be naturally connected with it. The action ought to be grand.—a statement which hardly needs explanation; but in order that it should be so, it must not be too recent, nor happen at a time with the history of which the reader is too familiar, for if such be the case, the poet is limited in his fictions, invention is, so to speak, impossible for him. The inflexible reality of history is obtruded on the reader's mind and drives away any illusions. The action must also be interesting, whether to all mankind or a large section of it.

It must be animated with a great variety of character and descriptions. The characters ought to be drawn faithfully, that is to say, ought to be congenial with the idea which it is possible for us to form of the persons. The manners, (i. e. the tendencies acquired by the repetition of the same acts), must suit them and be in harmony with the social state, the age, the country, when human beings are in question. They must show what they are, more by deeds than by words. The poet, however, is allowed to describe a character. This description, when powerfully performed, can produce a great effect: it is what we call a portrait. The morality of an epic should result from the deeds of the actors. The author ought not to play the part of a moralist. Before everything, he must describe as well as relate; for epic poetry lives on particulars. The poem must be impersonal as much as possible, objective, as the Germans say. The prejudices of the author ought to be kept well out of sight. He must possess in a high degree that feeling of the sublime which can not be defined. As

to the style, it ought by its continual elevation, to keep on a level with the ideas and the actions which it calls up. It must be warm, colored, harmonious. When we examine, however, the use of the marvellous, a difficulty presents itself. In other epics, the marvellous is only used in very important circumstances or enterprises. Men almost always occupy the stage and act by themselves. It is not so in the work of Milton. The Deity, the angels, the demons are the principal actors, the most important persons. *Paradise Lost* is singular in this respect, and the points of comparison are wanting. What we have to say, will, therefore, especially concern Voltaire's poem. Whoever the supernal beings used by the poet may be, they must be living and acting; they must give us the illusion of reality. There is nothing more miserable, in a practical kind of view, than the use of allegories, of symbolical, supernatural beings, impersonating some passion or some virtue, such as Discord, Fanaticism, Terror. We know very well that they are but abstractions, that they can only act through the agency of men. They may be introduced in a description, but they should never take part in the action. This rule, of course, does not hold good for abstractions which, like Death, impersonate a formidable reality. Such are the rules which will guide us in our comparison between *Paradise Lost* and *La Henriade*.

Editorial Notes and Comments.

Before this number reaches our subscribers, the Legislature may have passed its opinion on Mr. Lynch's bill, which provides for the appointment of a Provincial Board of Examiners in connection with the preliminary examinations of the different professions. The bill was fully discussed by its supporters and opponents before a select committee of the House of Assembly, and the fact that this committee, in face of its power to throw the bill out, decided to recommend its further consideration by Parliament, shows, at least, that in the terms of the bill there is to be seen a spirit of fair play. The most persistent opponents to the bill are, it is needless to say, the lawyers, who, perhaps, more than any other class, are ever loath to give up any part of a prerogative, however usurping that prerogative may be, or

however incautiously it has been bestowed upon them. The very fact that some of them have had the hardihood to compare the university degree of B.A. with the certificate granted after passing their preliminary examination, shows to what length they are prepared to go in their opposition. An ordinary B.A., as everyone except some of the Quebec lawyers knows, cannot be obtained from any of our English universities, except after a course of study at a college, extending over three or four years, and after a series of periodical examinations, to prepare for each of which requires as much, if not more, mental activity and memorizing on the part of the student as is required in connection with the solitary examination for entrance to the study of law. Between the two systems of mental training, the one for an ordinary B.A. and the other for the lawyer's preliminary examination, there can be no comparison, unless when one of the terms of the comparison is wilfully belittled, or the other expanded by a prejudice born of ignorance. Whatever other impression has been left upon the people by the discussion over this question, there has, at least, been shown up the injustice to the minority in the manner of conducting these preliminary examinations. Mr. Lynch has put forth an effort to do away with the injustice. According to his bill, the only function which the professions are required to give up is the nomination of certain gentlemen who shall be the examiners. The bill favours neither Protestant nor Roman Catholic; and it is but reasonable to expect that the examiners appointed by the terms of the bill shall be as efficient as those who at present are appointed by Councils, the majority of whose members are always Roman Catholics. The fact that, nowhere in the world, save in the province of Quebec, do such preliminary examinations take precedence of a degree ought surely have some force with our legislators in their discussion of this matter. To promote the cause of education, the people have to strengthen the hands of the properly constituted educational authorities, as well as to protect our seats of learning from attempts to belittle their efficiency; and this question has now become a question for the people of the province to decide, should the opposition on the part of the professions persist in perpetuating an injustice.

—The June examinations in connection with the inspection of

our superior schools are being held this year simultaneously all over the province. The change has been made by the Protestant Committee of the Council of Public Instruction as much in the interests of the teachers as of education generally, and it is to be hoped that the teachers of our academies and model schools have made themselves so familiar with the new regulations, that no serious difficulties will arise in carrying out the arrangements. The schools in the province are now in a line with our colleges and universities, and a pupil, who gives evidence, at the examinations being held this year, that he or she has been sufficiently trained according to the authorized course, can pass into our colleges without further examination. All pupils are to be graded this year, whether they are able to pass in all the subjects of their grade or not, while academy pupils may be entered in the first and second grades of the model school course, the Protestant Committee reserving the right of afterwards classifying pupils who have not taken all the subjects of their grade. In connection with the examination itself, which will extend over three days for the highest grade of model schools and four days for the highest grade of the academies, the supervision is in the hands of deputy examiners; and it is pleasant to know that gentlemen have been found in every district who are willing to give of their time for the conducting of these examinations. Every precaution has been taken by the Protestant Committee and the Department of Public Instruction to make these examinations a trustworthy test of the work done in each school during the year; and with the co-operation of the deputy examiners and the teachers, the new plan cannot be other than successful. We hope that we shall be in a position next month to report in the most favourable terms of the inauguration of the new plan.

—Last month we referred to Arbor Day, and encouraged the teachers to assist in making the holiday a permanent institution in the province of Quebec. When the Hon. Mr. Joly advocated for the first time the institution of such a holiday, there was some difficulty in the matter of appointing a definite date for its celebration, some favouring the spring of the year and others the autumn as the most suitable time for the planting of trees. For the past three years the day has been observed in the spring-time, and when we wrote last month, we were under the impres-

sion that the date had been definitely fixed for future years. There seems, however, a disposition on the part of some to do the planting in the fall of this year; and as the Lieutenant-Governor has not proclaimed Arbor Day up to the present date, it is evidently the intention to delay the holiday until the month of October. The absence of Arbor Day, however, need not prevent our teachers from doing something in connection with the beautifying of the school grounds. With the co-operation of the Commissioners, much could be done in this respect previous to the next visit of the Inspector, who is expected to take note of any improvement in the school buildings and their surroundings. A ready test of a well conducted school is often to be found in the neatness of the school-room and the tidy arrangement of apparatus around the walls and desks; and just as easy is it to discover the interest taken in education by a community, and the careful management of school affairs by the School Commissioners, when the visitor finds the school buildings in an excellent state of repair, and pleasantly surrounded by a shady and carefully enclosed play-ground.

—The munificent gift of Sir George Stephen and Sir Donald A. Smith to the city of Montreal is one which must have a happy effect on other communities outside of the commercial capital of Canada. The donation of a million dollars, purely in behalf of the public interest, is an event of rare occurrence, one which has never happened before in Canada, and may be taken as an evidence of the growth and progress of the country in more ways than one. The whole province, through the press, has not been slow to congratulate Montreal on having among her citizens such as Sir George Stephen and Sir Donald A. Smith. Their example is worthy of the highest praise, and is worthy of imitation in this the jubilee year of Queen Victoria's reign. All have not millions to give, yet men have an influence which is often as valuable as wealth. In our towns and villages there are to be found men as liberal in spirit, perhaps, as the millionaires of Montreal. They may not be able to found an institution all by themselves, but they can at least inaugurate a movement which may leave behind it some memorial of the fiftieth year of Her Majesty's reign. And what institution is there more in need of funds and improvement than the public school? The fact that

it is supported by the tax-payers, need not prevent any one from supplementing its revenue by an endowment, or even from presenting a new building for school purposes to the School Commissioners. Our teachers are still poorly paid, and, as far as the Government of the country is concerned, there does not seem to be much prospect of improving their condition, financially, by obtaining additional assistance from the Provincial Treasurer. Donations to institutions such as the public school are not out of place in other countries; nor even in Quebec have they been without a beneficial effect. The name of the Hon. James G. Ross has become connected with the Association of Industrial Art, a state supported institution, from having granted to that society a site for their new building. McGill University has reason to be proud of the wealthy friends who have year by year come to the assistance of the corporation, while extending the usefulness of the institution. Bishop's College and University has also had its friends, who have shown their willingness to sustain it as a public institution. These universities are not likely to see the jubilee year pass by, without some recognition of their increasing responsibilities, without receiving some special jubilee endowment; at least we hope not. And let us hope also that the wealthy of our towns and villages will also remember the public school in their benefactions during the celebration of the Queen's jubilee.

Current Events.

The Reading Circle organized in connection with the Association of Teachers of the city of Quebec, held its third meeting on the afternoon of Saturday, the 30th of April. At the previous meetings, papers were read upon the subject selected for reading, namely, "Milton's Poems." These papers included one by J. Porteous Arnold, F.E.I.S., Vice-Rector of the Quebec High School, and others by Professor DeKastner, Miss MacDonald and Miss Wilkens. As these papers have to come up for discussion at subsequent meetings of the Reading Circle, fuller notice of them will be taken in the report of these meetings. At the meeting on the 30th of April, over which Dr. Harper presided, a paper

on "Paradise Regained," was read by T. A. Young, Esq., of the Quebec High School, in which an analysis was given of that poem. The paper provoked considerable discussion, in which a comparison was instituted between Milton's two great poems. The members of the circle have decided to make a thorough study of Milton's works. The next regular meeting of the Association is the annual meeting for the hearing of reports and election of officers, &c. It was decided, however, that previous to that meeting, the members should have a social gathering, and a committee was appointed to make the necessary arrangements.

— Rev. Dr. Grant, Principal of Quebec University, has received warm encouragement in his proposal to raise \$200,000 to endow Queen's University. At a representative meeting, the jubilee scheme was endorsed, and the money will be devoted for the following purposes: Endowment of principalship, \$50,000; endowment of chairs of physics, mineralogy, chemistry and modern languages (\$33,000 each) \$100,000; new science hall, \$10,000; assistant professorships in English, philosophy and biography (\$13,000 each) \$40,000; tutorships in mathematics, French, German and Chemistry (\$25,000 each) \$10,000; endowments for the theological department, \$50,000. Total, \$260,000. Of this amount, Kingston contributes \$50,000. Mr. John Carruthers, one of its wealthiest and most generous citizens, donating \$10,000 to erect the science hall.

— In 1877, through the statesmanlike effort of the Hon. Louis H. Davies, Prince Edward Island was placed on an equal footing with her sister provinces in the Dominion of Canada, as far as common school education was concerned. In carrying out the terms of the new school law, it was found necessary to enforce a direct tax upon the people, and the passing of the Assessment Act gave the opponents of the Davies government an opportunity of urging all manner of evil accusations against Mr. Davies and his colleagues. The issue of the subsequent contest was the defeat of the Davies government, and the organizing of a new administration. The new government subsequently promised that they would not interfere with the working of the Education Act, a promise, however, which they have just broken by introducing several amendments in the House of Assembly, which will materially change the character of the law. As a Charlottetown newspaper

puts it:—"Such a provision will, doubtless, drive some of our best teachers out of the province. Cutting down the government supplements one half will have a like tendency. We can now point to the teachers of this island as being able to take rank with those of any of the provinces. We can boast of the great improvement which have of late taken place in our public schools. With the exception, perhaps, of Ontario, we are fully abreast of the rest of the Dominion in the matter of education. If our schools, in a few years, as most of them assuredly will, should the bill before the Legislature become law, be found under the care of third-class teachers, the whole system will get into disrepute, our youth will lose the stimulus to distinguish themselves in the higher branches of learning, and our province, owing to the ignorance of its population, will, in everything that is lofty and noble, sink to the lowest level in the whole Dominion."

—The regular meeting of the Teachers' Association in connection with McGill Normal School, was held on Friday evening, the 29th of April. On account of the unfavorable state of the weather, the attendance was not as large as usual. After the usual preliminary work, Miss Young favoured the audience with a piano solo, and then the Rev. Mr. King read an excellent paper on the subject of Geography. The discussion which followed was of the most interesting character, and was shared in by nearly all who were present. Miss Porter rendered, in a pleasant manner, the song entitled "The New Kingdom," after which the secretary, Miss Peebles, read an exceedingly interesting essay on "Longfellow, as a Poet, his Inspiration and Ministry." The meeting was further enlivened by the singing of Mr. A. A. Murphy and by a Vocal Trio. Before the meeting adjourned, the President drew attention to the Convention of American Teachers at Burlington and Chicago, to be held during the month of July.

—The friends of the Upper Canada College are to be congratulated on the settlement made of its affairs. It is true, a great portion of the endowment is diverted to the uses of the University; but enough is left, and that, put in a revenue-bearing shape, to ensure the continued usefulness of the College. It is a satisfaction, too, that the Minister of Education in moving the resolution, fully agreed with all that has been said as to the value of the College, and the exceptional character of the work it is doing, in respect

of its methods of study and methods of discipline. The Government believes the College is supplying a want filled by no other institution; and with it growing in public favour, as shown by the increasing attendance, this is not a time to destroy it. It is to be hoped that that time may never come; that this is a settlement for good. A compromise has been made; something has been yielded on both sides; and the endowment, as now settled, ought to be morally beyond the reach of such attacks as lately threatened the existence of the College. That no pretext for disturbance will be afforded by the conductors of the College itself may be taken as certain; their past work is a guarantee of that.

—Arbor Day is beginning to engage the attention of the educational authorities in all the provinces of the Dominion. The Superintendent of Education of New Brunswick has issued a circular to teachers, giving them some advice about the planting of trees. The holiday is kept all over the United States. On the first Arbor Day, 12,000,000 trees were planted on western soil. Over twenty states now observe this beautiful custom. Seven hundred thousand acres of trees are said to have been planted, and where a few years ago there were none, over 605,000,000 trees are thriving.

—A casual correspondent, writing to the *Montreal Star*, says: "I have been told that kindergartens have only existed in this country for twenty or thirty years, but I am aware of one, or at least a school conducted on similar principles, which was in operation in this city fifty years ago. Many Montrealers will remember an old building on St. François Xavier street, which stood on the ground now occupied by the Express buildings, and was formerly occupied by Benning & Barsalou. It stood a little back from the street, and its court yard was enclosed by a wall surmounted by a railing. Before that time it was occupied by the school in question, which was furnished with rows of seats, rising one above the other. The walls were hung with pictures and diagrams, and children were taught orally, and went through exercises illustrative of elementary education. In the playground, at the back, were wooden bricks and appliances for teaching the arts of construction. I do not remember the name of the master, but perhaps there are old inhabitants who may be able to give fuller details of this very interesting school."

—Dr. Jex Blake, whose term of office as head master at Rugby School ended with the term on April 9th, he having been appointed rector of Alvechurch, Worcestershire, has received several testimonials from the scholars, the principal being a massive antique silver salver, which was presented to him lately by the head boy, on behalf of the school. The assistant masters have subscribed a fund to provide an annual prize for English Literature, to be associated with Dr. Jex Blake's name.

—It is announced that Dr. Henry D. Cogswell, of San Francisco, a wealthy millionaire, whose eccentricity in establishing drinking fountains in eastern cities made him conspicuous some years ago, is now preparing to found in San Francisco a magnificent trades school. He proposes to make over real estate in San Francisco, worth \$1,000,000, as a trust fund for the maintenance of the school. Besides this, he will erect the necessary buildings at a cost of \$200,000. Work is to be begun at once, and by next January it is expected that at least 200 pupils may be accommodated. Jas. Lick left \$750,000 for a similar school, but although he has been dead more than ten years, nothing has yet been done by the trustees of his estate towards building it. Senator Stanford also proposes to establish trade schools at his new university at Palo Alto.

—During the celebrations of the Queen's Jubilee, the teachers of the province may be called upon to assist, and as a hint as to the manner in which they may do so, the following notice is worth reading:—"Lately a number of children attending Haugh Shaw Board School, Halifax, England, gave a performance of the dramatic cantata, 'The Queen's Jubilee,' which has been compiled by the head master, Mr. J. Hatch, for the purpose of enabling the scholars in our elementary schools to celebrate the Queen's Jubilee in an interesting and instructive manner. It is published by Messrs. J. Curwen & Sons, London. The argument is as follows:—Britannia causes it to be proclaimed that honours will be awarded to all who have helped to make the country good and great during the fifty years of her Majesty's reign. Various representatives of principles and movements make their claims, and are awarded praise. Throughout, the piece could not fail to be admired for its well-meant object. It is interspersed with songs and choruses to make it more interesting.

Being of an entirely novel character, the piece naturally excited a large amount of interest, and consequently the hall was crowded."

Literature and Science.

—Nothing has been more wonderful than the sudden growth of the literature of pedagogics during the past five years. Nothing has been more hopeful, for it indicates a demand, and a growing demand, for a class of literature of the greatest possible professional value. It is a healthy sign, too, for it shows that teachers are thinking, shows that they view their work in the light of its responsibility, and that they have come to appreciate their own needs. It is no longer cramming and memorizing, but training and developing—leading, not driving. When we arrange our methods upon a psychological basis; when we have the natural growth and tendencies of the mind in view, we reduce teaching to a science, and have a right to expect superior results. It is not forcing the brain like an exotic in a hot-house to premature and unnatural flowering, but a steady, healthy growth, in harmony with the laws of nature, not a direct and absolute violation of them.

—WHAT IS A CLASSIC?—A great French writer said :—"I should like to see him defined as an 'author who has enriched the human mind, who has really added to its treasures, who has got it to take a step further, who has discovered some unequivocal moral truth, or has penetrated to some eternal passion in that heart of man where it seemed as though all was known and explored, who has produced his thought or his observation or his invention under some form, no matter what, so it be great, large, acute and reasonable, sane and beautiful in itself; who has spoken to all in a style of his own, yet a style which finds itself the style of everybody, in a style which is at once now and antique, and is the contemporary of all the ages.'"

—A natural curiosity has been discovered at Solothurn, Switzerland, the centre of a large watch manufacturing district. It is the nest of a wagtail, built wholly of long, spiral steel shavings, without the least part of vegetable or animal fibre used in its construction. The nest has been placed in the Museum of Natural History.

—At the Royal Institution, Professor Max Muller lately commenced a series of lectures on the Science of Thought. The science of language was regarded as one of the physical sciences, and its differences from comparative philology were defined. Mythology was treated as the reaction of language on thought. The complexity and the simplicity of languages

were contrasted; the former being due to the centrifugal extension of the original roots by their prefixes, suffixes and infixes, by which they were adapted to signify more numerous and more delicate expressions of thought. But by tracing back in languages the identities of roots, the simplicity of their primitive natures was made out. The evidences of the languages of savages bore strongly on this point. The comprehensiveness of language was indicated by the two millions of words which are recognized in the English language; but Shakespeare has expressed all the effects and the results of his numerous plays and characters by the use of fifteen thousand. Tracing all these words back to their original sources, they are reduced to eight hundred roots, and these again in turn are reducible to one hundred and twenty concepts. The science of thought was imposed upon the science of language, and the origin of roots from imitative sounds, such as the bellowing of bulls, and the barking of dogs, was deemed insufficient for the general expression of thoughts by language; and the effects and results following upon action were preferably regarded as giving rise to the conceptions by which language and thought had been linked together.

—A new paper out West has started under difficulties. It tells its own story as follows:—"We begin the publication of the *Roccy Mountain Cyclone* with some phew diphiculties in the way. The type phounders phrom whom we bought our outphit phor this ophphice phailed to supply us with any ephs or cays, and it will be phour or phive weex bephore we can get any. The mistague was not phound out till a day or two ago. We have ordered the missing letters, and will have to get along without them till they come. We don't lique the loox ov this variety ov spelling any better than our readers, but mistax will happen in the best regulated phamilies, and iph the ph's and c's and x's and q's hold out, we shall ceep (sound the c hard) the *Cyclone* whirling aphter a phashion till the sorts arrive. This is no joque of ours—it's a serious aphphair."

—When asked to write her authobiography, George Eliot once said:—"The only thing I should care to dwell on would be the absolute despair I suffered from, of ever being able to achieve anything. No one could ever have felt greater despair; and a knowledge of this might be a help to some struggler."

—An interesting discovery has very recently been made in the direct line between Pompeii and Nocera. The digging of a well in a vineyard revealed the existence of a street of tombs, about one thousand feet east of the amphitheatre of Pompeii. If the whole street is as closely lined with tombs as in the portion laid bare, it will be one of the most important discoveries lately made in that part of the world, but, unfortunately, money is wanting, so that the excavation is going on very slowly. Most of the tombs are covered with rude inscriptions painted in red, many of them being in the nature of advertisements, the tombs thus serving the purpose of a newspaper along the much frequented road. The exact date

has not yet been accurately ascertained, but they probably belong to the periods of Julius Cæsar and Tiberius. A contrast may be drawn between the condition of Pompeii and that of Pergamon, which, although double the size of Pompeii, has, thanks to the energy of the Prussian Government, been laid clear within eight years. In the latter, beautiful, finely painted statues, votive offerings to Athena, and belonging to the sixth century, B.C., have been found buried in the earth, and literally forming the foundation of the houses above. Their style is one hitherto not supposed possible at so remote a period, and they cause the ruins of Pompeii to appear quite modern. The discovery of an aqueduct, which probably dates back to the time of King Solomon, is reported from Jerusalem, and it is confidently anticipated that the further excavation of it will bring to light some extremely interesting and valuable inscriptions.

—Mr. Ruskin says that the university's business is to teach its youths as much Latin, Greek, mathematics and astronomy as they can quietly learn in the time they're at it,—and nothing else. "If youths don't learn their own language at home," he continues, "they can't learn it at a university. If they want to learn Chinese, they should go to China, and if they want to learn Dutch, to Amsterdam; and after they've learned all they want, they should learn wholesomely to hold their tongues, except on extreme occasions, in all languages whatsoever."

—Coal tar, since it was discovered to be the source of an unlimited variety of those very beautiful colors known generally under the name of "aniline dyes," has yielded so many strange and new substances under the searching scrutiny of the numerous investigators whose attention these brilliant colors have attracted, much in the same way as the gaudy flowers attract the busy bee, that no one is surprised to hear that another wonderful discovery is announced. And yet who would have dreamed of obtaining sugar from a substance so uninviting as coal tar? And such sugar, too! Nothing shown at the recent Edinburgh Exhibition by the Greenock sugar manufacturers—excellent exhibits—could equal it. Here are some of its properties. It is a white crystalline powder, easily soluble in warm water, and it possesses 230 times the sweetening power of the beet-cane or beet-root sugar. One part of this saccharine dissolved in 10,000 parts of water produces a solution of a distinctly sweet taste. A substance, to which the name "dextro-saccharine" has been given, is prepared by adding one part of saccharine to between 1,000 and 2,000 parts of glucose, and it is said to be scarcely distinguishable in taste from ordinary sugar; moreover, it is cheaper than real sugar.

—An unlucky Russian author, who had given offence to the Government by publishing a book on the liberties of the people, had an odd sentence executed on him. On a scaffold erected on the public square, and before the Czar and the great magistrates, he was made to eat the pages of his work, which were rolled up and swallowed one by one. Court physicians were in attendance, and when they agreed that he had enough

for a meal he was led back to prison. It took three days to finish the job. That was in 1819, and if his book was anything like the efforts of some modern authors, he must have had some heavy meals from it.—*American Bookmaker.*

Practical Hints and Examination Papers.

TEACHING NUMBERS IN PRIMARY AND ELEMENTARY SCHOOLS.

It not unfrequently happens that there are many children in our primary and elementary schools, ranging from eight to twelve years of age, who are often looked upon as a source of annoyance to teachers. They are quick and ready in preparing lessons when they put themselves to the task, but are usually much more inclined to shirk their work than perform it. The reading lesson having been looked over, and the geography studied after their own fashion, they seem to think there is nothing further for them to do but to amuse *themselves*, and entertain *others* as far as their ingenuity in escaping detection will allow. With leisure on their hands, they are too buoyant and irrepressible to remain quiet. Indeed, it would be wrong, if it were possible, to keep them bending to their tasks continually. Their young minds weary with application; and many a teacher is at his or her wits' end to devise means to keep these wide-awake little fellows profitably employed. The reading lesson has been looked over, and the class has had its exercise; the spelling lesson has been prepared, and the teacher has applied the usual test; the tables have been studied and recited, and still there is time for Master Johnnie to tease and tickle his companion Willie, or throw paper balls at a classmate further away.

The question comes again and again to every teacher in an elementary school, and to one or two of those in our graded school containing from three to five divisions, "How can I keep these scholars profitably employed?" One of the means I advocate is the use of the slate. With a judicious arrangement of examples, most scholars can be profitably and pleasantly employed so as to fill up pretty closely the intervals between the reading, spelling and writing exercises. The child at first may not find much pleasure in putting down columns of figures from the blackboard and adding them up. Yet but few, from the very first, show much reluctance in attempting the exercise, while many take a commendable pride in the work. It is found, generally, that children prefer work on their slates to their other tasks, and usually they have to be limited to a certain time, or they will be idling with their slates rather than preparing their lessons, whether reading, spelling or geography.

Exercise with slates may be begun advantageously very early. Children may take to them while in the first reading book. It will require considerable practice for them to make figures well. Months will be occupied in this; though in a short time many of the little ones seem to take a delight in making their figures neatly. When they can form the figures fairly so as to copy exercises from the blackboard correctly and legibly, let two or three lines be given them to add up, the numbers being so small that the amount will not exceed nine; but as they progress, larger numbers should be given them and the addends increased to 5, 6, 7 or 8. Not a larger number of addends, however, should be given before they have some exercise in subtraction and multiplication. As soon as four or five addends can be put up correctly, the work may be proved by subtraction, each addend being subtracted in succession until every one has been subtracted. This not only furnishes excellent exercise in subtraction, but also the means of detecting mistakes in the work. While many of the pupils may be honourable in performing their examples and in correcting any mistakes they may find, there are always some who are more desirous of obtaining the answer and making the work prove seemingly, than of benefitting themselves by a course that will ensure success. By this method of proof, any shirking or deception is quickly detected. Passing the eye over almost any line of the subtraction, if there has not been honest work, it will be most readily manifested.

The exercise of the multiplication table should be continued until it is thoroughly mastered, taking two times until committed, then three times, four times, etc., until all can be repeated forwards. Then commencing at the first again, let them recite the table forwards and backwards; and going over the table the third time, exercise them with the numbers given promiscuously. The pupil does not usually manifest much pleasure in this part of his task; the slate in hand is much preferred, for memorizing the multiplication table is real labour to him. It is encouraging, therefore, to the pupil, and usually *profitable* for him to have easy exercises in two, three and four times, etc., advancing with the numbers as the child advances with the table, until he is perfectly free in its use. We then move on to long multiplication, which gives a good exercise on the table, and also some in addition; but before giving much exercise in this, short division may be begun with advantage, for this exercise seems to give the mastery over multiplication. Although this may give the pupil a fair degree of hard labor for some time, yet it should be persevered in until the operation of division is made easy for him. When this is mastered, when division by 7, 8 and 9 is performed readily and accurately, the key to the table is fairly in the hand of the pupil, for there is more mental exercise in this than in long division which immediately follows. Long division, however, usually presents several difficulties to the learner, and requires more explanation by the teacher than any of the other rules.

This completes the list of the fundamental rules, but the exercise must be continued until correctness and readiness are obtained. These can be acquired only by long practice and numerous examples. The pupil should gain such a knowledge of these operations, and such a readiness therein, that the mere doing of these examples in the various rules will cost him no effort. Thus he may be said to have the fundamental rules at his command. As a further beneficial exercise in connection with the rule of addition, long multiplication, and long division, casting out the nines is used. This combines the exercise of addition and subtraction, and when ordinary readiness is obtained, it usually affords pleasure to the scholar to prove his examples by this method. Using this form of proof in addition, as well as proving addition by subtraction, also two ways of proving multiplication with three forms of proving long division, make a most thorough and effective exercise. This course, followed for some months, enables pupils of ordinary capacity to perform examples of moderate length with great ease, rapidity and correctness; and when once this position is reached, any repugnance to the exercise, that may have manifested itself in the earlier and slower part of the course, now usually vanishes and most frequently, pleasure accompanies the working and proving of extended examples; for it is not unfrequent that pupils will ask for a larger and more difficult set of examples, taking a pride in something considered rather difficult. This exercise should be continued for some time after the scholar has acquired *facility* in the manipulation of numbers, though this—the length of time—should depend somewhat on the age of the pupil. If the exercise is not maintained for some time, the pupil will soon lose his readiness in performing the examples. He needs to be so *grounded* in the work that there will always be promptness and ease after application. This is usually accomplished when the exercise has been faithfully followed with examples, morning, afternoon and evening, what is done in the evening being looked over the first thing in the morning. It may be profitable to vary the exercise once or twice a week, and instead of taking time to have the examples worked on the black-board, and the result compared with the slates, to spend this time in notation and numeration, so that before written arithmetic is put into their hands, the fundamental rules, together with notation and numeration, have been thoroughly mastered. Then written arithmetic can be taken up with pleasure and advantage. The questions and examples in the simple rules will be performed with very little trouble, and the mechanical work in all the rules will be executed readily and correctly. Short of this, the probability is that the pupil will never be very ready in adding up long columns of numbers, nor correct in working lengthy examples. If he has an aptness for numbers, he may, with considerable care and practice, do very well; but there will not be the ease and correctness in computation that there would have been had there been the full daily exercise mentioned. On the other hand, if numbers are not easy for the pupil, if he has an aversion to

them, doing as little as possible with them, shirking them at every opportunity, the consequence will likely be that he will always be slow and inaccurate. We have frequently had scholars come to us from schools where they had not been particular in giving full exercise in the fundamental rules, and although they had been through fractions and compound numbers, and some of them even through interest, they moved with great slowness in short division, and were not free in long division.

The mechanical work of reducing several fractions to a common denominator, where the numerators and denominators are somewhat large, is a very laborious and unpleasant task. Where this state of things exists, it is discouraging to both pupil and teacher. Many times it may be owing to the influence of the parents. They are desirous that their children should advance as rapidly as possible. This is right in itself. But they are apt to associate *real* progress with the rapidity of passing from page to page and from rule to rule. Deceptive, deceptive! Dissatisfied with continuous examples from the black-board and exercise in mental arithmetic, the parent places an arithmetic in the hands of the child and with it Johnny walks proudly into the school-room and tells the teacher that his father wishes him to commence with written arithmetic. What shall the teacher do? In many of our elementary schools the teacher is hired for a period of a few months only. She will soon be away, or, if she desires to remain for another term, she must be careful to meet the wishes of most of her patrons and thus feels *compelled* to acquiesce in the matter, although she may be satisfied that it would be for the best interest of the child to have slate and black-board exercise rather than examples from the arithmetic. Thus, often, against the wishes and better judgment of the teacher, the child is forced into written arithmetic. But in these cases, the teacher may be able to correct the wrong greatly, by giving many exercises in proving their work, such as addition proved by subtraction or by different methods, so as to make the most of the fundamental rules. The work can thus be pretty well controlled by the teacher, while *acceding* to the wishes and sometimes whims of the parents.

In our graded schools, or in those schools where there are three or four teachers employed, this thorough work in the primary and intermediate departments should be insisted on. If there are four divisions, most of this work will *con-* 1 *the range of the teacher next to the primary.* If the children are tolerably regular in their attendance, by giving them a fair course through that form, with some review of the work in the third form, such a knowledge and command of numbers should be acquired as to make all operations in them easy and accurate, and the use of the slate will usually secure this with no detriment to any other subject. The time occupied by the teacher in looking over the work and writing down the examples on the blackboard need not exceed ten minutes at the opening of the school and the work done by the pupils

during the morning session can be looked over in from fifteen to twenty minutes, and about the same time and exercise are given again in the afternoon. With this daily practice, children from nine to twelve years of age may be able to do examples of eight addends and nine columns, prove it by subtraction and also by casting out the *nines*, one in long multiplication, seven figures in the multiplicand and four in the multiplier, prove it by casting out the *nines*, short division with 15 figures in the dividend and divided by 7, 8 or 9 and proved by multiplication and long division with four figures in the division and ten in the dividend, proved by casting out the *nines*. With daily practice, most pupils from nine to twelve years of age may do all these examples and prove them in from fifteen to twenty minutes. This can and should be done before pupils take up written arithmetic.

G. L. MASTEN.

— James Russell Lowell gave what should be the purpose of all educational effort, when he said at Harvard the other day, "Let it be our hope to make a gentleman of every youth who is put under our charge, . . . a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the school." But that should be not only the work of the university, but of the secondary and elementary schools as well; and more particularly their work. The spirit of the teacher is more than his method, and that woman is the most valuable in the school-room who fills it with "sweet reasonableness"; not she who, with patient, conscienceless drill, meets successfully the periodical examination tests. To be sure, the order of the martinet is better than disorder, and there is nothing to be said complimentary to a poor method of teaching. At the same time, we must not let the champion of order and method forget that child-humanity is in process of development and infinite in the number of faces it presents; and that, unless there is behind the instruction a benevolent spirit and one that despises show, order soon becomes arbitrary and method stultifies.

— A lecture on a "A Jubilee Code of Education," was delivered on the evening of the 4th inst. at the Free Library Lecture Hall, Wolverhampton, by Mr. J. Saunders, ex-president of the Wolverhampton Teachers' Association. The lecture, which lasted upwards of an hour and a half, was listened to with unflagging attention, being of a most original and witty character. The lecturer advocated the abolition of annual examinations—their effect in the past has been to conduce to pressure, to interrupt calm and regular mental growth, and to breed an invincible repugnance to instruction. "Root-pruning," as a last resource is proper and lawful;

but we shall have poor oaks or harvests if, in our anxiety to note progress we are perpetually uprooting. If our Inspector does his duty he will need no such clumsy and superfluous expedients as set examinations. He will know from his frequent and friendly visits the exact state of the school. With regard to the teacher, the lecturer laid it down as an axiom that "we can have no happy and successful scheme of education unless our educators are happy and contented. The dew of Heaven's blessing was not to be distilled from sighs, and sweat, and tears!" This idea he enlarged on, showing how the proposed scheme would prove an Emancipation Act to inspectors and teachers, and a veritable Magna Charta to the children—deriding the idea of "children being required to scour the wide ocean of knowledge, when they ought only to be paddling in the pools on its margin."

— In teaching natural science and physics the Germans show a care not to outrun their scholar, to insure his comprehending all that is said and shown to him. I heard a lesson on electricity given to a class of girls in a Berlin school. I should call it an ambitious lesson in one sense, namely, that it went much beyond anything that I have known attempted in a popular school for girls in England. But what I felt as I listened to it was how thoroughly the lesson was within the girls' comprehension, and how I myself, if I had been taught in this fashion, could have been interested in electricity, though I have no bent for studies of this kind. The answering of the class proved how the girls were interested by their teacher's treatment of his subject, and how intelligently they followed it.—*Exchange*.

QUESTIONS ON GOLDSMITH'S DESERTED VILLAGE IN THOUGHT AND THE SENTIMENT

1. What is the author's purpose in the poem?
2. State the argument of the poem.
3. What connection with the argument has his description of the village inn? How does its introduction serve his purpose?
4. Give in your own words the author's description of the schoolmaster, omitting nothing and adding nothing.
5. Criticize the author's description of America.
6. Name the tropes contained in the following lines, and quote another example of each:—7, 41, 59, 119, 270, 294, 330, 336, 385, 412, 424, 429 and 430.
7. Why does Goldsmith say "darken" in line 402?
8. Quote tropes used to make the author's meaning more clear, more striking, and full.
9. What is the prevailing sentiment of the poem?

10. What allied sentiments are awakene^d by it?
11. What contrasted sentiments are invoked?
12. Name in order the feelings successfully aroused by the poem.
13. To what emotions is appeal made by the scenes in lines 177 to 192, lines 325 to 336, and lines 345 to 358?
14. Quote tropes introduced for the purpose of heightening emotional effect.

Correspondence.

T. S. We thank you very much for the suggestion. The RECORD is the teachers' organ, if they could only be induced to make use of it as such. We shall be very glad to further the interests of those teachers who may be out of a situation, by inserting an advertisement at a nominal charge, and if the Commissioners would only decide to advertise for teachers wanted in our periodical, we would only be too happy to do the same for them. In the meantime any of your fellow-teachers, whom you know to be out of employment, may write at your request to the editors of the RECORD, who will do what they can to find employment for them.

G. W. H. The Teachers' Convention usually takes place in the month of October. This year it will be held at Huntingdon in the early part of that month. There are two Secretaries, Dr. Kelley, of the Montreal High School, and Mr. Arthy, Superintendent of the Montreal Schools. To either of these you may write for fuller information.

S. H. P., Montreal. If the information in the report of the Administrative Commission given under the Official Department be insufficient, you can write again and we will see that a full answer to your query is given.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—In the last issue of the RECORD you made mention of Arbor Day and I may as well tell you how the day was once observed by us. The afternoon before the holiday the Commissioners provided us with the tools for digging the holes, though some of the boys brought with them from home spades and shovels. Each pupil took possession of two of the holes dug out for them according to the plan I had laid out a few days before, and after collecting near these spots some very fine and enriched soil, they retired to appear at an early hour next morning. The trees I had stored in the shed as the boys brought them, though in addition to what the boys brought, I had arranged for a cart-load of young maples for those who failed to find trees for themselves. About eight o'clock in the morning of Arbor Day, the work of planting was begun, and I passed from place to place, directing the pupils how to hold the trees and how every care should be taken in getting all the young roots embedded in the soft soil, before the earth should be trodden upon at the foot of the

tree to render it stable. With two pieces of rough paling, about three feet long, each tree was then carefully propped up with some soft material between the palings and the bark, so that when the wind blew, the roots were not shaken or the tender bark injured. In about two hours we had planted about fifty trees, and after the work, the pupils were ready to enjoy the well earned holiday. I see Arbor Day is not to be this year, until the month of October, but these few hints may not seem out of place, if only they be remembered.

Yours, &c.,

A TEACHER.

Books Received and Reviewed.

WE HAVE RECEIVED the first number of the *Educational Journal of Ontario* which gives promise of containing the most attractive features of the *Educational Weekly* and the *Canada School Journal*, papers which have been incorporated in the new periodical. The editor of the consolidated journal is J. E. Wells, Esq., M.A., a teacher of many years' experience, and a gentleman who has already given evidence of his ability as a journalist. We wish the new enterprise of the Grip Publishing Company every success.

THE LAST NUMBER of the *New Brunswick Journal of Education* is devoted to a series of articles on Arbor Day. From all appearances, Messrs. Hay and Carter, the associate editors of this monthly, are meeting with success in their efforts to establish a newspaper for the teachers of the sister province. The former is a journalist of experience and we are pleased to notice that his hand has not lost its cunning. None of our exchanges are more welcome than the *Journal of Education*.

A DAY IN ANCIENT ROME, by Edgar S. Shumway, and published by D. C. Heath & Company, Boston, U.S. This is an attractive little book, giving a picture of the old city compared with the new. By means of a series of illustrations the author conducts the reader through the streets of the modern city and points out the sites of the ancient temples and the scenes of former events. Perhaps if he had been more careful to map out the modern city before starting on his walk, the student's interest would have been enlisted from the beginning. Yet we know no book which gives a more interesting view of Rome, the ancient "mistress of the world," and we unhesitatingly recommend parents and teachers to obtain a copy of it for the children. The school library should not be without the beautiful little volume.

THE ANNUAL REPORT OF THE BUREAU OF ETHNOLOGY. We highly prize our copy of this large volume issued by the Smithsonian Institution, Washington. The Director of the Bureau of Ethnology is J. W. Powell,

Esq., a gentleman who has given the best evidence of his fitness for the position in this and other volumes of his reports. The volume before us is a quarto of 600 pages, and includes, among other reports, papers on certain Mexican M.S.S., and on Prehistoric Textile Fabrics of the United States, derived from impressions on pottery, together with a catalogue of collections made during the field season of the year, with others obtained from the Pueblos of New Mexico and Arizona. The articles and reports are beautifully illustrated with forty-four engravings and a very large number of diagrams. The whole compendium is very valuable.

THE ENGLISH LANGUAGE, ITS GRAMMAR, HISTORY, LITERATURE, &c., by J. M. D. Meiklejohn, M.A., Professor of the Theory of Education in St. Andrew's University, Scotland, and published by William Blackwood & Sons, London and Edinburgh. This is a text-book for pupil-teachers and middle-class schools in Britain; and yet for the teachers of any part of the world where English is understood, it has as much interest as any other text-book on grammar we have seen. The book is divided into four sections, the first on Grammar and Analysis, the second on Composition, the third on the History of the English Language, and the fourth on the History of English Literature. The book is therefore complete; and we have no doubt, to use the author's own words, the reader will find himself, after a perusal of it, thrown into that altitude of mind which induced Oliver Twist to ask for more.

FIELD, WOOD AND MEADOW RAMBLES, by Amanda B. Harris, illustrated by G. F. Barnes, and published by the Interstate Publishing Company, Chicago and Boston. This is a fine quarto volume, specially prepared for young folks, who are, by reading it, induced in the most seductive way to take an interest in natural history. The story is of two young ladies, who, delighting in the fresh and invigorating scenes of the country, set out in a series of rambles across field and meadow, in search of the nests of the woodland warblers. The book is illustrated with several full-page cuts, which enhance the value of the book as a gift to a boy or girl. As a school prize, we would specially recommend it to our teachers and school commissioners.

POCKET ATLAS OF THE WORLD, another gem volume by the teachers' friend, John Bartholomew, F.R.G.S. This is a companion issue with the Pocket Atlas of the British Colonies, published by that most enterprising of firms, John Walker & Co., of London. The book contains over fifty maps, the plans of the large cities of the world, astronomical charts, and an index at the end which makes the "little red thing" all but a gazetteer of the world. Each map in itself is a work of art, as it needs must be after passing through the hands of so distinguished a map-artist as the compiler.

SLIPS OF TONGUE AND PEN, by J. H. Long, M.A., LL.B., Headmaster of the Collegiate Institute, Peterborough, Ont., and published by the Copp Clarke Company, Toronto. This is a little book which may come to be

of the greatest use to those who wish to know not only the common mistakes of every day speech, but those which even the *usus loquendi* has long struggled to raise to the level of good English. The book gives a list not only of objectionable words and phrases and words often confused, but gives some excellent general suggestions on English composition, and grammatical points. It is just such a book as the teacher wants, especially the teacher who desires to be fortified against all points of attack on the subject of English language. Mr. Long has done his work of compilation well.

CEBES' TABLET with Introduction, Notes, Vocabulary and Grammatical Questions, by Richard Parsons, Professor of Greek, Ohio Wesleyan University, and published by Messrs. Ginn & Company, Boston, U.S. The author in his introduction discusses the authorship of the *Tabula* in such a way as to excite the interest of the student before proceeding to the Greek text of the work itself. This discussion and the elucidation of the plan of the *Tabula* will convince the teacher who has never read the work of the Theban friend and disciple of Socrates, that in such a work there is the very best material for a Greek text-book. Professor Parsons has arranged his material in the most attractive manner for the student, and we have no doubt that the teachers who have the arranging of their own curriculum, will find a way to make use of this excellent edition of the *Tabula Cebeticis*.

THE PHILOSOPHY OF WEALTH, by John B. Clark, M.A., Professor of History and Political Science in Smith College, and published by Messrs. Ginn & Company, Boston. This book professes to formulate anew economic principles, starting with the fundamental principles that the nation or society in general is an organism and that the mental activities of men must find an adequate place in the study of economic science. This is not the first time Professor Clark has placed his series before the world. His series of articles in the *New Englander* are not forgotten. In these he endeavoured to show that a reconstruction of economic theories was necessary, and now in the work before us he exhibits these views in a more systematic way. The book discusses the combinations of capital and labour which form the distinctive feature of the present day, and the laws determining the forms of industrial organization. Mr. Clark has certainly introduced a new factor in the discussion of economic principles, which will give new force to the conclusions of the science of political economy. By means of the volume before us he seeks to place his views before readers and thinkers who have been long in revolt against the general spirit of the old political economy.

LITTLE SPEECHES FOR LITTLE PEOPLE, and LITTLE DIALOGUES FOR LITTLE PEOPLE, published by Charles A. Bates, Indianapolis. We bespeak a ready sale for these neat little compilations. They are the very thing for classes who may be preparing for a school exhibition, and we would advise our elementary teachers to send for specimen copies.

Official Department.

July Examinations.—The July meeting of the Protestant Divisions of Boards of Examiners will, no doubt, give rise to a good number of mistakes. We have already urged upon the secretaries and members of the Boards the necessity of studying the new regulations in order that the examinations may be conducted regularly, and for this purpose a copy of the printed regulations has been sent to each Secretary and each member. But, from some of the letters of enquiry received, it is evident that some of them have not been opened. We again ask that these regulations be carefully studied.

The following points should be carefully noted :—

1. That only candidates of age to receive diplomas can be admitted to the examination.
2. That no *first-class* diplomas can be granted by the Boards of Examiners upon examination only.
3. That teachers holding diplomas that have not expired, from Protestant Divisions of Boards of Examiners, who produce a certificate that they have taught successfully five years, or a certificate that they have taught three years and a certificate that they have attended *three institutes*, are entitled to first-class diplomas without further examination.
4. That no member of a Board can take part in an examination in which his own pupils are interested.

Teachers' Institutes.—The time is drawing near for these annual teachers' gatherings, and we hope a large number of teachers have made up their minds to attend. In our June number we hope to give the name of the Secretary of each Local Committee to whom teachers desiring hospitality may send their names ten days or two weeks before the institute. The following is the outline of work as indicated in our January number :—

“In order that the work of the institutes may not be confined to a short session of four days, a course of study has been prepared which teachers may read up during the next six months, and so add very much to the value of the Institutes. At the close of each Institute a set of questions will be given to each member of the Institute who has attended regularly. The members will be required to prepare answers to these questions at their leisure and return them to the Secretary of the Department. When these answers have been examined and marked, the certificates of attendance, with the percentage of marks gained, will be mailed to each member. The lecturers at these Institutes will be Dr. Robins, Dr. McGregor, Dr. Harper, and the Rev. Elson I. Rexford. Dr. Robins will take up *Object Lessons* and *Goldsmith's Deserted Village*. On another page, Dr. Robins gives instructions concerning a preparatory course of reading,

Dr. McGregor will take up Arithmetic and Simple Mensuration. Dr. Harper will discuss *Class Management*. (Read Baldwin's *School Management*, Part VI.) Rev. Elson I. Rexford will continue the subject of School Discipline. (Read Baldwin's *School Management*, Part III.) Gage's Edition of Baldwin's *School Management* can be obtained from Dawson Bros. or Drysdale & Co., Montreal, for fifty cents. It is the intention of the Institute Committee to hold four Institutes next summer, beginning as follows:—Lennoxville, July 12th; Bedford, July 19th; Aylmer, July 26th; and Ormstown, August 2nd. Each meeting will continue four days. Although the attendance at these gatherings has been very good in the past, there should be a larger attendance this year in consequence of the special privileges now granted to members. The question box will again be given a prominent place in the programme, and teachers would do well to prepare a list of questions as they are suggested from time to time by incidents in their work. Apart from the regular sessions, a public meeting will be held at each Institute, and teachers should bear in mind the suggestion made at the last Institutes that they should come prepared to contribute something for the entertainment of the members of the Institute."

Diplomas and Medals.—The delay in the distribution of the diplomas and medals received from the Colonial and Indian Exhibition was due to the fact that the medals did not reach the department until several weeks after the arrival of the diplomas. The diplomas and medals have been addressed directly to the schools which contributed to the Educational Exhibit, except in the case of a few elementary schools whose post office addresses were uncertain, where the diplomas and medals were sent to care of the Inspector of the district. The diplomas were received from London duly inscribed. The inscription in the French language probably arose from the inscriber having before him a French copy of the catalogue of the exhibit. The following circular has been issued to each institution receiving the exhibition awards, and it is to be hoped that teachers will see the importance of carrying out the recommendations contained therein:—

Department of Public Instruction, Quebec, 25th April, 1887.

I have the honour to mail to your address to-day the Diploma and Commemorative Medal issued by the Royal Commission of the Colonial and Indian Exhibition, held in London last year, to each institution which contributed specimens to the educational exhibit of this Province. These are the property of the institution whose pupils prepared the specimens forwarded to this Department.

In order that these rewards may have their full influence upon the school, I desire to recommend first, that the diploma be framed and hung in the school-room, and, secondly, that the medal be a mark of honour to be competed for monthly by the pupils, upon such conditions as the teacher may deem expedient, the successful competitor in such case to have possession of the medal until the next monthly competition.

I have the honour to be, your obedient servant,

GÉDÉON OUMET, *Superintendent.*

Payment of Pensions.—The first semi-annual payment of pensions under the new act has at length been made. The amount of work involved in preparing for these payments exceeded all expectations, and gave rise to a delay which was very annoying, not only to the pensioners, but also to those who were engaged in the work of distributing the pension. The first step has at length been taken and the payments made, but it seems that the expectations of many have been disappointed. This arises in a great measure from the fact that teachers do not study the Act. This has given rise to a great amount of unnecessary correspondence in the department. Teachers should not expect the department to prepare manuscript commentaries upon the Act to suit the condition of each particular case, when the careful reading of the text of the Act will settle nearly all the questions submitted.

ABSTRACT OF MINUTES OF ADMINISTRATIVE COMMISSION OF THE PENSION ACT.

The second meeting of the Commission was held at the Department of Public Instruction, on the 17th March, 1887. Present—the Superintendent in the chair, and Messrs. Archambault, Robins, Dufresne and Rexford, delegates.

Mr. Archambault presented a petition from the Roman Catholic teachers of Montreal concerning the stoppage payable by those officers who wished to qualify their wives to receive a pension, accompanied by legal opinion in support of the position taken. The petition was read and laid on the table, with the accompanying documents. The list of the distribution of pensions for the year 1886-87 was then taken into consideration, and several cases disposed of.

At the session of the 18th March, 1887, the Superintendent informed the Administrative Commission that the resolution adopted at the meeting held the 20th November last, concerning the payment of interest on the amounts paid into the old fund of 1856, and transferred to the new fund of 1886, cannot be carried out, because there is no money in connection with the old fund to pay this interest. Upon motion of Mr. Archambault, seconded by Dr. Robins, the following resolution was adopted:—

“Considering that as the pension fund, created in virtue of Act 19-20, Victoria, Cap. 14, S. 7, has not at present the necessary revenue to pay the interest on the deposits transferred to the pension fund of the officers of primary instruction;

“Considering that 49-50 V., C. 27, S. 22, provides that, according as a part of the old pension fund is set at liberty by the death of pensioners, this part shall be added to the new fund;

“Considering that as the interest due on the deposits made to the old pension fund was to be paid with money that is to return sooner or later to the new pension fund, it was resolved that the interest due on the deposits transferred from the old to the new fund, which cannot be paid from the old fund, shall be paid from the excess of revenue over expenditure of the years in which the stoppage does not exceed two per cent.”

The Commission then continued the examination of the list of distribution.

At the session on the 19th March, the Commission continued the consideration of the list of distribution of pensions.

At the session on the 21st March the Commission continued the consideration of the list of the distribution of pensions.

On motion of Dr. Robins, seconded by Rev. E. I. Rexford, the Commission decided that 49-50 V., Cap. 27, Sec. 33, does not apply to Academies for years previous to 1877, because until then there existed no law permitting them to become *schools under control*, and that the salaries of officers of primary instruction employed in these Academies shall be valued in accordance with section 32 of said Act, and that this regulation be submitted for the approval of the Lieutenant-Governor-in-Council, and published in the Quebec *Official Gazette*.

It was proposed by Dr. Robins, and seconded by M. Dufresne, and resolved that Mr. F. X. Couillard receive a salary of one hundred dollars as secretary of the Administrative Commission, this amount to be paid quarterly from the pension fund, and that this resolution be submitted to the Lieutenant-Governor-in-Council and published in the Quebec *Official Gazette*.

M. Archambault presented a petition from Mr. Charles L. Smith, of Montreal, asking that the Commission should support the passing of an Act, granting an extension of time for payment of stoppages for years previous to 1880.

After mature consideration of this petition it was resolved that in view of the fact that the pension fund has been in a state of uncertainty during the past five years, this Commission is of opinion that it is not desirable to ask for new amendments to the law. The Commission took into careful consideration the petition from the Roman Catholic teachers of Montreal, and adopted the following resolution thereon:—

“Considering that the Administrative Commission, instituted in virtue of 49-50 Vict., Cap. 27, ss. 35-36, has for its special object the administration of the pension fund, created by said Act 49-50 V., C. 27;

“Considering that the pensions promised by Act 43-44 Vict., C. 22, are much larger than those accorded under Act 49-50 V., Cap. 27;

“Considering that there would be a grave injustice in levying upon the salaries of present teachers the amount necessary to pay the extra advantages offered by the old law, as it would compel them to contribute to pay a pension to which neither they nor their wives nor their children could look forward to;

“Considering that several officers declared before the 1st of January last, that having no reason to suppose that the law 49-50 Vict., Cap. 27, had a retroactive effect, they had confidence that the acquired rights which they had under Act 43-44 V., C. 22 would be preserved, that in any case they were ready to conform to the decision given on this subject.

“Consequently, it is resolved:—

“1. That the Administrative Commission regrets sincerely that it has neither the power nor the means to grant the demand of the petitioners.

“2. That those officers who made application to await the decision of the Administrative Commission to qualify their wives, will be permitted to regulate their relations with the pension fund during the fifteen days which follow the reception of their account from the department.”

There were one hundred and thirty-four demands for pensions submitted to the Commission; ninety-eight were granted, thirteen rejected, and twenty-three reserved for further consideration.

The following is a tabular statement concerning the ninety-eight pensions granted by the Administrative Commission for the year 1886-7:

PENSIONS GRANTED.

Name and Address.	Annual pension.	Stoppage of 2 per cent	(A) Deduct'n during three years.	(B) Reduced pension.
Archambault, J. N. A., Varennes.....	\$522 00	\$10 44	\$240 00	\$271 56
Aubé, J. B. Et., St. Sauveur, Quebec.....	107 00	2 14	45 80	59 06
Barrette, A. V., St. Cuthbert, Berthier.....	168 72	3 38	74 76	90 58
Bergeron, Hermeline, St. Gregoire.....	18 62	0 37	5 49	12 76
Bergeron, Delphine, St. Wenceslas.....	48 50	0 97	20 08	27 45
Bienvenue, Dame Azarie, Belevil.....	90 86	1 81	40 16	48 89
Black, Apolline, Quebec.....	100 67	2 02	34 56	64 09
Blanchard, M. Emelie, Montreal.....	159 60	3 20	64 80	91 60
Blouin, Emelie, St. Cœur de Marie.....	48 38	0 97	21 17	26 24
Boudrais, Vve. Dominique, Montreal.....	298 15			298 15
Bouchard, Bernard, Lauzon, Levis.....	104 01	2 08	40 35	61 58
Boulay, Narcisse, Actonvale.....	231 36	4 63	93 26	133 47
Burke, Catherine, Ottawa.....	95 40	1 91	45 50	47 99
Carrier, Vve. Edouard, Levis.....	210 14		72 02	138 12
Carrier, Olivine, St. Joseph de Sorel.....	88 60	1 77	39 10	47 73
Chabot, Marie, St. Henedine.....	96 44	1 93	44 02	50 49
Chaurette, Angelina, St. Benoit.....	35 45	0 71	13 52	21 22
Chevalier, M. Caroline, Cornwall, Ont.....	51 82	1 04	16 60	34 18
Cleroux, J. A., St. Martin, Laval.....	94 05	1 88	34 15	58 02
Corbeil, Edouard, St. Isidore de Prescott... ..	177 04	3 56	72 47	101 61
Côté, Josphete, St. Alphonse, Chicoutimi.....	32 08	0 64	14 30	17 14
Couture, Ribiane, St. Gervais, Bellechasse.....	50 40	1 01	22 88	26 51
Dallond, Dame F. X., St. Ambroise, Joliette.....	59 38	1 19	23 52	34 67
Darey, P. J., Montreal.....	454 42	9 09	182 21	263 12
Dandelin, Dame Jos., North Stanbridge... ..	80 17	1 60	28 68	49 89
Davelny, Elise, Trois Rivières.....	56 67	1 14	20 07	35 46
Demers, Dame Olivier, St. Nicholas.....	25 58	0 51	8 12	16 95
Dechesne, Ernestine, Batiscan.....	67 66	1 36	23 43	42 87
Desjardins, M. Rosalie, St. Hubert.....	15 62	0 31	4 72	10 59
Dickson, Hugh, St. Leon de Standon.....	76 68	1 54	35 12	40 02
Dubois, Esther, Vve. Thos. Cabana, Sherbrooke.....	127 92	2 56	52 46	72 90
Dubois, Sophie, Village de Megantic.....	115 86	2 32	55 58	57 96
Duclos, Paul, Isles de la Madeline.....	73 04	1 46	36 52	35 06
Dudemaine, Celanire, Joliette.....	26 29	0 53	8 66	17 10
Dufresne, Candide, Montmagny.....	386 40	7 73	225 55	153 12
Duncan, Thomas, Stoneham.....	178 54	3 57	82 75	92 22
Dupras, Etienne, St. Justin.....	120 70	2 42	57 41	60 87
Emslie, James, Lachute.....	368 30	7 37	242 03	118 90
Esnouf, Vve. G. Alfred, Kamouraska.....	20 15			20 15
Filiatrault, M. Louise, St. Rose de Laval.....	90 68	1 82	37 94	50 92
Fitzgerald, John, Ottawa.....	236 74	4 74	104 10	127 90
Fontaine, Prudent, St. Paschal.....	81 86	1 64	34 88	45 34
Fradet, Samuel A., St. Pierre, Isle d'Orleans.....	197 46	3 95	85 10	108 41
Frawley, Patrick, Chapeau, Pontiac.....	97 46	1 95	41 33	54 18
Goulet, Eugénie, St. Ferreol.....	55 36	1 11	25 28	28 97
Grant, Alex. G., Montreal.....	252 00	5 04	108 00	138 96
Gosselin, Henry T., Clarendon.....	147 28	2 95	69 40	74 93
Hebert, Marie Olive, St. Bonaventure.....	26 34	0 53	10 00	15 81
Horoux, Veuve Alphonse, St. Philippe.....	52 32			52 32
Hickston, Henry, Montreal.....	936 00	18 72	378 00	539 28
Keegan, Andrew, Montreal.....	205 00	4 10	70 00	130 90
Kertson, M. Eugenie, Chesham.....	41 06	0 83	12 84	27 39

PENSIONS GRANTED—Continued.

Name and Address.	Annual pension.	Stoppage of 2 per cent	(A) Deduct'n during three years.	(B) Reduced pension.
Lane, Morgan, Montreal.....	158 60	3 18	69 80	85 62
Lacroix, Veuvo Louis, St. Ours	94 16			94 16
Languois, Léocadie, St. Antoine de Tilley..	94 96	1 90	43 03	50 03
Laverrière, Emelie, N. D. de Levis.....	35 60	0 72	11 40	23 48
Lawler, J. Samuel, St. Ambroise de Kildare	108 54	2 17	78 98	27 39
Lavoie, M. Philomène, St. Bonaventure...	42 02	0 84	14 36	26 82
Lemaire, Anastasie, Nicolet	19 27	0 39	5 10	13 78
Lemoine, Delima, St. Robert.....	62 92	1 26	26 60	35 06
Levasseur, Eloise, St. Leonard.....	29 11	0 58	11 83	16 70
Mayrand, Ovide, St. Gertrude	19 45	0 39	5 66	13 40
McGill, Mary, Huntingdon	65 54	1 31	31 37	32 86
Moffat, A. M. Adolphe, Vaudreuil.....	258 68	5 18	121 34	132 16
McLeod, Christiana, Manchester, N. Y.....	26 54	0 53	8 74	17 27
Montreuil, Dame H. L., Montreal	59 82	1 20	17 91	40 71
Monty, Venerance, St. Paul d'Abbotsford	64 38	1 29	25 41	37 68
O'Donoghue, H. C., St. Jerome, Terrebonne	378 90	7 58	242 48	128 84
O'Ryan, Michael, Sillery	248 97	4 98	99 20	144 79
Onillet, Elzear, Hebertville.....	111 92	2 24	39 24	70 44
Pageot, Charles, Quebec.....	108 40	2 17	49 63	56 60
Painchaud, J. B. F., Iles de la Madeline...	71 74	1 44	34 00	36 30
Parent, Dina, St. Isidore, Dorchester.....	23 44	0 47	7 90	15 07
Perrier, Pierre, Ville St. Jean.....	115 35	2 31	51 00	62 04
Pesant, Charlotte, Montreal	65 46	1 27	27 83	34 36
Pilote, Emelie, St. Simon, Charlevoix.....	60 32	1 21	27 76	31 35
Plante, Celeste, St. Hilaire, Rouville.....	43 72	0 88	17 66	25 18
Plante, Ursule, St. Hilaire, Rouville	60 48	1 21	26 04	33 23
Poisant, Julien, St. Jean.....	89 77	1 80	36 46	51 51
Ratté, M. Celina, Quebec	71 50	1 43	25 90	44 17
Richard, Symphonose, St. Barnabé.....	55 23	1 11	19 55	34 57
Robert, Elmire, Montreal	40 60	0 81	18 70	21 09
Robinson, Robert, Bristol	52 00	1 04	23 65	27 31
Sauvé, Jeremie, St. Agathe, Terrebonne...	116 22	2 33	54 06	59 83
Simard, Aristide, Lacolle	145 70	2 92	66 72	76 06
St. Pierre, Virginie, Chester, Arthabaska ..	58 29	1 17	25 90	31 22
Salvail, Dame Paul, St. Anne de Sorel.....	36 90	0 74	15 00	21 16
Tanguay, Georges, St. Gervais	537 50	10 75	248 75	278 00
Tessier, Philomene, St. Anne de la Parade	40 40	0 84	15 92	23 67
Toussaint, M. Anne, St. Roch de Quebec...	86 40	1 73	36 24	48 43
Toutant, Dame Ed., St. Luc, Champlain...	77 20	1 55	31 08	44 57
Tétrault, Dame Abdon, St. Angèle de Monnoir	76 66	1 53	30 10	45 03
Tremblay, Marie, Baie St. Paul.....	32 36	0 65	11 78	19 93
Turcotte, Arthémise, Quebec	53 20	1 07	22 60	29 53
Verret, M. Angèle, Papineauville	76 68	1 54	29 84	45 30
Wilkins, F. Beverly, Eardley.....	52 00	1 04	8 50	42 46
Whelan, Sophie Gravel, St. Agathe, L.....	43 40	0 87	20 55	21 98
	\$11,671 13	\$220 13	\$4954 26	\$6496 74

(A) Stoppage of one per cent. on total salary for years previous to 1880.

(B) Reduced annual pension for the first three years.