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"Education is only second to nature."—O. W. HOLMES.

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
ANNOUNCEMENT OF THE BOARD.

EDITED BY R. W. BOODLE.

VOL. I.
JANUARY TO DECEMBER.
1881.

MONTREAL:
GAZETTE PRINTING COMPANY.

Education is not a luxury, it is a necessity. — O. W. Holmes

EDUCATIONAL RECORD

PROVINCE OF QUEBEC

PREPARED UNDER THE AUTHORITY OF THE ATTORNEY GENERAL BY THE BOARD OF EDUCATION, AND CONTAINING THE REPORT AND PROCEEDINGS OF THE BOARD

EDITED BY R. W. BOOTH

VOL. II

JANUARY TO DECEMBER

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MONTREAL

GAZETTE PRINTING COMPANY

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1881.

VOL. I.

PROSPECTUS.

—

The educational institutions of the Province of Quebec have attained a degree of importance that renders the existence of an organ, such as the *Educational Record*, a matter of necessity, as the recognised means of communication between the Central Department of Education and the teachers of the Province, as well as a medium for the interchange of views between the teachers themselves. All who are engaged in the work of Education must feel an interest in the proceedings and resolutions of the Educational Boards meeting from time to time here and elsewhere. The notices of these, which have hitherto had to be gathered from the daily press, will be regularly registered from month to month in the *Educational Record*. These notices will include, as far as possible, an account of what is being done in the field of Education in Great Britain, the United States and elsewhere. Space will also be found for an account of the progress made in the Literary and Scientific world. This will necessitate reviews and notices of leading works as they appear, and special attention will be paid to all books of an Educational character. We also invite original contributions upon matters touching the work of Education and such special information as is calculated to be of service in the work of instruction.

The *Educational Record* will be found a ready means of communication for Principals of schools and colleges with young

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men and women in search of such employment. Its suitability as an organ of intelligence and advertisement will be seen from the fact, that by an arrangement with the Central Educational Department, at least one copy will be sent monthly to each school section of the Province. And to pass from the purely professional world, the increased interest taken in matters of Education throughout the country by people not actively concerned in it should lead to the ready welcome of a paper, which will place before the world an account of what is being done in this special department. We have only to add that communications from all such will receive our respectful attention, and that a column will be opened for General Correspondence.

The *Record* will be a monthly periodical of 48 pages at the price of \$1.00 per annum.

EDUCATION OFFICE.

QUEBEC, 24th November, 1880.

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, the Hon. James Ferrier, R. W. Heneker, Esq., the Hon. L. R. Church, Dr. Cook, and the Hon. W. W. Lynch.

The minutes of the former meeting were read and confirmed.

A letter was read from the Rev. Mr. Lyster, Inspector of Schools, Gaspé, in regard to the appointment of Examiners on the Board at New Carlisle, Bonaventure. The Committee agreed that the letter of the Rev. Mr. Lyster in relation to the Examinations for teachers at New Carlisle be referred to the Superintendent of Education, with the request that the matter receive immediate attention in connection with the resolution of this committee of date the 11th June, 1880.

Letters were read from Mr. Harper, Secretary-Treasurer, Model School, Hull, and Messrs. Thomas and McFarlane, Secretary-Treasurer, Model School, Clarendon, giving explanations for delay in forwarding returns from said schools,—which explanations the Committee considered satisfactory.

A communication from Mr. Charles Cyr, Secretary-Treasurer, Board of Examiners, Carleton, Bonaventure, was laid before the

Committee, stating that two Protestant Candidates for Teachers' Diplomas had come before said Board for examination on the first Tuesday of November, 1880, that the reading of said candidates was first class, that they had been examined orally on the different branches, that they had written answers to the printed questions furnished, but that the members of said Board did not think themselves "authorized to grant Diplomas, nor correct the Examination," and had directed that the written answers of the candidates to the printed papers be forwarded to the Secretary of the Protestant Committee of the Council of Public Instruction for advice. The Secretary was instructed to examine the written answers to printed papers, and if said answers be satisfactory, to notify the Board of Examiners, Carleton, Bonaventure to issue Diplomas to the two candidates referred to. A letter from Mr. Vibert, Secretary-Treasurer, School commissioners, Gaspé South, asking information and advice as to the collection of certain school taxes, was referred to the Hon. the Superintendent of Public Instruction with the request that he notify Mr. Vibert what the law in such cases is.

In regard of a letter from the Rev. M. M. Fothergill, Secretary, Protestant Board of Examiners, Quebec, stating that said Protestant Board of Examiners suggest that John Harper Esq., Rector of the High School, Quebec, be appointed a member of said Board, the Secretary was instructed to request the Hon. The Superintendent of Public Instruction to lay the name of the said John Harper before his Honour the Lieutenant-Governor in Council with the respectful recommendation that the said John Harper Esq., Rector of the High School, Quebec, be appointed a member of the said Board of Examiners, Quebec.

There was laid before the committee a letter from the Rev. Elson I. Rexford, Secretary, Provincial Association of Protestant Teachers, with certain resolutions in regard to text-books, and the examination of candidates for Teachers' Diplomas, passed at the Convention of said Association held in Montreal on the 20th, 21st and 22nd of October last. It was moved by R. W. Heneker, Esq., seconded by Dr. Dawson, and unanimously resolved

That a sub-Committee on Text-Books and the new Text-Book Act (passed at the last session of the Provincial Legislature) be appointed, to whom the whole correspondence on the subject of Text-Books be referred, with instructions to report at the next quarterly meeting of the Committee, or to a special

meeting, in case there be a session of the Provincial Legislature before the next quarterly meeting of the Committee; the sub-Committee to consist of the Lord Bishop of Quebec, Dr. Dawson, Dr. Church, Dr. Cook and Mr. Heneker; the sub-Committee to meet in Montreal; Mr. Heneker, Convener."

The Secretary was instructed to write the Secretary of the Provincial Association of Protestant Teachers that the question of the examination of candidates for Teachers' Diplomas was at present under the consideration of the Committee.

A letter was read from the Hon. the Superintendent of Public Instruction, stating that he had been obliged to go to Montreal for the 24th inst., that a sub-Committee of the Catholic Committee of the Council had been appointed to prepare an answer to the paper presented to them by the Protestant Committee on the subject of the Bill on Education, and that a letter from the Hon. Mr. Robertson, Provincial Treasurer, in answer to the memorial from the McGill Normal School, would be laid before the Committee.

Said letter from the Hon. Mr. Robertson and said memorial from the McGill Normal School having been read, it was unanimously resolved

1. "That this Committee having understood that a movement is likely to be made for the reduction of Normal Schools, desire most earnestly to protest against such reduction, and to state that such a measure would vitally injure the educational system of the Province.

2. "That the Committee have learnt with regret that a diminution in the grant to the McGill Normal School has been made, and that Dr. Dawson and the Hon. Mr. Ferrier be instructed to wait on the Provincial Treasurer and represent the injury caused thereby."

The following report was submitted to the Committee by the sub-Committee on the publication of a Protestant Journal of Education:—

"Your sub-Committee would report that, after enquiry and consideration, they would recommend the acceptance for one year of the offer of Mr. R. White, on behalf of the Gazette Printing Company of Montreal, to publish a monthly educational journal of 48 pages octavo to be called the "Educational Record" and to be the official organ of the Protestant Committee of the Council of Public Instruction of the Province of Quebec. It is understood that the said Journal shall be open at all times to the insertion of proceedings, regulations and other documents of this Committee and shall be edited subject to its approval.

Your sub-Committee would further recommend that the sum of \$500 per annum voted by the Legislature be paid to the Gazette Company on con-

dition that 600 copies of the Journal shall be sent monthly free of expense to such addresses within the Province of Quebec as the Committee may direct ; and that a list of such addresses shall be furnished by the Secretary and corrected from time to time.

It is further understood that, if additional copies are required they shall be furnished at the rate of one dollar per annum, which shall also be the rate of subscription for the public."

It was moved by Dr. Dawson, and unanimously resolved :—

" That the Report be adopted with the understanding that the Educational Record be issued as early as possible in January, 1881, that the copies of the Journal paid for by the Government grant be addressed to members of this Committee, to Protestant members of the Boards of Examiners, to the Inspectors of Schools and to the Protestant Teachers of Colleges, Normal Schools, Academies, Model Schools and Elementary Schools, the latter through the Secretary-Treasurers of Municipalities and of Trustees of Dissident Schools ;

That the Hon. the Superintendent of Education be requested to furnish the necessary lists of officers and teachers for the above, to the Secretary of the Committee ;

That Dr. Dawson and Dr. Church be a sub-Committee to attend to the interests of Education in connection with contemplated Record."

Dr. Church reported that he had had an interview with the Hon. Mr. Robertson respecting the balances claimed as due to this Committee under the provision of 39 Vict. Cap. 15 Section 19, and that Mr. Robertson was understood to say that he was prepared to pay over any such balances as remain unpaid on due application by the Superintendent of Education. The Chairman was requested to see the Superintendent on the subject.

The following is the Report submitted by the sub-Committee on the re-examination of Teachers :—

" Your sub-Committee beg to recommend that the following By-Law be passed :

" In pursuance of the Statute Vict. 29 Cap. 48 Clause 2, it is hereby resolved :—

" That upon representation made in writing to the Council of Public Instruction by the Inspector of any district that—(name)—a Teacher holding a Diploma and teaching in—(name of school)—within the said Inspector's district is not in his judgment qualified for the due discharge of the duties of the office held by such Teacher, the said Teacher shall be required to present himself or herself before the Examining Board of the district to which the said school belongs, and to be examined, and after such examination his or her Diploma shall be received or cancelled as to the Council shall seem fit."

(Signed) J. W., Quebec, Chairman.

It was unanimously resolved :

“That the foregoing By-Law be handed to the Superintendent to be submitted for the sanction of the Lieutenant Governor in Council.”

It was moved by Dr. Church and unanimously resolved :

“That the sub-Committee on the School Act be continued and that the Superintendent of Education be requested to communicate to the members of the said sub-Committee any report which the sub-Committee of the Catholic Committee may make to him respecting the said Bill and that Dr. Dawson do at his direction convene a meeting of the Protestant sub-Committee to consider and report on such report, or to consider the provisions of the draft Act.”

It was moved by the Hon. Dr. Church, seconded by the Hon. Mr. Ferrier and unanimously resolved :

“That with regard to the following schools, viz.

Grenville Academy,	
Eaton	“
Shawville	“
St. Sylvestre Model School.	
Shegawake	“ “

left over to ascertain if money could be spared out of the Contingent Fund to meet the amount of proposed Grants, the matter be again deferred until the claim of the Committee on the Government be allowed ;

“That as the Mansonville Model School has made no return, although specially notified, the grant be cancelled, and that the same be transferred to the Durham Model School ;

“That Chelsea and Lachine Model Schools be granted \$50 each on the same condition as to the Contingent Fund.”

The Committee, having ascertained that there is in the hands of the Dominion Government a sum of money accruing from Protestant Marriage Licenses between 1867 and 1773, which on the principle of the Act 85 Viet. Cap. 3, Statutes of Quebec, this Committee claim should be appropriated for Protestant Education, request the Superintendent of Education to call the attention of the Quebec Government to the subject with the view of obtaining as soon as possible the said sum and placing it at the disposal of the Committee.

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

“That, as it appears from the returns of the Inspectors, some schools classed as Academies and Model Schools, have also a large number of Elementary Scholars, the Inspectors be required to inform the Trustees of such schools

that an additional Teacher should be employed, failing which there will be a risk of their losing their grant."

On the motion of Dr. Dawson, seconded by Mr. Heneker, it was unanimously resolved :—

"That the Rev. Professor Weir and the Rev. J. R. Allnatt B. D. be reappointed Inspectors of Academies and Model Schools for the ensuing year on the same terms as previously.

"That the inspection be made in the beginning of May, and that a circular be sent forthwith to all the Academies and Model Schools, informing them of the date of Inspection, and that they will be required to fulfil all the conditions of the school-laws, such as the amount of local aid contributed for the maintenance of the school, exclusive of fees, and the forwarding to the Department of Public Instruction the annual returns within the time prescribed.

The accounts with the proper vouchers for all payments were submitted, examined and found correct. The present cash balance in the Bank of Montreal is \$1,303.73.

The following accounts submitted were examined and ordered to be paid, viz.

John Lovell for printing.....	\$26 00
Secretary's contingent account	5 66
Excess of grants over receipts from Superior Education Fund.....	87
Total.....	32 53

There being no further business, the Committee adjourned to meet on Wednesday 23rd Feb. 1881, or sooner if necessary.

GEORGE WEIR,
Secy. P. C. of the C. of P. I.

THE TEACHERS' CONVENTION.

The Convention of the Provincial Association of Protestant Teachers held its annual meeting in Montreal during October 20th, 21st and 22nd, in the Hall of the McGill Normal School. The Convention sat three times a day, the President for the year being the Rev. Principal MacVicar. The meetings were unusually well attended, and there was no lack of interest shown in the proceedings.

At the First Session (Wednesday evening), after an address from the Chair and other formalities,

Dr. KELLEY, whose name was down for the subject of Text-Books, proposed a resolution:—

That it is desirable to assimilate as far as possible the subjects required for matriculation in Arts, for the standing of Associates in Arts, for the Academy Diplomas, and for admission to the study of the Legal, Medical and Notarial professions; and that this important matter be entrusted to a Special Committee, consisting of Dr. Dawson, the Rev. Canon Norman, Dr. Howe and the Hon. Solicitor-General Lynch.

After some discussion, the resolution was carried, as it tended to simplify the work of masters and pupils.

Dr. KELLEY then came forward with a second resolution, framed with a view to the recently passed law in reference to text-books. A discussion followed, in which the recent legislation was severely criticised by Dr. Dawson. The Rev. E. I. Rexford spoke of the difficulties of teaching in country schools, one of the chief being the absence of any uniformity in text-books. He pointed out that different books were used in schools in town and country. After Drs. Robins and McGregor, G. W. Stephens and others had taken part in the discussion, the resolution in an amended form was carried, as follows:—

Whereas, That by recent legislation the Protestant Committee of the Council of Public Instruction is requested to revise its list of text-books before May 1st, 1881, and that this list shall remain unaltered for four years thereafter; therefore be it

Resolved, That a Committee on Text-Books be appointed, to consist of the mover and seconder and ten members, five chosen by the Central Executive Committee and five by this Association;

That the Committee meet for the first time on Thursday, at twelve, have power to fill vacancies, be allowed to remain in session during any sitting of the Convention, and report on Friday next, at 3 p.m., on the subject of text-books and recent legislation thereon.

The Convention then proceeded to choose members to act with Dr. Kelley upon the Committee, which, after election by the Convention and the addition of others chosen by the Central Executive Committee, stood as follows:—Inspectors McLaughlin and Rev. Fothergill, Drs. Howe, Robins and McGregor, Messrs. Parsons and Rowell of Montreal, McIntosh of Granby, Walton of Waterloo, Parkin of Sherbrooke, and Halliday of Lachute. Miss

McDonald of Quebec was afterwards appointed to fill a vacancy.

On Friday Dr. KELLEY presented the following report:—

To the Provincial Association of Protestant Teachers:

GENTLEMEN,—Your Committee charged to report on this subject begs permission to submit—

1st. That the Act 43-44 Vic, Chap. 16, is, in the circumstances of this Province, impracticable, and will prove inoperative.

a. Because no list that does not provide for alternative books, in at least some subjects, can suit the requirements of schools of all grades, in all localities.

b. Because two books are not sufficient to meet the wants of all classes in the same subject in the same school; it is not necessary to cite any other subject than reading.

c. Because copyright in books being established by legislation of the Dominion Government, clauses 12, 13 and 14, which provide for the seizure of copyright of school books, is *ultra vires* of the Provincial Government.

d. Because the effect of section 15 can only be prohibitory of the sale of certain books authorized, while section 10 forbids the introduction of other text-books to replace them. It may be impossible, therefore, in certain contingencies for any school to use any text-book in certain subjects.

2nd. That a uniformity of school-books having just been decided in certain inspectoral districts, by selecting one set of books in each subject from the authorized list, it would be unadvisable to disturb such arrangements for the present.

3rd. That this Committee request the Protestant Inspectors of Schools of the Province of Quebec to prepare in concert a list of text-books suited to their circumstances, and submit the same to the Protestant Committee of the Council of Public Instruction for exclusive authorization.

That we unanimously recommend the subjoined list of text-books for use in the schools of Montreal, Quebec and Sherbrooke:—

Reading—Canadian Series, Royal Readers, Bell's and Andrew's Elocution.

Writing—P. D. & S. Series: Spencerian.

Spelling—Morell.

Grammar—Morrison, Morell, Mason.

Arithmetic—Smith and McMurchy.

Geography—Calkin's Elementary, published by Campbell; Lovell's advanced.

History—Miles' Child's History, Jeffers' Canada, Creighton's Epochs, Primers of Greece and Rome, Collier's England, Collier's Great Events, Maclear's Scripture Histories.

Algebra—Todhunter and Colenso.

Euclid—Todhunter, Young's Solid Geometry and Conic Sections.

Trigonometry—Galbraith and Houghton.

English Literature—Brooke's Primer, Trench's Study of Words.

English Classics—Irving's "Sketch Book," (Sprague); Longfellow's "Evangeline," (Blackie); "Vicar of Wakefield," (Sankey); "Lady of the Lake," (Taylor); "Paradise Lost," I. II., (Mason); Shakespeare (Rolfe or Clarendon.)

French—Fasquelle, Larousse, Darey's Lectures Francaises.

Latin—Bryce's and Smith's Grammars, White's Texts.

Greek—Bryce's and Smith's Grammars, White's Texts.

Botany—How Plants Grow.

Drawing—Walter Smith's Course.

It was carried that the report be adopted, and that a copy of it be transmitted to the Protestant Committee of the Council of Public Instruction.

After Dr. Kelley's resolution had been adopted, and a list of over a hundred names of new members read by Mr. Kneeland, the Convention adjourned.

The Second Session (on Thursday morning) opened with the consideration of amendments to the Constitution. Amendments of a various nature were discussed, in the course of which Dr. ROBINS pointed out that the object of the Provincial Convention had been to prepare the way for a central Dominion meeting, and possibly for one composed of delegates from the entire continent. This having failed, owing to the breakdown of local associations, it appeared that a change of Constitution—implying a change of aim—would have to be adopted.

After lengthened discussion, the Constitution and By-Laws passed as amended. (A full report will appear in our next number.)

The Rev. MR. VIAL, of Quebec, was then called upon for his paper. The subject was "The best method of Classifying Children in a large School." The paper had reference to the actual state of schools; in these either the number of subjects taught must be reduced, or some quicker way of working discovered. The reader adopted the latter alternative, proposing to classify children anew in every subject, allotting a certain definite time to each throughout the school. Thus all would be properly graded for their work, and would change at once, upon a signal given by the Superintendent.

The reader was followed by Principal HICKS, who, while partly supporting Mr. Vial's scheme, showed the practical difficulties attending it now, the number of teachers it necessitated,

and the disorder that would be inevitable at the change of classes. Chancellor HENEKER, of Lennoxville, who saw in Mr. Vial's scheme a means of multiplying subjects unnecessarily, insisted on the true aim of education being to train the mind, and not to stuff it.

After this discussion, the Hon. Mr. LYNCH was called to the platform, and testified by his speech the interest that, as an old teacher himself, he evinced in the proceedings.

At the Third Session (Thursday afternoon), after the necessary formalities, Miss A. A. MINCKLER, of Granby, read a paper upon School-Teaching in the Country, in which she drew particular attention to the uncomfortable state of most of the country school-rooms, which she considered was a serious hindrance to both pupils and teachers.

The paper was followed by several appropriate remarks that fell from Principal Hicks and Mr. McIntosh, of Granby.

Dr. ROBINS' address upon the relation of the State to the higher education was then called for and consisted of a series of propositions :

1. The good of the Commonwealth alone justifies the interference of the State with education.

2. It is for the good of the Commonwealth that such an education, as every boy and girl of twelve or fourteen years of age should have, be within the reach of every child within the State.

3. Two classes within the State must now be distinguished—those who toil and those who direct the toilers.

4. Those who direct the toilers belong to one of the three aristocracies, that of birth, of wealth or of talent.

5. It is not for the good of the Commonwealth that the school life of the masses should be much prolonged, for while nature is yet plastic, they must acquire the manual dexterity and the habits of patient persevering labor, which are essential to their happiness and their success.

6. It is for the good of the Commonwealth that the leaders of society should have a more liberal, more thorough culture, and so a much more prolonged course of education. This is what is meant by "higher education."

7. In such an education only the few can participate—want of talent, want of time, want of means forbid it.

8. Every child has an equal right to share in the advantages of the common education provided by the State, but it is not just that the State should make public provision to secure for a class advantages that cannot be shared by all.

9. The child of the rich has a just claim that the State shall expend on his education as much as on that of the child of the poor man, but no more.

10. Whatsoever, therefore, the education of the child of the rich man, whether from its superior character or from its longer duration, costs more than the education of the poor man, must in justice be borne by the rich man himself.

11. But when the child of the poor man gives evidence of character and intellect so superior that he will hereafter be a leader of men, it is for the good of the Commonwealth to see that he shall have, at the public cost if necessary, an education that shall soften his manners and ennoble his mind.

Lastly—It is the interest of the state, then, to establish and maintain in centres of population a system of superior schools, subsidized by the State funds to the same extent as the elementary schools, but mainly supported by fees, open to all who pay the cost, and at the cost of the State to such as give evidence of extraordinary talent.

In the discussion that followed Dr. Dawson reduced the classification of aristocracies, of birth, wealth and talent to one—the aristocracy of talent. The work of education has to sift out the talent, and this is done by means of scholarships open to poor and rich alike. The whole problem was being worked out in Canada. The Rev. Dr. Sullivan continued the discussion by remarking on the necessity for physical training as a part of education, which to be symmetrical must have regard to the three elements of being—body, soul and spirit. The subject of spiritual training was further adverted to by Dr. McGregor.

The REV. E. I. REXFORD then read a paper upon the “Examination of Teachers” in which he showed the imperfection of the present system and the necessity for immediate reform. The paper contained two propositions.

(1) That the present system of examination of teachers is so unsatisfactory that some immediate change is necessary for the well being of our schools.

(2) That this unsatisfactory state of things would be removed and the well-being of our schools promoted by the appointment of a central examining board with a higher standard of examinations.

The details of his paper, which were valuable and interesting, are reserved for our next issue.

The paper was followed by a full discussion. Dr. Dawson, while allowing the imperfection of the present system of examination, traced its historical growth. It was at least an improvement on the early one, when the papers were merely selected out of a number of published questions—a system which

allowed the whole number of possible questions to be learned up before the examination. Meanwhile the examiners may be faulty, but they work gratuitously and are consequently hard to get. He showed that Mr. Rexford's proposal had been submitted to the Government before, and that as long as the Protestant and Catholic systems were connected, no reform could be expected. However, reform is necessary and it will be expedient, too, to insist upon teachers' taking a First-Class Diploma. Inspector McLaughlin showed how he had excluded a candidate, who shortly after was able to get a First-Class Diploma at an adjoining Board. Dr. Kelley illustrated the subject by an account of the procedure in the Maritime Provinces and in Ontario. The question was further discussed by Chancellor Heneker and Dr. Howe.

The matter was terminated by the original propositions being put to the Convention (seconded by Dr. Robins). They were carried unanimously.

The REV. CANON NORMAN then read an interesting paper on the "Higher Education of Women." He reminded his hearers that one of the first Englishmen to advocate the admission of women to the learned professions was Charles Reade, the novelist. Since that time, a great change had been effected in the ordinary education of women, and it had taken a "more solid, substantial, and even intellectual character." This was followed by an estimate of the branches in which women were qualified to succeed.

"The instances, in which great mathematicians, acute logicians, profound and acute theologians, philosophical historians, accurate scientists and metaphysicians will be found among the female sex, will be rare. Also, woman I conceive, as a class, are somewhat disqualified for certain callings in life, not from lack of ability, but rather because the requisite preliminary training, the line of study, and the duties of the calling, would be apt to crush out of them what is tender, delicate and womanly. I do not intend the slightest depreciation of the mental capacity of the gentler sex, when I say this. The one sex, surely, as a rule, possesses what the other does not possess, and the one completes the other. As linguists, writers of travels, of biographies, not to mention works of fiction, and as practical musicians, women have excelled and taken a foremost place, and with increased opportunities and more thorough education will attain a still higher level. * * * * *

It is a singular fact that in the annals of the past and in the present, no female name occurs in the list of very celebrated musical composers. There is none to rank with the giants of Germany, not to mention the lesser celebrities of Italy, England and France. May the day soon come, when the most divine of all arts may rank among its greatest and most admired professors

the imperishable names of woman. Yet there has been no obstacle to the study of harmony and composition on the part of women. Similarly—and here I fear that I shall be thought disagreeable by the ladies for drawing attention to this fact—we can scarcely say that the highest walks of poetry have been trod by women. There are some illustrious names, living and dead, but poetic inspiration has not burned very vividly in their souls. This may have arisen from their natural constitution, which, although highly susceptible to emotion, and impressible, is yet more delicate and refined than that of men; also social causes, which, though not interposing any absolute obstacle to the development of female genius, have yet tended to stifle originality, and thereby to check poetic afflatus. Again, we have no very remarkably eminent female painters. This may be partially due to social customs, and the difficulties attending a course of study in this great art. We naturally associate artists with a sort of Bohemianism, and this association would be an impediment to joining their ranks. Sculpture would also be considered as naturally unsuited to a woman's physique; yet, as all know, woman's name has been enrolled among distinguished sculptors.

The reader then pointed out the extremely superficial nature of the training which women have hitherto received, and quoted with approval Mr. Ruskin's caustic remark:—

“Girls have too often been brought up as if they were meant to be side-board ornaments, and then people marvel at their frivolity and love of dress.”

Among the special vices of female education was “the attempt to teach too many subjects to each pupil. It is injuriously weakening to the immature intellect, it is delusive, as everything superficial must be, and it is apt to foster self-conceit from the beginning. Young people should have imparted to them a good foundation of mental discipline. They should be taught how to study. It is suitable to youthful modesty to be conscious of ignorance on many points. Those who have explored some way into some great subject are always aware how far they have yet to go, and how much to learn. One who has dabbled in many matters thinks that his little puddle is as deep as the broad Atlantic. It has been well said that real education produces humility rather than conceit.”

In days long gone by, women had received a more thorough education, in which household matters were not forgotten. Later on education had deteriorated, in part owing to the fusion of classes. The importance of female education was further illustrated by the influence of mothers over sons.

“There is a theory that mental capacity is, as a rule, in part transmitted from the mother to the child, who, it is assumed, usually inherits the physical constitution of the father. In support of this theory it is alleged that men possessed of commanding intellectual gifts are invariably the offspring of eminently clever women, while that in these cases the fathers have often not been similarly conspicuous. I do not attempt to defend or combat a

theory which is, I presume, incapable of complete proof, and which leads to difficult physiological and psychological problems. But I feel certain that the close intercourse of mother with child accounts in a great measure for the phenomenon above mentioned. From the mother the child derives its nutriment, then its instruction—physical, moral, mental. The wonderfully close tie between mother and child, the mysterious affection which the Greeks called "*storgé*," which men cannot fully understand, brings about, as a result, that the mother impresses her character on her offspring. If her intellectual stature be high, if her own powers are well cultivated, she will not only supply the child with valuable teaching, but, what is still better, she will whet the child's intellect by bringing it in contact with her own trained mind, and thus will gradually develop his mental powers."

The reader then passed to the consideration of the question, whether the education of women was better conducted in the family or in schools. Schools were the best possible means of training most boys.

"A school is a microcosm, and the discipline, the competition, the trial of courage, of temper and other moral qualities which a school affords, are almost indispensable preparations in the case of man for after life. But as a rule men and women are differently constituted."

The discipline afforded by a school was not as necessary for women as for men, and there was much danger attending school training in this case. Still, in view of the costly nature of home education, it was necessary to have recourse to schools or colleges, guarding them as much as possible from the evils that are at times found in such a system of education.

"It must also be admitted that home education lacks the stimulus afforded by competition, and for those who intend to make teaching a profession, an education at a School or College seem indispensable. As regards co-ordinate or joint education, *i. e.*, for young men and women to receive their education in the same buildings and to mix in the same classes, there may be diversities of opinion. It prevails, we know, in normal schools; but I was informed on high authority, a few years ago, that joint education is on the wane in the United States, and that as society becomes settled, the tendency is to have different institutions for men and women. On the other hand, many in England approve it. * * * *

University College, Bristol, opens its classes to both sexes, and offers several college scholarships to the competition of both sexes. This institution has about 500 students, of whom nearly half are women, and it claims, I believe, to have been the first educational institution in England to remove all restrictions on the attendance of the female sex. Also, I have perused a paper by President Warren, of Boston, in which he maintains that joint education is the legitimate product of the Reformation and the outgrowth of the nineteenth century; that joint education is not only spreading in the United States and

in some British colonies, but through the civilized world. I may be, perhaps am very old-fashioned, but while I entirely approve of degrees being granted to women, I cannot view this part of the movement without grave anxiety. America was, I believe, the first country to establish equality and similarity of education for both sexes, and seven years ago there were 97 colleges in the Union open to men and women. It has been asserted on high authority that the admission of women to universities has in no case lowered the standard, while it has advanced order and raised social tone and culture. In 1848 the first medical college for women in the world was opened at Boston, and there are now hundreds of lady medical practitioners in the United States. There are also in the States lady lawyers and lady preachers, perhaps in both cases taking their revenge on their male friends for past sufferings endured from male preachers and doctors. To turn to other countries, as in Europe, in Russia there has been of late years a vast improvement in early female education. In honor of the marriage of the Duchess of Edinburgh, thirty-eight exhibitions were founded in various girl's schools and a grammar school to hold 100 girls established in Moscow. Switzerland and France have both for some time admitted women, even those who were aliens, to their universities, but the girls schools in France are narrow and inferior. In Italy the universities are now open to women, but the preparatory education needs improvement. We must not, however, forget that for centuries the Italian universities, notably that of Bologna, admitted gifted women to degrees. Austria, Holland, Denmark and Sweden have recently admitted women to their universities. Again among the British Colonies, Australia, India and New Zealand have done the same. New Zealand was, I believe, the first part of Great Britain's possessions which allowed women to take a university degree. I would here append the list of the principal women's colleges in the United Kingdom:—

1. Girton College, near Cambridge, founded in 1869 and much enlarged in 1877. Women not under 18 years of age enter on examination in certain subjects and in three years, half of each year being spent in college, they are supposed to pass an examination equal to that for the B. A. degree in Cambridge. Recently, as many know, a lady passed an examination which ranked her as equivalent to eighth wrangler. About 40 students are in attendance, and there is great demand for admission.
2. Newnham Hall, another Cambridge Institution, has 33 students in attendance, 16 more being accommodated in a sister establishment. Each student must be 17 years of age or upwards, and must pass an examination in English.
3. The Cambridge Association for Promoting the Higher Education of Women. The lectures delivered under the auspices of the Association are intended to prepare for the Cambridge higher local examinations. Thirty professors open their lectures to women, and the subjects, scientific, literary and æsthetic, are very numerous.
4. Lady Margaret Hall was opened last year in Oxford.
5. Somerville Hall, in the same city, admits to residence women, not less than 17 years old, who attend the lectures of the Oxford Association for promoting the Higher Education of Women. Exhibitions and a scholarship are open to competition.
6. Queen's College, London, founded mainly through the

exertions of Rev. F. D. Maurice and Archbishop Trench, provides a four years' course for girls over 14, and a higher class leading to the B.A. examinations of the London University for girls over 18. 7. Trinity College, London, has opened its examination in arts and music to women, and has provided special classes at small cost. 8. Bedford College, Portman Square, an institution of some standing, prepares women for matriculation and graduation in London University. 9. The ladies' division of the Crystal Palace School of Art, Science and Engineering numbers 500 pupils, taught in accordance with the regulations of the Syndicate of the University of Cambridge. 10 and 11. The City of London College for Ladies and the North London Collegiate School for Girls have senior departments which rank as colleges for ladies. University College, London, opens classes in all subjects to men and women, who are taught together in some subjects, separately in others. 12 The University of London, by its supplementary charter of 1878, grants to women degrees in arts, medicine, laws, music, etc., also the Royal Free Hospital is open to women, and the College of Physicians in Dublin grants them diplomas. I have already adverted to the University College at Bristol. 14. The Liverpool Institute opens classes for women. 15. Alexandra College, Dublin, admits girls over 15 years of age, and conducts correspondence classes, supplying women at a distance with the regular weekly work of each class. It grants general and special certificates of proficiency. 16 Queen's College, Dublin provides a special course of an advanced character for teachers. 17. The Methodist College, Belfast, has classes for and grants certificates to women. Edinburgh was very early in instituting local examinations, but I am not sure whether University Degrees have been thrown open to women. I may say that in all these cases the cost of education is as small as possible. This is a goodly array, and I add that the institution of local examinations at the two ancient English Universities has done much to stimulate efforts for women's higher education. Eight hundred teachers petitioned that girls should be allowed to compete at the local examinations at Cambridge. This has been a great success, and the standard has been raised instead of lowered. I trust that such will be the case with us in Canada. It should not be forgotten that the great modern University, that of London, has admitted women to its degrees. Probably the older Universities will follow the same course. This has been a great success, and the standard has been raised instead of lowered. I trust that such will be the case with us in Canada. The quiet, persistent manner in which the claims of women to higher education have been maintained is most remarkable. Equally remarkable is the change of public sentiment on the question. All this movement is in the direction of mental improvement suitable to their age and sex, and in addition a carefully graduated system of calisthenics under good supervision should be in operation, and would be especially serviceable in wet weather. We do not desire to see the future mothers of our people pale, attenuated book worms, prematurely bowed, but healthy bodies as well as a well-framed mind. But every woman, whatever line of study she may affect, should continue to improve and educate her mind as long as she lives. Woman as Mr. Ruskin

well observes, was never meant to be only the shadow and attendant image of man, owing him a thoughtless and servile obedience and supported altogether in her weakness by the pre-eminence of his fortitude. The intellectual men who select for their partners in life dull and childish women, with the belief that their ideas and conversation will be a relief and relaxation of mental tension, do not know what a loss they sustain through not being associated with companions mentally worthy of themselves. The sympathy, the fine instincts, the clear notions of right, the intelligent observations of a clever wife, may be of the utmost aid, support and comfort to the brain-wearied, working husband. The careers of the late George Grote, and of the present Lord Beaconsfield are only conspicuous examples among many, of a notorious fact, viz., that not only the happiness, but the worldly success of a gifted man may be greatly promoted by an intelligent and sympathizing wife. Mr. Ruskin, before quoted, alludes to the position of women in life, that they are faithful and wise counsellors, incorruptibly just and pure examples, strong always to sanctify even where they cannot save. It is surely notable that the acutest nation the world has seen should have represented wisdom in the form of a woman.

The reader concluded by wishing success to the cause of the education of women in Canada.

May they, as they advance in intellectual culture, never lose those moral and social charms by which they have swayed the world, but may they realize the following words :—

Every woman is or ought to be a cathedral,
 Built on the ancient plan, a cathedral pure and perfect ;
 Built by that only law, that use be suggester of beauty ;
 Nothing concealed that is done, but all things done to adornment ;
 Meanest utilities seized as occasions to grace and embellish.

After a few words from the Rev. Dr. Stevenson, the convention adjourned.

The Fourth Session (Thursday evening), which was largely attended and pleasantly varied by music, was opened by the Rev. Dr. STEVENSON, who delivered an address upon "the Relation of the Education of the Intellect to that of the Will. Character consists in a certain condition of the will, and this includes two elements—Activity and Intelligence. The training of the latter, which is the work of education, has accordingly great influence upon the moulding of the Will. The pursuit of Truth is only to be carried on by means of patient investigation, and this, as well as the act of choosing between alternatives, which has constantly to be exercised in the work of investigation, are effectual means of strengthening the character through the Will. Perseverance,

too, has two sides—moral and intellectual. There is, of course, great difference of intellectual endowment between people, but still a great deal depends upon perseverance, as the case of Sir Isaac Newton shows. This naturally leads to the conclusion that, as a matter of training, *what* is taught, is not of such importance, as *how* the teaching is conducted. The subjects chosen should be taught thoroughly, and thus intellectual perseverance is stimulated. By constant attention, the habit of thoroughness is formed and the habit becoming second nature, almost amounts to intuition. More than this, education is a means of raising the moral tone. By means of education men are led to higher pleasures, and the pleasures of a man determine his quality.

The Rev. Principal MACVICAR, President for the year, next read part of a paper upon "Moral Education—its Province and Method," in which he contended that moral education aimed at the development of man's nature in its totality. In the course of his paper he distinguished between the spiritual and physical organizations—the moral functions having relation to what ought to be, and the sensuous and intellectual functions relating to what is. He insisted upon moral being carried on conjointly with physical and intellectual training, and proceeded to map out the province of moral education.

The evening concluded with some Songs, a Reading and a Glee.

The Fifth Session (on Friday morning) opened with a paper by Mr. E. W. ARTHY upon "The value of Latin as an instrument of Education, and the best method of teaching it." The value of the study of Latin was pointed out as a training for the faculties of the mind, the chief faculties being thought and speech. It was argued that language was a key to knowledge, and that the best method of gaining a mastery over language was by the study of Latin. Its value as a scientific discipline was further adverted to. The unpopularity of the study of Latin was partly due to improper methods of teaching it, and rules were laid down for the consideration of those interested in its teaching.

After this paper, the PRESIDENT of the Association, preparatory to leaving, reviewed the work that had been done, and spoke about the past of education. He congratulated the Association on the large attendance of school teachers.

After the thanks of the Association had been tendered to the retiring President, and Dr. Robins had been put into the vacant chair, the work again proceeded.

The Rev. E. I. REXFORD read a paper communicated by Mrs. AMES, of Martinville, entitled "A Plea for Country Teachers." The disadvantages attaching to their position were clearly shown, the special points falling under five heads:—

1. Text-books are neither many nor uniform. As the pupils work with different books, they must necessarily work separately, and this, besides increasing the work of teachers, deprives the scholars of the advantages of competition.

2. The want of proper discipline was another evil of country schools. Training must begin at home, and children should not be allowed to ruin their school owing to evil home influences.

3. The shortness of school terms had two evil effects. Besides spoiling the work of the school, the long intervals between terms necessarily leaves school teachers dependent upon other work for a bare living.

4. The system of "boarding round" was adverted to as especially distracting and unpleasant.

5. The question of salaries was the last point noticed. Good teachers will not work for poor pay. If school teachers were better paid, the standard would be raised.

This paper, from the importance of the subject, provoked much discussion.

Mr. Lloyd, of Bergerville, stated that he had been a teacher for 20 years, and when he was first appointed the salary was \$360 a year, but since then the salary had been very largely reduced, and he should like to know how a man was to keep a wife and seven children on \$280 a year.

A Teacher pointed out that whilst the standard of the education had been raised, the salaries had been lowered. In several townships where they used to pay \$18 a month they had lowered it to \$10. For instance the salary of the teacher at Sutton was now \$9 and he boarded himself, and yet taxation was very heavy on individuals because these were very few.

Principal Hicks thought some remedy should be found for this difficulty. The tendency of lowering salaries was to drive the teachers into other parts, and all the best teachers were seeking places in the cities. If the salaries could not be raised, at least the Government or the Council of Public Instruction might grant some diploma of recognition of the services of the teachers of long standing.

Chancellor Heneker stated that he had taken a deep interest in the matter. It was lamentable that the state of the teachers should be at so low an ebb, and it was a crying shame that wealthy townships, like Shefford, should lower the salaries of their teachers. The remedy, however, laid with the people themselves, by whose representatives alone could the taxation be increased. But the whole system of taxation was one-sided; it was imposed only on one class of property, real estate, and until they adopted a system by which every class of property should be taxed, they could not make much advance in the required direction. Then he contended that, whilst the taxation for education was compulsory, the people should be compelled to send their children to school.

Inspector McLAUGHLIN showed the difficulties of the position. From all sides came applications for new schools, and the boards could not afford to raise the salaries. The only remedy he could see for the evil was to have larger school districts and to raise the standard of examination for the teachers, and higher pay.

Want of time compelled the Chairman to put an end to this important discussion, and the Rev. Mr. BLACK proceeded to read his paper upon "The Educational value of the Systematic Training of the Physical Senses." He showed that this was the logical outcome of the Inductive Method, the true mode of teaching. The senses should be systematically trained and must not be left solely to the training they receive in games. He pointed to the Kindergarten system and the object lesson as attempts in the right direction.

Dr. MILES, of the Council of Public Instruction of Quebec, then proceeded to read a paper upon "The Teachers' Pension Act." He had brought the matter before the last Convention, and since that time the Government had taken it up. It would be useful to discuss the features of the new law, of which the reader then proceeded to give a sketch. (A digest will be found on another page.) It was calculated that from the "Common School Fund, which amounts to \$155,000 per annum, the sum of \$1,550 would be derived; from the "Superior Education Fund," which is \$71,000, from \$700 to \$800 a year; from the Government of the Province, the annual sum of \$1000. Thus, from the three sources, about \$3,300 per annum is provided, which, in five years, would accumulate to \$16,500 with interest. The last

Voir page 28

source to be taken into account, viz., the stoppages from the salaries of teachers, was very difficult to calculate, owing to the variation in the amount of salaries paid. Calculating, however, the number of elementary teachers at 5,000, there being at present 970 school municipalities and 4,282 schools under the jurisdiction of the School Commissioners and Trustees, the revenue thus accruing would be somewhat less than \$7,000 per annum. The total revenue would thus amount to \$10,000 a year, or \$50,000 in five years, with interest. The interest on this sum at five per cent. would be \$2,500, and this, added to the annual revenue derived year by year from sources above enumerated, and by payment as stoppages on past years, would produce from \$17,000 to \$18,000 a year. Calling the Protestant share of the Fund one fifth of the whole, the total amount available would be about \$3,500 a year. Thus, taking the average of pensions at \$100 a year, provision was made for about thirty-five retired teachers from among the Protestant body. The reader next suggested as alterations that should be made, that all teachers, private as well as public, should be allowed to avail themselves of the benefits of the Act, on condition of taking out diplomas or otherwise giving certificates of qualification. Clergymen, too, employed as *bona fide* teachers, ought not to remain excluded, though the point might well be left to the Protestant and Roman Catholic sections, respectively, of the Council of Public Instruction. It was lastly suggested that a Committee should be appointed to draft amendments to the law, after considering its relations to the requirements of Protestant education in the Province.

The paper was followed by an interesting discussion, in which it was shown by Dr. Robins that a tax of at least 6 per cent. would have to be levied on teachers to make the pension fund available.

A Committee to consider the whole question, and report to the next meeting of Convention, and by means of the press, was eventually appointed, consisting of the following members:—Principal Hicks, the Secretary of the Association, the Rev. Inspector Fothergill, Drs. Miles and Robins, Mrs. Fuller and Miss Francis.

The Sixth Session (on Friday afternoon) was opened by the

Rev. Dr. KEMP reading a paper on "Ladies' Colleges." He computed that in the ten colleges in the Dominion about a thousand young ladies were being educated. They were started to enable Protestant girls to obtain an education without having recourse to Catholic institutions. They were not intended to take the place of the common schools, but to be substitutes for universities.

This was followed by Dr. GARDNER's paper on "The Hygiene of Schools," which, from its importance, we shall print *in extenso* in our next number.

The Convention next proceeded to settle the place of the next meeting, and to elect officers.

As a place of meeting, St. John's, Lachute and Sherbrooke were proposed, and St. John's selected.

The following officers were next elected for the ensuing year :

President.—The Rev. W. L. Mills, Rector of the High School, St. Johns.

Vice-Presidents.—Dr. McGregor, of the Normal School, Montreal; Mr. Macintosh, of Granby; Miss McDonald, of Quebec.

Secretary.—Rev. E. I. Rexford, High School, Montreal.

Treasurer.—S. P. Rowell, Head Master, Ann Street School, Montreal.

Executive Committee—(Additional to the above).—Prof. F. W. Hicks, Normal School, Montreal; John McKercher, B.C.L., British and Canadian School, Montreal; Dr. Kelley, High School, Montreal; A. W. Kneeland, Esq., Panet Street School, Montreal; A. Pearson, Sherbrooke Street School; Mrs. Fuller, Ladies' High School, Montreal; Miss Derick, McGill Model School, Montreal; Misses Richardson and Clark, Royal Arthur School, Montreal; Miss Smith, St. John's; Miss Minckler, Granby; Mr. Stevens, B.A., St. John's; Inspector Hubbard, Sherbrooke; Rev. Inspector Fothergill, Quebec.

The Session now came to a close, and the year's work of the Convention was concluded by a concert, given by the town teachers and their friends, in the Mechanics' Hall, at which Dr. DAWSON delivered an able address, summing up the work done by the Association at its present convention. He congratulated the Convention upon the result of its labors, and touched shortly upon the principal topics that had been discussed. The subject

of Text Books had been brought up. The Text Books were the tools with which the teachers did their work. Workmen generally chose their own tools, but there was a body in the City of Quebec, calling itself the Provincial Legislature, who seemed to think that they had not the right to do it, and chose their text books for them. As regards the Pension Act for superannuated teachers, he thought it would be quite easy to say how much they would pay into this fund, but not, what they would get out of it. He thought the best pension fund was a good salary and economical habits. The Examinations for entrance into the profession should not be made less strict than at present, but rather more so, and thus that a guarantee would be thus given that each person admitted had received a good training. What was wanted was not so much number as quality. He touched on the question of Higher Education for Women, which, he said, was gradually solving itself in nearly every Christian country, in a quiet, business-like manner, where results are likely to give the women better advantages than the men before the close of the century. Scientific topics had been discussed, such as how to preserve the pupils' health, which is best done by giving them more air and greater comfort in school hours. As to the relation of Moral to Intellectual training, this is best solved by having teachers, who are themselves models of self-control and self-denial, and who thus unconsciously inculcate good lessons day by day.

DOMINION EXHIBITION, 1880.

PRIZE LIST OF THE EXHIBITION OF PROTESTANT SCHOOLS.

BUTLER, HOBART, M. A., BEDFORD ACADEMY—Honorable mention for School Exercises.

DONALD, J. T., B. A., MONTREAL—Honorable mention for chemical cabinet.

EMBERSON, F. C., B. A., ARGENTEUIL—Honorable mention for time tables.

FOWLER, PROF. R. J., MONTREAL—1st class Diploma for drawings of game fish.

FYLES, REV., COWANSVILLE—1st class Diploma for cabinet of Canadian insects.

MCGILL NORMAL SCHOOL—1st class Diploma for school exhibits, and 1st class Diploma to Mr. Hicks, principal.

MCGILL NORMAL SCHOOL BOYS' DEPARTMENT }
 MCGILL NORMAL SCHOOL, GIRLS' DEPARTMENT } 1st class Diploma col-
 MCGILL NORMAL SCHOOL, PRIMARY DEPARTMENT } lectively.

MCINTOSH MISS C. MONTREAL—1st class Diploma for Kindergarten exhibit.

PROTESTANT BOARD OF SCHOOL COMMISSIONERS—1st class Diploma for their school organisation, and 1st class Diploma to S. P. Robins, Esq., M.A., LL.D., local Superintendent.

HIGH SCHOOL OF MONTREAL (Boys)—1st class Diploma for school exercises, and 1st class Diploma to Mr. Howe, LL.D., principal.

PREPARATORY HIGH SCHOOL—Honorable mention for school exercises.

HIGH SCHOOL FOR GIRLS—1st class Diploma for school exercises, and honorable mention to Mrs. Fuller, Directress.

SENIOR SCHOOL, BOYS AND GIRLS—2nd class Diploma for school exercises, and honorable mention to Mr. F. Haight, principal.

POINT ST. CHARLES SCHOOL, BOYS AND GIRLS.—2nd class Diploma for school exercises, and honorable mention to S. H. Parsons, Esq., principal.

ROYAL ARTHUR SCHOOL — 2nd class Diploma for school exercises and honorable mention to C. A. Humphrey, Esq., principal.

ANN STREET SCHOOL—2nd class diploma for school exercises, and honorable mention to S. P. Rowell, Esq., principal.

BRITISH AND CANADIAN SCHOOL—2nd class Diploma for school exercises, and honorable mention to John McKercher, Esq., principal.

SHERBROOKE STREET SCHOOL.—2nd class Diploma for school exercises, and honorable mention to Alex. Pearson, Esq., principal.

PANET STREET SCHOOL—2nd class Diploma for school exercises, and honorable mention to W. A. Kneeland, Esq., principal.

DORCHESTER STREET SCHOOL—Honorable mention for school exercises.

A. E. DUNCAN, Esq., M.A., B.C.L.—Honorable mention for school materials.

STRATTON, T. G.—Etchemin—Honorable mention for miscellaneous.

PROTESTANT COMMON SCHOOLS, MONTREAL.

By the courtesy of the Superintendent of the Protestant Board of School Commissioners for Montreal, we are able to publish the following important summary of the results of the annual examination of the Protestant Common Schools:—

HIGH SCHOOL,

November 25th, 1880.

I forward herewith a copy of the total results of the examinations of last April compared with those of April, 1879, and beg your attention to the following points:—

1. The returns are expressed in per cents, except the ages, which are given in years, and are all made up on the Commissioners' examination papers, except, of course, the Reading, and except the Total, which is made up on the whole results of the Commissioners' and the Teachers' Examinations together.

2. Dictation shows a slight regression, not due, I think, to any increased difficulty in the examination.

3. Returns for reading and writing prove that teachers are better pleased with the work of 1880.

4. There is decided progress in Arithmetic in every class except the eniors; even in the Senior grade there is slight improvement on the whole, though the work in interest and proportion is not so good as in 1879. In comparing the papers set in the two years, I conclude that the papers in the simple and compound rules were much alike, that the paper in fractions was a little more difficult in 1879, and that the paper in interest and proportion was much harder in 1880.

5. Improvement is evident in the French of every grade but the Senior. It is possible that the questions of 1880, though apparently as difficult as those of 1879, were better adjusted to the work done, but, making all allowance for this, it is clear that the Commissioners wisely changed the text-books in French in the Intermediate grade, and should perhaps proceed to a change in the Second Primary.

6. The work done in Scripture history shows the stimulus imparted by doubling the marks given for it. The questions were of equal difficulty in the two years, except that those of 1880 for the first intermediate year were better suited to the age and capacity of the pupils.

7. The marked improvement in the Geography of Intermediate grade is due to the very useful practice of filling in sketch maps as a school exercise. The indefinite character of the work in senior classes tells against success.

8. The Grammar of the two years can scarcely be compared, for the paper set for the second intermediate this year was more suitable than that of the year before, while the reverse was true of the paper set for the Seniors.

9. The History paper was well answered in 1880.

On the whole, work was better done in 1880 than in any previous year. The results witness to great faithfulness and skill on the part of teachers generally. It will, however, be necessary to secure a better limitation of Geography in the Senior grade, and of Scripture in the Second Intermediate grade. The French book of the Second Primary grade is unsuitable. We need a little more attention, perhaps a little more time, for Grammar and Composition in senior classes.

S. P. ROBINS.

COMPARISON OF AVERAGE RESULTS OF APRIL EXAMINATIONS,
1879 AND 1880, PROTESTANT COMMON SCHOOLS, MONTREAL.

	Second Primary.			First Intermediate.			Second Intermediate.			Senior.		
	'79.	'80.	Dif.	'79.	'80.	Dif.	'79.	'80.	Dif.	'79.	'80.	Dif.
Age.....	9.5	..	..	10.9	..	..	12	..	..	13.1	..	..
	..	9.7	..	..	11	..	..	11.9	..	..	12.9	..
2	..	..	.1	..	..	-.1	..	..	-.2
Reading.....	80	..	..	81	..	..	83	..	..	86	..	..
	..	85	..	..	84	..	..	85	..	..	86	..
	5	..	..	3	..	..	2	..	..	..
Writing.....	82	..	..	80	..	..	85	..	..	85	..	..
	..	87	..	..	83	..	..	87	..	..	88	..
	5	..	..	3	..	..	2	..	..	3
Dictation.....	74	..	..	88	..	..	93	..	..	94	..	..
	..	84	..	..	87	..	..	88	..	..	93	..
	10	..	..	-1	..	..	-5	..	..	-1
Simple Rules....	69	..	..	81	..	..	92	..	..	97	..	..
	..	77	..	..	85	..	..	94	..	..	98	..
	8	..	..	4	..	..	2	..	..	1
Compound Rules.	50	..	..	58	..	..	72	..	..
	67	..	..	64	..	..	80	..
	17	..	..	6	..	..	8
Fractions.....	43	..	..	58	..	..
	55	..	..	63	..
	12	..	..	5
Interest & Prop'n.	51	..	..
	34	..
	-17
Total Arithmetic.	75	..	..	72	..	..	69	..	..	72	..	..
	..	83	..	..	77	..	..	76	..	..	73	..
	8	..	..	5	..	..	7	..	..	1
French.....	41	..	..	46	..	..	52	..	..	68	..	..
	..	52	..	..	63	..	..	72	..	..	65	..
	11	..	..	17	..	..	20	..	..	-3
Scripture.....	44	..	..	36	..	..	52	..	..	..	..	..
	..	56	..	..	46	..	..	62	..	..	..	..
	12	..	..	10	..	..	10	..	..	..
Geography.....	45	..	..	38	..	..	62	..	..
	70	..	..	56	..	..	57	..
	25	..	..	18	..	..	-5
Grammar.....	55	..	..	63	..	..
	67	..	..	58	..
	12	..	..	-5
Accounts.....	74	..	..
	75	..
	1
History.....	59	..	..
	70	..
	11
Latin.....	62	..	..
	62	..

Total.....	69	..	..	68	..	..	71	..	..	79	..	..
	..	75	..	..	73	..	..	77	..	..	78	..
	6	..	..	5	..	..	6	..	..	-1

NOTE.—Except ages, all these figures represent percentages of answers to questions furnished by the Protestant Board of School Commissioners.

THE QUEBEC TEACHERS', PENSION ACT.

V.p. 21
As the act lately passed by the Quebec Government, entitled, "an Act to establish a pension and benevolent fund in favour of officers of primary instruction" (Act. 43, 44, Vict. cap. XXII), which received assent on July 24th 1880, was the subject of a paper by Dr. Miles of Quebec and was much discussed in the Provincial Convention of Protestant Teachers held at Montreal in October—the following digest has been prepared.

(1) *Officers of primary instruction.*—This term includes "school inspectors, professors of normal schools, holding diplomas, and male and female certificated teachers, teaching in an institution under the control of school commissioners or trustees, or subsidized by them or by the Government, but does not include members of the clergy or religious communities" (c. 1).

(2) *The pension fund.*—To provide for pensions.

1st. A reduction or stoppage of two per cent. per annum to be made from all salaries. This to be taken half-yearly by the Superintendent of Public Instruction out of the grant (c. 16).

2nd. A stoppage of one per cent to be made annually from the "Common School" and from part of the "Superior Education" funds.

3rd. An annual grant of one thousand dollars per annum to be made by the Government of the Province.

The amount thus raised to be converted into Provincial or Dominion bonds and held in trust by the treasurer of the Province, strictly for the purposes of the act. If the interest be not sufficient to pay pensions, the stoppages from salaries of officers to be increased. (c. 12).

Note.—Salaries to be estimated by the School Inspectors of Divisions, and to be held to include lodging, board and fuel, when given as such. (c. 17, 18).

(3) *Nature of Pension.*

1st. The Pension to be annual "based upon the average amount paid to officer during the years he has passed in teaching and for which he has paid the stoppages" (c. 2).

2nd. Such pension not to exceed the following rates, viz.

A. For full service of ten years, one-fourth of average salary.

B. One-fortieth of average salary to be added for every additional year.

C. For forty years service, full average salary to be paid: no additional grant for service over forty years (c. 2).

3rd. Pensions shall not be assignable or subject to seizure (c. 14).

(4) *Officers entitled to Pension.*

1st. No person entitled to pension for years for which stoppage has not been paid.

2nd. Claim to name being placed on the pension list to be based on five years previous service (c. 4).

3rd. All who have been employed as officers for a term of ten years or upwards, and who have reached the age of fifty-eight years, are entitled to retiring pension (c. 2).

4th. Also such as have been employed during thirty years, whatever may be their age (c. 3).

5th. Also after ten years service such as are unable to remain in the service, owing to serious injury or enfeebled health—incurred through no fault of their own (c. 5).

6th. From the age of eighteen all years passed in teaching or as a normal school pupil shall be included in the years of services at the time of establishing the amount of pension (c. 9).

7th. Former service counted before the act, provided the stoppages be paid for such period within five years after its sanction (c. 10).

8th. Payments under pension fund of 1856 counted as payments under this act (c. 11).

9th. Right to claim pension as well as to amounts paid to the pension fund to be forfeited by dismissal or resignation, except for approved reasons, such as in the case of one temporarily accepting a position in an independent school and regularly paying the stoppages (c. 15, 24).

(5) *Widows and Children of pensioners.*

1st. The widow of an officer in receipt of, or entitled to claim, a pension to be entitled to one half of his pension, (1) if married to him six years before his retirement or death in the service, (2) if still unmarried (c. 6, 7).

2nd. Where no widow's pension is paid, children of officer are entitled to pension till the age of eighteen to the amount of widows' pension. The sum to be divided equally among all below the specified age—the share of those dying or attaining age to devolve upon the others (c. 8).

(6) *Details of working.*

1st. Pensions to be perfected or unclaimed for three years and replacement on the pension list does not entitle pensioners to arrears (c. 19).

2nd. Full certificates required of officers, widows or children claiming pensions or reversions of pensions (c. 20, 21, 22, 23)

3rd. This act does not apply to teachers already superannuated (c. 25).

4th. No pension to be paid for five years after the sanction of the act, and teachers dying within such period lose then right to pension, though their heirs may recover the amounts paid to pension fund (c. 26, 27).

5th. Orders or regulations to enforce the act to be drawn up by the superintendent of public instruction (c. 28).

DEBATABLE CLAUSES IN THE "BOOK DEPOSITORY ACT."

43-4 VICT. CAP. 16.

For the benefit of those who have not access to the volumes of Statutes, we print the following clauses of the Book Depository Act. They were the subject of much discussion in the Convention held in October:—

8. After the coming into force of this act, the Council of Public Instruction, that is to say, the Catholic or the Protestant Committee of such Council, as the case may be, shall, before the first day of May, 1881, revise the list of text books, maps, globes, models or other articles which it has approved up to the present date.

9. Upon such list there shall only be entered one work upon every subject taught, or two in case one is elementary and the other more complete for advanced classes, and no other work or book shall be used in the schools.

10. Such list of approved books shall only be revised once in every four years, and any school book excluded therefrom, shall not be withdrawn as a text-book, until after one year from the revision of such list, and the new books approved shall not be sold until one year from the same date.

11. The superintendent shall retain the grant of any municipality which, after the 1st day of September, 1882, shall allow books not entered on the list so revised, to be used in its schools.

12. Any law to the contrary notwithstanding, all books and all the works, entered on such list, shall become the property of the Council of Public Instruction, in consideration of an indemnity to the proprietors thereof, which shall be fixed by the Lieutenant Governor in Council; and, if there be any contestation as to the amount of such indemnity, such contestation shall be referred to three arbitrators appointed, one by the superintendent, another by the owner of the work, and the third by the two first arbitrators, and the award of each arbitrator shall be final.

13. Every person shall have the right to print, publish and sell the works entered on the said list, by paying, every five years, to the superintendent a sum of ten dollars for each work, which shall be the property of the council of public instruction, under section 12 of this act, and when he has paid such sum, he shall have free access to the work, to copy the same, if necessary, in the Department of Public Instruction, and if the work be printed, the superintendent shall deliver a copy thereof to any person who wishes to print it.

14. The form, paper, type; binding and the mechanical execution of such books shall be determined by the superintendent.

15. The Council of Public Instruction, in case any abuse arises from a combination of booksellers to raise the price of such class-books, may fix a maximum price beyond which such works cannot be sold.

16. This act shall come into force on the day of its sanction.

Assented to 24th July, 1880.

NOTES ON EDUCATIONAL TOPICS

The numbers of the *Bystander* for November and December contain temperate but necessary protests against the Co-education movement. In the discussion of this question our contemporary is led on to the consideration of the doubtful benefit resulting from putting a high standard of education within the reach of all.

"The Co-education movement is connected not only with a general tendency to revolutionize the relations between the sexes, which touches the foundation of society, but with ideas about the necessity, or the unspeakable advantage in all cases, of education carried to a high pitch, into the correctness of which the world will have some day to look. Some persons are marked out for the life to which a learned and scientific training is essential, without being on that account a bit better or a bit happier than their neighbours; for *it is an utterly groundless and perverse fancy which draws distinctions of higher and lower between honest callings, all equally necessary to the common work and the common weal of humanity.*"

We should generally agree with what the *Bystander* has to say upon such subjects, but we think it is a pity for people to close their eyes to obvious facts. To deny the distinction of higher and lower between honest callings, seems to us on a par with denying such distinctions in the case of the different animals, of the different races, and of the different functions. We must protest against this "attempt to efface the line which the hand of nature has traced," to use the *Bystander's* own expression (p. 591).

An article on The Teacher as a Moulder of Character in the November number of the *Canada Educational Monthly* brings up a subject, upon which we have by no means heard the last word. Herbert Spencer in his chapters on Education, the cheap edition of which is a welcome boon, divides his subject into Intellectual, Moral and Physical. Yet in treating of Moral Education, he seem to have only thought of such moral training as is imparted by parents. The subject has to be treated from the point of view of schools. This is a subject that the religious changes of the day render very urgent. Where, as in England, the Public Schools are mainly denominational, the difficulty of Moral Education is not so much felt. But in Canada, Religious training

is taken entirely out of the hands of the Schoolmaster, and the chief moral training that boys receive at school comes to them from their companions and indirectly, as the effect of their work upon their character. Is this state of things to continue, and are children to receive no direct training in the principles of right and wrong, and in the rules of conduct that should direct their lives? In other words, is the gap left by the disappearance of religious training to be left permanently unfilled. As a temporary expedient the work is being done by the clergy of different denominations. Is this compromise likely to be lasting? And, if lasting, is it quite satisfactory?

The *Canada School Journal* (December), speaks confidently upon the controversy about High School appointments, in relation to which we have heard so much in Montreal. The question, it is manifest by this time, is by no means as simple as it appears. Excellent as an English Public School and University curriculum is in many ways, it may be fairly said that it is onesided. With every security, that a young man who has received such a training is a very fair Latin and Greek scholar, it does not follow that he has had systematic training in English, Geography or even in History. So that looking to intellectual attainments, if we set aside the Classics, we think that a Canadian who has had the benefit of a wider, though less classical, training is better fitted for the post of an educator in Canada. As regards the question of Discipline, mastery in which is only attained by considerable experience of the nature of pupils, it is quite clear that our High Schools should not be made a training ground for beginners. It seems to us equally clear that *ceteris paribus*, those trained in our country are more likely to understand the moral natures of young Canadians, than those reared under different conditions. At the same time, it must also be remembered that with few exceptions promising young Canadian look to a more lucrative post than the stool of the pedagogue. The question, it will be seen, is one beset by difficulties, and we shall come to little good by closing our eyes to their existence. We feel confident that the Protestant School Commissioners of Montreal know this as well as ourselves. Meanwhile we may

remind the combatants, that no good can come on the one hand from raising a cry for educational Protection, or on the other from assuming the necessary superiority from every point of view of an English training over a Canadian.

The Convention of Teachers, that met in Montreal in the month of October, was a decided success as regards numbers and work. Fourteen papers were read or subjects discussed, apart from the necessary business of Convention and the amendments to the Constitution. These papers might be reclassified as dealing with school Machinery (5), with Recent Legislation (2), with the Education of Women (2), with Moral Education (2), with the value of Latin and the method of teaching it, with Higher Education and with the Training of the Senses. When, however, it is remembered that Female Education is no longer a burning question, that the paper on the Classics was of an extremely conservative type, that those on Moral Education by no means seemed to realise the crucial importance of the topic, and that the important question of Higher Education for Canada was rather suggested than brought prominently forward, it will be seen that the work done by the late Convention was rather of a practical than a theoretical character. We have spoken in a previous paragraph of the problem of Moral Education. We would say a word about the necessity for Higher Education in Lower Canada. The problem before us is to provide a higher education for those who may be called our Aristocracy, to use Dr. Robins' own term; to give this education in Canada itself; to insure its being thorough and substantial, by making it part of the public system. This was once done by the High Schools of Quebec and Montreal, and is done no longer. We can gain nothing by blinking facts. Those who should be educated in the Public Schools, are seeking their training in England or in private establishments. The High School has become the head of the Common Schools and the element thus imported is driving out those for whom it was originally intended. With the change in composition has come too a change in the character of the work. It covers wider ground, it includes many subjects thrown in as a concession to popular prejudices; hence it necessarily follows that the work is not as thoroughly done and the high mental training, that comes

of thorough mastery, is lost. The problem of Higher Education therefore takes the following shape: how is the system to be framed so as to win back the element that has abandoned or is abandoning the schools? What subjects are to be taught, due attention being paid at once to the spirit of the times, to thoroughness of work and to the grand aim of all training, perfection of intellectual attainment?

We are thus conducted to the consideration of the choice of subjects. This we must reserve to another number. It may be sufficient to indicate one point to which this discussion points. Does the study of the Classics as at present conducted lead to sufficiently satisfactory results to justify the time it engrosses in education? Is the time at present given sufficient to secure tolerable proficiency? If not, an increase of such time being a proposal that would not be tolerated for a moment, is any end attained by acquiring a smattering of two dead languages, that would not be better attained by studying Science with a thorough knowledge of French and German?

NOTES AND NEWS.

McGill College, Montreal, has just had a piece of good luck. Miss Barbara Scott has left by will \$30,000 to found a chair of Civil Engineering and \$2,000 for a Classical Scholarship. The chair is to be called after her father, the William Scott chair, the scholarship after her own name. It will be remembered that her sister Miss Anne Scott, who died previously, left her property to the Trafalgar Institute—an educational establishment for young women.

The Catholic committee of the Council of Public Instruction have also raised objections to the new law of Text Books. Their representation to the Legislature insists upon the difficulties attaching to the adoption of one book only for each branch, upon the unfairness and in advisability of such action. They show that it is a course without precedent, that it would create an odious monopoly and might lead the way to scandalous speculation.

The subject of the public debate of the University Literary Society, held in the Association Hall, Montreal, on December 21st, was the interesting question, whether Woman should be admitted to our Universities. The debate was interesting and was well attended, the speakers on the affirmative being Messrs. Smith and Oughtred, on the negative side Messrs. Leet and Weir. We have no space for a detailed summary of the arguments of the speakers, but Mr. Leet's speech deserves notice as an able Historical review of the question.

On Dec. 29th, a joint meeting of the Special Committee of the Roman Catholic and Protestant School Commissioners, Messrs. Desnoyers and P. S. Murphy and the Rev. Dr. Stevenson, and Mr. G. W. Stephens took place at the City Treasurer's Office. The object of the meeting was to come to some conclusion in regard to an error in the distribution of the taxes derived from corporations, and which by law should be put into a special panel and divided between the two boards in proportion to the population. The sum in dispute, being an accumulation since 1875, amounts to about \$8,000 up to the past year, or about \$2,000 per annum.

Lennoxville has been unfortunate again. Only last summer a new system of drainage was introduced and pronounced complete by competent authority. The last term was singularly healthy, till within a fortnight of the end. Then owing to five cases of Typhoid Fever appearing at different intervals the School was dismissed. A meeting for discussion was then held in Montreal and a commission of medical men, Doctors Simpson, Osler and Cameron, appointed to investigate matters. The well, that supplied the drinking water and had been sanctioned by Dr. Baker Edwards, will be disused and other alterations are to be made. Of the original cause of the outbreak they are yet to speak, but the buildings have been pronounced satisfactory in every way. Both School and College hope to open as usual, as near the 15th prox. as possible.

A NEW LATIN GRAMMAR FOR SCHOOLS. *

The school edition of Mr. Roby's larger grammar has been for some time expected by scholars and should receive a hearty welcome. The sound scholarship, the freshness of conception and the logical method of the former work are now accessible within a moderate compass. In its original form of two volumes, it was a book which only professed scholars could be expected to approach; the school edition puts the results within the reach of all. It were to be wished, however, that the author had added a further appendix giving a brief summary of the reasons, given fully in the larger work, that have led him to adopt certain peculiarities of treatment, eg, with regard to the so-called Genitive of Price. As a grammar it is peculiarly fitted to become a text book for University Students; of its usefulness however, as what it professes to be, a School Latin Grammar—there is some reason to doubt.

Setting aside those disputed points, upon which all scholars cannot be expected to agree with Mr. Roby and about which more will be said, and without discussing its appropriateness for beginners, it seems hardly fitted even for higher classes. The limited time for classical work at the disposal of most schools imperatively requires the study of Sounds, Inflexions and Word-Formation, which fills the first three Books, to be taken in conjunction with Greek. And it is Mr. Roby's professed object to make his book a purely Latin Grammar. As such, the first three books, one hundred and eighty three pages in all, occupy a disproportionate space.

Some changes, Mr. Roby tells us in his Preface, he has made "to suit ordinary usage." He should have carried these concessions further, to suit the requirements of Schools. For instance we have his peculiar classification of words or parts of speech upon a basis of their denoting (1) a complete thought, (2) a person, thing or abstract notion, (3) a relation or quality, (4) a mere connexion of words or sentences. Differing totally from the ordinary usages of grammars, this necessitates the further acceptance of his doctrine of the subject and predicate, which although true of Latin or Greek is inapplicable to modern languages. A School Grammar should be as practical as possible,

*A Latin Grammar for Schools by H. J. Roby, London, Macmillan & Co., 1880.

and from this point of view the old classification of the parts of speech is preferable.

The Locative was recognised by Quintilian, and Mr. Roby is quite justified in giving it separate recognition as a case, even in a school book. But is he justified in classing *anxius animi* as a Locative apart from the Genitive *judicii rectus*? This is done unhesitatingly in the advanced Grammar; but he seems to feel doubt about doing so in the School Grammar, for under §485 we only find *discrutior animi*, but, on turning to the Genitive, we read at §526 *judicii rectus, ævi maturus, &c.*, classed as such, and a note referring *animi* with *anxius, æger, &c.*, to the former section. A finished scholar must recognise a difference, but would a school-boy do so? Is it not true that the Latins themselves considered this metaphorical Locative to be actually Genitive? In his larger *Historical Grammar* Mr. Roby was within his ground in adopting the novel arrangement, since he considered this and the Genitive of Price (*tanti, quanti*, and so by mistaken analogy *pluris, minoris*) to be Historically Locatives. The smaller Grammar, however, professes to give "approximations to the truth, with especial regard to the classical authors and usages of recognized authority in schools." Now whatever *tanti, quanti, &c.*, may have been originally, we know from *pluris, minoris, &c.*, that classical authors regarded them as Genitives. With regard to the Subjunctive Mood, Mr. Roby quite rightly dispenses with the Conjunctive for which Dr. Kennedy and his school fight so hard (cf. Public School Latin Grammar). There can be little gained by distinguishing as different moods what were identical in form. But here again elaboration is carried too far for a school-book. A few plain rules would have done the work better. As it is, the consideration of the Subjunctive occupies sixty three pages.

The book is, as the Preface announces, in the main an abridgment of the larger work. It has however, various additions. Among these must be noted an analysis of the Third declension which its author considers "new and interesting." It seems, however, rather out of place in a work of this nature. There are besides three Appendices on Metre, on Grammatical and Rhetorical Terms and on Latin authors, for which teachers and scholars should be grateful. Upon one of these there is a word to be said. Mr. Roby's treatment of the *Alcaic stanza* is rather arbitrary. "Looking at the character of

the fourth line of the stanza" (which he necessarily considers to be dactylo-trochaic) he decides it to be "better to consider the first and second lines as compounded of iambic and dactylic rhythm," and the third line as necessarily iambic too. He further introduces into the first three lines the strange bacchic foot (cf. § 929, 933, 936, 938 B). It would seem far simpler to admit, as Mr. Wickham does, the anacrusis in the first three lines and to consider the whole stanza as a combination of trochees, spondees and dactyls, the movement of the first two verses being reversed in the fourth, with a neutral movement between in the third. But enough of fault finding. It remains to thank the author for his valuable contributions to the work of scholarship, and to recommend the study of his book to all who wish to attain to more than a superficial knowledge of the Latin language.

LECTURES AT THE CHURCH OF THE MESSIAH, MONTREAL.

The following is the interesting course of lectures, some of which have already been delivered, that the Liberal Christian Union have published as their Programme for the winter :

Dec.	17....	Evolution.....	Prof. S. P. Robins.
"	31....	The New Charity.....	Rev. Wm. S. Barnes.
Jan.	14 ...	The Pilgrim Fathers.....	Rev. Dr. J. F. Stevenson.
"	28....	Coal and Coal Mines.....	Dr. T. Sterry Hunt.
Feb.	4....	Benjamin Franklin.....	George W. Stephens, Esq.
"	11....	The Canadian Mecca.....	Dr. W. George Beers.
"	25....	Immanuel Kant.....	Rev. Dr. J. Clark Murray.
March	11....	Life Underground.....	Dr. Barnard J. Harrington.
"	25....	Spiritualism, Ancient and Modern.	Samuel E. Dawson Esq.

IMITATION OF HORACE.

ODES BOOK I. 38.

Jane, I hate æsthetic carpets,
 High Art curtains make me swear,
 Pray cease hunting for the latest
 Queen Anne chair.
 I care nothing for improvements.
 On the simple style of Smell,
 Which will suit both you and me ex-
 tremely well.

—*The Athenæum.*

FLOWERS FROM THE GREEK ANTHOLOGY.

A SELFISH LOVER.

(Philodemus.)

Philinnium is small—her complexion is brown—
 Her hair curls like parsley—her cheek is like down :
 Her tongue has more magic than Venus's zone,
 She grants me all favours, and asks me for none.
 I will, therefore, adore my Philinnium, until—
 I can meet with a girl more adorable still !

THE SUCCESSFUL TRICK.

(Rufinus.)

I tried an artifice one day to prove
 If I had really all Ereutho's love,
 "Sweet girl," I cried, "to foreign climes I stray—
 "Forget me not, when I am far away !"
 She wept—she shuddered with divine despair,
 And tore the grape-like clusters of her hair.
 "Stay, stay !" she sobb'd : then, I reluctance feigned,
 And, slowly melted by her tears, remained.
 Blest lover ! seemingly constrained to grant
 As hard-won favour what myself did want !

"DIGNUS VINDICE NODUS."

(Rufinus.)

Ione, Doris and Rhodanthe pray'd
 My prompt decision—which, the fairest maid ?
 Like the three goddesses of old, they stood
 Bare to my gaze—a jealous sisterhood
 Soft was the bloom upon Rhodanthe's face,
 The form of Doris breathed ideal grace,
 But, when I looked in sweet Ione's eyes,
 I felt too dazzled to award the prize.
 Then, scared to think I might, like Paris be
 Curs'd by two goddesses, I crown'd all three !

G. MURRAY.

SCIENTIFIC DEPARTMENT.

In this department it will be our endeavor to give monthly a concise account of Scientific progress as far as it comes within the scope of an Educational Journal, with reviews of scientific works bearing on education, as they issue from the press. We shall devote attention to the discussion of Sanitary Science and Hygiene in their relation to schools and educational institutions generally. The columns of the *Record* will be open for the discussion of scientific subjects bearing upon education, and we ask the cooperation of our readers, to assist us in accomplishing these objects.

Much interest is at present excited in Chemical circles by what is called Luminous Paint. This paint possesses the property of absorbing light during the daytime which it will emit in the dark. It is proposed to use this substance as a covering for watch-dials by which means they will be luminous at night. It will undoubtedly be employed to advantage for other purposes such as for the coating of buoys, and for signaling on railways. This paint is very easily prepared, the following being an excellent method. Burn oyster shells for half an hour in a clear fire, pack the burnt shells in a crucible, or similar vessel, with alternate layers of sulphur. Heat the whole at a red heat for an hour. When this operation is completed, select the whitest pieces of shell, pack them in a clear glass bottle, which if exposed to sunlight in the daytime, will give out a pale light in the dark.

The late colliery disaster near Stollerton, N. S., has brought sorrow and suffering to many a home. The immediate cause of the explosion is not certainly known. We are informed that many of the deaths were caused by the choke damp which is always produced by explosion in coal mines. Quite recently a young marine officer, Fleuss by name, has invented an apparatus by means of which one can breathe under water, or in an atmosphere of noxious gases. The dress for diving consist of a waterproof coat and helmet together with a vessel of compressed oxygen and one of caustic soda. As the oxygen of the air, originally in the head-dress, passes through the lungs it is converted into Carbonic acid which is greedily absorbed by the soda. A little oxygen is thus allowed to escape from the reservoir of this gas, and mingling with the nitrogen, originally present, forms ordinary air. When this air is deprived of its oxygen, another supply is obtained. By this means the length of time during which it is possible to remain under water is determined by the amount of oxygen carried down. The inventor states that he "has gone through fire damp and choke damp and could exist in the charged retort of a gas factory." Could not a number of these appliances be kept in the parts of a mine, where works is going on? If this be impracticable an appliance of this kind would be of the greatest service in making

explorations after an explosion, which for days or weeks afterwards is often an impossibility owing to the choke damp.

The Board of Education at Dayton, Ohio, lately appointed a committee to examine into conditions of school life that tend to impair the sight of pupils. The committee found, that cases of shortsightedness were more numerous in the higher classes, and that it was produced by prolonged tension, by bad accommodation and faulty position in studying. They find school buildings defective in ventilation and illumination, the proportion of window to floor surface being very small. We may here remark that, according to the official report for the past year, shortsightedness is on the increase in the schools of Germany. Such being the case, we may soon expect to see every German Scholar wearing spectacles.

The Mason Science College at Birmingham was opened (Oct. 1st) by an address from Prof. Huxley. The courses of study are such as lead to the degrees of Bachelor of Science and Doctor of Science of the London University, together with a special course for Artizans, the lectures in which will be delivered most probably in the evenings. From this institution, all theology, party politics and mere literature are excluded: it is to be devoted solely to scientific instruction, and is the first institution of this kind in England.

The annual meeting of the British Association for the advancement of Science, was held in August last, at Swansea in Wales. Dr. G. M. Dawson of this city, of the Geological Survey, who is well known for his many excellent contribution to Scientific literature, represented Canada and read a paper on the Geology of British Columbia.

The American Association for the Advancement of Science met at Boston in the same month. Principal Dawson of this city read a paper on "Land Snails of the Palaeozoic Period." This body meets this year in Cincinnati and in Montreal in 1882.

We learn that Principal Dawson of McGill College has in press a text book of Geology. We await its appearance with interest.

J. T. D.

LITERARY DEPARTMENT.

The months that closed 1880 were singularly fruitful, in Literature. Histories by McCarthy and Trevelyan, poems by Longfellow and Tennyson and the novel Endymion all appeared during this time. The concluding volumes (III and IV) of the "History of Our Own Times" by Justin McCarthy are as interesting as those that preceded them, though the work becomes perhaps rather mechanical towards the end. The strict fairness of

the writer, though a prominent member of the Irish Land League, is very noticeable. Still it was impossible for such a man to write of the liberation of the Ionian Islands from the Protectorate of Great Britain (ch. 39), or of Poland's troubles (ch. 45), without thinking of what was going on in his own country. To Canadians the most interesting chapters will be those on the New Dominion and on the Civil War in America and what came of it. There are few blunders in the work, but every one will notice the curious mistakes into which the author falls with regard to the Tractarians (ch. 63). When published with a good Index, the whole work will be a most useful book of reference upon the reign of Queen Victoria.

Turning to the Early History of Charles James Fox from Justin McCarthy's work, one is immediately struck by the difference between a practised writer like Mr. McCarthy, and a comparative beginner like Mr. Trevelyan. Encouraged by the success of the Life of Lord Macaulay, its author has now made his beginning as an original historian. The chief faults of the work come from following too closely his uncle's style. There is a constant tendency to exaggeration and to the use of superlatives. The elder Pitt is "the noblest subject that King of England ever had," his triumphs "vast, rapid rapid and durable beyond any which are related in the pages of Curtius of Livy," and the work continues in this manner throughout. In some things it would have been well if he had carried his imitation further. The sequence of events is by no means distinctly marked, and the sentences are often far from clear. The work, however, is a most exhaustive account of the era of corruption and littleness, which preceded the French Revolution and has won for the Eighteenth Century its bad name. The present volume, which we may hope is only a first instalment, takes the history down to the year 1774.

"Endymion" has attracted greater attention than it deserves. Interesting solely as the work of a prominent statesman, it has been the subject of conversation and newspaper comment for the last month. There are a few bright things in it, but on the whole it is dull reading, except to those whose knowledge of English politics renders it interesting as a kind of historical puzzle. It has been roughly handled in the January number of the *Bystander*. The book however is hardly of sufficiency consequence to justify the severity. It will probably be forgotten in six months time.

Tennyson's new volume of poems compares much more favourably with his earlier works, than does Endymion with Vivian Grey. Some of the poems such as Rizpah, the Northern Cobbler, the Revenge and Lucknow are of very high merit. But whatever value may ultimately attach to the Laureate's last volume, as a collection of poems, there can be little doubt of its interest as illustrating the Social and Religious state of England. The artistic perfection of our poet has always been seen, his merits as a student of life, as a social philosopher and observer, have not been as often noticed. Yet it was obvious enough. With a few exceptions, the most striking poems, that compose this volume, may be described as studies of social phenomena from an

English point of view. Schoolmasters will be glad to get the metrical rendering of the Battle of Brunanburh, as well as the almost perfect piece of translation from the eighteenth Iliad. It is to be regretted that the volume does not contain the poem with which the Laureate prefaced the collected Sonnets of C. Tennyson Turner:

MIDNIGHT, JUNE 30, 1879.

Midnight—in no midsummer tune
 The breakers lash the shores :
 The cuckoo of a joyless June
 Is calling out of doors :
 And thou hast vanished from thine own
 To that which looks like rest,
 True brother, only to be known
 By those who love thee best.

Midnight—and joyless June gone by,
 And from the deluged park
 The cuckoo of a worse July
 Is calling through the dark :
 But thou art silent underground
 And o'er thee streams the rain,
 True poet, surely to be found
 When Truth is found again.

And now to these unsummer'd skies
 The summer bird is still,
 Far off a phantom cuckoo cries
 From out a phantom hill ;
 And thro' this midnight breaks the sun
 Of sixty years away,
 The light of days when life begun,
 The days that seem to-day,
 When all my griefs were shared with thee,
 And all my hopes were thine—
 As all thou wert was one with me,
 May all thou art be mine !

R. W. B.

CORRESPONDENCE.

Sir, I welcome with much pleasure and satisfaction the appearance of the *Educational Record*, and trust that it will serve as a valuable and interesting medium for the diffusion of information, and interchange of thought among us. It may also do for us in fact what "Notes and Queries" has done for the Mother land. Many men have their literary hobbies and, by unlocking their

stores of knowledge, may benefit and interest others whose studies may have lain in a different direction. With every good wish for the success of the undertaking, I am,

Your faithfully,

SPES.

Note.—We have only to add, that we hope the suggestion contained will be acted upon. It is part of our plan to find room in our columns for all information of a novel character, bearing on the work of Education.—EDITOR.

SHORTER CONSECUTIVE SCHOOL HOURS.

MR. EDITOR,—At this early stage in the career of the EDUCATIONAL RECORD, I ask for a little space wherein to plead for shorter consecutive school hours in the various educational institutions of the Dominion. After many years' practical experience, I am convinced that a session of three hours at a stretch is the longest period in which real work can be got out of young people. Even this is somewhat long, and two hours and a half are better still. But if the session extend beyond three hours, I do not believe that when that limit is passed, any really beneficial result, intellectually speaking, is arrived at. Young people may sit at their books, but their minds are jaded, their powers of attention enfeebled, and whatever is learned is not likely to be retained. I am of course assuming that both instructors and pupils, on the whole, work with energy during the school time. Also, while I consider that the natural intelligence of Canadian youth is of a very high order, I believe that sustained intellectual effort is more difficult, more laborious here than in England. Boys and young men in this country break down more easily under the strain of hard study. Our climate and mode of life have something to do with this. In summer the heat is generally very enervating, and even concentrated thought becomes irksome. In winter our houses are frequently too warm, our rooms ill-ventilated, and the youthful brain can scarcely cope with such depressing influences. Many of us are apt to forget that the brain power of children can easily be overtaxed, and that nothing is more likely to produce this evil than too prolonged hours of study. Again, splendid and enjoyable as is this climate, it yet may be somewhat exhausting as well as exciting, and as the results of my own personal experience, I think sustained intellectual effort is more fatiguing in Canada than in England. I may be mistaken in this idea, and I do not press it as an argument. But I would really urge on educators, if possible, to shorten the consecutive hours of school work for their pupils. This is not very easy in the case of day schools, and I mention it only as an end to be kept in view. Then I am a total unbeliever as to any real benefit being derivable from short intermissions. They are very unsettling, because, after the resumption of work, at least ten minutes elapse before the educational machine is really at work again. No intermission of

much less than an hour's duration is productive of any real advantage to the juvenile mind and body. And both boys and girls should be encouraged to take thorough and regular exercise during recreation hours. Happily, the time has gone by when it was thought unbecoming to develop the feminine body. Now, a course of gymnastics under competent supervision, lawn tennis, snowshoeing, skating, rowing, swimming, are all recognized as excellent for both sexes, and they indirectly help the mind, as they directly (of course in moderation) strengthen the body. I would also suggest to teachers and parents the importance of arranging the preparation time, so as to admit of children retiring to bed early. I know many families where bright, intelligent children sit up as late as 10 or 11 o'clock, as, it is said, to prepare for the next day. Some one here is to blame. Those young eyes should be closed, those young brains at rest long before, if it is desired that they should attain and preserve the "mens sana in corpore sano." My suggestions, I know, even if generally accepted, are not easy to carry out in the case of day schools. But some are practicable by the application of a little thought and care. Long morning sessions may be more agreeable to instructors and pupils, since, by this plan, the afternoons are less broken into, but I am confident that the teaching and learning powers of both are by such an arrangement unduly taxed, to the real detriment of both parties.

Yours sincerely,

R. W. NORMAN, D.C.L.

OBITUARY.

The death of the Hon. Justice Dunkin occurred on January 6th, at his residence, Lakeside, Knowlton. Born in the year 1812, he was educated at Glasgow University, and subsequently at University College, London. From this he passed to Harvard College, in the United States, to which he was attached as tutor in Greek. He became connected with Canada in 1839, as Secretary of the Educational Committee appointed by Lord Durham, and in this post prepared his celebrated report upon the state of education in this country. He subsequently aided in reorganising McGill University under its new charter, and has played an important part, as a member of the Council of Public Instruction and as a Governor of the McGill University. It is unnecessary here to notice Judge Dunkin's acts as a social reformer, but in him the cause of Education in Canada has lost a firm friend.

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