

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

If not called for within one month, the Postmaster will please send to the School Inspector.

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXVIII.

TORONTO, JULY, 1875.

No. 7.

CONTENTS OF THIS NUMBER.

	PAGE
COMPETITION SCHOOL EXAMINATIONS	97
I. SCHOOL AND COLLEGE EXAMINATIONS	98
II. EDUCATION IN VARIOUS COUNTRIES.—(1) Teachers and Taught; (2) New Educational Theories; (3) Normal School Students in the Public Schools at Ottawa; (4) The Deaf and Dumb Institution; (5) Education in England; (6) National School of Cookery in London; (7) The American Centennial and Education	101
III. COUNCIL OF PUBLIC INSTRUCTION.— Report of Proceedings	103
IV. PAPERS ON PRACTICAL EDUCATION.—(1) Necessity for a Teacher's Higher Literary Culture; (2) Tact in Teaching; (3) Claims of Little Children; (4) Manners in the Public Schools; (5) Incentives to Good Reading and Correct Spelling	105
V. MONTHLY REPORT ON THE METEOROLOGY OF THE PROVINCE OF ONTARIO	108
VI. BIOGRAPHICAL SKETCHES.—Sir William E. Logan, F.R.C.S., F.R.S.; Mr. George Dorrner; Death of Chiefs of the Six Nations	109
VII. MISCELLANEOUS.—(1) "He Found None"; (2) Laughing Children; (3) Court-tesies to Parents; (4) The Songs of Birds; (5) Enemies to the Potatoe Bug; (6) The Lovell Venture; (7) Ontario Teachers' Association	109
VIII. DEPARTMENTAL NOTICES	112
IX. ADVERTISEMENT	112

COMPETITIVE SCHOOL EXAMINATIONS.

This time last year we called attention to the growing desire of several Public School Inspectors to institute competitive examinations among the Schools of their Townships. Such an examination of a very successful character was recently held in some of the Townships of East Durham. Thus we learn that:

"Mr. Tilley, the energetic Public School Inspector of East Durham, has been highly successful in organizing a scheme of competitive examination among the schools of some of his townships, and in establishing a teachers' professional library in connection with the Teachers' Association. The Council of Cavan seem fully alive to the importance of the work being done by the Educational Association, and not only gave \$10 towards the prizes, but also \$20 towards establishing a teacher's professional library. The Council of Manvers also granted a like sum for the latter purpose. Would that we could say as much for the Hope Council."

The subject has recently been under the consideration of the Perth Teachers' Association, and we have much pleasure in inserting the following extract from its proceedings on the subject:—

"The committee appointed to wait on members of the county council, to obtain a grant of money for holding competitive township examinations reported favourably, and the president stated that he found the council anxious to do anything that could aid in advancing the cause of education in the county of Perth. It was resolved that a cordial vote of thanks be given to the county council through the warden, for their liberality in making the required grant, and that the secretary forward a copy of this resolution to the warden. The report of committee on regulations, for holding township competitive examinations was read. After a full and thorough discussion of the various clauses of the report, the following regulations were finally adopted:

1. That the first examination be held on Wednesday, the first day of December, 1875, and subsequent day if required.
2. That the Inspector be requested to appoint the places where such examinations shall be conducted in the different municipalities.
3. That pupils be examined for entrance to classes 3, 4, 5, 6, and for special prizes in class 6.

"4. That no pupil over 11 years of age be permitted to compete for a prize for entrance to class 3; over 13 to class 4; over 15 to class 5; and no pupil who has previously been admitted to any class, be allowed to pass the entrance examination to that class; also that pupils who have obtained certificates as teachers, and still attend public schools, be not allowed to compete in any class, but that pupils who have passed an entrance examination to a high school, held within one month of the time of such uniform competitive examination, be allowed to compete for prizes as though no such high school examination had been held: that none but pupils residing in the county be permitted to compete, and that in order to preserve uniformity of attendance, pupils in union schools attend the examination conducted in the municipality in which the school house is situated, unless in case of unions with other counties, in which case the part of the pupils residing within the county will be allowed to compete in the municipality in which they reside.

"5. That pupils for admission to class 3, be examined in reading, writing, spelling, arithmetic and grammar; class 4, in reading, writing, arithmetic, grammar, spelling, geography and composition; class 5, reading, writing, spelling, arithmetic, grammar, composition and geography; class 6, reading, writing, spelling, arithmetic, geography, national philosophy, grammar, geometry, physiology, composition, history, algebra and mensuration: that German be one of the subjects of examination in schools where that subject is taught in all classes, and that class six be examined in the same subjects as for entrance to that class.

"6. That the Inspector be requested to appoint gentlemen to preside at the examinations in the different municipalities, but no teacher shall be allowed to fill such position in his municipality, that none but public school officials shall preside at any of the examinations, and that in no case shall there be less than two such officers at each place of examination.

"7. That the Inspector be appointed to prepare the questions, get them printed, and keep them in his possession till the day of examination, taking special care that no teacher or pupil get any hint of the questions before the day of examination.

"8. That the following persons be appointed a committee to examine the papers: Messrs. Alexander, Moir, Moran, Nethercott, Rothwell, McLurge, Hamilton, Hislop, Jamieson, Fullarton, Roberts, Steele, McKay, John A. Cairnes, Anderson, and A. S. McGregor; and that no teacher be allowed to examine the papers of any pupil residing in his own section or municipality.

"9. That there be two prizes, a first and second for each subject in each of the classes examined, except in the case of the sixth, for which only three prizes will be given, a first, second and third, for general proficiency in all the subjects enumerated for entrance to class 6.

"The names of the committee on regulations for holding competitive Township examinations are Messrs. Alexander, Donaldson, Moran, McGregor and Steele, who will be pleased to give any information on the subject which teaches or others may desire."

In our former remarks on this subject, we observed that a competitive examination affords an admirable opportunity of testing a pupil's proficiency in elementary subjects. The only question which remains is as to how this test can be most effectively applied.

Two plans have been followed. The first is to hold a primary examination in the elementary branch in each school, and, allow those only who have been successful in this primary examination to take part in the general township examination. The second plan is to hold a general examination of all the pupils of a township, and award prizes to the successful competitors irrespective of the particular school from which they may have come. We have no hesitation in saying that the first plan is by far the best and most effectual.

In the first place it is *thorough*: it saves time; it affords a good test of the efficiency of each particular school, and properly excludes from the examination a number of pupils who are unfitted to take part in it, and who would reflect no credit on the school from which they might come. Besides, it serves a double purpose: it first excites public interest in each particular school, and then it introduces a system of healthy competition between all the schools in the township. Teachers, too, are stimulated to adopt the best methods of instruction, so that when put to a practical test, these methods will be found to be both economical and effective in their results.

We would also again insert the following regulations of holding Competitive Examinations, prepared by Henry L. Slack, Esq., Inspector of Public Schools in the County of Lanark:—

REGULATIONS FOR HOLDING COMPETITIVE EXAMINATIONS.

1. In each municipality where a grant of money has been made for the purpose, an Examination will be held in some central place, to which will be admitted delegates from all the Schools of said municipality.

2. All pupils of Union Sections shall attend the Examination in the municipality in which their school-house is situated—provided said municipality has made a grant: provided, nevertheless, that if one portion of said Union Section lies within a municipality which has not made a grant, the children of that portion will not be allowed to compete.

3. Every Teacher shall be limited to TWELVE pupils—*three only* to be taken out of each of the 2nd, 3rd, 4th and 5th classes; and said pupils must have been in attendance at school for at least Forty Days of the present year.

4. No pupil examined at any Competitive Examinations last year will be allowed to compete again in the same class.

5. Every Teacher will be required to furnish to the County Inspector, on the *First July*, a certified list of intending competitors, specifying their names, ages, attendance at school for the present year, and the classes in which they are respectively to compete.

6. There shall be THREE Examiners at each examination, one of whom shall be the County Inspector, and the other two persons, selected by him for the purpose.

7. The Examination will be conducted in accordance with the "Programme of Studies" authorized by the Council of Public Instruction, and now in use in the Public Schools in this Province.

8. The Examination, as far as practicable, shall be conducted in writing.

9. It shall be considered as contrary to the spirit of these regulations, and to just and fair competition, that any Teacher should devote *extra time in school* to the preparation of candidates for examination.

10. The examinations will be held in the early part of July, at such time as shall be decided upon by the Inspector.

11. Each Teacher shall contribute the sum of *Fifty Cents*, to be collected from the competitors, or otherwise, to pay expenses incurred; such sums to be forwarded to the Inspector on the *First of July*, together with the return of the pupils.

— COMPETITIVE SCHOOL PIC-NIC in connection with the schools of East Durham, was held at the Summit on Friday last. The day was all that could be desired, and by 11 o'clock the grounds began to assume a lively appearance. After a few hours had been spent in various amusements, the grounds were covered with snowy-white table-cloths in all directions, around which happy groups were soon discussing a bounteous supply of viands. This part of the exercise being over, G. B. Salter, Esq., Reeve of Hope, was called to the chair, and announced that the prizes won at the late competitive examinations for Hope and Cavan would then be distributed. He then called on the Inspector to address the meeting. Mr. Tilley expressed himself highly pleased with the success of the examinations, and was confident they had been the means of doing much good to the cause of education in East Durham. He also believed that this their first competitive examination would be followed by many others with equal or greater success, and hoped that Municipal Councils and private individuals would vie with each other in lending substantial aid to make these examinations increasingly beneficial. He then called upon Mr. D. J. Goggin, Head Master of the Port Hope Public Schools, who distributed among the successful candidates prizes to the amount of \$165. After the distribution, games were indulged in until the arrival of the trains, when all betook themselves to their respective homes, well pleased with a day that will long be remembered in connection with the schools of East Durham.

I. School and College Examinations.

TORONTO CITY PUBLIC SCHOOLS.—The distribution of prizes and scholarships to the pupils who had been successful at the annual combined examinations took place at the Music Hall, on the 30th ult. Mr. W. S. Lee, Chairman of the Board of School Trustees, occupied the chair. He, in his opening remarks said that the trustees, remembering

a suggestion that had been thrown out last year, had increased the number of prizes. Having called upon Mr. Sefton to lead the children in singing a piece of music, which was done. Mr. James Hughes, the Inspector of Public Schools then read the report of the examiners. Hon. Mr. Mowat being called upon, said he was present in order to manifest the interest he took in the work of education. Education is very important to children, and of great interest to parents, but to the state it is essential to its future and permanent well-being. Great attention has been given to the subject of education in this country, and it is a satisfaction to know that there is less objection offered to the voting of money for the purpose of education than for any other work. The people evince a willingness to tax themselves for the purpose of having a good educational system, and although they may grumble at taxation in some respects, there is very little grumbling for the taxation levied for school purposes. The public have great confidence in the present system of education, and the various important duties of the officials are fulfilled in a manner which gives general satisfaction. The result is, there is a marked contrast between the educational advantages which the boys and girls in this country receive as compared with the tuition received by their mothers and fathers thirty or forty years ago. He hoped that the educational system in this country was only in its infancy, and that the progress of the past was merely symbolical of the progress yet to come. In this metropolis of Ontario, this city of large wealth and prosperity, the public schools ought to be models for the schools of the Province. He then briefly referred to the working of the educational system of this Province, at the same time eulogizing the Chief Superintendent for the able manner in which he presides over it. He said that there was no doubt the time would not be far distant when they would have the best teachers in their schools the Province could provide. The school house ought to be the best in regard to architecture and convenience for the pupils that could be built, and they ought to be able to show that a better education was received by the pupils of the public schools than elsewhere. They had now some of the best school trustees in the Province, and the school-houses were most creditable to the city. Judging from the presence of those he saw before him, a more promising looking number of boys and girls he never saw anywhere. The Rev. Dr. Castle said that he hoped the public schools would give the best education that it is possible to give. He was sure that they were advancing, and that they possessed advantages with which private schools were not favoured. He would like it to be felt throughout the country that there was no school like the public school, and that the profession of a teacher was one of the noblest in our land. The position of teacher should be recognized as one of the most honourable professions. He was glad to be in a Province in which the people show so much interest in education, and was proud to say that the system of Ontario was appreciated everywhere; and that the actions of the Province in the matter were watched with unabated interest by educationists in the United States, as well as in other parts. The Rev. Mr. Robb expressed his pleasure, as one who had not been long in the city, that the educational institutions were under the supervision of the Government. It was the duty of a Government to look upon all its people as children, providing the education they undoubtedly require in forming a great nation. In his opinion Ontario was in advance of Ireland, in the matter of the State taking education into its hands entirely, and not, as in the case of the latter, providing the primary and university courses alone; but supplying intermediate schools, in which scholars from primary schools could be prepared for the universities. He urged upon the pupils that they should not rest satisfied with the prizes they had taken; but those who have talent should keep it applied, and if any find weakness in brain power, they should make it up by application and industry. He hoped that those who received an education at the country's expense, would use it for the country's good. The educational institutions say to the scholar words similar to those of the eminent Roman when in addressing his son, he said, "I begot you not for *Cataline*, but for my country." Professor Goldwin Smith said that the Attorney-General had spoken correctly when he stated what were the grounds of public education. To educate his children was the natural duty of a parent. He was as much bound to educate as to feed them, for it was necessary to the interests of the State that we should have an intelligent people to organize public institutions on a pure basis, and make the government one of natural reason not popular passion. To reconcile order with the present system of suffrage is very difficult to do, but it would be almost impossible if we had not an educated people. A previous speaker had referred to the vast improvements made in the mode of educating the people; and that fact was impressed upon him (the speaker) every time he entered a school-house, when he saw the excellent apparatus that was provided. He was brought up in a public school himself, in England. The general habits of the scholars were too luxurious, betokening the habits of wealthy people. But the school-room was dark and dingy. The seats were low benches, almost cut to pieces by successive generations of pocket knives, and many of the windows were broken. But not only in apparatus, but in general arrangements, education was improved. In some respects he was a conservative in the matter of education. He did not like people to be too ambitious in respect to popular education as they were in some countries. Popular education was too ambitious in more respects than one. In the first place it undertakes to teach subjects beyond the ages of the children, which cannot be thoroughly taught them, and therefore are comparatively useless to them. It cultivates an ambitious state of mind, teaching the children that they should rise to a state of life beyond their place instead of doing their duty in that state of life to which

it has pleased God to call them, therefore, for his part he would advocate a plain unambitious education, in which the three R's should be the staple. The Chairman read a letter from the Hon. M. C. Cameron, regretting his inability to attend on account of absence from the city. Dr. Hodgins said that if there was one thing of which the Province had reason to be proud, it was of its educational system. From his long experience with that system he thought that it would be found those things had been provided for which statesmen had considered as most important. The system was dear to the hearts of the people, and if it were not so, they would not put their hands in their pockets and pay the expenses so cheerfully. Another glorifying fact was that the door of every school-house was open free to children of the poor as well as of the rich. It was a great thing to say that while these privileges were enjoyed in this capital of Upper Canada, they were enjoyed as much in the schools of the far off colonization districts. He differed most respectfully from the previous speaker on one subject. He had visited the manufacturing towns of this province, and was sorry to find that owing to the neglect of teaching in years gone by the elements of natural philosophy and the natural sciences, it was necessary to bring skilled workmen from England and the United States to perform the work in these factories. Viewing this fact he thought that the elements of the natural sciences should be taught in the higher classes of the schools to those who were fitted for them. The distribution of prizes then took place, after which the proceedings closed with the national anthem.—*Globe & Mail*.

PICKERING UNION SCHOOL PIC-NIC was held in Hubbard's Grove, near Brougham, on Friday last. The pupils of nine school sections were present, and, with their parents and friends, formed a vast array. The procession was formed at the School-house, Brougham. It consisted of twenty-nine teams conveying the children, and hundreds of carriages, buggies, and vehicles of various kinds. Amongst the notable features in the procession were a twelve and eight-horse team, and some seven or eight six-horse teams; as for four-horse teams, they were too common to be at all remarkable. The children were all very neatly dressed, most wearing distinguishing sashes and rosettes; the horses were gaily caparisoned and decorated with flowers, ribbons, &c., and each team carried a large flag of its own, and, in a word, the whole was a very brilliant and imposing display. Added to this, there were three bands in the procession—the Whitevale, Markham, and Sharon bands—and their musical performances were excellent and enlivening. Lunch was partaken of about one o'clock, and was bountifully served; and at that time it was estimated that there could not have been less than five thousand people in the beautiful grove. During lunch the bands vied with each other in playing alternately their best pieces of music. A public meeting was afterwards held in front of a large platform that had been erected for the speakers, and it was only from that vantage point, looking over the "sea of heads," that an estimate could be formed of the vast concourse present. The chair was ably filled by Mr. T. P. White, who addressed the assemblage in appropriate terms. An address was presented to Professor Goldwin Smith by Mr. McBrien on behalf of the teachers of the county. Mr. Smith, in replying, took occasion to say that he had been led to expect that he should witness a very pleasant spectacle, and he was proud to say that his most sanguine expectations had been greatly exceeded. Of course, he said, he could not say that it was the grandest spectacle he had ever witnessed, because he had seen the martial pomp of some of the largest armies in Europe come under review. He had also seen the Crimean army on its return from the Crimean war marching through the streets of London—the faces of the veterans bronzed with Crimean sun, and their banners torn with the shot and shell of Alma and Inkerman. But this he could say, that a more pleasing and enjoyable spectacle he had never witnessed. Nothing could be more gratifying than to watch the lengthened procession, with team after team conveying such a large number of nicely dressed and happy looking children on such an occasion to the pic-nic, accompanied by hosts of their friends and relatives. Nothing could more truly mark the interest taken in the cause of education than the grand display of that day. Referring to the array of splendid horses and carriages, and to the dress and appearance of the visitors on the grounds, he said it all evidenced the wealth and prosperity of the country. He contrasted the happy lot of the Canadian freeholder with that of the English tenant farmer and farm labourer, showing how much Canadians had to be thankful for. Referring to a recent tour which he had taken through an agricultural district, he observed that he had seen soil as fertile and farms as well cultivated as could be found in any of the vaunted counties of England. Taking into consideration all the circumstances attending the display, and the undeniable evidence of the great interest taken in the cause of education, no one, he said, need despair of the future of Canada, but should be proud to be called a Canadian, which he himself now claimed to be. Far better, he said, was it for the people to take such an interest in the cause of education than in the petty politics which were vexing the whole Dominion. In conclusion, he urged on all not to relax their interest in the noble cause of education. Hon. Mr. Mowat, in the course of the remarks which he was called upon to make, spoke of olden times, when he was the representative of the Riding, and alluded to the many well-known faces present, as well as to some who were gone. He congratulated them upon the splendid display, and said it was only through education that the most that was in a man could be brought out. Addresses were also delivered by Dr. McLellan, Mr. McBrien, Mr. Brown, Rev. Mr. Sanderson, Mr. Robinson, and the other Principals of High Schools present. The proceedings were brought to a close by the band playing the National Anthem.—*Whitby Chronicle*.

MODEL SCHOOL FOR ONTARIO.—The annual public examination of the pupils attending the Model School took place 18th of June. The first, second, third and fourth divisions in the boys department were examined in the various branches by Messrs. Scott, McPherson, Davison, and Fletcher, and in the girl's department by Mrs. Cullen, Miss Adams, Miss

Carter and Miss Hagarty, all teachers in the Institution. At 1.30 in the afternoon, the closing exercises were held in the theatre of the school, which was densely crowded with the pupils and their parents and friends. The Principal, Dr. Davies, and his staff of teachers, both male and female, were untiring in their efforts to accommodate the many visitors present, and in this respect they were eminently successful. The proceedings were opened by the pupils singing "Hurrah for Canada," followed by a recitation, "The Execution of Montrose," admirably given by Master G. Gregg. Other vocal selections were also sung by the pupils during the afternoon in a manner which evinced careful training. Recitations were also given by Miss Amanda Pearcey, Master A. Castle, Master C. Addison. Dialogues in which the following young ladies and gentlemen took part, were also a pleasing feature of the afternoon's entertainment.—Miss May Patton, Miss Susie Ellis, Miss Henrietta Hamilton, Miss Fanny Dickson, Miss Amy Alley, Miss Ella Wood, Miss Minnie Douglass, Miss Annie Harston, Miss Annie Fisher, Miss Maggie Sutherland, Miss May Vannevar, and Masters A. Lobb, and C. Hodgetts. A song, with chorus by the pupils, by Masters F. May, W. Jones and A. Guttery, was very creditably rendered, as was also a very pretty aria, "Be Kind to Each Other," by the young ladies of the First Division. Dr. Davies' previous to the distribution of prizes to the successful pupils, apologized for the absence, on the occasion, of the Chief Superintendent and Deputy, and also for the Lieut.-Governor, who had intended to be present, but had been unavoidably called away to the capital on important business. He was, however pleased to see before him so many prominent citizens of Toronto, and also the Rev. Dr. Taylor, of New York, who would address a few words to them after the distribution of the prizes. The examinations, he explained, were conducted by written papers, under the superintendence of the masters of the Normal School; but in awarding the prizes the daily record of the pupil as to good conduct and punctuality was also taken into account. He would also state publicly the gratification both Dr. Carlyle and himself felt at the answers to all the papers, showing steady progress in all branches, which he earnestly hoped would continue in the future. Governor-General's Medals—Lizzie Sams and Charles Hodgetts, silver medal for highest aggregate number of marks on all subjects. Clara Stewart and George A. Gregg, bronze medals. The presentation of the prizes was intrusted to the Rev. Dr. Castle, Rev. Dr. Taylor, Professor Goldwin Smith, and Dean Grasset. Rev. Dr. Taylor and Professor Goldwin Smith then delivered short addresses to the pupils, after which Dr. Davies announced that the school would be re-opened on the Second Monday in August. The National Anthem having been sung, three cheers were given for the Queen, the Principal, and the teachers, and the interesting proceedings terminated.—*Globe*.

MODEL SCHOOL ANNUAL GAMES.—June 15th a large number assembled at the Normal School grounds to witness the annual games of the Model School pupils. The day was extremely pleasant, and the contests were of the most interesting character. Though the competitors for the prizes were very much in earnest and resolutely determined to win, their conduct was at all times characterized by a gentlemanly demeanor that could not fail to reflect credit not only upon themselves but upon those to whom their training has been to so great an extent entrusted. Dr. Carlyle, and Messrs. Hughes and Scott acted as judges, and Messrs. Davison and Fletcher as starters.—*Liberal*.

UPPER CANADA COLLEGE.—The closing exercises and distribution of prizes in the above institution took place on 28th June. A good number of the parents and friends of the scholars were present. G. R. R. Cockburn, M.A., the Principal, then distributed the prizes to the successful boys, who received them amidst the most vociferous cheers of their classmates. Besides the usual prizes, two medals, similar to those donated to the Model School, were awarded by his Excellency, the Governor-General to the two highest boys in the modern department. At the close of the distribution the Principal stated that 329 boys passed through the College during the past year. Four deaths had occurred among the scholars; and in sympathy with all other institutions, there had been a good deal of sickness, but he was happy to say, none of a serious nature. He was highly satisfied with the conduct of the boys, and the college had progressed more during the past year than ever before. The accommodation was not sufficient for the number of pupils seeking admission, but though nothing had been done by the Government in reference to their representations on the subject, he was not without hope the trouble would yet be remedied. He then announced a vacation till the 31st of August. I. His Honour the Lieutenant-Governor's prize (head boy of College), Davis, A. G.; II. The Classical, Loudon, W. J.; III. The Mathematical, Loudon, W. J.; IV. The Modern Languages, Davis A. G. Modern Department—His Excellency, the Governor-General's prize, I. Silver Medal, Orr, R. M.; II. Bronze Medal, Freeland, E. B. College Exhibitions.—V. Form 1st, Sutherland, A., Upper Canada College; 2nd, Milner, W. S., Upper Canada College; 3rd, Henderson, D., Upper Canada College; 4th, James, W. J., Upper Canada College. VI. 1st. Langstaff, E. F., Upper Canada College; 2nd, Kerr, D. B., Upper Canada College; 3rd, Ponton, A. D., Upper Canada College; Kittson, E. E., Upper Canada College.—*Mail*.

KINGSTON COLLEGIATE INSTITUTE AND QUEEN'S COLLEGE.—In distributing the prizes at the recent examination of the Kingston Collegiate

Institute, the Very Rev. Principal Snodgrass remarked as follows:—
 "On looking over his prize lists for some years back, he saw there the names of many of the most brilliant students who had before coming to the College been trained in the Grammar School. Of 84 prizes and certificates awarded at College this year 47 were former pupils of the Grammar Schools, and of 25 scholarships 11. He hoped the young lads before him would aim at keeping up the reputation their predecessors had gained for the school by continual application to their studies."

We further learn that by the kindness of John Watkins, Esq., and Senator Cambell, two scholarships are annually competed for on the last Thursday in June. The examination is on the subject for Matriculation in Queen's College, and the examiners are the Rev. Prof. Mowat and N. T. Dupuis, Esq. The result this year is as follows:—\$80. Watkin's Scholar, Anglin, J. N.; \$80. Campbell, Scholar, Daly, W. H. During the past term each Friday afternoon has been devoted to spelling. About 150 words were dictated each day and sixteen boys in five competitions had not lost ten per cent. These then competed for the first prize. The result is that Masters Paterson and Brydon were even, each making 21 mistakes out of 1,175 words, the last 450 of which were taken at random from Macaulay, Carlyle, Hodgins' Canada, and Wilson's Prehistoric man. Each of these boys gets a splendid copy of Worcester's Unabridged Dictionary; the most valuable prizes we ever knew to have been given in a school. The Rector presented one, the other came from the board. The second prize was awarded to Master George C. Clarke, of Picton, and Masters Abbot of Wolfe Island, and Snook, of Kingston being even, and only two marks behind. The session just closed has been a very successful one, and the Rector informs us the attendance has been larger this half year than usual.

ALBERT UNIVERSITY.—The ninth annual Convocation of Albert University took place in Ontario Hall, on the afternoon of the 23rd. On the platform were arranged the Professors and Senators of the University, the matriculants, graduates and honour-men, and a number of invited guests and civil dignitaries. After the Convocation had been opened by Bishop Carman, Chancellor, Rev. Mr. Gardiner engaged in prayer, at the conclusion of which the matriculants were admitted. The Chancellor then delivered an excellent and patriotic address to the matriculating class, when prizes were presented to successful competitors. Mr. A. R. Leonard then read the Latin Salutatory and Mr. A. W. Peart the English Oration, both of which were well delivered, and received with applause. Prof. Whish's Anthem "Domine Salvum Fac" was sung by a choir, under the author's direction, Miss Way executing the solos in a creditable manner. Thesis for B.A.—G. W. Andrews, "Shadows of the Coming Century;" W. Blair, Macaulay's "New Zealander;" J. W. Wright, "The Aztecs;" T. W. McVety, "Our Natural Monuments and Valedictory." The above Theses were well delivered, especially that of Mr. Blair. The gentlemen named were admitted to the degree of B.A., and Mr. J. J. Rowan Strong, B.A., B.C.L., to that of LL.B. The Undergraduate Prizemen and Honourmen were then severally presented, and received the reward of their industry as follows:—Undergraduate Prizemen—Senior Sophisters—T. W. McVety, the Senate Prize for General Proficiency; J. W. Wright, the Senate Prize in Greek Prose; J. W. Wright, the Senate Prize in Latin Verse; W. Blair, the President's Prize for Metaphysics. Senior Freshmen.—T. V. Badgely, the Harry Nichol Memorial Prize for General Proficiency; W. P. Dyer, the Senate Prize for Second Proficiency; F. W. Merchant, the Gould Prize in Mathematics; R. I. Warner, the Sills Prize in English Prose; R. I. Warner, the Professor's Prize in Oratory. Junior Freshmen.—A. W. Bannister, the Burdett Prize for General Proficiency; A. W. Bannister, the Oriental Prize; A. W. Bannister, the Clapham Prize for Physiology and Comparative Anatomy. Undergraduate Honourmen—First Class.—Mathematics: G. W. Andrews, Senior Sophister; F. W. Marchant, Senior Freshman. Classics.—S. W. Wright, Senior Sophister; T. V. Badgely, Senior Freshman. Modern Language.—R. I. Warner, W. R. Dobbyn, T. V. Badgely, Senior Freshmen. Metaphysics.—W. Blair, Senior Sophister; T. W. McVety, Senior Sophister; W. P. Dyer, Senior Freshman. Natural Science.—W. G. McLachlan, Senior Freshman; P. Badgely, Senior Freshman. Oriental Languages.—T. W. McVety, Senior Sophister. Mr. W. P. Dyer, Senior Freshman, was awarded second-class honours in Mathematics; and the Convocation, after a few remarks from the Chancellor, was brought to a close, shortly before six o'clock, by the singing of the National Anthem. The Convocation was one of the most interesting ever held by the University, which we are glad to see is prospering, and seems to have a bright future before it.—*Intelligencer*.

THE ALUMNI DINNER.—In the evening the annual dinner of the Alumni Association was held in the Dafoe House, where about eighty guests including several ladies, sat down to an excellent spread. The Chair was occupied by Mr. S. B. Burdett, LL.B., President of the Association, and the Vice-Chair by H. Taylor, LL.D. The first toast proposed was, of course, the health of our beloved Queen, which, having been duly honoured, the national anthem was sung by Dr. Clapham. The toasts of the "Prince and Princess of Wales," and "The Governor-General," were next proposed, the latter being replied to by Rev. Mr. Gardiner, who characterized Lord Dufferin as a patriot, statesman, and educated gentleman, who worthily represents the Crown, and has won his way to the hearts of our people. "The Dominion Government, the Lieutenant-Governor and Local Legislature," was the next toast proposed. Mr.

Livingstone, of Toronto, responded, saying that we have plenty of Government, but not too much. The connection of the Local with the general Government was a necessity of the times, and we were capable of developing our boundless resources and defending ourselves if need be. The rigour of our climate, and the various elements which went to build up our race, ensured a hardy and vigorous population. Mr. R. B. Carman, of Cornwall, was also called upon to respond, and did so, saying that the Lieutenant-Governor is a native of the town in which he resides, and is a man who will ably fulfil his duties. Rev. J. W. Sills also responded in a highly patriotic vein, claiming pre-eminence in patriotism for the U. E. Loyalists and their descendants. Rev. Mr. Betts, of Tyendinaga, in a brief response, endorsed Mr. Sills' remarks. "Our Alma Mater," was the next toast. Rev. Prof. Badgely spoke in response. He thought every graduate from Albert University had reason to be proud of his Alma Mater. Its existence had not been very long, but it was an honourable one, many of its graduates now occupying good positions in the country. He looked for a bright and happy future, and the time was not far distant when they would stand shoulder to shoulder with the very best institutions of the country, as their list of students and undergraduates were gradually becoming larger. This, although their examinations were much more severe than formerly; and he wished all prosperity to the institution. He paid a warm tribute to Bishop Carman, who, by his ability had placed their institution in its present enviable position. Rev. Mr. Aylesworth was also called upon, and spoke hopefully of the present and future of the University, which had been blessed with efficient teachers from the very first, although there had been many changes in their *personnel*. The voluntary principle, which had been adopted and maintained from the beginning, had also given them a hold on the confidence of the people. Mr. Clute, in response to a call from the Chair, advanced his views as to the theory of education, against denominational education. This institution had done a good work, and he was willing to leave aside his theories in its favour, claiming that Albert College had turned out as good students as any other institution in the country, even the University of Toronto. Rev. Mr. Lane also responded to the same effect. "The Sister Universities," which was next proposed, was received with due honour. Mr. Thomas Holden made reply on behalf of Victoria University. He expressed his sympathy with Albert University, and his concurrence in all that had been said of Bishop Carman, who was also a graduate of the same College as himself. It also afforded him pleasure to know that the President of Albert University is a native Canadian, which fact shows that we have competent men amongst us, if we would only think so. Slurs were cast upon Victoria and Albert Colleges by the graduates of older Institutions; but he was willing to compare the actual career of the graduates of these two Colleges with those of any other Institution in Canada. After a few other remarks, he concluded by expressing the hope that all the Universities will go on with thoroughly practical work. Prof. Wright replied on behalf of Toronto University, in a brief but neat speech. The following toasts were given from the Vice-Chair, and ably responded to by the gentlemen named. "The Warden and County Council."—Response by Wm. White, Esq., Deputy Reeve of Hungerford. "The Mayor and Corporation." "The Educational Interests of Canada."—Prof. Dawson and Mr. P. L. Palmer, B.A. "The Graduating Class of 1875."—Messrs. Wright and Blair. "The Honour and Prize Men."—Mr. T. V. Badgely. "The Matriculating Class."—Messrs. A. W. Peart and Chas. Lane. The list was closed with the toasts of the "Press" and "The Ladies," and the entertainment came to a close about midnight, the reunion having been a very pleasant one.—*Ibid.*

The *British American Presbyterian*, speaking of Queen's College, Kingston, says:—The establishment, we need scarcely say, is in thorough working order, and opens its thirty-fourth session on the first Wednesday of October, 1875, when the introductory address will be delivered by Professor Mowat. For the eastern part of the Province especially we have no doubt that Queen's College will, in the altered circumstances brought round by the Union, be largely taken advantage of by students who would otherwise have either come to Toronto or gone to Montreal. There is room for all the different seats of learning we have, and in the healthy and harmonious rivalry of these we are confident that the best interests of the church and Dominion will be greatly advanced.

The following regulations will come into force in Session 1875-6.

GRADUATION IN SCIENCE.

- I. The degree of Bachelor of Science (B.Sc.) may be obtained for distinguished merit in either of the following groups of subjects:—
 - A { 1. Mathematics and Natural Philosophy.
 2. Chemistry and Natural Science.
 - B { 1. Logic, Metaphysics, and Ethics.
 2. Classics—Latin and Greek.
 3. History, Rhetoric and English Literature.
- II. The degree shall be conferred on candidates who, by conforming to the regulations respecting Honours, obtain first-class Honours in each of the departments under Group A., provided they shall complete one session of attendance on the classes of Junior Latin, Junior Greek, Logic and Metaphysics, and on either of the classes of French, German or English Literature.

- III. The degree shall be conferred on candidates who, by conforming to the regulations respecting Honours, obtain first-class Honours in Logic, Metaphysics and Ethics, and second-class Honours in Classics, History, Rhetoric, and English Literature, provided they shall have completed one Session of attendance in the class of Junior Mathematics, either of the classes of Chemistry or Natural Science, and either of the classes of French or German.
- IV. In the case of alumni of former years being Graduates in Arts, the conditions on which the degree may be conferred shall be limited to their appearing at any examination for Honours, and obtaining the Honours required by either the second or third of the preceding regulations.

prejudice will, we fear, continue, for a long time to come, to oppose any reduction. The only remedy in this case is to employ part of the time of the school attendance in the duty of preparation.—*Montreal Gazette.*

NEW EDUCATIONAL THEORIES.

A reformer does not complete his duty when he exhibits to the world defects in any existing institution or system. Indeed, many are of opinion that it is better not to draw attention to the evils under which any class of the people labour, unless it is possible at the same time to suggest a feasible remedy. If division of labour were unknown, the rule might hold good, but as one man can discover the wrong and another invent the means to make it right it is not necessary to keep anything hidden that might be improved if properly understood. Recent theorists have noticed defects in the present educational system, without at the same time suggesting means of obviating them. Among the evils mentioned is the grouping of large classes of children under a single teacher, where they are confined to a single course of study, with the effect of turning out a fair average product. Extra pains must be taken with the dull and lazy, while the bright and studious are robbed of the care and attention which they merit. Special talents and aptitudes are neglected because every scholar is required to know an average amount upon every subject which engages the attention of his fellows. Overcoming those evils might be easy enough under a system where each teacher had only half a dozen pupils to manage and instruct; but the general education of the masses must be given by the common schools, and the question of expense compels the adoption of uniform studies in the lower grades of schools at least. Special graces and gifts may be obliterated, where they should be cultivated, by moulding the minds of the children to a rigid pattern but a substitute for the pattern system can hardly be found that will not cost too much. Now that the scholars are enjoying their holidays they may not care to be reminded of a part of the educational system which would have appealed forcibly to their sympathies a month ago. It is what a writer in an American periodical calls the "June pressure," and however sentimental the talk about it may appear to many, there are others who can remember well the terrible strain that always preceded the annual examinations at the beginning of the summer. Briefly stated, a consideration of the review system explains why lovely June, which brings beauty and bloom to all nature, causes the girl to droop and sicken and the boy to grow pale and heavy-eyed. For eight or nine months they have been studying with more or less energy, and just as the body needs rest for recuperation the regular school reviews before examination begin. It makes no difference whether the pupil has a special favourite subject of study, and hates most intensely another branch. The average must be kept up in every department, or there will be a failure in obtaining the marks, reports, certificates or diplomas which are held up as signs of scholarship. For a review lesson the scholar is often awarded sixty pages of a book that he has not seen for three months. He cannot read over the whole of the task, and at the same time keep up with his other studies, and, in the effort to cram as well as possible, languor and depression are produced which do not augur well for success at the examinations. The impression that he takes with him to the examination is that his success or failure must depend greatly upon chance. An oral examination may be conducted in such a way that the fitness of the pupil is determined by the answer to a single question. Self-possession and fluency of speech may have as much to do with the response as actual knowledge, and the scholar who knows most about the entire subject in hand not unfrequently happens to receive a question that he cannot answer. On many accounts written examinations are to be preferred, and they are adopted principally in the trials to which school teachers, and pupils of the high schools and colleges are subjected. Yet, as the writer upon June pressure points out, they are attended by circumstances which may interfere with their fairness as a test of scholarship. After a series of exhausting reviews, the boy enters the examination hall and is handed a list of twenty or more problems in mathematics, to be answered in two hours. Perhaps he has sat up more than half the night before to cram for this particular examination, and he is weary before the work begins. A fast boy will finish within the allotted time, while one who is slow but equally sure gets a zero mark for every question left undone. The movements of the teachers who are watching to prevent unfair aids do not add to the complacency of the student who is high-spirited and would scorn to steal assistance. These are some of the things that fret the student and make him think that his condition is the hardest in the world. No wonder he enjoys the beginning of his freedom, after the examinations have been finished. Perhaps, as we have

—LINDSAY.—At the recent distribution of prizes at this Academy, Rev. Mr. Stafford briefly remarked that as the school had only been opened six months he trusted the audience would not judge too severely of the training and instruction as manifested in the exercises that had just taken place. The members of his church had found some years ago that it was necessary to provide additional school-room, and he had considered that instead of sending children away to receive an education it would be much better and be more advantageous to the town in many ways they would readily recognize, to have a suitable educational establishment at home. There was always a considerable outlay in connection with such an institution, and Lindsay would reap the benefit of it in this case, instead of having the amount go out of the county to distant parts of the Province. As this was the first time he had had an opportunity of meeting so many of his Protestant fellow-citizens, he would take advantage of it to thank them for their liberality in subscribing to the fund for the construction of the Separate School. Out of the \$4,000 it had cost, they had contributed \$1,800, and he desired to make a suitable acknowledgment for their liberality. This Academy was carried on under the Separate School Board, and the course of instruction and regulations were the same as that arranged by the Council of Public Instruction. He expressed his pleasure at the large attendance of friends on the present occasion. The proceedings were then closed with "God Save the Queen." The fall term opens on the 1st of September. We understand a large number of applications have been received for the next term from different quarters of the Province.—*Post.*

II. Education in Various Countries.

TEACHERS AND TAUGHT.

Now that the school examinations are all over, and teacher and pupil are both resting for a while from their labours, parents and guardians will have the opportunity, through an intercourse less broken than heretofore, of judging to what extent their children or wards may have improved, or in what respects they may be considered deficient. During this period of more unreserved intimacy with their charges, they will also be able from continuous observation to pronounce as to the efficiency of our present school system and its results, moral, mental and physical, on those subjected to it. We shall probably, then, be only anticipating the thoughts, if not the words, of many anxious parents, if we briefly call attention to some of what we in common, with several others, consider the objectionable features of some even of our best schools.

The pupil, often at the age of mere infancy, is compelled, in many cases, to spend six hours every day in almost intermitting attention sitting, for the most part; and, as we can well recall them, generally under such conditions as tend to make weariness of body correspond with languor and listlessness of mind. To this imprisonment must be added two hours of preparatory study taken from the remainder of the day, making in all eight hours of hard labour. And what are the subjects, to be enlightened as to which so much time is devoted, so much energy exerted, so much suffering endured? We simply put the question. We do not intend answering it, except so far as to say, from personal experience, that many of them, and some of those on which most time and strength are expended, are for all practical purposes of life next to useless. Another question that suggests itself has regard to the mode in which instruction in these and other branches is imparted. And, in reply we appeal to many who have passed through the ordeal of our schools, if it is not often clumsy, vexatious, tedious and uninteresting. In very few schools are such important subjects as history, geography, the groundwork of natural science, the art of letter writing and other branches, useful as well as pleasant, made anything but a weariness of the flesh, and the ignorance which prevails among many young people who have "finished their education," on questions connected with them, is sufficient proof of the little benefit which they derived from their study. We have seen letters written by persons who had passed through the whole routine which we would not like to receive from any of our children.

The obvious conclusion to be arrived at is that there is something which needs reforming altogether in the mode of conducting our schools. We think the long hours are a mistake. And only those are anxious to retain them, who are satisfied as long as their children are taken care of and give them no trouble. But popular

suggested, it is unwise to tell a student that he is subjected to hardships unless the mentor is prepared to relieve him. Other generations of students have survived the "June pressure" and look back to the days and nights of anxiety with a proud consciousness that they proved equal to every requirement. Why should the scholars of to-day be less able to pass the ordeal? What is there about them to entitle them to special measures for their relief? These are questions which cannot be seriously asked when headache, languor, and lack of appetite are observed as the effects of the system. Something ought to be done to prevent the doubling and trebling of school duties at the end of the year, in the enervating days of summer. Perhaps the abandonment of final examinations, and the substitution of monthlies, might work a partial cure, for there would then be less concentration of work at the very period when the pupil is least able to stand it. A review, with plenty of time for its careful prosecution, is both delightful and advantageous, but a review which is only intended to prepare for examination may do more harm than good. Parents are dissatisfied unless their children go through the course and learn a little of each subject, and others complain of long lessons and tedious reviews. Who can improve the system?—*London Advertiser.*

NORMAL SCHOOL STUDENTS IN THE PUBLIC SCHOOLS AT OTTAWA.

NAMES.	CLASS.	SALARY.
A. Smirle	1st A.	\$1,000
Mary Shapley	1st B.	575
John Munroe	1st A.	850
W. A. Duncan	1st B.	800
D. McArdle	1st B.	800
E. D. Paulon	1st A.	1,000
Anna M. Living	1st A.	650
J. W. McDowall	1st A.	850
C. Campbell	1st C.	800
N. Lee	1st B.	800
T. Tubman	2nd B.	600
D. Robertson (old date)	2nd B.	600

THE DEAF AND DUMB INSTITUTE, BELLEVILLE.

This Institution was, it will be remembered, opened on the 20th of October, 1870, by the Hon. W. P. Howland, C.B., then Lieutenant-Governor of Ontario: and the members of the Provincial Government who were present were the late Hon. John Sandfield McDonald, then Premier, and Hon. E. B. Wood, then Treasurer of Ontario. The attendance of pupils at that time was but seven, and during the various terms which have been held since that time the attendance has been as follows:

First Term	70
Second "	124
Third "	148
Fourth "	201
Present "	210

Of this number, 205 are now present, and the healthiness of the locality, and the care exercised in the dieting and treatment of the pupils, is clearly shown by the fact that out of this large number but one pupil has gone home on account of sickness. The scholars are told off in ten classes, which are taught by the following teachers:—Messrs. James T. Watson, J. B. McGann, D. R. Coleman, S. T. Greene, P. Denys, R. J. Wallbridge, D. J. McKillop, Mrs. Terrill, Miss Johnson and Miss Symes. Drawing is taught by Mr. Geo. Ackerman, and Mr. Christie is the Bursar of the Institution. Mrs. Foxley is in charge of the domestic department. Mrs. M. A. Keenan is Matron, and has charge of the girls out of school. Miss Perry instructs the girls in fancy work. Mr. Graham is visitors' attendant and has charge of the boys at night. Mr. P. F. Canniff is in charge of the farm. Mr. H. Creber is foreman of the carpenter shop, and Mr. J. Flowers is foreman of the shoe shop. Mr. Jos. Middlemas, jun., is Engineer, and Mr. Thomas Wills, Gardener, which completes the list of officers of the Institution.

The daily routine of the pupils is as follows: Rise at 5.30; breakfast at 7; go into the shops at 7.30; morning prayers at 9; dinner at 12; afternoon prayers at 3; shops 3.30 to 5; tea at 7; study from 7 to 9, at which hour the pupils retire.

The new gymnasium is a frame structure 26 x 70 feet, with 18 windows, which is being put up by the pupils, under the direction of Mr. Creber. This establishment will be partitioned off, one end being reserved for the girls, where games suitable for them will be introduced, and the other and larger part for the boys will be supplied with gymnastic apparatus of the usual character.

The workshops are situated in a large brick building east of the

Institution. In this place are located the carpenters' and shoe shops, which trades are as yet the only ones taught the pupils. The carpenter shop is situated on the first floor, and here the pupils are taught carpenter work, sash making and cabinet-making, to some extent. The machinery consists of circular saws, jig-saw, and hand-morticing machine. Power is supplied by hand, a large driving-wheel being turned by the boys, of whom 25 put in three hours a day in the workshop. The tools are kept in model style, and the work turned out is very creditable indeed. Some of the cabinet work which we had the pleasure of examining—notably a small bureau and picture frames made by Mr. Harry Mason—would, as specimens of their work, cast no discredit upon skilful artificers in that line. The paint and store rooms are on the same floor. The shoemaking department is overhead, and in this shop Mr. Flowers has 40 boys under instruction. Several of them have shown great aptitude, and are already skilful workmen. During the term just closing, 900 pairs of brogans and slippers have been manufactured, which are supplied to the Asylums for the Insane and the Central Prison. Besides this, the ordinary wants of the Institution have been supplied. A very good class of plain sewed work has been turned out.

Some fancy work which was exhibited by Miss Perry, instructress, was highly creditable to those who conducted it, and those possessed of all their senses would find it difficult to equal it.

The farm seems to prosper under Mr. Canniff's care, a field of rye being the best in this part of the country, notwithstanding the heavy nature of the soil and the great drought. Mr. Wills has also got his garden in excellent trim, and, in point of growth, the vegetables, &c., therein will bear comparison with those of any other garden in this section this season. We may fairly congratulate Dr. Palmer, the worthy principal, on the admirable order of the entire Institution; the teachers upon the excellent results of their arduous labours; and the other officers of the Institution upon the faithful manner in which their duties have been discharged. At the same time we express the hope that they will all enjoy their two months' holidays, and return to the discharge of their duties greatly benefited by the brief relief from the monotony of their daily tasks.—*Intelligencer.*

PRIZES FOR SCHOOL BOUQUETS.—The County of Yarmouth Agricultural Association, in Nova Scotia, offer prizes of \$10, \$15, and \$20 for "bouquets composed solely of flowers grown on grounds belonging to any Public Free School in the County."

EDUCATION IN ENGLAND.

Though the progress of popular education in England is yet a long way behind that which has been attained in Canada, still the efforts to make amends for the defects of former times are creditable and interesting. In the report of the Committee of the Council on Education for 1874, just issued, it is stated that, notwithstanding what has been already done, the two most urgent requirements of the country are, the provision of more schools and more teachers. The number of schools under visitation by the Government Inspectors is 12,167, furnishing accommodation for 2,871,826 scholars. But the actual attendance is far below the number indicated. The registers for the year contained the names of 2,497,602 children, of whom 916,591 were under seven years of age, 1,408,138 between 7 and 13, and 82,873 were above 13. Of these scholars 2,034,007 were present on the day of the Inspectors' visit to their respective schools, while 1,678,759 were, on an average, in daily attendance throughout the year; 1,457,075 having made the requisite number of attendances, were qualified to bring grants to their schools—444,007 without individual examination, and 1,813,068 on passing a satisfactory examination on reading, writing and arithmetic; 857,611 were actually presented for such examination, and 508,233 passed the prescribed test without failure in any one of the three subjects. Out of every 100 scholars on the registers the average attendance was but 67, while in Scotland it was as high as 76. It is confessed that the irregularity of attendance is a pressing danger, and that if it cannot be overcome all the efforts of the past few years will have been made comparatively to no purpose. It is interesting to note that military drill has been introduced into 1,137 day schools, while the ordinary school drill is generally practiced. The apathy that exists among the parents on the matter of education is forcibly shown by the figures quoted, and compares very unfavourably with the zeal that is exhibited in this country, that her children shall be supplied with, at any rate, the rudiments of effective education.—*London Free Press.*

NATIONAL SCHOOL OF COOKERY IN LONDON.

The *London Daily Telegraph* says the National School of Cookery has advanced so far in its path of usefulness as to have become

fashionable. At its second annual meeting, held at Stafford House, under the patronage of the Duke of Sutherland, with the Duke of Westminster in the chair and a number of aristocratic ladies among the audience, a report was read which shows that the movement has taken hold at least of the upper circles of society, to extend by and by, we may confidentially hope, among the classes where the defects of a culinary education are at present most grievously felt. The executive committee is composed of highly influential gentlemen, who have taken up the work, not as a passing caprice, but in a serious and practical frame of mind, and who, we have the satisfaction of learning, have both the will and the means to ensure its success. To the influence of Lady Barker, the first lady superintendent of the school, is ascribed the popularity which has attended the movement; and we regret to hear that it is no longer to enjoy the advantage of her personal services. But the school is now said to be fairly established, and to have got over its initial difficulties. Since its opening, in March last year, there have been seven hundred and sixty-six pupils, of whom one hundred and ninety-eight have presented themselves for examination, and have obtained learner's certificates. A few of these have already attained such proficiency in the science of cookery as to be qualified for teachers. One is at present engaged in imparting instruction at Leeds, and two others at London. This is but a small result as yet, but the prospects of the future are described as eminently hopeful. The advantages offered by the institution are, first, the opportunities given to the pupils to learn cleanliness, which is rightly made the first step in cookery, and to attend practical demonstrations; secondly, a practical kitchen, where the learners are engaged in cooking suitable to families which spend from one to five pounds in the purchase of food; thirdly, artisan kitchens, where students especially qualifying for teachers learn to cook for families which spend from seven to twenty shillings a week in the kitchen, and, lastly, a course of practical instruction for students generally who are in training for teachers. The initiatory course consists in the mastery of the elementary principles of the art, which are conveyed in the form of simple receipts going minutely into every detail of the process to be followed, and it is gratifying to know that the London School Board has recognized this as a legitimate branch of education.

CELTIC PROFESSORATE.—A spirited proposal is about to be made by Jesus College, Oxford, which, if accepted by the University, will help to remove a standing reproach to it. Considering how important the Celtic element is in the population of this country, the absence of a Chair of the Celtic languages and literature at Oxford is only too palpable evidence of the way in which the interests of learning have been allowed to drop out of sight there. Mr. Matthew Arnold pleaded eloquently in behalf of such a professorship some years ago, and the Society of Jesus College is now prepared to found one, should the University be willing to increase the emoluments which the College can set apart for the purpose.

THE AMERICAN CENTENNIAL AND EDUCATION.

The judicious Dr. Whewell aptly styled the first of the world's fairs "the great university of 1851." Ever since that time its educating influences have been apparent, and not solely in the new departures it has occasioned in industry and science. Its utility has been recognized in the frequency with which the civilized nations have provided for such exhibitions, each on a grander and more comprehensive scale than its predecessors. In the pains taken by governments, by manufacturers, by all who avail themselves of skilled labour, to enable those in their employ to study these industrial collections, proof is to be found of the stimulus they have given to invention, to science, and to art. Now, the educational effects of the International Exhibition of 1876 will have one wholly exceptional aspect which we have not yet seen considered. Until now these gatherings have been summoned in the midst of long-settled communities, the inheritors of centuries of industrial culture. It is true that each looker on has beheld products of distant lands which were novel to him, and perhaps suggestive; yet in the main they were all alike in being the gradually developed products of approximately coeval civilizations. Next year the experience of the great mass of our best artisans—will be of a wholly different sort. He will see for the first time, and in infinite variety, things which he has till now but read of, or never heard of at all; and if the opportunities for study so afforded do not leave distinct traces upon our future industries, then the reputation of national ingenuity and adaptive skill will be wholly belied. It is in view of the historical importance of the occasion, that we appeal to those immediately charged with the direction of education throughout the land, to do what they can to invest the exhibition with its proper dignity, and at the same time to derive from it the utmost possible benefit. "Better twenty years of Europe than a cycle of Cathay," is not without its application to the humdrum routine of

collegiate study. A fortnight spent in careful scrutiny of the vast stores which will be collected in Philadelphia, next summer, will be of more immediate interest and lifelong benefit to the average undergraduate than a whole term's application to the every day curriculum. Why, therefore, should not the colleges signalize the year of jubilee by proclaiming an unwonted holiday—by closing their summer term a month in advance of the usual period, and transferring themselves with their stated meetings of alumni and other annual ceremonials to a grand national collegiate gathering at Philadelphia? Education of every grade and from every quarter of the earth will be represented there; societies, scientific, learned, professional, industrial, social, religious, will be assembled; athletic sports of every kind, including, we assume, the collegiate regattas, will be held; and for undergraduate and professor alike the occasion is one to be cheaply purchased at the sacrifice of a month's study. The great educational possibilities of the Centennial will largely have been squandered if they are not brought to bear upon those whose minds are now in process of formation, and who will shape the national destinies in the next generation. The annual college meetings are now on the point of being held, and we trust that they will carefully consider the part they are to take in the Centennial celebration.—*Philadelphia Times.*

III. Council of Public Instruction.

REPORT OF THE PROCEEDINGS AT MEETINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, HELD ON 7TH, 8TH AND 9TH JULY, 1875.

No. 387.

COUNCIL ROOM,
EDUCATION OFFICE, 7th July, 1875.

The Council met, pursuant to notice, at three o'clock P. M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present: The Chairman.

The Chief Superintendent of Education.

The Rev. J. Jennings, D.D.

The Honorable William McMaster.

The Right Rev. T. B. Fuller, D.D.

William McCabe, Esquire, LL.B.

James MacLennan, Esquire, Q.C.

The Rev. J. Ambery, M.A.

The Rev. S. S. Nelles, D.D.

The Rev. Bishop Carman, D.D.

The Rev. J. Tabaret.

Daniel Wilson, Esquire, LL.D.

Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. The following communications were laid before the Council:—

- 8454—From Mr. S. C. Wood, resigning his seat at the Council.
9519—From the Very Reverend Dr. Snodgrass, on his absence and on an appointment in the Normal School, Ottawa.
7912—From Mr. H. MacDougall, accepting appointment as Examiner in Drawing.
8804—From Mr. H. Beaumont Small, Ottawa, on the requirements for admission to High Schools.
7833—From Messrs. Adam Miller & Co., requesting permission to publish authorized books.
9090—From Messrs. MacMillan & Co., London, on the copyright in the Arithmetic.
9086—From Mr. Jno. Jepson, Montreal, further in reference to his system of teaching music.
9187—From the Inspector County Dundas, respecting the length of vacations.
8612—From the Secretary of the Law Society, on the curriculum of study.
8674—From Mr. W. M. Taokabury, Montreal, submitting his atlas.
9340—From the Principal of the Normal School, respecting the vacation in the Model Schools.
9661—From the Inspector, City of Hamilton, on a proposition respecting the course of study.
9752—From the Chairman of the Central Committee of Examiners, on the results of the recent Normal School examination.
9790—From the Examiners in Music, on the same subject.
9436, 9528—From the Principal and Masters of the Normal School, respecting the competition in the Girls' Model School for the Silver Medal.
9771—From Mr. W. B. Hamilton, on the same subject.
9830—From the Rev. W. R. Clark, B.A., applying for a Head Master's certificate.

Also a number of applications for Masterships in the Normal School at Ottawa; whereupon it was

3. *Ordered*—That a Committee of the whole, on the subject of the appointments, do meet at 10 o'clock a.m., to-morrow.

4. The Report of the Committee on the Depository was then read.

5. Professor Wilson gave notice that at the proper time he would move that the Report of the Depository Committee, with the documents appended thereto, be received and printed for the consideration of the Council.

6. The Chief Superintendent gave notice that on the motion for the reception of the Report of the Committee on the Depository, he would move that it be referred back to the Committee, with instructions to have printed the minutes of its own proceedings, together with the correspondence between the Chairman and Chief Superintendent and Clerk of the Committee in relation to its proceedings, including the letter of the Chief Superintendent dated the 29th of May, 1875.

7. The Report of the Committee on copyright was read, and on motion of Mr. Maclellan, it was

8. *Ordered*.—That the Rule requiring notice be suspended, and that the Report be adopted, and that the parties be communicated with, in accordance with the Report.

9. The Chief Superintendent gave notice of a motion on the letters respecting the silver medal in the Girls' Model School.

10. *Ordered*.—That the letter of Mr. Small be referred to the High School Inspectors.

11. *Ordered*.—That the letter of Messrs. McMillan be referred to Messrs. Maclellan, Chief Superintendent, McMaster and Deroche.

12. *Ordered*.—That Mr. Jepson's letter, and that of the Musical Examiners, be referred to the Rev. Professor Ambery.

13. Adjourned to three o'clock next day.

(Signed) H. J. GRASETT,
Chairman.

No. 388.

COUNCIL ROOM,
Education Office, 8th July, 1875.

The Council met, pursuant to adjournment, at three o'clock p.m. the Very Rev. H. J. Grasett, B.D., in the chair.

Present : The Chairman.

The Chief Superintendent of Education.

The Rev. J. Jennings, D.D.

His Grace The Most Rev. J. J. Lynch, D.D.

The Honourable W. McMaster.

The Right Rev. T. B. Fuller, D.D.

William McCabe, Esquire, LL.B.

James Maclellan, Esquire, Q.C.

The Rev. J. Ambery, M.A.

The Rev. S. S. Nelles, D.D.

The Rev. Bishop Carman, D.D.

The Rev. J. Tabaret.

Daniel Wilson, Esquire, LL.D.

Goldwin Smith, Esquire, M.A.

1. The minutes of preceding meeting were read and approved.

2. The following communications were laid before the Council :
From the Rev. J. Douglass, Cobourg, respecting one of the applicants for appointment.

From Mr. H. McKay, on an appointment.

10003. From Mr. R. A. Robertson, B.A., applying for a headmaster's certificate.

From Messrs. J. Campbell & Son, submitting a History of Canada.

3. Professor Smith gave a notice of motion respecting the Depository.

4. Professor Wilson moved, seconded by Professor Smith, that the Report of the Depository Committee, with the documents appended thereto, be received and printed for the consideration of the Council.

5. Moved in amendment by the Bishop of Niagara, seconded by the Rev. Dr. Nelles, that this Council conceive, on further consideration, that the appointment of a Committee on the question of having a Depository in connection with this Department is *ultra vires*, and consequently that the Council cannot accept the report submitted by the said Committee ; regrets that this Council should have given the gentlemen of the Committee so much trouble, under the circumstances of the case, and discharges the Committee, with thanks to them and the officers of the Department for the attention given to the subject.

The amendment having been put, the vote was taken as follows :

YEAS.

NAYS.

The Chief Superintendent
The Rev. Dr. Jennings.

Mr. McCabe.
Mr. Maclellan.

The Archbishop of Toronto.

The Hon. W. McMaster.

The Bishop of Niagara.

The Rev. Dr. Nelles.

The Rev. Bishop Carman.

The Rev. J. Tabaret.

Professor Smith.—*Nine*.

Amendment carried.

On motion of Professor Goldwin Smith, it was then

Ordered—That the Depository, through which the Government, in place of the booksellers, supplies books for school libraries and prizes, being an exceptional institution, beyond the ordinary province of government, and one by which the trade with which it interferes feels itself aggrieved ; it is desirable, in the opinion of the Council of Public Instruction, that the Government should, from time to time, specially inquire into it, in order to satisfy themselves and assure the public that the reasons for its establishment are still in force, that it fulfils the purpose for which it was intended, that it does not unnecessarily interfere with the regular course of trade, and that its management, financial and general, is unexceptionable.

That the chairman be requested to communicate the above resolution to the Honourable the Attorney General.

8. At six o'clock p. m., the Council adjourned to eight o'clock.

9. At eight o'clock the Council resumed.

10. A telegram from the principal of the Normal School was read on the subject of the Silver medal, granted by His Excellency, for the Girls' Model School.

11. The rule requiring notice was again suspended, and it was

Ordered—That Mr. Sheard having declined to act as scrutineer, Mr. John Macdonald, M. P. be requested to act in that capacity ; and if he finds it impracticable to accept the duty, that the Rev. Septimus Jones, M. A. be desired to be a scrutineer.

12. *Ordered*—That the letters of Mr. Tackabury and Messrs A. Miller & Co., be referred to the Text book Committee.

13. *Ordered*—That the Chief Superintendent be requested to reply to the Inspector of the County of Dundas, conveying the opinion of the Council on the subject to which his letter alludes.

14. *Ordered*—That in view of the large amount of labour devolving upon Mr. Alexander Marling, as clerk of the Council and its committees, and the very faithful and efficient manner in which he has discharged these various duties, this Council respectfully and earnestly recommends the Government to make an allowance to Mr. Marling of a sum not less than at the rate of two hundred dollars per annum, including the current year.

15. The Council proceeded with the appointment of Masters in the Normal School at Ottawa, and it was

Ordered—That Mr. William R. Riddell, B. A. Mathematical Master in the Cobourg Collegiate Institute, be appointed Mathematical Master.

That Mr. John Gibson, B.A., Professor of Classics and Lecturer in Natural History and Geology, in Albert College, Belleville, be appointed Science Master.

That Mr. John A. McCabe, Master of the English department in the Provincial Normal School, Truro, Nova Scotia, be appointed English Master.

That Mr. McCabe, English Master, be appointed Principal.

That the salaries be the same as those now attached to the corresponding positions in the Normal School at Toronto.

16. Adjourned to ten o'clock to-morrow.

(Signed) H. J. GRASETT,
Chairman.

No. 389.

COUNCIL ROOM,
Education Office, 9th July, 1875.

The Council met, pursuant to adjournment, at ten o'clock a.m., the Very Rev. H. J. Grasett, B.D. in the chair.

Present : The Chairman.

His Grace The Most Rev. J. J. Lynch, D.D.

The Honourable W. McMaster.

William McCabe, Esquire, LL.B.

The Rev. J. Ambery, M.A.

The Rev. S. S. Nelles, D.D.

The Rev. Bishop Carman, D.D.

Daniel Wilson, Esquire, LL.D.

1. The Minutes of the preceding meeting were read and approved.

2. The Rule requiring notice having been suspended, it was *Ordered*—That the General Regulations and Course of Study in force in the Normal School at Toronto, shall apply to the con-

templated Normal School at Ottawa, under such instructions as the Chief Superintendent may find it necessary, from time to time, to give.

3. *Ordered*—That Mr. E. B. Cope be appointed clerk of the Normal School at Ottawa, with a salary of \$800 per annum.

4. *Ordered*—That the letter of the Inspector of Hamilton be referred to the Committee on Regulations and Text Books.

5. *Ordered*—That Certificates of eligibility as Head Masters of High Schools be granted to Messrs. Clark and Robertson.

6. *Ordered*—That the appointment to the Principalship and Masterships of the proposed Normal School at Ottawa be understood, according to the usage in the Toronto Normal and Model Schools, to be for six months on trial, from the opening of the school, the salaries to commence 1st July.

7. The Minutes were read and approved.

8. Adjourned.

(Signed) H. J. GRASSETT,
Chairman.

Certified,
ALEX. MARLING,
C. C. P. I.

IV. Papers on Practical Education.

NECESSITY FOR A TEACHER'S HIGHER LITERARY CULTURE.

From an address on this subject, by the Rev. H. J. Borthwick, M. A., Public School Inspector of Ottawa, we make the following extracts. Want of space prevents us from giving the lecture in full, but we have condensed it so as not to mar its beauty or effect we trust. Mr. Borthwick remarked:—

"The success of our education will be dependent on the instrument that is employed to enliven it, viz., the teacher. All ages have tried to educate, but to our time it was reserved to see the necessity of perfecting the most important instrumentality in education—the teacher. Hence works on education, innumerable libraries, training schools, lectures, * * * to open up for ourselves a wider range of study, to gather in from all garners of learning and wisdom, that which, becoming assimilated in our own mind, we have to impart to others. * * * No argument is required to prove the great importance of the profession of teaching to the higher interests of the community and of the high moral standing which it occupies—the most useful man being in the long run the greatest man. Of all men then, the successful teacher is a great man. Still he is but man. He has failings, peculiarities and deficiencies as other men. * * * Accustomed to rule and bear no rival near their throne, and finding none equal among those, they may sometimes forget to lay aside their school face when they go out into the world. * * * A man to be called literary, must have done more than obtained a mere smattering of Latin and Greek. He only can lay claim to that title who has acquired a considerably extensive knowledge of the literature of his country past and present. Neither will the mere fact that he has read a certain number of books, give him the right to a niche, however humble, in the great temple of letters. He cannot be said to know a country who has merely passed over its surface, led by the swift impulse of almighty steam, but he who has threaded its intricacies, studied its features, examined its prominent beauties, and retains a lively intelligent remembrance of its points of interest. In like manner he is the truly literary man who has not only read extensively, but who has in some degree made himself master of what he has read, who has learned to decide upon the genius and merits of different authors, and to appreciate what is best in each. In short, it is not dallying with the muses that will make a man literary. He must have reaped a harvest, rich, golden and abundant. The text must have been refined, the intellect strengthened, the judgment sharpened. The rude block of nature must have been polished by contact with minds of a higher order, and must have become more graceful by that contact than it could have been without it. Let it be said that we set up too high a standard. We do not expect or wish to see teachers become walking encyclopaedias. We ask no more than what is within the reach of almost every teacher. * * * Nor, do teachers in general work up to this standard. Are there many who do? Not many, we are assured. Why, then, are there so few? Simply, because the course of study through which teachers have to pass in order to obtain a certificate, even of the highest class, is a comparatively limited one. Let us not pass with the swift gleam of thought over the vast range of modern literature—not only that embodied in the English tongue, but that of the modern nationalities of Europe, of the German, French, Italian, Spanish and other peoples. Let us bring before our dazzled eyes Goethe and Schiller, Moliere and Voltaire, Dante, and Petrarch, Cervantes and Calderon. How many of us have read the works of these mighty giants of literature even in

translations? Tracing our steps up the stream of time till we reach the period when English and German, French and Italian, Spanish and Portuguese were not; when the language of Cicero and Virgil, Horace and Livy was the form of speech of men of mind. Alas how meagre is our acquaintance with these giants of old, and with the even greater giants of Greek drama, of Greek eloquence, of Greek epic poetry. Passing all these then in review before the mind and humbly bowing the knee in awe and reverence as the matinee forms glide before us in shadowy outline we are compelled after all to confess that hitherto we have been but as children picking up here and there a pebble on the shore of the great sea of knowledge, in a word, that as a class our teachers are not entitled to be called literary. We now come to the question—'Ought they to be so? What advantage would be gained if they were more distinguished of men of letters than they are?' In the first place I am sure it would greatly tend to raise their position in the eyes of the world. Teachers begin to see that individual effort will not do. It is a mere expenditure of force without any result upon the elevation of the mass, but continued efforts with common aims and common interests will eventually command a higher social standing. The blessings of education were never highly matured as now, and the dispensers of those blessings are receiving at the hands of the public a greater appreciation. He has not, as a general thing, kept pace with the advancement of the times. He has been moving, but his fellows have been moving faster. We do not at present speak of his professional attainments, his merely scholastic knowledge is in general not deficient, we speak now of the teacher as a man and a member of society, viewed in that light, he has not generally professed, other classes have acquired as much general knowledge and a better acquaintance with literature than he. That higher literary attainment will do much to elevate the teacher in the estimation of men can hardly be doubted. 'Knowledge is power' it is said, but it is also honour, being always regarded with honour. Literary acquirements have everywhere become the great passport to distinction. The noble Lord and the humble worker, whether at desk or in the field, may be seen treading the same path. The community of letters is essentially republican, and presents no barrier to the admission within its pale of true merit, in whatsoever class it may be found. Lord Dufferin, is a citizen of this grand republic, not because he is a lord or Governor-General of Canada, but because he is an author of repute, and able to express his thoughts by pen and tongue in terse and vigorous English, and Sangster, the poet of Canada, native born, inspired with the divine affluat, although an humble toiler in a Government office, not only treads the outer court of the temple of "letters," but even ministers at her inmost shrines. Still further, a literary taste in the teacher not only tends to raise his position in the eyes of the world, but would assuredly have a beneficial effect on the taught. If children imitate the language, copy the gait and gestures of their parents, so must they naturally do those of their teachers, especially if there is a bond of sympathy between teacher and taught. As the poet says:

"From those we love unconsciously we learn,
We think their thoughts and with their passions burn;
Breathe the same accents—the same idiom speak—
Strong in their strength, but in their weakness weak.

A man cannot long give much attention to any pursuit without being in some degree moulded by the contact. Devotion, whether paid to worldly or spiritual objects, gradually assimilates the worshipper to the thing worshipped. This is especially the case in the pursuit of letters. A continual contemplation of the highest and best products of genius must leave an abiding impression upon the mind and heart. The sweet music given forth by nature's choicest sons finds a ready response in the universal sympathies of mankind. One can hardly commence with the Miltons and Shakespeares of the past—the Macaulays, Wordsworths and Tennysons of the present, without being made a better and a wiser man by the sweet converse. Their noble creations, like some fair plant on an old rugged wall, imperceptibly perhaps, but not the less surely entwine themselves around our hearts and creep into the rough crevices of our nature and finds a ready lodgment, thus filling in the irregularities and imperfections and making venal man more symmetrical and more graceful than before. Nor is this good influence partial in its nature. It appears in the little as well as in the great things of life. It modifies the man's whole being and gives a new aim and direction to his individual likings. It extends the sphere of his sympathies, giving them greater intensity. It enters into the less and more pleasing concerns of life and imparts a greater attractiveness to the sterner and more repulsive duties that devolve upon us. As Cicero says in one of his famous speeches in the Roman forum, pleading the poet's cause—referring to the influence of literary studies. "These studies nourish youth, delight old age, adorn prosperity, afford a refuge and give solace in adversity, satisfaction

at home, do not hinder us abroad, spend the night with us, accompany us in our travels and go with us to our country retreats." Great as is the influence which these studies exercise upon him who pursues them, the influence which the teacher has upon his pupils is still greater and more certain. In the one case the soil of the heart may have been early hardened by sinister impressions, so that it refuses to be softened—in the other, the hardening contact of the rude world has been anticipated and the heart opens itself readily to the sunny influences that are brought to bear upon it. We accept in all their breadth those common phrases which are used to express the plastic nature of children. "They are as wax—they are as blank paper," ready to receive any impression we please. "They are as things" whose beauty and fitness when matured depend upon the early training they have received. The school is a great nursery. Its influences are of wonderful power, second only to those of home; and the teacher is the guiding hand that lifts the sapling into sunshine, gives it direction, and has in a great measure the power of deciding whether it shall be tall and sprightly or a stunted and improper thing. We do not say that all the influences of school depend upon or are traceable to the teacher. The associations, the friendships, the rivalries, even the petty feuds that form a part of every scholar's life have all an important share, are all only so many tutors silently but surely educating both head and heart, and determining what the future man shall be. But even these subordinate influences derive their tone and character from the genius and temper of the teacher who governs the whole. Like some great general whose enthusiasm is caught up by every soldier in the army, and whose commanding mind is seen in every thing, whether in the decisive onset or in the less momentous arrangements of the camp, the mind of the enthusiastic teacher pervades and controls the little as well as the great things that make up the early experiences of the young under his care. If the teacher is kind, intelligent, active and refined, his labours will be seen to produce fruits of the same quality, and the amount of the fruit will always bear some proportion to the intensity of these qualities in the ruling mind. The malleable material which he moulds will present an image—clear and distinct, or blurred and irregular; just as the die that is impressed upon it is well or ill defined. Such being the mighty influence of the teacher, and so great the necessity that that influence be the best possible both in kind and degree, of how great importance is it that he should bring the highest preparedness to bear upon the work. Whatever elevates him as a man elevates him as a teacher. The same qualities that make him acceptable in society will give him success in the school. A man cannot personate two characters. His more domestic likings and habits invariably mingle themselves with and give a color to his official duties. Let it not be thought that we thus recommend literary pursuits, because we imagine that boys and girls of our schools should enter much earlier or much more deeply into literature than they do. Perhaps some advance might be made in this respect. It is in the spirit that literature infuses into the teacher, and which he again conveys to his pupils, that we conceive its chief merit to be placed. If the importance of the study were fairly recognised that the barriers that stand in the way would soon be broken down. We earnestly trust that teachers would consider these things. If they come to the work properly furnished with the qualification we have been demanding, as well as with those more usually required of them, they will speedily have their services more highly valued and more suitably rewarded. The greater and still greater influence that they exercise will be seen in the gradual elevation of the people, in the lessening of vice and crime and misery so often the offspring of ignorance and defective early training. Let me endeavour to impress strongly upon your minds two things. The first is that the work of a teacher is the work of an artist dealing with complex and difficult subjects. None but a person who really has considerable culture and insight into human nature can deal adequately with the education of young people, and the teacher who has not proper culture and insight into human nature is very apt to produce, not education, but the very thing which of all others is to be avoided—dull routine. If teachers do not stir the educational faculties, they deaden them, and if they deaden a human soul a tremendous responsibility rests upon them. The second thing I desire to impress upon you is that I feel convinced there is an enormous waste of mental energy in this world. I believe the difference between a savage and an ordinary human being of this age is not one hundredth part compared with the difference of the ordinary human being, from what he might be if all his faculties were brought into full and harmonious play. There is a great future in education if we work it out fully. Teachers alone can do it. We must have parents educated, so that they bring to bear a right influence on the child's life. We must have the public educated so that men in high position might make arrangements which would not be detrimental to the whole interests

of education, and we must have the whole community educated in order that it might second the teacher's work. Every human being is capable of being a good and a happy man, and if that is the case, why should not we struggle as hard as we can to make all men good and happy. Permit me to suggest the means by which teachers may elevate the standard of their attainments, and by doing so elevate their position in the community at large, and especially in the world of letters. The study of the ancient classics must form part of the curriculum through which a teacher has to pass in order to obtain the highest position in his noble profession. To a competent knowledge of Greek and Roman literature must also be added an acquaintance with the literature of those modern languages which are as used as the vehicle of thought by so many powerful minds of the present age. With such skill in the ancient and modern literatures alluded to, one cannot fully appreciate the grandest of them all either ancient or modern—that of our noble English tongue destined to be doubtless in the coming ages the universal language. If the study of language in general does this, what reason is there for giving a preference to the study of the dead language of Greece and Rome as the formation of all literary knowledge and excellence? First, because a very large and increasing proportion of the words of our own language are taken from the Greek and Latin, and cannot be properly understood without a knowledge of those tongues, and secondly, that the whole of our literature is in form and substance so much interwoven with that of the Greeks and Romans that it is impossible thoroughly to comprehend the one and thus a knowledge of the others. Examine the best authors in our literature from Chaucer down to the present day and you will find yourself obliged almost in every page to go back to Greece and Rome to light the truth that is to guide you on your road. Without that aid, half of our literature would be unintelligible. The literature of all Europe—that of the present day and that of time to come is and will be connected and in a great manner dependent upon that of the ancients—and the more we advance in science, literature and art, the stronger will become the tie that connects us with the ancients, for it is to their languages that we are perpetually obliged to resort for the new terms and forms of words. It would be difficult then, I say, nay, almost impossible, to discover any language, the study of which combines so many and surpassing advantages for the prosecution of literature as the languages of the Greeks and Romans, for we have in them the languages which are no longer in a state of change and progress, but complete in themselves. Every point is fixed and established and our investigations are not impeded by any of the conflicting opinions and fashions which, in a living language, so long as there is any vitality in it, we must needs encounter; and thus, for our mental training and progress in literature, we may choose the languages such as they were at the very best period of their existence and as they are handed down to us by the best writers of whom their respective nations can boast. We hear Homer, in melodious hexameters, chanting for us with inexpressible simplicity and beauty the heroic age of the infancy of the world. We behold the passions of the human soul depicted for us in stern and awful grandeur in the tragedians of *Æseylus*—a grandeur which under serene aspects shines forth to us in the milder depths of *Sophocles*—we listen to the riotous irony of *Aristophanes*; the gay, pictorial narrative of *Herodotus*; the cutting and pregnant brevity of *Thucydides*; the simple and graceful wisdom of *Xenophon*; the soaring, ærial, fancy tinted philosophy of *Plato*, and the last accents of Roman virtue breathed forth in the reverence and love the noble band of thinkers and poets whom time and the human race have dignified with the tides of Orient classics.

"But not only is a knowledge of the literature of those ancient times necessary for the formation of a literary taste, but also a competent knowledge of the literature of modern Europe will greatly tend to that elevation of position, and appreciation of the labours of the teachers which I am advocating. The literature of France, from the lays of the Provençal minstrels to the last poem of *Victor Hugo*, the last song of *Beranger*, and the dying strains of *Maurice de Guerin*, what a galaxy of illustrious names does it not include. It would be almost impossible for me to overstate the claims which the literature of France has on the attention of the student—*Pascal*, *Fenelon*, *Montesquieu*, *Leplace*, *Moliere*, *LaFontaine*, *Corneille*, *Racine*, *Boileau*, *Descartes*, *Malebranche*, *Massillon*, and *Bourdaloue*—what illustrious names, and what a study is embodied in their writings. I recommend also, that most important, interesting and opulent literature, of the northern tongues of Europe, the great German language; and what a literature! From its earliest dawn in *Winkelman*, in the middle of last century, with his 'History of Arts,' followed by *Lessing*, he again by *Herder*—then all of them eclipsed by *Goethe* and *Schiller*—a wit, a thinker and a poet; such was *Goethe*, with wonderful creations of *Werther*, *Faust* and *Wilhelm Meister*—*Schiller*—what a noble picture gallery of historical

portraits has he formed for us all, depicted as they might have looked in reality, but enhanced and embellished in the light of genius. Then Italy claiming our attention from the fact that its literature is the earliest of any consequence, of which modern Europe can boast. At the threshold of modern European literature, we meet the austere and venerable figure of Dante, and in his hand a book. In this book, 'The Inferno,' Dante, the greatest poet of the age and of many afterwards, has painted for us all the most celebrated contemporaries. After Dante, Petriarch, the priest—troubadour, with his melodious sonnets; and then at more or less remote intervals, the daring, fantastic Ariosto, the melancholy, devout, and silvery Tasso, and all the long line of Italian poets, grave and gay, down to the sternest of them all, the gloomy and terrible Algieri. On the literature of Spain, I may content myself with briefly remarking, that it contains two names of men unrivalled in their several walks—Cervantes, with his quiet and ethereal humour; and the religious dramatist, L'Alderves—a poet in whose works the spirit of Catholicism and of the South has found an expression worthy of what is best in both, glittering and splendid as the Alhambra, that wondrous relic of the Moorish power in the land of the Hidalgo—solemn and awful as a Spanish cathedral. In conclusion, I have confessed for you and for myself, that we are deficient in many things, and especially in the one study of which I have spoken, the study of literature. I have shewn you, in all earnestness and love, the means of elevating our noble profession to its true rank. Men have hitherto denied that teaching is a profession, but we must show them that the teacher is the true artist. With enthusiastic ardour we must be constantly improving ourselves in our art, so that we may take our true place in the rank of life—the workers are the men who win, and of all workers we surely ought to be the best equipped, seeing that we have to deal not with blocks of wood and stone, but with beings created after God's own image, with immortal minds—minds to be moulded for time and eternity, and for the moulding of which we shall have one day to give an account.

"A vote of thanks to the lecturer was carried amid loud applause. Mr. Borthwick briefly acknowledged the compliment."—*Ottawa Times*.

TACT IN TEACHING.

More teachers fail in their work from lack of tact in governing than from any other cause. When the same attention is given to the principles of government, as is given to those of instruction, much of this lack of tact will disappear. Under school government we must consider:

I.—Offences—

1. Unintentional, accidental, or careless acts.
2. Deliberate offences. Of these there are several classes: first, mischievous, done for fun; second, annoyances of other pupils; third, wilful breaking of rules; fourth, annoyance of teachers.
3. Vicious offences. First, from obduracy; second, for spite; third, revengeful acts.
4. Malicious acts.

All offences arising in school will come under some one of these classes.

II.—Discipline, meaning power to control—

1. Discipline of self. To govern others one must be able to govern himself.
2. Of the pupil.

III.—Prevention of offences—

1. Employment. A school employed is a school governed; a school interestingly employed is a school pleasantly governed. Employment should be pleasant and such as pupils can understand.
2. Teaching pupils self-reliance and self-respect
3. Trusting pupils.

CLAIMS OF LITTLE CHILDREN.

Mr. Goggin, President of the East Durham Teacher's Association, at a recent meeting thus referred to the claims of little children: He said the claims of small children were often overlooked, and more than a fair share of attention paid the larger ones on account of the credit they did the teacher upon examination days, when visitors came to test the success of the teaching. The instant the smallest child crosses the school-room door he has a claim upon the time and attention of the teacher; it may not be as large, but it is nevertheless, as real as that of the largest pupil in school. He observed that all small children were anxious to work, and were always glad to do any work assigned them, but must always be at work of some kind, and asked how it happened that after a child

had been attending school for say a year, he was unwilling to do any work that could well be avoided. Clearly the change had been brought about by a bad system of training in school. The child, neither from overwork, from too little work, or from a too long continuance of the same kind of work, should ever be allowed to acquire a dislike to school or school work. The child is anxious to work when he commences school, and if the teacher will not provide him with work, he will provide himself with work of a kind not always desired by the teacher. He advocated short lessons, variety in lessons, and plenty of out-door play for the smaller pupils, and gave examples of the way in which he constructed time tables which would allow for such treatment of the little folk. He also advised teachers to introduce singing and gymnastic exercises into the infant classes, as additional means whereby the interest in work and love for school could be maintained. He also thought that trained teachers should be employed especially in the junior classes, if at all practicable, as it was very necessary that a good and true foundation be laid, if we ever expect important results to follow.—*Port Hope Times*.

MANNERS IN THE PUBLIC SCHOOLS.

Appleton's Journal, discussing the manners of pupils in the public schools of the United States, arrives at the conclusion that they are about as bad as they can be. Strict discipline is maintained within the school, "But," says the Editor, "let a visitor encounter the pupils anywhere in public, and he finds that in a majority of instances their manners are wholly bad. They seem to respect neither places nor persons. They are insolent in bearing and insolent in language when they have an opportunity; they swagger as they please; they would wear their hats before the king if there were such a personage in the country; they whistle and sing in every presence: they loudly assert by their manner, that they consider respect for their elders an unmanly weakness; they wholly lack that fine and admirable spirit of insubordination that in well-trained youth is so excellent a preparation for the time when they may for themselves exercise authority."

We fear that there are young people north of the American frontier of whom the above picture would hardly be a caricature. Be this as it may, there is great force in the *Journal's* concluding paragraph: "Politeness not only includes a multitude of minor virtues, but it is the one thing that is indispensable if contact with the world is to be rendered endurable; and for the reputation of the American name, as well as that of our system of public education, it is greatly to be wished that the curriculum of our schools should include a system of training calculated to make gentlemen as well as creditable scholars of the pupils."—*Ex.*

INCENTIVES TO GOOD READING AND CORRECT SPELLING.

To the Editor of the *Journal of Education*.

DEAR SIR,—Noticing that the columns of your valuable *Journal* are always open to such matter as will further education, I would kindly desire of you a little space for what I have to say on the above subjects. Bacon says, "reading maketh a full man," but if we, at the present day had to judge men by their quality of reading, how few "full" men would we have. Now, Mr. Editor, without diverging farther from my subject, I will give the plan that I have my pupils take to secure "good reading." If pupil No 1 in reading his or her portion of the lesson, makes a blunder or mispronounces a word, and any of the pupils who stand lower in the class, observe and call attention to it, I have the pupil who made the blunder sent to the bottom of the class. This varies the "routine" (I might call it) that is noticeable in so many of our public school pupils. The pupils after being sent "foot" a few times, soon become careful and the pronouncing dictionary is soon called in question. Every ear is on the alert, and if ever any dispute arises, I am the umpire, as it were. Then, in using the dictionary, the pupils in a measure get acquainted with a greater variety of words than they would if they were allowed no task but what is in the various Readers. I may call the above plan a speciality to obtain correct pronunciation, which in reading is of the greatest importance, I also allow any of the pupils to challenge any who are above them to spell any word which is in the lesson. Thus, by these plans, my pupils take a greater interest in the lesson than they otherwise would, if I did not do this. By inserting this, Mr. Editor, you will confer a favour on

EXPERIENCE.

V. Monthly Report on Meteorology of the Province of Ontario.

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for APRIL, 1875.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A. Belleville—Goderich—Archibald Thomson, Esq.; Stratford—C. J. Mackregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Rev. George Grant, B.A.; Windsor—A. Sinclair, Esq., M.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, WINDS, NUMBER OF OBSERVATIONS, HUMIDITY OF AIR, TENSION OF VAPOUR.

* An accident to the Minimum Thermometer prevented the completion of the operations (Windsor).

† On St. Lawrence. ‡ On Lake Huron. § On Lake Ontario. ¶ On the Ottawa River. †† On the Detroit River. ‡‡ Inland Towns.

Table with columns: STATION, MONTHLY MEANS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

¶ Where the clouds have contrary motions, the higher current is entered here.

§ Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

Pembroke—Snow 3rd, 6th, 18th, 23rd, 24th, 26th. Rain, 1st, 8th, 12th, 13th, 15th, 16th, 29th, 30th. CORNWALL.—4th, Solar halo. 5th, sleighing gone in town. 14th, Lunar halo. 24th, frogs heard. Wind storms, 20th, 30th. Snow, 3rd, 18th, 21st, 25th. Rain, 2nd, 24th, 30th. BARRE.—Hail, 15th; frogs heard. Snow, 16th, 19th, 23rd, 24th.

30th. Rain, 1st, 9th, 14th, 15th, 29th. PETERBOROUGH.—Hail, 8th. Wind storms, 15th, 19th, 20th, 30th. Fogs, 1st and 3rd. Snow, 3rd, 7th, 12th, 16th, 17th, 22nd, 24th. Rain, 1st, 12th, 15th, 29th. Sleighting ended 1st. Robins seen 9th. Circle round moon, 16th. Month cold and backward, and but little farming done.

GODERICH.—Ice broken up on the Maitland on 3rd; passage forced through. First Swallow noticed, 8th. Navigation open 27th. Ice nearly out of sight 30th. Wind storms, 15th, 25th. Fog, 14th. Snow, 15th—18th, 23rd, 24th. Rain, 1st, 6th, 8th, 15th, 29th. STRATFORD.—Wild Pigeons, 1st. Mill-pond free from ice 10th; frozen 17th; free 20th. Robins and other small birds found frozen to

death, 18th and 19th. Frogs heard, 27th. Difference from average of monthly mean temperature from average of 14 years:—5°.29. Wind storms, 15th, 29th, 30th. Snow, 3rd, 16th—19th, 23rd. Rain, 1st, 7th, 9th, 13th, 15th, 29th.

HAMILTON.—Navigation open 23rd. Lightning and thunder with rain, 29th. Snow, 3rd, 16th, 17th. Rain, 1st, 13th, 15th, 29th.

SIMCOE.—Bright meteors in N. E. half an hour before dark. 12th—17th, a week of unusually low barometer. Lightning and thunder with rain, 29th. Wind storms 15th, 29th, 30th. Snow, 16th, 17th, 19th, 23rd, 25th. Rain, 1st, 7th, 9th, 12th, 15th, 29th.

WINDSOR.—Meteor in S., 4th. Solar halo, 3rd, 26th. Lunar halo, 16th. Wind storms 29th. Fog, 29th. Snow, 16th, 17th, 18th, 19th. Rain, 1st, 11th, 15th 29th.

VI. Biographical Sketches.

SIR WILLIAM E. LOGAN, F.R.C.S., F.R.S., for years (says the *Hamilton Times*) one of the most noted geologists of his time, and one to whom Canada owes a debt she perhaps can never repay. He has accomplished more for her, and won more fame for her, than any other individual in his profession, and has, during a long series of years, done much to introduce her to men of science in Europe, where the Knight was most highly esteemed. Sir William Logan was possessed of wonderful application, great powers of study, was a deep reader, and enjoyed talents of a high order, which few men are blessed with. To the last he was an earnest student, his researches were ever being prosecuted and the zeal which animated him was ever present with him, whether well or ill. By his death, Canada has lost one of her greatest sons; one whose example should be emulated by everyone, for while he was a close student he was an excellent man, and a valued member of society. Within the space at control to-day anything like an adequate obituary notice of the deceased is impossible. From the "Biographies of Celebrated Canadians," we are able to select the following references to him: Sir William Logan was born in Montreal in 1798. He pursued his studies at the High School of Edinburgh, Scotland, and graduated at the university of that city. In 1818 he entered the mercantile office of his uncle, Mr. Hart Logan, of London, and after a time became a partner in the firm. After returning to Canada for a short time, where his attention was drawn to the geological characteristics of this country, he crossed the Atlantic in 1829, and took up his residence in South Wales, Swansea, as manager of copper smelting and coal mining operations, in which his uncle was interested; but he left this situation soon after the death of the latter in 1838. During his seven years residence in South Wales, Mr. Logan devoted himself to the study of the coal field of that region; and his minute and accurate maps and sections were adopted by the Ordnance Geological Survey, and published by the government, under Sir Henry de la Beche's superintendence. He was the first to demonstrate that the stratum of under clay, as it is called, which always underlies coal beds, was the soil in which the coal vegetation grew. In 1841 Sir William visited the coal fields of Pennsylvania and Nova Scotia, and communicated several memoirs on the subject to the Geological Society of London. At this time he began an examination of the older palæozoic rocks of Canada; and the celebrated geological survey of Canada having been commenced, he was appointed and still continues at its head, a trust which sufficiently indicates the high opinion entertained of his great abilities and attainments by the government. This preference is, however, nothing more than he is entitled to, considering the immense sacrifice which he has made to remain in, and confine his studies to, a country endeared to him by all the ties of birth and station. It is a well known fact that he has refused several offers from other governments for his services, including India, where a princely fortune is to be made by the geologist. In the course of his investigations upon the rocks of the Eastern Townships, which are the continuation of those of New England, Sir William has shown that, so far from being, as had been supposed, primitive azoic rocks, they are altered and crystallized palæozoic strata; a fact, which, although suspected, had not hitherto been demonstrated, and which is the key to the geology of North-eastern America. He found the rocks, which form the Laurentide and Adirondac mountains, previously regarded as unstratified, to be disturbed and altered sedimentary deposits of vast thickness, equal perhaps to all the hitherto known stratified rocks of the earth's crust. In 1851 Sir William represented Canada at the Great Exhibition in London; and had charge of the Canadian geological collection which had been made by himself or under his immediate direction. It was exhibited with great skill and judgment, displaying to the best advantages the mineral resources of Canada. The labour of arranging the specimens was very great, and so enthusiastic was he that frequently he sallied out at eight or ten in the morning, and would work for twelve hours without waiting to take refreshments. He had the satisfaction of knowing that his country-

men appreciated his services. Medals in profusion were allotted to Canada, and the Royal Society of London elected Mr. Logan a fellow, the highest attainable British scientific distinction; he was also a commissioner from Canada at the Industrial Exhibition at Paris, in 1855, when he received from the imperial commission the grand gold medal of honour, and was created a Knight of the Legion of Honour. He received the honour of knighthood from the Queen's hands, in 1856; and in the same year was awarded by the Geological Society of which he has long been a member, the Wollaston Palladium medal, for his pre-eminent services in geology.

MR. GEORGE DORMER, Barrister, Lindsay, and ex-M. P., for South Victoria, who breathed his last on the 24th ulto. was second son of the late John Dormer, Esq., M.D., of Kingston. He was educated at Laval University, Quebec, and graduated there as a B.A., in 1856, and at Regiopolis College, Kingston; also received the degree of B. A., *ad eundem*, from Toronto University, 1858. He studied in the office of the Rt. Hon. Sir John A. Macdonald, was admitted as an Attorney, U. C., 1862, and called to the Bar in 1872. For a short time he was in the Civil Service of Canada, and was Mayor of Lindsay, 1871-2, and elected to the Dominion Parliament at the General Election in 1872, in the Liberal-Conservative interest.—*Ex.*

DEATH OF CHIEFS OF THE SIX NATIONS.—Within the past few days, the Six Nation Indians have lost two of their distinguished Chiefs, in Joseph Snow of the Onondagas, and Jacob General of the Oneidas. Both were uneducated but highly respectable and influential, and their departure will be much felt, and cause a blank in Council not easily supplied. Chief Snow participated in the war of 1812-13, was wise in council, a good and impressive speaker, with occasional flights of oratory in flowery or poetical language, beautiful in its natural conception. Chief General was in the prime of life, vigorous and intelligent, a forcible speaker, and, of late years became the leading Chief of one side of the House in Council. The funerals of these Chiefs were largely attended, and their remains laid in the grave with ancient and simple forms, in the hope that their spirits are in those "happy hunting fields" above, where care and sorrow is unknown. The writer of this notice can bear witness to the sterling honest character of these lamented Chiefs, and warmly sympathises with their friends and people, in the great loss they have sustained.—*Brantford Courier.*

VII. Miscellaneous.

"HE FOUND NONE."

Last summer an appeal was made through the columns of the press for a few flowers, fruits, or vegetables for the sick and suffering inmates of the St. Catharines General and Marine Hospital. The only response to six of those advertisements came in the shape of a basket of tomatoes from Mrs. W. L. Copeland, wife of our esteemed Postmaster. A lady, upon being made acquainted with the fact, wrote the following beautiful lines, and sent them to Dr. Mack:—

'Twas long ago, in Palestine,
The Saviour passed along the way,
When Bethany, amid clustered vine
And pomegranate, behind him lay.

Oft weary were His blessed feet,
Hungry and faint His steps He staid,
Where cool amid the burning heat,
A fig tree spread its welcome shade.

The time of gathering is not yet,
The first ripe fruit He sure will find.
Alas! though leaves are thickly set,
Not one fig lurks those leaves behind.

So hungry still He turned away,
"No man eat fruit again from thee."
And no man ever from that day
Saw fruit on that accursed tree.

So now our orchard boughs hang low,
With luscious peach and mellow pear,
Ripe apples drop from every bough,
And e'en the swine may take their share

Crimson tomatoes at our feet,
Ripe grapes are glowing in the sun,
Again the Saviour seeks for fruit,
And as of old He findeth none.

Where is He? Where the sick men lie,
Withered with fever's scorching blight;
Bring grapes to cool their lips so dry,
Which death's dread hand will cool to-night.

Where is He? Where that weary child
Is laid, with shattered, aching limb;
Give fruit unsparing, heaped and piled,
The Saviour counts it given to Him

Where is He? Where you sick girl waits
His parting word to set her free,
Give ere she pass the pearly gates,
Where she will need no gift from thee.

Within the Hospital they lie,
Jesus is there their woes to see;
Oh! let Him say in passing by,
Freely they gave their fruit to me.

And when your loaded shelves ye pile
For winter use with eager care,
If ye would win the Master's smile,
Oh! let the sick ones have His share.

The Lord seeks fruit from every tree,
The Lord who gives both sun and rain,
Oh! tell me could it ever be,
Jesus, should seek and seek in vain.

LAUGHING CHILDREN.

Give me the boy or girl who smiles as soon as the first rays of the morning sun glance in through the window, gay, happy, and kind. Such a boy will be fit to "make up" into a man—at least when contrasted with the sullen, morose, crabbed fellow, who snaps and snarls like a surly cur, or growls and grunts like an untamed hyena from the moment he opens his angry eyes till he is "confronted" by his breakfast. Such a girl, other things being favourable, will be good material to aid in gladdening some comfortable home, or to refine, civilize, tame, and humanize a rude brother, making him gentle, affectionate and lovable. It is a feast to even look at such a joy-inspiring girl, from the parted lips, displaying a set of clean, well-brushed teeth, looking almost the personification of beauty and goodness, singing, and as merry as the birds, the wide awake birds, that commenced their morning concert long before the lazy boys dreamed that the sun was approaching, and about to pour a whole flood of light and warmth upon the earth. Such a girl is like a gentle shower to the parching earth, bestowing kind words, sweet smiles, and acts of mercy to all around her—the joy and light of the household.

Many a boy has for years puzzled his brain to guess what is meant by "in the miz," in the fourth commandment. "For in six days the Lord made heaven and earth, the sea, and all that in them is."

COURTESIES TO PARENTS.

Parents lean upon their children, and especially their sons, much earlier than either of them imagine. Their love is a constant inspiration, a perennial fountain of delight, from which our lips may quaff and be comforted thereby. It may be that the mother has been left a widow, depending on her only son for support. He gives her a comfortable home, sees that she is well clad, and allows no debts to accumulate, and that is all. It is considerable, more even than many sons do; but there is a lack. He seldom thinks it worth while to give her a caress; he has forgotten all those affectionate ways that keep the wrinkles from her face, and make her look so much younger than her years; he is ready to put his hand in his pocket to gratify her slightest request; but to give of the abundance of his heart is another thing entirely. He loves his mother? Of course he does! Are there not proofs enough of his filial regard? Is he not continually making sacrifices for her benefit? What more could any reasonable woman ask?

Ah! but it is the mother-heart that craves an occasional kiss, the support of your youthful arm, the little attentions and kindly courtesies of life, that smooth down so many of its asperities, and makes the journey less wearisome. Material aid is good so far as it goes, but it has not that sustaining power which the loving, sympathetic heart bestows upon its object. You think she has outgrown these weaknesses and follies, and is content with the crust that is left; but you are mistaken. Every little offer of attention, your escort to church or concert, or for a quiet walk, brings back the youth of her heart; her cheeks glow, and her eyes sparkle with pleasure, and, oh! how proud she is of her son.

Even the father, occupied and absorbed as he may be, is not wholly indifferent to these filial expressions of devoted love. He

may pretend to care very little for them, but having faith in their sincerity, it would give him serious pain were they entirely withheld. Fathers need their sons quite as much as the sons need their fathers; but in how many deplorable instances do they fail to find in them a staff for their declining years!

Begin early to cultivate a habit of thoughtfulness and consideration for others, especially for those whom you are commanded to honour. Can you begrudge a few extra steps for the mother who never stopped to number those you demanded during your helpless infancy? Have you the heart to slight her requests or treat her remarks with indifference, when you cannot begin to measure the patient devotion with which she bore with your peculiarities? Anticipate her wants, invite her confidence, be prompt to offer assistance, express your affection as you did when a child, that the mother may never grieve in secret for her son she has lost.—*Rural New Yorker.*

THE SONGS OF BIRDS.

The song of a bird is uttered solely for the pleasure of listening or being listened to on the part of a songster, and bears no relation whatever to any preceding or subsequent movement of the bird; and we therefore claim that the song of the bird is an expression of melody that gives pleasure to the bird itself and to other birds, which is known to the singer; so that he derives an additional pleasure from this consciousness; or, in a few plain words, the reason that birds sing is precisely the same as that which induces mankind to cultivate music, which with man originally was exclusively vocal. A bird, when singing, does not usually busy itself with something else at the same time. If busy feeding, it quits work, and taking up a position that better suits it, the bird commences its song, and repeats the same until wearied with the repetition, or called by its mate or "a sudden thought" to something or some other place. When, however, it is busy feeding, the low chirps and an occasional twitter indicate, if alone, that it is talking to itself, or if with company, that it is talking to them; for a bird surrounded by others, or in company with its mate, will chirp most loudly, and with a greater variation of notes than when alone. If disturbed how different a note is given. Who can doubt the meaning of a frightened bird's alarm cry? Again, let us observe two birds immediately after mating. Many of their actions, and their low, ceaseless twittering, are a most laughable caricature of a newly married couple—say on their wedding journey. Like poor mankind, bird-kind, they have their petty vexations, and the little quarrels of a newly mated pair of birds are also wondrously human-like. What may all this have to do with language? Just this, that precisely in accordance with the way that things go on, whether smoothly or not, are the "chirps and twitters," as to seem to us simply to be low, musical, and deliberately uttered, or if from any cause the birds are excited, then these same utterances are shrill, cacophonous, and so rapidly repeated that the birds, if unseen, cannot but be recognized by their voices.

ENEMIES TO THE POTATO BUG.

In addition to the enmity which in self-defence man has developed against the Colorado Beetle, nature is at work in other ways to check its inordinate growth. Not having been favoured with any suggestions from our own Agricultural College, we have to "look to Washington" for information, and find a communication from Mr. C. R. Dodge, the Assistant Entomologist of the U.S. Department of Agriculture, the perusal of which is instructive. He says:—

"There are about twenty parasites that prey upon these destructive insects and serve to keep them from becoming even more destructive than they really are. The lady bugs, or "lady birds," belonging to the family *coccinellida*, do inestimable good by destroying the beetle while in the egg state, as there are no less than six species actively engaged in this good work. *Hippodamia maculata* is a small pink species, marked on the back with ten black spots. *H. convergens* is another small species, which has done much good in checking the ravages of the beetle; its larva—for these lady birds attack the eggs in both stages—is bluish, marked with orange and black. The beetle has twelve fine dots or markings on the back. *H. 15 Punctata* is one of the largest of our lady birds. It is cream-colored, with a tinge of chocolate, and is marked with fifteen spots, as the name implies. The thorax is also cream-colored, marked with black. The larva is black, and is armed with six rows of spines. *H. glacialis* is marked on each wing cover, near the end of the abdomen, with three black spots, colour brick red. *Coccinella mumea* is a small clay-coloured species, having no spots whatever; and *C. novem-notata*, as the name implies, is distinguished by being nine-spotted.

In the larval state the beetle is attacked by a great many insects,

among which we may mention the following beetles and plant bugs:—One of the largest metallic green tiger beetles (*tetracha virginica*) destroys immense numbers of them. In the next family of ground beetles we may mention *calosoma calidum*, which measures three-quarters of an inch long. It is black, with several rows of copper-colored spots on each wing case. *Harpalus caliginosus*, a dull black species, about the same length; *pasimachus elongatus*, a larger species; and *labia grandis*, a beetle measuring about a quarter of an inch in length, the head and thorax of which are quite small and clay-coloured, while the body, large and oval in shape, is a dark blue. One of the "rove beetles," a *philonthus*, also attacks it. As a singular fact we may mention that two or three species of blister flies (beetles) that have themselves been considered enemies of the potato, and justly, too, feed upon or destroy the Colorado beetle in the larva state, which reminds us forcibly of the old adage—

When thieves fall out honest men come by their own.

Among the plant bugs, or hemiptera, the insect is destroyed by six species at least. *Harpactor cinctus* is easily recognised by the legs and sides being banded by yellow and black. Like all the insects of this order, it is provided with a beak, and destroys its victim by sucking out its juices. *Reduvius raptorius* is about the same size, and is brownish in colour; *arma spinosa*, which looks very much like a squash bug, also feeds upon it. *Perillus circumcinctus* is brown marked with yellow; and *euschistes punctipes* resembles likewise the squash bug in general shape, except that it is larger. It is dull yellowish, covered with minute specks or dots. *Capsus linearis*, a small bug, is also an enemy to the beetle

Lydella doryphoræ, a dipterous insect (belonging to the flies), is parasitic in the body of the larva, which never attains the beetle state in consequence. Mr. Riley, who describes this insect, states that "it destroys fully ten per cent. of the second brood and fifty per cent. of the third brood."

Another large fly, *promachus bastardii*, is also mentioned as a potato beetle destroyer, but the same insect has such a rascally habit of killing bees that its credit mark should be small. Even a species of daddy-long-legs has been detected in destroying the larva of potato beetles. It is a known fact, however, that spiders generally are great insect eaters, and so our phalangium is only carrying out an instinct of nature. In the family of wasps *polistes rubiginosus* stings the larva, and while in a paralyzed condition bears it to its nest as food for its young.

Chickens, ducks, geese, and in fact poultry generally, will not touch these insects in either stage of their existence, so we may look in vain for help from that quarter.

Doubtless there are other insects engaged in this good work which have been left out of the list, but enough have been given to show the farmer that he has some friends in the insect tribe, and he will do well to cultivate their acquaintance and protect them. Besides if he is a keen observer, he may himself add to the list and contribute his mite to entomological science."

THE LOVELL VENTURE.

We print this morning a short description of the establishment recently erected by Mr. Lovell at Rouse's Point. The transference of a large printing establishment, and of the energy and industry of so many people, from Canada to a small village just across the lines, is a subject which may well challenge our serious consideration. There is nothing in Rouse's Point, considered by itself, to justify the erection of a printing office in it. Such an establishment usually requires as a first condition of success that it shall be surrounded by an active business or reading population. That certainly cannot be said to the character of the little village on Lake Champlain. It is a small community, so small that even Yankee enterprise has not deemed it important enough to entitle it to a weekly newspaper. And yet it is in such a place that Mr. Lovell has erected the large and complete establishment which we describe elsewhere; and it is there that he is already employing nearly a hundred hands, and has every promise in short time of doubling that number. The venture has certainly not been made from love of change, or from a desire to move into the United States. Mr. Lovell has lived too long in Montreal, and his social and business relations have become too well established, to cause him to change for the mere sake of changes. It is worth while, therefore, to consider what has been the motive in the establishment of this printing office, at such an apparently unpromising spot.

The truth is that this establishment at Rouse's Point is the outgrowth of the Copyright Law, which in its operation favours American publishing houses. Our American friends, whether wisely or not, we do not pretend to discuss, have always refused to be parties to an International Copyright. As a consequence they can take English works and reprint them in the United States without let or

hindrance, and having published them they can send them into Canada, at a duty of twelve and a half per cent. which is collected for the benefit of the author, and sell them where they please. In Canada, on the contrary, this cannot be done. No English work can be reprinted in this country without the direct permission of the author, who has the copyright here as well as in Great Britain, and the obtaining of this permission is a matter of so much delay and expense that, except in rare cases, and then only in the walks of light literature, has it ever been attempted. Some of the publishers in Canada have asked that they might be put on the same footing as those in the United States, that is, permitted to print whatever they find, and pay for the benefit of the authors, twelve and a half per cent. upon the edition issued to the public. But this suggestion has been met with an insulting negative, as the suggestion of dishonesty, and the authors and publishers of England go on with the idea that they are retaining Canada as a market, when in reality they are doing more than forcing the printing of their books in American rather than in the Canadian printing offices, by American rather than Canadian printers, and on American rather than Canadian paper; while the people of Canada read the American reprint, careless of whether it pleases the English author or publisher or not. Here is the prompting motive which led to the Lovell venture of a large and commodious printing establishment at Rouse's Point. There he can do what in Montreal he dare not do, without subjecting himself to penalties. There he can print any English work and send into Canada as many copies as the Canadian people require, by the simple payment of twelve and a half per cent, retaining the balance of the edition for the American market; so that by the stupidity of English authors and publishers, they have forced one enterprising Canadian publisher to meet the obstructions they have thrown in the way, by making his publishing enterprise an American instead of a Canadian one, and transferring the large expenditure of capital to a foreign country.

This illustration of the results of the law as it stands, should have the effect of attracting public attention to the monstrous injustice of the present copyright system, which, without benefitting the authors and publishers at home, is ruinous to the publishing trade in Canada. We regret to notice that there is an attempt being made in England at this moment to prevent the Royal assent being given to the bill passed last session at Ottawa. The information which reaches us is to the effect that this opposition may possibly be successful. We sincerely hope it will not be. It is a measure eminently in the interest of British authors and publishers, while at the same time it will afford some encouragement to Canadian publishers and to the building up of a Canadian publishing trade. Anything more fair to those who have an interest in the copyright, it would be difficult to imagine; and we are satisfied that in its operation it would prove not only fair but most advantageous to them. One thing is certain that the refusal of the British Government, acting upon the solicitation of British authors and publishers, to sustain the bill, would produce a very unfortunate feeling in Canada. We are a self-governing community. It is within the competence of the Canadian Parliament to put what duty it please upon British manufactures in the interest either of the revenue or requirements of the industries of the Dominion. Surely when we may do that without hindrance, is it wise that we should be prevented from regulating this copyright question in such a way as to make it unnecessary for publishers to erect printing offices on the other side of the line, the better to supply the Canadian people with English works? We are satisfied that a bill so favourable to British authors and publishers will never again pass the two houses of Parliament, and the effect of the disallowance of the present measure will be to cause a cry for free trade in foreign copyrights for Canada, which will certainly not prove advantageous to those, by whose ill-advised interference so favourable a settlement of the whole question as that now proposed will have been defeated. In the meantime we hope Mr. Lovell, as an old Montrealer, may fully realise his anticipations in relation to the business to be done at Rouse's Point, anticipations which there is good reason to believe, from orders already in from American publishing houses, will not be disappointed; and that his present venture may tend more strongly to draw the attention of the British public on both sides of the Atlantic, to the anomalous state of the patent copyright law, which in its operation has been the cause of this Lovell venture being made.*—*Montreal Gazette.*

*The Lovell Printing and Publishing House is situated on the margin of Lake Champlain, at Rouse's Point, New York. The landing for the Lake Champlain steamers, and the stations of the Central, Vermont and the Grand Trunk Railways are within a short distance of the building. The Lake Shore Press office is an imposing, massive and substantial structure of stone and brick, three storeys high, measuring 150 feet front by 178 feet depth with a width of 45 feet. The roof is covered with English tin. The foundation and first courses are built with magnificent blocks of lime stone from Isle Lamotte quarries, many of them weighing four and five tons. The remainder of the building is built of brick.

ONTARIO TEACHERS ASSOCIATION.

The fifteenth annual convention of the Ontario Teachers' Association will be held in the Theatre of the Normal School Buildings, Toronto on Tuesday the 10th day of August next, at three o'clock in the afternoon, and continue in session three days.

The opening address will be delivered by the President, Professor Goldwin Smith, at half-past seven o'clock on Tuesday evening. An address may be expected from the Very Rev. Principal Caven. The order of business will be as under :

2.00 p.m., Tuesday—Treasurer's Report ; Mr. Samuel Macalister.
2.30 p.m.—Compulsory education ; Mr. Archibald Macallum, M.A.

7.30 p.m.—Opening address ; President, Prof. Goldwin Smith. Reception of delegates.

2.00 p.m., Wednesday—certificates to public school teachers, "How and by whom granted ;" Mr. J. Thorburn, M.A.

3.30 p.m.—"school taxation ;" Mr. D. J. McKinnon.
7.30 p.m.—The Very Rev. Principal Caven.
Reception of delegates.

2.00 p.m., Thursday—Nomination of officers.
2.15 p.m.—The relation between High and Public Schools ; Mr. H. Dickenson.

7.30 p.m.—Mr. S. Arthur Marling, M.A., High School Inspector. The following Reports will be presented, viz :

- Report of the Public School Master's Section.
- Report of the Public School Inspector's Section.
- Report of the High School Master's Section.
- The Industrial School Committee.
- Committee on time of Meeting.

Any member of the Association may propose other subjects for discussion, which, if approved by the Board of Directors, will be introduced to the Association, with the understanding that the proposer lead off in the discussion. The Board of Directors earnestly hope that local associations will be represented by delegates at the ensuing convention, as provided for by the Constitution. The following article of the Constitution of the Provincial Association refers to the formation of Branch Associations.

"Article 5.—Every Local Association appointing a delegate to represent it at the Annual Meeting shall be a Branch Association, and shall, through its representative, have one vote for each of its members connected with this Association not present at the Annual Meeting, provided that the names of such members and such representative, together with the annual fees for the same, be transmitted on or before the first day of July in each year."

VIII. Departmental Notices.

On the Report of the Central Committee of Examiners as to attainments, and of the Principal as to the ability and aptitude to teach, the Chief Superintendent has granted the undermentioned certificates to students of the Normal School, under the Act 37 Vic., cap. 27, sec. 31 (12).

Dated, 15th July, 1875.

CLASS I.

- | | |
|--|---|
| <p>Grade A.</p> <p>3514. Campbell, Alexander
3515. Dorland, Solomon
3516. Stuart, Alexander
3517. Allen, Amelia Maria
3518. Cornor, Mary M. L. J.</p> | <p>Grade B.</p> <p>3519. Corbett, Lewis C.
3520. Francis, Daniel
3521. Sprague, William E.</p> |
|--|---|

- | | |
|---|---|
| <p>Grade C.</p> <p>3522. McNeow, James</p> | <p>3523. Pyne, Albert R.
3524. Iles, Isabella</p> |
|---|---|

CLASS II.

- | | |
|---|---|
| <p>Grade A.</p> <p>3525. Parker, Thomas
3526. Pettit, Hiram</p> | <p>Grade B.</p> <p>3527. Gillespie, Fannie</p> |
| <p>3528. Adair, Alex. Aird
3529. Barclay, Isaiah B.
3530. Booth, William B.
3531. Cassidy, William
3532. Collins, F. Charles
3533. Devlin, Thomas S.
3534. Dusty, James
3535. Huff, Samuel
3536. Lough, William R.
3537. Ludlow, Richard
3538. McGowan, Rob't.
3539. McWilliams, John</p> | <p>3540. Reilly, William Geo.
3541. Sutherland, Jeffrey Talbot
3542. Wightman, Geo. Easton
3543. Ballantine, Maria
3544. Barr, Maggie
3545. Browne, Eliz'th. M.
3546. Burton, Maggie
3547. McKay, Myra
3548. Shore, Margaret Jane
3549. Westman, Mary Ann
3550. Whitfield, Margaret</p> |

Candidates for Second-class Certificates who obtained Third-class Certificates.

- | | |
|--|---|
| <p>3551. Bain, William L.
3552. Bourns, Thomas
3553. Boyd, Isaac
3554. Brydon, Robert
3555. Glass, Matthew J.
3556. Green, Thomas S.
3557. Houston, David W.
3558. Irwin, William
3559. Johnston, Robert W.
3560. McCracken, Thomas
3561. McKay, William
3562. Pascoe, Richard
3563. Rae, James
3564. Robinson, John
3565. Robinson, F. Harvey
3566. Robinson, E. Bravender
3567. Sowerby, John
3568. Symons, William H.
3569. Young, James Alfred
3570. Abbott, Elizabeth A.
3571. Baker, Emma
3572. Baldwin, Jennie A.
3573. Baxter, Sphia
3574. Carlyle, Thomasina
3575. Cathcart, Caroline
3576. Church, Eliza Jane
3577. Chunie, Kate</p> | <p>3578. Comfort, Etoile
3579. Currie, Hannah
3580. Duncan, Barbara
3581. Foulds, Elizabeth
3582. Geltatly, Lizzie
3583. Gray, Annie
3584. Harrison, Annie
3585. Holmes, Selina Emmeline
3586. Jarvis, Eliza Jane
3587. Meldrum, Anna P.
3588. Miller, Emma V.
3589. Mitchell, Maggie
3590. McCordie, Alma
3591. McCredie, Emily
3592. McDowell, Bella
3593. McKellar, Nancy
3594. McLean, Mary E.
3595. McLellan, Hattie
3596. McPhail, Sarah Ann
3597. Shea, Bridget
3598. Silcox, Fanny
3599. Sims, Florence
3600. Spence, Maggie
3601. Van Camp, Lauretta A.
3602. Wilkinson, Sarah
3603. Windrum, Maggie</p> |
|--|---|

CLASS III.

- | | |
|--|--|
| <p>3604. Archer, David
3605. Chapman, Edwin A.
3606. Hambly, Louis Elwood
3607. Donaldson, Elizabeth</p> | <p>3608. McGregor, Mary
3609. Orr, Maggie
3610. O'Reilly, Mary Ann
3611. Westland, Bertha F.</p> |
|--|--|

NORMAL SCHOOL SESSIONS, TORONTO AND OTTAWA.

In future there will be but one Session of the Normal School instead of two.

The Session will commence on the 15th September, and will close on 15th July, with vacation from the third Wednesday in December to the second Tuesday in January ; and from the Wednesday before, to the Tuesday after Easter, inclusive.

NOTE.—For subjects of examination see prospectus, to be had on application to the Education Department Toronto.

OTTAWA NORMAL SCHOOL.

Students desiring to enter the new Normal School at Ottawa, will please send in their names to the Education Department, Toronto, without delay.

COUNCIL OF PUBLIC INSTRUCTION.

ELECTION OF REPRESENTATIVES.

The Chief Superintendent of Education hereby gives notice, that an election of a member of the Council of Public Instruction, by the legally qualified Masters and Teachers of Collegiate Institutes and High Schools, and by the Public School Inspectors, will take place on Tuesday, the 17th day of August next.

IX. Advertisement.

PRIZE AND LIBRARY BOOKS.

THE PEOPLE'S DEPOSITORY OF ONTARIO

Will continue to allow

ONE HUNDRED PER CENT.

On all remittances over \$5 sent to it

FOR

PRIZE OR LIBRARY BOOKS.

The price charged to the Schools for Books is at the rate of 18 cents on the 1s. sterling of retail cost, being nearly 35 per cent. lower than the current retail prices of these Books.

Catalogues sent on application.