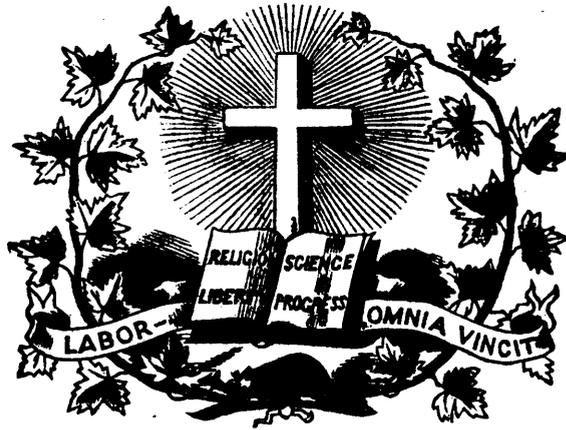


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The Seven Laws of Teaching.

REV. J. M. GREGORY, LL. D.

(Continued)

"A learner must attend with interest to what he would learn."

EXPLANATION.—This law, at first sight, seems double, since to gain attention and to excite interest are usually counted as distinct and quite different acts. Reflection shows them to be but co-ordinate elements of the same act, each one being necessary to the existence of the other. The necessary and characteristic mental attitude of one who learns is that of attention, and this attention, if free and not forced, always implies interest in the subject studied.

Attention, loosely considered, is of two sorts—*compelled and attracted*. The former is exercised by an effort of the will, and usually in obedience to a command; the latter springs from desire and is given from choice, and generally without consciousness of effort. The one is merely mechanical—the turning the mind towards the subject; the other is vital—the mind grasping and devouring it. Compelled attention, especially that of little children, is always weak and wavering, and usually merely external. In any proper sense it is not attention at all. The little form assumes the look of attention, but the mind works only partially and under restraint, and

speedily wanders to other and more attractive thoughts. True, or attracted attention is simply excited interest seeking its food. Unconscious of effort, it scarcely knows fatigue.

There are several grades of attention. The first is that in which the physical senses, eye and ear, are lent to the teacher, and the mind passively receives only what the teacher forcibly impresses upon it. From the lowest grade there are successive steps in which the intellect rouses itself to higher efforts, impelled by duty, by emulation, or by hope of reward. But the highest and most productive grade is that in which the feelings become deeply enlisted, the subject interests, and the whole nature attends. Eye and ear, the intellect and heart concentrate their powers in a combined effort, and the soul sends to the task all its faculties roused to their utmost activity. Such is the attention demanded by this law, and such is the attitude of the true learner.

Philosophy of the Law.—The first intent and reason of this Law are too obvious to need discussion. However teachers may neglect it in practice, all admit in theory, that without attention the pupil can learn nothing. One may as well talk to the deaf or the dead, as to the wholly inattentive. A little attention to the psychological facts which underlie the law will bring out into clear and more impressive light its vital and inevitable force and authority.

Knowledge can not be passed like some substance from one mind to another. Thoughts are not things which may be held and handled. They are simply the silent acts of the invisible mind. Ideas, which are but the intangible products of thoughts, can only be communicated by inducing, in the receiving mind, action correspondent to that by which these ideas were first conceived. In other words, ideas can only be transmitted by being rethought. Knowledge can not be separated from the act of knowing.

It is obvious, therefore, that the attention required is something more than a passive presentation of the pupil's mind to the teacher's mind, and he turns his eye to the teacher's face. Attention is an act, not merely a position. The learner's mind must work as well as his senses; or rather the mind must work in and through the senses;

and just in proportion to the energy and completeness of its action will be the vividness and accuracy of the knowledge he gains. If the mental action is feeble and imperfect, the conceptions formed will be faint and fragmentary, and the knowledge gained will prove incorrect, useless, and easily forgotten.

Aroused *attention* is something more than a state of waiting and expectancy. The notion that the mind can be made simply recipient, a mere bag, or a piece of blank paper, or a cake of wax under the seal, is neither safe nor philosophical. Its very nature, as far as we can understand it, is that of power or force, and force can only exhibit itself in action. To awaken attention is to put the mind in motion, and teaching is nothing more than directing this motion. The mind sees not by looking into the teacher's mind, but by steadily regarding the same object the teacher has regarded.

But further. The vigor of mental action, like that of muscular action, is proportioned to the strength of the feelings which inspire it. The powers of the intellect do not come forth in their full strength at the mere command of a teacher, nor even some cold and oppressive sense of duty. It is only when we "work with a will," that is with a keen and hearty interest in our work, that we bring our faculties either of body or mind out in their fullest energy. It follows that the true attitude of the learner's mind is that of active, interested attention. Where this is wholly lacking, nothing is learned; just in proportion as this is attained will the learning be rapid, easy, and thorough. The law is as certain, invariable, and all controlling as the law of gravitation.—That is a law of matter; this is the law of mind.

REMARKS.—It is a most important remark that the elements of interest vary with the ages of the pupils, and with advancing stages of growth and culture; and with these will vary also the scope and power of attention. The child of six years can neither feel interest in nor give any genuine attention to, the thoughts which interest the youth of sixteen.

Another truth, equally important to be remarked, is that the power of attention varies with the mental development, and is proportioned nearly to the years of a child; that of young children being weak and exhausted. This power is itself a product of education, and marks accurately the strength of the intellect. Said a man of great mental power: "The difference between me and the man of weak intellect lies in my power to maintain my attention—to keep it plodding." Thus, power of attention is both strength and skill.

Children and adults are often interested in the same scenes, histories, or lessons, but it does not follow that they are interested in the same ideas, or aspects of the subject. The child's attention is fixed only upon the sensible fact or some picturesque view of it; the adult mind attends to the profounder relations, and the remoter connections and consequences of the fact.

Attention follows interest. Hence the folly of attempting to gain attention to any subject in which you can not awaken the learner's interest. The assertion that children ought to be compelled to pay attention because it is their duty, denies the fundamental law of attention.

The two chief hindrances to attention are apathy and distraction. The former may arise from constitutional inertness, or from weariness or other bodily condition of the hour. Distraction is the division of the attention between several different objects. This is peculiarly the fault of immature and undisciplined minds. The quick senses of children are caught so easily by a great variety of objects, and they can find so little in them to interest them that their thoughts flit with the tireless wing of the butterfly.

Interest has several sources. It may come from (1) the lesson itself as truth, or from some picturesque or practical aspect, as a thing of beauty, or a power for good; (2) the connections of the truth with the learner's experiences in the past or present time, or his hopes in the future; (3) the sympathetic interest inspired by the teacher's manifested interest in the lesson; or (4) finally, from the companionship and emulation of fellow learners of the same lesson. These sources of interest all point to some object of attention belonging to the lesson or its connections.

PRACTICAL RULES.—From our law itself and the foregoing remarks upon it, spring many and important rules of teaching. The following are some of the most obvious and practical:

1. Never begin a recitation or class exercise till the attention of the whole class is secured.
2. Pause whenever the attention is lost or interrupted, and do not go on till it is completely regained.
3. Never exhaust completely the pupils' power of attention, and hence never continue an exercise after signs of weariness appear. Either change the subject or pause to kindle fresh attention.
4. Let the length of time of the recitation correspond to the ages of the classes, making the lessons of young pupils very brief.
5. Illustrations, and especially if presented to the eye, help to rouse and fix the attention, but care must be taken that the illustrations shall not too much withdraw the attention from the real subject.
6. Seek to rest and encourage the attention by a pleasing variety, but avoid distraction.
7. Attempt very difficult subjects only when the mind is fresh, and arouse the attention to its highest pitch.
8. Select carefully those aspects of the lesson, and use such illustrations as shall be adapted to the age and attainments of your class.
9. Kindle and maintain the highest possible interest in the subject itself.

Violations.—The violations of these rules are many and frequent, and they constitute the most fatal class of errors committed by ordinary teachers. Lessons are often begun before the attention of the class is gained, and continued long after it has ceased to be given. In other cases, pupils are urged to listen and learn after their limited power of attention is exhausted, and when weariness has sealed their minds against any further impression. Illustrations are sometimes wholly neglected, and often so badly chosen and so extravagantly used as entirely to distract the mind, and withdraw the attention from the lesson itself. Little or no heed is given to the varying ages and talents of the pupils; and those wholly unequal in years and attainments are often united in the same classes and taught the same lessons in the same way. Only very careless and casual efforts are made to select such lessons and aspects of lessons as are adapted to the peculiar condition of the class; and almost no attempt is made to excite a genuine and lively interest in the subject. And finally, and worst of all, whatever interest the pupil may chance to feel is sometimes repressed by a dry and unsympathizing manner of the teacher; and a painful disgust, instead of a winsome and strengthening delight, is created by the unskillful and unnecessary harshness which robs the pupil's mind at once of its desire and its power to learn.

What wonder that through these and other violations of this most obvious law of teaching, our schools are made unattractive, and their success is so limited and poor!

"The medium must be language understood by both teacher and pupil in the same sense."

The meaning of this law is simple and obvious. It

merely insists that the *medium* of communication between the teacher and learner must be understood alike by both,—that it shall be true language to both,—to him that hears it as well as to him that speaks it. The teacher may know familiarly a large number of words. The child necessarily knows but few, and these only imperfectly. In this case it is the child's language, not the teacher's, which must furnish the medium of instruction. The child can not of himself come up to the teacher's plane of expression; the teacher must go down to that of the child's.

Philosophy of the Law.—1. Words are signs of ideas. They are not natural symbols, but artificial; hence they will only express to any mind the ideas which that mind has previously associated with them. Language does not necessarily carry to another mind the thought of the speaker, but rather the thoughts or ideas which the hearer has learned to find in its words.

2. The same word is often the sign of several ideas. The teacher may know them all; but the pupil perhaps knows but one. To one person it is rich with a hundred related meanings; to another it is the representation of some one barren notion. To the former it is eloquent with grand and pleasing associations; to the latter it is absolutely destitute of force or beauty. Thus, the simple word *Art*, is, to a Reynolds or a Ruskin, the expression of all that is beautiful, grand, and elevating in human achievement, and of all that is most benign in human civilization. To the ordinary mind it means only craft—a mechanic's trade, or a hypocrite's pretence. So the name *Jesus*, to the Christian thinker, embraces all that is sweet and most glorious in God's moral government, and all that is pure and hopeful in humanity—all the long story of man's fall and degradation, and all the sublime hope of a blissful immortality and of a heavenly home. To the mere worldling it is the simple name of an historic character, without any peculiar import; to the infidel it is a word hateful, if not loathsome. In a less marked degree, such variations of significance belong to hundreds of the common words of our language.

3. He will teach most whose language raises the most and clearest images, and excites the most action in the minds of his pupils. One who can use the child's language, precisely in the child's sense of it, can convey his own thought in its full extent and power to the child's mind,—at least as far as that thought lies within the reach of the child's understanding.

4. But language is the instrument as well as the vehicle of thought. Words are tools under whose plastic power the mind reduces the crude masses of its impressions into clear and valid propositions. The most useful and sometimes the most difficult of the processes of thinking is that of shaping our thoughts into accurate and appropriate expressions. Ideas become incarnate in words. They rise into bodily form in language, and stand ready to be studied and measured, and marshaled into the combinations and working array of intelligible thought. Till they are thus shaped into expression, our conceptions flit as phantoms vague and indistinct; their real character, and their manifold and useful relations are unknown, if not unsuspected. More than half the work of teaching is that of helping the child to gain a full and clear expression of what it already knows imperfectly; to aid him to raise up, and round out into plain and adequate sentence the dim and fragmentary ideas of childhood. It is difficult to overstate the importance of this work. What a miserable mistake and mockery is it, therefore, if the language employed is that to which the pupil does not attach clear and distinct meanings!

5. Thinking is often only the solution of the problems of truth by means of the forms of speech. We labor and

wrestle with the truth as with some opposing force, struggling to reduce it to a clear and full statement under which the mind grasps and uses it. We master it by expressing it, and rest content as one who has gained a victory. Hence, in teaching, the use of language is not merely a vehicle to carry truths from teacher to pupil. It is the subtle agent by which the teacher enters the domain of the pupil's thoughts, touching and rousing the mental forces as with a battle cry—reinforcing the mind in its efforts to master the dim and fragmentary impressions which were crowding upon and confusing it like a beleaguering host. And in this battle it is the pupil's own hand that must grasp and use the weapons offered it. It is the pupil who must talk. What teacher has not sometimes stood and watched this struggle as the childish intellect has grappled with a new truth, and bravely essayed to force it into fitting words in order to understand it?

6. But language has yet another use. It is the storehouse of our knowledge. All that we know of any object, fact, or truth may be found laid up in the words we use concerning them. So the child's language is not only the exact measure of its clearer knowledge, but is, as one may say, the virtual embodiment of that knowledge. When we use, therefore, the language of the child, we summon all his acquired intelligence to our aid. Each word flashes its own kindled light upon the truth it would exhibit to him, and brings its own gathered forces to strengthen our arguments. The first new or unknown word introduced breaks the electric chain of thought. The truth no longer passes entire. A shadow falls upon the field of the pupil's intelligence, and he ceases to work, or gropes in darkness. New words may be necessary when new objects are to be named, or a new idea to be symbolized. Language must keep pace with thought. But till the child's own mind has itself freighted the new symbol with meaning, it can render no service in the commerce of truth. It but darkens and deludes, where it should illumine and guide.

Such, then, are the uses of language in teaching. It enables the teacher to enter into the chambers of his pupil's understanding, call around him all the knowledge with which that understanding is already furnished, rouse into action all the trained powers of thought, suggest the new line of work, and guide and stimulate to the acquisition of the new truths to be mastered and believed in. Who can over-estimate the part this artist-power must play in the work of instruction? The main secret of education lies hidden here.

RULES.—The practical rules directed by these principles and growing out of this law are full of importance.

1. Use the fewest, simplest, and plainest words the idea can be expressed with. Every unnecessary word adds to the child's work, and increases the danger of creating misunderstanding.

2. Repeat the thought, if not evidently understood, in other language. This is not the stringing out words forbidden in the foregoing rule, but the holding up the thought under a new light.

3. Use words in the plainest and commonest meaning, and use the same words as far as practicable, always, with the same or kindred meaning.

4. Use short sentences, and of the simplest construction. A long sentence often requires more power of attention than the child possesses, to carry forward and combine into the full and perfect sense the separate meanings of all the words. Short sentences both rest and stimulate the mind.

5. Note carefully the words used by the pupils. This will tell you what words you may use with them, and help you to correct their errors of thought and expression.

6. When it is necessary to teach a new word, always, as far as practicable, give the idea before the word. That is the order of nature.

7. Labor to increase steadily the pupil's knowledge, both in the number of words and in the extent and clearness of the understood meanings. The enlargement of a pupils language is the increase of his knowledge and of his capacity to know.

8. Secure the largest and best possible use of language by the pupil. The teacher is succeeding best whose pupils talk most freely and correctly on the subject of the lessons.

9. Young pupils may be asked to repeat words after the teacher, to form the habit of speech; and all pupils should talk on the review.

Violations.—This third great law of teaching is violated more frequently than even the best teachers suspect. The interested look and the smiling assent of the pupil often deceive the experienced instructor into the belief that his language is understood, and all the more easily because the pupil himself is deceived, and says he understands when he has only a mere glimpse of the meaning. Children are often entertained with the manner and seem attentive to the thoughts when they are only watching the eyes and lips of a speaker. They sometimes also claim to understand, simply to please their instructor and gain his good will. Thus the teacher is constantly in danger of being betrayed into a serious, if not fatal mistake.

The misuse of language is perhaps the most common failure in teaching. Not to mention those pretended teachers who cover up their own ignorance or indolence by a use of words which they know the children will not understand; and omitting also those who are more concerned to exhibit their eloquence and to awaken wonder at their wisdom, than to convey it to others; we find still some honest teachers who labor hard to make a clear and forcible statement of the truth, and then feel that their duty is done. If the children do not understand it must be from hopeless stupidity or from willful inattention. Often it is a single unusual or misunderstood term that makes the break in the electric cable; but it does not occur to the teacher to hunt up the break, and substitute a clearer term. The history of teaching is full of strange and even comical mistakes made by children in interpreting the language of adults; enough to put every teacher on his guard against this painful source of failure.

But even those teachers who easily use simple and intelligible language to their classes, frequently fail in the higher use of this teaching instrument. They do not secure a clear statement of the truth from the child, and they have no test of their own success. A volume would be required to state fully the blunders committed in violation of this law. They may be suspected from the facts that there are above *eighty thousand* words in the English language; that perhaps not more than two thousand of these are in use in common life, and that a child's vocabulary does not often contain over five hundred or one thousand words. But the topics studied in school lie mostly outside of our daily life, and hence outside much of our every-day speech. It has been acknowledged that the greatest obstacle to the general enlightenment of the common people is their lack of knowledge of the language through which they might be addressed. We add that this lack of language is itself lack of knowledge, since words, to be true words, must be signs of known ideas.—*National S. S. Teacher.*

The first steps in Teaching a Language.

Paper Read by Revd. R. H. QUICK, before the College of Preceptors February 7th, 1875.

Those of us who have visited the Brighton or the Sydenham Aquarium well know the sight of the sea anemones. The first impression one gets of them is, that they are merely enjoying themselves, or exhibiting their beauty as a peacock spreads his tail. But if we watch them till a tiny fish happens to stroll their way, we discover then that the anemones are not standing at ease or courting our admiration. No sooner is the fish within reach, than the hitherto placid anemone becomes all activity; the beautiful fibres disappear, and the little fish disappears with them. If we have the patience to await the result, we see the anemone at length open out again, and there reappears, not the fish, but just so much of it as the anemone finds indigestible. The rest has become anemone.

Now here we see in a figure the proper attitude and action of the mind of a learner. It keenly desires knowledge; it is on the look-out for it; it seizes on whatever information comes within its reach, and it works upon this information, analyzes it, appropriates all the pith of it, and rejects nothing but the useless shell.

If I were asked, then, who, in my opinion, were the best teachers of language, I should not say, those who follow Ascham's method, or Jacotot's method, or Prendergast's method; but those whose pupils desire to learn, and have their minds well exercised on the information given to them. It is with teaching as with the religion of the Bible. The outcome of that religion should be charity; and even if the Roman Church were infallible, a Quaker with charity would clearly be a better Christian than a Roman Catholic without it. In like manner, the outcome of intellectual teaching should be interest and mental vigour; and the *articulus stantis aut cadentis ecclesie*, if by *ecclesia* you understand any teaching whatever, must always be the answer to the questions—Does it make the pupils anxious to learn? Does it set their minds to work on what they are learning?

I have thought it necessary to make this preface, because I shall be concerned chiefly with different methods; and yet I do not think that he is necessarily the best teacher who follows the best methodizer. On the other hand, I am keenly alive to the advantages of a good method; and I long to see the different methods of teaching much more commonly studied than they now are. Everybody who attempts to teach must have his *modus operandi*; and if it is home-made, it will probably be a very awkward one. We have all heard of the celebrity who was a man of great taste, but unfortunately it was bad taste. Similarly, the ignorant untrained teacher will certainly be a man of method, and of very bad method too. As Talleyrand has said, "*Les méthodes sont les maîtres des maîtres.*" Teaching is very highly skilled labour; and all such labour can be perfected only by means of traditional knowledge. There may, indeed, have been great teachers, who dispensed with such knowledge; but it is not safe for us to do so. In going out to fight our Goliath, the giant Dullness, we must not reject the most approved weapons because David was so successful without them.

Let me, then, begin by stating, as briefly as possible, the methods for language-teaching that have become most celebrated.

Ascham's is so generally known, that I need only recall it to your memory. He made a model-book of some letters of Cicero's. His method is chiefly remarkable for two things; first, for thoroughness with which the model book was to be studied; secondly, for the great stress

laid on re-translation into Latin. The pupil was to begin the model book as soon as he knew his declensions and conjugations; he was to learn everything from the master, who translated the book to him, parsed every word, and so forth. The perfect grammar was to be constantly referred to, and taught by the master as occasion offered, in connection with the text of the model book. Each piece of the model book was to be studied again and again, with various objects, so that the pupil, before he advanced beyond it, would have read it "a dozen times at the least."

I should very much like to have the experience of masters who have tried Ascham's method. My own notion about it is, that re-translation with beginners is only another name for learning by heart; and though thoroughness is of immense value where it can be attained, it is not always attainable. Moreover, in striving after it, the teacher may sicken the learner at the very outset.

Ascham is well known in England. Ratke—or, as he Latinized his name, Ratichius—is well known on the Continent. He, too, began with a model book, and that without any preparatory drill in conjugations and declensions. But Ascham's pupils were to advance very slowly; Ratichius's were to forge ahead at once. A play of Terence's was the model book, and the learners were to go through the translation of the whole play three times before they saw the Latin. The pupils, says some objector fond of epigram, are tired of the play before they begin it. When they did begin, the master construed it to them, repeating each half-hour's construing. After going through the play in this way, they began again, and the boys were put on during the second half hour in what the master had construed. Then came a course of exercises, applied grammar, &c., all connected with the play. I think the plan of making the learner thoroughly acquainted with the translation first contains a hint that might be turned to good account. But to a meeting of teachers like this, I need not point out that the notion of leaving boys *auditores tantum* for the whole of the first reading, is simply absurd.

The system of Ratichius is remarkable for its use of a model book to be read in large quantities, so that more is thought of the frequency of the impression made in the learner's mind than of the distinctness of the impressions. Perhaps it may be well here to leave chronological order, and to mention Hamilton the modern champion of the plan which plunges the beginner into large quantities of the model book. In most cases the chronological order is best, because each innovator is influenced by the thoughts of his predecessors; but this does not apply to Hamilton, who had as little knowledge as Topsy of his spiritual ancestry.

"About every language," says Hamilton, "there are two great divisions of knowledge: first, knowledge of words and usages; second, knowledge of principles. Which should come first? Principles, says the school master, and he therefore teaches synthetically. Knowledge of words and usages, say I—and I therefore teach analytically. Let the pupils be taught some of the language itself, and let them make their own observations on it. All they want is to have the language made intelligible to them, and to have their power of observation directed. Rules about the language must be given when the learner feels his need of them, not earlier." Hamilton, though he talked a good deal about the natural method, rejected Montaigne's plan of teaching by talking the foreign language. "Instruction not connected with a book is apt," said he, (and here, perhaps, we shall all agree with him,) "to be desultory, and in the air. It wants the book to fix it. So let the model book be kept to." This book was to be read and re-read by means of

an interlinear Hamiltonian translation. A Hamiltonian translation, I must explain, is neither a translation proper, nor a vocabulary, but a *tertium quid*, in which each word is rendered according to its person, tense, or case, as if it belonged to the context, and yet has none but its root meaning assigned to it, although this may make the passage unintelligible. After repeated readings, grammar is to be taught in connection with the model book; and, after a great deal of reading, reproduction or imitation is to be attempted in speaking and writing. Thus Hamilton agrees with Ratichius, and differs from Ascham, in insisting on large quantities; and in making at first no use of the pen. The system seems to me little better than revived Ratichianism, and yet it caused great excitement as a new discovery; and Hamilton, shortly before his death, which took place in 1831, had as many as 600 pupils, and was very celebrated, both in the Old World and the New.

All the methodizers I have mentioned go on the plan of taking some book written in the language, and drilling their pupils in that. Before I come to those who would make their own book, it will be convenient to take Jacotot's plan. As I have already said, one very broad distinction between the methodizers is, that some hurry the beginner along through the model book; others require him to work at each lesson till he has thoroughly mastered it. The most uncompromising champions of the latter method are Jacotot, and, in our own day, Prendergast. For both of these I have a very high respect, though want of time will prevent me on the present occasion from doing anything like justice to their merits. Jacotot required the pupil to learn *Télémaque*, the whole of *Télémaque*, and nothing but *Télémaque* and what could be deduced from it. For a long time the pupil was always to begin each lesson from the beginning of the book, advancing a little further every time. Thus the earlier chapters would be gone over not only twelve times at the least, as Ascham says, but twelve times twelve at the least. From the book the pupil was to make out for himself the grammar of the language; the teacher had only to guide, test, and stimulate, and on no account was he to tell anything that the learner could possibly get at for himself. I take it that Jacotot has taught more emphatically than any one three great pedagogic truths—first, that good teaching exercises the active rather than the receptive faculties of the learner's mind; second, that all fresh knowledge should be connected with what the learner knew before; and third, that a *thorough* knowledge of anything is an almost inexhaustible source of power. However, if his principles were right, there must have been some grave defects in his application of them; or his system, which at first met with immense success, would not have so speedily lost its ground.

We now come to the methodizers who teach from a model book of their own preparing. The book thus prepared, which has had the longest-lived celebrity, is the "*Orbis Pictus*" of Comenius. The object of Comenius was twofold—first, to supply a vast amount of information about *things*; second, to give a large vocabulary. He therefore tries to squeeze both the visible world and the Latif language between the covers of his book, and he proclaims it as a merit that no vocable in the book, except the little words like *and* and *but*, occurs a second time. To quote the words of an excellent writer on the subject of language-learning. Dr. James Clyde, "It is of great moment to see clearly what part of the vocabulary that is in which the vital organs of the language are placed." (1) But Comenius treats the body linguistic, as if its

(1) In the *Museum*.

overgrown hair and nails were as vital as its heart strings. A plain man might think that, as there are plenty of things which it is important for a beginner to learn, his attention had better be confined to these. The art student is not taught for some time about composition and chiaroscuro. The music-master does not in the first lesson practise the pupil in appoggiaturas. But the simple plan of confining oneself with beginners to what is essential for them—the *jam nunc debentia dici*—has been neglected by teachers of a later date than Comenius.

Comenius, like those methodizers who chose a classic of the language, wanted the substance of the model book to be valuable on its own account. Almost all the other constructors of their own book have considered linguistic teaching only. The existence of the clock, the possible—indeed probable—non-existence of your patience, prevents me from naming several of these, who should not be thus neglected. But I must hasten on to the two I think most important. They are Robertson and Prendergast.

The Robertsonian method is known chiefly in France, as a similar method, that of Langenscheidt, is in Germany. Robertson has framed his model book in such a way as to include all the main root words in the French language. When an author sets to work to employ a certain set of words rather than to convey any particular meaning, the composition can hardly turn out a great literary success. Robertson admits that, like Mr. Malaprop, he forces into the service many poor words that would get their *habeas corpus* from any court in Christendom. I observe that a disciple of his, Dr. Boltz, who published, two or three years ago, a Robertsonian Introduction in German, has simply taken a tale written in that language, so that he is Robertsonian only in his treatment of the "Stoff" selected. This treatment reminds one of Ascham's plan, but in some respects it is great advance upon it. The text is split up into lessons—the early ones consisting of only two or three short sentences. Of each lesson we have three translations—the first a literal interlinear translation, the next one in fair English, and the third a translation phrase by phrase, in parallel columns. This last is for practice in retranslation, and the pupil is required to study it till he can readily give the foreign equivalent for each phrase. Then the words of the lesson are used for what Mr. Prendergast would call *variations*—a very valuable feature in this system. Afterwards comes a lexicographical and grammatical commentary on the words of the lesson, about which a vast sea of information is given, altogether beyond the beginner's capacities and requirements. This part, says Robertson, may be omitted—*must* be, I should say; but some facts about the really important words of the lesson would no doubt be useful.

Last, not least, on our list, we have Mr. Prendergast, whose system deserves a much more lengthily exposition than I can now afford it.

Mr. Prendergast teaches the beginners, not separate words, but sentences. There are in every language a number of common sequences, which form its idiom. The learner must be habituated to these sequences, and must not be allowed to translate, word by word, from his own language; for so long as he does this he will group the words according to the English idiom. Mr. Prendergast, therefore, would put into the beginner's hand a book giving a number of idiomatic sentences in the foreign tongue, and the corresponding sentences in good English. The foreign sentences should be so framed as to include all the main constructions in the language. The language would thus be learnt "in miniature."

The learning by heart of sentences constructed for the purpose is the groundwork of the system. But a sentence

thus learned might remain in the pupil's mind without life, the equivalent for a particular English sentence, and nothing more. So the learning of a model sentence is quite insufficient by itself. Mr. Prendergast requires the learner to "master," not only the sentence, but also a number of variations of it, in which he finds all that he has learnt in the previous sentences worked up with what he has learnt in the last one. Of course the possible combinations, which may be thus formed when several sentences have been learnt, are inexhaustible; and by having the changes rung for him on the phrases he already knows, the pupil is to get his ear accustomed to the sequences of the language, until by mere imitation he can ring the changes for himself. Each sentence, and each group of variations, must be "mastered" before the learner may go further; *i.e.*, they must be repeated again and again till the pupil can read off the foreign sentence from the English as quickly and with as little effort as if the words themselves were before him. This is an essential feature of the system, and Mr. Prendergast dreads nothing so much as a multiplicity of vague impressions. He therefore calls his plan the "Mastery System."

"Do the exact opposite to what is usual," says Rousseau, "and you will almost always do what is right." I am far, indeed, from adopting this cynical maxim generally; but in the matter of language-teaching, it may certainly, here and there, be applied with advantage. As I have said elsewhere, (2) the great difficulty is to get under weigh in the new language. The first stage—which with schoolboys is often the last also—is one of utter helplessness. In this stage the foreign words mostly remain mere units, without any tendency to cohere in the shortest places, much less to organize themselves into perfect sentences. Beginners (if I may take liberties with Tennyson)

"Cannot understand how language breeds,
Think it a dead thing."

How are we to breathe life into it? The very first requirement is more time than the regulation two hours a week. The unfortunate modern language master in our schools is sometimes blamed because his boys have not exactly a Parisian accent. Whoever cares to make the calculation will find, as M. Héron-Wall has pointed out, that, in a form of twenty boys, each boy speaks French, at the outside, four hours a year. Almost all our modern language learning is on this scale; and parents wonder that boys learn more French or German in three months abroad, than we teach them during their school course. The fact is, more time is given to learning the language during the three months, than all the time devoted to it at school put together. Then, again, we know that a thing is remembered in proportion to the interest it excites, the time it has the mind to itself, and the frequency of its renewal. When I think of the amount of interest, time, and attention bestowed upon French and German in some of our schools, I am astonished that anything is learnt at all; and, contrary to my wont, I look upon the schoolboy as possessed of remarkable powers of acquisition. The only way to give these languages a chance is to adopt what Mr. Wilson of Rugby calls stratification of studies, and, at the commencement of a language, to devote a good deal of time to it.

Supposing four hours a week, at the least, secured for the language, how should we set about teaching it? Here we find ourselves pulled in different directions by three classes of methodizers. The first would begin with the grammar. The second would have some small portion of the language thoroughly "mastered." The third would run the beginner straight through a book in the

(2) In the *Quarterly Journal of Education*, April, 1872.

foreign tongue. For various reasons, which I cannot now give at length, I am decidedly opposed to what I may call the rapid-impressionist school. I agree entirely with Mr. Prendergast, that, as a rule, we make far too great demands on the memory of beginners. At this point in preparing my lecture, I took down from my shelf Mr. Prendergast's very valuable work "The Mastery of Languages" (a work which should be read, as I think, by all teachers), and opening it a random, I at once lighted on the following sentence: "Let it be clearly understood that the most fatal of all errors is the overloading of the memory." (p. 25.) I hold that this sentence pronounces the condemnation of at least nineteen out of every twenty books written for beginners in a foreign language. Let us hear the opinion of a man whom we have most of us read, and whose authority we all respect. Professor D'Arcy Thompson. "My own experience," he says, "in the tuition of elementary pupils, has taught me that, for a considerable time, a teacher should be content with a very small vocabulary, but that he should task to the utmost his own patience and ingenuity in presenting that limited stock of vocables to the minds of his charges, under, if possible, all the conceivable forms and phases of a kaleidoscopic diversity. In the shop windows of Dublin I have seen exhibited a little book, which on its title-page undertakes to teach young housekeepers one hundred different ways whereby to cook an apple. In this volume I have adduced a sentence of nine words, which is capable of 579 perfectly grammatical and idiomatically permissible transmutations." ("Scala Nova," Preface.)

Hear, too, M. Marcel, who, oddly enough, is a rapid impressionist,— "The introduction of new words is not so favourable to progress as the reiterated use of those already known. What is required for the exchange of thought is not so much the names of things as the power of affirming, denying, and questioning about them. The vocabulary of young children is very limited, and yet how readily and fluently they speak!..... Half the knowledge, with twice the power of applying it is better than twice the knowledge with half the power of application." (Marcel's "Study of Languages," New York, p. 117.)

But perhaps it will be said, the memory is not overburdened on the rapid plan, because not everything is remembered, but only the most important things, which recur the most frequently. But, as I believe, the learner gets bewildered by large quantities of the language, and never feeling quite certain about anything, he, at the end of the book, cannot be said to *know* anything. Unless he knows more about the words than their equivalent English, he must make all sorts of blunders. He will confound together words which are accidentally similar, and not see connections which really exist. Who would suppose, *e. g.*, that *itineris* was connected with *iter*, and that *itur* was not connected with it? And when the mind, after a Hamiltonian course, tries to reproduce its impressions of the language, it finds itself full of half impressions and wrong impressions, and much that it has learnt is worse than useless to it. *Me magistro*, nobody shall learn on Hamilton's method, or anything like it. To use a metaphor of Mr. Prendergast's, I want my pupils to have a disciplined regiment of words, not a mere rabble however numerous.

So here I seem driven into the arms of those who recommend Mastery from the very first; indeed, the grammarians may put in a plea, that the grammar is the manual of drill, and that, if we want to officer our words properly, we ought to study the manual.

(To be continued.)

Physical Education.

BY G. B. EMERSON, LL. D.

The most important and the most neglected part of education is the training, from birth, of all the senses and faculties of the body. To be perfect, it must be begun at the very earliest stage of infancy, and continued till every sense and every bodily power shall have reached maturity. There can be little doubt that a man so educated, with all the senses and other bodily faculties brought into full, natural, and healthy action, and with only the commonest school instruction, would be more likely to live a happy, useful, and distinguished life, than the same man with all the discipline that the best academies and colleges could give, without this complete education of the bodily faculties.

This perfect physical education must be begun with the beginning of the child's life; and, if any mother, or noble woman who hopes to become a mother, resolves, on reading this,—and I have such entire confidence in the nobleness of woman's nature that I have no doubt that many will resolve,—to give this perfect education to her child, I would refer her to the best book that has ever appeared upon the subject of physiology and health, (1) in which she will find everything that she wishes to know. But she will find that it requires and deserves the most careful study. Let her read it thoughtfully, but not waste time upon the question.

The most precious thing that was ever committed to the care of a mortal, a new-born infant, is laid in the mother's arms, the most delicate, the frailest, the most dependent of all things. The heaven-given intelligence is in embryo; all the senses which are to be trained to be ministers of this intelligence, the senses of sight, feeling, hearing, smelling, and taste, are to be carefully watched, protected from harm, and gradually directed to their proper object. Every part of the infant body is imperfect. The bones are not hard; those of the head do not protect the head, but are themselves to be carefully protected, till they touch each other and unite, so as at last to protect the brain. The eye, destined to connect the individual with almost all else in creation, and to give knowledge of all things external, must be watchfully cared for. The head should never be so laid that the sunshine, or the full light of day, or of a lamp, can directly fall upon it. The chamber should be kept partially lighted. All movements about it should be gentle.

When the child gets on far enough to creep, and to get at and handle everything it can reach, it should be allowed to do so. It is learning the use of its fingers, what things are hard and what soft, what smooth and what rough. It will soon learn what are heavy and what light; what are flexible and what stiff; that is, it will learn the qualities of things. Every movement and every touch is recognized by the brain, and is thus educating the brain. A child should not, unnecessarily, be interrupted or disturbed in its investigation, at the very moment when he is much interested in them as its aunt is in the last novel, or its brother in Higginson's America, or its father in his volume of history. No child can be led prematurely to walk, without the risk of weakening or crooking its legs. Let it alone; it will walk when it is ready.

When a boy is stout enough to be abroad, especially if he have the privilege of living in the country, let him go abroad and play in the grass and in the dirt and among the stones. All these are things which he must learn about, and he is in haste to pursue his education.

(1) *Physiology and Hygiene*. By J. C. Dalton, M. D. Published by Harper & Brothers. For a specimen of this teaching, look at the article headed "Exercise," following this article.

He must be making his experiments, and finding out the difference between *wet land* and *dry land*, or mud. If he can get near a brook or stream, he must be studying the running of water, and its whirling and falling, and the making and breaking of bubbles. He is as really and as naturally and earnestly studying the nature of water, as the philosopher is when he is pursuing exactly the same study, and calling it Hydrostatics and Hydraulics. If his parents have taste and sense and knowledge enough they will sympathise with him, and thus quicken and guide his inquiries and awaken new. The insect world, the world of creeping things and birds and quadrupeds, will open to him, especially if he have the good fortune to live near a forest. I know an old man who had a grandson, not old enough to be a candidate for school, who had become very much interested in butterflies, grasshoppers, and other insects. "Grand-papa," he said one day to the old man, "I have found something very curious in this creature; I don't know that you will understand it—I do not understand it very well myself." He then pointed out an apparatus under the insect's wing, and said: "There, he does not sing through his mouth, but through that hole."—He had himself thus discovered what had not been long known by the naturalists.

What shall the boy do in winter? Let him go out into the snow and learn to play in it, and wade in the snow, or slide on the ice as soon as he can. Let him be out as much as possible; for the sun is not only the giver of light and heat, but of life and health also. In the long evenings, let him have plays of all sorts, if he can find companions; Hunt the Slipper, Puss in the Corner, and everything else of the kind. Or he may have gymnastics; he and his companions, his sister, his aunts, his brother, his father, if he has manliness and sense enough to join. Let them square their shoulders, throwing back their arms and holding up their heads, and walk, backward and forward, with measured steps; jump—once, twice, thrice, four, five, or six times; run and spring, once and again, as far and as high as possible; swing the arms, first one, then the other, then both, five or six times—first forward, then backward; throw the first up forcibly as high as possible, and down forcibly many times. These drills, and others that will readily occur, may be devised to exercise and develop all the muscles of all the limbs, so that they may be brought to their full size and strength; for it will soon be seen that a muscle much used, if used carefully, will become larger and fuller and stronger. By keeping the shoulders well back and the head erect, during all these exercises, the chest will expand, and the breathing naturally become freer and fuller. The mother must take care that the dress both of boys and girls should be so fashioned as never to impede any motion of the limbs, and especially not to compress the regions of breathing or of digestion.

There is no reason why boys, as well as girls, should not be taught all the arts which may pleasantly occupy the hands, such as knitting, netting, sewing, crotchetting. All such things will give them the ready use of their fingers, and will, at the same time, be exercising their powers of attention, and thus developing and exercising their brain. (2)

To aid in exercising the skill in contrivance, sets of paper and wooden models, geometrical and building, and a variety of others, may be introduced, which will entertain, occupy, and instruct the children. And it will be well and pleasant for the mother to enable the

(2) It would be a good thing if all young men were taught some lady-work to occupy their hands, so that they might join in conversation and be agreeable without the awkwardness of being idle.

child to use the proper names and words in speaking of all these things. It would be very easy to enlarge upon this subject, but enough has been said to indicate the course to be taken with other things. I wish, however, before passing from the children at home, to say something to their mother.

My dear lady, I have been suggesting a few thoughts upon things which are often considered of little consequence, but which really are of the very highest, as they concern the future health and welfare of your children. But these are really of transient import, in comparison with another, which is of infinite consequence. You are forming the CHARACTER of your child. You are deciding whether he shall be, so far as depends on you, a noble creature, full of high, pure, wise, and benevolent purposes, happy and giving happiness, or a cold, low, frivolous, selfish being, seeking his own advancement, and indifferent to all about him. Which of these forms of character he shall assume depends, I repeat it, very much, almost entirely, upon your teaching and influence. Whatever you would have him be, you must be yourself. For a model, for a perfect guide, you have not far to seek. You have it in the character and teachings of Jesus Christ. The great question with you is, Shall I be a Christian, renouncing all selfishness, and living for my children? or shall I live a low, selfish life, seeking my own present indulgence, and content to live as the poorest worldling about me lives? Shall I live for my children, or shall I sacrifice them and live for the selfish, frivolous world about me?—*New England Journal of Education.*

Exercise.

The natural force of the muscular system requires to be maintained by constant and regular *exercise*. If all the muscles, or those of any particular part, be allowed to remain for a long time unused, they diminish in size, grow softer, and finally become sluggish and debilitated. By use and exercise, on the contrary, they maintain their vigor, continue plump and firm to the touch, and retain all the characters of a healthy organization. It is very important, therefore, that the muscles should be trained and exercised by sufficient daily use. Too much confinement by sedentary occupations, in study, or by simple indulgence in indolent habits, will certainly impair the strength of the body and injuriously affect the health. Every one who is in a healthy condition should provide for the free use of the muscles by at least two hours' exercise each day; and this exercise can not be neglected with impunity, any more than the due provision of clothing and food.

The muscular exercise of the body, in order to produce its proper effect, should be *regular and moderate in degree*. It will not do for any person to remain inactive during the greater part of the week, and then take an excessive amount of exercise on a single day. An unnatural deficiency of this kind cannot be compensated by an occasional excess. It is only a uniform and healthy action of the parts which stimulates the muscles, and provides for their nourishment and growth. Exercise which is so violent and long-continued as to produce exhaustion or unnatural fatigue is an injury instead of an advantage, and creates a waste and expenditure of the muscular force instead of its healthy increase.

Walking is therefore one of the most useful kinds of exercise, since it calls into easy and moderate action nearly all the muscles of the body, and may be continued for a long time without fatigue. Riding on horseback is also exceedingly efficacious, particularly as it is accom-

panied by a certain amount of excitement and interest which acts as an agreeable and healthy stimulus to the nervous system. Running and leaping, being more violent, should be used more sparingly. For children, the rapid and continuous exercise which they spontaneously take in their various games and amusements in the open air is the best. The exact quantity of exercise to be taken is not precisely the same for different persons, but should be measured by its effect. It is always beneficial when it has fully employed the muscular powers without producing any sense of excessive fatigue or exhaustion.

It should be remembered, also, that the object of exercise is not the mere acquisition or increase of muscular strength, but the proper maintenance of the general health. A special increase of strength may be produced to a very great extent by the constant practice or training of particular muscles. Thus the arms of the blacksmith and the legs of the dancer become developed in excessive proportions; and by the continued practice, in a gymnasium, of raising weights, or carrying loads, the muscular system generally may be greatly increased in force. But this unusual muscular development is not necessary to health, and is not even particularly beneficial to it. The best condition is that in which all the different organs and systems of the body have their full and complete development, no one of them preponderating excessively over the others. The most useful kind of exercise, accordingly, is that which employs equally all the limbs, and cultivates agility and freedom of movement, as well as simple muscular strength.

In all cases, also, the exercise which is taken should be regular and uniform in degree, and should be repeated as nearly as possible for the same time every day.—From

PHYSIOLOGY & HYGIENE—By J. C. Dalton, M. D.

A Sound Mind in A Sound Body.

Much as has been said and written of late years about education, the full import and true meaning of the term are still far from being generally understood. It is not the least of the many evils that resulted from the introduction of the Revised Code that education in the minds of the public has been considered synonymous with proficiency in the three Rs. The progress of education has been measured year by year by the increased percentage of children who, at the annual examination of Her Majesty's Inspector, succeeded in fulfilling the requirements of the six standards. Thus it has come to pass that an undue amount of attention has been bestowed upon the merely mechanical part of education, to the neglect of other branches as important if not more so. Englishmen are not so much theorists as practical men. If they see a work which requires doing, they do it, and do it with their might. But for want of a correct general view of the matter in hand, their efforts are not always proportionate to the value of the work, nor do they always begin at the right end. Much attention has of late years been paid to mental cultivation, and some regard given to the moral training of the children in our elementary schools, while little or no care has been exercised to secure that which should be considered as foundation of mental culture—viz., a sound systematic training of the body. Physical education has not been altogether forgotten, nor have its claims been completely ignored. The efforts, however, to secure it have been few and feeble, and we are in danger of training up a race of men who will be as inferior to their predecessors in physical power as they will surpass them in mental culture.

The efforts of educationists should be directed to the securing of a sound mind in a sound body. Unless the soundness of body be attained, it will be impossible to obtain soundness of mind. Of the two, the training of the body should be attended to before the culture of the mind. The former is the necessary foundation upon which the educator of the mind may build. Our complaint is, that too often the latter is urged on to the detriment of the former. There is no reason why, after a certain age, the two should not proceed together. Systematic provision needs to be made for physical training in all grades of schools. This training should be regularly inspected, and grants made on its account. At present, not only is no encouragement given by the Education Department to this branch, but unnecessary obstacles are put in its way. The time to be devoted to drill is restricted to a minimum amount, and the teacher is not permitted to exercise his boys until he has received from some recognised authority a certificate of competency. Several School Boards have, in two or three ways, evidenced their desire to educate physically as well as intellectually the children in their schools. Playgrounds have been, or are to be, provided in connection with each of the permanent schools erected by the London Board, and a drill instructor has been appointed, whose chief work for some time must necessarily be to drill the teachers and assistants, and will afterwards include the superintendence of the instruction in drill given to each school by its teachers. But drill alone is not sufficient properly to develop the physical capacities of children. Gymnastic apparatus of some kind should be provided in connection with every school. The London Board has refused to sanction the purchase of apparatus for its schools, as we understand, because of the danger which attends the use of such apparatus when used without proper supervision. To appoint an instructor in gymnastics to each school would be out of the question; but there are several descriptions of apparatus, at once simple and efficient, that might be employed with no risk, and requiring no skilled instructor. The dumb-bell exercise, climbing ropes and poles, and the horizontal bar may be instanced. An exercise twice a week with the dumb-bells for ten minutes would of itself form a valuable physical training. The time devoted to such exercises would be well spent; and we question whether the intellectual results would not in the year gain rather than lose by the time devoted to the training of the body.

Still, with our present means and appliances, much more might be done than is done. This is too wide a subject to be treated fully in the present article; but we would direct attention to two points mentioned at the recent Social Science Congress. The regular inspection of the cleanliness of all children before morning and afternoon school was advocated. There are schools where this has been done for many years with the best results. In some cases, there is not the necessary accommodation for the purpose; but, where possible, there are few things which would be more beneficial than the forming of children in lines previous to their marching into school, and the systematic inspection of their persons and dress. Cleanliness is one of the first things it is necessary to teach to children, notwithstanding that it is not among the subjects required by Government. With such an inspection of the cleanliness of the scholars it is necessary that each school should possess sufficient accommodation for the cleansing of such as come in a dirty condition. It is not every school that possesses a lavatory suited to its size. Some even of the new permanent schools erected by the London Board are deficient in this respect—an evidence of the truth of our remark that the physical training of children has not received its just share

of attention. With the other suggestion made at the Glasgow Congress—a novelty possibly to the amateurs present, but not to teachers—we heartily agree—viz., that after every lesson there should be a few minutes devoted to the exercising of the children. It were well too if, every morning and afternoon, the pupils were able to leave the school for a few minutes, play. But the arrangements in many of our schools forbid this. The time occupied in leading two or three hundred children in an orderly manner from the top of a large building and back again, would of itself be more than could be well spared without any time being devoted to play. It is greatly to be deplored that the space in many of our schools is so circumscribed that change of position and a few simple exercises cannot be secured within the schoolroom itself. This is partly due to the excessive narrowness of the modern model schoolroom. The Scotch were wise in their generation when they refused to adopt width prescribed by the department for their schools. Their successful stand against the dictum of "My Lords" in this instance evidenced the value of a good reputation. The English, not being so advanced in educational matters, had to submit; and, in many ways, the greatest inconvenience results from want of sufficient room for the proper working of the school.

With reference to the above remarks on Physical Education, it may be interesting to know that, since they were written, the National Council of Switzerland, in its discussion of the Military Organisation Bill, has agreed by 67 votes against 30 to the principle that the teachers in primary schools shall receive military instruction, in order that they may be able to teach gymnastics to their pupils as a preparation for military drill.

—(The Schoolmaster).

EDUCATIONAL.

McGill University.

The annual public meeting of the Convocation for conferring degrees in law and medicine was held in the William Molson Hall, in the University Building yesterday afternoon. Shortly before three o'clock large numbers of patrons of education commenced to arrive, and long before the commencement of the programme the Hall was crowded to excess with a large and fashionable audience, the ladies, as is usual in such educational matters, being in a large majority.

Shortly after three o'clock, the officers of the University came through the body of the Hall and ascended the steps to the platform, where were assembled Peter Redpath, Esq., Chairman; John William Dawson, LL. D., F. R. S., F. G. S., Vice Chancellor; Sir A. T. Galt, K. C. M. G.; the Most Revd. the Metropolitan, the Hon. Atty-Gen Church, the Hon. Joseph Robertson, Sol. Gen. Angers, Ven. Dean Bond, Rev. Mr. Norman.

Professors—De Sola, Markgraf, Davey, and Murray, of Arts; Scott, Wright, Hard, McCallum, Craik, Drake, Girdwood, Ross, Osler, and Roddick, of Medicine; Carter, Wurtelle, Kerr, Doutré and Rainville, of Law.

Graduates—In Medicine—Messrs. Alloway, Edwards, Graham, Proudfoot, Rodgers, Schmidt and Webb. In Law—Messrs. Kemp, Mondelet, Bagg and Spong.

The meeting was opened by prayer.

W. C. Baynes, B. A., Secretary, then read the minutes of the previous meeting.

Dr. George W. Campbell, M. A., Dean of the Faculty of Medicine, read the following:—

The total number of students attending the lectures of this Faculty during the past session was 129, of whom there were from Ontario, 67; Quebec, 48; Nova Scotia, 3; New Brunswick, 3; P. E. Island, 1; West Indies, 2; United States, 5.

The following gentlemen, 32 in number, have passed their primary examinations on the following subjects: Anatomy and Physiology, Chemistry, *Materia Medica* and Pharmacy, Institutes of Medicine and Botany and Zoology, their names and residences are as follows:

Campbell James, London, O.
Colquhoun George, Grantley, O.
Cook Guy R., B. A., Aultsville, O.
Cook Wm. Henry, Drummondville, Q.
Cream Thos. N., Quebec, Q.
Crothers Wm., Clarenceville, Q.
Eberle Henry, Morpeth, O.
Gray John S., Heckston, O.
Greer Thos. A., Colborne, O.
Hunt Henry, Notfield, O.
Johnson Jas. B., Weston, O.
Lang Christopher McL., Owen Sound, O.
Levi Reuben, Montreal, Q.
McIlmoyl Henry A., Iroquois, O.
MacDonell Richard L., B. A., Montreal, Q.
McRae George, Renfrew, O.
Metcalf Henry J., Riceville, O.
Munro Alex., Montreal, Q.
Murray Chas. H., B. A., Montreal, Q.
Powell Robert W., Ottawa, O.
Reddy Herbert L., B. A., Montreal, Q.
Ritchie Arthur F., B. A., Montreal, Q.
Robinson Stephen J., Brantford, O.
Ross Wm. D., Ottawa, O.
Secord Levi, Brantford, O.
Smith Wm., Lachute, Q.
Snider, Fred. S., Simcoe, O.
Stevenson Chas. N., Sarnis, O.
Stevenson Sabine, Cayuga, O.
Storris Arthur, Cornwallis, N. S.
Stroud Chas. S., Montreal, Q.
Young Philip R., Clarenceville, Q.

The following gentlemen, 31 in number, have fulfilled all the requirements to entitle them to the degree of M. D., C. M., from this University. These exercises consist in examinations, both written and oral, on the following subjects:—Theory and Practice of Surgery, Theory and Practice of Medicine. Obstetrics and diseases of women and children, Medical Jurisprudence and Hygiene, and also Clinical examinations in Medicine and Surgery, conducted at the bedside in the Hospital.

The names of the successful candidates, and their residences, are as follows:—

Bain Hugh U., B. A., Perth, O.
Benson Joseph B., Chatham, N. B.
Bomberry George E., Tuscarora, O.
Brossard Jean Bte., Laprairie, Q.
Burland William H., Montreal, Q.
Christie John H., B. A., Lachute, Q.
Dorland James, Adolphustown, O.
Dowling John F., Appleton, O.
Duncan George C., Port Dover, O.
Falls Samuel K., Carp, O.
Gilbert Henry L., Sherbrooke, Q.
Goodhue Perkins J., Danville, Q.
Graham Kenneth D., Ottawa, O.
Hanington Ernest, B. C., Shediac, N. B.
Hanover William I., Leeds, Q.
Jamieson Thos. A., Lancaster, O.
Kearney William J., Montreal, Q.
Langlois Onezime X., Windsor, O.
Mattice Richard J., Moulinette, O.
McDermid William, Martintown, O.
Meek James A., Cornwallis, N. S.

Monk George H., Montreal, Q.
 Nelles James M., Brantford, O.
 Ross William D., Ottawa, O.
 Scott William F., Hull, Q.
 Tunstall Simon J., B. A., St. Ann's, Q.
 Ward Michael O'B., Montreal, Q.
 Wible Hiram, Essex Centre, O.
 Woods Edmund J. J., Aylmer, Q.
 Woolway Christopher C., St. Mary's, O.

Three of the above named gentlemen, Messrs. Burland, Gilbert and Woolway, are under age. They have, however, passed all the examinations and fulfilled all the requirements necessary for graduation, and only await their majority to receive their Degree.

The following gentlemen passed the examinations in Theoretical Chemistry :

Henry Greaver,	G. A. Park,
G. Cannon,	D. J. Quigley,
John Brodie,	W. B. Elliot,
G. E. Armstrong,	R. Collison,
J. A. Lane,	D. H. Cameron,
A. C. Fraser.	L. A. Fortier,
Frank L. Miner,	J. R. McLaren,
C. L. Cotton.	

Students who have passed the examinations in Botany and Zoology :

BOTANY.

CLASS I—Ayer, Butler, Cameron, T. D. ; McGuigan, Guerin, Fraser, McCann, McKinley, Vineberg, McLaughlin, Pinson-neault, Campbell, Gibson.

CLASS II—Faulkner, Ryan, Cameron, P. ; Stafford, McLeod, J. A. ; Greenwood, McCrimmon, Gillis, Hutchinson, Henwood, Smith, Chisholm, Rutherford, Kirk.

CLASS III—Riley, Morden, McLeod, J. ; Collison, Weir, Irwin, Brennan, Fenwick, Farley, McDonald, Fogg.

ZOOLOGY.

Class I—Butler.

The Medical Faculty Prizes are three in number :—

1st. The Holmes Gold Medal, awarded to the graduate who receives the highest aggregate number of marks for the best examinations, written and oral, in both Primary and Final branches, as also for an inaugural thesis.

2nd. A prize in books, awarded for the best examination, written and oral, in the final branches. The gold medallist is not permitted to compete for this prize.

3rd. A prize in books, awarded for the best examination, written and oral, in the primary branches.

The Holmes Gold Medal was awarded to Simon J. Tunstall, B. A., St. Ann's, P. Q.

The prize for the final examination was awarded to Joseph B. Benson, Chatham, N. B. Christopher J. Woolway was prevented by illness on the day of the public written examination from competing for honors, but he deserves special mention as he received the full number of marks at his clinical and oral examinations.

Mr. Duncan also deserves special mention for his great mechanical ingenuity in constructing a sphygmograph, with improvements of his own, for measuring the force and undulations of the arterial pulse.

The prize for the primary examination was awarded to Chas. S. Murray, B. A., Montreal, Q., and Robert W. Powell, Ottawa, O. These two gentlemen received an equal number of marks.

The following gentlemen, arranged in the order of merit, deserve honourable mention :—

In the first examination Messrs. Hanington, Hume, Bain, Ross, Falls, Ward and Scott.

In the primary examination Messrs. MacDonnell, Ritchie, Smith, Levi, Young, Reddy, Secord, Snider, Ross, Hunt, Cook and Sabine Stevenson.

PROFESSOR'S PRIZE.

Botany—Ayer.

Zoology—Butler.

Prize for the best collection of plants, C. L. Cotton. Those deserving honourable mention in Botany, Messrs. Butler, F. D. Cameron, and McGuigan. For collection of plants well prepared and determined, honourable mention, James Bell.

PRACTICAL ANATOMY.

Demonstrator's prize in the Senior Class, awarded to John Brodie.

Those deserving honourable mention for care and assiduity, Messrs. A. C. Fraser, James Bell, F. D. Miner, G. E. Armstrong, and Wm H. Howle.

Junior Class prize awarded to N. Ayer. Honourable mention Messrs. A. Jamieson, W. B. Gibson, Fred. Campbell, F. J. Stafford and J. J. Guérin.

Principal Dawson, assisted by Dr. Craik, then presented the diplomas and conferred the degrees on the successful graduates.

Dr. James M. Nelles, of Brantford, Ont., then on behalf of his associate graduates in the Medical Faculty, gave the Valedictory. He spoke at length on the fact that the class was now breaking up, alluded feelingly to the ties which were being severed between the teacher and pupil, but hoped they would long be held in remembrance ; they were now going to make use of the education which they had received in *Alma Mater*, and he hoped they would do their utmost to uphold her good name by being zealous in the cause for which they had devoted so much persevering study. He advised adherence to the principle of doing good to mankind in their common profession rather than to a sordid desire for gain ; comparing the students of the past with those of the present, the latter being according to his deduction fully up to the former ; they were also fully as well behaved in moral and law-abiding matters as any other young gentlemen ; he advised students who wish to succeed to closely apply themselves to study, and see less of saloons, theatres, &c. Exhorting his fellow graduates to be firm and careful in their future practices, he described the suffering which medical science was expected to relieve, and the manner in which it was to be accomplished. After some advice to students, he concluded his address by earnestly thanking the ladies for their presence and the influence which their favor had exercised on the students who were now going away, and asked for a continuation of their interest for those who would become students hereafter from time to time. After bidding goodbye to all in the name of his fellow graduates, Dr. Nelles sat down amid great applause.

Dr. Osler on behalf of the Faculty addressed the graduating class briefly. It rested with themselves in a great measure as to how they succeeded. Medicine was not the same stereotyped matter as law or theology ; it was a progressive study, and required close and careful study. He alluded to the use of liquor in medical practice, and said this should receive such close attention of all practitioners as would keep its use as a medicine from being made the basis of a beverage. After some remarks as to prosecuting unlicensed practitioners, Dr. Osler concluded by wishing the graduates all success.

W. H. Kerr, Esq., Q. C., then read the following list of names, prize men graduates :

FACULTY OF LAW.

Third Year or Graduating Class.

Elizabeth Torrance gold medal : David Major.

Second prize given for best Thesis, John S. Hall, B. A.

Third prize for second place in general proficiency, John S. Hall, B. A.

In the Second Year.

First prize : Charles J. Doherty.

Second prize : Steadman A. Lebourveau.

In the First Year.

First prize : Henry S. W. Goodhue.

The second place is undecided.

CLASS EXAMINATIONS.—COMMERCIAL LAW.

The Dean of the Faculty, Hon. J. J. C. Abbott, Q. C., D. C. L., and Professor Wurtel, Q. C., B. C. L.

Graduating Class.

First: David Major.
Second: John S. Hall.

Second Year.

First: William Scullen.
Second: Charles J. Doherty.

First Year.

First: Henry S. W. Goodhue.
Second: John M. McDougall.

LAW OF REAL ESTATE.

Professor Laflamme, Q. C., D. C. L., and Professor Rainville, L. L. B., (Laval).

Graduating Class.

First: David Major.
Second: John S. Hall.

Second Year.

First: Steadman A. Lebourveau.
Second: Charles J. Doherty.

First Year.

First: Henry S. W. Goodhue.
The second place is undecided.

CRIMINAL AND CONSTITUTIONAL LAW.

Professor Carter, Q. C., D. C. L., and Mr. Archibald, B. A., B. C. L.

Graduating Class.

First: David Major.
Second: Rev. A. B. Chambers.

Second Year.

First: James N. Greenshields, Steadman A. Lebourveau; equal.

Second: Samuel Hutchison.

INTERNATIONAL LAW.

Professor Kerr, Q. C., D. C. L.

Graduating Class.

First: Rev. A. B. Chambers.
Second: Thomas Nicols, M. D., LL. B.

Second Year.

First: Charles J. Doherty.
Second: Samuel Hutchison.

ROMAN LAW.

Professor Trenholme, M. A., B. C. L., and Lecturer Geoffrion, B. C. L.

Graduating Class.

First: David Major, John S. Hall; equal.

Second Year.

First: Charles J. Doherty.
Second: François Bisailon.

First Year.

First: Henry S. W. Goodhue.
The second place is undecided.

CIVIL PROCEDURE.

Professor Doutre, B. C. L.

Graduating Class.

First: David Major.
Second: Rodolphe Des Rivieres.

Second Year.

First: Charles J. Doherty.
Second: Paschal Tache.

First Year.

First: Frederick Monk.
Second: Francis J. Curran.

LEGAL HISTORY AND BIBLIOGRAPHY.

Lecturer, Lareau, B. C. L.

Graduating Class.

First: David Major.
Second: John S. Hall.

Second Year.

First: Charles J. Doherty.
Second: Steadman A. Lebourveau.

First Year.

First: Henry S. W. Goodhue.
The second place is undecided.

Dr. Dawson having conferred the degrees on the graduates of the Law Faculty.

Mr. John S. Hall, Jr., came forward on behalf of his associate graduates and delivered the valedictory. In brief and pointed terms he alluded to what was expected

of those who were now going forth after having completed their studies, and, in conclusion, thanked those who had been their preceptors for so long, and, amid applause, resumed his seat.

Prof. H. F. Rainville, L. L. B., on behalf of the Faculty, briefly addressed the graduates in French.

The Chairman having called upon the Vice-Chancellor for an address.

Principal Dawson said—We had expected that the Chancellor of the University would have been present on this occasion, but the effects of a recent severe illness, from which, however, we are happy to know that he is rapidly recovering, prevent his attendance. We hope that he will occupy his accustomed place in the approaching meeting of Convocation for conferring degrees in Arts on the 3rd of May.

We have to-day to mourn the recent departure from among us of one of the most eminent benefactors of this University, Mr. William Molson, of whom the Hall in which we meet is one of the memorials. Mr. Molson's personal character and public virtues are too well known to require any eulogy from us, but his influence in the growth of this University, and especially the Faculty of Arts, belongs to the history of education in Canada; and it is preferred to refer more fully to it at the meeting of Convocation in May.

The Right Rev. Bishop Oxenden then closed the meeting with the Benediction, and the meeting soon after broke up.—*Montreal Gazette.*

Report of Quebec High School.

EASTER EXAMINATION.

(From the Quebec Morning Chronicle.)

The Easter Examination of the Quebec High School opened on Tuesday, and continued until Wednesday afternoon, when the School broke up for the holidays. The examination was held in the grand hall as usual. There was an unusually small attendance of the public.

The subjects of examination were as follows:—

FIRST CLASS.—English: Reading, Spelling, Explanation, English Grammar and Geography. Arithmetic: Simple Rules. Recitation: (2nd class) Wilkins, "Henry's address to his Soldiers." French: Ahn's method. Latin: Edin. Acad. Grammar. Exercises and Commercial Accounts (Bills of Parcels). Recitation: Anderson, "Liberty and Slavery"; Phillips, "The Ocean."

SECOND CLASS.—English: Reading, Spelling, Explanation, English Grammar, simple rules I-VI, Geography—Europe. Arithmetic: Compound Rules. Recitation: Andrews, "Charge of the Light Brigade"; Wiggs, "Henry V to his soldiers." French: Ahn's French method. Latin: Edin. Acad. Delectus, repetitions of last years work. Exercise and Commercial Accounts, (Invoice sales.)

THIRD CLASS.—French: Introduction, Exercise 1 a 36 de Fasquelles French course, Mémoire et Lecture, les trois première sections du morceau, Les Sapeur de dix ans. Conjugation des Verbes, règles des quatre conjugaisons et quelques verbes irréguliers, Alber. Courir, etc. Arithmetic: Vulgar and Decimal Fraction. Latin: 1—Grammar, the verbs which are not conjugated according to the model verbs. Practical exercises. 2—Reading Caesar's commentaries on the Gallic war, VI. 1—21. Greek: the declination of the noun and adjective and the conjugation of $\iota \nu \omega$ in the active and middle voices. Exercises on the lessons learned. Recitation: G. Veasey, "Breathes there a Man."

FOURTH CLASS.—French: Introduction, [exercises 61 a 88 de Fasquelle French course. Mémoire et Lecture: Le memoir sans-souci (the Fasquelle's colloquial French reader), trois couplets de la Marseillaise (Fasquelle's French course.) Conjugation des verbes irréguliers. Algebra. Euclid: 1st Book to 19th prop. Latin: Livy, XXI, 1-14. Grammar: the Syntax of

the Supines Gerund, gerundine and the Part., besides the consecutio temporum the Acc. with the Inf, and the Abl. absolute exercises to illustrate the rules mentioned above. Greek: Grammar, repetition of last year's work, besides the mute verbs and liquid verbs, and a part of the rules of the Syntax. Exercises. 2—Xenophon's Anabasis, 1-8.

GERMAN CLASS (8 students)—Ahn's grammar and reading book—Translating short sentences from German into English, and from English into German. Translation of short narratives—examination on the structure of the language, its declinations and conjugations, &c.—(Examined by Fletcher.)

On the conclusion of the examination on Wednesday, Rev. Dr. Cook read a correspondence which had passed between the Secretary of His Excellency the Governor-General and the authorities of the High School, in which His Excellency had stated his desire to present a silver medal annually to the student of highest standing in Classics and Mathematics. He further stated that on receipt of this communication a series of written questions had been prepared for the students on the following subjects:—Latin, Greek, Euclid, Algebra, Ancient Geography and Ancient History, ten questions on each, the whole being estimated at one thousand marks. The candidates were then allowed 11 hours, without assistance of any kind, in the High School building, and under the supervision of the Rector, to prepare their written replies. It then appeared, after a careful examination of these answers, that Master Arthur Judge was entitled to the medal of this year, having received 942 marks out of a possible 1000. The five next in merit, some of whom approached the successful candidate very nearly, were A. Colley, W. Stevenson, D. Richardson, T. Watson and E. Walker. The examiners were the Rev. Dr. Cook, Principal of Morrin College, the Rev. Mr. Clark, the Rev. Mr. Wright, Dr. Miles, Assistant Minister of Public Instruction, and Mr. Fletcher. The result of the examination was highly creditable to the efficiency of the teachers. The junior classes shewed most thorough and careful training on the part of Mr. Elliot, teacher of the preparatory division; the Classics and German, under our old friend, Professor Miller, and the French department, under Mr. Jules Pierard, a teacher possessing the highest credentials from the authorities of Belgium, had evidently been well attended to, and Professor McQuarrie, from Morrin College, whose valuable services the High School Directors have lately been fortunate enough to engage, shewed the ability with which he entered on his *role* as instructor in Mathematics. To the worthy Rector, Mr. Wilkie, too much praise can scarcely be awarded for his unwearied energy and intelligent supervision of the whole course of studies at the High School.

The examination was attended by a numerous and appreciative audience, several of the leading citizens, and the parents of the scholars being present.

An erroneous idea has, we apprehend, got abroad in relation to the preparation of the papers in the competition for the Dufferin medal, arising from the report of the examination which appeared in our English evening contemporary. The actual time occupied was eleven hours, not one, as seems to be the existing impression. Of course the time was spread over several days; thus three hours were devoted to Latin, two to Greek, two to Algebra, two to Ancient History and Geography, and two to Euclid. The work, it will be seen, was severe enough, and ample provision made for the mastery of the subjects posed under the different heads.

We subjoin a corrected list of the order of merit:

ORDER OF MERIT—EASTER, 1875.

FOURTH CLASS.

- Greek—1 Judge, 2 Watson, 3 Richardson
- Latin—1 Judge, 2 Watson, 3 Colley.
- French—1 Judge, 2 Colley, 3 Elliott.
- Euclid—1 Judge, 2 Watson, 3 Walker.
- Algebra—1 Judge, 2 Veasey.
- Natural Philosophy—1 Judge, 2 Colley, 3 Walker and Geo. Stevenson, equal.
- Ancient Geography and History—1 Judge, 2 Colley, 3 Walker.
- Recitation—Veasey.
- Writing and Commercial Accounts—1 Judge, 2 Veasey, 3 Walker.

THIRD CLASS.

- Greek—1 Fraser, 2 Fry.
- Latin—1 M. Goldstein, 2 Fraser, 3 J. Goldstein.
- German—1 W. Goldstein, 2 J. Goldstein.
- French—1 M. Goldstein, 2 J. Goldstein, 3 Fry.

- Natural Philosophy—1 J. Glass, 2 Fraser, 3 McLeod.
- Arithmetic—1 Foy, 2 Veasey, 3 M. Goldstein and McLeod, equal.
- Geography, Ancient and Modern—1 J. Goldstein, 2 M. Goldstein, 3 Foy.
- Writing and Commercial Accounts—1 M. Goldstein, 2 J. Goldstein, 3 Myles.

SECOND CLASS.

- Latin—1 Bell, 2 Dunscomb, 3 Mossman.
- German—1 Dunscomb.
- French—1 Thibaudeau, 2 Phillips, 3 Joseph and D. Hossack, equal.
- English—1 G. Bland, 8 Phillips, 3 Morrison, 4 McCord.
- Geography and History—1 Morrison, 2 Bland, 3 Anderson.
- Recitation—1 Wilkins, 2 Philips, 3 Judge, 4 Wiggs and A. Andrew, equal.
- Arithmetic—1 Bland, 2 McCord, 3 Read.
- Writing—1 McCord, 2 Wiggs, 3 Judge.
- Commercial Accounts—1 Borland, 2 McCord, 3 Judge.
- Largest Collections of Exercises—1 Thibaudeau

FIRST CLASS.

- Latin—1 Bland, 2 Hunter, 3 Moffatt.
- French—1 Lachance, 2 Hunter, 3 Fyfe.
- English—1 Bland, 2 Bowen, 3 F. Woodley.
- Geography and History—1 Bland, 2 Moffat, 3 Bowen.
- Arithmetic—1 Bowen, 2 Muirhead, 3 Proctor and Bland, equal.
- Writing—1 Fry, 2 Hossack.
- Commercial Accounts—1 Fry, 2 Fyfe.
- Largest Collection of Exercises—1 Fry, 2 Fyfe.

D. WILKIE, M. A.
Rector.

The Dufferin Medal.

(From the Quebec Morning Chronicle.)

His Excellency the Governor General seems determined to leave behind him lasting memorials of his administration of the Government of the Dominion. The latest act of his munificence which we have the pleasure of recording is the foundation of a medal in classics and mathematics to be competed for in the High School in this city. As the report of the Easter Examination shows, the medal was won by Master Arthur Judge, who obtained 942 marks out of a possible 1000, and we must say, from a perusal of the papers presented by the foremost competitors, that the winner may well afford to be proud of his prize, and the community of the institution which is turning out such a class of educated youth. We wonder if any of our readers who send their sons to expensive schools, and cheerfully sign liberal cheques in payment of fees, ever think that they owe something more than pecuniary assistance to the cause of education, that there is due to the teacher a share of moral support, of personal interest, and the influence of a practical inspection of the work he is performing in training the mind of youth for the great battle of life. We have watched a good many examinations in the High School, and we must say that slim attendances and a languid, wearied disinterest in the proceedings has seemed to us to be the characteristic sentiment of the audience in Quebec. When the cheers of the boys announced that all was over and the holiday season inaugurated, a general expression of thankfulness was perceptible, and a rapid withdrawal wound up the great event of schoolboy existence. The teachers played their parts to the best of their ability, the boys put forth their best efforts, but of public interest there was none. We looked in vain on Tuesday and Wednesday last for the gentlemen of weight and influence who, we know well, take a deep sort of abstract interest in education, and are wont to speak very sensibly of its blessed effects upon the constitution of society, and the spread of civil and religious liberty; a dozen ladies and half-a-dozen or so of the other persuasion comprised the attendance of the parents, the relatives, the friends of the pupils, and the public invited by the Rector (*). Under this unmerited neglect, the proceedings dragged along spiritlessly

(*) Among those present to assist at the examination were Dr. Cook, Principal of Morrin College, Dr. Miles of the Public Instruction Department, Mr. Fletcher of the Crown Lands Department, and the Rev. Messrs. Clark and Wright.

in a soul-depressing hush, broken only by the voice of the examiner and the answer of the examined, which echoed in the Grand Hall as in a vault. Lord Dufferin thought it worth his while, in the press of public business, to remember the High School and its examination, but in Quebec *meme* the citizens find it too great a strain upon their time and attention to brighten up the monotonous round of the teacher's life with a little encouragement, or stir the pupils to emulation by their presence at the arena of educational attainment. This apathy is unfortunately not alone confined to disinterest in the affairs of the High School, but to the cause of Protestant education generally. With the exception of a few indefatigable gentlemen who exert themselves to secure the best administration of the pittance falling to the share of the Protestant School Commissioners, there is hardly a prominent man in the community directly concerned in the few educational schemes we possess, and it is because there does not exist amongst ourselves that interest and activity which marks our French and Catholic fellow citizens, that there is a statute providing for the collection of a school tax which would materially enhance the means at the disposal of the Protestant School Commissioners, remaining inoperative, and the Commission kept out of its rightful due. This is the very serious aspect of the question which is yearly becoming a graver one, as the educational requirements of the Protestant population become larger and their provision costlier. Let us hope that some of our wealthy and influential citizens will take the example of Lord Dufferin into consideration, and discover a more fruitful interest in the working of our public schools. Until a new departure in this direction is taken, we do not apprehend any great improvement in the condition of these institutions, which, in Quebec at least, are starving for want of practical and moral encouragement.

POETRY.

Growing up.

(From *All The Year Round*.)

Oh to keep them still around us, baby darlings fresh and pure,
 "Mother's" smile their pleasures crowning, "mothers" kiss their
 [sorrow's cure;
 Oh to keep the waxen touches, sunny curls, and radiant eyes,
 Pattering feet, and eager prattle—allyoung life's lost Paradise!
 One bright head above the other, tiny hands that clung and clasped,
 Little forms, that close enfolding, all of Love's best gifts were grasped,
 Sporting in the Summer sunshine, glancing round the Winter hearth,
 Bidding all the bright world echo with their fearless, careless mirth.
 Oh to keep them; how they gladdened all the paths from day to day,
 What gay dreams we fashioned of them, as in rosy sleep they lay;
 How each broken word was welcomed, how each struggling thought
 [was hailed,
 As each barque went floating seaward, love-bedecked and fancy-sailed!
 Gliding from our jealous watching, gliding from our clinging hold,
 Lo! the brave leaves bloom and burgeon; lo! the shy, sweet buds
 [unfold;
 Fast to lip, and cheek, and tresses steals the maiden's bashful joy;
 Fast the frank, bold man's assertion tones the accents of the boy.
 Neither love nor longing keeps them; soon in other shape than ours
 Those young hands will seize the weapons, build their castles, plant
 [their flowers;
 Soon a fresher hope will brighten the dear eyes we trained to see;
 Soon a closer love than ours in these wakening hearts will be.
 So it is, and well it is so; fast the river nears the main.
 Backward yearnings are but idle; dawning never glows again;
 Slow and sure the distance deepens, slow and sure the links are rent;
 Let us pluck our Autumn roses, with their sober bloom content.

THE JOURNAL OF EDUCATION.

QUEBEC, APRIL, 1875.

The Compton Ladies' College.

Our readers will be pleased to learn some particulars of an important undertaking commenced not long since in the Eastern Townships, in the interest of Protestant Female Education. Like other undertakings intended to be carried out, in the country, on a considerable scale, this Institution had, at the outset, special difficulties to

surmount which could only be removed gradually in the absence of the well known facilities enjoyed by extensive seminaries located in cities. Its promoters, however, justly considered that a well equipped Ladies' College, established at a distance from the great centres of population, and with the healthful surroundings and other local advantages which cannot possibly be obtained in a city, has long been a desideratum that many parents and guardians would be very glad to see supplied. By an expenditure of upwards of \$25,000 suitable buildings have been erected, externally imposing in appearance, of no mean architectural pretensions, on an admirably chosen site, with fine and extensive views in every direction, and conveniently accessible from the neighbouring station of the Grand Trunk Railway passing through the Eastern Townships to Portland. Internally, the buildings have been laid out and tastefully furnished expressly with a view to the purposes for which they are used. There is ample space for the comfortable accommodation of from 70 to 100 lady pupils. The several school-rooms and class-rooms, with all requisite appliances for carrying on the practical business of education, present an aspect of entire fitness, especially as regards the requirements of young ladies; while the dining hall, corridors and very neatly furnished sleeping apartments, leave nothing to be desired in the way of providing for convenience, health and comfort. Scarcely more than one-third of the number of inmates that could be accommodated have as yet come into residence. But a passing visit to the establishment and a brief inspection of its advantages, external and internal—and especially a personal knowledge of the high qualifications of the gentleman and of the ladies who have now for some time been patiently and skilfully conducting this good work—would not fail to convince any one that this undertaking is in every way worthy of the support and confidence of the protestant community, and that it is destined in due time to take its place as one of the best and most efficient Ladies' Seminaries existing in this Province. (*)

One of the chief obstacles encountered by parents and guardians, when they look out for a school in which to place their girls, is the usually considerable expense they have to incur. On referring, however, to the prospectus of this Institution, or to the advertisement published in this issue of our Journal, it will be seen that the charges for education and all accommodations in the Compton Ladies' College are very moderate indeed, for it was a very primary object in the scheme of its promoters to reduce expenses to a minimum, and at the same time, not to fall short of providing adequately the essentials to a sound liberal education.

We notice with much pleasure that John H. O'Neill, Esquire, Barrister at Law, now in London as the Agent of the Quebec Government for emigration purposes, has been selected a temporary member of the Saville Club of London. This Club is purely literary, and holds the first rank as such in Great Britain. Intimately acquainted with Mr. O'Neill, we are in a position to know that the distinction could not have been conferred, merely *causâ honoris*, but that it must have been from a just appreciation of that gentleman's merit and literary worth. We heartily congratulate him—and we think that the educated literary men of our Province ought to take it as a compliment to themselves, that one of their *confrères* should be admitted to so select and influential a Literary Club as the Saville.

(*) On the occasion of a recent visit the writer had the opportunity of personally observing and of noting all the particulars stated in this article.—*Edr. J. Education.*

MISCELLANY.

Old Friends.—We know all that can be said in laudation of old friends—the people whose worth has been tried and their constancy proved, who have come when you have called and danced when you piped, been faithful in sunshine and shadow alike, not envious of your prosperity nor deserting you in your adversity; old friends, like old wine, losing the crudity of newness, mellowing by keeping, and blending the ripeness of age with the vigour of youth. It is true in certain circumstances and under certain conditions; but the old friend of this ideal type is as hard to find as any other ideal, while bad imitations abound, and life is rendered miserable by them.

There are old friends who make the fact of old friendship a basis for every kind of unpleasantness. Their opinion is not asked, but they volunteer it on all occasions, and are sure to give it in the manner which galls you most, and which you can least resent. They snub you before your latest acquaintances—charming people of good status, with whom you especially desire to stand well; and break up your pretensions of present superiority by that sledge-hammer of old friendship which knocks you down to the ground and will stand no nonsense. The more formal and fastidious your company, the more they will rasp your nerves by the coarse familiarity of their address; and they know no greater pleasure than to put you in an entirely false position by pretending to keep you in your true place. They run in on you at all times, and you have neither an hour undisturbed nor a pursuit uninterrupted, still less a circumstance in your past life kept sacred from them. The strictest orders to your servant are ignored, and they push past any amount of verbal barriers with irresistible force of old friendship to which nothing can be denied. Whatever you are doing you can just see them, they say, smiling; and they have neither conscience nor compassion when they come and eat up your time, which is your money, for the gratification of hearing themselves talk, and of learning how you are getting on. They do not scruple to ask about your affairs direct questions to which perforce you must give an answer, silence or evasion betraying the truth as much as assent; and they will make you a present of their mind on the matter, which, though highly uncomplimentary, you are expected to accept with becoming gratitude and humility. If you have known them in your early boyhood, when you were all uncivilized hailfellows together, they refuse to respect your mature dignity, and will Tom and Dick and Harry you to the end, though you sit in a horsehair wig on the bench, while your class-mate of the country grammar-school, where you both got your rudiments, is only a City clerk, badly paid and married to his landlady's daughter. To women this kind of return from the grave of the past is a dreadful infliction and offenses of danger. The playfellows of the romping hoydenish days dash home, bearded and bronzed, from Australia or California; stride into the calm circle of refined matronhood with the old familiar manner and the old familiar terms; asking Fan or Nell if she remembers this or that adventure on the mountain-side, by the lake, in the wood—topping their query by a meaning laugh as if more remained behind than was expedient to declare. They slap the dignified husband on the back, and call him a d—d lucky dog, telling him that they envy him in his catch, and would gladly stand in his shoes if they could. It was all that cross cornered cursed fate of theirs which sent them off to Australia or California; else he, the dignified husband, would never have had the chance—hey, Fan? and they wink when they say it, as if they had good grounds to go on. The wife is on thorns all the time these hateful visits last; she wonders how she could ever have been on romping terms with such a horror, even in her youngest days, and feels that she shall hate her own name for ever after hearing it mouthed and bawled by her old friend with such aggressive familiarity. The husband, if jealous by nature, begins to look sullen and suspicious. Even if he is not jealous, but only reserved and conventional, he does not like what he sees, still less what he hears: and is more than half inclined to think he has made a mistake, and that Fan or Nell of his bosom would have been better mated with the old friend from the backwoods than with him.

The old friends who turn up in this way at all corners of your life are sure to be needy, and to hold their old friendship as *per se* a claim on your balance at the bank. They stick closer to you than a brother, and you are expected to stick close to

them; and as a sign thereof, to provide for their necessities as so much interest on the old account of affection still running. If you shrink from them and try to shunt them quietly, they go about the world proclaiming your ingratitude, and trumpeting both their claims and their deserts. They deride your present success, which they call stuck-up and mushroom, telling all the minor miseries of your past, when your father found it hard to provide suitably for his large family, and their mother had more than once to give yours a child's frock and pinafore in pity for your rags. They generally contrive to make a division in your circle; and you find some of your new friends look coldly on you because it has been said you have been ungrateful to your old. The whole story may be a myth, the mere coinage of vanity and dissatisfaction; but when did the world stop to prove the truth before it was condemned?

There is no circumstance so accidental, no kindness so trivial, that it cannot be made to constitute a claim to friendship for life, and all that friendship includes—intimacy before the world, pecuniary help when needed, no denial of time, no family secrets, unvarying inclusion in all your entertainments, personal participation in all your successes, liberty to say unpleasant things without offence, to interfere in your arrangements, and to take at least one corner of your soul, and that not a small one, which is not by your own but theirs. Have they, by the merest chance, introduced you to your wife the beautiful heiress, to your husband the "good match"?—the world echoes with the news, and the echoes are never suffered to die out. It is told everywhere, and always as if your happy marriage were the object they had had in view from the earliest times, as if they had lived and worked for a consummation which came about by the purest accident. Have they been helpful and friendly when your first child was born, or nursery sickness was in your house?—you are bought for life, you and your offspring; unless you have had the happy thought of making them sponsors, when they learn the knack of disappearing from your immediate circle, and of only turning up on the formal occasions which do not admit of making presents. Did they introduce you to your first employer?—your subsequent success is the work of their hands, and they bear your fame on their shoulders like complacent Atlases balancing the world. They go about cackling to every one who will listen to them how it was they who first mentioned your name to the Commissioners, and how, in consequence, the Commissioners, gave you that place from whence dates your marvellous rise in life; how it was they who advised your father to send you to sea and so make a man of you, and were the indirect cause of your K. C. B.-ship. But for them you would have been a mere nobody, grubbing in a dingy city office to this day. They gave you your start, and you owe all you are to them. And if you fail to honour their draft on your gratitude to the fullest amount, they proclaim you a defaulter to the most sacred claims and the most pious feelings of humanity. You point the moral of the base ingratitude of man, and are a text on which they preach the sermon of non-intervention in the affairs of others. Let drowning men sink; the weak go to the wall; and on no account let any one trouble himself about the welfare of old friends, if this is to be the reward. Henceforth you are morally branded, and your old friend takes care that the iron shall be hot. There is no service, however trifling, but can be made a yoke to hang round your neck for life; and the more you struggle against it the more it galls you. Your best plan of bearing it is patience, or resolute and decided repudiation, taking all the consequences of evil-speaking without wincing.

To these friends of your own add the friends of the family—those uncomfortable adhesives who cling to you like so many octopods, and are not to be shaken off by any means known to you. They claim you as their own, something in which they have the rights of co-proprietorship, because they knew you when you were in your cradle, and had bored your parents as they want to bore you. It is of no use to say that circumstances are of less weight than character. You and they may stand at opposite poles in thought, in aspiration, in social conditions, and in habits. Nevertheless they insist on that the bare fact of long-time acquaintance is to be of more value than all these vital discrepancies; and you find yourself saddled with friends who are utterly uncongenial to you in every respect, because your father once lived next door to them in the country town where you were born, and spent one evening a week in their society playing long whist for threepenny points. You inherit your weak chest and your snub nose, gout in your blood, and a handful of ugly skeletons in your cupboard—these are things

you cannot get rid of, things that come as part of the tangled yarn of your life, and inalienable misfortunes of inheritance; but it is too bad to add family friends whom of your own accord you would never have known, and to have them seated as old men of the sea on your neck, never to be shaken off while they live.

In fact, this whole question of friendship wants revision. The general tendency is to make it too stringent in its terms, and too indissoluble in its fastenings. If the present should not make one forget the past, neither should the past tyrannize over the present. Old friends may have been pleasant enough in their day, but a day is not forever, and they are hurtful and unpleasant now, under new conditions and changed circumstances. They disturb the harmony of our surroundings, and no one can feel happy in discord. They themselves, too, change; we all do, as life goes on and experience increases; and it is simply absurd to bring the whole fashions of early days into the new relations of later times. We are not the Tom, and Dick, and Harry of our boyhood in any essential save identity of person; neither are they the Bill and Jim they were. We have gone to the right, they to the left, and the gap between us is wider and deeper than that of mere time. Of what use, then, is it to try to galvanize the dead past into the semblance of vitality? Each knows in his heart that it is dead; and the only one wishes to galvanize it into simulated life is the one who will somehow benefit by the discomfort and abasement of the other. For our own part, we think it one of the most needful things to learn on our way through the world, that the dead are dead, and that silent burial is better than spasmodic galvanism.—*Saturday Review*.

How I managed my Children.—We never allowed a child to be punished by any one but ourselves. I gave my servants to understand, when I engaged them, that instant dismissal would follow a blow given to any of the children. The necessity for making a rule like this may be known by any one who cares to watch the conduct of most respectable looking nursemaids to their young charges in any of our large towns. We ourselves never whipped a child for any less offence than deceit, or telling a lie. It seems to me such a wrong thing to be constantly boxing a child's ears' the punishment being oftener called forth by the parent's bad temper than by the child's offence. We tried to teach them, too, that they were not to expect to have a share in everything they saw. What was good for them they had without asking; and what was not good for them would not be obtained by importunity. Our children were constitutionally healthy, though not robust; and I soon learned not to make them delicate by over-care. They were warmly clad and well shod; they had plenty of plain, wholesome food at regular hours; they were liberally bathed in cold water (excepting in severe weather, when the little ones had the chill just taken off); their rooms, though warm and free from draughts, were well ventilated; and then they took their chance. They went out every day when it was at all possible to do so. I took no pains to shield them from every breeze or every variation of temperature, and I think we were as free from coughs and colds as most people. During the first three or four years of our married life we had a good lengthy doctor's bill every Christmas; then we began to think we might just as well be without it, and certainly the change was as advantageous to the health of the children as it was to our pockets. It is not good to be eternally dosing the children with medicine. If they are not strong, let them have plenty of good air, good food, and good water; and these, with judgment and care, will in nine cases out of ten bring them all right. If more is required, a little simple medicine taken in good time will very likely prevent greater mischief. When a woman has had three or four children, she ought to have acquired sufficient experience to act as a doctor for her own family; and she will soon be able to tell when they are only a little out of sorts, and when really ill. Of course, I am not speaking of cases of severe illness, but of the little ailments to which every child is liable.—*From Cassell's Magazine for March*.

Meteorology.

Observations taken at Halifax, Nova Scotia, during the month of March, 1875; Lat: 44° 39' North; Long. 63° 36' West; height above the Sea, 120 feet, by 2nd Corporal J. T. Thompson, A. M. Corps

Barometer, Highest reading, on the 7th.....	30.526 inches.
" " Lowest " " 8th.....	29.313
" " Range of pressure.....	1.213
" " Mean for month (reduced to 32 F).....	29.982
Thermometer, Highest reading on the 31st.....	47.3 degrees.
" " Lowest " " 21st.....	-4.3
" " Range in month.....	51.6
" " Mean of all highest.....	35.4
" " " lowest.....	13.6
" " " daily range.....	21.7
" " " for month.....	24.5
" " Highest reading in sun's rays.....	107.0
" " Lowest reading on the grass.....	11.7
Hygrometer, Mean of dry bulb.....	27.8
" " wet ".....	26.7
" " dew point.....	22.5
" " Elastic force of vapour.....	1.122 grains.
" " Vapour in a cubic foot of air.....	1.45
" " required to saturate air.....	.36
" " The figure of humidity (Sat. 100).....	.79
" " Average weight of a cubic foot of air.....	570.2
Wind, Mean direction of North.....	2.0 days.
" " " North East.....	5.0
" " " East.....	3.5
" " " South East.....	3.0
" " " South.....	1.0
" " " South West.....	0.5
" " " West.....	4.0
" " " North West.....	11.0
" " " Calm.....	1.0
" " Daily force.....	3.0
" " " horizontal movement.....	267.0 miles.
Cloud, Mean amount of (0 to 10).....	5.6
Rain, Number of days it fell.....	.4
Snow, " " ".....	.14
Amount collected on ground.....	3.19 inches.
Fog, Number of days.....	1

ADVERTISEMENTS.

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For further particulars apply to the undersigned.

TERENCE SMITH,

Secretary-Treasurer,

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Allumette Island, }
7th April 1875. }

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Lady Superintendent.—Mrs. J. Dinzey.

Principal and Chaplain.—The Rev. J. Dinzey.

Lady Principal.—Miss Clegg, assisted by Miss Wood and a competent staff of teachers.

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