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# JOURNAL OF

Province of



# EDUCATION,

Ontario.

VOL. XXVII.

TORONTO, JULY, 1874.

No. 7.

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## COMPETITIVE EXAMINATIONS IN TOWNSHIPS.

Several inspectors have called attention to the beneficial effects of a judicious system of competitive examinations among the public schools of a township.

We quite agree with them in believing that such examinations, conducted with judgment and care, cannot fail to afford a healthy stimulus to the schools. The general effect of these examinations is to attract public attention to the actual condition of the schools; and, when defects in teaching and training are discovered by means of these tests, to suggest a remedy. Another important effect produced by these tests is the demonstration, practically, of the inefficiency of antiquated systems of instruction, to which a few teachers here and there in a township are wedded, and the economy of time, and the manifest advantage of the newer and more effective modes of teaching which the inspector may have sought to introduce into the schools.

There are two kinds of difficulties which any one who is practically acquainted with the every-day working of our schools cannot fail to have experienced,—the one is frequently met with by the inspector, and the other is a chronic evil (frequently the cause of the first) of which teachers constantly complain. The first is the want of a proper system of classification in many of the schools, and the other is caused by an objection on the part of parents to the teaching of this or that particular

subject to individual scholars. Pupils are pushed forward in some favourite subject, often an advanced one, while in the elementary branches they cannot pass any kind of a satisfactory examination, much less a creditable one.

The inspectors have frequently, therefore, to spend most of their time in some schools (though not so frequently as formerly) in putting back pupils from the fourth and fifth classes, to the second and third. The excuse given is, that the parents—either disappointed at the slow progress of their children, or objecting to one or other study or exercise—have unduly urged the teacher to prematurely promote these children to higher classes.

In a judicious system of competitive examination these evils are most effectively exposed, and the result, generally, is that efforts are made to remedy them. Few inspectors would think of holding an examination in the higher branches of instruction until they were assured by actual experiment that the elementary branches were thoroughly mastered. A competitive examination affords an admirable opportunity of testing this 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 of 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 direct attention to the following admirable regulations for 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 of 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.

#### MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION.

Report of the proceedings at a meeting of the Council of Public Instruction, held June 12, 1874. Published as authorized by law.

No. 371.] COUNCIL ROOM,  
Education Office, 12th June, 1874.

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,  
James MacLennan, Esq., Q.C.

1. The following communications were laid before the Council:—
8041. From Wm. McCabe, Esquire, respecting the minutes of last meeting.
7928. From the same, giving notice of motion that it is expedient that the catalogue of library books now in course of publication be revised.
7664. From the Principal of the Normal School, reporting temporary arrangements for teaching in the Model School.
- 7743, 7768, 7853. From Candidates applying for the appointment in the Model School.
8040. From the Principal of the Normal School, on the same subject.
8071. From the same, on the same subject.
8039. From the same, with a report of the standing of the students.
8669. From the same, with a supplementary list.
- 7780½. From the Committee on Library and Prize Books, being their first report.
10010. From the Inspector of the County of Perth, respecting teachers' institutes, and reply.
9956. From the Inspector of the County of Waterloo, on the same subject, and reply.
12164. From the Inspector of South Grey, on the same subject, and reply.

7710, 12929. From the Inspector of Oxford, on the same subject.  
13685. From the Inspector of the County of Peterborough, on the same subject.

7634. From the Inspector of the County of Hastings, North, on the same subject.

7930. From Chief Superintendent of Education, being a list of books for approval for the Library and Prize Catalogues.

Also, the forms issued respecting the voting for Members of the Council.

2. The following questions (7960) were put by Mr. MacLennan, and were replied to by the Chief Superintendent, as below stated :—

(1.) Whether at any time since the month of July, 1871, Dr. Sangster has been engaged or employed, in any manner, or in any capacity, in connection with education or schools in this Province, with the sanction of the Council, or of the Chief Superintendent, or of the Education Department, or of any officer thereof? and if so, what are the particulars?

*Answer.*—None whatever.

(2.) Whether, during any part of the time above mentioned, Dr. Sangster has taken any part in any work or duty of an educational kind, with such sanction, or recognition as above, or whether any relation has existed between him and the Education Department? and if so, what are the particulars?

*Answer.*—None whatever.

(3.) Whether the meetings of teachers, called Institutes, held in different parts of the country, and presided over by Dr. Sangster, or conducted by him, or any such, have been with any sanction of, or by any arrangement with, the Council or the Chief Superintendent, or the Education Department, or any officer thereof, and whether any expenses in connection with such institutes, or any of them, or of any person attending them, have been paid, or are intended to be paid, out of public funds, or funds over which the Department has any control? and if so, what are the particulars?

*Answer.*—None whatever.

(4.) Whether any correspondence between Dr. Sangster and the Council, or between Dr. Sangster and the Chief Superintendent, or between him and the Department of Education, or any officer thereof on the subject of the meetings of Teachers or Institutes, above referred to, exists among the records, or on the files of the Department? and if so what is the purport of such correspondence?

*Answer.*—None whatever.

(5.) Whether there is any such correspondence with any person or persons other than Dr. Sangster? and if so to what effect?

*Answer.*—The only correspondence having reference to Teachers' Meetings or Institutes, has had relation to Teachers taking Friday to attend such meetings or institutes, as one of the five teaching days per annum allowed them according to law, to visit other schools, and confer with other teachers on the subjects of school organization, discipline, and teaching. Most of the Inspectors have never corresponded with me on anything connected with holding teachers' meetings or institutes, but have with the teachers exercised their own discretion; but in some instances the County Inspectors being doubtful of their own authority on the subject, have consulted me, and I have in every instance stated my assent to any arrangement they might think proper to make, in order to meet the wishes of the teachers by allowing them to close their schools on a Friday of their proposed teachers' meeting or institute, as one of the five days allowed them for mutual improvement. The correspondence which I lay before the Council, shows that the teachers' meetings or institutes, held during the year 1873, presided over by Dr. Sangster, are voluntary meetings of teachers, similar to those which have been held in various counties during many years past, and with the appointment or management, or proceedings of which I have not interfered—recognizing the rights of teachers to hold such meetings, though, in some instances, in past years, their proceedings have been anything but friendly to myself. To these meetings held during the year 1873, and presided over by Dr. Sangster, by local invitation, I have referred in my last Annual Report, page 79, laid before, and printed by order of the Legislative Assembly.

(Signed) E. RYERSON.

June 12th, 1874.

3. Ordered, That Mr. Morris J. Fletcher be appointed as Third Assistant Master in the Boys' Model School.

4. On motion of Mr. MacLennan, seconded by the Chief Superintendent, the first report of the Committee on Library and Prize books was adopted, and

Ordered, That Mr. Campbell be informed of the approval of the books recommended.

5. On motion of Mr. MacLennan, seconded by the Chief Superintendent,

Ordered, That the names and prices of the books thus sanctioned, be published in the next number of the *Journal of Education*, in

accordance with section 26, sub-section 27, (c) of the High School Act.

6. The Chief Superintendent gave notice that the question of prices be considered at the next meeting.

Adjourned.

(Signed), H. J. GRASETT,  
Chairman.

Certified,

ALEX. MARLING,  
Clerk of the Council.

Report of the proceedings at meetings of the Council of Public Instruction, held 25th June and 3rd July, 1874.

No. 372.

COUNCIL ROOM,  
EDUCATION OFFICE, JUNE 27TH, 1874.

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.  
William McCabe, Esq., LL.B.  
The Honourable William McMaster.  
James MacLennan, Esq., Q.C.

1. The following communications were laid before the Council:—  
7240. From the Deputy-Superintendent to Messrs. Thos. Nelson & Sons, respecting the prices of books.

8377. From Messrs. T. Nelson & Sons, in reply to the foregoing.

Extracts from two letters from Mr. E. J. Potter, of London, on the same subject.

2. The following notices of motions were given by the Chief Superintendent:—

The Chief Superintendent gives notice, that, as the members of the Council of Public Instruction, as now existing, include only a minority of the members, as contemplated by the School Acts, 37 Victoria, chapters 27 and 28, and as it would not be wise or just, and would be contrary to the obvious intentions of the Legislature, for so small a number of members to decide on matters affecting the future character and operations of our system of Public Instruction, he will at the first meeting or meetings of the Council of Public Instruction, after its complete constitution, as contemplated by law, bring under the consideration of the Council the following subjects:

(1.) The propriety of adopting the Rules of Order of the Legislative Assembly as to modes of proceeding, as the rules of the proceedings of this Council, so far as they may apply.

(2.) The advisableness of making the proceedings of this Council accessible to the public, the same as those of the Legislative Assembly, and, therefore, the expediency of holding the meetings of the Council in the theatre of the Normal School, with proper accommodation for newspaper reporters, and allowing the galleries to be occupied by the public.

(3.) The holding of daily meetings of the Council, until the completion of the business which may be brought before it.

(4.) The revision of all the regulations and programmes of studies, for the government and discipline of the Collegiate Institutes and High Schools, and the Public Schools, including the duties of High and Public School Inspectors, Trustees, Teachers, Parents, Pupils, &c., &c.

(5.) The revision of the Text-books for use in the Public Schools, High Schools, and Collegiate Institutes.

(6.) The revision of the catalogue of books for libraries and prizes for the High and Public Schools.

3. On motion of the Chief Superintendent, seconded by Mr. McCabe, it was

Ordered—That, in consequence of the Government having decided, upon the grounds of safety and economy, to erect a Steam-Boiler House, in the place now occupied by the privies of the Model Schools, for the heating of the Normal and Model School and Education Department Buildings, and to erect the needful conveniences for the Model Schools elsewhere, and as these improvements are not likely to be finished till late in August, the vacation of the Model Schools be extended to Monday, the 31st of August, when the said schools shall re-open.

4. The subject of the prices of the library and prize books was discussed, and the decision deferred till a meeting to be held on Friday week.

5. On motion of the Chief Superintendent, seconded by Mr. McCabe, it was

Ordered, That the Chairman, the Chief Superintendent (or in his absence, the Deputy Superintendent), and Mr. McCabe, be a committee to report upon the principles on which the prices of books for the libraries and prizes are fixed.

Adjourned.

H. J. GRASETT,  
Chairman.

Certified,

ALEX. MARLING,  
Clerk of the Council.

No. 373.

COUNCIL ROOM,  
EDUCATION OFFICE, July 3rd, 1874.

The Council met pursuant to notice, at two o'clock p.m., The Very Reverend H. J. Grasett, B.D., in the chair.

Present—The Chairman,  
The Chief Superintendent of Education,  
The Reverend John Jennings, D.D.,  
William McCabe, Esquire, LL.B.

1. The following communications were laid before the Council.

8666. From Mr. C. Camidge, of Niagara.

8806. From the Registrar of Albert College, reporting the election of the Rev. A. Carman, M.A., D.D., as the Representative of that institution in the Council of Public Instruction.

8454. From the Chairman of the Central Committee of Examiners, reporting to the Chief Superintendent the result of the recent examination of the Normal School students.

2. The Chairman presented the Report of the Committee appointed at the last meeting in reference to the principles on which the prices of books are fixed.

The Report was to the effect that the Committee felt that there were certain preliminary difficulties in the consideration of the question submitted to them, and agreed that it would be unwise to proceed further in the enquiry until the Chief Superintendent had obtained an authoritative decision as to the meaning of the terms "cost," "prices" and "grant," which occur in the sections of the act which refer to supply to the schools of the books sanctioned by the Council of Public Instruction.

Whereupon it was

3. Moved by the Reverend Dr. Jennings, seconded by the Chief Superintendent, and

Resolved, That the Report of the Committee is concurred in by the Council, and that the Chief Superintendent be requested to obtain the opinion of one of the Judges, or of one of the Superior Courts, on the meaning of the terms above quoted, as they occur in the Act, as authorized by section thirty-two of the Consolidated Act, thirty-seven Victoria, chapter twenty-seven.

4. Moved by the Reverend Dr. Jennings, seconded by the Chief Superintendent, and

Resolved, That Messrs. A. Marling, F. J. Taylor, Walter S. Lee and Joseph Sheard be appointed Scrutineers of the votes given for members of the Council.

5. The Chief Superintendent was requested to inform Mr. Camidge that the Council had no power to deal with the subject of his communication.

Adjourned,  
Certified,

(Signed)

H. J. GRASETT,  
Chairman.

ALEX. MARLING,  
Clerk of the Council.

NORMAL SCHOOL.

On the report of the Central Committee of Examiners as to attainments, and of the Principal as to 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):—

GRADE A.	GRADE B.	GRADE C.
Mr. Birchard, Isaac Jas.	Mr. Barnes, Charles Andrew. " Lee, Archibald.	Mr. Davidson, Sandfield. " Jameson, Hugh Alfred. Miss Carter, Emma. " Cornor, Mary Margaret Louisa Jane. " Hagarty, Sara. " Palmer, T. Louisa.

Candidates for Class I. who received Certificates of Class II. A.

Mr. Hotson, Alexander.	Mr. Campbell, Cassius.
" Cameron, Hugh.	
" Brown, E. James.	Miss Kähler, Louisa E.

CLASS II.

GRADE A.

Mr. Arner, Arthur J.	Mr. Ratcliff, Jas.
" Baird, Geo.	
" Brown, Jas.	Miss Allen, Amelia Maria.
" Cowan, Andrew.	" Bissell, Alice.
" McInnis, John.	

GRADE B.

Mr. Bannerman, Wm.	Miss Betts, Susan.
" Cunningham, Aiken Walter.	" Case, Elizabeth Blanche.
" Dalzell, John Bell.	" McCreight, Elizabeth.
" Hunter, Jas.	" McLean, Matilda Mary Eunice.
" McGowan, Thomas Marston Kinney.	" Newton, Margaret.
" McKibbin, John Henry.	" Northcott, Mary Ann.
" Moir, Geo. Ross.	" Pearson, Emily Margaret.
" Ogden, Henry Harrison.	" Smith, Marianne Bloomfield.
" Reynolds, Arthur J.	" Sykes, Charlotte Elizabeth.
" Rose, David.	" Tutt, Hannah Elizabeth.
" Sifton, Jas. William.	
" West, Walter Robt.	

Candidates for Second Class Certificates who received Third Class Certificates.

Mr. Armestead, Samuel.	Miss Freeman, Alice.
" Dales, John Robert.	" Hall, Elizabeth Ann.
" Donnocker, Delbert George.	" Hewitt, Mary Ann.
" Powell, Francis.	" Hudson, Celeste.
Miss Alley, Katie.	" McArthur, Mary.
" Arner, Martha.	" McCulloch, Maggie.
" Aylward, Sarah Anastasia.	" McLaughlin, Alice.
" Baily, Louisa.	" Mills, Mary Ann.
" Barnard, Mary Jane.	" Mitchell, Lizzie Bruce.
" Blacklock, Mary Elizabeth.	" Rodger, Mary Jane.
" Case, A. Victoria.	" Shaw, Kate.
" Clarke, Emmeline.	" Thompson, Margaret Jane.
	" Westman, Mary Ann.

CLASS III (limited to one year).

Mr. Campbell, John.	Miss Glassford, Mary Emma.
" Carruthers, Jas Benjamin.	" Gray Annie.
" Case, Thomas Edward.	" Hamilton, Kate Mary.
" Chadwick, Charles William.	" Harcourt, Bessie.
" Fletcher, John.	" Hill, Lucy C.
" Grant, James.	" Ivison, Mary.
" Irwin Joseph.	" McCrea, Anna Laura.
" Patterson, Robert.	" McLean, Margaret Ann.
" Shaw, Chas. Thos.	" Oswald, Janet.
" Yorke, John.	" Robinson, Georgetta.
Miss Botts, Sarah Ellen.	" Scarlett, Evalynne Selina Gertrude.
" Carlyle, Thomasina.	" Spence, Margaret.
" Cameron, Mary.	" Stalker, Sarah.
" Church, Eliza Jane.	" Stratton, Elizabeth.
" Douglas, Mary Adelaide.	" Sutton, Eleanor.

9. TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.

STATEMENT showing the Names of the Teachers who have given Notice of Retirement from the Profession, as provided by the School Law. (Continued from December number.)

No.	NAME.	COUNTY.	SUBSCRIPTION RETURNED AND DATE.
182	Burgess, Wm.	Bruce	\$2 00 November, 1873.
183	Biggar, E. B.	Do.	2 00 February, 1874.
184	Brimstone, T.	Waterloo	3 00 April, "
185	Balfour, John P.	Toronto	4 00 November, 1873.
186	Boddy, James	Muskoka	3 00 "
187	Badger, William	Grey	3 00 March, 1874.
188	Burns, Wesley J.	Toronto	4 00 "
189	Bowes, Alfred A.	Kincardine	6 00 "
190	Boyes, Joseph P.	Cobourg	4 00 April, "
191	Beattie, James	(deceased, per administratrix) Waterloo	73 26 " "

No.	NAME.	COUNTY.	SUBSCRIPTION RETURNED AND DATE.
192	Britchard, Robert S.	Victoria	4 00 May, "
193	Birdsall, S. E.	Lincoln	3 00 "
194	Clarkson, Charles.	Brant	2 00 November, 1873.
195	Cooke, A. B.	Do.	2 00 December, "
196	Clerke, Harvey.	Do.	2 00 "
197	Clapp, David E.	Kingston	5 00 November, "
198	Couch, Aaron J.	Toronto	3 00 "
199	Cowan, Wm.	Stratford	5 00 December, "
200	Cumberland, James B.	Simcoe	3 00 January, 1874.
201	Christie, Alex.	Brant	5 00 "
202	Carson, John H.	Simcoe	5 00 "
203	Crossley, H. T.	York	4 00 March, "
204	Cox, John	Hastings	5 00 June, "
205	Currie, Dugald	Elgin	5 00 "
206	Eakins, J. E.	Do.	1 00 April, 1874.
207	Eadie, Robert	Brant	2 00 June, "
208	Emory, Cummings V.	Halton	5 00 May, "
209	Fletcher, David H.	Toronto	4 00 "
210	Fulton, James	Elgin	5 00 April, "
211	Glover, Robert A.	Haldimand	5 00 December, 1873.
212	Gordon, John	Wellington	4 00 January, 1874.
213	Gibson, Robert	Essex	5 00 March, "
214	Gilbert, A. H.	Hastings	6 00 April, "
215	Hicks, Richard	Kent	5 00 December, 1873.
216	Hubbs, Caleb E.	Prince Edward	4 00 "
217	Henry, Samuel	Bruce	4 00 February, 1874.
218	Hart, James C.	Simcoe	5 00 "
219	Hartwell, Tiffany.	Haldimand	3 00 March, "
220	Henry, Robert	Grey	5 00 April, "
221	Ivey, Thomas A.	Haldimand	5 00 November, 1873.
222	Johnston, John	Toronto	5 00 November, "
223	Johnston, George W.	Essex	5 00 March, 1874.
224	Ker, Robert	Toronto	1 00 May, "
225	Kropp, Henry	Waterloo	5 00 January, "
226	Karley, John	Leeds	3 00 April, "
227	Lindsay, James.	Wellington	3 00 November, 1873.
228	Lyness, John	Durham	6 00 March, 1874.
229	Lackner, H. G.	Waterloo	3 00 "
230	Malme, Michael J.	Toronto	2 00 November, 1873.
231	Mustard, John	Victoria	5 00 "
232	Mallory, D. E.	Leeds	3 00 January, 1874.
233	Munro, William	Oxford	2 00 March, "
234	Minaker, William	Toronto	3 00 "
235	Morrison, John	Huron	3 00 "
236	Markle, V. A.	Wentworth	3 00 June, "
237	McDonald, G.	Prince Edward	2 00 January, "
238	McLeod, D.	Essex	2 00 February, "
239	McLaurin, George	York	2 00 April, "
240	McLaren, Hugh J.	Bruce	3 00 February, "
241	McCrae, David.	Wellington	4 00 "
242	McMillan, Robert	Wellington	6 00 March, "
243	McIntosh, David C.	Simcoe	5 00 "
244	McLachlan, W. G.	Hastings	3 00 "
245	McDonald, Donald	Ontario	6 69 "
246	McCull, Duncan	London	5 00 "
247	McLean, Peter	Wellington	2 00 April, "
248	McDiarmid, Hugh T.	Oxford	5 00 June, "
249	McCrea, Henry	Elgin	5 00 "
250	O'Brien, John	Frontenac	4 00 November, 1873.
251	Paterson, James A.	Victoria	2 00 "
252	Polley, John	Grey	4 00 "
253	Ptolemy, William J.	Hamilton	5 00 February, 1874.
254	Renwick, J. W.	York	2 00 April, "
255	Robertson, Duncan C.	Ottawa	4 00 December, 1873.
256	Russell, Winsor H.	Northumberland	2 00 March, 1874.
257	Ross, James W.	Hastings	5 00 "
258	Richardson, R. A.	Peel	4 00 May, "
259	Rollins, William	Huron	4 00 "
260	Stevens, W. H.	Ontario	2 00 January, "
261	Spaulding, H. W.	Huron	2 00 "
262	Shibley, Edwin S.	Northumberland	3 00 November, 1873.
263	Smith, Peter	Perth	5 00 February, 1874.
264	Smith, James Bruce	Wentworth	6 00 March, "
265	Trueman, Thomas	Toronto	5 00 December, 1873.
266	Vercoe, James	Huron	5 00 May, 1874.
267	Walsh, John J.	Simcoe	4 00 December, 1873.
268	Ward, W. J.	London	4 00 March, 1874.
269	White, Gilbert J.	Prince Edward	3 00 April, "
270	Wallace, Albert, J.	Northumberland	3 00 "
271	Wallace, Daniel J.	Kent	6 00 June, "

I. Papers on Practical School Questions.

1. HOUSES AND LANDS FOR TEACHERS.

The *Lebanon Advertiser* of March 25th contains a lengthy editorial, discussing the means of improving schools and teachers. The editor, Wm. M. Breslin, Esq., is a school director and a warm friend of education, and his views, therefore, deserve due consideration. He is of the opinion that the best way to make our school system more effective is for directors to employ married teachers, and to provide a house and lot for them near the school-house. In

order that the arguments he presents on these points may have their full weight, we present them below almost entire :

Many of the evils connected with our school system, especially with country schools, arise from the fact that the teacher resorts to that business as a mere temporary expedient, without having any intention of devoting his time and energy to the profession as members of other professions do to theirs. One reason for this is because it is not so lucrative as other pursuits. In a pecuniary point of view, teaching offers but little attraction to single men, and scarcely any to married men. In fact, with the determination to marry usually comes the determination to seek some other employment. Owing to the limited accommodations for their own families of many farmers residing in the vicinity of school-houses, a teacher for a country school finds it very often difficult to obtain an apartment for himself ; and, of course, accommodations for married men and their families, even if the salary would permit the employment of such a one, entirely preclude their employment. In many districts in Lebanon County single teachers only are employed, or if those married are accepted, they must reside in the towns or villages, and travel, morning and evening, miles to their schools, thus spending in travelling, through all kinds of weather, the precious hours which they should devote to improvement or recreation.

To remedy this, School Directors should engage married teachers, and for their accommodation there should be a cottage and a few acres of land adjacent to the school. The most obvious, but not the most important advantage arising from this plan, would be that people residing in the country could get their children educated much more cheaply than they could under the present system. Let us see how it can be done.

Many of the country schools have an average attendance of pupils varying from forty to sixty. They are of all degrees of proficiency, from the child learning the alphabet, to the young man studying algebra and geometry. No one will suppose that one teacher, no matter how well informed and energetic he may be, can do justice to a school like this. Each of these schools remains open about six months annually, and the teachers receive salaries varying from \$40 to \$70 per month. To meet the requirements of one of these schools, an assistant would be wanted. This would involve an outlay of \$250 to \$350 more ; but an assistant is seldom engaged. Now, a cottage could be built and a few acres of land purchased for the use of the teacher, for say \$1,200. If the Directors had to borrow this, the interest would be about \$72 yearly. Next, let us suppose a gentleman, teaching a first grade country school, receives \$70 per month for six months, and that a lady, receives \$40 a month for the same time. For six months their united wages would amount to \$660, out of which they would have to pay about \$100 for board and lodging, leaving them a balance of \$560. There would not be much probability of their teaching longer than six months annually. Indeed, the average length of time for which the country schools are kept open does not amount to six months. Well, these two, married and receiving only the salary of the male teacher, would, if they had a house and land free save more money than they could under the present system ; while their cost to the township would be reduced. And even if they did not save so much money, many teachers would prefer the plan here suggested. As has been said, school teaching, at best, is not a lucrative pursuit. Many of the teachers, and especially those most likely to be successful educators, have not that greed for money which characterizes the members of most other professions. If they had they would have chosen some other vocation. What they like better is a life of retirement, in which they have opportunities for study and mental improvement ; in which they are, to a great extent, free from the rivalry incidental to more active pursuits. Under these circumstances, teaching would, in reality, have much to render it attractive. Having a house of his own, the teacher would gradually and at little expense acquire a library, a museum, and philosophical instruments, from which both himself and pupils would derive much benefit and gratification. If there were residing in the neighbourhood any persons whose tastes or pursuits were congenial to his own, he could invite them to his house, to their mutual pleasure and improvement.

Under the present system, the country teacher is usually a wanderer, coming no one knows whence, and going, at the expiration of the term, no one knows whither. This, of course, is as much his own fault as that of any one else ; and on that account is likely to continue until he is induced to marry and make teaching the profession of his life. It is a well-known fact that the length of time any person retains a situation depends as much on his social qualities as on his ability to perform the duties pertaining to his office. With a family, the teacher is much more apt to cultivate and practise the social virtues than if he were single. He becomes more closely identified with the wants and feelings of his neighbours. In addition to the resolve to do his duty, which character-

izes the action of every honest man, whether working for friends or strangers, the resolve to please would then become an important factor in his motives. As a consequence, he makes more friends ; his faults are viewed more leniently ; and, to the advantage of himself and his pupils, his position becomes as permanent as that of the farmer whose children he educates.

Let us see how this plan would effect the teachers pecuniarily. We have supposed that two teachers will save \$560 in six months. Out of this they have to pay for their board during the remainder of the year. By the time they secure another engagement they have scarcely any money left. But if the teachers lived in their own houses, how different would be the result. For \$600 the Directors could build a cottage that would afford two teachers much better accommodation than they could obtain from the neighbouring farmers. For the remainder of the \$1,200 they could purchase, according to locality, from three to ten acres of good land. The teacher could work on this land before and after school, on Saturdays, and during the vacations. He could keep a cow, hogs, and poultry ; and the profit arising from these, added to the crops raised by his own labour, would be more than adequate to the support of himself and wife. The labours of the field would give zest to the labours of the school-room, afford the necessary bodily exercise to keep him in good health, and render him less liable to visit scenes of dissipation ; so that at the end of the year he would not only be pecuniarily, but, what is more important, he would be physically, intellectually, and morally better than he could be under the present system.

In marrying, he would choose a wife adapted to his wants, and capable of assisting him in the duties of the school-room. As her classes would be dismissed about two o'clock, she would have ample leisure to attend to household duties also. This would prove as pleasant and necessary an exercise for her, as the labour in the field for the husband.

As a great many branches are required to be taught in public schools, the teacher can not now attain that degree of proficiency in each of them necessary to achieve the best results. Here his own knowledge and that of his wife would become supplementary to each other. In the higher branches he could become better educated than can the majority of the country teachers now, and she, having no occasion to teach these branches, would have opportunity to perfect herself in sewing, embroidery, music, and drawing. By doing so, they could retain many pupils who are now sent out of the district in which their parents reside, to receive an education. Parents are all well aware that, in addition to the great expense, numerous evils result from sending their children away from home at too early an age, and regret the necessity that compels this. Yet the children are taught nothing at a boarding-school but what they can be taught in a country school, by two married teachers who would make a proper division of the labour.

Again, some parents who possess but a small share of that refinement which can be acquired only by mixing with educated ladies and gentlemen, but who are unwilling to see their children labour under the same disadvantage, send their boys and girls away from home solely on this account. It is nothing uncommon to hear them say that their girls have book education enough, but that they must send them where they can acquire good manners. A refined, educated, lady and gentlemen, who had mixed with the world, and who were familiar with the manners and customs of the better class of society, could, when residing in their own house, do an amount of good that is simply incalculable. They could invite to their house not only their older pupils, but the young men and women of the vicinity, and by means of music, recitations, and conversation, all could spend, in a most pleasant and profitable manner, the time that otherwise would be devoted, by some at least, to dissipation, or, at best, to frivolous gossip. At these reunions the teachers would have unparalleled opportunities of inculcating habits of order, neatness, and industry ; of cultivating the taste, and even developing the moral faculties of their visitors.

We have taken this view of the subject first, because it is the one most easily understood by School Directors ; and because it requires but little money to carry it out. To sum up its advantages over the present system : 1. Where two teachers are engaged, a saving of several hundred dollars annually. 2. Teaching would become a more profitable and permanent pursuit, in consequence of which teachers would direct their best energies to the work of education. 3. There being being a proper division of labour between husband and wife, each becomes more proficient in certain branches than if no such division of labour prevailed. 4. Teachers would be more desirous to retain their schools, and directors would be more desirous to retain their teachers.—*Penn. School Journal.*

## COLONIAL GEOGRAPHY AND THE NATIONAL SCHOOLS.

## ENGLISH IDEAS ABOUT THE COLONIES.

We find the subjoined very sensible and timely letter in the *London Hour* of the 26th May, which, it is generally supposed, is from the pen of Mr. G. R. Kingsmill of this city, who is at present emigration agent at Bristol, England. Mr. Kingsmill is to be commended for bringing the subject matter of the letter before the Imperial authorities in order that steps may be taken to have the youth of Great Britain better instructed respecting the character of the colonies:—[*Ed. Leader.*]

To the Editor of the *London Hour*.

SIR,—The ignorance of the vast majority of the people in the heart of the Empire respecting our colonial dependencies is truly lamentable. It is not among the lower classes alone that this ignorance prevails. I have met many otherwise well-informed persons who knew as little about the geographical position, population, resources, and territorial extent of the chief colonies—to say nothing of the smaller ones—as they did about the geographical peculiarities of the planet Jupiter. If this be not infrequently the case with men in good social positions, need we wonder at the ignorance of the lower classes? Yet in this age of education, when school-houses and schoolmasters are within the reach of rich and poor alike, why is it that all sections are not better informed? My experience has furnished me with the true answer, and it is this: In your national schools the colonies are considered deserving of very little attention; and even wherever colonial geography is taught, the text-books are so old as to be practically useless. I was recently shown a certificate received by a girl who had spent several years at a public school in a Gloucestershire village. As setting forth her attainments in that branch of knowledge, the document stated that she was well up in the geography of “the British Islands, Palestine, and the rest of the world.” Now I am not prepared to deny that a thorough knowledge of “Palestine” is necessary to the present and future happiness of the youth of this realm. As they cannot all go on pilgrimages like Mark Twain’s “Innocents abroad,” it is probably right that their masters should endeavour to add to their individual and collective happiness by cramming them with “Palestine.” Yet, while freely admitting the importance of that interesting portion of the earth’s surface, it struck me in reading the certificate that “the rest of the world” was treated rather summarily and shabbily, and as if it were of very little consequence, indeed, as compared with precious Palestine. When great empires are included in this lumping process, I suppose we colonists have no reason to complain if we share their fate. I am afraid, however, that in many instances we do not find a place even with “the rest of the world.” Where the schoolmasters are either incompetent or negligent, and the text-books useless on account of their age, we cannot expect much from the children. As a colonist sojourning in England, I have made it my business to inquire into this matter, and have found that so far as the junior divisions of the national schools are concerned, the information imparted touching the colonies is so meagre as to be not worth talking about. Half a continent of British territory is sometimes disposed of in half a dozen lines; and even then the “facts and figures” are in nearly every instance older than the juveniles into whose heads they are so assiduously crammed. In the higher divisions, where accuracy and particulars are of more importance, the system is no better. I have before me as I write, a work entitled “Geography of the British Colonies and Dependencies, Physical, Political, Commercial, and Historical,” by James Hewitt, F. R. G. S., late lecturer on Geography at the Training College, Battersea. This, I am informed, is for the use of the most advanced pupils in the national schools. In his preface the author says: “The object of this little work is to give such a sketch of the geography of the British colonies as may fairly be mastered by pupil-teachers and by the upper classes in national and trade schools. \* \* \* The compiler has endeavoured, as far as possible, to bring the information connected with each colony to the most recent date.” The book bears the imprint of the “National Society’s Depository, Westminster,” and is, therefore, issued by authority. There is no date, but so far as I can make out from the contents, the work must have been compiled twelve or fourteen years ago. And this is the highest text-book on colonial affairs used in the national schools of England to-day. Twelve years in our ever-increasing colonies are, in many respects, as a century in the life of an old-world nation. Take the case of Canada. Twelve years ago her population was barely two millions, and her territory extends over 3,500,000 square miles—a country larger than the United States, and but little less than the whole Continent of Europe. She is the fourth (probably the third) mercantile marine power of the world. Her resources are vast, her wealth for a young country great, her population rapidly increasing, and her power strengthening day by day. It is

nearly eight years since the Dominion of Canada, as at present constituted, was established—since the foundations of what must in time become a great and powerful nation were laid; yet the highest text-book on colonial geography used in the national schools of England is on the subject, and not only silent but wrong and misleading, in telling that such and such things exist to-day, though they were swept away years ago. The consolidation of British power on the American continent under the British North American Act may be said to mark a new era and the introduction of a new system in the Government of our colonies. In the whole history of British colonization we do not find record of a more important event. It is the birth register of a new nation, the title page of a new history. Yet this great political and geographical change and the results which have followed are not mentioned in England’s national schools, and never will be mentioned until there is a revision of the text-books now in use. I will venture to say that there are few boys or girls of ordinary understanding, and sufficiently advanced, in any public school in Canada, who could not tell about England, her counties, cities, rivers, population, &c. How many are there in England, I wonder, who could answer correctly the simplest questions touching the greatest colony over which the Union Jack floats? I have found children well advanced in other subjects, who could not tell whether Canada were part of the American continent, or next door neighbour to China. Who will say that this is right, or that the system under which such a state of things exists is correct? Should it not be the duty of those who have charge of the education of our youth to afford them every possible means of acquiring proper and accurate information about our colonies? It may be all very well to tell them all about Palestine, but who will say that it would not produce better and more valuable results to have a little about Palestine and a little more about our mighty Colonial Empire? Those in authority should attend to this matter.

I have not gone in detail into the many inaccuracies in Mr. Hewitt’s book; it is not necessary to do so. The fact that it is several years behind the age is sufficient evidence of its uselessness. There is no good reason for this—at all events, so far as Canada is concerned. There is in use in Canada an excellent Canadian school geography (prepared by Dr. Hodgins, of the Education Department, Toronto,) from which every information down to a recent date can be obtained. The book is for sale all over Canada, and could be procured by any respectable bookseller in England. The Governments of other colonies would, I am certain, readily and gladly give Mr. Hewitt or anybody else all the facts and figures necessary for a school geography, on application. Let us then, have an entirely new work, or revised and improved editions of the text-books at present in use. If we cannot have an improvement, then by all means banish the ancient and useless books. It is better to teach nothing than to teach error. Give the children, if you like, full doses of “the British Islands, Palestine, and the rest of the world,” (especially Palestine,) but, unless you can give them the truth about your colonies, you need not lump us with “the rest of the world” in text-books that are as old as some of our cities, and as unworthy of trust as a Yankee almanac.

CANADIAN.

May 16.

## II. Papers on Practical Education.

### 1. NOT IN VAIN.

“I have laboured in vain,” a teacher said,  
And her brow was marked with care;  
“I have laboured in vain.” She bowed her head,  
And bitter and sad were the tears she shed  
\* In that moment of dark despair.

“I am weary and worn, and my hands are weak,  
And my courage is well-nigh gone,  
For none give heed to the words I speak,  
And in vain for a promise of fruit I seek,  
Where the seed of the word is sown.”

And again, with a sorrowful heart she wept,  
For her spirit with grief was stirred,  
Till the night grew dark, and at last she slept,  
And a silent calm o’er her spirit crept,  
And a whisper of “Peace” was heard.

And she thought, in her dreams, that her soul took flight  
To a blest and bright abode;  
She saw a throne of dazzling light,  
And harps were ringing, and robes were white—  
Made white in a Saviour’s blood.

And she saw such a countless throng around,  
As she never had seen before ;  
Their brows with jewels of light were crowned,  
And sorrow and sighing no place had found,  
For the troubles of time were o'er.

Then a white robed maiden came forth and said :  
" Joy ! joy ! for thy trials are past !  
I am one that thy gentle words have lead  
In the narrow pathway of life to tread ;  
I welcome thee home at last."

And the teacher gazed on the maiden's face ;  
She had seen that face on earth,  
When, with anxious heart, in her wanted place,  
She had told her charge of a Saviour's grace,  
And their need of a second birth.

Then the teacher smiled ; and an angel said ;  
" Go forth to thy work again ;  
It is not in vain that the seed is spread ;  
If only one soul to the cross is led  
Thy labour is not in vain."

At last she woke, and her knees she bent  
In grateful child-like prayer ;  
And she prayed till an answer of Peace was sent,  
And Faith and Hope, as a rainbow, blent  
O'er the clouds of her earthly care.

And she rose in joy, and her eye was bright—  
Her sorrow and grief had fled—  
And her soul was calm, and her heart was light,  
For her hands were strong in a Saviour's might,  
As forth to her work she sped.

Then rise, fellow-teacher, to labour go !  
Wide scatter the precious grain ;  
Though the fruit may never be seen below,  
Be sure that the seed of the word shall grow ;  
Toil on in faith, and thou soon shalt know  
" Thy labour is not in vain."

—*Sunday School World.*

## 2. HINTS FOR THE SCHOOL-ROOM.

We rarely find suggestions for the teacher more valuable than those put forth by the County Superintendents, who, more than any other class of educators, get familiar knowledge of the methods and needs of both graded and ungraded schools ; so we string together a number of their circulars, etc., which have accumulated in our pigeon-hole of "Hints." The following is a "Circular to Teachers," issued by Supt. W. Mathews, of Kosciusko County, Ind. :—

Every year our school work is expected to improve. The work is a laudable one and cannot be postponed. The person who is to do this work should be thoroughly qualified. The pay in many instances is not commensurate with the work performed, yet you get every cent which the State has for you. Competency must, in all cases, be in advance of compensation. This is the case in teaching. Qualification in teaching must precede compensation. As to your general qualifications, you should be able to answer affirmatively the following questions :—

1. Have I made a special preparation for the work ?
  2. Am I sincere in the work ?
  3. Am I pure-minded ?
  4. Am I kind and affectionate ?
  5. Am I zealous for my cause ?
  6. Am I patient and forbearing ?
  7. Am I cheerful and self-possessed ?
  8. Do I regard my reputation ?
  9. Am I punctual ?
  10. Am I mindful of the flight of time ?
  11. Am I a good citizen ?
  12. Am I a person of intellectual growth and culture ?
  13. Do I study human nature ?
  14. Last, and best of all, do I love the work ?
- I. In this great work you have the right to demand the co-operation of patrons.
- II. To be respected by the scholars as well as the parents.
- III. To receive the encouragement and earnest support of patrons when in the discharge of your duties.
- IV. To enforce obedience to all just rules and regulations of your school.
- V. Last of all, to have order and respect in your school, or hand it over to some one who can do the work more successfully.

"Your work is before you. Its results are eternal. Prove yourself worthy."

Supt. Welch, of Calhoun County, Mich., puts the following questions to candidates for certificates, under "theory and art of teaching." He says : "The candidates were required to write answers and read them before the class. I have found this exercise to afford variety and amusement, both to the class and spectators. I think a comparison of methods beneficial to the class. It is a departure from the usual course, as far as I know."

1. How would you organize your school ?
2. How do you have scholars enter and leave the school-room ?
3. What is your method of regulating whispering ?
4. What is your opinion of the "self-reporting system" ?
5. What is the extent of the teacher's authority over pupils going to and from school ?
6. How do you teach the alphabet ?
7. How would you conduct an advanced class in spelling ?
8. What is your method of conducting reading classes of beginners, and more advanced classes ?
9. How do you conduct writing exercises ? What principles do you require pupils to observe in writing ?
10. What educational journal do you take ? What works upon teaching have you read ? What special training have you had, designed to qualify you for teaching ?

*Moral question.* What do you understand to be the requirements of the law in reference to the moral character of a teacher ?

Under the head, "Decorate your School-rooms," Supt. Linsley, of Allegan County, Mich., publishes the following in his *School Journal* :—

Teachers, do not forget that you can add much to the interest and success of your school by making your school-room look pleasant and attractive. It is no wonder that children have a dread to attend school regularly, when they leave their own pleasant homes and enter the cold, cheerless school-house with its bare walls, which ever present an external sameness, with nothing to please the eye or make a variety of school-room scenery.

We are pleased to notice that many teachers have taken steps in this direction by hanging or pasting up pictures, maps, bunches of dried grasses, coloured varnished leaves, wreaths of evergreens hung about the room ; flower vases placed on the table and filled with water, with a vine trailing from its top downward ; little mounds of moss with coloured pebbles at their base, placed on the window-sill or clock-shelf ; any or all of these things tastefully arranged in our plain school-rooms will add an irresistible charm to your work, and cause children to love and respect you, which no other incentive can produce. Coloured pictures are the most attractive. They are cheap, and can be found in almost any book-store. Try some of these decorations, fellow teachers, and see what effect it will produce.—*Michigan Teacher.*

## 3. HELP THE CHILDREN.

Parents, help the children. Help them to what ? To study and learn the Sabbath-school lessons. Do not let them go to school with no lessons. Perhaps the whole family is studying the same subject. Talk it over together, and there will be some things you can tell the little ones, and some ways in which you can help them. There will be sure to be some things you can make them understand.

Older brothers and sisters, help the children. You have no idea, if you have not tried it, how much good you can do in this way. Moreover, you will find your own ideas of a subject much clearer, after you have tried to make it plain to your younger brothers and sisters.

Help them about reading their Sunday-school books. When they say they have read them, talk to them about what they have read. Ask them questions about it. See if they remember it. See if they understand it. I have known children very desirous of a large book to carry home. Do not encourage them to take any larger book than they can read ; but rather decidedly discourage such a desire. Make them feel that to read and understand the book is the thing to be sought, not the carrying to and fro of a book more suitable for their fathers and mothers than for themselves.—*S. S. Times.*

## 4. KNOW YOUR CHILDREN.

Hundreds of men have no time to get acquainted with their children. They see in a general way that they are clean and wholesome looking, they pay the quarterly school bills, and they grudge no expense in the matter of shoes and overcoats. They dimly remember that they once courted their wives, and said tender

things in pleasant parlours, where the cheerful gaslight shed its glow, on moonlight evenings under rustling leaves. The time for that has quite gone by, and they would feel as bashful as a school boy reciting a piece, were they to essay a compliment now to the lady at the other end of the table. They have forgotten that home has its inalienable rights, and among them first and chiefest the right to their personal presence. Nothing rests a man or woman who has been busy about set a of things, better than a total change of employment or feeling. A nap on the lounge is all very well, but after a half hour of it, if the most tired man will shake of dull sleep, and have a romp with the children, or a game of bo-peep with the baby, he will be rested much more thoroughly than if he drowse away the whole evening, as too many business men do.—*Hearth and Home.*

### 5. MILITARY DRILL AT SCHOOLS.

Though the Military School, which is in course of organization, seems to have met with the general approval of the public, yet it may be questioned if more real good would not have been accomplished if arrangements had been made for soldier-drill at the common schools. What is peculiarly wanted in this "free and independent" country in schools is, subordination, and nothing, as is well known, tends so much in that direction as the physical control incident to the parade ground. And this subordination to authority once inculcated would soon become a valuable element in the national character. It is that that has made Germany so strong, and it is that which will strengthen any people. It is the leading defect in the volunteer arrangements as far as they have proceeded that Jack is as good as his master, if not a little better. And this is not because the material in the force is defective, but because the principle of subordination has not been inculcated at the proper period of life. If boys were to be put through a short military drill at school—lasting three hours a week—many benefits would accrue. The boys would not only become more tractable as scholars, but they would acquire a manly bearing, a brave and soldier-like disposition, which would prove of excellent value in national affairs. Education in Canada, as we have had before occasion to remark, leans too much to book learning. The boys come out well up in useful knowledge, but they have not been educated to their coming position as men. That is left to the chance of future accident. And in a country so sparsely populated as Canada is, the necessity of drill at school is of unusual importance. Here every man should be made to be of double the value of men elsewhere, because there are, comparatively, so men few among us. To reach such a standard it is necessary to begin at school, so that prompt military habits may be acquired along with simple division and multiplication. The health of the children would also be not less improved than their temper and bearing. Take any one who has gone through drill in early life, and see how straight he holds himself. He walks erect even though carrying a weight of years, whilst most of those whose backbone has never been set up, whose chests have never been thrown out, or have been taught to hold their heads erect, too frequently bend before the burden of years comes on. The good humour which well-calculated drill imparts to the boys is another feature which should commend such a system. A sulky scholar seldom excels, though he may get along tortoise fashion. But when good humour prevails, the intellect is always brighter, the task less irksome, and the result in every way more satisfactory. If drill should be introduced into the public schools, in the short space of ten years a vast change would be observable among the youth of that day. While the knowledge to be had from books would be theirs, there would be that communicated which books cannot impart, but which is as essential in the formation of manhood. That a very favourable opinion in the direction spoken of exists in the public mind there is reason to believe, and all that is necessary is or the class of instruction we advocate to be introduced in order that learning may be made easier, and the youthful population trained in such habits and bearing as would create a marked and valuable improvement in both morals and manners.—*The Daily Free Press.*

## III. Papers on Physical Science.

### 1. SCHOOL HYGIENE.

At the recent meeting, in New York, of the American Social Science Association, among many other interesting papers, one was read by Alfred L. Carrol, M.D. Social Science, said he, embraced the systematic study of those elements of human welfare which an old nurseryrhyme groups together as the results of early going to bed and early rising, where health is rightly put before wealth or

wisdom. There is no subject of which mankind is more deplorably ignorant than of this code of health. With very few exceptions our academies are content to leave hygiene as a mystery of purely medical doctrine, forgetting that the preservation of health is a matter which most exclusively concerns the non-medical public, whose intercourse with physicians seldom begins until the violation of sanitary laws has induced actual disease. In fact, unless the world will adopt the Chinese custom of paying doctors to keep their patients well, and stopping their salaries during sickness, the laity should be better instructed in this respect than their professional advisers. It is to the lack of the rudimentary knowledge which every one should possess that we owe more than half the mortality of the world and a very much larger proportion of its sickness. Surely the knowledge how to employ one's vital energies to the best advantage; how not only to avoid preventable disease, but to maintain the highest standard of health compatible with one's physical organization, is quite as important as an intimate knowledge with the minor events of the French revolution. Of the 37 medical colleges in the United States, I know of only four that have chairs of hygiene; in the rest, this weighty matter, if touched upon at all, is embraced in two or three lectures interpolated in a course on surgery or materia medica. Hygiene, the most practically useful of sciences, should be made an essential feature of every grade of education, and taught with thoroughness. It should be introduced into all normal schools as an obligatory part of the training of teachers. Objections cannot emanate from physiological considerations, only from ignorance. Dr. C. R. Agnew, the well-known eye and ear surgeon of this city, opened the discussion upon this paper by speaking of the prevalence of near-sightedness in the schools. He referred to the researches in Germany in support of his position. In this country, he said, the statistics did not show that scholars were much afflicted in that way, but he, as well as other physicians, could bear witness to its growing frequency. He said he would like to speak also of the dangers of cramming and of keeping girls of 13 or 14 years old for many hours at sedentary occupations. There was certainly much to learn in these respects, and all schools and colleges would be very incomplete until hygiene was taught in them.

A lady in the audience then made a vehement protest against laying all the responsibility for the bad physical results of study upon the teacher.

A paper was also read by Dr. D. F. Lincoln, upon "School Hygiene." He had been requested to present the leading points in what is commonly called School Hygiene, or all circumstances affecting the health of scholars. The department of health has been paying attention to this subject of late, and has got on so far as to have drawn up a list of thirteen topics, which cover or nearly cover the ground in question. He first read the list of topics, and then proceeded to remark on them separately:—1. Heating and Ventilation. 2. Light (and condition of the scholars' eyes). 3. Seats (and deformities traceable to them). 4. Architectural Plans. 5. Apparatus employed in Instruction. 6. Gymnastics. 7. Condition of Nervous System. 8. Organ of Hearing. 9. Organs of Pelvic Cavity. 10. Drinking Water. 11. Sewage. 12. Commissions for Scientific Inspection of given School Areas. 13. Project of a Law establishing the office of Medical Inspector of Schools. The air furnished for the use of the school-room should be heated before it is brought into the room, but should contain sufficient moisture. Good ventilation must be expensive for two reasons—first, because when impure air is expelled we expel with it a great deal of heat, which is absolutely thrown away; secondly, because adequate ventilation in a crowded room implies a dangerous amount of draft of air. The only remedy is in placing fewer scholars in one room, and if you do this more rooms are necessary. But the expense is a good investment if it saves your children headaches, indigestion, sleepless nights, listless days, coughs, the disposition to take cold, pale cheeks, and poor appetites. It is well known from foreign sources that school work is bad for scholars' eyes. The best-known observations on this point come from Dr. Cohn, of the Prussian town of Breslau. He has found that near-sightedness increases proportionately with the advancement of the pupils in their studies.—*Connecticut School Journal.*

### 2. A COMMITTEE OF THE WHOLE AGAINST DEATH.

We need to set our faces against all the mischiefs that sicken and destroy our race, and to rally all friends of civilization into a grand committee of the whole against disease, corruption, and death. Especially we should guard the germs of life, and discern what Plato said in his "Laws" so many centuries ago, that life began before birth, and the mother is the cradle of the unborn child. The mother should be, as such, a sacred person, and her

offspring protected by all skill and care, while all the diabolical acts of abortion and feticide should be made infamous and criminal. The fearful habit of looking upon maternity as a loss of girlish beauty, and as a bitter pledge to care, should be put down, and we should have no toleration for the new race of monks and nuns who would be childless without chastity, and be virtually, but not virtuously, celibates in the service of vanity and self-indulgence, not of devotion and self-sacrifice.

Our whole method of amusements, especially for the young, should be reformed. Gas-light should yield to daylight, night vapours in heated and close rooms should give way to fresh air under the open heavens, and our young people should be brought up to work and play under the ministry of that great solar force which is the most benign and god-like agent known to men. Ardent spirits and tobacco should be given up, and in their stead genial exercise of riding, gymnastics, and the dance, with music and all beautiful arts, should be employed to stir the languid powers and soothe the troubled affections. The old Greeks taught music and gymnastics as parts of education, and Plato, in urging the importance of these, still maintains that the soul is superior to the body, and religion is the crown of all true culture. Why may not Christian people take as broad a position on higher ground, and with a generous and genial culture associate a faith that is no dreamy sentiment or ideal abstraction, but the best power of man and the supreme grace of God?—*Dr. Osgood in Harper's for May.*

### 3. POPULAR IGNORANCE OF SANITARY SCIENCE.

Dr. White, the President of Cornell University, in a recent lecture spoke as follows concerning the need for popular instruction in Sanitary Science:—

The proposition to which I shall speak especially is this: that provision should be made for instruction in Human Physiology, Hygiene, and Sanitary Science, in all departments of public instruction in our public schools, by providing fundamental instruction, especially in the simple principles of physiology and hygiene; in colleges and universities, by presenting this general instruction in a more extended way, and by promoting investigation; in medical colleges, by giving more special instruction in matters relating to public and international hygiene: and that, in our departments of engineering and polytechnic and technological schools, especial provision should be made for instruction in sanitary engineering.

In regard to the first of these provisions, that for popular instruction, few probably are aware of the need of them. Take, for example, the revelation made within the past year, at the outbreak of yellow fever in a Southern city. Two things in relation to that revealed very clearly the evils of which I speak: First, the cause assigned to the disease shows the utter want of sanitary knowledge in the people at large; and, secondly, the real cause, since revealed, shows the absolute blindness to the simplest principles of sanitary science on the part of those immediately concerned. When the yellow fever broke out at Shreveport, it was telegraphed all over the country that it was caused by the removal of the obstructions in the river above the city. That statement went all over the country unchallenged. So far as I know, no one thought of expressing doubt publicly as to the statement that the yellow fever was caused by a more plentiful supply of water at the wharves of that city—the fact being, that would conduce rather to the removal of the causes of the disease than to the prevention of them. At last came information as to the real cause, and it was found that in that hot climate men had been allowed to heap up the material in which disease-germs arise abundantly; that the simplest truths of sanitary science had been ignored, and that the consequence was perfectly simple and natural.

But it is not merely in such outstanding parts of the nation that such ignorance exists. It is spread throughout our own country districts, even the most enlightened districts, and you will find prevailing in many of our country towns traditions and superstitions in regard to this matter that are most surprising. You will find some of these things which are known to be absolutely deadly considered on the whole as healthful. Strange as it may seem, you may hear people who take the papers, who are supposed to be within reach of the great sources of information—you may hear such people, I say, maintaining that, after all, the emanations of the cesspool are rather conducive to health than to disease; that their fathers lived and thrived in such an atmosphere, and that, therefore, it has a healthy influence. I can point you to an exceedingly pleasant village which I have sometimes to visit, where, with a plentiful supply of water, there is an absolute want of any system of sewerage. Typhoid and typhus go zigzag through that town every year or two, making victims, yet you can't induce the people of that village to believe that their unsewered condition has any thing to do with it.

But it is not merely in the country districts that this state of things has existed. Up to a very recent period at least this same ignorance was manifested in a very surprising degree in this metropolis. It is now about five years since, with two other members of our State Senate, I visited this city, and sat in the Commission for examining into certain branches of the city administration, and especially into the conduct of that branch which had the care of the public health. The state of things revealed was such as could only exist under a great and wide-spread ignorance on the part of citizens, of the first principles of sanitary science. To give an idea of this ignorance, let me recall, as nearly as I can, a little episode in the investigation: It happened that the late Judge Whiting, who had charge of the investigation on the part of the Citizens' Association, put on the stand a young physician, who testified that the Health Officers, or Wardens, or Inspectors, were men utterly ignorant of the first principles relating to the public health which they were appointed to preserve. In order to refute this, the head of the Health Department at the time brought on the stand, in perfect good faith, several of these Health Officers. Toward the close of the examination of the first (one) of these gentlemen, Judge Whiting asked this question; "Did you have a case of small-pox in your ward?" and he answered, "Yes, sir." Judge Whiting: "Did you visit the patient?" Witness: "No, sir." Judge Whiting: "Why not?" Witness: "For the same reason that you would not; that I was afraid of taking it myself." Judge Whiting: "Did the family have any care?" Witness: "Yes, sir; they were 'highjinnicks' (hygienics); they doctored themselves." As the other witnesses came in, Judge Whiting used this as a sort of test question—as a sort of key to unlock the system, and show the utter ignorance that prevailed in every department of it. Every witness was asked: "Well, have you any 'highjinnicks' in your ward?" Some of the witnesses thought they had; some thought they had not; some thought they "had them pretty badly;" some thought they had them in some parts of the ward, some thought they had them in other parts of the ward. At last the Judge asked a witness, who had been answering his question in this way: "Do you know what the word 'highjinnicks' means?" and he replied: "Yes, sir, I do; it means a bad smell arising from dirty water." Of course the exhibition was vastly amusing, but after all the guffaw was over, a sad after-thought necessarily came to every thinking man as to the condition of the great metropolis which allowed all its dearest material interests to be placed in such hands as this. It may be said that this was the result of a political system, but it was not. Had there been a tithe of the instruction which should have prevailed—of that simple knowledge that should have existed on this subject—such a thing would have been impossible, no matter what the political exigencies or arrangements were.

So much for the need of popular enlightenment on this subject. Look now, at a higher range. It is only a few years since the country was startled by the outbreak of a malignant type of fever in one of the leading boarding-schools in New England. The result was, that several ladies from the most respectable families in the country lost their lives. The school had always been considered an admirable one. It was under the charge of a principal and instructors in every way worthy of their calling; but an investigation by competent persons showed that causes of zymotic disease lurked at every corner of the edifice, and that the only wonder was that the disease had not come earlier and spread even wider.

Look now at the want of special and technical instruction. It is little over ten years since the Instructional Commission on Quarantine Matters sat in Paris. They did a great and noble work, but their labours have taken no such hold upon the policy of various States as they ought to have taken. What is the reason of this? There are admirable sanitarians in our own country and in others. We have several of whom the country may justly be proud; but the difficulty is, that our institutions have not given us enough of them to create and spread a healthy public opinion on this subject. One or two, or half a dozen, cannot, in so great a country as this, accomplish so great a work, and especially they cannot if they are burdened with the laborious duty of a metropolitan physician. There is a great want of special instruction in our medical colleges in public hygiene—hygiene in its relation to quarantine matters, in regard to the prevention of epidemics, in regard to sanitary provision for the wants of great cities and districts. Again, if you go into any of our interior States, you will find that any thing like a thorough or carefully-thought-out or wrought-out system of sewerage is a very rare exception to a very wide-spread rule. Nothing can be more inadequate than the system of sewerage of nine-tenths of our cities; and, indeed, until recently, the city of New York, with all its magnificent provision of water-supply, and in spite of its splendid position for drainage, was very improperly provided for in this respect.

## PHYSICAL EVILS OF TOBACCO.

Tobacco contains an essential oil, and nicotine, both of which are highly poisonous.

Tobacco, when first smoked, chewed, or snuffed, deranges the whole system.

Tobacco, by perverting the nourishing saliva, prevents the due elaboration of chyle and blood.

Tobacco exerts a special influence on the brain and nervous system generally.

Tobacco impairs the senses of smelling and tasting, and often of hearing and seeing.

Tobacco seriously affects the action of the heart and circulation of the blood.

Tobacco mars beauty, destroys the complexion, and impairs the brilliancy of the eyes.

Tobacco smoked in confined rooms, is very injurious to sickly women and children.

Tobacco consumers are more liable to disease than if they were in a natural condition.

Tobacco weakens the constitution and renders recovery from sickness a greater difficulty.

Tobacco has a tendency to superinduce paralysis.

Tobacco harms the gums and teeth.

Tobacco poisons the blood.

Tobacco is a known cause of enfeeblement to the posterity of its consumers.

Tobacco arrests the growth of the young and thereby lowers the stature.

## 4. AN AVAILABLE DISINFECTANT.

Owing to its cheapness, the impure sulphate of iron, ordinarily known as copperas, is the most available substance known as a disinfectant for sewages, outhouses, etc. The common mistake is in not using it in sufficient quantity.

The value of sulphate of iron does not rest, it must be remembered, upon theory only, but also upon experiment. In February, 1873, Albert Eckstein published an account of his attempts to disinfect an outhouse, which was used daily by one hundred persons, and the results are so interesting, that they are here transcribed:—

1. Two pounds of sulphate of iron in solution. After from two to three hours all bad smell had disappeared, but in twelve hours all the influence of the disinfectant was lost.

2. Sulphate of copper in solution, the same.

3. Two pounds of sulphate of iron in crystals; their effects lasted two days.

4. Sulphate of copper, the same.

5. Sulphurous acid in solution rapidly lost its effects, and was exceedingly irritating to the respiratory organs.

6. Two pounds of impure carbolic acid filled the house for two days with such a disagreeable smell, that it was impossible to tell whether the original odor was destroyed or covered up.

7. Two pounds of sulphate of iron in a parchment sack, exerted a disinfecting influence for three full days, and when the parchment sack was drawn up, it contained only some dirty, odorless fluid.

8. Two pounds of the best chloride of calcium in the parchment sack disinfecting the outhouse for at least nine days.

In conclusion, to sum up the points:

1. It is useless to attempt to disinfect the atmosphere, and therefore great care should be exercised to destroy, as far as possible, the poison-germs so soon as they leave the body.

2. Copperas is the most available disinfectant for ordinary purposes; in certain cases (chiefly for water-closets) chloride of calcium is very good.

3. Carbolic acid is not disinfectant, but antiseptic; and, on account of its odor, is very disagreeable; further, it is not so efficient as some other substances for the purpose of killing disease germs, and for the purifying of cholera discharges either a mixture of corrosive sublimate and Labarraque's solution, or copperas in solution or powder, is to be preferred.

## IV. Biographical Sketches.

## 1. ARCHDEACON PATTON, D.D.

The late much lamented Archdeacon Patton was born of English parentage about the year 1806, in the County of Donegal, Ireland, and the son of Major Patton of the British army. He came with his parents at an early age to Canada, and the Patton family settled on the Bay of Quinte, in the Township of Adolphustown. He, in his early years, was educated (in part at least) under the Rev. J. Braithwaite, M.A., Rector of Chambly, in the Province of

Quebec, who was an eminent teacher in those early days of provincial educational matters. In or about the 1829, he was ordained successively deacon and priest by the then Bishop of Quebec, (Canada's only bishop at that period) the Hon. Right Reverend Charles James Stewart, D.D., and was appointed to the then mission of Kemptville, where he laboured many years very successfully as its first rector; and no one can visit that interesting parish, but must note the enduring effects of the pastoral zeal and energetic efforts of that first able and judicious parochial administrator. In 1846, he was appointed by the late Bishop in Toronto in succession to himself and such other zealous men as Salter J. Mountain, Archbold, and Lindsay, Rector of Cornwall. Here, for a period of over twenty-five years he laboured and successfully too, following directly in the wake of such great missionary spirits, and contributed largely to make Cornwall the model parish of the Diocese of Ontario in order, liberality and zealous parochial efforts. Whilst Cornwall and the whole of the Diocese of Ontario was a portion of that of Toronto, he was latterly Rural Dean of the Eastern District, which position he continued to hold until the new one of the former was created. Here his zeal and ability were pre-eminent, as in other matters. About fourteen years ago the degree of Doctor of Civil Law, or D.C.L., was conferred upon him by the University of Trinity College, Toronto. In 1871, he was unanimously elected Prolocutor of the Provincial Synod assembling in Montreal, and in succession to the Rev. Dr. Beaven, of Toronto, who had previously held the office at each session since its constitution in 1861. Again, in the special sessions held in 1872 and 1873, which resulted in the election of the Missionary Bishop of Algoma, he most ably filled the Prolocutor's chair as at first. On the death of the late Rector of Belleville, the Rev. John Grier, M.A., in October, 1871, Archdeacon Patton, was nominated to the Rectory, and he was inducted as such on the 30th of November of the same year. During his brief tenure of office in Belleville, the beautiful Grier memorial window in St. Thomas' Church, and the new and elegant ecclesiastical rectory are monuments of his zeal and energy, and the noble Bishop Strachan Memorial Church, in its origination and construction, was one of the latest of his zealous efforts at Cornwall, previous to his leaving it. The foundation stone of this structure was laid in 1869. It is now one of the most stately and beautiful ecclesiastical churches in the Diocese.—*Intelligencer*.

## 2. REV. WILLIAM BELL, M.A.

The Rev. William Bell, M.A., was the second son of the late Rev. Andrew Bell, of L'Original,—a well known clergyman of the Church of Scotland in Canada,—whose valuable mineralogical collection, bequeathed to Queen's University, forms one of the most valuable features of the Museum. Mr. Bell was also a brother of Professor Bell, formerly of Queen's University, and of Dr. John Bell, of Montreal, both well-known in Kingston. He was a graduate of Queen's College, but studied Divinity chiefly in Edinburgh, where he carried off high honours in some of his classes. He came out to Canada in 1860, as assistant to the late Rev. Dr. Machar, in which capacity he laboured with much acceptance, both in Kingston and its immediate vicinity. On the death of Dr. Machar, he became the first minister of Pittsburgh, then first consolidated into a separate charge, and remained there for some years, much esteemed and beloved. It was chiefly through his exertions and energy that the present neat and tasteful church and manse in Pittsburgh were erected. Finding the climate of Canada, however, too severe for his delicate constitution, he felt compelled to leave his charge—to his people's great regret—and to return to Scotland. There, for a time, he laboured most unweariedly among the wretched, sunk population of the "wynds" of Edinburgh, and, eventually, finding that too great a strain upon his strength, became minister of Sanquhar, a fine Scottish parish.—*Kingston Chronicle and News*.

## 3. THE REV. W. MACAULAY.

Mr. Macaulay was a native of Kingston, and received his early education at the Cornwall Grammar School, then under the able management of Dr. Strachan, afterwards first Bishop of Toronto, a Seminary that turned out so many men distinguished in Canadian history, and whose industry and ability contributed largely to the growth and prosperity of this flourishing Province. Afterwards he entered at Queen's College, Oxford, from which college he received letters testimonial for Holy Orders. He was ordained on Sunday, 5th July, 1818, at Fulham Chapel, by the Bishop of London, Dr. Howley, afterwards Archbishop of Canterbury. Immediately after his ordination he set out for his native Canada, and preached his first sermon aboard ship on the passage. At length he reached Kingston.

The missionary there was the Rev. Dr. Steart. The services had been held for a long time in a barrack-room in the old French fort, but when Mr. Macaulay arrived home, the old wooden church, which still lingers in the memories and affections of the older churchmen of Kingston, had been built. In this church he assisted Dr. Steart. Mr. Macaulay took the duty on him for the winter. As spring opened he set out for Queenston, but on his way thither he stopped for a short time at "Muddy Little York," where he had an interview with the Lieut.-Governor, Sir Peregrine Maitland, who requested him to take the spiritual oversight of the township of Hamilton, where the Governor wished to form a large emigrant settlement. In compliance with the Governor's wish, he settled in that place in the early part of the year 1819. The few straggling shanties then struggling into a village, he called Cobourg, in honour of Leopold, the husband of the Princess Charlotte, of Wales, so that pretty little lake town is indebted to him for its name. Nor must we omit to mention that on his way to Toronto he preached and baptised at Meyer's Creek, now the rapidly growing town of Belleville. The people there urged him to remain, and to induce him still more, began to build a brick church, on the site of which stands now the stately church of St. Thomas. In that brick church the Rev. Mr. Campbell, first rector of Belleville, officiated all his days. He remained at Cobourg until the 1st March, 1827, during which period he formed large congregations at Cobourg, Port Hope, Cramahe, Haldemand, &c. He built the first church in Cobourg. As a proof of the high estimation in which his scholarly and genial qualities were held in high quarters, he received the appointment of Chaplain to the Upper House or Legislative Council. At length, after obtaining the approval and consent of Dr. Jacob Mountain, Bishop of Quebec, he removed to Hallowell, on the 27th March, 1827. To the rising village, on the banks of the beautiful Bay of Quinté, he gave the name of Picton—a name which it is likely long to retain. Far different was its aspects then from its present appearance. Tecumseth Ward was then a dense unbroken forest, lofty pines and gigantic elms raised their towering heads where now stands the Rectory, the Court House and the R. C. Church. Under great difficulties and obstacles, sometimes of the most vexatious character, he began and finished a brick church at his sole expense. At the Carrying Place he held occasional services, and with the co-operation of Messrs. Wilkins, Bullock, and Young, he built the first church there. He also formed congregations at Wellington and Gerow's Gore. To the western part of the county, the Rev. Mr. Grier, the late Rector of Belleville, was sent, and consequently Mr. Macaulay's labours were now confined to Picton and the eastern part of the county. He is gone to his rest, amid the regrets and esteem of the people of Picton and the surrounding country, among whom he ministered for forty-seven years.—*Picton Gazette*.

#### 4. A. B. DANA, Esq.

The deceased gentleman was born in Rensselaer, N. Y., on the 5th of April, 1809. At the age of 21 he came to Brockville to take charge of the tanning business belonging to a brother of the late Mr. Isaac Beecher. After being in Canada a short time, he gave notice to leave, and intended to return to his native place; but Providence ordered otherwise, and he remained in Canada. Mr. Dana was never a drone in public matters. Zealous, and with an active far-seeing mind, he was a leader among the people, and a firm, consistent friend to the Reform party. To show the respect in which he was held by his fellow-citizens, we may state that he was elected to the Mayoralty three times, and served as a member of the Town Council for many years, and at the time of his death was still a member of the Council for the Centre Ward.—*Brockville Recorder*.

#### 5. ALFRED TODD, ESQ.

The announcement of the decease of Mr. Alfred Todd will, no doubt, grieve a great many persons throughout the Dominion of Canada, known for forty years past as a most energetic and efficient public servant. Mr. Todd's loss is a loss to the community at large. He first entered public life in the employ of the House of Assembly of Upper Canada, shortly after the Union of the Provinces, and in 1841 organized the Department of Private Bills of the Legislative Assembly of Canada, which office he gradually developed into primary importance, through his zeal, efficiency, and unwearied industry. No one who has sat in the Canadian Parliament, and who has had experience in forwarding Private Bills through the Legislature, could be ignorant of the value of Mr. Todd's services. So highly appreciated were they by business men with whom he was brought into official contact, that from time to time he received

tempting offers to leave the public service, and undertake important posts in large commercial enterprises, which offered inducements of great prospective advantage. But this unwillingness to relinquish familiar fields of labour and old associations, kept him where he was. The public was benefited by this determination; but it may well be doubted whether Mr. Todd's private interests would not have been promoted by the change; for we grieve to learn that he has left his family (a widow and five children) very slenderly provided for. He had effected no insurance upon his life, and was, unhappily for himself, a stockholder in the Provincial Insurance Company, a gulf in which a large portion of his hardly-earned savings was swallowed up. In 1862 he published a very useful manual upon Private Bill Practice, which has gone through several editions. He also found time, during the intervals of official labour, from 1841 to the present time, to compile General Indexes to the Journals and documents of the House of Assembly of Upper Canada, from 1826 to 1840; and of the Legislative Assembly Journals from 1842 to 1851, and from 1852 to the confederation of Canada in 1866. These large volumes are, in themselves, a lasting record of his industry and ability, and are of the highest possible utility to our public men. In his private relations, Mr. Alfred Todd was most exemplary—a warm-hearted and faithful friend, ever ready to extend a helping hand to others, and to assist, by advice or co-operation, all who sought his aid.—*Ottawa Times*.

#### 6. DENIS LAKE, ESQ.

Denis Lake was born in the year 1808, on lot 22, on the 4th concession of Ernestown; and the house in which he was born, though a frame one, is still standing and occupied.

When about 25 years of age he settled in Portland, where he continued to reside till last fall. When he went there that part of the country was almost a wilderness, although now it is one of the finest sections about Kingston. By industry, strict economy, and good judgment, he succeeded in his vocation, and soon becoming an extensive and model farmer, he was enabled to secure a large quantity of land, which, under his management and good taste, became one of the finest country homesteads in the Province.

Mr. Lake furnishes a good example to young men, by showing that one can go into the woods with his axe on his shoulder, and a determination to succeed, as his only stock in trade, and in the course of a lifetime become one of the wealthiest men of his locality and times.—*Kingston News*.

#### 7. MR. WILLIAM DAVISON.

The deceased, one of the oldest settlers in the township of Ernestown, was a native of Carrickfergus, County Antrim, Ireland, and came to Canada in 1819, bringing with him a wife and two children. After working a short time in Quebec and Montreal, he moved to Kingston. In the year 1821 he settled on lot 41, in the 5th concession of Ernestown, then a wilderness, where he resided till he died, respected by all with whom he came in contact. We understand that Mr. Davison was one of the oldest Free Masons in the county.

#### 8. JACOB KEEFER, ESQ.

The deceased was the second son of the late George Keefer, (one of the U. E. Loyalists who came to this country from New Jersey,) and was born in Thorold Nov. 8, 1800. With the exception of two or three years, all his life was passed in the place of his birth. Early in life he entered a drug store in Erie, Penn., but soon abandoned the business for more active pursuits. Returning to Canada, he began business as a general merchant, carrying on business at times at Mud Creek, Beaver Dam, the Deep Cut, and Thorold. In 1826 he received his commission as Post-master, which he held until 1832, when his brother Peter received the appointment, and continued therein until 1851, when again he resumed the duties of the office which he faithfully discharged until the time of his death. In 1837 he held an appointment as Captain in the Militia, and acted under Col. Kerby in the operations against McKenzie on Grand Island. After this he engaged extensively in the lumber trade, and subsequently in milling, which proved financially disastrous. In 1846 he built the large Welland Mills in Thorold, now owned by Howland & Co. The last twenty years of his life were spent in comparative quiet. Though never an active politician, he held to the principles of the Reform party. He was a member of the W. M. Church for the last 33 years, and died trusting in his Saviour.—*St. Catharines Journal*.

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, 1874.

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—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, MONTHLY MEANS, RANGE, DAILY RANGE, HIGHEST, LOWEST, WARMEST DAY, COLDEST DAY, MONTHLY MEANS. Includes stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, SURFACE CURRENT, MOTION OF CLOUDS, VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

REMARKS. BARRIE.—Splendid display of aurora 7th; dense band of light across the sky from E.S.E. to W.N.W., two or three degrees south of Z. CORNWALL.—Solar halo 1st, 14th. Solar halo and parhelia 13th. LUNAR HALO 19th. LIGHTNING and thunder with rain 14th, 20th. WIND storms 30th. FOG 18th. SNOW 3rd, 4th, 6th, 7th, 9th—11th, 13th, 17th, 20th, 22nd, 24th, 26th, 29th, 30th. RAIN 15th, 16th, 21st. BLACK SWALLOW 14th.

15th. Rain 14th, 15th, 19th, 20th, 25th. First steamboat entered harbour for the season on 14th, and first schooner 20th. Lake clear of ice so far as seen 21st.

SPRATFORD.—Lightning 14th. Wind storms 2nd, 5th, 11th, 19th, 20th. Fog 7th, 18th. Snow 2nd, 3rd, 5th, 6th, 11th, 25th. Rain 14th, 20th. Millpond free from ice 18th. Mean monthly temperature lower  $-9^{\circ}$  17 than average April 13 years.

HAMILTON.—Lightning and thunder with rain 20th. Snow 2nd, 3rd, 6th, 8th, 11th, 17th, 25th. Rain 14th, 15th, 20th, 25th.

SIMCOE.—Wind storm 14th. Rain 14th, 15th, 20th, 21st.

WINDSOR.—Meteor W. towards H. 12th, N. to H. 17th, N.E. to N. 18th. Well defined solar halo 28th. Wind storms 3rd, 14th, 20th, 28th. Fog 7th. Snow 3rd, 5th, 11th, 23rd, 30th. Rain 14th, 19th, 20th, 25th.

## VI. Education in Various Countries.

### 1. BOOK AND STATIONERY STORE, LONDON.

At a meeting of the London School Board, held on the 10th June, the Rev. J. Rodgers moved, on a former report of the School Management Committee:—

1. That it is desirable that the Board should give notice to the Agents, Messrs. Hamilton, Adams, and Company, of their intention to terminate the existing contract at Christmas, 1874.

2. That it is desirable that the Board should establish a store in charge of a superintendent, the said superintendent to receive and distribute books, apparatus, &c., and that it be referred back to the School Management Committee to consider and report upon the necessary arrangements.

He said there was no suggestion of any fault to be found with the present agents; but it would be more convenient for the Board to establish their own store. The subject had been carefully considered, and Mr. Waugh had gone fully into it. Mr. Waugh, although he had attended the Board in the earlier part of the day, had been obliged to leave owing to ill-health, and would probably be absent some months, when he (Mr. Rodgers) hoped he would return thoroughly restored. (Hear, hear.) There were many reasons for establishing a store. At present great delay was experienced in getting the requisitions from the schools fulfilled, and in some cases the quality of the goods was found inferior to the sample. There was at present no means of testing the quality of the goods supplied to the schools. If they had their own stores they would purchase wholesale, and the superintendent would test the quality of the goods received. Moreover, it would be a great convenience to the School Management Committee to have a store department. The despatch of goods would be quicker. It might be objected to on the score of expense, but this point had been carefully calculated, and the sub-committee were satisfied that a saving on the present system could be effected. Of course if the resolutions were agreed to, the details would be brought before the Board.

Mr. Tabrum second the motions.

Mr. Lafone suggested that when the schools were thoroughly established there would not be so large a quantity of books and apparatus required, and he asked whether that point had been considered.

Mr. Freeman said no doubt the present method of proceeding required to be reformed; inasmuch as it was hardly right to give a monopoly to one firm. At the same time the proposal now made was no small matter. There must be a special staff and a very large outlay; and the question was whether the saving to be effected would cover the expenditure. He had some doubt whether the Board could satisfactorily work such an establishment, but probably Mr. Watson could give some sound advice on the matter.

The Rev. Canon Gregory said no doubt a store would be a considerable convenience, but there was a danger lest the Board, having an establishment of the kind, might not feel disposed to publish on their own account, and become school booksellers. (Cries of "No, no.")

Mr. Tabrum said it was the fact of the large number of schools which the Board would eventually have, which induced the committee to agree to this proposal. A very large establishment would not be required. It was shown to the sub-committee that there would be a saving in money and also an increase in the quality of the goods supplied. The committee did not propose to go into the business of selling books to outsiders, although there were some books of their own he thought they might publish. (Laughter.)

The Rev. Dr. Irons asked whether voluntary schools were to be regarded as "outsiders," or whether they would have access to the store on the same terms as the Board schools. (Cries of "No, no.") He contended that the School Board were not intended merely to manage their own schools, but that as the visitors sent children into the voluntary schools, so the benefits of the store might be accorded to the voluntary schools. (Laughter.)

The Rev. Canon Cromwell: I must dissent entirely from that view. (Renewed laughter.)

Miss Chessar said the idea of the committee was simply to form a store such as a housekeeper would form of articles in constant use in her household.

Mr. Francis Peek asked whether the committee had considered whether the expenditure would not be greater than the saving. He hoped this proposal would not increase the general expenditure of the Board.

Mr. Morgan suggested that the result desired might probably be obtained by competition of a number of wholesale houses.

Mr. Heller said that the voluntary schools had a store in the National Society. There was no wish to establish a house for the sale of books, but simply a warehouse from which books bought of the publishers might be despatched. He felt persuaded that it would not only be a convenience to the schools, but that there would be an actual saving, and there would also be a guarantee that the articles supplied were equal to the samples.

Mr. Lucraft suggested that the store should also be made to include school desks and other furniture, expressing an opinion that for want of inspection some of the furniture already supplied was simply disgraceful.

The Rev. E. Daniel said that the question was not so much one of economy as promptitude. He cited cases in which stores applied for, had been delayed for many months. He reminded the Board also that if the proposal was carried out there would be a guarantee for the quality of the materials which they did not possess at present. Another point to be considered was the injustice done to many publishers by the selection of only one through whom the books used by the Board had to be passed. He thought it impossible to carry out Mr. Lucraft's proposal, but the inspection of furniture might be done by the clerk of the works or under the superintendence of the architect.

Mr. Heal agreed with Mr. Rodgers' proposal, but could not advise the Board to establish a furniture warehouse. (Laughter.)

Mr. Lovell said that as the requisitions from the schools were made quarterly he did not think the work at the store need be very heavy, especially as the value of the articles required by each school would not exceed £25 or £30 a year.

Mr. Watson having in a feeling manner expressed his great regret that Mr. Waugh had been stricken down by illness, referred in very high terms to the energy which that gentleman had displayed in carrying out any work for the Board. He said that having been engaged for upwards of thirty years in a somewhat important branch of the business, he could only say that after Mr. Rodgers had had experience of the working of this depot he would probably come out of it a wiser if not a better man. (Laughter.) He anticipated not much economy and not a little trouble, but he hoped his fears might be disappointed, and that Mr. Rodgers's hopes might be fulfilled.

The Rev. J. Rodgers said the figures had been gone into very carefully, and that it was anticipated that the expenses would not be very great, but that the saving would be very large.

The motions were then agreed to.—*School Board Chronicle.*

### 2. RUGBY SCHOOL.

The change in the head mastership of Rugby (Eng.) school has been greatly to the advantage of that institution. The new scholars who have entered the current term are four times as many as those retiring. This increase has enabled the new headmaster to take back the assistant masters dismissed by Dr. Hayman. Mr. Scott, who was the worst-used of the late headmaster's victims, has not only been replaced, but by the unanimous request of the other assistants he has been restored to his old position of seniority.

### 3. NOTES ON EDUCATION.

Washington is complaining of constant changes in text books.

The gifts made during the past year to the Agassiz Museum of Comparative Zoology at Harvard amounted to nearly \$176,000. The subscription for a permanent memorial of Professor Agassiz, to be presented to the museum upon its birthday, already amounts to nearly \$100,000.

A very reasonable protest is made by the *San Francisco Post* against the presentation of testimonials to teachers by their pupils, and also against expensive dressing at school commencements. Both often involve a cruel drag at the pockets of poor but proud parents.

Boston is to have a new English High and Latin school building, which is estimated to cost \$450,000. Premiums will be paid for the best four plans submitted, these being severally \$1,000, \$800,

\$600, \$400. All plans are to be sent in before the first of May. Two hundred architects have been furnished with the specifications.

It has been found advisable in the English Educational Code to no longer recommend that the children in the two highest standards of examination should be acquainted with the metric system, and be familiar with the method and advantages of forming multiples and sub-multiples of the unit of computation.

In 1838, nurseries under the name of *Salles d'asile* were established in Paris, wherein mothers who were compelled to work away from home during the day, could leave their children. After a time the plan was introduced of giving to the little ones taken in, such instruction as would fit them for the elementary schools. Royal and imperial decrees fixed their organization, and there are now 104 of these infant schools in the city, and their inmates number 25,133.

The *London Telegraph*, speaking of competitive examinations in England, notes the fact that the arts of the "Crammer" are beginning to grow stale: "Examiners," it says, "have found him out, and are on their watch against him. When the Indian writings were first thrown open to competition a very wide curriculum of subjects was offered to the competitors—mathematics, classics, English, French, German, Italian, Sanskrit, Arabic, Hindoo, logic, psychology, chemistry, physiology, physics, metaphysics, and so forth. Here, of course, the coach was at once in his element, and the accomplished crammer who could force into the memory of his pupils a smattering of a dozen languages, and a dozen 'ologies,' and supplement it by a certain amount of readiness in the fence of question and answer, carried everything before him. But for the last five or six years the current has begun to set the other way. What examiners now look for is 'thorough grounding,' and without all that this comprehensive phrase implies, little or no credit is given to those showy graces and tricks that are acquired from the professed coach."

A correspondent of the *Boston Globe*, who has been visiting the kindergarten in that city, thus sums up the results of the system: Children come out of the kindergarten, if it is conducted by those who understand the science, with a good knowledge of the relations and properties of small numbers, gained by continual counting of lines and squares and sticks, with an understanding of the geometrical forms—squares, oblongs, cubes, and triangles of all sorts; stick and slate-laying, the making of transparent forms with peas and pointed sticks, with knowledge of drawing sufficient to enable them to invent symmetrical patterns on the squared slates or paper; with much facility in little arts of manipulation that make the little fingers dexterous; with a great many pretty songs, both devotional and picturesque; with symbolical plays taught musically; with simple, easy gymnastic exercises, and, above all, with the power and habit of expressing themselves clearly and correctly. Can all this be said of the first two years or even three of primary instruction? Yet it is all accomplished without books, or any knowledge of reading, but simply by doing.

The *Atlantic* points out that by the revised and improved programme of studies prescribed by the Prussian Government, the following studies are made obligatory for all children: Religion, the mother tongue, including, writing and grammar, arithmetic, practical elementary geometry, *ralien* (comprising geography, history, the elements of natural history, and the rudiments of physics,) drawing, singing, gymnastics and for girls, needlework. To each of the last four branches, the pupils of the upper classes are required to give two hours weekly. In giving the gymnastic exercises, the teachers must follow the course laid down in the official manual prepared for the purpose. The Prussian teacher finds plenty of time to teach all these branches effectively, since he uses the textbook only for reference, and as an aid to the pupils in preparing reviews. We are glad to welcome the *Atlantic* in this connection, to our position of opposition to the senseless system of teaching exclusively or chiefly by means of book recitations.

## VII. Educational Intelligence.

**MCGILL UNIVERSITY.**—The annual meeting of convocation for conferring degrees in Arts and Applied Sciences was held on the 1st inst., in Molson Hall. Mr. Justice Dunkin presided. The Ven. Archdeacon Leach, Vice-Principal and Dean of the Faculty of Arts, having opened the proceedings with prayer, made the following announcement of degrees in Arts, and award of prizes and honours to students. Passed for the degree of B.A.,—In Honours—(Alphabetically Arranged)—John Allan, Wm. B. Dawson, Finlay McN. Dewey, Kutusoff N. McFee, John S. McLennan, Archibald D. Taylor, Henry W. Thomas, George

B. Ward. Ordinary—Class I. Charles J. Harvey. Class II, Alfred Harvey, Samuel Greenshields. Class III. John S. Hall, James R. Black, John Empson, James Craig, Samuel C. Stevenson. Passed in the Intermediate Examination,—Class I. Hugh Pedley, Archibald McGoun, and Henry H. Lyman, equal; Alindus J. Watson. Class II. Robert J. Crothers, Jacob W. Cox, and Alfred C. Morton, equal. Class III. Thomas Duffy, John Graham, Guy C. Phinney, John L. McOuat, Wm. H. Gray, John Matheson. Bachelors of Arts proceeding to the degree of M.A.—James Cameron, B.A.; John D. Clowe, B.A.; Wm. J. Dart, B.A.; Duncan McGregor, B.A.; Gustavus Munro, B.A.; Edward F. Torrance, B.A.

Passed for the degree of Bachelor of Applied Science—Course of Civil and Mechanical Engineering—(In order of relative standing,—Charles J. Harvey, Alexander J. McLean, St. George J. Boswell, George S. Robertson. Course of Mining and Assaying—(in order of relative standing.)—Joseph William Spencer, Henry K. Wicksteed.

The degree of B.A. having been conferred on those mentioned above as having passed, and the medals having been presented to the successful candidates, a valedictory address was read by Mr. John S. McLennan B.A., on behalf of the graduates in Arts. The degree of Bachelor of Applied Science was then conferred on the gentlemen above named, and a valedictory on behalf of that department was delivered by Mr. Charles J. Harvey.

Rev. Professor Murray then addressed the graduates upon the subject of education and mental culture. The rev. gentleman discussed at some length the respective merits of the classical and science systems of mental training, and offered some valuable suggestions to the graduating classes.

The degree of M.A. in course was then conferred by the Vice-Chancellor upon Messrs. James Cameron, John D. Clowe, William J. Dart, Duncan McGregor, Gustavus Munro, E. F. Torrance, Bachelors of Arts. The degree of LL.D. in course was conferred upon Mr. James Kirby, M.A., D.C.L. The degree of B.C.L., *ad eundem*, was conferred upon Mr. Lareau, LL.B., Victoria College.

The Chairman then addressed the assembly. At the late convocation of the Law and Medical Faculties, he had called attention to the duty of private individuals to act liberally towards this University, and he would now speak of the need of more students. The number of students in Arts graduating this year was sixteen, the largest they had yet had, but still a number far below what might be looked for from a city like Montreal and a country like Canada, where young men of every class had an opportunity to attain to the highest positions. It was the duty of parents to give their sons the advantage of the training to be had at this University, to enable them to fight their way successfully in the battle of life. There was too much preference given to the learned professions—as they were called—by parents, who had become wealthy by industry and toil, in choosing a calling for their sons. In his opinion every honest calling desired to rank as a profession. That of agriculture was of special importance, it was the aggregate of the harvest of the seas, lands, through trade, mines and forest, which constituted the earnings of our citizens. It was a great mistake to suppose that neither capital nor brains were necessary for the profession of a farmer. Until this foolish idea was dispelled, the resources of our country would never be developed. How was it, said the learned judge, that the sons of wealthy parents so often sank in the social scale? The secret was, that the parents themselves were often to be blamed. They too often forced their sons into the learned professions, which were now so crowded that, to use a homely expression, there were more cats than there were mice to catch. The sons should be made to pass through a training similar to that which their fathers had done. Then they might be able to contend with the sons of the farmer or mechanic. In this country a man may be a mechanic to-day and a Premier to-morrow. It was vain to suppose that the wealth of a father would supply the want of industry and training in maintaining a posi-

tion in society. In conclusion he reminded the graduates of the University of the duty they owed their Alma Mater.

The Vice-Chancellor said he did not intend to make a speech, but he had some statements and announcements to make. The first gold medal ever offered in this University was that founded by Henry Chapman in 1856, and copies of which he has had annually struck from the beautiful dies executed for him by Leonard Wyon, of London. Mr. Chapman now proposes to render this gift permanent, by placing the dies and a sum of money for the endowment of the medal in the hands of the Board of Governors, so that this, the first gold medal of McGill College, will be placed in point of perpetuity on a par with the others, and will continue to be offered as a stimulus to the higher culture of the classical languages and literature. He had to announce with much gratification, another and most valuable gift to the College from His Excellency the Governor-General, who proposes to give annually during his residence in Canada, a gold and a silver medal for competition in the Faculty of Arts. The Corporation has decided to suggest to His Excellency as the special subject for these medals, a course of study in History, and that the competition should be open not only to undergraduates but to graduates, within seven years of their matriculation. Should this suggestion be adopted, the subjects appointed for study will be announced in the calendar now forthcoming, and the first examination for the Earl of Dufferin's medals will be held in December next. In the past session the students of the University have numbered over 300, of whom the large proportion of 118 are in the Faculty of Arts. The degrees in course conferred at this meeting of convocation and that held in March are 77. There is reason to hope that we shall have still larger classes next year. In connection with this I would direct attention to some changes in the calendar for next session, the earliest sheets of which are now on the table for distribution. One of these relates to the scholarships offered in the third year and to the Scott exhibitions, the conditions of which have been so modified as to make them accessible to a larger number of competitors. Another relates to exemptions offered in the third year in favour of honour studies. Another is the appointment of an assistant to the Professor of Engineering, and the institution of arrangements for field-work at an earlier period of the session than heretofore. All of these and some other changes introduced will, it is hoped, be found conducive to the advantage of our students. The most Rev. the Metropolitan having pronounced the benediction, the proceedings came to a close.—*Witness.*

QUEEN'S COLLEGE.—Principal Snodgrass presented the report of the Trustees of Queen's College, and the College Calendar for 1874-75. The following are the leading paragraphs of the report. Last year the Trustees had the satisfaction of reporting an increase from 39 to 50 in the number of registered students. It is exceedingly gratifying to them to have to intimate a further increase this year. In the season just closed there were no fewer than 22 entrants, and the total number enrolled on the faculties of Art and Theology is 60, 51 in the former and 9 in the latter. Just once in the history of the College has this number been exceeded, namely, in the session of 1858-9, when the number of entrants was 27, and the total number of students 64. Of those enrolled, 22, including 2 who belong to the Canada Presbyterian Church, have declared their intention of studying for the ministry. According to present prospects there will be a still larger attendance next session. The winter's work has been productive of very satisfactory results. The marking attained by leading students in the several years of the curriculum at the University examination recently held, was unusually high. The Colonial Committee of the Church of Scotland, ever solicitous for the prosperity of the College, and ever persevering in their efforts to promote the welfare of the church, finding themselves unable to obtain a sufficient number of missionaries being licentiates, or ordained men, to supply the demand made upon them, have adopted a new measure, with an earnest hope and a fair prospect of being successful in the better attainment of their object. To promising youths desirous of entering the ministry, pos-

essed of a good general education, unable it may be of themselves to prosecute their studies in Scotland, willing at the same time, perhaps preferring, to make the colonial field the sphere of their future labours, the Committee offer inducements to come to this country, and receive a collegiate education here with a view of becoming qualified in due course to take full rank as ministers. While it is thought that this measure will not fail for want of applicants desirous to take advantage of it, it is believed that their training amid the very scenes of their future labours will be of special utility in fitting them for the service which is awaiting them. There is obviously very much in favour of such a measure, and the instalment of progress already made in the endeavour to give effect to it, is a good assurance of ultimate success. Last summer, five applicants, selected with great care and after much enquiry, were sent to Kingston. Two of them entered the College, and three went to the Collegiate Institute to prepare for entering next session. Of the whole of them, the Principal reports in the most encouraging terms. From the character they have established for themselves, and the progress they have made in their studies, it appears that this new and interesting progress has in its initiation been singularly favoured. The trustees solicit the Synod's favourable consideration of a scheme which is so certain to increase the usefulness of the College, and the strength and stability of the Church. Two extra courses of lectures were given to the students in attendance at the Divinity Hall; one on Science and Revelation, by the Rev. Geo. Bell, LL.D., the other on Pastoral Theology by the Rev. John Jenkins, D.D. Whether as regards the practical importance of the subjects, or the able manner in which they were discussed, these lectures cannot fail to be of the greatest use. They were highly appreciated by the students. The necessary expense was defrayed by private subscription without charge to the College funds, and the Board tenders its thanks to the subscribers for the interest they have taken in the matter. A permanent endowment of some lectureships is much to be desired, and perhaps the success which has attended the arrangement for the past session may bring about the attainment of so laudable an object. In the meantime the Trustees will be glad to have it in their power to provide one or two courses of lectures for next session. Several graduates have renewed their good offices in furnishing class prizes. A number of gentlemen have become responsible for valuable University prizes, to be awarded chiefly for the best essays on prescribed subjects, as announced in their calendar. The essays are to be given in sufficiently early to prevent the writing of them from interfering with the ordinary work of the classes. The donors of these prizes are much to be commended for their liberality, and the interest in the prosperity of the College which is thereby indicated. It is hoped that their efforts will produce all the advantage of satisfactory competition. The Alma Mater Society has added to its many important services the foundation of a University prize for annual competition, open to members of the graduating class, and to be awarded for the best essay on some subject connected with oratory. The additions to the Library during the year consists of 219 volumes, the greatest part of which are valuable modern works, and a large number of pamphlets, chiefly on scientific subjects. The donations to the Museum have not been numerous. Among the miscellaneous contributions are specimens of wearing apparel, and sundry other articles used by the Hare Indians of the Upper Mackenzie River. These were presented by the Hon. R. Hamilton, of the Hudson Bay Co. The Treasurer's financial statements for the year ending 10th instant, duly audited, are submitted. The Auditors report in the most satisfactory terms as to the manner in which the Treasurer's duties are performed, and his books kept. The sum of the charges is \$12,722.74. The expense of management, in addition to salaries, being only \$942.74. Among the receipts for revenue is \$140 from Mr. John Watkins, Kingston, who for many years has been a liberal friend to the College; also a supplementary grant of £200 sterling (\$973.33) from the Colonial Committee of the Church of Scotland. These contributions with one or two other amounts not belonging in permanent income, have produced an apparent surplus of \$909.89 over expenditure. As to the Endowment Fund, the statement shows \$2,164.90

to have been received during the year, and the total amount collected to defray current expenses, and \$839.65 disbursed on account of working the scheme. The whole sum realized for capital is therefore \$94,924.87, which is subject, as noticed in last year's report, to a debt of \$7,807.90, incurred in meeting deficits in the revenue for the years 1869-71. The detailed list of investments, &c., given in the statement of accounts for the whole capital includes, it will be seen, a loan of \$1,635.36 to the general fund. Subscriptions amounting to upwards of \$7,000 remain unpaid, although nearly all of them were due more than two years ago, and by their non-payment the College is subjected to an annual loss of \$490. Subscribers in default had, and have, no doubt, good intentions with regard to them. They were voluntarily assumed obligations, but these do not satisfy the expectations which by the act of subscription were created. They are earnestly entreated to consider the urgent importance of increasing the permanent revenue of the College, and the effect of delaying payments upon the worth of their subscriptions. The statement of ordinary revenue and expenditures showed an increase from all sources of \$13,632, while the expenditure for salaries amounted to \$11,780, and for various other purposes to \$942, leaving a balance of \$909 in the hands of the Treasurer. It was pointed out, however, that while there was an apparent surplus of \$909, the general fund was in debt \$7,807. The statement of receipts and disbursements on account of the College were stated to be \$30,152 in the total, while the disbursements left a balance of \$2,256 invested and in cash. The receipts for scholarships and prize essays were \$3,118, while the disbursements amounted to \$1,535, leaving a balance of \$1,582 in the hands of the Treasurer. The statement of the Queen's College Endowment Fund showed a balance of \$94,224. On the motion for the adoption of the report, Mr. Ferguson asked information regarding the young men who were brought from Scotland, and whether they were to be supported after they arrived in this country by grants from the Church of Scotland, or whether they should be supported at the expense of the church here. He complained that young men should be brought out from Scotland, while young men of this country were not given sufficient encouragement to go into the ministry. Principal Snodgrass said the Colonial Committee of the Church of Scotland had found great difficulty in obtaining missionaries for British North America, and although liberal inducements had been offered, a sufficient supply could not be had to meet the demand. The question then arose whether it was not possible to meet the difficulty in some way besides sending out ordained ministers; therefore, the plan was arranged of sending out young men to be ordained in Canada, the expense to be borne by the church here. These young men would in other respects take the same position in the College as other students, and would have the opportunity of doing missionary work during the summer. Two of them were doing so at present, and they would be able to make as much as would go far towards paying their expenses during the session. The Colonial Committee guaranteed to provide \$250 per annum for each student. In answer to a question, Principal Snodgrass said he had called the attention of the Colonial Committee to the fact that there was likely to be a union between the two Presbyterian churches in this country at an early date, and he had enquired of them what would be the position of the grant they made for the education of these students in such a case. The reply they made was, that the grant was given entirely independent of the question of union, and it was their duty alone to do whatever was calculated to advance the interests of the Church, whether united or separate. The Synod met again at 3 p. m., and the motion for the adoption of the report of the trustees of Queen's College was concurred in.—*News.*

## VIII. Departmental Notices.

### COUNCIL OF PUBLIC INSTRUCTION.

By arrangement with the Honourable the Postmaster-General, the Chief Superintendent of Education has had Voting Papers for Members of the Council of Public Instruction

printed with envelopes attached, so that when folded and enclosed in the envelopes unsealed, as directed, they could pass through the Post Office prepaid for one cent each. The direction printed on the back of the envelope was issued simply to meet the requirements of the Post Office Department in regard to such matters; but as some misapprehension exists on the subject, the Honourable the Attorney-General is of opinion that Inspectors, Masters and Teachers using these Voting Papers are entitled to seal the envelopes, they prepaying the ordinary three cents letter postage on them.

The Voting Papers should be received by the Chief Superintendent sometime between the 11th and 18th of August, both days inclusive. The law on the subject is as follows:—

"Any Voting Papers received by post or otherwise by the said Chief Superintendent, or other officer appointed by him during the said third Tuesday of August, or during the preceding week, shall be deemed to be duly delivered to him."

As this rule may not have been in all cases observed, and with a view to enable Inspectors, Masters and Teachers to exercise their franchise according to law, a blank Voting Paper and envelope will be sent to every person whose name has been returned to the Education Department as entitled to vote under the Act.

In putting up this Voting Paper and sending it to the Chief Superintendent, every blank in the form should be filled up, and the name signed at the bottom of the paper on the line left for that purpose.

It would be a great convenience if the name of the County, City or Town of the Voter were inserted in the blank for it, printed on the outside of the envelope.

EDUCATION DEPARTMENT,  
TORONTO, July, 1874.

The Honourable the Attorney-General has also given his opinion on the following points:—

1st. That none but legally qualified teachers in actual service can vote for a member of the Council of Public Instruction. Teachers, therefore, who have left the profession have no vote.

2nd. That a County Inspector holding the office of Town Inspector has only one vote for a member of the Council.

### STATUTE LABOUR BY TEACHERS.

Teachers frequently write to the Department, remonstrating against their being required to perform Statute Labour, or to pay any equivalent for it. As the obligation arises under the Assessment, and not under the School Law, the Department has no jurisdiction in the matter, and cannot therefore interfere in it.

### NORMAL SCHOOL FOR ONTARIO.

The next Session of the Normal School will commence, (D. V.) on the 8th of August. Students must be in attendance on that day.

### THE PUBLIC SCHOOL LAW FULLY EXPLAINED. BLANK SCHOOL FORMS.

The Publishers (Copp, Clark & Co., Front St., Toronto) beg to announce that they have just published an Exposition of the new School Law relating to Rural Schools of this Province, the Official Regulations and Decisions of the Superior Courts, by Dr. Hodgins, Deputy Superintendent of Education, sent free on receipt of 55 cents.

The same publishers have also recently issued blanks of the official forms used under the Public School Laws, such as School Deeds, Forms of Agreements with Teachers, School Rate, Rolls, &c. Lists with prices may be obtained.