

"At the farther shore of the lake, we left the channel of the Madawaska and entered Barry's Bay. Narrow, winding, very deep and islet-dotted, it is about seven miles in length. Its shores are covered with a pine forest. Its waters, which are wondrously clear, are said to abound in fish. Long, narrow inlets stretching far into the land, seem to be characteristic of the Madawaska.

"At half past one in the afternoon, Welshman's Landing, at the head of the Bay, was reached. There I found Mr. Whelan, one of the trustees of the School at Bark Lake, waiting to convey me to my destination in his 'spring-board.' Bidding good bye to my guide and canoe-man, who returned to Combermere, I was driven up the Opeongo Road to the School-house, to visit which I had travelled over one hundred and twenty-five miles of Colonization road and water.

"It is a log building. The roof is composed of basswood troughs. With the exception of the door, window sashes, and teacher's desk, the whole owes its construction to the chopping and broad axe. Floor, benches, and desks are made of planks hewn from logs. The interior I found scrupulously clean and ornamented with spruce branches. The windows, not extensive affairs, were provided with curtains formed from newspapers—in every part of the Province a certain indication of a lady teacher.

"Sixteen pupils were in attendance; the classes represented, being the first, second and third. The order was excellent. The pupils, apparently, respected their teacher, and were anxious to appear to the best advantage. The teacher is ambitious to have a reputation for success, and is enthusiastic in her work. Possessed of a limited education, she has not of course, the most approved methods. In common with too great a proportion of her fellow-teachers in more favoured districts, she has failed, in some respects, to learn what the elements of the best teaching are. The school, however, does not compare unfavourably with other schools in new and remote districts.

"Much of its success is due to the perseverance and intelligence of a few of the settlers. During the winter season the Opeongo Road, which passes through the section, is the scene of an almost constant traffic, the supplies for the lumber shanties in the valley of the Madawaska passing up this route. A tavern, kept by my host, Mr. Whelan, is much frequented by travellers. Adopting the plan so frequently used by children who get the store in their Missionary boxes augmented by presenting them to visitors at their parents' houses, Mr. Whelan never loses a fitting opportunity for pressing the claims of the school upon his guests.

"By such donations as these, by the voluntary contributions of the settlers, and by the liberal aid granted by the Department, the school has been kept open during the past two years, a suitable supply of maps, tablet reading lessons, and apparatus, has been provided, and even prizes have been distributed among the scholars.

"Still another noticeable feature about the school. The scholars were, at my visit, Protestant and Roman Catholic, in about equal proportions. All however, joined in singing 'O so bright,' 'Marching along,' and another similar melody, their teacher accompanying them with the music of a concertina. The singing was not good, the instrument sadly out of tune, but despite the drawbacks, the whole thing was very pleasing.

"After dinner, I addressed a meeting of residents. The immediate result of the explanations of the amendments to the school law affecting such districts as theirs, was, that I was presented with a petition, signed by the requisite number of heads of families, asking to be formed into a regular school section. This document, together with an explanatory note, I forwarded to the Stipendiary Magistrate, John Doran, Esquire, Pembroke, who has since formally joined with me in establishing a school section. Its boundaries are as follows: 'On the south by the seventh concession line of Jones; on the east by the line between Sherwood and Jones; on the west by Bark Lake; and, on the north, by the rear line of the Free Grant Lots on the Opeongo Road.' The date of the formal establishment of the Section was October 16th, 1874. At a first Annual Meeting, held subsequently, three Trustees were elected, and Auditors appointed. An assessment of the taxable property will be made this season. The Trustees also promised to raise the walls of their School-house some two feet and put on a better roof.

"At 4.30 a.m., September 11th, I commenced my homeward journey. Wearied of the jolting on the boulder-strewn roads, I took a route different, to some extent, from the one taken on the previous day. A chain of the lakes, the most northern being the largest, and the middle the smallest, passes through parts of the Townships of Sherwood and Jones. This chain is known by the name of Carson's Lakes. Between the largest and the smallest the Opeongo Road runs. On the last mentioned I again set sail, guided by another voyageur. The forenoon was spent in reaching Combermere, our route comprising two of Carson's Lakes, a creek connecting them, a portage of a mile and a half, and Barry's Bay. The tedium of the journey was lessened by a recital by my canoe-man, a genial,

and unsophisticated French Canadian lad, of most marvellous tales. One prominent article of his creed was a belief in the existence, in Carson's Lakes, of a sea serpent. I tried to laugh him out of this superstition. All was in vain. *He had seen it.* About noon, Combermere was again reached. The whole of the afternoon was taken up in driving to School Section No. 2, Carlow and Mayo, eighteen miles distant. For more than twelve miles the road, or rather track, lay through a forest, where neither house nor clearing was to be seen. That night, and the next two days, I spent in the house of the hospitable Reeve of the municipality, where I was glad to find, to my surprise, an old Toronto acquaintance, a graduate of Toronto University, and a theological student in Knox's College. The interval between the closing of one session of the College and the commencement of another, he was employed in ministering to the spiritual necessities of the people.

"On Monday, the two schools in Carlow and Mayo were inspected, and the night spent at the large farm belonging to the lumbering firm of the Conroy estate.

"A great part of Tuesday, September 15th, was occupied in driving through an unbroken stretch of woods, fifteen miles long, between the settlement in Carlow and School Section No. 4, Monteagle. Here again there was no road for summer travel. Several times I was forced to unhitch my horse and lift my buggy over fallen trees. To make matters worse, while yet but half over my journey a pelting thunder storm burst upon me. An umbrella lay in my conveyance but could not be used. The outspreading arms of the trees would soon have forced me to close it, even had the nature of the road permitted me to guide the horse with one hand.

"About 3 p.m., I reached the School-house in School Section No. 4, Monteagle. Very few children were in attendance.

"The next seven days were spent, with the exception of an intervening Sabbath, in visiting the Schools I had not inspected in my journey northward, meeting with Trustees, and in attending to other matters connected with my work. The afternoon of the 22nd, brought me to Madoc. Two schools left unvisited, I have since inspected.

"My tour extended over fifteen days. During this period I inspected fifteen Schools, met with thirteen Boards of Trustees (some individually in their own houses), held one public meeting, formed one School Section, and travelled over three hundred and twenty miles of Colonization Road, bush, track, and water."

5. CANADIAN EDUCATIONAL ITEMS.

The curriculum of Queen's College, Kingston, has been thoroughly revised, and many changes introduced. The most important of these is the new degree of Bachelor of Science (B. Sc.), which may be obtained for distinguished merit in either of the following groups of subjects:—(1). Mathematics, natural philosophy and chemistry, with other natural sciences; and (2), logic, metaphysics, ethics, Latin and Greek classics, history, rhetoric and English literature. The net result of the changes in the curriculum will be, according to the *College Journal*, to make the system of education more elastic, and to afford to every student more and better opportunities of gaining knowledge and distinction than were enjoyed under the system which it is intended to supersede. The changes made are founded on the plan followed in the universities of Glasgow and Edinburgh.—*Liberal*.

The P. S. Inspector of Napanee speaks in high terms of frequent written examinations as a means of cultivating habits of neatness and accuracy in the pupils. A strong plea is urged on behalf of drawing in schools as a means of cultivating the sense of the beautiful, and of affording the pupils rational occupation and enjoyment.—*Ibid*.

The Orillia *Packet* urges the necessity of giving teachers better salaries, and of raising the standard of qualification as a means of elevating the profession and keeping good men in it. Attention is also drawn to the connection between the health of the pupils and the nature of the building and their own personal habits. It argues that the school hours are long enough for study if properly used, and protests against cultivating the memory at the expense of the thinking powers. It winds up with a reflection upon the ordinary method of granting prizes in Schools—a subject on which it might profitably have enlarged. Much good would be done if the Provincial press, generally, were to devote more attention to educational matters, pointing out defects, indicating the way to make real progress, and, above all, keeping parents and guardians constantly in mind of their duties and responsibilities in connection with our school system.—*Ibid*.