

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

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

Additional comments: /
Commentaires supplémentaires:

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

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						/					

Vol. I. No. 7.

JULY, 1881.

{ \$1 per annum.
10 cts. per No.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

EDITED BY R. W. BOODLE.

CONTENTS :

	PAGE
Proceedings of Protestant Committee of Council of Public Instruction.	277
Agricultural Education	283
British and Canadian School, Montreal. III..... <i>Dr. Robins.</i>	284
School Discipline	<i>E. W. Arthy.</i> 289
Ladies' Educational Association	292
New English Grammar	293
Outlines of English Literature. II..... <i>Professor Moyses.</i>	294
The Schoolmaster's Work..... <i>An Ex-Schoolmaster.</i>	298
New University Experiment	302
Educational Topics—Public Examinations.....	305
Flowers from the Greek Anthology	<i>G. Murray.</i> 306
Notes and News	308
Reviews—Atonement among the Hebrews	309
Books on English	312
Story Books for Children	313
A new Natural Philosophy.....	314
Scientific Department	315
Literary Department	317
Correspondence—University Representation in Parl't. <i>R. W. Heneker.</i>	320
Mathematical Education..... <i>C. W. Parkin.</i>	321

MONTREAL :

GAZETTE PRINTING COMPANY.

1881.

CANADA LIFE ASSURANCE COMPANY.

ESTABLISHED 1847.

HEAD OFFICE, HAMILTON, ONT.

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

Annual Income about \$850,000.

MANAGING DIRECTOR AND PRESIDENT:

A. G. RAMSAY.

SECRETARY:

R. HILLS.

SUPERINTENDENT OF AGENCIES:

J. W. MARLING.

ABSTRACT.

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

1880 versus 1850.

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

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

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

The bonus additions to Life Policies during the past 15 years have added \$575 to every \$1000 of original assurance and this now stands at \$1375 and will be further increased at each future division of profits.

During the same period 35 $\frac{1}{2}$ to 39 per cent. of all premiums paid were **returned in cash** to those preferring this mode of distribution, according to age say 40 and 20 years, when policy was issued.

Montreal Branch, 180 ST. JAMES STREET.

R. POWNALL,

Sec. for Province of Quebec.

P. LA FERRIERE,

Inspector of Agencies.

JAMES AKIN, *Special City Agent.*

AGENCIES THROUGHOUT THE PROVINCE.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 7.

JULY, 1881.

VOL. I.

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF
THE COUNCIL OF PUBLIC INSTRUCTION.

EDUCATION OFFICE, QUEBEC,
25th May, 1881.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Lord Bishop of Quebec, Chairman, Dr. Dawson, C.M.G., Dr. Cook, the Venerable Archdeacon Leach, L.L.D., R. W. Heneker, Esq., Dr. Cameron, M.P.P., and the Hon. Gideon Ouimet, Superintendent of Public Instruction.

The minutes of former meeting were read and confirmed.

On the motion of R. W. Heneker, Esq., seconded by Dr. Cook, it was unanimously resolved:

“That, it having come to the knowledge of this Committee that Her Majesty has conferred on Dr. J. W. Dawson, Principal of McGill College and a member of the Council of Public Instruction, the distinction of C.M.G. in testimony of his high attainments as a scientific and literary man, the congratulations of this Committee be tendered to Dr. Dawson on the honour thus conferred upon him.”

Dr. Dawson reported from the sub-committee on examination of Inspectors of Schools certain regulations which had been submitted to the Superintendent of Education and approved by him and under which advertisement had been made for candidates to fill the present vacancy.

“Regulations of the Protestant Committee of the Council of Public Instruction for the examination of candidates for appointment as Inspectors of Schools, under Article 42 of 40 Vic., Chap. 22:

1. Every candidate shall be held to appear personally before the Committee, at such time as may be appointed by advertisement of the Honorable the Superintendent of Education.

2. Every candidate must forward to the Superintendent of Education, at least six days before the time appointed for his appearing before the Committee, the following documents:—

(a) A written application for appointment stating age of applicant and other particulars bearing on his qualifications.

(b) Testimonials of good character and conduct.

(c) Certificates of literary attainments and qualifications of university degree and honors, if any, and of successful experience in teaching.

(d) A deposit of six dollars shall be made with the Superintendent of Education for payment of advertising in the *Official Gazette*, and other necessary expenses.

3. Every candidate shall be prepared to answer such questions as may be put by the examiners appointed by the Committee, with reference to:—

(a) the subjects taught in the schools to be subjected to his inspection and the methods of teaching the same.

(b) The organization, discipline and management of schools.

(c) The duties of Inspectors, Commissioners and Teachers, and the operation of the School Law.

In the event of the Committee being satisfied with the testimonials, it will be at its option to dispense with any portion of the above examination."

On the motion of Mr. Dawson, the foregoing Regulations were unanimously adopted by the Committee.

Two candidates for the vacancy in the Inspectorship of Schools caused by the resignation of Mr. Emberson presented themselves before the Committee, viz.: Mr. McGregor, Principal of the Huntirgdon Academy, and Mr. Parkin, Principal of the Sherbrooke Academy. After the applications and testimonials of these candidates had been read and considered, it was moved by Dr. Dawson, seconded by R. W. Heneker, Esq., and resolved:

"That, on consideration of the testimonials presented by Messrs McGregor and Parkin, the Committee consider it unnecessary to examine either except on such points under Regulation 3 (c) as the members of the Committee may see fit to require."

Accordingly, several questions under the above named Regulation 3 (c) were submitted in writing to the aforesaid candidates, to which written answers were to be returned within a specified time.

A letter having been read from the Hon. the Superintendent of Public Instruction, transmitting to the Committee the answer of the Roman Catholic Committee to the memorial of the Protestant

Committee on the proposed new School Law, was referred to the sub-committee on said proposed new School Law.

In answer to a letter from Mr. J. G. Scott, Chicoutimi, asking that, in the event of the Protestants giving up for the sake of peace to the Roman Catholic School, Chicoutimi, the school tax levied on property owned by Protestants there, the Protestant Committee give to the Protestant School at Chicoutimi a fair equivalent, the Secretary was instructed to say that the Protestant Committee has no means at its disposal to give grants to such schools.

A letter from Mr. N. Darby, Secretary-Treasurer, Dissident School Trustees, South Ely, P.Q., complaining of 32 Vict., cap. 16, sec. 12 of the School Law, was referred to the sub-committee on School Law.

In answer to a letter from the Rev. Thos. Blaylock, B.A., Chairman of the School Commissioners, New Carlisle, Co. Bonaventure, applying for a grant from the Fund for Superior Education for a contemplated Model School at New Carlisle, the Secretary was instructed to explain the steps necessary for the establishment of such a Model School, and to express the Committee's satisfaction at its contemplated establishment.

A letter was read from the Hon. the Superintendent of Public Instruction transmitting to the Committee the action of the Provincial Government in regard to the arrears of Marriage License Fees.

Copy of a Report of a Committee of the Honorable the Executive Council, dated the 22nd March, 1881, approved by the Lieutenant Governor on the 23rd March, 1881. No. 106.

Present,—The Hon. Mr. Chapleau, in the Chair, Hon. Messrs. Robertson, Ross, Loranger, Lynch, Flynn and Paquet, in Council.

Concerning certain moneys resulting from the sale of Marriage Licenses, collected in Ottawa,

The Honorable the Solicitor General, in a report dated the twelfth of February last (1881), recommends that the request of the Protestant Committee of the Council of Public Instruction contained in the resolution adopted by them on the twenty-fourth of November last, respecting a sum of money in the hands of the Minister of Finance, at Ottawa, resulting from the sale of Marriage Licenses in this Province from 1867 to 1873, be granted, subject to the following conditions:

“That the said sum be invested by the said Protestant Committee, in trust

for the benefit and advantage of Protestant superior education in the Province.

"That the annual interest on said sum shall be used, applied and apportioned among the Protestant institutions of superior education in the same manner as the sums now derivable from the sale of Marriage Licenses are used, applied and apportioned under the Act 35, Vict. cap. 3.

"That the Honorable the Treasurer of the Province be authorized to apply to the Finance Minister of the Dominion for the payment of said sum and to devote the same when paid as herein set forth."

The Committee concur in the foregoing recommendation, and submit the same for the Lieutenant Governor's approval.

Certified.

(Signed)

FELIX FORTIER,
Clerk Ex. C.

The above Report from the Honorable the Superintendent on the action of His Honour the Lieutenant Governor in respect of the proceeds of Marriage Licenses between the years 1867 and 1873 inclusive having been read and approved, it was moved by R. W. Heneker, Esq., seconded by Dr. Dawson, and resolved:

"That the Committee desire to record their satisfaction at the settlement of this long pending question.

"That the Honorable the Superintendent be requested at the same time to take all proper measures to cause the investment of the same in the name of the Protestant Committee in Dominion Stock."

A letter from the Rev. Thomas Blaylock, B.A., a member of the Board of Examiners, New Carlisle, Co. Bonaventure, in regard to the present constitution of said Board of Examiners, having been read, it was moved by Dr. Dawson, seconded by Dr. Cook, and unanimously resolved:

"That the Honorable the Superintendent of Education be requested to submit to the Government the recommendation of this Committee that a Protestant Board of Examiners be established for the County of Bonaventure centering at New Carlisle, and that said Board consist of the present Protestant members, with the addition of the Rev. Mr. Lindsay, New Richmond, and the Rev. Mr. Brown, Shigawake."

The Honorable the Superintendent of Public Instruction was requested to submit to His Honour the Lieutenant Governor in Council the names of the said Rev. Mr. Lindsay, New Richmond, and the said Rev. Mr. Brown, Shigawake, with the respectful recommendation that the above named gentlemen be appointed members of the Protestant Board of Examiners recommended to be established at New Carlisle, Co. Bonaventure.

A complaint in regard to the non-inspection of the Philipsburg Model School, and the withdrawal of the grant from the same, having been laid before the Committee, it was moved by Dr. Cameron, seconded by Dr. Cook, and resolved :

"That the Hon. the Superintendent of Public Instruction be requested to instruct Inspector McLaughlin to examine and report on the Model School at Philipsburg, drawing his attention especially to the state and condition of the building, as well as to the number of scholars and their educational status."

On the motion of the Ven. Archdeacon Leach, seconded by Dr. Cook, it was unanimously resolved :

"That, in regard to letters from the following gentlemen, viz.: Dr. Cornish, President, Board of Examiners, Montreal, stating that said Board recommend that Dr. J. B. Harrington be appointed a member of said Board of Examiners, Montreal, in room of Dr. Bell who, owing to removal from said city, has resigned; from Messrs. H. Butler, President, and H. Le Roy Fuller, vice-President of the Board of Examiners for the District of Bedford, recommending that the Rev. Wm. Ross Brown, of Iron Hill, be appointed to fill the vacancy caused by the resignation of the Rev. Mr. Mills; and from Mr. C. H. Cleveland, Secretary, Protestant Board of Examiners, Richmond, stating that said Board of Examiners, Richmond, recommend the appointment of the Rev. F. M. Dewey, B. A., to fill the vacancy there caused by the resignation of W. E. Jones, Esq., the Superintendent of Public Instruction be requested to lay the names of said gentlemen before His Honour the Lieutenant Governor in Council, with the respectful recommendation that said gentlemen be appointed members of the several Boards of Examiners as requested above."

On the motion of Dr. Dawson, seconded by Dr. Leach, it was unanimously resolved :

"That it be a request to the Superintendent of Education that the List of School-Books, so soon as sanctioned by the Government, be published with the instructions appended to it in the EDUCATIONAL RECORD."

The following report of the sub-committee in regard to examination of candidates for entrance to study of professions, was laid before the meeting :

"Your committee were not able to see Mr. Chapleau, but having heard from Mr. Lynch that the Government was not prepared to introduce a bill on the subject this session, they did not deem it necessary to proceed further."

(Signed) J. W. QUEBEC, *Chairman.*

The following report of sub-committee on Proposed School Act was read :

"Having heard from Mr. Lynch that it is not the intention of the Government to proceed with the Act during this session, your committee took no further steps."

(Signed) J. W. QUEBEC, *Chairman.*

On the motion of Dr. Dawson, seconded by Dr. Cook, it was unanimously resolved :

"That the Honorable the Superintendent of Education be requested to give attention to a Bill before Parliament in respect to examinations for land-surveyors, and to draw attention to the inexpediency of the examinations proposed."

Principal Dawson reported from the committee on the EDUCATIONAL RECORD a list of addresses of teachers received from the Education Department, and to whom copies of the RECORD from January to May, inclusive, had been sent; also, a letter and memorandum of account from the publisher. The list submitted included 904 copies of the RECORD, being 304 in excess of the number contracted for, and instructions were asked as to the number to be sent in future and the means of reducing the list, if necessary.

On the motion of Dr. Dawson, seconded by R. W. Heneker, Esq., it was unanimously resolved :

"That the list now submitted be referred to the Secretary with instructions to have it carefully compared with the lists in the Department, in order to ascertain and report to the sub-committee on the Record, and to this committee, to what extent it may be reduced, so as, if possible, to come within the limits of the grant;

"That the Honorable the Superintendent of Education be requested to give such facilities as may be necessary for this purpose."

The candidates for the vacant inspectorship of schools, viz., MESSRS. McGregor and Parkin, having given in their answers to the questions proposed by the committee, and said answers having been read and considered, it was moved by Dr. Cook, seconded by Dr. Cameron, and unanimously resolved :

"That, while fully admitting the character and qualifications of both candidates, the committee taking into consideration the many years in which Mr. McGregor has proved himself an able and successful teacher in Canada, would respectfully recommend him to the office of inspector in place of Mr. Emberson, resigned."

On the motion of R. W. Heneker, Esq., seconded by Dr. Dawson, it was unanimously resolved :

"That in the case of Mr. Parkin, the Honorable the Superintendent be requested to remit the fee."

On the motion of Dr. Cook, seconded by Dr. Leach, it was unanimously resolved :

"That, in conformity with 39 Vict., chap. 15, sec. 15, the committee do

associate with themselves, in room of Henry Fry, Esq., the Rev. Dr. Mathews, of Quebec."

The following letter, in answer to the committee's minute of the 23rd February last, in regard to the taking of the census in the Province of Quebec, was laid before the meeting by the Chairman, the Lord Bishop of Quebec :

DEPARTMENT OF AGRICULTURE,
OTTAWA, CANADA, March 14th, 1881.

SIR,—I have an instruction from the Minister of Agriculture to acknowledge your letter of the 1st inst., covering an extract from the minutes of the proceedings of a meeting of the Protestant Committee of the Council of Public Instruction held on Wednesday, 23rd February, and in reply I am to inform you that it would be impossible to appoint Roman Catholic and Protestant Commissioners for each census district as recommended by the resolution of the Protestant Committee.

As respects the relative members of Roman Catholic and Protestant population of the Province of Quebec, they will be as carefully obtained as possible.

I have honor to be, Sir,

Your obedient servant,

(Signed) JOHN LOWE

Sec. Dep. Agr.

To the Right Reverend, the Lord Bishop of Quebec.

The sub-committee on the School Law reported progress and asked leave to sit again, which was granted.

The accounts with proper vouchers for all payments were submitted, examined and found correct. The present cash balance in the Bank of Montreal is \$1,370.50.

The Secretary's account for contingent expenses, amounting to \$6⁵⁰/₁₀₀ was ordered to be paid.

There being no further business, the Committee adjourned to meet on Wednesday the 7th September next, or sooner if necessary.

GEORGE WEIR, *Secretary.*

Agricultural Education.—Meetings have recently been held at Tiverton and other places in Devon, for the purpose of awakening more interest in the scheme of the Science and Art Department for promoting instruction in scientific agriculture. The farmers, in most cases, have freely expressed their opinions. Some think the subject should be taught in elementary schools, others that it should be taught both in night classes and middle schools. The general opinion is that something ought to be done.
—*Educational Chronicle (Manchester, Eng.)*

THE BRITISH AND CANADIAN SCHOOL, MONTREAL.

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

(Continued.)

A very remarkable feature of this work was the great interest taken in it by French Canadian gentlemen. As mentioned above, one was its first vice-president, three others were members of the first committee, and no inconsiderable part of the revenue raised by voluntary subscription was contributed by French Canadians. Dr. Kimber declared that he and his compatriots bore an active part in the establishment of the school, because they hoped, by means of it, to stir up the gentlemen of the Seminary to found popular schools, in accordance with the requirements of the charter, which conferred on them, as a seignior, the island of Montreal. It is matter of tradition, that, at an interview of Roman Catholic gentlemen, with the priests of the Seminary, Mr. O'Sullivan, afterwards Chief Justice, spoke with impassioned eloquence, for upwards of an hour and a half, earnestly but vainly pleading the claim of the poor to sound education. On the earliest list now to be found, that of 1829, I find, among others, the following names and subscriptions:—Joseph Masson, £2 10s.; F. A. Larocque, £2 10s.; J. A. Cartier, £1 5s.; C. Lamontagne, £1 5s.; M. O'Sullivan, £1 5s.; J. Delisle, £1 5s.; F. Pothier, £1 5s.; L. J. Papineau, £1 5s.; J. N. Rolland, £1 5s.; J. Duvar, 10s.; J. Quesnel, £1 5s. It is not surprising to learn that many French Canadian children attended the school. Shortly after the school began, under date December 17th, 1822, the Secretary reported an attendance of 100 boys and 40 girls, 36 being Catholics. The proportion of Catholics being afterwards very largely increased.

To fit the school the better to meet the needs of the French Canadian children, the question of the introduction of the French language was much debated. At length a sub-committee, consisting of Messrs. Kimber, Handyside, Larocque, Frothingham and Lunn, was appointed to consider the practicability and propriety of doing so, and was directed to report, forthwith, to the general committee. At the next general meeting it was, however, unanimously reported that the introduction of the French language was, at that time, impracticable and inexpedient, and in consequence the attempt was abandoned.

The directors of the school seem to have had good reason to congratulate themselves and the public on the success that attended their endeavours. No mean proof of the value of a school is continued popularity. For a little while clap-trap and charlatanism may appear to be successful, but they are more or less speedily found out, and sink in consequence into the neglect they deserve. Compared with the times, and with the needs of the people, good honest work must have been done in the British and Canadian School fifty years ago, or it could not have continued as it did, to increase in numbers, and to win the gratitude of parents. The methods adopted were undoubtedly crude. But he has had but limited experience in school life, who cannot recall many instances of conspicuous success, although the methods employed have been faulty, when they have been applied with zeal and with perseverance, and have been corrected by sound sense and mother wit. Of course faulty methods require remarkably good agents, or they issue in utter failure. Of this the British and Canadian School Society had abundant evidence in the difficulties they encountered with their girls' school, until they secured for it a teacher, both enthusiastic and experienced, in Mrs. Chapman. But in the lady just named, and in Mr. Hutchings, they seem to have found teachers who loved their work, and who had that sympathy with, and mastery over, children, which, beyond all questions of method of organization and school arrangement, are important to the wise discipline and to the sound instruction of pupils.

The school increased. December 17th, 1822, 140 pupils are reported. These have become 169 by the 1st of March, 1823, and the managers begin to talk of a school-house to accommodate 600 children. On the 25th September, 1823, there are 246 pupils. One year later the attendance is 317, and

“As a proof of the flourishing state of the school, your committee beg leave to notice, that within the last two months Mr. Hutchings, the master, has been under the painful necessity of refusing admittance to no less than 50 children, chiefly Canadians, for want of room. This circumstance your committee consider as a very loud call on the Society, and on the public generally, to show their wonted liberality in contributing towards the erection of a school-house sufficiently commodious for the education of 600 children.”

At the third anniversary meeting of the school, it is reported of the boys' school as follows:—

“As an evidence of this progress your committee will lay before you a scale of the classes, as they are divided upon the record of the school. First, or alphabetical, Class, none; second class, 11; third class, 18; fourth class, 14; fifth class, 21; sixth class, 23; seventh class, 29; eighth class, 80; total, 196. Of these 75 are Roman Catholics; 35 Episcopalians; 50 Presbyterians; 36 Methodists. As the boys' school contains forms for no more than 143, two or three classes are always obliged to await instruction beyond the localities of the school. This inconvenience, your committee trust, will be remedied in the spring, by the school-house, which it is proposed to construct of dimensions commensurate to the demands upon the institution.”

As, however, at the same time it is reported that but 93 girls are in attendance, it appears that the school had somewhat fallen off. With two or three classes always awaiting instruction, beyond the localities of the school, the wonder is that the numbers were so well maintained.

The pupils made sensible improvement. No formal examinations were held in the beginning. But we read, as soon as the school is fairly on its feet,

“The success which has attended it exceeds the most sanguine expectation. The Catholics are highly pleased with it, and the Catholic priests have given their approbation. The master, Mr. Hutchings, conducts the school remarkably well, to the entire satisfaction of the committee. It is very pleasing to hear from the parents of the children who attend the school, their expressions of gratitude for the great improvement made by their children in learning.”

A few months later, the Secretary writes:—

“Yesterday a letter was received from the parent of two children who attend the school, expressing his grateful thanks for the improvement made by them in learning, and his regret at being obliged to leave the place where such an opportunity is afforded for the education of poor children. One of them, a girl of twelve years old, being very active, interesting and good, has since been taken under the care of the ladies, to be instructed and trained for a teacher, (should she be spared).”

After one year's trial, the committee report that:—

“The children in general are very attentive, and have made great improvement in learning. The ladies who have visited the schools have expressed themselves highly pleased with the needle-work performed by the girls. Several Canadian children, who were admitted into the school in November and December, of

last year, ignorant of the alphabet, are now able to read and write words of two and three syllables, and understand perfectly the first two rules of arithmetic. Other children who had made some proficiency in reading, but knew nothing of arithmetic, have, in eight months, acquired a competent knowledge of the simple and compound rules, reduction and the rule of three. Considerable progress in learning has also been made by a number of boys, who, (unhappily for themselves), have been obliged to accompany their parents into the country to take land. The public are earnestly invited to visit the schools, which speak for themselves."

The committee began early to see the need of careful and public inquiry into the progress of pupils, and the general condition of the school. This was secured, first, by providing monthly visitors, or as they were named, inspectors,

"Who shall attend, at least, twice in each week, at the school-room, for the purpose of ascertaining the progress of the children in their learning."

It was also the custom of the committee to hold special visitations and examinations of the school whenever they could secure the presence of persons of rank and influence. The visit of Lord Dalhousie has already been referred to. The following resolution was adopted, Sept. 23rd, 1824:—

"That Messrs. McGill, Handyside and Davies do compose a sub-committee to wait on Sir P. Maitland and the members of the Imperial Parliament, to invite them to visit the school."

The visitors' book having been lost, it does not appear whether or not the school was visited by these personages, but Sir P. Maitland had already shown his interest in the school by a handsome donation in aid of the funds.

March 7th, 1825, the committee thus resolved:—

"That a public examination of the children, in both schools, shall take place on Tuesday, 15th inst., to commence precisely at 10 o'clock a.m., with the boys, and to close at 1 p.m., allowing one and an half hour for each school." Also, "That the children shall be rewarded every six months, and then after a public examination."

On the 4th April the following memorandum appears:—

"Pursuant to the resolution of the committee, at their last meeting, the children of the schools were examined on the 15th ult., in Reading, Writing, Arithmetic, English Grammar, Geography, and in the Scriptures, on which subjects they evinced a good knowledge, and appeared to give general satisfaction. The examination of a large class of boys in Geography, and of a class of girls in the Scriptures, was peculiarly interesting."

In the annual report of the year the following sentences occur :—

“Shortly after entering upon their functions, your committee deemed it advisable to subject the attainment of the children attending the school to the test of a public examination. For this purpose a respectable number of ladies and gentlemen visited the school, pursuant to public intimation, on the 15th of March last. The exercises commenced with reading, wherein the boys acquitted themselves to the satisfaction of all present. They were next examined minutely on geography; the different questions on the rudiments of which science they answered with a readiness that evinced their thorough acquaintance with what they had learned. The examination then turned upon arithmetic, and was rendered very interesting, by the children questioning each other in the numerical tables, and upon those of weights and measures, on which they discovered much proficiency. Specimens of writing, too, were exhibited, which demonstrated that in that necessary and useful art their attainments were very respectable. The whole number of boys examined was 174; and the visitors of the school expressed their highest gratification, some of them their wonder and delight, as well at the progress of the pupils as at the operations and arrangements of the school. Indeed, the boys discovered a proficiency in all the branches upon which they were examined, highly creditable to the teachers. Both the assembly convened and your committee were gratified to witness the decent and orderly deportment of the pupils, and to see that, though a large portion belonged to the poorer class of society, and were consequently indifferently dressed, yet that their apparel, (such as it was) was perfectly clean.”

In the same report the ladies' committee remark of the girls' school :—

“Your committee think it unnecessary to enter into a minute detail of the proceedings of last year, as they have only been marked by a stricter adherence to the original system, and the result has been a more marked and decided improvement in the pupils. Those who were present at the public examination, in March last, must be convinced of the unparalleled excellence of an institution which can thus interweave a code of morality with the common branches of education, unsullied by the slightest shade of sectarianism. The degree of knowledge evinced on that occasion, the clearness of apprehension manifested by the answers, and the eagerness with which they were given, were the source of much gratification to their auditors, and some who went merely to listen and approve returned delighted and instructed. The specimens of needlework and writing, which were first exhibited, were pronounced neatly executed, and the acquaintance which the children evinced with geography, grammar and arithmetic, for the time that had been devoted to these branches, was ex-

tremely satisfactory. The questions on scripture subjects seemed to call forth all their intelligence, and the promptitude of their replies fully demonstrated the efficacy of this simple and direct mode of imparting religious instruction. Your committee cannot but admire that method of teaching which requires the last word or clause of a sentence to be given by the child in answer to the first part repeated by the instructor. An exercise of the memory and a habit of attention are thus combined, and the one is strengthened, whilst the other is acquired."

The compiler cannot share the admiration of the committee for the exercise of memory and attention, just described. Knowledge so acquired always requires two persons to use it, like a vest pattern so large that it takes two persons to exhibit it. Yet he cannot but sympathize strongly with the generous satisfaction of those noble men and women in the success of their endeavours to educate the people. Nor can he wholly suppress a feeling of sadness, that they, having passed from the scene of their labors, perchance, are unable to have part with him, as he rejoices over the great development of their work which these later days behold.

SCHOOL DISCIPLINE.

BY E. W. ARTHY, HEAD MASTER, PREPARATORY SCHOOL, MONTREAL.

At a recent meeting (June 2nd) of the Protestant teachers of this city, it was almost unanimously decided by vote to abolish from schools under control of the Board the corporal punishment of girls. As to the wisdom of this decision there can scarcely be two opinions; but some teachers and many outside theorists will regard it only as a step in the right direction, and an indication of the educational bias of the day. Be this as it may, it seems an appropriate occasion to speak of school discipline and the different punishments at the disposal of the schoolmaster, among which the whipping of boys is still numbered.

The authority of the school is allied almost equally to state government and family discipline. Like the State, the teacher exercises a repressive control over numbers, yet his authority is delegated to him by the family, and he stands *loco parentis* to each individual scholar. It is his ambition to govern by love, kindness and moral suasion. He knows the evil of ruling by fear alone, especially by the constant fear of flogging, which, while it may constrain, brutalizes. The chief difficulties which he has to en-

counter are want of application and attention, aggravated by occasional outbursts of disorder and rebellion. Improved and more interesting modes of teaching will do much towards giving him an attentive class; good school buildings and class-room accommodations will offer few opportunities to the unruly, while by suitable moral training the very perversities that lead to defiance may be nipped in the bud.

Want of application is the *bête noir*. To secure it, recourse is had to many ingenious schemes of lesson-marking, place-taking, prize-giving, etc. But out of the very virtues of these spring their vices. They spur to the utmost many who need no stimulant, and by making a merit of superior endowments handicap and discourage others not so gifted. They do not conduce to the general healthiness of the class, but rather make of it a sort of hybrid animal with a too energetic head and phlegmatic tail. The wide difference, not merely in knowledge, but in mental effort, between the upper and lower scholars in a form is too often the baneful result of emulation.

With every teacher, however well he may succeed for a time by charming, interesting and cajoling, the Rubicon is passed at last, and he realizes that he must punish. Since this is so, a few suggestions as to the choosing and administering of penalties may be of service and of interest to the reader.

1. Let misbehaviour and punishment be as inseparable as cause and effect. In this respect let it be as unswerving and passionless as a natural law. Certainty in punishing is more important than intensity.

2. Choose characteristic penalties: *i.e.*, let the character of the penalty be such as to recall the character of the offence, while due consideration is given to the character of the pupil.

3. Remember that punishment is only a means to an end; that it exists for the benefit of the governed, not for the satisfaction of the governor, and therefore can never be administered where it is unnecessary, inefficacious, or where the misdemeanor is not clearly proved.

4. In the application of a penalty observe a certain formality, *e.g.*, if for inattention in class you make a boy stand upon the floor, pause while he moves quietly and orderly from his seat, and then resume. The gain in impressiveness will compensate for the loss of time.

5. Let all penalties vary in severity and duration according to the repetition and heinousness of the offence. This will often be found a useful modification to any awkwardness that may arise from a strict observance of our first suggestion.

6. Never threaten what you do not intend or are not able to perform.

Having now formulated certain rules of guidance, we can pass on to the consideration of such punishments as are usually at the command of the master for the proper discipline of his scholars.

Censure, being most available, is ever the most used and often the most abused form of punishment. It is a most powerful weapon in the hands of a judicious master, from whom a word may be more cutting than a blow. Nevertheless it is apt to degenerate into grumbling and fault-finding, and sometimes descends even to abusive language. To be effective it should be definite, discriminating, and just, and must be clearly based upon facts.

Next in order and in frequency of use come certain humiliations, such as standing on the floor, isolation, etc. These are most useful for school purposes in securing the attention of the talkative and indifferent. They appeal to the sense of shame, are most powerful with sensitive natures, and lose much of their impressiveness from familiarity.

Keeping in after school hours is distinctively the punishment for neglect of lessons. It is both a penalty and a compensation. For unruliness or insubordination it may take the characteristic form of detention from play during school intermissions. Its irksomeness renders it a most distasteful penalty, and with the imposition of extra tasks and privation of privileges it is formidable enough to meet even the gravest offences.

Armed with the three Furies above-mentioned, the scholastic Nemesis may fairly quote, in no vindictive spirit:

*Raro antecedentem scelestum,
Deseruit pede Pena claudo,*

without leaving room for the undignified repartee

Et nos ergo manum ferulæ subduximus;

for by an ingeniously graduated scale of rewards and punishments the necessity for corporal punishment may become almost *nil*.

Its frequent use argues a blundering system at best. It is not

in any sense an essential of good discipline. An U. S. Educational Report states that the best disciplined schools are those where the right exists but is rarely exercised; the worst, those where whipping is habitually in force. With young boys it is far more serviceable than with big ones, because they feel the pain more and the degradation less. The cases are very exceptional where it may fairly be said that a boy is not amenable to ordinary discipline: and such cases are best met by suspension or permanent removal. It would be well if there existed a sort of School Penitentiary, into which might be drafted the unmanageable natures of both sexes, to be ruled by special codes of reward and punishment. A mastership in such an institution, while it might offer to the study of the curious; many interesting psychological phenomena, would doubtless be no sinecure.

ANNUAL MEETING OF THE LADIES' EDUCATIONAL ASSOCIATION.

The tenth annual meeting of this Association was held in Synod Hall, May 19th, Principal Dawson presiding.

The annual report of the General Committee was read by the Rev. Mr. Renaud, showing that the Association was growing in importance, the number of students having largely increased. The session had opened with an inaugural address by the Rev. Dr. Wilson, who had remained over a day, *en route* from England to Toronto. On October 4th, Professor Campbell had opened his course of lectures on "The Early History and Literature of Europe," which he had afterwards had printed for the benefit of the students. Professor Campbell had reported most favorably of the examinations, 16 out of the 32 students ranking first class, 7 second class and 9 third class. Two of the students had obtained 97 per cent. of the total number of marks. Similar reports had been received from Dr. Robert Craik, the lecturer on "Chemistry and other Physical Forces in Every-day Life"; from Dr. T. G. Roddick, the lecturer on "Domestic Medicine, Nursing and Personal Hygiene;" and from Professor Moyse, the lecturer on "The Four Periods of English Literature."

For the session just closed the names of 91 students had been entered; of these 69 had come up for one or more examinations. 154 certificates had been granted, the largest number yet re-

corded: first class, 104; second class, 28; third class, 22. Fourteen ladies had fulfilled the conditions necessary for the prize competition—and advance even on last year. To Miss Millie Rhynas and Miss Sutherland, being equal, had been awarded prizes for "English Literature;" to Mrs. Ella Williams, the prize for "Domestic Medicine and Nursing." Miss Rhynas was also entitled to the certificate for a three years' consecutive course of the Association lectures. The Association had thus exceeded by 100 the number of certificates granted in the first year of its existence. Notwithstanding its encouraging growth, it was still apparent that the existence of the Association was precarious, being dependent entirely upon the subscription list. The return to sixty instead of forty lectures could not be realized this year.

This year the receipts had amounted to \$1,030 from member list; from students' tickets, interest, etc., \$256.10; expenditure, \$1,257.25, which left a balance of \$28.85, which, when added to that of last year, gave a total of \$248.81.

The report contained the following programme for the session of 1881-82: Before Christmas, Dr. Clarke Murray has undertaken to give a course on "Logic," and Dr. Couture ten lectures on "The Theory of Music and an Introduction to Harmony." After Christmas, Dr. Johnson will repeat his admirable lectures on "Light," and Prof. Campbell will complete his subject by giving "Early American History," having already given "Ancient History and Literature" and "Early European History and Literature."

A Library of Reference for the students will be kept at Mrs. Hill's, Phillips Square, to which all students will have access under certain regulations: All particulars as to membership and admission to lectures will be found appended to the Annual Report, which may be obtained by application either to Mrs. Mercer, Prince of Wales Terrace, or to Miss Gardiner, St. Edward Street.

New English Grammar.—Mr. Henry Sweet is writing a new English Grammar for Schools, in which the phonology of our language is more fully dealt with than is usual with books of the class, and the subject generally is treated without many of the customary conventional notions.—*The Academy.*

OUTLINES OF ENGLISH LITERATURE.

NO. II.

BY CHAS. E. MOYSE, B. A.

I. *Why our literature leads up to Chaucer.*—We have now to speak of our literature, before our language, as we know it, existed. We shall there find various elements which, blending in the course of national history, form the composite character of the English. The many-sided intellectual power of England is, in no small measure, due to the mingling of the blood of different temperaments, and it may reasonably be said that when the Englishman of high worth writes at his best, he reflects his complex nature. It is generally considered, and, if general issues are regarded, rightly so, that the first great writer in whom this complexity can be seen is Geoffrey Chaucer. Tennyson utters both the literary and the popular verdict when he sings, in "A Dream of Fair Women," of

Dan Chaucer, the first warbler, whose sweet breath
 Preluded those melodious bursts that fill
 The spacious times of great Elizabeth
 With sounds that echo still.

"Dan Chaucer, (Dan, *i.e.*, Lat. *dominus*, O. Fr. *dan*; so, Dan Petrarch, Dan Spenser) the *first* warbler," the first representative of the variety of our national literary power; the first, also, to use language from which our present speech has been derived *without any great linguistic shock*. It is true that when Chaucer wrote, three leading Early English Dialects, the Northern, the Midland, and the Southern, each possessing a somewhat extensive literature, were spoken, but a man of eminent genius, if to that he joined wide and genial sympathy, had a very emphatic word to say in the development of English. It was thus with Chaucer. He used the Midland Dialect, expressed himself as a courtier of a court affecting French phrase and fashion, and made his work contrast vividly with the more homely, less polished, productions of his contemporaries. Remembering that Chaucer's French was the court French of every day talk—a fact often overlooked—let us take from his friend and enthusiastic admirer, Thomas Occleve, or Hoccleve, (c. 1370-1454), two brief extracts in illustration of the two points just advanced. It is easy to find many beautiful thoughts about Chaucer in later literature,

but it is good to hear a voice, of his own day, even if it appears to praise extravagantly. Occleve says,

She (*Death*) myght han taryed hir vengeance a while,
Til that som man hade egalle to the be:
Nay, lete be that! she knewe wele that this yle
May neuer man forth brynge like to the.

The next quotation is true in a general sense;

Thou wert acquainted with Chaucer! Pardie,
God save his soul,
The first finder of our faire langage.

History and track of the different peoples that have successively occupied Britain.—The first inhabitants of Britain are pre-historic. They have left their traces on various implements such as flint arrow-heads, flint knives, and flint adzes. These, found in the gravels of valleys and in caves, where, in some instances, they lie side by side with the bones of the cave bear and mammoth, bear evident marks of chipping. It is maintained by Prof. Boyd Dawkins, in his interesting work on Cave Hunting, that certain parts of the fishing tackle (barbs of spears, darts, arrows) of the Eskimos resemble the bone harpoons of the Palæolithic or stone-chipping period. From this it is inferred that the Eskimos still represent that large-framed, seemingly courageous, thinly scattered race, which then peopled the whole of Europe. Principal Dawson, in an article on 'The Antiquity of Man' (*Princeton Review*), thinks Prof. Dawkins' conclusion far-fetched. "What he says on this head would serve quite as well to identify them with other hunting and fishing people, with the Haidas of the Queen Charlotte Islands, for example, the Micmacs of Nova Scotia, or even the Fuegians." The Palæolithic period ended in a great catastrophe, the submergence of the western part of the Old World continent.

The new life we subsequently find, is referred to the Neolithic or new stone period. This is generally described as a period of higher attempts in stonework, for the implement-maker, after he had chipped his material into the desired form, in many cases completed his task by rubbing or polishing. Two ages of metal, the Bronze age and the Iron age succeed the Neolithic period.

The races of the Neolithic period are divided into three great varieties; of these two concern us, namely the Dolicho-cephalic or long-skulled, and the Brachy-cephalic or broad skulled. Traces

of both are found in Britain. (In Scotland skulls differing from these two varieties have been found. From their boat-like shape they give to the race the name *Cymbocephalæ*. The *Cymbocephalæ* were succeeded by the *Dolichocephalæ* and the *Brachycephalæ*.) The older variety is the *Dolichocephalic*, said by Prof. Dawkins to be cognate with the Basques; the *Brachycephalic* is said, by the same writer, to be represented by the Celts. Referring Basques and Celts to other and more familiar terminology, it will be well to state heré that the Basques are a non-Aryan, the Celts an Aryan race.

The Basques and the Non-Aryan races of Europe.—The Basques live in the Spanish provinces of Biscay, Guipuzcoa and Alava. Whence they came is a matter of doubt. Some bring them from Africa, and make them pass through Spain to the south of France. *In early times*, as may be gathered from what has already been mentioned, peoples akin to the Basques occupied a large area of Europe, extending "as far north as Scotland, and at least as far east as Belgium." Hence Prof. Dawkins concludes that they migrated from the primitive home of the human race on the plateaux of Central Asia, in two divisions; one pursuing the track which the Celts and Teutons subsequently followed, the other striking south-west into the northern parts of Africa, whence they crossed into Europe. Of the races which like the Basques are non-Aryan, and which are *still* to be found in Europe, we discover the Finns, Esthonians and Lapps. These three (if the Lapps are not otherwise classed) settled, it need hardly be repeated, before the arrival of the Aryans, of whom we shall presently speak. They are known by the common name Ugrian or Uralian. The other races which *in historic time* are to be regarded from the same standpoint as the Basques are the Iberians, the Ligurians (Piedmont) and, in all probability, the Etruscans and Rhætians. These flourished in the days of Roman History. *In late historic time* two other non-Aryan peoples appear on the European scene, the Hungarians and the Turks.

Returning to Britain, let us hear a few words from Professor Dawkins, "Cave Hunting," p. 225 :—

"This non-Aryan blood is still to be traced in the dark-haired, black-eyed, oval-featured peoples in our own country in the region of the Silures (*S. Wales*), where the hills have afforded shelter to the Basque populations from the invaders. The small swarthy Welshraan of Denbighshire is in every

respect, except dress and language, identical with the Basque inhabitant of the Western Pyrenees, at Bagnères de Bigorre.

The small dark-haired people of Ireland, and especially those to the west of the Shannon, according to Dr. Thurnam and Professor Huxley, are also of Iberian derivation, and singularly enough there is a legendary connection between that island and Spain. The human remains from the chambered tombs as well as the river-beds prove that the non-Aryan population spread over the whole of Ireland as well as the whole of Britain. The main mass of the Irish population is undoubtedly Celtic, crossed with Danish, Norse, and English blood."

The Celts.—The Celts were the first Aryans to reach Britain. The word Aryan is derived from the Sanskrit, and in early time referred to a number of people who, taken collectively, called themselves Aryas; afterwards it meant *noble, of good family*. It can be traced, apparently, to a root *ar*, earth, so that *arya*, in its exact signification, is either "born of the earth," or "holding, cultivating, possessing the earth." (v. Max Müller, *Science of Language*, First Series, and Art. Aryan in Ninth Edition of *Enc. Brit.*) The Celts—as the name finds a direct source in the Greek *Keltoi* or *Keltai*, it is generally pronounced with the hard "c"—were also the first Aryans to leave the primitive Asiatic home of man on a journey westward. The older non-Aryan races, which may have preceded them along the same path, they conquered or thrust aside into obscure corners of Europe, where, as was mentioned in a preceding paragraph, non-Aryan blood still exists. This conflict, resulting in the victory of the Celt and his settlement over a large area, may have taken place during the Neolithic period.

"It is therefore reasonable to presume that the broad-headed peoples in the Neolithic caves and tombs are represented by the Celts, and possibly, though not probably, in part by the Belgæ. . . . The Celtæ may, therefore, be inferred to have occupied Gaul and Britain in the ages of polished stone, bronze, and of iron. . . . The Belgæ probably were not known in Gaul until the later portion of the iron age. The Celts were a tall, fair-haired, blue-eyed race (*Xanthochroi*) contrasting strongly with the Basque (*Melanochroi*)."—*Dawkins*.

When the Celts crossed into Britain does not, therefore, come within the ken of history. It is certain, however, that they brought a higher civilization with them and were especially skilled in the working of metal. A few words regarding the two great historic branches of the Celtic race, the Cymry and the Gael, will lead us as by a stepping-stone to the spirit of Celtic literature, which, although approached in an amateur Saxon way, should afford much that is both suggestive and beautiful.

THE SCHOOLMASTER'S WORK.

BY AN EX-SCHOOLMASTER.

At a bygone crisis in the political history of England, when the Whigs, very foolishly it seems to us now, feared that the Iron Duke would use his name and power as commander-in-chief of the army to overthrow the national liberties, Lord Brougham stilled their fears by his well-known utterance that "the schoolmaster was abroad." And since the days of Lord Brougham, who was one of the earliest and most devoted of educational reformers, the influence of the schoolmaster has grown with the spread of education. Ever since Arnold's time, the public schools of Great Britain have been officered by some of the ablest heads in the country. Not only have colleges often chosen their chiefs from among the ranks of the schoolmasters, but gaps in the Episcopate are occasionally filled from the same source.

It was, however, the opinion of Boswell, that the possession of the greatest abilities unfitted a man for the work of teaching. Speaking of Johnson's failure as a schoolmaster, he writes, "the art of communicating instruction, of whatever kind, is much to be valued, and I have ever thought that those who devote themselves to this employment, and do their duty with diligence and success, are entitled to very high respect from the community, as Johnson himself often maintained. Yet I am of opinion that the greatest abilities are not only not required for this office, but render a man less fit for it." In a certain sense, this strikes us as rather hard. The work of a schoolmaster is *sui generis*, and it requires ability of some kind to make any hand at it at all, and very great ability to make an Arnold or a Temple. Yet when we talk of "the greatest abilities," we of course use the term generally, and in this sense, all things taken into consideration, Boswell was probably right. Few schoolmasters, however, who have failed, are able to avail themselves of Boswell's excuse. In fact, most men do not fail from excess of ability. But it will not be uninteresting to consider in what sense and to what extent we may accept Boswell's remark.

To begin with, the work of education is one that calls for great reticence and self-repression on the part of the teacher. The schoolmaster may have made up his mind about many matters upon which it would be very injudicious to speak to his pupils.

For instance, in England, where religious topics are ever a burning question, the teacher would act very foolishly in giving expression to *ultra* opinions of any kind. And similarly in Canada, political questions of a party nature are rightly considered to lie out of the schoolmaster's field. It may be rather hard for him sometimes to hold his tongue, especially when he is teaching such a subject as History, but the first lesson that he has to learn is that he is not an Apostle or Prophet of new views. His office is strictly confined to teaching—not what men know or feel an interest in—but what it is right that boys of a certain age should learn. To use the old terms, the schoolmaster's work must be strictly Exoteric. As soon as he becomes Esoteric he is on dangerous ground. Now, this strict limitation is one that is peculiarly irksome to minds of an enquiring turn, to men who feel a pardonable desire to be remembered afterwards by their pupils as having opened up to them new vistas of thought, fresh glimpses of truth. "Every man's progress," writes Emerson, "is through a succession of teachers, each of whom at the time seems to have a superlative influence, but it at last gives place to a new." Emerson was speaking of such teachers as Channing and Carlyle, but what he says is true of lesser lights. An ambitious schoolmaster is naturally disposed to impress his character to such an extent on his pupils that he does not give place to a new teacher, or at least that the total impression shall not be effaced. Such an influence undoubtedly, an influence of an entirely salutary nature, was exercised by the greatest of all modern schoolmasters, Dr. Arnold, and was also to a certain extent possessed in our own day and country by the late Dr. Carpenter. An influence of the nature of this kind is not, however very common, and perhaps it is impossible that it should be so. Dr. Arnold's influence, though he was personally a Liberal in politics and religion, was not exercised in any narrow, party way. It was rather one that was communicated by his general nobility of tone and character.

This gives us some clue to the elements that go to make up the ideal schoolmaster, viz., a combination of general intellectual keenness with high moral tone and earnestness. The two elements should exist, as it were in an equipoise, and the nearer to this the schoolmaster attains, the nearer he is to the ideal standard. Now it is very uncommon for men who are highly

endowed intellectually to have *personally* this high moral power. It must be remembered also that this power must be possessed in such a manner as to be apparent to the young; and with boys appearances go for a good deal. They will, for instance, be disposed to ridicule eccentricities to which grown men would be willing to extend allowances. Dr. Johnson's personal "anfractuosities" were part of his charm to Reynolds and Carlyle, but rendered him an object of merriment to Macaulay and his school-boy.

Again, the schoolmaster's life must inevitably be one of routine, and routine is exactly that of which Boswell's "greatest abilities" are least susceptible. Trollope finds fault with Thackeray because he did not turn off his literary work with the regularity of a Southey. Yet Southey's reputation as a poet was almost confined to his life, his poems, with a few exceptions, are now mere names. Thackeray's happiest creations are already household words. We may take it for granted that routine is repugnant to the "greatest abilities." But routine, though by no means within certain limits destructive of intellectual keenness, has without doubt a deadening effect upon the freshness of moral earnestness. It leads to a conventional view of life, a conventional sense of duty, a merely perfunctory method of work. The ordinary teacher, if he have lost the simplicity which is one of the most lovable features of his character, is one who is disillusionized early in life, to whom it presents a loveless vista of dull work and small returns. And so it often occurs that those who should have the largest share of moral earnestness, work mechanically, and, their work for the day over, take refuge in pleasures that are farthest removed from it. For schoolmasters are, as a rule, a decidedly unintellectual set of men—unintellectual, remember, in the sense of lacking intellectual curiosity for what lies out of the beaten path of study along which their work takes them. And even in this few make any progress after they have been teaching for some years.

Having noticed some of the shortcomings to which schoolmasters as a class are obnoxious, some of the drawbacks to which their work is subject, I should not leave a true impression if I did not advert to the virtues which the work of a teacher, honestly pursued, has a direct tendency to foster. I have stated that the work of a true schoolmaster is one that calls for the constant

presence of moral power. And, granted a certain degree of intellectual keenness, a degree of which any ordinarily endowed individual is presumably capable with practice, it will not be denied that it is upon moral power and earnestness, and upon what comes of the fusion of the moral and intellectual nature—practical adroitness, that the work of the class-room makes its greatest demands. Schoolmasters must necessarily possess a deep knowledge of the schoolboy nature, a sympathy with his pleasures, an appreciation of his difficulties. And all this makes large demands upon their moral nature.

Some of the truest and most touching verses in Keble's *Christian Year* are those that describe the religion of everyday life :

If on our daily course our mind
Be set to hallow all we find,
New treasures still, of countless price,
God will provide for sacrifice.

O, could we learn that sacrifice,
What lights would all around us rise !
How would our hearts with wisdom talk,
Along Life's dullest dreariest walk !

The trivial round, the common task,
Would furnish all we ought to ask ;
Room to deny ourselves ; a road
To bring us, daily, nearer God.

I have often felt with how much force these verses apply to the work of the teacher. To keep steadily and with enthusiasm at routine work, to do so in the face of discouragements, to be hopeful over small improvements, not to ask too much, to be content to work silently, to work for results which the teacher personally may never have the happiness to behold, to do all this—sometimes without gratitude, and always with pain and weariness of flesh—is a work of the highest moral worth, or, if not of what is generally accounted the highest, then more truly so, because lacking the applause that more showy performances are sure to win.

Insere, Daphni, puros : carpent tua poma nepotes.

"I spent my whole life in the same monastery, and while attentive to the rule of my order and the service of the Church, my constant practice lay in learning, or teaching, or writing." In these simple words Bede described his life at Jarrow. Not the least important function performed by the monk of the Dark

Ages has devolved upon the schoolmaster of the Nineteenth Century.

And such work loyally done has a tendency to foster above all virtues the virtue of truthfulness. The true schoolmaster does not work for appearances, but for realities. "He shall not strive, nor cry aloud; neither shall any one hear his voice in the streets." He must be often conscious that of his best work the outside public will never take cognizance, will never have an opportunity of judging. In Canada at least, he must deny himself the triumphs and emoluments that the legal and ecclesiastical professions and other callings bring with them. He will have to work on into old age with decaying powers, and only a crowded funeral will attest his worth—when he is gone. The schoolmaster's path in life is above all things else the path of hard duty. Is it strange that in our age of feverish excitement, and in our country where every one is pressing forward to "better himself," so few men of high ability can be found to walk therein?

THE NEW UNIVERSITY EXPERIMENT.

Most of our readers are probably aware that the month of April saw the birth of the new "Victoria University" at Manchester, England. Much interest attaches to its regulations, as incorporating in many ways the latest views of Liberals in education.

The following letter by J. S. Cotton, extracted from the *Academy* (April 23), gives some interesting comments on the curriculum of the new university:—

"In these evil days, when 'academical organisation' at Oxford and Cambridge has become little more than a euphemistic equivalent for 'redistribution of the plunder,' it is a pleasure to turn to the organic regulations adopted the other day by the court or governing body of the new university at Manchester.

"Hitherto we have felt it our duty to scrutinise somewhat jealously this precedent for the multiplication of bodies empowered to confer degrees. But, now that the Victoria University has been called into existence by Royal charter, it would be mere perversity to revert to arguments which can no longer do any good, and which experience in the near future may signally refute. We confess, also, that the spirit pervading these regulations entirely disappoints our sinister anticipations. We are only left to hope that what reads so well on paper will be achieved in

practice, and that the new university will not fail because of the very loftiness of its ideal.

"The subjects treated of, or at least those of general interest, are the qualifications for a degree. In these we notice some unnecessary complications, such as the distinction between an ordinary degree and a degree in honours, and the proceeding from B.A. to M.A. without any further trouble than the payment of a fee. But, setting these aside as of comparatively little importance, the whole scheme appears to us to be the most sensible and the most complete of any that exists in a British university. The essential distinction between culture and science, between letters and knowledge, is sharply drawn from the first by the institution of two co-equal degrees, those of arts and science. The bifurcation begins from the very commencement of the academical course, and is carried through consistently to the end. A student in engineering will never be able to call himself B.A.; while a student in philosophy will rightly be qualified for that distinction. This fundamental division once recognised, the other subdivisions follow naturally. The arts student has his choice of four subjects or schools: (1) classics, (2) English, (3) history, (4) philosophy; similarly, the science student has his choice among six: (1) mathematics, (2) engineering, (3) chemistry, (4) zoology, (5) physiology, (6) geology, mineralogy, and palaeontology. The present staff of Owens College is prepared to supply classes meeting the proposed requirements of each of these ten schools.

"Equal boldness and good sense characterise the details of the scheme. Upon one point only have we space to dwell. The establishment of English as a school of its own, for the first time in the academical history of this country, seems to us alone to compensate for the hypothetical dangers of a new university. With English, as subordinate but compulsory subjects, are associated Gothic, Old French, and the alternative of Icelandic or Old Saxon. The study of philology is thus definitely cleared from the prevalent misconception which would limit it, as at the old universities, to Latin and Greek, with a smattering of Sanskrit. One department of learning is yet left out in the cold—that of Oriental studies; though we believe that Cambridge has recently made a move in this direction. England is still obnoxious to the disgrace of having no complete faculty of a department of knowledge in which she has a special political interest, and which is entering upon a stage of rapid progress.

"But it would be the height of injustice to blame the Victoria University for not attempting everything when it has attempted so much. We wish all prosperity to an institution which, in its first public professions, sets an example to its elder sisters by avoiding their errors and filling up some of their deficiencies."

Besides the points noticed by Mr. Cotton there are others of interest. These are not necessarily innovations, but are notice-

able as points upon which the educational reformers who founded Victoria University have deliberately followed old examples. Thus we may notice, first, that it is by no means the intention of the Council to neglect the old studies, while admitting newer studies to a share of recognition. There has been much discussion lately upon the subject of Examinations. In the present scheme these are not intended to be the sole or even principal conditions for degrees, but simple conditions *sine quâ non*. The first condition is to be attendance at a carefully prepared course of instruction for three, or at least two, years. The examinations are simply the test, the university taking upon itself the function of a teaching as well as of an examining body. In this respect Victoria University is following the theory of the older bodies, which made residence for certain terms necessary to graduation. These terms were of course intended to be filled with study and with attendance at the courses of the Lecturers. In practice, however, Honour Students attend as few lectures as possible, preferring to spend their time in private work. Passmen, on the other hand, devote most of their time to amusement, and resort to crammers or "coaches," when the schools are approaching, to get them over the difficulties of the ordeal.

Another point that we may note is the discontinuance of academic costume for undergraduates. Its adoption dates from the remotest past, and is now an anachronism. Its continuance has been due to its use for disciplinary purposes, but has caused a line of demarcation between students and other members of the town. This distinction in the older universities was the cause of free fights or "rows" between Town and Gown, in which even lives have been lost.

The distinction between an ordinary degree and a degree in honours, on the other hand, is conservative. But the regulation of the studies is new. Thus for graduates in Arts who take the ordinary degree only, a certain amount of familiarity with either Latin or Greek, besides a more thorough acquaintance with either French or German, and in some cases with both French and German, is in every case indispensable; so that the ordinary degree of Bachelor of Arts cannot be gained at all without an examination in one modern and one ancient language—nor without other important requisitions, which vary in different cases, according to the line of study chosen. But the 3.A. degree *with*

honours can be taken by a student who has never studied any ancient language at all, unless the early forms of the modern languages are to be described as ancient. Thoroughness is to count of something higher than general knowledge. The distinction between an ordinary degree and a degree with honours in fact is that between knowledge extending over a pretty wide field, and thorough knowledge of one.

We may add that Victoria University is in a position to announce its first preliminary examination, which is to be held at Owens College on June 20. Candidates must previously have gone through the form of matriculation, for which it is necessary that they should be already students of "one of the colleges of the University"—*i.e.*, of Owens College.

NOTES ON EDUCATIONAL TOPICS.

PUBLIC EXAMINATIONS.

The number of people that attend the annual public examinations of the High and Common Schools is a creditable testimony to the interest taken in educational matters by the public of Montreal. "It is a pleasure to stand upon the shore," Bacon writes, paraphrasing from Lucretius, "and to see ships tost upon the sea ; but no pleasure is comparable to the standing upon the vantage ground of truth, and to see the errors, and wanderings, and mists, and tempests in the vale below." Something of this pleasure must be felt by mothers and sisters as they witness the work of the year reviewed in the schools. And these examinations, though by no means the best test of what the scholars have learned during the year, afford an admirable opportunity to see *how* the work is done in our public schools. In all *viva voce* work, considerable allowances must be made, not only for shy pupils, but also in some cases for diffidence on the part of the teachers themselves. And it is also clear that in comparing the work of one class with that of another, all subjects are not capable of being made equally attractive.

Many parents are likely to go away with a low idea of the work done in the school, if it happen, as it often does happen, that their children have not answered a question, and many of the more highly educated are apt to think that the whole thing is a sham, and that the pupils have been specially "primed" in the questioning which has taken place. Whether that be the case

or not, it is a great advantage for parents to be able to get an insight into the *method* which a teacher employs with a class. And this, undoubtedly, is the only true insight which a parent can get into the efficiency of a school from a public oral examination. To a teacher the thing is a farce to a great extent. He or she knows the capabilities of the pupils, can gauge their characters and capabilities; and consequently it is no disappointment if the answering is not up to the mark, and no particular triumph if everything goes smoothly.

As a test of the knowledge of the children, it is, perhaps, a failure, but the children themselves regard it as a gala day, and take pleasure in showing off, as far as may be, before their own parents and friends and those of their classmates. Some schools, moreover, on account of the character of the teachers and for other reasons, make splendid "show" schools, and comparisons are often made between different schools which are eminently unjust.

So much has this public oral examination become a part of our school system in Canada, that it could scarcely be dispensed with, but it is open to many objections, of which, perhaps, teachers alone can see the force. The excitement generated among the pupils for days beforehand puts a stop to much solid work, and the results attained are scarcely compensatory for this partial suspension of school animation. Again, pupils are apt to take a low or high estimate of their teacher from the figure which he cuts in such a ceremony, the "cheeky" teacher (to use a vulgarism) always getting most "kudos." The effect, too, on those pupils who, from shyness or want of knowledge, do not make a respectable *show*, is demoralizing and often disheartens them.

Still, the custom is as it is, and whatever its advantages or disadvantages, we must take it as we find it. It exists.

FLOWERS FROM THE GREEK ANTHOLOGY.

ON A STATUE OF NIOBE.

(*Author uncertain.*)

Her, whom from life to stone the gods transformed,
From stone to life Praxiteles hath warmed.

ON THE PICTURE OF VENUS BY APELLES.

(*Julian of Egypt.*)

Stand back, while Venus quits her ocean-home,
Or her wet locks will sprinkle thee with foam.

SOUR GRAPES.

(Author uncertain.)

Who tore these grapes too recklessly away,
 Ere ripe and mellow, from their parent spray ?
 Who flung this sour green cluster in the dust
 From wrinkled lips that tasted with disgust ?
 May Bacchus, angered by this deed, destroy
 The selfish churl who crushed a growing joy,
 And quenched a draught that might, perchance erelong,
 Have gladdened sorrow, or awakened song !

THE MISER AND THE MOUSE.

(Lucilius.)

On his bare floor a miser spied a mouse,
 And asked : " My dear, what brings you to my house ?"
 The mouse smiled sweetly, and replied : " My lord,
 I come for lodging merely, not for board !"

THE SOLE SURVIVOR.

(Emilianus Nicænus.)

Oh ! would to God the billows of the deep
 Had swept my limbs to Everlasting sleep,
 Ere I alone was left these planks to tread,
 And steer a galley freighted with the dead.
 Must I, poor wretch, survive them ? Must I land,
 With not one sailor-boy to lend a hand ?
 My shattered craft—its crew all stiff and stark—
 Drifts sadly on, like Charon's spectral bark !

ON A SEAL.

(Marcus Argentarius.)

Graved on this seal, Love, brilliant as a star,
 Drives a grim lion harness'd to a car.
 With small right hand he whips the monster's mane,
 While with the left he firmly guides the rein.
 Strength blends with grace : but ah ! what terrors wild
 Distract me gazing on the ruthless child !
 If Love thus tames a savage beast—why, then,
 Small chance is left for us poor, puny men.

A DIFFERENCE WITHOUT A DISTINCTION.

(Antipater of Sidon.)

New milk, and honey from some hollow tree,
 These, kindly Hermes, are our gifts to thee ;
 But bold Alcides, who protects our lambs,
 Exacts prompt sacrifice of ewes and rams.
 Thus, we are robb'd : for, who can tell the odds
 Between a wolf's marauding, and a God's ?

NOTES AND NEWS.

Principal Dawson, C.M.G.—In conferring upon Dr. Dawson the Companionship of St. Michael and St. George, the powers that be have only given the due recognition to literary and educational distinction which has hitherto been accorded ungrudgingly to political and military services. Most people would have preferred to see the Companionship a Knighthood, but we must be thankful for small mercies.

Miss Macpherson at Morrin College.—Miss Macpherson, whose name has been so long and so honorably connected with the rescuing from the streets of neglected children, and annually bringing or sending a large number from England to Canada, delivered an interesting address in Morrin College recently, to a large audience, on Christian work.

Technical Education in England.—Prince Leopold lately laid the foundation stone for the new College for Technical Education established by the City and Guilds of London Institute, in Finsbury. His Royal Highness said the object of the institution was a truly national and patriotic one. The old apprenticeship system, whatever its merits might be, and whatever good works it might have done in the past, was not equal to the exigencies of the present age; and they were beginning to realize that a thorough and liberal system of technical education must be placed within the reach of the British artisan in order to enable him to hold his own against foreign competition.—*Pall Mall Budget.*

Examination of Teachers in England.—The Committee of the Senate of the University of London, appointed to consider the propriety of instituting an examination of teachers in the art and science of education, has recommended the Senate to hold an annual examination in the art, theory and history of education, and that a special certificate, to be called the "Teacher's Diploma," be awarded to the successful candidates. No candidate is to be admitted to the examination who shall not have previously fulfilled one of three conditions:—(1) Graduated in the University of London; (2) passed the first examination for the degree of Bachelor of Arts or Bachelor of Science; (3) passed in honours at the Matriculation Examination. The examination will be a written one, with, in addition, a practical test in teaching ability. The subjects for examination are as follow:—First, questions in mental and moral science regarded in relation to the work of teaching. This department will be subdivided into such subjects as observation, training of the senses, association, memory, reasoning, imagination, the will and how to train it, habit and character, authority and discipline, rewards and punishments, and the conduct of the understanding. The

second department will be the methods of teaching and school management; the third will be the history of education, the lives and work of eminent teachers, and the systems of instruction adopted in foreign countries. The proposed scheme is open to criticism, and may be regarded as but tentative.—*The Schoolmaster.*

R E V I E W S .

ON THE HISTORY OF THE IDEA OF ATONEMENT AMONG THE HEBREWS,
*from the time of Amos (circa, 800 B.C.) to the liberation by Cyrus
from the Babylonian Exile, (circa, 540 B.C.)*

(The graduation Thesis of ARCHIBALD DUFF, M.A., for the degree of Doctor of
Laws, of McGill College University.)

This thesis is, in itself, a good illustration of the modern method of dealing with the Old Testament Scriptures. Modern criticism deals with the Old Testament, not as a book but as a literature, not as a storehouse of truths, all of them on the same plane, but as the record of a long and loving communion between God and man, the different parts of which must be understood in relation to their time, in order to be rightly understood. Formerly, the student who desired to formulate the scriptural idea of the atonement went first to the Pentateuch. Assuming it to be the work of Moses, he had no difficulty in finding the idea there represented in large outlines, in the sacrificial institutions. On this basis he erected a superstructure of texts, gathered, indiscriminately, from Genesis to Malachi, and from an induction thus made the conclusion was drawn that the necessity for atonement had been supernaturally revealed fifteen centuries before Christ, and that the idea had been kept steadily before the Jewish mind, for that long period, without their understanding it at any time. The modern method, of which Dr. Duff is a student, is very different. Assuming, with the great majority of continental critics and with the school in Britain, of which Professor Robertson Smith is the best known representative, that it is simply impossible to conceive that God should have given by Moses three different codes of laws, one of them suited to rude nomadic tribes, another to a developed kingdom, and the third to a church with a fully developed ritual rather than to a nation, he concludes that the Pentateuch, in its present form, is post-exilic, and he is forced therefore to refer to the writings of the pre-exilic prophets in order to learn how the

idea of the necessity for an atonement grew up in the Jewish mind, corresponding to the developments of their God-ordained history. He begins with the first of the Hebrew prophets, or preachers who were writers. Generations of prophets, who had been merely preachers, had lived in the preceding centuries, the character of whose teaching has to be gathered from documents whose dates are, in all cases, hypothetical, and therefore he, in the meantime, passes them by, and begins with Amos, the first preacher whose sermons are still extant. Amos began to preach about 810 B.C. Hosea followed him immediately, as did also the earliest of the three men whose writings are combined in the book of Zechariah. It is one of the accepted conclusions of the school we speak of, that in the book of Zechariah the writings of three men are united, all of whom probably bore the same name, though they lived at great intervals of time from each other, and under very different historical circumstances, referred to in their respective writings. It is another accepted conclusion that the last twenty-seven chapters of Isaiah were written not by the prophet who preached so grandly in the days of Ahaz and Hezekiah, but by another Isaiah who lived in Babylon, during the exile, some two hundred years after the first. The arguments by which those conclusions are sustained cannot be gone into here. The argument is cumulative; and is partly from language, partly from historical allusions, and partly from considerations the force of which can be appreciated only by critics and scholars. As to language, it is said in effect, suppose, for instance, that the poems of Tennyson and the dramas of Shakespeare should come to be bound together under one name, would not a trained critic a thousand years hence be able to pronounce positively that he had before him not the work of one man, but of two men who lived at epochs when the forms of the English language differed considerably? As to the historical argument, it is said, for instance, can we conceive that the first Isaiah would have spoken or written such words as these,—“thy holy cities are a wilderness, Zion is a wilderness, Jerusalem a desolation; our holy and our beautiful house where our fathers praised thee, is burnt up with fire,” when Jerusalem was in the heyday of prosperity and the temple standing in all its glory. Dr. Duff does not enter upon this subject, however, in the way of discussion. He assumes the conclusions of modernism with

regard to the dates of the Pentateuch and the prophetic books, as if the conclusions were indisputable. In his treatment of the idea of atonement he follows the same method of assuming that the idea grew out of actual historical developments. The prophets who lived in and subsequent to the days of Jeroboam II had to face the question—"How can sinful men be restored to righteousness and happiness?" Iniquity ran down the streets like water, the people seemed to be sold under sin, and to be dead to God, instead of manifesting the old sensitiveness to His revelations of Himself which had made preaching such a great power in the days of their fathers. Amos sees nothing for it but judgment. The sinners shall be cut off, and then shall Israel be pure. Hosea advances beyond Amos, and breathes the hope that the judgments of God on sinners may lead them to repentance. The first Isaiah sees still more deeply and appreciates, as none had done before him, the need of divine help for helpless man, the need of spiritual influence to convert spiritual beings, and he believes that that help will be given to a remnant, because God is with His people who may well put their trust in Him. Then comes Micah, and in his sermons we observe the growth of the doctrine of an ideal Israel, a doctrine that "was the foundation of the Babylonian Isaiah's doctrine of atonement." This germ in Micah led the Deuteronomist to inculcate the setting apart of the Levites to make atonement for the people. The Deuteronomic doctrine of an atoning tribe could not endure—it was indeed a degeneration from the old belief that Israel was a nation of priests—but "it pointed in the direction of the truth ultimately to be discovered and eternally to endure, the Babylonian Isaiah's doctrine of atonement by the righteous for the unrighteous." In Jeremiah's life, character, and writings we see that this doctrine of intercession and atonement by righteous men for the unrighteous is taking a firmer hold of spiritually minded men. Ezekiel repeats the same speculations regarding the need and the possibility of vicarious atonement through suffering, while he emphatically declares that a representative atoning tribe or man would not, could not save. He cannot see a man fit to stand in the gap, but he believes that through the Spirit God's people will be led to holiness and a covenant of peace be made between them and God. In the most graphic part of his Thesis, Dr. Duff now describes the standpoint of the gifted seer known

as the Babylonian Isaiah, the changes in his soul as the historical vision changes, his inner struggles, and the triumph of faith over disappointments, when he perceives that "our God Jahweh is working the atonement of sinful Israel by the sufferings of His righteous servant Israel." The doctrine filled his soul. He discovers that salvation may not mean material deliverance, and that God's highest purpose for his sons may be that they are to suffer. This suffering is atoning, inasmuch as it is a symbolic acknowledgement by the nation of its deserts, and at the same time the most powerful influence is exerted on the mind and heart of the sinner when he learns what his sin deserves and what it has brought upon the guiltless. The great truth is thus taught that every righteous man must be a Saviour of others. In the days of formal religion that followed the full establishment of the Levitical ritual by Ezra this truth was narrowed to a belief in a future possibility of salvation by one righteous prince. "Yet the blind were led by a way they knew not, and at last their little hope had an unspeakably grand realisation; their mistake was a prediction of the coming truth." Jesus came, and by His life and death "illuminates the grand doctrine of the Babylonian teacher, and enlightens up the life of the good with service, and the life of the bad with hope."

Dr. Duff's treatment of the extensive subject he undertook is at times obscure; but he shows a large acquaintance with its literature, and he writes with a freedom of conception and warmth of style that makes his Thesis an important contribution to the elucidation of the central idea in the Christian revelation.

D. D.

"HANDBOOK OF ENGLISH SYNONYMS, with an Appendix showing the correct uses of Prepositions, and a collection of Foreign Phrases," by L. J. CAMPBELL.

"PRONOUNCING HANDBOOK OF WORDS OFTEN MISPRONOUNCED," by R. SOULE and L. J. CAMPBELL.

(Lee & Shepard, Boston.)

These two handbooks are useful little works of some merit. They have the advantage of being small and excellently printed, and will be found serviceable, not merely to students

of English, but to writers and men of business. The first of the two gives a pretty full list of synonyms and words of similar meaning, but the most attractive part of the book is naturally the Appendix. Most of the explanations of foreign phrases are well enough done, through "the resistance of inanimate matter" is hardly adequate as an explanation of "vis inertię." The utility of this part would have been increased by examples of the use of each phrase, such as are given of the prepositions. But this might have made the book unwieldy. The use of the various prepositions is well illustrated by passages from classical writers, among whom we are glad to see that Matthew Arnold now finds a place. But it is not quite easy to see upon what principle some uses under this head are rejected, while others are allowed to pass. Some of the usages admitted are decidedly antique now, though they were not in the writers from which they are quoted.

The second volume will be a fair guide, as far as it goes, to pronunciation in the United States. We do not pronounce *pianist* and *physiognomy* as the book directs. Two pronunciations are allowed of the usual word *azure* (á-zhur and azh'-ur), and also of *vase* (vās and vāz). In the latter case we should certainly pronounce the word differently, *i. e.*, either "vawz" or "vāz." There are many omissions: such words as *t'ait* and *niche* might well have been added to the list. Under *cucumber* we read "ku-kum-ber, *not* kow'-kum-ber." There is another manner of pronouncing this word which is not noticed at all. On turning to two words that are often confused, *precedence* and *precedent* (the noun), the correct pronunciations are given, *viz.* : "pre-séd'-ence, *not* prés-e-dence," and "prés-e-dent, *not* pre-sé-dent." If this little book leads to greater care in pronunciation, it will have done good work. R. W. B.

THE YOUNG NIMRODS IN NORTH AMERICA. A book for boys. By
Thos. W. Knox. (Harper & Bros., New York.)

WHO WAS PAUL GRAYSON. By John Habberton. (Harper & Bros.)
(For sale at Dawson Bros.)

These are a couple of volumes got up by Messrs. Harper in their usual capital style, and eminently fitted for gift books or school prizes. "Paul Grayson" is a story of a schoolboy, and when we have said this, our readers will understand what they

have to expect. 'The Young Nimrods' is a book of much greater value. It is beautifully illustrated and carries its readers through different scenes in forest and field. Turning over its pages we come upon pictures of various scenes which boys are accustomed to learn about in their Geography lessons, but which only a book like this before us brings really home to them. For instance, we have illustrations of sea-lions on the Farallon Islands, of the wolf-dance of the Tonkawas, of a prairie-dog town, etc. Teachers who have time to do so, would do well to supplement their lessons by short readings to their classes from such works as the 'Young Nimrods.' The practice would give an interest to Geography lessons which is sometimes wanted.

HOUSTON'S INTERMEDIATE LESSONS IN NATURAL PHILOSOPHY.

By Prof. E. J. Houston, (Eldredge and Bro., Philadelphia.)

This small volume is issued as a text-book of Natural Philosophy, intermediate between the Primers and the ordinary College text-books. The text is founded as far as possible upon experiments which require no expensive apparatus and can be performed by any boy or girl of ordinary intelligence, and which are seen in many of the mechanical operations in every day life. Following each chapter is a summary of the whole with questions for review.

The book bears abundant evidence of having been hastily written. In several places we find statements which we feel confident a little reflection would induce the author to alter. For example, on page 21 we read "in the ice the molecules are nearer together than in the water." If this be true, the author should inform us why ice floats. Wishing to illustrate the fact that a body falls with a constantly increasing velocity, the author says, "when a boy allows a ball to drop from his hand, he can shortly afterwards easily catch it again before it reaches the ground; but if he waits a little longer he reaches after it in vain." The illustration is certainly not a happy one, for even if there was no increase in velocity the boy would reach in vain, if he waited too long. The explanation of the term molecule is not clear. A reader would understand the author to mean, that the term molecule is applicable to the smallest part of a compound substance only and not to an elementary or simple body.

J. T. D.

SCIENTIFIC DEPARTMENT.

"What is the use of the Public Analysts of the Dominion?" said a prominent manufacturer of this city to the writer not long ago, "every year the Commissioner of Inland Revenue issues a report stating the number of samples of various substances that have been examined by the analysts, and the proportion of these in which adulteration has been detected. Here the matter ends." The truth of this statement cannot be questioned, for we never hear of any one being prosecuted for adulterating food. The extent to which coffee and spices are adulterated by those who grind them in this city is something frightful. Tons of "smut-dust"—i.e., the dust taken out of the wheat before it is ground—are sold annually to coffee and spice dealers. Indeed, these parties appear to make no secret of this matter, for it is no rare thing to see loads of this or similar material delivered at their premises. There is a crying necessity in our land for some regulation to prevent the adulteration of food. In Paris there is what is called a Municipal Laboratory for testing all matters having any bearing on health. During April about seven hundred objects were presented for examination, and nearly eighty per cent. of these were adulterated. Wherever adulteration is detected the manufacturer or dealer is prosecuted. A notable feature in this Laboratory is the attention paid to testing for Trichinæ. An instrument has been constructed for boring small holes in hams, which are not visible when the ham is cooked. The flesh taken out is examined with the microscope.

At a *conversazione* recently given to Prof. Helmholtz at London, an unpublished letter from Sir Isaac Newton was exhibited. This letter is most interesting when we consider the numerous applications of electricity in use at the present time. It is as follows, with a few changes in spelling:

"London, Dec. 15th, 1716.

"Dear Doctor: He that in the mine of knowledge deepest diggeth, hath like every other miner, the least breathing time, and must sometimes at least come to *terr. alt.* for air.

"In one of these respiratory intervals I now sit down to write to you, my friend.

"You ask me how, with so much study, I manage to retain my health. Ah, my dear doctor, you have a better opinion of your lazy friend than he hath of himself. Morpheus is my best companion; without eight or nine hours of him your correspondent is not worth one scavenger's peruke. My practices did at the first hurt my stomach, but now I eat heartily enow, as you will see when I come down beside you.

"I have been much amused by the singular phenomena resulting from bringing of a needle into contact with a piece of amber or resin fricated on silk cloth. The flame putteth me in mind of sheet lightning on a small—how very small—scale. But I shall in my epistles abjure Philosophy, whereof when I come down to Sakly I'll give you enow. I began to scrawl at 5 min-

utes from 9 of the clock, and have in writing consumed 10 minutes. My Lord Somerset is announced.

"Farewell. God bless you and your sincere friend,

"ISAAC NEWTON.

"To Dr. Law, Suffolk."

"There's champagne in the air," says an old drinking song, and so says modern science. A French chemist announces that he has discovered traces of alcohol as a natural product in cultivated soil, in rain and sea water, and in the atmosphere. If fifteen or twenty quarts of water be submitted to distillation until about one-tenth of the whole has condensed, and if this distillate be again subjected to distillation until about a third of it has passed over into the receiver, this second distillate shows traces of alcohol. If a little iodine and carbonate of soda be added to it, crystals of iodoform are precipitated, and this could not happen if alcohol were absent. This natural alcohol, which exists in infinitesimally small quantities, is supposed to be produced by fermentation of organic matter in the soil.

It was announced a short time ago that a Glucose factory was to be started in Toronto. Various comments on this fact and on the suitability of glucose as an article of food have appeared in the Canadian press. We think it well, therefore, to present an abstract of a paper entitled "Glucose and Grape-Sugar," found in the *Popular Science Monthly* of June last:

It is estimated that over two million dollars are actively employed in glucose works in the United States, and that 35,000 bushels of corn are daily consumed in the manufacture of the article. From 26 to 32 lbs. of glucose are obtained from a bushel of corn at the cost of about one cent per pound. The starch of the corn is treated with sulphuric acid, and any excess of the latter is neutralized by means of chalk. The resulting liquid is filtered through cloth and animal charcoal, after which it is evaporated and appears as glucose. This substance is largely employed in the preparation of syrups, in the manufacture of confections, and in the adulteration of cane sugar. A large quantity of so-called honey is pure glucose, placed by appropriate machinery in cells made of paraffin wax. Glucose differs from cane sugar; the formula for the latter is $C_{12}H_{22}O_{11}$, while that for glucose is $C_6H_{12}O_6$. Glucose has not the same sweetening power that belongs to cane sugar. It has also a faint bitter after-taste, is devoid of crystalline structure, and is not as readily soluble as cane sugar. There is no reason why glucose should not, if properly made, be as wholesome as cane sugar. If made without care, copper and sulphuric acid may be present.

The Montreal Natural History Society and the Ottawa Field Naturalists' Club met on June 7th at Montebello, a station on the Occidental Railway, about 73 miles from this city, for a field day. The party divided into groups to search for botanical, entomological and geological objects, and at the close of the day prizes were given for the best collections in these departments. So far as we know, there are only three or four societies devoted to the study of

natural history in the Dominion, whilst in England every town of any size has its "naturalists' club" and field days are a common thing. We hope the day is not far distant when each of our Canadian cities will have its naturalists' club. The Natural History Society of this city does a good work, but many of the subjects discussed at its meetings are beyond the comprehension of beginners in science. We think it would be a good thing if a society were formed that should bear to the Natural History Society of this city the relation that exists between a lacrosse club and its second twelve.

The 31st Convention of the Society of American Civil engineers was held in this city from June 15th to 18th inclusive. Men of note from all parts of the continent were present, and papers on important subjects were read and discussed. We hope to give a more extended account of the proceedings of the Convention in our next issue.

J. T. D.

LITERARY DEPARTMENT.

The 17th of May, 1881, will be a day long memorable in the annals of English literature, as that on which the Revised Version of the New Testament was at length put into the hands of the public. Yet to expect anything like the results that came from the original translation of 1611 is out of the question. The earlier version was, to a great extent, the cause of the English language taking and retaining a certain shape. The present version simply seeks to leave undisturbed the impression produced by the old. Those who have studied the comments of the leading papers, know to what an amount of hostile criticism the Revision has been submitted. The Revisers have been blamed by one authority for doing what is accounted them as a merit by another. In fact the Revision has suffered a fate similar to that of the picture exposed to the criticism of the market place. This treatment, however, was only to be expected, and it will be some time after the first excitement produced by its appearance is over, before anything like a consensus of opinion upon it will be arrived at. Meanwhile gratitude is due to the Revisers for their boldness in printing the New Testament in paragraphs like other books, and for distinguishing the poetical from the other elements of the work. The use of italics to mark words, required by English idioms though not separately expressed in the Greek, is perhaps a mistake. Much difference of opinion has been expressed as to the value of the Appendix containing the unadopted suggestions of the American Committee. The *Literary World* (Boston) believes that "there is no more acute, more scholarly, more exact criticism in the book than is to be found in this Appendix," and the *Athenæum* allows that "the general excellence of the suggestions of the American revisers is undoubted, and they ought not to have been so often neglected." On the other hand, the *Saturday Review* thinks that the Revisers "have shown excellent taste in rejecting many suggestions of the American Committee which would have tended to modernize, and therefore deform, the work

almost irrecoverably." It thinks that the American revisers "have certainly failed to appreciate the attitude in which, in England, at least, the work was approached." Upon one point, however, there is a pretty general agreement, viz, that the Epistle to the Hebrews should no longer have been ascribed to St. Paul. Perhaps it would have been as well if the suggestions of the American Committee had been added as foot-notes, the alternative renderings, &c., retaining their place as marginal notes. This, in fact, is done in the cheap and beautiful edition issued by Harper & Brothers, New York.

The Greek play at Harvard has naturally attracted a good deal of attention, and is an interesting testimony to the vitality of Classical studies in the foremost university of the New World. A Latin comedy is annually acted by the scholars of Westminster School, and the "Antigone" and "Œdipus Coloneus" have been repeatedly performed in English with Mendelssohn's music. But the idea of giving a play in the original Greek was taken from the performance last June of the "Agammemnon" at Balliol College, Oxford. We are glad to learn that the zeal of the Harvard students has met with its full meed of praise. The performance of "Œdipus Tyrannus" at Sanders Theatre is acknowledged to have been a great success. The leading part was taken by Mr. George Riddle, with whose name and style of acting most Montreal playgoers are familiar. The Greek, we need hardly say, was given with the approximately correct modern pronunciation and not with the illogical "English" accent. The libretto was appropriately printed in Greek and is very prettily got up.

A public monument, as was anticipated, has been voted to Lord Beaconsfield, his great antagonist acquitting himself with more than his usual ability in bringing forward the motion in the House of Commons. Very different, however, are the comments with which the decision has been received. The following extract from the London *Spectator* is a significant testimony to the extreme to which party spirit is carried in England: "He led them (the Conservatives) into paths which they themselves did not understand, and this he called "educating" them. He led them on till they had learned to "dish the Whigs," and to be proud that they had dished the Whigs, by doing what they had always so severely condemned the Whigs for desiring to do. Then his genius spread its wings and soared to a greater height. Having got a larger democratic field, Lord Beaconsfield tried his spell over the people at large, and again he succeeded. He led the people at large into a policy of ambitious and showy selfishness, and managed to thrill large sections of the nation with that spirit of pretentiousness which they misunderstood as love of glory. To our minds the national monument commemorates all these things as they ought to be commemorated, as the victory of a great man's genius over the imagination of an extremely conventional and therefore never thoroughly honest people."

Death, that has been so busy in Montreal of late, has removed two scholars of European reputation, Littré, the great French lexicographer, and Jacob Bernays of Bonn—"a great scholar, a great critic, an intellect of rare fineness and distinction, and a striking and singularly interesting personality."

Freeman's "Historical Geography of Europe" is a work of unique value to all accurate students of history. It is in two volumes, the first of which contains the text, to which are appended copious marginal summaries and an index. The second volume consists of 65 maps, a marvel of clearness and neatness, drawn to illustrate the letter-press. E. A. Freeman's position among English historians is distinctive. He is the leading representative of the critical school of historians, and has done more than any living writer to foster accuracy and impartiality in our views of the past. The work before us is one for which his three volumes of essays have prepared the way, and is an inestimable contribution to the study of history.

All who prize independence of judgment and high moral tone in the daily press will regret the discontinuance of the *Bystander*. The last number has reached us, and contains the Parting Words of the writer. We hope the time will not be long before the comments of the *Bystander* will again be heard upon passing events.

A paper read by Mr. W. McLennan before the Art Association of Montreal upon the history of engravings has appeared in a separate form. The subject will be unknown ground to most of his readers, and the pamphlet forms a clear and compendious introduction to the study.

A new life of Christ, entitled "Rabbi Jeshua" has appeared anonymously. The Gospel of St. Mark is taken as the groundwork of the narrative, and the writer imparts an Oriental colouring to his story by the consistent use of Aramaic names instead of the Hellenized forms to which we are accustomed in the authorized version of the Gospels. Whatever may be the opinion as to the historical value of the views which he has sought to convey, the graphic pictures which he has given of life in Palestine are most interesting, and the whole work, with the exception of the last chapter, is a fine piece of literary art.

Announcement is made of a translation of Thucydides in two volumes, with notes and an introduction, by Professor Jowett. The work is being published by the Clarendon Press. Those who are familiar with the author's admirable translation of Plato's dialogues will look forward with interest to this new work. The translator, besides being a distinguished Greek scholar, is a theologian and a philosopher, and the book will form the best possible introduction to the history of the Peloponnesian War.

R. W. B.

CLEVER DEFINITIONS.

A Privileged Person.—One who is so much a savage when thwarted, that civilized persons avoid thwarting him.

A Liberal-minded Man.—One who disdains to prefer right to wrong.

Radicals.—Men who maintain the supposed right of each of us to help ruin all

Liberals.—Men who flatter Radicals.

Conservatives.—Men who give way to Radicals.

—By the late Anne Evans.

CORRESPONDENCE.

UNIVERSITY REPRESENTATION IN PARLIAMENT.

To the Editor of the EDUCATIONAL RECORD :

SIR,—At the annual dinner of the McGill College graduates, a suggestion was made which deserves to be kept in mind, and perhaps even pressed on the attention of our public men. Dr. Howard, in proposing the toast of "McGill College in Parliament," broached the idea that the Universities should have a direct representation in Parliament.

If there is any truth in the pretension that the proper treatment of public questions is best secured by mental training, how essential must it be to have representatives in Parliament chosen by men of culture. It would no doubt be a matter of pride with electors of this stamp to select men of unquestioned capacity for the position. The mass of our representatives must of necessity be drawn from the ranks of the active business community, whether occupied in agriculture, or as merchants, lawyers or physicians. Men thus engaged often make good administrators ; but as there is a theory as well as a practice of government, and the busy men can rarely find time to study politics as a profession, an endeavour should be made to induce men of a different stamp to engage in politics.

Some will say, "Of what use are theorists?" and with such persons it is needless to waste time in argument: the difference of view is too great and too fundamental to hope for conversion: but the number of intelligent persons who think that the principles of government are not worthy of attention must be small indeed, and it is with the hope of securing for political life a class of men who have both the time and inclination to devote themselves to such study that the Universities may be found of use for representation. It is no new thing, for in the old country the great Universities are represented; and if found advisable and useful there, where enlightenment prevails so widely, then how much more necessary here. We greatly need a class of men who will study politics in the spirit of patriotism. It is notorious that in England many men devote themselves to this work, notably among the higher classes. True it does not entirely do away with party spirit, but it tends to soften the acerbities of party strife, and it tends to educate the "vox populi" which is so apt to run wild at the call of demagogues.

If it is thought that such a study is useful in any country, and that Canada would derive even special advantages from its cultivation, what better plan could be devised for its encouragement than to open a field for such students as representatives in Parliament of the educated mind of the country. I must reiterate what I have before mentioned, that I do not wish to disparage our present representatives, who are for the most part practical men—men who have already won their way to fortune or are seeking so to do; but such men, even if educationally trained, have generally some definite object in view. Lawyers seek parliamentary life as a stepping-stone to the Bench, and we all know how many lawyers are to be found in public life.

If, then, we seek not merely good administrators, but qualified men who

can guide the public mind in cases of difficulty when principles are at stake, we shall do well to urge on the attention of our rulers the desirability of giving to our Universities the privilege of parliamentary representation.

I am, Sir,

Your obedient servant,

R. W. HENEKER.

MATHEMATICAL EDUCATION.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—Will you allow me to display before the educational public the points of a certain hobby of mine, which I have already mounted before a limited field of spectators, who probably did not much admire him, nor even do him the honour of giving his name a place in their books. I have, nevertheless, such confidence in his staying powers and speed, that it is certain it must have been the jockey's style which failed to show his intrinsic merit, and not any fault in the animal, that caused this want of appreciation.

In almost the earliest stage of the education of the young is comprised the committing to memory of Arithmetical tables, and the work in this department usually stops there. Now, if authorities, parents and teachers, could only be persuaded of the desirability of adding to this work of memory the formulæ of Algebra and Trigonometry, I think the happiest results would follow. Is it not easy to see what an immense advantage it would give, and how much mental effort it would save the student to have at his command, when he entered on the higher subjects, all these Trigonometrical formulæ and Mathematical definitions, just as ready as he had the multiplication table to take with him to the study of Arithmetic? Learned at this early period, they would be always retained; the worst drudgery would have been passed, and what remained would be the pleasure of work where all the necessary implements were ready to the hand. If excellence in the Classics is only attainable by this method of early committing to memory the various grammatical forms and rules, why should not a similar method be successful in Mathematics.

It is much easier to put theories on paper than to carry them into practice; but if parents would give, not merely a languid consent, but a whole-hearted encouragement, to this and every effort which the teacher's experience and the sanction of the profession should pronounce wise, much of the uphill work which is now met with would vanish. Let a boy know "my father wills it, my mother wills it, my teacher wills it," and he will feel bound to acquiesce; but if the father does not care and the mother gives no word of encouragement, then the ruggedness of the way is wofully increased.

Here then, Sir, are a few hints, merely, as to the qualities of this Bucephalus. If he should be judged both sound and fleet, and only wanting a first-rate rider to bring him first to the winning post, may such an one be speedily found to undertake the mount and bring the race to a successful issue.

CHARLES WILLIAM PAREIN.

Sherbrooke, P. Q.

McGill University,

MONTRÉAL.

The Educational facilities afforded in connection with this University may be summarised as follows :—

- 1st.—THE FACULTY OF LAW.**—Having a course of study of three sessions, leading to the Degrees of B.C.L. and D.C.L.
- 2nd.—THE FACULTY OF MEDICINE.**—Having a course of three or four sessions, with summer sessions and hospital practice leading to the Degrees of M.D., C.M.
- 3rd.—THE FACULTY OF ARTS.**—Having a course of three or four sessions, leading to the Degrees of B.A., M.A. and LL.D.
- 4th.—THE FACULTY OF APPLIED SCIENCE.**—Having courses of three or four years in Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry, leading to the Degrees of BA. App. Sci. and MA. E. or MA. App. Sci.
- 5th.—THE MCGILL NORMAL SCHOOL.**—Whose course of study prepares for Provincial Diplomas entitling to teach in the Province of Quebec.

Copies of the **Calendar and Announcements** and all necessary information may be obtained of the undersigned.

W. C. BAYNES, B.A..

Secretary.

REVISED VERSION OF THE NEW TESTAMENT

(OXFORD PRESS EDITION.)

Ready for delivery (in Canada) on or about the first of June next.

Six sizes in various bindings.

☞ Complete price list, giving sizes, style of binding, &c., sent post-paid on application.

Trade Supplied.

Address, S. R. BRIGGS,

Willard Tract Depository and Bible Depot,

SHAFTESBURY HALL, TORONTO.