

*tal.* Point it to the front. Make it slant upwards half way between the *horizontal* and the *vertical*. Point it to the right. Make it slant downwards half way between the *horizontal* and *vertical*. (Repeat the motions with the left hand.)

*Exercise 5.* Let us look out on the great world. Has it a right side and a left side? Let us see. Look all around the sky where it seems to touch the trees, the hills or the sea. Which side shall we call its right hand? It must be the same for every place? Well now, is not that side the side where the sun rises? The side from which the light comes? How glad we ought to be to have the sun come every day after the darkness. Well, let us all turn ourselves so that our right hand will be on the side where the sun rises. Where will our left hand be pointing? "Where the sun goes down." Now stretch our hands out horizontally—the right to the side where the sun rises; the left to where it goes down. The right hand points to what we call the *east*—the right side of the world; the left hand points to the *west*—the left side of the world. Point the right hand east—west—east—west.—Point the left hand west—east—west—east.—Point both hands out to the front. That is called the *north*. Point them both back as far as you can—that is *south*. Without changing your position, stretch both hands as strongly as you can, to the north—south—north—south;—east—west—east—west;—north—south—east—west.—

February 1889.  
**THE INTERPROVINCIAL CONVENTION.**

The closing sessions of the Interprovincial Convention in St. John were marked by papers and addresses of great interest to teachers. In the afternoon, Mrs. F. W. Parker, of the Cook County Normal School, Illinois, gave an address on the Delsartian School of Expression; Miss H. C. Magee, of the Wisconsin Normal School, read a paper on Art in Education; Monsieur Vitrain, of Philadelphia, delivered a short address on the methods of the Berlitz Schools of Languages.

His Honor, Lt.-Governor Tilley, presided at the public educational meeting in the evening. The large hall of the Mechanics' Institute was crowded to its utmost capacity. Addresses were delivered by the chairman, by Dr. J. G. Fitch, of London, Sir Wm. Dawson, Hon. G. E. Foster, Minister of Finance, Hon. Mr. Ferguson, Provincial Secretary of P. E. I., Dr. Allison, President of the Convention, and Col. Parker. The eminent and scholarly attainments of many of these speakers, the earnestness and good sense with which they dealt with the different phases of educational work will be long remembered by those

who attended that memorable meeting. We can only find space at this late date for a full synopsis of Sir Wm. Dawson's admirable address which we commend to the careful attention of our readers:

SIR WM. DAWSON'S ADDRESS.

Sir William said that, without flattery, he doubted if he had ever attended such a remarkable meeting of teachers. He had before him remarkable specimens, speaking as a naturalist, of educational men and women. Since his address at a previous meeting on the History of Education in Nova Scotia, he had learned something about its progress in New Brunswick, which was equal to that in the sister province. In 1853, he visited New Brunswick as a member of a commission to revivify the provincial university, which was then in a moribund state. Among the commission's recommendations was the establishment of a school of engineering. Many of the recommendations of that commission had been carried out, and the university of New Brunswick was now in a satisfactory and progressive condition, while Mt. Allison had also made great progress. The schools of St. John were admirably organized, and the Girls' High School, of which he knew well both the principal and the work of the pupils, was the largest and probably the best organized in Canada. He had not referred in the previous address to college education. The more he thought over the title of the debate of last evening, "The Influence of the College on Industrial and Social Life," the more he saw in it. The industrial vitality of any people was always in proportion to the development of higher education, and the place which the people of any country could secure socially among the nations of the world was regulated by the same cause. You may search the world over and you will not find a country which has advanced to the height of prosperity and consideration among others that has not paid great attention to its colleges and universities. His own institution, McGill, had extended a helping hand to education for the ministry, the bar, and the practice of medicine, the teaching profession, etc. They had a school of civil engineering and mechanical engineering, and one of mining engineering, and another of practical chemistry. Was not McGill thus contributing to the industrial progress of the country? The wisdom of the public would be to give the smaller colleges also the means to do this. We were thus training our young men for the higher work, instead of having to import men from abroad. To do this well, a chain of connection was needed from the elementary schools up to the universities, and a reflex influence from the colleges on the schools. Sir William complimented Prof. Anderson on his

bold defence of Scottish colleges on Wednesday night, and showed how well Scotland carried these connecting links all through her educational system. The schools lent students to the universities, the universities provided the teachers of the parish schools, the schools trained the men and women, and they made the character and influence of Scotland. The method of training by the teachers of the lower schools was dwelt on by the speaker. In the college these bonds of discipline had to be loosened and the pupil fitted to teach himself and others in the world. This could only be done by specialists incorporated in a college faculty. The college had to reach all a young man's faculties, to make him "all rounded." How best to do this is a matter of debate, but there was no necessity of pitting one college subject against another—classics against history, etc. We must have them all. (Applause). If we have not them all, there is where the defect comes in. All these must be judiciously administered to a student. The junior year's work is on general subjects, or those most useful, with sufficient variety to develop each student's special qualities. Thus only would they be qualified to choose for themselves what lines of study they would pursue. Young men only begin to know their special aptitudes some time after entering college. At the outset they have often false notions. Touching on Dr. Schurman's remarks the other morning, Sir William said he fully concurred in the absolute necessity of scientific training and depreciated exclusive devotion to classical subjects, and also the unscientific methods of instruction often employed. Still, these subjects were of great value, and especially Greek. Greek was not a dead language. It was used in the live business town of Athens. It was largely the commercial language of the eastern Mediterranean. It is the most perfect of the Aryan tongues, and the more we can enter into its spirit the more we can improve our own language. It was the language in which was not only a very noble literature, but it had been selected as the vehicle of the teaching of Christ and His apostles. It was thus the charter of the Gentile churches. Again, Greek is the source whence we get most of our scientific terms. Personally, he found in his teaching that the man who had no Greek was at a disadvantage compared with the student who had even but a little Greek. You cannot cut off Greek without damaging the teaching of our sciences.

Another point. Language is one thing, literature another. The teaching of language in an elementary way is easy, and adapted to the minds of children. On the other hand any language in its higher philosophy and philological relations presents problems of the most scientific and far-reaching

character. So literature begins with mere nursery rhymes, and leads up to heights only to be reached by matured and cultivated minds. Nor can the literature of any people be separated from its history. They act and re-act on each other. These points must be considered if we desire to have correct views as to the teaching either of classical or modern languages, and this teaching should in all cases be itself natural and scientific.

The same principles apply to physical and natural science in schools, and in this connection Sir William complimented some of the teachers on the ideas expressed by them at one of the morning's sections. The schools in which there is a certain amount of practical science-teaching are those in which the best results are produced in all other branches. We need a variety of food. The science of cram was described to be the giving of food to a child for which it had no previous appetite and no subsequent digestion. Whatever you can get the child to assimilate mentally, in so far you have educated it. But impart that knowledge for which it has an appetite and digestion. Sir William closed his lengthy but admirable address by citing the advice Paul gave to Timothy, "Be gentle unto all men, apt to teach, patient; in meekness instructing those that oppose themselves." This embodied the whole moral influence of the teacher. Sir William took his seat amid loud applause.

For the REVIEW.]

#### A Plea For Music.

In arranging our public school systems it is too often considered, that when spelling, grammar, arithmetic and others are included, we have a course complete and useful, full enough to equip the student with sufficient material for his ordinary use in life. This is true in part, and I would not in the least undervalue these subjects, far other is my intent, but rather to make some suggestion, whereby the hours of study may be enlivened and brightened, with quite as successful results.

It is not natural for man to be satisfied with continual labor, with no recreation to lighten the turmoil of business hours. He goes to his work more contented and far happier after an evening of pleasure and enjoyment. And this is doubly true with children. Peep with me into the school-room, and look at the little upturned faces that greet every new comer. The thought instinctively rises,—“How fully they enjoy the sunshine of life.” And while the usual routine of work has great benefits and pleasure for them, I believe we may truly call music the sunlight of the school-room. As gymnastics

## THE SENATOR'S REPLY.

Hon. Mr. Boulton Answers Sir Wm. Dawson's Open Letter.

To Sir Wm. Dawson, McGill College:

DEAR SIR,—I beg to acknowledge the receipt of your courteous letter, addressed to the Montreal GAZETTE, in reply to my arguments on behalf of the Province of Manitoba, in the school controversy. I desire to reply to one point made by you, dealing with the suggestion made by me that the general extension of national aid to voluntary schools would be one mode of remedying the grievance without invading the domain of provincial legislation. You express yourself as follows: "I say nothing of the suggestion to establish 'voluntary schools' in face of the provincial systems all over Canada as probably impracticable as well as unnecessary, but I fully agree with your estimate of the importance of some religious instruction in state supported schools." Opposition to the present Remedial Bill rests on similar grounds. It is "impracticable and unnecessary." The grievance can be disposed of without giving a wrench to the Constitution in the endeavor to institute a system of dual legislation in the Provinces.

In Great Britain there are voluntary schools, which are partially aided by the State, provided they act up to certain requirements as a guarantee of their efficiency. They are supported by voluntary subscription, with a Government grant per capita. I believe there is a controversy now going on as to whether these voluntary schools should, or should not, be placed upon the same footing as the Board, or public schools, to enable them to draw from the rates. The Board schools are undenominational; the voluntary schools are denominational, but the Bible and prayers are not forbidden to the children in the Board schools. We should certainly be able to evolve some system that will preserve the Bible for our children in the public schools, and yet satisfy the demands of those who desire to bring up their children with a denominational education. It is very doubtful if the way to accomplish that is to establish Federal control over separate schools as a special privilege for one denomination, and in one portion of the country. Parliament could enunciate some general policy which has, at least, the elements of equality, before it takes a fresh departure in constitutional usage, and if the discussion on the Remedial Bill lays the foundation for the practice of that principle, it will, at least, have served a useful purpose.

Yours sincerely,

CHAS. A. BOULTON.

Ottawa, February 27, 1896.

In reference to your calling attention to my position in Parliament giving me a voice in the settling of this question, I might say that if the Bill was sent up to the Senate cut and dried in the Commons, I would be able to express my opinion, but I would have little weight in changing its terms, therefore I have, like yourself, to make use of the press to give timely weight to my arguments.

C. A. B.

The bicycling people are figuring on selling 2,000,000 machines this year at an average price of \$60 each.



Why is it that one man is old and decrepid at 45, and another

REMEDIAL LEGISLATION.

AN INTERESTING LETTER ON THE SUBJECT BY SIR WILLIAM DAWSON.

Ottawa, Feb. 12.—In the course of his remarks on remedial legislation at the Conservative caucus yesterday afternoon, Sir Charles Tupper read the following letter from Sir William Dawson on the subject:—

Dear Sir Charles,—Referring to our conversation a short time ago, I desire to mention the views I have arrived at, after a long educational experience on the question of separate schools, which has so unhappily been raised by the Government of Manitoba, after it had been supposed to be settled by the Constitution of the Dominion and by the arrangements based thereon for Quebec and Ontario.

While I have no doubt of the constitutional rights of minorities, and hold that a great responsibility has been incurred by those who have reopened this question, as an element of party strife, my own special standpoint is that of Protestantism in connection with the promotion of good education for all.

In this country all or nearly all the members of Protestant bodies have agreed upon a system of common schools, not purely secular, but recognizing the bible as the text book of religion and morals, and leaving more special teaching of a denominational character to the home, the Sunday-schools, and the ministers of religion. The clergy of the Roman Catholic Church in this country hold that the teaching of the particular doctrine of their church in schools is necessary to the spiritual welfare of their adherents. It thus happens that the people are, on what seemed to be purely religious grounds, divided into two camps, in the matter of education, each desirous to pursue its own methods.

The Protestant method has the advantage of securing combination of means in support of education, while avoiding that want of higher moral influence which injures purely secular schools, of freeing the state from any responsibility in the matter of particular dogma, of tending to social and national union among all classes and of evidencing the substantial unity of Christians, whatever their differences in details of doctrine. Hence, in a Protestant community so united, a dissentient minority is obliged, for conscience sake, to forfeit some advantages, whatever may be done in its behalf in the way of public aid, or of the general supervision provided by a national system. Protestants are specially bound to keep in view this suffering of the minority for conscience's sake, as their own assertion of right of private judgment and religious liberty has its obligations as well its advantages, and implies that tolerance which shall be willing to favor equal rights in the case of persons of different faith. This obligation is at present acknowledged in most Protestant countries and eminently in the British Empire. Nor have Roman Catholic communities been found unwilling to reciprocate in the case of Protestant minorities, as, for instance, in the Province of Quebec. The people of Manitoba have shown a praiseworthy zeal in the matter of education, and there may be circumstances in a new and sparsely settled country, which impose difficulties in the way of a liberal treatment of the minority, but it is a source of regret to their fellow Protestants in the other Provinces that they should not have been prepared rather to brave all difficulties and risks, than even to seem to be recreant to the good principle of liberty and conscience.

The experience of the older provinces proves that there are really no practical difficulties in securing the educational rights of minorities, whether Catholic or Protestant. In so far as the schools are supported by fees or local rates, the minority has a right to the benefit of what it pays. In so far as legislative aids are concerned, it has a right to its share in proportion to population, subject only to the condition that the money shall be expended according to the law, and for the purpose for which it was granted. This can be secured by the same inspection to which all public schools are liable. In the larger centres of population, and where the two creeds are approximately equal, there is no difficulty, and where either party is, locally, in a small minority and too weak to sustain an efficient school, it should have the power to combine the children of several districts and, if necessary, to provide means of conveyance for the more distant children. Where even this will not avail, under proper limitations, short time schools and temporary schools may be provided, and such specially weak communities may be aided by a small allowance to poor districts, as provided in other provinces. Even where there are isolated families, for whom neither of the above means are available, experience has proved that there is usually sufficient neighborly feeling to enable the commissioners of schools to make some special arrangements for the children of such families.

It is further to be observed that when the rights of the minority are respected the majority is left free to attend to religious education in such manner as it may deem best and, on the other hand, the whole responsibility of the general education of the minority is thrown upon it, or upon its leaders; and experience has shown that this has acted as a very wholesome stimulus in the improvement of the schools.

It is further to be observed that the creed which has the majority in a province may, in certain localities be in the minority, while that which is in the minority in the province may have a large majority in certain districts, and thus it happens that both parties may locally be in need of the privileges according to minorities. In an educational experience of nearly fifty years I have found these principles and methods capable of application in the case of minorities, both Catholic and Protestant, and conducive to the public good, not only in the advancement of education, but also in cultivating a friendly and charitable spirit, and the wholesome emulation between people of different creeds, and I would commend them to the consideration of the people of Manitoba, as more likely to promote the progress and education of their province than any methods which, however theoretically perfect, leave any portion of the people in a position which they may consider to be one educational or religious disability.

Education must be just to all, and not regulated by any feeling of jealousy on the part of different creeds. Should such jealousy or dislike exist, justice, and even liberality in all that concerns the welfare of the children will prove the best means for its removal. The present controversy respecting the schools of Manitoba may do good if it tends to impress more strongly on all parents the paramount importance, not only of securing the best possible education for their own children, but of aiding others, however different in religious belief, or however deficient in culture, to enjoy like advantages, and if it serves to enhance our appreciation of the benefits we enjoy under a constitution which respects alike the religious convictions and educational needs of people of every creed and origin, in this respect following the example of the great Empire to which we belong, which everywhere protects the weak against the strong, and accords equal civil and religious rights to all, without even excepting those who, when they have the power, deny such rights to others; in this being like the Father in Heaven, 'who maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.'

(Signed) J. WILLIAM DAWSON.

Montreal, Feb. 5, 1896.

The Board of Outdoor Relief acknowledges with thanks from Mr. James N. Laing, \$25; Mr. H. Spied, Lennoxville, \$7; a Fried, \$5; Cash, \$5; Mr. Henry Morton, \$10; Mrs. C.

MISS

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The Canadian Baptist.

VOL. XLII. WHOLE No. 2146

Editor - - - J. E. WELLS, M.A.
Business Manager - G. R. ROBERTS.

OFFICE:

9 RICHMOND ST. WEST, TORONTO.

SIR WILLIAM DAWSON ON THE SCHOOL QUESTION.

During the recent electoral campaign in Cape Breton, Sir Charles Tupper took occasion to read in public a letter which he had received from Sir William Dawson, approving the principle of Remedial Legislation. To this letter Senator Boulton replied in an "open letter." Sir William, in his turn, has now replied in an "open letter," which appeared in last Saturday's Globe. It is not for us to attempt to reply to that letter, as far as it is in answer to that of Senator Boulton. But anything from Sir William Dawson's pen is sure both to be worth careful reading for its own sake, and to carry weight by reason of the author's name. We have tried to read it dispassionately, with a view to ascertaining the considerations which cause so eminent a Christian thinker to espouse the Government's coercive policy, and to give those considerations the weight which properly belongs to them, apart from the personality of the writer. After explaining that he purposely avoided in his previous letter the constitutional and political aspects of the question, Sir William goes on to say that "the religious convictions of minorities should be respected," and adds that in this case "no one seems to deny that a duty is laid on the Dominion Government to do what it can in the direction of Remedial Legislation, provided that the Manitoba Government and Legislature decline to act in the matter."

Is this so? Is it not, rather, the fact that a very influential section, at least, of the opponents of Remedial Legislation join issue on that very question, and maintain that the "grievance" is not of such a kind as lays the Dominion Government and Parliament under either constitutional or moral obligation to interfere with the autonomy of the Province? Thus the fact assumed by Sir William is squarely questioned. Unless and until it is fairly proved, all the arguments built upon it must fall to the ground.

Apart from the question of fact, Sir William's assertion that as a principle, "the rights of minorities should be respected, with whatever body the right or duty to do this might lie," is altogether too indefinite and sweeping. At the very least it should be limited by the condition, "so far as they do not conflict with the rights and convictions of the majority." For instance, a minority, as is well known, hold very strong religious convictions that, seeing that they conscientiously observe Saturday as a day of rest and worship, they should not be forbidden to carry on their ordinary occupations on Sunday. To respect their convictions in legislation would logically make the observance of a day of rest for the nation impossible. Another minority have religious convictions that the authority of the rulers of the nation should be subordinate to that of the hierarchy, in any matter which can be shown to be in any way related to the Church, meaning the particular Church to which that minority belong. It is the religious conviction of still another minority that the Church should be endowed by the State, but to this other minorities are most conscientiously opposed, &c. And so the reductio ad absurdum argument may be applied in a dozen different ways, showing clearly that in all these cases the convictions of the minority cannot be respected without serious injury

and wrong to the majorities. It may even be irresistibly applied to the very case in hand. If the convictions of the Catholic minority in Manitoba should be respected in the way demanded, viz., by the establishment of Separate schools, the same respect must be paid to the religious convictions of the Church of England, the Mennonites, and we know not how many other minorities in that Province, and a Provincial school system would become impossible.

That the religious convictions of minorities should be respected in so far that they should be perfectly free to carry out their own ideas of religious work and worship, so long as it is not done at public expense and in no way interferes with the rights of other religious minorities; that their children should not be required to attend any religious exercises of which their parents do not approve, &c., is cheerfully admitted.

Correspondence

[Faded text, likely the start of a correspondence column, containing various words and fragments of sentences.]

Handwritten note: issue of 5.11.14

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# IF YOU Stylish, Perfect Fitting, ...SHIRTS...

At Popular Prices, the place to get them is at

**R. J. TOOKE'S,**  
177 St. James Street.

**PALMER'S** Largest Human Hair Store in the Dominion  
ESTABLISHED 50 YEARS.  
Sole Manufacturers of the Celebrated Borden Bangs in the Latest styles, looking as natural as one's own hair.  
**J. PALMER & SON, - 1745 Notre Dame Street.**

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**BLAKLOCK BROS.,**  
WAREHOUSEMEN,  
**Customs' Brokers,**  
FORWARDERS AND SHIPPING AGENTS,  
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MONTREAL.  
Merchants will find it more economical to try us than to employ a Custom House clerk, or do the work themselves.

**TACKLE.**  
  
We would respectfully remind the trade that we are headquarters for Hooks and Tackle of every description. Hold orders till our travellers call.  
**PORTER, TESKEY & CO.,**  
Canadian Agents for Hy. Milward & Sons Hooks and Tackle M'frs, Redditch, Eng.  
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**The New Model NO. 6 REMINGTON**  
Many notable Improvements, Matchless Construction, Unequaled durability, Unrivalled Speed.  
**EDISON MIMEOGRAPH.**  
The New Automatic Machine. Call and Examine.  
**SPACKMAN & ARCHBALD,**  
119 St. Francois Xavier St., Montreal

IF YOU ONCE DRINK  
**SIR JOHN POWER & SON'S**  
FAMOUS  
Three Swallows Brand  
**IRISH WHISKY,**  
YOU WILL NEVER WANT TO DRINK ANY OTHER...

**A Half-Million GOOD WHITE NO. 7 Envelopes**  
—AT—  
**75 CENTS PER THOUSAND.**  
**MORTON, PHILLIPS & CO.,**  
Stationers, Blank Book Makers and Printers,  
1755 and 1757 Notre Dame Street,  
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**KNIVES, FORKS AND SPOONS**  
STAMPED  
**1847 ROGERS BROS.**  
ARE GENUINE AND GUARANTEED BY THE  
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THE LARGEST SILVER PLATE MANUFACTURERS IN THE WORLD.

**Parker's Foundry,**  
19 to 29 Dalhousie St.  
We are casting every day, and in a position to fill promptly, all orders for Light or Heavy Castings that are entrusted to us.  
**MOSES PARKER.**

**Business Cards.**  
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OF MONTREAL.  
MANUFACTURERS OF  
RUBBER BOOTS AND SHOES,  
TWEED WATERPROOF GARMENTS,  
Belting, Hose, Packing, Horse Clothing and every variety of Rubber Goods.  
**MONTREAL, TORONTO, WINNIPEG.**  
**Contractors' -:- Supplies.**  
Wheel and Drag Scrapers, Side Dump Cars, Wheelbarrows, Rooter and Hard Pan Ploughs, Clay and Rock Picks, Mattocks, Shovels, Horse Power Hoists, Wrenches, Derrick Castings, WOVEN FENCING, WIRE ROPE and STEEL RAILS.  
—IN STOCK,—  
**SECOND-HAND WHEEL SCRAPERS.**  
Lowest Prices on Application to  
**JAMES COOPER,**  
164 St. James Street, - - Montreal

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OF ANY SECTION.  
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Consolidated Brake Shoe Co., Hillburn, N.Y.  
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**Railway**  
Phosphor Bronze  
Iron & Steel Beams,  
Telegraph & Telephone Wires.  
Cables, Wire Ropes,  
Sulphate of Copper,  
Chemicals, Dyestuffs.

**ROOFING**  
**Sparham Cement**  
New Roofs laid and guaranteed for ten years.....\$ 5.00 per square  
Old Canada Plate Roof and Old Slate and Galvanized Iron, covered with cement and guaranteed for seven years... 4.00 per square  
Flat Soldered Tin Roofs, covered with cement..... 3.00 per square  
Prices given for Gravel and Rosin Cement Roofing. Cement Cellars a Specialty.  
**CAMPBELL & GILDAY,**  
Sole Agents for Montreal and Vicinity.  
309 St. James Street, Montreal,  
Bell Telephone, 1172. Federal, 665.

**PURE OAK TANNED BELTING**  
**THE J.C. McLAREN BELTING CO.**  
MONTREAL

**BOARD OF TRADE,**  
Montreal.  
I certify that MR. DUNCAN CAMERON has been duly appointed Weigher, Measurer, and Gauger, for the City of Montreal, and his certificates are receivable as prima facie evidence in all courts of justice in this province. I further certify that no other Weigher, Measurer, or Gauger, has been appointed by this Board.  
GEO. HADRILL, Secretary,  
Montreal Board of Trade.  
**D. CAMERON,**  
City Weigher, Gauger and Measurer  
14 ST. SACRAMENT STREET.  
Telephone No. 773.

Montreal Herald Jan 4/1865

MONTEAL HERALD

the attention of all friendly to the higher Protestant education. Their case may be shortly stated as follows:—

1st. It appears from despatches and other public documents, that it was the desire of the Government of Great Britain to promote the settlement of an educated English population in Lower Canada, and to afford the means of a higher English education, by grants of Crown Lands for the endowment of a University, Colleges, and High Schools, of a public and non-denominational character. After the establishment of the Board of Royal Institution, and the provision of the McGill endowment, these objects were sought to be effected through the Royal Institution, and the McGill University, and from 1801, up to the Union of the Canadas, repeated efforts were made by the British Government and the friends of education here to realize these advantages, so important to the welfare of Canada as a dependency of the British Crown. These efforts were frustrated by influences to which it is not necessary now to advert; and while munificent grants of lands for the higher education were given in other Colonies, and while the liberal grants of the French Crown to the old French Seminaries were preserved by them, no such advantage has been enjoyed by the English population of Lower Canada. 2d. The endowment of Mr. McGill was given with the understanding that such public grants of land would be made. This appears from the fact that Mr. McGill proposed to found a College in the University what was to have been maintained by the grants to be given to the Royal Institution. 3. The McGill University not only failed to receive the intended grants of land, but though the oldest remaining in British America it received no public aid whatever until 1854, when it obtained an annual grant of \$7,000, which has, however, been gradually reduced in subsequent years to \$2,677, though the number of regular students of the College has increased from 97 to 300, and though in the passing of the Superior Education Act in 1856, the hope was held out by the Provincial Government, in answer to the claims then urged by the University, that under that Act a great improvement would take place. Further, though the grant given through the Royal Institution to the High School has been continued, it has not been augmented, though the number of pupils has increased from 185 to 286, and it is still burdened with the education of 30 free government pupils, whose fees would amount to more than \$1200. 4th. The McGill University is a public and non-denominational institution, and as such enjoys a large share of public confidence, as evidenced by the endowment fund of \$60,000 contributed to it by citizens of Montreal, and by the recent completion of its buildings by the liberality of Mr. William Molson, as well as by the endowment of several medals by citizens of Montreal. 5th. The same placed at the disposal of the Board, whether by the Legislature or by private benefactors, have, under careful and prudent management, enabled it to collect an able and efficient staff of 32 professors and teachers, and annually to extend the most important educational advantages to above 900 pupils, of whom about 300 are regular students in the Faculties of Law, Medicine, and Arts; a result which it may be confidently asserted has not been surpassed by any other institution with similar means. 6th. Notwithstanding the most rigid economy, and the most self-denying exertions on the part of the Governors and officers of the University, its income falls short of the absolute requirements of its work, and does not enable adequate salaries to be given to its officers, or the requisite additions to be made to its library, apparatus and museum. Still less will it permit the provision of Bursaries for poor students, or such increase in the expenditure as is de-

in progress by the affiliation of new colleges. So alarming indeed did the depression become in 1863, as to necessitate the withdrawal of the aid formerly given by the University to the High School, and the closing of a very important department of scientific education, the course of Civil Engineering in the Faculty of Arts. These claims have been often urged by the College authorities, and as promises of relief were given from time to time, they have been unwilling to enter into any public agitation on the subject. In the present crisis of our educational affairs, they regard it as a duty to the important interests confided to them, and in which they are not more deeply interested than other members of the community, to lay the case before the public. In doing so they ask that a vigorous effort may be made to settle the long pending question whether the higher Protestant and English education in Lower Canada is to receive any substantial public aid, in fulfilment of the pledges given by the British and Colonial Governments, or whether it is to be understood that the English population of Lower Canada are to be deprived of the advantages in regard to superior education enjoyed in other Colonies, and must depend for this important matter solely on their own exertions. Whatever the result of this application the higher Protestant education as represented by McGill University must be sustained; but it is the duty of the Board of Governors and of the public generally, to leave no proper means untried for securing a favorable result.

CONFEDERATION AT HALIFAX.—A recent meeting on this subject at Halifax terminated in a row. At the meeting the opponents of the scheme desired to be heard. This being refused them by the friends of Confederation, there was an adjournment. At the adjourned meeting was met as before; the friends of Confederation alleging that it was an adjourned meeting of those favourable to the plan, and that none others could speak. The end appears to have been a wrangle and a break up of the meeting; the friends of Confederation, however, having shown themselves the strongest party.

THE TORONTO GRAND JURY OR THE RAIDS.—The presentment of the Toronto Grand Jury on this subject will be found in this issue.

PRESENTATION.—A committee from No. 4 Company, Royal Light Infantry, called upon their Captain, Thos. Kirby, Esq, Manager Commercial Bank, on New Year's Day, and on behalf of the Company, presented him with a silver mounted cane, in token of the good-will existing between the men and their commanding officer. The cane bears the inscription—"Presented to Capt. Kirby, by the members of No. 4 Company Royals, January 1st, 1865.

THE WORK OF THE FIRE DEPARTMENT LAST YEAR.—The Chief of the Fire Department has kindly furnished us with the working of the Department for the year, from the 1st January till the 31st December, 1864.

Table with 2 columns: WARD, FIRES, ALARMS. Rows include East, Centre, West, St. Ann's, St. Antoine, St. Laurent, St. Louis, St. James, St. Mary, St. Marc.

Montreal, December 31, 1864. A. BERRAN, O.F.D.

PETITION OF BENJAMIN OF MCGILL COLLEGE AND UNIVERSITY.—In view of the projected constitutional changes in this country, the authorities of McGill University propose to make a final effort to secure the attention of the Government and Legislature to what they regard as its just claims, and for this purpose they have prepared a memorial fully setting forth their case, and also a petition in support thereof for public signature, to which they desire to invite

On the fourth of November this year, half a century had elapsed since the close union, which for 434 years had existed between Denmark and Norway was dissolved, and a forcible annexation of Norway to Sweden effected by the allied powers. In memory of this half centennial union, great festivals took place both in Sweden and Norway. The venerable divine W. A. Wexels, celebrated throughout all the North for his acuteness of discernment, devotedness to his sacred office and sacerdotal eloquence, emptied his goblet, and delivered a speech in memory of

Mr. Blake in his letter to  
West Durham.

### EDUCATION OF TEACHERS.

Referring to the article in our issue of Monday, we are glad to state that arrangements of the kind desired by Dr. Gordy in Ontario are already in operation for the province of Quebec in McGill university and the Provincial Normal school affiliated to it. These arrangements are twofold. First—Teachers in training who have taken the higher diploma of the Normal school may enter the university as undergraduates in arts, and may go on to the intermediate examination, and while pursuing their course have the same privileges as to bursaries, etc., and are under the same obligations with students of the Normal school. On passing the intermediate examination of the university, they may obtain an academy diploma, or at their option may continue for two years longer and on graduating may take a diploma of the highest grade. Secondly, undergraduates of the faculty of arts, who have not attended the Normal schools, but who are desirous of becoming teachers, may obtain the highest grade of diploma, and in order to enable them to do so a special course of lectures on pedagogy is provided for them by the Principal of the Normal school, which such undergraduates may attend in the third year of their course, and along with this they are required to take, under the supervision of the Principal of the Normal school, a certain amount of teaching in the Model school, so as to give them practice in the best methods. In these ways provision is made, under regulations of the university and of the Normal school, approved by the Protestant Committee of the Council of Public Instruction for securing highly qualified teachers, both male and female, for the more advanced schools.

ISABELLA OF CASTILE.

Of Isabella  
Joanna,  
Austria,  
whose son  
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...ers who have sought  
 al difficulties to build up  
 lish population a practical and symmetrical  
 educational system reaching from the  
 elementary schools to the universities.  
 Yet in this province no model furnished by  
 other countries can be precisely applicable.  
 Our educational system is intended to meet  
 the wants of a minority whose views  
 are based on those of Protestant Britain,  
 and who here occupy the to them unwont-  
 ed position of being politically subject to a  
 majority, whose leaders seem from our point  
 of view to have both methods and aims in  
 education very different from ours. In these  
 circumstances it is ground of congratula-  
 tion and thankfulness that our educational  
 law permits to some extent the independent  
 prosecution of our own education-  
 al projects. This, though it throws  
 added burdens and responsibilities on  
 us, enables us so to frame our own cul-  
 ture as to be able to take a place in the  
 social and moral elevation of our province  
 out of proportion to our numbers, and war-  
 rants us to hope that, with unity and energy  
 and with a wise avoidance of stagnation on  
 the one hand and revolutionary schemes on  
 the other, the educational system of the  
 Protestant minority of Quebec may keep  
 pace in the future, as it has done in the past,  
 with that of any other country. In evid-  
 ence of educational progress he referred  
 to the remarkable development of the  
 Protestant school system of Montreal since  
 the act of 1868-9 enabled it to extend itself.  
 Those present knew what it is to-day, and  
 the rapid advance within the few past years.  
 Few of them could compare it from personal  
 knowledge with what it was twenty years ago.

...only work  
 the profession of teaching in the country,  
 but had prepared beforehand the teachers  
 for the city schools. Even within the past  
 two years, under the able management of Dr.  
 Robins, it had strengthened its staff and  
 course of study, and had gained much ad-  
 ditional power by connecting itself with the  
 university in the matter of preparation for  
 academy diplomas. Another step of pro-  
 gress was the institution of a provincial  
 board of examiners for teachers' diplomas,  
 whereby greater uniformity and excellence  
 would be secured. In connection with this  
 and other matters mention should be made  
 of Mr. Rexford, the English secretary of the  
 Educational department. Within two years  
 the university examinations for the certifi-  
 cate of associate of arts had been  
 extended to all the academies, and  
 thus another important link of con-  
 nection between the schools and  
 the universities had been formed while all  
 would be subjected to uniform examinations.  
 A struggle was now being made for such  
 unification of the examinations for entrance  
 into professions as would meet the wants of  
 the academies, and also for the recognition  
 of the degree of B. A., and though these  
 ends had not yet been attained some pro-  
 gress had been made and public opinion  
 was being formed. The subject of technical  
 and industrial education, now so warmly ad-  
 vocated abroad, had commended itself  
 to the attention of educators here.  
 The Normal school had made the experi-  
 ment of a workshop, and mechanical schools  
 had been planned in connection with the  
 university. Here it was necessary to notice  
 some distinctions. The business of the edu-  
 cator is not with apprenticeship to trades.  
 This belongs to the workshop and the fac-  
 tory; but the educator has a wide scope. To  
 him belongs the development of the mental  
 power of the future workman and  
 the storing of his mind with neces-  
 sary knowledge of the general char-  
 acter. He may also do much for the  
 development of manual skill and of that  
 knowledge of the properties and uses of ma-  
 terials which is important in all trades and  
 professions. He may also go on to a train-  
 ing in scientific facts and principles invalu-  
 able to the artisan, and this may be perfect-

ed in colleges or applied science. From the  
 kindergarten to the faculty of applied  
 science in the university, work of this kind  
 is now going on and must develop itself  
 greatly in future years, though it  
 must always be kept in subordination  
 to the work of general education  
 on which the usefulness of the whole de-  
 pends. The educational outlook for the  
 English minority is by no means so gloomy  
 as some imagine. When in Quebec recently  
 he had been pleased to note in the reports  
 of the inspector of academies and model  
 schools, Dr. Harper, a decided tone of im-  
 provement in all the schools visited by him,  
 and there was no doubt a similar movement  
 in the elementary schools. By persevering  
 effort and self-sacrifice we have overcome  
 many obstacles in the past, and we have a  
 vantage ground not to be despised for effort  
 in the future. Even the relative decrease of  
 the English population in some parts of the  
 province need not cause despair. The pro-  
 vince of Quebec cannot prosper without the  
 English element, or, if this must disappear,  
 then the French majority must adopt our  
 educational methods if they would take our  
 place.

The election of officers for the ensuing  
 year resulted in the following returns:—  
 President—Mr. A. W. Kneeland.

- Vice-presidents—Drs. Kelley and Robins,  
 Miss Moore and Mr. Curtis.  
 Secretary—Miss Peebles.  
 Treasurer—Mr. C. A. Humphries.  
 Council—Messrs. Patterson, Smillie, Fer-  
 guson and Parmelee, Misses James, E. Scott  
 and L. Robins.

In the matter of the proposed question of  
 summer schools, Dr. Kelley announced that  
 arrangements had been completed with  
 Dunham Ladies' college for July 1 to 19.  
 Board had been placed at the extremely low  
 rate of \$2.25 a week to members of the asso-  
 ciation, and \$2.50 for non-members. The  
 services of the following teachers have been  
 secured in the various branches specified:—

- Elementary and advanced French—  
 Messrs. L. R. Gregor, B.A., and H. H. Curtis.  
 Botany—Miss Derrick, of McGill.  
 Drawing—Miss Semester, who will also  
 give instruction in drawing plants.

A class in elocution and vocal culture  
 will be taken by Prof. Stephen. This  
 scheme will serve the two-fold purpose of  
 mental and physical recuperation, and will  
 no doubt be the means of attracting a larger  
 number of other people than teachers.

**BOARD OF TRADE COUNCIL.**

**Harbor Police Dues—Tidal Observations**  
**—Dead Letters.**

At the meeting of the Council  
 of Trade yesterday

Feb 22/89

THE GAZETTE MONTREAL

AGRICULTURAL EDUCATION.

Sir William Dawson Opens the Somerville Course.

The Importance of Giving Public Encouragement to the Introduction of Such Practical Subjects in the Schools.

Sir William Dawson delivered the introductory lecture of the Somerville course at the Natural History rooms last evening, taking for his subject "Agricultural Education." In the course of his lecture Sir William said: In selecting a series of subjects for the Somerville course of the present year, the Lecture committee may seem to have gone somewhat afield from its ordinary path; but in reality the topics selected are of paramount interest to all men, whether of the city or the country. It should be interesting to every intelligent person to know something of those great processes by which food is produced out of the earth for every living thing, and by which the products of death and decay are restored to life and usefulness. The cultivation of the soil is in all civilized countries a chief branch of industry, and in some, like our own country, it vastly surpasses all others in importance. The citizen, as well as the farmer, lives by the field, for he depends on it for his food, his raw materials and his customers. Montreal would dwindle into insignificance if the transference through its marts of commerce of the products of the forest, the orchard and the field were to cease. In modern times agriculture and its allied industries have become scientific arts. I can remember the early triumphs of scientific agriculture. When in 1841 the late Prof. Johnston began the publication of his lectures on agricultural chemistry, they came to the men of that time almost like a revelation. I remember reading them, as they appeared, with as much avidity as if the work had been a new novel, and feeling that a fresh power for good had been developed in the world by this new application of science. It is to this aspect of the subject that I desire to direct attention this evening—to the educational relations of scientific agriculture. The work of the educator is distinct from that of the practical farmer. It consists, not in practising the processes of agriculture, but in teaching the laws which regulate them, or, in other words, the natural properties of the soil and the plant, and the chemical and physiological facts on which the success of agriculture depends, and laws which have been established as the conditions of successful culture of the soil. Education as to these enables the young farmer to understand the reasons of success and failure, of the efficiency of methods of tillage and manuring, and of the injurious effects of various blights and diseases of crops. Such knowledge gives confidence and skill; it enables the educated farmer to detect

FALLACIES AND ERRORS OF PRACTICE, and to decide intelligently as to every step of his work, while it gives interest and dignity to his art, and raises it to the position, not only of a skilled industry, but of a scientific profession. Thus the teacher though not a farmer may become a power in agricultural improvement, and may thus aid in vastly increasing the wealth and prosperity of the people. He may teach of the soil; of its derivation from the rocks of the earth; of its wonderful and complex composition; of its action on manures, in retaining them within it, and parting with them to the roots of plants; of the causes of its fertility and barrenness; of its impoverishment by cropping; of its improvement by tillage, by draining and by the application of various substances to it. He may enter into the reasons of all these, and their bearing on the practical work of the farmer, on his successes and failures, and may show how they ought to be avoided by a proper understanding of the causes which lead to them. He may teach of the relations between the mineral ingredients of the soil and the ashes of the plant, and of the bearing of these on the question of the fertility of some soils and the barrenness of others, and the reasons why any soil becomes exhausted by cropping. He may teach of the plant, of the elements of which it is composed, of the sources, in the earth, the air and manures whence these are derived, of the kinds and proportions of food required by different plants, and the best means of supplying them; of the wonderful structure of the vegetable fabric, and the manner in which it forms, from the material on which it subsists, the various products which it affords. On these subjects the discoveries of chemistry and physiology enable us to speak with much confidence as to the requirements of each crop, and its relations to the soil, to the air and to manures, as to the uses of rotation of crops, and of special manures, and as to the causes of deficient produce, with many other important points, which, but for such knowledge, would be involved in doubt and darkness. He may teach of manures—a subject hardly less interesting than the previous topics, and quite as useful. Here we have to consider the decay of dead vegetable and animal matter, and its resolution into food for plants; the losses to which the richer organic manures are liable; the nature and uses of mineral manures, with their various effects, whether directly as food for plants, or indirectly through the chemical changes which they induce in the soil. No subject has in our day more engaged the attention of chemists, and in none have more

IMPORTANT DISCOVERIES been made. He may teach of the several cultivated crops in detail, noticing their history, their modes of culture, their preferences in relation to soil, treatment and manure; their produce—its uses to man and animals—and their enemies and diseases. He may, in like manner, proceed to apply the principles learned under these heads to the various modes of tillage, manuring and rotation, and to the treatment and feeding of domestic animals. In this more practical department, the amount of instruction need be limited only by the knowledge of the teacher, and the time at his command. All these topics lie at the very threshold of agricultural knowledge and practice. They may be pursued to any extent, and the highest culture and mental powers may be applied to them, but their elements may be learned by young persons at school, and a foundation may be laid on which they may build the highest and most successful prosecution of the most useful of all arts.

The lecturer then proceeded to illustrate one of these subjects, the relations of plants to soils, by noticing the composition of fertile soils, the ingredients required from the soil by different plants, the manner in which certain plants exhaust the soil, the special uses of phosphates, alkalis, etc., in restoring exhausted soils, the restorative powers of irrigation, the wealth remaining in the subsoil after the surface soil has been exhausted. These points were illustrated by a variety of familiar examples, and the lecturer then referred to a simple text-book of Agricultural Chemistry which he had prepared many years ago, and proceeded to indicate the manner in which the subject had been taught in the Normal School with the view of introducing it into the schools generally, and the importance of giving some public encouragement to the introduction of practical subjects of this kind, which while conducive to mental training and general intelligence, were of great practical value.

It was announced that next Thursday evening would be occupied with the annual conversatione of the society; but that on Thursday, March 7th, the Hon. Mr. Joly would lecture on "Forestry for Canada." The chair was occupied last evening by

Dr. Hingson, ance. At the vote of thank motion of Pr

Sprague

The ELECT

Owing to the city of Philadelphia being at a distance will soon be over quite a number of the Sprague York, have been stationed at Philadelphia. The power is very much improved. This machine is the most perfect of its kind, and will run for 200 hours without stopping. It is very much improved. This machine is the most perfect of its kind, and will run for 200 hours without stopping. It is very much improved. This machine is the most perfect of its kind, and will run for 200 hours without stopping.

Messrs. ...

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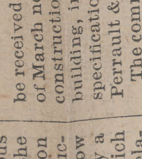
THE SCOTTISH COMPAN

G. LU ...

THE SCOTTISH COMPAN

The Court, considering and exhibits presented, and that the Commission appeared and do not submit any objection to the proposed arrangement, and that the Court has approved of the same, and appointed Edwin Hanson, both accountants, carry on partnership under the name of Hanson Brothers, of the estate and effect of the said deceased.

(Signed) M. A. CHAS. O. I.



be received up to SA of March next at the construction of an ed building, in accordance with the specifications to be sent to Messrs. Perrault & Mesnard, The committee do accept the lowest offer. (By order.) A. G.

CITY CLERK'S OFFICE, City Hall, Montreal, 20th Feb 1889.

DORCHESTER

IS HER Special the W street, in St. Lawrence street Ward, of the city of and is now deposited All persons whose liable for the payment assessment, are he amount thereof to the office, within ten d last insertion herof

CITY HALL, Montreal, February (To be inserted in Herald on the 19th January, instants.)

Exchange B IN LIQ

By order of the S of FOUR (4) PER C estate has been dec payable at their of Montreal, on a February instant. Any contestation or any collection with the Liquidator mentioned. A. I. W.

Montreal, 21st

IMPARTAN BA

PRINTI

We offer for se lowing first-class order and ready One Two-Revolut four-roller. N. \$4,250. One Two-Revolut four-roller. Now offer These two pr years in use, an . Campbell's is made, and is One Double-Roy Cost \$1,900 One Double Cyl in printing 3 1/2 x 5 1/2. Only \$1,200 One Royal Po Cost \$1,800 Two Forsait H papers. Double Ro R Or to DOMINI Or to C