

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXIX

TORONTO, JULY, 1876.

No. 7.

CONTENTS OF THIS NUMBER.

I. PROCEEDINGS OF THE EDUCATION DEPARTMENT.—(1) Superannuated Teachers; (2) Investigation at Morrisburgh, County of Dundas; (3) Intermediate Examinations; (4) Normal Schools, Toronto and Ottawa; (5) Power of High School Boards to secure School Accommodation; (6) Frequency of Entrance Examinations in High Schools; (7) Standing in Ontario of Teachers Certified elsewhere.....	PAGE 97
II. DEPARTMENTAL NOTICE.—(1) Central Committee of Examiners.....	98
III. BORTHWICK OTTAWA INVESTIGATION.—(Continued from page 94).....	98
IV. PROCEEDINGS OF TEACHERS' INSTITUTES.—(1) Huron Teachers' Association; (2) Exeter Teachers' Institute; (3) Madoc Teachers' Institute; (4) South Hastings Teachers' Institute; (5) Wentworth Teachers' Association; (6) Schools in Algoma District.....	103
V. PROCEEDINGS OF UNIVERSITIES.—(1) University of Toronto—Convocation; (2) Victoria University—Convocation; (3) Albert University.....	103
VI. EXTRACTS FROM PERIODICALS AND PAPERS.—(1) Oxford University Reform; (2) Middle Class Education in Holland; (3) Necessity for Educated Mechanics.....	109
VII. ADVERTISEMENTS.....	112

The Committee of Council have had under consideration the Report of the Honourable the Minister of Education, dated the 20th June, 1876, stating that Messieurs W. A. Whitney, M.A., High School Master of Iroquois, holding a Certificate as Inspector and Examiner, and W. M. Elliott, M.A., High School Master of Kemptville, holding a Certificate as Examiner under the School Acts, have been proved to have violated the Regulations of the Education Department in an examination held at Morrisburgh. The Minister recommends that their Certificates be cancelled.

The Committee advise that the said Report be acted upon.
Certified.
(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

22nd June, 1876.

NOTE.—The evidence and other proceedings in this case will be shortly published in the *Journal of Education*.

I. Proceedings of the Education Department.

1. SUPERANNUATED TEACHERS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor the 24th day of June, A.D. 1876.

Upon the recommendation of the Hon. the Minister of Education, dated the 20th June, 1876, the Committee of Council advise that pensions be awarded by your Honour to the applicants named in the annexed Report of the Deputy Minister of Education, out of the funds provided under the Act 37 Victoria, chapter 28, sections 97 and 98, at the rates therein mentioned.

Certified. (Signed) J. G. SCOTT,
Clerk Executive Council.

The Honourable
The Minister of Education.
24th June, 1876.

SUPERANNUATED TEACHERS.

The Deputy reports to the Minister of Education that he has carefully examined the accompanying applications of Public School Teachers for superannuation, and respectfully recommends the applicants for superannuation, viz.:

NAME.	Religious Persuasion.	Country of Birth.	Residence.	Age.	Service in Ontario.
Bremner, John.....	Presbyterian	Scotland.....	Waterdown.....	69½ years	22 years
Famlinger, Anthony.....	R. Catholic	France.....	Freeburg.....	64 " "	24½ " "
Hayes, Christianna.....	Baptist	Ontario.....	Farmersville.....	32 " "	12 " "
Moran, Fatk. J.....	R. Catholic	Ireland.....	Tp. Bedford.....	53 " "	12½ " "
McGregor, John G.....	Presbyterian	Scotland.....	Elora.....	76 " "	18 " "
Mackenzie, Andrew.....	do	do	Renfrew.....	66 " "	10 " "
Scott, James.....	do	Ireland.....	Clinton.....	65 " "	24 " "
Stephen, Adam S.....	do	Scotland.....	Meaford.....	61 " "	33 " "
Wellhauser, Matthew.....	R. Catholic	Wurttemberg.....	Tp. Waterloo.....	62 " "	21 " "
Whitcomb, Hulda L.....	Methodist	Ontario.....	Stratford.....	51 " "	24 " "

Respectfully submitted.
(Signed) J. GEORGE HODGINS,
Deputy Minister.

3. INTERMEDIATE EXAMINATIONS.

COPY of an Order in Council approved by His Honour the Lieutenant-Governor, the 21st day of June, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that Mr. D. B. McTavish, B.A., of Queen's College, and Messieurs W. Dale, M.A., and A. M. Lafferty, M.A., of the University of Toronto, be appointed sub-Examiners for the intermediate High School Examinations, in addition to the Examiners mentioned in the Rules and Regulations respecting the High School Intermediate Examinations approved of by Order in Council of the 25th of April last.

Certified.
(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

22nd June, 1876.

4. NORMAL SCHOOLS, TORONTO AND OTTAWA.

The Session for 1876-7 will commence at both of these Institutions on 15th September. There will be no admissions in either school in January or any other time during the term. The following are extracts from the Regulations:—

II: In future there shall be but one Session annually in each Normal School.

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

[If the day of opening fall on Sunday, the Session shall begin on Monday.]

III. The School shall consist of two Divisions. The work of the Second Division shall be entirely with a view to Second Class Certificates, while the First Division shall be prepared for First Class Certificates.

1. The Second Division shall be divided into two sections. The Junior Section shall comprise students who, having passed the entrance examination, are preparing for Second Class Certificates, grade B. The Senior Section shall comprise (1), students who are preparing for Second Class Certificates, grade A, having already passed through the Junior Section and obtained grade B Certificates; (2) those who have obtained grade B, granted by County Boards, and passed a special examination in Arithmetic, Algebra, and Natural Philosophy within certain limits; (3) lastly, those who have passed the entire entrance examination for this Section.

2. INVESTIGATION AT MORRISBURGH, COUNTY OF DUNDAS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 21st day of June, A.D. 1876.

2. The First Division shall contain (1), the students who have passed through the Second Division and obtained Second Class Certificates, grade A; and (2), those who hold Second Class grade A, Certificates granted by County Boards, provided they can pass an examination (within specified limits) in Natural Philosophy, Algebra and Euclid.

IV. Applicants for admission to the Normal School, if females, must be seventeen years of age; if males, eighteen years.

V. Applications for admission accompanied with certificate of moral character, dated within three months of its presentation, signed by a clergyman or member of the religious persuasion with which the applicant is connected, must be made at the Department of Education, on the 15th day of September in each year. No application shall be received, if made after the 16th September.

VI. Candidates must pass the prescribed entrance examination, sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession. * * * *

X. Upon these conditions, candidates shall be admitted to the advantages of the institution without any charge, either for tuition or the use of the Library.

XI. The Teachers-in-training must lodge and board in the city, in such houses and under such regulations as are approved of by the Education Department.

5. POWER OF HIGH SCHOOL BOARDS TO SECURE SCHOOL ACCOMMODATION.

A question has been raised in the Town of Clinton, whether the Board could require the Municipality to provide funds for a High School site and building. No district had been assigned by the County Council. In reply to an inquiry, the following opinion was transmitted:

Assuming the Town of Clinton constitutes the High School District, then, under section 45 and sub-section 6a of section 6 of the Act 37 Victoria, cap. 27, the Council of the town is bound to raise such sums as may be required by the High School Board for the maintenance and school accommodation of the High School.

Under these provisions, the Minister is of the opinion that the proposed expenditure for the purchase of a site and the erection of the building is included, and the By-law, when passed by the Town Council, would be legal and valid.

The Minister is aware that opinions to the contrary have been given, and this very question is now before the Court for a decision, but he thinks that, having regard to the whole scope and phraseology of the two School Acts of 1874, and previous statutes, the term "accommodation" is wide enough to include a school site and building, and that, unless it is so interpreted, the manifest intention of the Legislature would fail in its effect.

6. FREQUENCY OF ENTRANCE EXAMINATIONS IN HIGH SCHOOLS.

A memorial was received at the Department requesting that quarterly instead of half-yearly entrance examinations might be held. The subject will be carefully considered, but at present the Minister sees no advantage in the proposal which is not counterbalanced by disadvantages.

The proposed change would, in fact, require a revision of the existing scheme, additional examiners, and increased expense, without affording, except in a few instances, any further needed facilities for admission than exist at present. The Minister is of opinion that a provisional examination would lead to a recurrence of some of the former abuses which it is the object of the new regulations to prevent.

The Intermediate Examinations at High Schools will be governed by the following instructions of the Minister:—

1. Where more than one room is required for the Candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

2. The Public School Inspectors and the persons appointed by them, with the approval of the Minister, to act as their substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional rooms, shall be entitled to a fee of \$3 per day, with mileage at 10c a mile to be paid by the High School Board. None may act as a substitute unless approved by the Minister, and the Inspectors are required to send their nominations to the Department forthwith.

3. No Trustee, Master or Teacher of the school concerned can be appointed as such substitute, and no Master or Teacher of the School can be present during the examination, in the room with the Candidates.

7. STANDING IN ONTARIO OF TEACHERS CERTIFICATED ELSEWHERE.

Application for the recognition of a first-class certificate from another Province having been made, the Minister replied that he was unable to accede to it unless the candidate passed satisfactorily the usual examination required for the certificate of this class. The rule on this question of the standing in this Province of teachers certificated elsewhere, as finally adopted by the late Chief Superintendent, is not to grant certificates except after passing the regular examination; persons holding diplomas of a certain class, however, may present themselves for examination in that class, without being required to pass in a lower class.

The Minister concurs in this rule, and is prepared to adhere to it.

II. Departmental Notices.

1. CENTRAL COMMITTEE OF EXAMINERS.

The Chairman of the Central Committee of Examiners desires that an intimation may be given in the *Journal*, that communications or certificates, examinations and other matters relating to the work of the Committee, should be addressed to the Education Office, and not to individual members of the Committee, as the Committee does not desire to receive any letters except such as may be referred to it by the Department.

III. Borthwick Ottawa Investigation.

(Continued from page 94.)

6th December, 1875.

Miss Mary Pilson sworn and examined by Mr. McDowall, Complainant:

Q.—You were a candidate for a second-class certificate during the examination of 1874? A.—I was.

Q.—Were you aware that answers to the questions in Natural Philosophy were written upon the black-board? A.—Yes.

Q.—By whom? A.—I cannot say.

Q.—You did not see any one write them? A.—I did not.

Q.—When did you notice them? A.—I do not remember.

Q.—Have you any recollection of one of the candidates calling the attention of Mr. Borthwick to one of the answers being wrong? A.—No.

Q.—Do you remember that slips of paper were passed to candidates? A.—Yes, a slip of paper was passed to me.

Q.—What was written upon it? A.—Answers to questions in Arithmetic.

Q.—You have not got these answers now? A.—No.

Q.—Do you know what became of them? A.—I do not.

Q.—Did you keep it, or take a copy of it? A.—I took a copy of it.

By Dr Hodgins, Chairman:

Q.—These papers contained simply the answers to the questions? A.—Simply the answers.

By Mr. McDowall, Complainant:

Q.—Do you remember, when one day's examination closed, and on your going out into the hall, some young lady expressing her desire to know what the Physiology paper for the next day would be? A.—I do not remember at all.

Q.—Nor of Mr. Borthwick making any reply? A.—I do not.

Q.—Did you not hear the expression "Count your teeth"? A.—I did not.

Q.—The day the slips of paper were passed round, are you aware that some of the candidates were allowed to write after twelve o'clock? A.—I do not myself know whether they were or not, but I think some of them were.

Q.—Did you remain past the hour? A.—I did not; I left quite a while before twelve.

Q.—Where did you go? A.—To a room up-stairs. My sister and Miss Gilmour were along with me, and we all remained there until called down.

Q.—You would not therefore know whether there were candidates writing in the examination room or not? A.—I would not.

Q.—Do you not know whether the doors were locked during the examination? A.—I do not.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Did you work out the questions yourself? A.—Yes.

Q.—And got the result the same as was on the board? A.—In some cases.

Q.—The board did not give you any assistance? A.—None.

Q.—And the same with the slips in Arithmetic? A.—Yes, the same.

By Mr. Le Sueur, Commissioner:

Q.—When you were writing, was it upon a slate? A.—No, upon paper; I think we always use paper.

Q.—And you put a piece of paper aside if you do not work it very well? A.—Yes, I think so. There was no rule in the case.

Q.—You had a slip of paper with the correct answer. You were working upon the question, and found your result was not the same as that upon the paper. Could you put the piece of paper aside and commence a new operation until the correct answer was brought out? A.—Yes.

By Mr. McDowall, Complainant:

Q.—Did you find any of your answers not to correspond to those upon the paper? A.—I do not remember.

Q.—You do not remember making any changes? A.—I do not.

MARY PILSON.

Signed in presence of

P. LE SUEUR,
Commissioner.

This closed Mr. McDowall's list of witnesses upon the last group of charges, and after some discussion

The Rev. H. J. Borthwick was called in his own defence. Having stated that he had a conscientious objection to "kissing the book," he made an affirmation with uplifted hand, and proceeded to make the following statement:—The third charge is that in one case at least I wrote on the black-board the answers to questions, thereby assisting candidates to the solution of the same. Until this present inquiry was in progress, I had no recollection whatever of the fact recited in that charge, but of course I cannot for one moment suppose that the ladies and gentlemen who have given testimony here have testified falsely. I have no recollection whatever of having written these answers, but the witnesses have said the writing was there, and I demur most emphatically to the statement that it was done to aid the candidates in the solution of their problems. It was meant merely to give them an idea whether they were approaching to correctness or not. These ladies and gentlemen have testified that the answers were there. I am sure that neither of the other gentlemen put them there, and therefore I shall have to take the onus of having written them myself, but of having written them to give the candidates an idea of whether they were nearly right or not—certainly not assisting them to that conclusion. I would also say, in regard to this third charge, these answers to the Physiology questions, if put up by me, were put up just at the close, as I shall acknowledge in the fourth case, with the view of letting them know whether they were right, or whether they were likely to pass. As to the fourth head, I admit, as I have already said, that I did hand round papers such as those mentioned at the close of the examination. Some, I believe, had ere then handed in their papers, and some had not, but none of them made any change in their papers in consequence. As to having written "You have passed in English Grammar," I have no doubt I did.

Dr. Hodgins—What was your object in stating that?

Mr. Borthwick—These teachers were all of them in our own staff, and my object was to send them home comfortable. I had no desire to injure any one or help any one. No one could have derived any unfair advantage in any form.

By Mr. Le Sueur—I suppose it was done out of a feeling of kindness to them?

Mr. Borthwick—Exactly so.

Cross-examined by Dr. Hodgins, Chairman:

Q.—You did not give these answers to some and not to all? A.—I did not.

Q.—So that favouritism could not arise out of the matter? A.—By no possibility. "Hodgins' School Law Lectures," page 177, gives information with regard to examiners. (Reads the declaration.) In your presence, gentlemen, I distinctly state, upon oath as I am, that no advantage was given to any one that was not given to the whole.

Q.—And you regarded the act of giving these answers as you did quite within the scope of that solemn declaration? A.—Yes, I did. Now, as to charge No. 5, I remember quite well the circumstance. I had no recollection of it at first, but now I do remember standing upon the edge of our platform, when the ladies and gentlemen were passing out, and some one of the ladies jokingly asking—"Well, what is going to be on the next paper, I wonder?" That was done over and over again. I remember that some one made this remark, but I cannot say who. I answered—"Physiology." "I wonder what it will be about," was the next remark from the lady. I answered in a general way—a mere coincidence—something about the teeth—whether the correct words have been

given in evidence I cannot say—and something about the bones, I dare say, but I am not sure.

Q.—Were you aware of what the subject of the examination paper was? A.—Decidedly and emphatically, no.

Q.—The papers were still sealed up? Yes.

Q.—The Regulations require these seals to be broken in presence of another examiner. Can you mention the name of that examiner? A.—I most emphatically state, with regard to these papers on Physiology, that while standing on the platform, as I have shown you, and when the conversation alluded to took place, I had no more idea of what was in them than, as the saying is, the man in the moon, for they had not been opened. As to the sixth charge, that the time was extended, &c., &c., I could not say. There may have been a few minutes given occasionally—I cannot say how often. I consider there is a license given on special occasions, or at any rate a latitude, to presiding Inspectors and Examiners, so far as their judgment lies. I am decidedly certain the extension was not for an hour. It was done with my sanction I have no doubt, but whether at my instance I do not know. I think it quite likely, however.

By Mr. Le Sueur, Commissioner:

Q.—You are Chairman of the Board? A.—I am Chairman of the Board by virtue of my office as Inspector.

By Dr. Hodgins, Chairman:

Q.—Do you know whether there is a Regulation as to the time of closing examinations? A.—I know there is a Regulation that they shall be opened at one hour and closed at another.

Q.—And another in regard to persons coming late? A.—I do not know that if persons come in late, they are not allowed to make up lost time.

Q.—In other words, that the examination shall close specifically at the hour named? A.—I think so.

Q.—In this case the Examiners did not do so, under circumstances which appeared to them to justify it? A.—I admit that, but I consider, as presiding examiner, that there was a latitude allowed us.

Q.—Do you not know that it is a question upon which we have been very careful not to allow Boards any latitude at all? A.—Well, I do not think I had any motive in doing it.

Q.—The fact is admitted that the time was extended? A.—That is so, but I do not admit that I was solely responsible for it.

By Mr. McDowall, Complainant, through the Chair:

Q.—In the examination of July, 1874, did you not actually give an advantage to some teachers that you did not give to others? Did you not pass slips to some with the answers in Arithmetic written on them, while to others the slips merely contained the information that they had passed in English Grammar? A.—I answer that I did not pass these papers to some and not to others.

Q.—Are you prepared to say that you gave these answers to Mr. Martin; and is it not the fact that you only gave him a slip of paper with the information—"you have passed in English Grammar?" A.—I do not acknowledge that these answers were any advantage, but I am not prepared to say whether I left out one of the candidates in distributing them or not. My impression and belief is that they were given to all, including Mr. Martin.

By Mr. Le Sueur, Commissioner:

Q.—Have you any recollection of giving it? A.—I have no recollection, but I have no doubt he got it. My intention was that all should see them, without any distinction.

H. J. BORTHWICK,

I. P. S.

Signed in presence of

J. GEO. HODGINS,
Chairman.

P. LE SUEUR,
Commissioner.

SECOND DAY.

Dr. Hodgins, Chairman of the Commission, announced that the investigation of charges 1 and 2 would now be proceeded with.

Abraham Pratt, sworn and examined by Mr. McDowall, Complainant:

Q.—Are you a member of the Board of Examiners for the examination of Public School teachers for Ottawa? A.—I am.

Q.—When were you first appointed on that Board? A.—I think in 1871, when the first Board was appointed.

Q.—And you have been a member of the Board ever since? A.—No; one year I was not.

Q.—What year was that? A.—1873 or 1874, I would not be sure which.

Q.—When were you re-appointed? A.—At the beginning of 1874, I think; but I did not act that year.

Q.—In the examination of December, 1872, have you any knowledge of papers being opened before the proper time? A.—I am not sure whether it was the examination of 1871 or 1872. I did not go there on the first day; but the second morning I did, and Mr. Borthwick and Mr. Rathwell were present. I saw the seal of an envelope was broken, and the papers were out. I said to Mr. Rathwell, "Were you present when these seals were broken?" I may state I was a few minutes after the time. Mr. Rathwell said he did not see them broken. I said: "This is a very important matter."

Q.—What did he say? A.—He seemed to think it was.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Was Mr. Borthwick present? A.—He was not.

Mr. Gibb objected to a conversation which took place in Mr. Borthwick's absence being accepted as evidence.

Objection sustained.

By Dr. Hodgins, Chairman:

Q.—Are there any other Examiners besides yourself, Mr. Borthwick and Mr. Rathwell? A.—Yes, Mr. McMillan; but he was not in.

By Mr. McDowall, Complainant:

Q.—Was not Mr. Ross, now Judge Ross, an Examiner? A.—I think he was.

By Dr. Hodgins, Chairman:

Q.—Did you speak to Mr. McMillan on the subject? A.—No.

Q.—Did you see a package open on any other occasion? A.—I did.

Q.—When was that? A.—The second time was in the afternoon, at the time when it should have been taken out and broken in our presence.

By Mr. McDowall, Complainant:

Q.—Were the candidates present? A.—No; they were coming in.

By Dr. Hodgins, Chairman:

Q.—What are the regulations with regard to breaking the seals? A.—The Examiners should be present.

Q.—The regulation is that two Examiners should be present. Do you know whether anybody was present when Mr. Borthwick broke them open? A.—No.

Q.—Were they broken in your presence? A.—No.

By Dr. Hodgins, Chairman:

Q.—In regard to the second occasion what is your statement? A.—I saw the door of the place where they are kept, open, and the package was broken when it came out.

Q.—In whose custody were the papers? A.—In Mr. Borthwick's.

Q.—Had he any particular place for keeping them? A.—He had.

Q.—Did you examine the envelope to see whether the time for opening it was stated on the back? A.—I did not.

Q.—Then it is your impression merely that the rule was violated? A.—I felt that it was broken before the time.

Dr. Hodgins—It is a pity you did not look at the envelope at the time, because it would have shown at once whether the rule was violated or not.

By Mr. McDowall, Complainant:

Q.—Were the teachers present when that took place? A.—I cannot say.

Q.—Have you any recollection what Mr. Borthwick did with the package or envelope? A.—I have not.

By Dr. Hodgins, Chairman:

Q.—Can you tell as a matter of fact whether the envelope was opened before the proper hour? A.—I was on time that morning, and the package was broken.

Q.—You mean the package from which the papers were taken to be distributed? A.—Yes.

Q.—And you were there at the proper time of opening? A.—I was a little late.

By Mr. Le Sueur, Commissioner:

Q.—Were any other Examiners present when you saw this? A.—I am under the impression there were. I did not think it was done for any purpose.

By Dr. Hodgins, Chairman:

Q.—Did you feel any responsibility in connection with it? A.—The first time I did, but the second I did not feel any responsibility.

By Mr. Le Sueur, Commissioner:

Q.—Did you express any disapprobation to Mr. Borthwick? A.—I did not to Mr. Borthwick himself, but I did to Mr. Rathwell. I mentioned it to him, and he did not feel as if he wished to say anything about it. I had implicit confidence at that time that there was no desire to tamper with the examination.

Q.—Did you see the directions? A.—I saw they were directed

to the Inspector. I may say that Mr. Borthwick being Chairman of the Board, and Mr. McMillan being a member, I had such confidence in them that I did not take an active part.

By Dr. Hodgins, Chairman:

Q.—You say when the envelope was broken it was in some place where it was usually kept. It was not in the hands of the Inspector in the act of distributing the papers to the candidates? A.—It was in a small cupboard, and he unlocked it and took it out.

Q.—And the seal was broken when he took it out? A.—It was.

Q.—Are you sure? Did you examine the envelope to see whether the seal was broken accidentally, or whether it showed it had been broken by manual act? A.—I did not examine it particularly, but I saw the seal was broken.

By Mr. McDowall, Complainant:

Q.—Did you see if the envelope was broken at all? A.—I did not examine it.

By Mr. Le Sueur, Commissioner:

Q.—Did Mr. Borthwick express any surprise that it was broken? A.—No.

By Mr. McDowall, Complainant:

Q.—When was the first time? A.—In 1871 or 1872.

Q.—How many examinations were there in the year? A.—Two.

By Dr. Hodgins, Chairman:

Q.—You cannot state positively when this occurrence took place? A.—I cannot be positive. I think it was either the first or second examination I was at.

Q.—The second occurrence took place, when? A.—I cannot be positive.

By Mr. McDowall, Complainant:

Q.—Was it before 1873? A.—I think it was.

Q.—You were an Examiner in 1875? A.—Yes.

Q.—And attended pretty regularly? A.—Yes.

Q.—Are you aware that one of the papers was taken up before the proper time, some arrangement having been made between the inspectors, that some one objected to it, and the papers were re-collected and returned to the envelope? A.—The Physiology paper was distributed in our room, and, I expect, in the other rooms as well, and a few moments afterwards Mr. May came in and said some teachers who were to stand examination objected to it. The result was, the papers were re-collected.

Q.—Was that the proper time for the Physiology paper? A.—No.

By Dr. Hodgins, Chairman:

Q.—Was that done at the instance of Mr. May? A.—I think it was. I heard the person who came in (I am not sure whether it was Mr. May or not) stating the reason why they were to be taken up was that one or two of the young men undergoing examination objected to that paper being taken up.

Q.—Then it was on Mr. Borthwick's concurrence they were taken up? A.—Yes.

Q.—Should that examination have gone on? A.—It should not. It was taken up in advance.

Q.—How long was it after the paper was distributed that it was taken up? A.—About five minutes.

Q.—They had time to read it? A.—Yes.

Q.—And that paper was afterwards distributed again? A.—Yes.

Q.—When? A.—The afternoon of the same day.

By Mr. McDowall, Complainant:

Q.—The paper was first distributed in the morning? A.—Yes; I may say I do not attribute any fault to Mr. Borthwick at all on that matter. It was to facilitate the examination.

By Dr. Hodgins, Chairman:

Q.—Did you concur in its distribution out of its order? A.—I rather think I did. I left a good deal to Mr. Borthwick and Mr. McMillan.

Q.—What reason was assigned? A.—I cannot recollect exactly, but I know it was to facilitate the examination.

Q.—Don't you know that taking it up after the candidates had time to read it, was wrong? A.—I know it was done with good intentions, but when the objection was raised we had no other remedy but to take it up. I felt they had received a certain advantage.

Q.—Didn't it occur to you that the pupils in your room would have an advantage? A.—I understood it was distributed in the other room too.

Q.—It was not Mr. Borthwick's act alone? A.—No. I may state that it was with the concurrence of all the examiners, and I concurred in it. I left a good deal to Mr. Borthwick and Mr. McMillan.

Q.—Then it was an irregularity in which you were all concerned? A.—Yes.

By Mr. McDowall, Complainant:

Q.—You found out that these teachers objected; did the Exa-

miners come together and consult what they would do in regard to it? A.—I don't think it.

Q.—Are you not aware that some marks were deducted from some of the candidates on the Physiology paper? A.—I am not aware of that.

Dr. Hodgins asked Mr. May if this was the point referred to on the first day of the investigation?

Mr. May—Yes. Mr. Borthwick really did nothing to blame in it. It was the fault of our Board. A majority of our candidates urged our Board very strongly to allow them to take this paper. There were not many candidates writing, or they wanted to get away with the train. We, as I now think foolishly, consented, and asked Mr. Borthwick's Board, and they said they thought it was all right—that it was a little variation from the regular hour, and there was nothing wrong about it. I was distributing the papers when one of our candidates decidedly objected to it. Then I said this must stop. I do not think my candidates had time to read it, and I immediately took them up and reported to Mr. Borthwick.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—What year did you say, Mr. Pratt, this alleged irregularity took place? A.—Either in 1871 or 1872.

Q.—It was not the first year, you are certain of that? A.—I think it was in the first year.

Q.—Was that the first year of the present regulations? A.—Yes.

Q.—So that this style of examination was a new thing? A.—Yes.

Q.—Was it on the first occasion of an examination under the new regulations? A.—I think it was the first or second examination.

Q.—How late, do you say, were you coming in then? A.—I was a very few minutes. I don't think I was more than five or six minutes.

Q.—By what time were you five or six minutes late? By your own time, town time, or what? A.—I cannot recollect.

Q.—Do you remember when you should have been there? A.—I cannot recollect.

Q.—Was there any town time there? A.—There was a time generally understood in the room.

Q.—What did you go by? A.—I cannot recollect.

Q.—What you mean to say is, that by the time you were keeping you were five or six minutes late? A.—I was not guided by my own time, but by the time in the room.

Q.—What time do you go by now? A.—I generally go by the gun.

Q.—Was there a gun then? A.—I cannot recollect that there was, but I think there was.

Q.—Is the gun always regular? A.—I cannot tell that. I think it is pretty nearly so.

Q.—Of course you cannot say if any other Examiner besides Mr. Rathwell was there? A.—There was no other there when I came in.

Q.—With respect to the Regulations, is there any time fixed on these envelopes, or any particular way by which it is to be determined? Is it by the gun, or the Catholic clock, the Protestant clock, or anything else? A.—Not that I am aware of.

Q.—I suppose you know there is a discrepancy between the watchmakers' time? A.—Yes.

Q.—Who were present on the second occasion when you say this envelope was taken out of its place? A.—I cannot tell you.

Q.—Were there any other Examiners there before you? A.—I am satisfied there were other Examiners in the room.

Q.—Were they there before you? A.—I was there before the proper time myself.

By Dr. Hodgins, Chairman:

Q.—Were you there before the proceedings were commenced? A.—We were.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Were you there before any other persons were there? A.—The door was locked, and we all went in together.

By Dr. Hodgins, Chairman:

Q.—You were there before the presiding Inspector took his place; before the envelope was broken and the papers were distributed? A.—I was.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Did you see the envelope opened? A.—I saw him unlock the door and take it out.

Q.—Did you examine it? A.—No. It did not strike me that there was anything wrong about it.

Q.—Did you examine it sufficiently to see whether the papers had been taken out of it at all or not? A.—I did not.

Q.—Was it possible for you to see in that cursory glance whether it was broken designedly? A.—The seal was broken, and the envelope torn.

Q.—Was the seal broken across? A.—Yes.

Q.—Did you notice whether there was more than one seal broken or not? A.—I cannot recollect.

Q.—Can you tell whether there was more than one seal on it? A.—I cannot. The only thing that struck me at the time was that the envelope was open.

By Dr. Hodgins, Chairman:

Q.—Was it completely open? A.—Yes, sufficiently to allow the papers to be taken out without any more breaking.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Do you mean to say it was open all the way from one end to the other? A.—I cannot say.

By Dr. Hodgins, Chairman:

Q.—Did it not occur to you that you had some responsibility in that case? A.—I felt the responsibility on the first occasion, but not the second time.

By Mr. Le Sueur, Commissioner:

Q.—Why did you object to speak of the matter? A.—Well, my name had been mentioned as an applicant for the position, and I felt a delicacy about speaking of the matter.

By Mr. Hodgins, Chairman:

Q.—Do you think as an Examiner you can rid yourself of responsibility in that way? A.—No, I think I could not. I felt it was wrong at the time.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Did Mr. Borthwick ask you not to speak of it? A.—He never spoke to me on the subject.

Samuel Rathwell, recalled and examined by Dr. Hodgins, Chairman:

Q.—You have been an Examiner from the first? A.—I am not positive about 1871, but I think I was.

By Mr. McDowall, Complainant:

Q.—Are you aware, at any of the examinations of 1871, 1872 or 1873, that the envelopes containing the examination papers were opened before the proper time to do so? A.—I think I remember one time seeing the seals broken.

Q.—Please state what time? A.—I am not positive, but I think it was the examination of 1874.

Q.—Do you remember none in 1871, 1872 or 1873? A.—I cannot say.

By Dr. Hodgins, Chairman:

Q.—How did you know they were opened? A.—I had heard rumours about it outside, and I took particular notice of it when I came in before the time, and I think it was while they were being brought out I noticed the paper in Arithmetic had been opened.

Q.—When was that? A.—I think in July, 1874.

Q.—Was that before the assembling of the candidates and the Inspector taking his seat? A.—Yes.

Q.—Was it completely open?—A.—I think so.

Q.—Did you examine it? A.—No.

Q.—How do you know it was open? A.—I could see it, and it seemed as if it had been broken open.

Q.—When did you see it? A.—I think it was when Mr. Borthwick took it down from the cupboard.

Q.—There was no further fracture in taking the papers out? A.—I think not.

Q.—Are you not sure? A.—It is my impression.

Q.—Did you make any objection to it? A.—I did not.

Q.—Did you feel no responsibility for the seals being broken open? A.—I did.

Q.—And you said nothing about it? A.—I said nothing.

Q.—Why? A.—I felt a delicacy about it.

Q.—Did you say anything about it to him—the Inspector? A.—No.

By Mr. McDowall, Complainant:

Q.—Did you speak to any of the other examiners about it? A.—I might have done so, but I don't know.

Q.—Do you remember any other examiner speaking to you about it? A.—I heard rumours about it.

Q.—Did Mr. Pratt (examiner) call your attention to it? A.—I think he spoke to me about it outside.

Q.—Did he not, in 1871 or 1872, ask you whether you were present when the seal was broken? A.—Not that I remember.

By Dr. Hodgins, Chairman:

Q.—Did this occur at any other time than 1874? A.—I heard rumours of it, but never saw anything of the kind, to my personal knowledge.

Q.—Did you feel that you became a party to the opening of the seals by saying nothing about it? A.—I did. I explained it in this way: I knew Mr. Borthwick was anxious to see those papers. He and I were standing one time—I think at the noon recess, about ten minutes before the time of commencing—and he made a remark: "By the way, what is our next subject?" I drew over the

programme and pointed out such a subject. He took up the package and caught the end as if about to open it. I objected, and he asked why. I said some of the candidates may notice it when they come in. and remark that it should have been opened in their presence.

Q.—Did you call his attention to the regulations? A.—I think I did.

Q.—And he laid it down and did not break it? A.—He laid it down.

Q.—Is this all you can remember? A.—It is all, just now.

Q.—Did you concur in the distribution of the paper spoken of out of its time? A.—I did. It was by the concurrence of the Board.

By Mr. McDowall, Complainant:

Q.—Are you aware that any papers thus opened were given to teachers before their time at any of the examinations? A.—Most decidedly not. Not one.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—You say Mr. Borthwick on this occasion, when you remonstrated with him, made a motion as if he was going to tear a piece off the end. Do you know whether the papers were opened by tearing off the end or breaking the seals? A.—The usual way is to tear the ends, but I have seen the seals broken.

Q.—I suppose there was nothing said at the time about making an improper use of it? A.—No. I think the reason was mere curiosity.

Q.—There were no other parties present at the time? A.—So far as I can remember, there was nobody but ourselves in the room, and I am certain none of the candidates were.

Q.—What year was it you saw the envelopes open? A.—On one occasion in 1874, and the other I cannot positively state.

By Mr. Le Sueur, Commissioner:

Q.—Who were the packages directed to? A.—Mr. Borthwick.

Q.—Who had charge of them? A.—Mr. Borthwick. They were locked up in a sort of cupboard, from which they were taken from time to time.

Q.—But who had charge of them? A.—They were left in charge of the janitor.

Mr. Borthwick asked permission to make an explanation. He said Mr. Rathwell was mistaken. He (Mr. Borthwick) felt he was entirely responsible for the custody of these papers. There was a small cupboard in which he locked them, and he kept the key himself. Mr. Swinburn, the janitor, had the keys of the doors leading into the room, but only unlocked them by his (Mr. Borthwick's) orders.

By Mr. McDowall, Complainant:

Q.—In the examination of 1875, Mr. Rathwell, did you notice particularly whether the envelopes were broken open? A.—I was not present at the opening of every paper. Mr. McMillan and myself entrusted a good deal of the examining to the Inspector, while we were engaged in examining the papers. I think we several times entrusted Mr. Borthwick to deal out the papers.

Q.—Was it the custom of the Inspector to visit the rooms and open the papers. A.—The candidates were all in one room, and the papers were generally given by Mr. Borthwick.

Q.—Did he distribute them always? A.—Always, except on one or two occasions.

Q.—And had you access to the papers? A.—Yes, for that short time. He said he would be a little late and gave us the key for that reason.

Q.—In point of fact, they were not always in his custody? A.—I think that was an exception.

Q.—And that was in 1874? A.—I think it was in 1874 or 1875.

By Mr. Gibb, Counsel for Mr. Borthwick:

Q.—Was that the last day of the examination? A.—I could not say.

Q.—Did you go near the papers before the time came round for distributing them? A.—Not in the least.

Q.—You did not notice when you took out your papers whether the seals of the others were broken? A.—As far as I saw they were not broken. I know the one we took out was not broken, and I think the others were in the same condition.

Signed in the presence of
P. LE SUEUR,

Commissioner.

SAMUEL RATHWELL.

John McMillan recalled and examined by Dr. Hodgins, Chairman:

Q.—During what years were you an Examiner? A.—Since 1871.

Q.—Every year? A.—Yes.

Q.—And you have attended every examination? A.—Yes, with the exception of the July examination of 1872.

By Mr. McDowall, Complainant:

Q.—Are you aware that during any of those examinations seals of envelopes were broken before the time appointed by the regulations for so doing? A.—No.

By Dr. Hodgins, Chairman:

Q.—In no one year and on no occasion? A.—None.

Q.—Were they broken in your presence when you were there on time to commence examinations? A.—Yes.

Q.—In all cases? A.—In all, so far as I know.

By Mr. McDowall, Complainant:

Q.—Were you absent on any occasion when the examination commenced? A.—I may have been, but I was very regular in my attendance.

Q.—Did you pay particular attention every time the seals were broken to see that they actually were not opened already? A.—I did not.

Q.—Could you swear that they were not open? A.—I can state distinctly that in every instance when I noticed the opening of the papers that the opening was *bona fide*. Mr. Borthwick's practice was not to break the seal, but to tear the end of the envelope.

By Dr. Hodgins, Chairman:

Q.—Do you know instances in which he broke the seal? I do remember such instances sometimes, but his practice was to tear the end.

By Mr. McDowall, Complainant:

Q.—Could the envelopes have been opened without your knowledge? A.—I could not swear that they had not been opened before, but I do not know that they were opened before. In no case during the whole examination, since 1871, do I know of a paper not being opened properly.

By Dr. Hodgins, Chairman:

Q.—Did you sufficiently observe, or is that just your impression? A.—Yes, I did very often, because I felt it was my business; but when the examiners were at work in the morning it was not my practice to watch whether Mr. Borthwick broke the seals properly, but I looked again and again just because I felt I was responsible.

Q.—You were sufficiently on the alert to observe if anything of the kind was done? A.—On one occasion, when the candidates were called in, and they filed into the room, Mr. Borthwick did, in my presence, open an envelope before all the candidates were in the room, I told him it would be better, for the sake of appearances, to wait until all the candidates were seated.

Q.—Did you call his attention to the regulations? A.—I did.

Q.—What did he say? A.—His remark was substantially this—the candidates were sufficiently in their places to meet the requirements.

Q.—Were the candidates present? A.—They were.

By Mr. McDowall, Complainant:

Q.—Were they all in the room? A.—They were in the process of filing in.

Q.—Had they an opportunity, while filing in, to look at Mr. Borthwick opening the envelope? A.—Yes.

By Dr. Hodgins, Chairman:

Q.—On your calling Mr. Borthwick's attention to it, did he desist? A.—He did.

By Mr. Le Sueur, Commissioner:

Q.—Did any one of your co-examiners call your attention to these envelopes having been broken too soon? A.—On this occasion only, Mr. Rathwell did, while the candidates were filing in. We spoke of it together.

Q.—Did not Mr. Rathwell confer with you as to the envelopes having been opened by Mr. Borthwick, and you concurred with him as to the impropriety of it? A.—I do not remember that he ever called my attention to anything of the kind, except on the occasion I have referred to. I never heard of envelopes having been improperly opened before.

Q.—Can you recollect no such observation? A.—I cannot.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—I understand you to say that yourself and Mr. Rathwell were with Mr. Borthwick when he was going to open the envelope? —Yes.

Q.—Was there any other gentleman present? A.—I think not.

Q.—Then there could have been no possibility of an improper use being made of it? A.—No.

By Dr. Hodgins, Chairman:

Q.—And you know of no case in which the envelopes were improperly opened? A.—No.

By Mr. Le Sueur, Commissioner:

Q.—Do you know of no case in which papers were found open when taken out of the cupboard in which they were kept? A.—I do not. If Mr. Rathwell ever called my attention to any impropriety, I am sure I would have spoken to Mr. Borthwick about

it, because I have called his attention to matters of less importance.

JOHN McMILLAN.

Signed in presence of

P. LE SUEUR,
Commissioner.

IV. Proceedings of Teachers' Institutes.

1. HURON TEACHERS' ASSOCIATION.

The semi-annual meeting of the Huron Teachers' Association was held in Clinton, on Friday and Saturday last, the President, Mr. J. R. Miller, Inspector of Public Schools for West Huron, in the chair, and considering the bad state of the roads, and other circumstances, was well attended, more than 100 teachers being present during the whole or part of the proceedings.

The Hon. Adam Crooks, the new Minister of Education, was present at all the sessions of the Association, and made himself very popular with the teachers by his affability and by the kindly interest which he manifested in the proceedings, as well as in the welfare of the profession, in proof of which he was unanimously elected an honorary member of the Association.

At the Friday afternoon session, in addition to the usual routine business and a brief address by the new Minister on his introduction to the Association, the subject of "Ratio and Proportion" was taken up by Mr. Gregory, of Exeter, and his method of teaching it exemplified and explained at considerable length, after which Mr. Dewar, Inspector of Public Schools for East Huron, delivered an excellent practical address on some points suggested by his inspectorial visits.

In the evening Hon. Mr. Crooks delivered a public address to a very large and attentive audience, in the Town Hall, the Mayor in the chair. The hon. Minister, after explaining that he had a double purpose in attending this and similar meetings—viz., to show his sympathy with the teachers in their arduous and important labours, and to become acquainted with the practical working of the present law and regulations in order to be better able to judge what further changes might be necessary—devoted his address chiefly to an explanation of the distinguishing features of our School Law as compared with that of the United States and Britain, and of the duties that, under it, devolve respectively on the central and local authorities.

After the address Mr. S. Hicks read an excellent paper on "The Books which a Teacher should Read," taking strong ground in favour of a liberal culture of the mind by a judicious course of reading, if teachers wished to rise in their profession.

On Saturday forenoon, Mr. D. Currie, of Osborne, took up the subject of "Natural Philosophy, with special reference to the Lever" and explained it in a very clear and practical manner as fully as time permitted. Indeed, one teacher remarked that if the subject were as well taught in all schools, teachers would be less afraid of the natural philosophy paper at their examinations.

Rev. Mr. McCuaig, of Clinton, then read an admirable paper on "How to Teach Morals in our Schools," enforcing and illustrating, among other things, the necessity of teachers paying good attention to the old maxim, "Example is more powerful than precept," in teaching both morals and manners.

The only remaining subject, viz., "Grammatical Analysis," by J. Turnbull, B.A., having been by consent allowed to stand over, the Association then proceeded to the discussion of the resolutions submitted by a Committee which had been appointed the previous afternoon to consider several matters of importance. After some discussion the following resolutions were adopted unanimously, or by large majorities:

1st. That in the opinion of this Association, county and city boards of examiners should not be allowed to renew third-class certificates, except in the case of assistant teachers of the 1st and 2nd forms, and then only on the recommendation of an Inspector and Board of Trustees, such certificates to be legal only for the school in which the teacher is engaged; also, that an elementary knowledge of book-keeping, human physiology, natural philosophy, algebra and geometry be required in future for third-class certificates, and that the history be confined to English and Canadian only.

2nd. That there be three public examinations in each year, viz., at the end of the first, second and fourth terms.

3rd. That natural history, agricultural chemistry, domestic economy, civil government, botany and Christian morals, as taught from a text book, be made optional subjects.

4th. That the Easter holidays be dispensed with, excepting Good Friday and Easter Monday.

5th. That one day in each half-year be allowed to teachers for attending Teachers' Institutes.

The Association adjourned, to meet again in September.

The teachers of the Inspectorial district of West Huron took the opportunity on Saturday morning, before the meeting of the Association, to present their Inspector, Mr. J. R. Miller, with a gold watch worth \$120, accompanied by an address expressive of their appreciation of the manner in which he discharged the duties of his office, and their gratitude for his efforts to promote their interests.—*Huron Expositor.*

2. EXETER TEACHERS' INSTITUTE.

A very successful meeting of the Exeter Teachers' Institute was held in the School-house, on Saturday, the 10th ult., there being about thirty teachers present, and the exercises proving of unusual interest. The Deputy Minister of Education, J. G. Hodgins, LL.D., was present during the greater part of the day, and in the afternoon read a very carefully prepared and eloquent "Plea for retaining the Higher Subjects of the Public School Programme." Unfortunately we did not take any notes of the doctor's lecture, and are therefore unable to give even a summary of the arguments advanced by him and the facts on which they were based. Suffice it to say, that while fully admitting the very great importance of the ordinary branches of the public school course, he contended very strongly that it would be a great and almost fatal mistake to rest contented with these; that the higher subjects as prescribed in the programme could be taught in our public schools, and that it was absolutely necessary for the advancement of the country in agriculture, the mechanical arts, and manufactures, that they should be so taught. He dwelt strongly on the fact that the World's Exhibition at Paris, in 1867, had clearly disclosed the fact that England's boasted superiority in the mechanical arts and manufactures was more in name than in fact; that she had been beaten in nearly every department by her continental rivals, and that this result was mainly owing to the want of technical education; that since that time very much had been done in Britain and the United States to remedy the defect, and that Canada was immeasurably behind in that respect. He also referred to his own inquiries into the matter of technical education, when acting as a Government Commissioner, and mentioned that, in answer to inquiries which he had made in Galt, Dundas, and other manufacturing centres, he had been informed that the great majority of the skilled workmen were old countrymen; few, if any, had been trained in our Canadian schools. While not agreeing with the doctor in all his arguments and conclusions, it is but justice to say that he made out a strong case, and that in view of the very great importance of the subject and the agitation that is going on, to have several of the subjects referred to struck off the programme, or at least made optional, we should like to see his paper printed and widely circulated in order that both sides of the question may receive due consideration. The rest of the day was mainly taken up with the subjects of "Mathematical Geography and the use of the Globe," and "Difficulties in Analysis and Parsing," by Mr. George Baird, senr., and H. I. Strang, B.A., of Goderich High School respectively.—*Com. to Huron Signal.*

3. MADOC TEACHERS' INSTITUTE.

The above Institute met at Madoc. The President in the chair. After a few general remarks by the President, Mr. Sine solved a number of difficult but practical problems from the examination questions in the advanced arithmetic. Mr. Sine's solutions were principally analytical, and showed a careful preparation on his part. The Inspector then took up the analysis of a passage from the fourth reader, "Slavery," and completed the analysis of the above-named passage, which was marked throughout with his usual ability. After the solution of a few more difficult problems by Mr. Sine in arithmetic, Mr. Mackintosh took up the subjects of Interest and Discount, which he explained in detail. The Institute adjourned to meet again on June the 17th, at half-past nine A.M., when the following subjects will be discussed, viz.:—

1. Examination problem, paper fourth, advanced arithmetic.—Mr. Fuller.

2. Discount and Stocks, without rules.—Inspector Mackintosh.

3. Analysis and parsing (fourth reader, page 136, first two paragraphs—"The American Eagle.")—G. W. Sine.

4. Some difficulties in grammar—Inspector Mackintosh. Professor Macoun, of Belleville, will deliver a lecture on the North West.

4. SOUTH HASTINGS TEACHERS' INSTITUTE.

This Institute met, on 30th instant, Mr. Inspector Johnston in the chair.

The first subject was Arithmetic, by Mr. Kenny, who solved a large number of questions on the board, selected by teachers from Authorized Text-book, explaining his method of teaching them to scholars—the other teachers at the same time working them and giving the method adopted by them, thus frequently getting several solutions of the same question. This interchange of ideas must prove a great benefit to teachers, especially those who are inexperienced. Mr. Kenny kindly consented to take up the subject at the next meeting.

Mr. Redick in discoursing upon Object Lessons, said he considered them of the utmost importance in developing the mind of the child, and in furnishing information which would form the groundwork of Composition, thus removing in a certain degree that dread that exists in children of writing essays; they also supplied in an interesting manner much valuable practical knowledge, that will be useful in after life. He exemplified by a lesson on Glass, showing how he would elicit from the pupils by appropriate questioning, its description, appearance, qualities, uses, &c. These he would write on the board, and explain its invention, kinds, components in manufacture, and any other information he deemed adapted for the mental capacity of the pupils. He would then review the whole, and frequently review old lessons, and require the pupils to write a short composition upon the subject. At the request of the Association, Mr. Redick kindly consented to resume the subject at the next meeting.

Professor Dawson, in introducing Composition to junior classes, would ask them to name some noun and then some act performed by the thing named, thus beginning with the simplest form of a statement and gradually introducing adjectives, adverbs, prepositions, &c. He would advise teachers to use such language as was perfectly comprehensible to the child, or explain the meaning of those words they were not already familiar with, and to be very particular that no ungrammatical expressions be allowed to pass uncorrected. Teach them to correct the expressions of each other, and prohibit altogether the use of slang phrases. Review the work frequently, and join the exercise with the teaching of Grammar, and go from simple to compound and complex sentences. Also have them express the same idea in as many forms as they can. The Professor said that teachers would be surprised at the small number who can readily give a definition of the simplest words, those with which they are thoroughly furnished, and of those whose meaning they have a correct conception.

The regular meeting will be held on Saturday, 17th June, commencing at 10.30 A.M.

Subjects:—Arithmetic, Decimals, Authorized Arithmetic—Mr. Kenny. Object Lessons—Mr. J. W. Redick. Composition—Professor Dawson: and a discussion on School Government.—*Intelligence*.

LONDON, June 12th, 1876.

To the Editor of the Journal of Education.

SIR,—I have the honour to submit to the Minister of Education the following draft of resolutions relating to the School Law and Regulations, passed by the East Middlesex Teachers' Association in Convention assembled, June 9th and 10th, 1876:—

Resolved, That in the opinion of this Association, the law relating to Township Boards of Trustees should be amended so as to provide for return to the section system, if desirable by a two-thirds majority of the ratepayers; also, that it be made compulsory to vote on the question of Township vs. Section Trustees at every annual School Section meeting.

Resolved, That the Regulation on Public School Examinations should be amended as follows:—

That there ought to be three Public School examinations, but that there shall not be less than two in each year.

That whereas a large proportion of third class Teachers either fail, or do not aspire to obtain second class certificates, thus tending to lower the average Teacher's standard, and to supply largely the schools with beginners, instead of persons who have had experience in teaching:

Therefore, be it hereby *Resolved*, That in the opinion of this meeting there should be two Grades of third class certificates, to be known as Grades A and B.

That to the subjects at present required for third class certificates, there be added Algebra to the end of Simple Equations, Elementary Mensuration, Euclid Book I, and Bookkeeping.

That Grade B be given on not less than 50 per cent. of the subjects at present required, and Grade A on 50 per cent. of the total, 50 per cent. being obtained on each of the test subjects.

That Grade A qualify for the position of master, Grade B for assistant.

That the present system of granting monitors and assistants certificates be abolished, their place being taken by Grade B of the third class certificates.

That candidates for Grade B be admitted at sixteen years of age, candidates for Grade A at nineteen, persons of the latter age being quite young enough to take sole charge of a school except such as have had Normal training with Model School practice.

That Grade B be given for one year, and renewable from year to year, on the recommendation of the Inspector.

That Grade A be given for five years, with permission to write for a second class certificate at the end of three years, giving the candidate option at beginning of examination to write the whole examination at once, or proceed to his certificate by two examinations, taking a fixed part of the subjects one year, the remaining the year following.

That a third A be renewable from year to year on the special recommendation of the Inspector, and at the requisition of the Trustees, and that all renewals be made by the Board of Examiners, after examination (for third A) on second class papers.

That no permits be granted, except to persons coming from another province, and that after a reported examination.

I have, &c.,

(Signed)

JNO. DEARNESS,

Pres. E. M. Teachers' Association.

To the Editor of the Journal of Education.

At the annual meeting of the West Durham Teachers' Association, held in Hampton June 2nd and 3rd, the following resolution was unanimously adopted:—“That we, the Teachers of West Durham cannot allow the present opportunity to pass without expressing our very sincere thanks to the Rev. Dr. Ryerson for his long and faithful services to his country in the cause of Education, and we hope he may be long spared to enjoy his retirement from his arduous labours.”

Bowmanville, June 10, 1876.

5. WENTWORTH TEACHERS' ASSOCIATION.

At the annual meeting of the Association, upwards of fifty teachers were present from various parts of the county. A few difficult points in parsing and analysis were brought before the Association and ably answered. Many of those present gave evidence of a careful study of the English language by the ability displayed in criticising the views of each other, as well as by reference to the defects of some of our grammars.

A petition relating to the present inequality of holidays in our High and Public Schools was laid before the Association. A motion was then made to the effect that the petition be signed by the teachers present, and forwarded to the Minister of Education. It was then moved in amendment, that while we agree with the prayer of the petition, so far as it relates to the inequality in the vacation in High and Public Schools, we would respectfully suggest that the winter vacation be changed so as to allow the schools to be opened on the 2nd day of January instead of the 7th, that the Easter vacation be done away with, and that the summer vacation commence on the 1st day of July instead of the 16th, as required by the present regulations. After a full discussion, the amendment was declared carried by a large majority.

A number of problems in the miscellaneous exercises at the end of Smith and McMurphy's large arithmetic were then taken up and discussed. Mr. James Bruce took up the subject of Mensuration. This was done very cleverly, and was explained very lucidly to the Association. Mr. W. H. Ballard, M.A., took up the subject of Natural Philosophy, at the conclusion of which he explained a number of difficulties which had occurred to the teachers in the course of their studies. The following is the President's address:

“THE TEACHER'S DUTY.”

In order to succeed in life we must have a clear conception of what constitutes success, and, having settled this point, we must keep it constantly before us, and, bending all our faculties and directing our energies towards it, press forward to the goal. Or, in other words, if we are to succeed in life, we must have an object or aim in life, a purpose in living. For I care not with what talent a man may be endowed, or what his opportunities may be, if he has no definite purpose in life, if he has never settled with himself the question as to what he is best fitted for, and wherein he would be most likely to be useful to the world, then, though his course may be marked by the flashing of wit and the coruscations of genius, his life will prove a miserable failure, unsatisfactory to

himself and unserviceable to the world. I take it for granted that every teacher has a settled purpose in life; that is, that he has mapped out for himself a course, and, if he is to succeed, having imagined the whole, he must diligently execute the parts. I do not mean to say that no one should engage in the profession of teaching who does not intend to make it a life work, but what I insist upon is, that every teacher should have a definite object in life, a purpose in living, and this purpose and object should be above and beyond self—it should embrace his own and fellow-beings' best interests. One may have engaged in teaching as a stepping-stone to one or other of the learned professions, but having done so, he must constantly bear in mind that his life is a single whole, and a successful whole can only be secured by success in all the parts. He might never forget that his ability to fill a higher sphere or nobler profession (*if there be a nobler profession than teaching*) can only be indicated by success in the lower. While, then, we should have a definite object in life, worthy of an immortal being, we should be constantly impressed with the truth that, in order to reach the goal, we must travel over the necessary steps; and if we have made teaching one of these steps of our life, then we ought faithfully to perform the duties of the teacher while we remain in the profession, for it is only by so doing that we can pave the way for honourably leaving it, or worthily remaining in it. This brings us to the question, What are the main duties of the teacher, as a teacher? I suppose it will be readily granted that the education of the youth is, or ought to be, the end aimed at by every teacher. But this involves the other question, What do we understand by education? "Education is the educating or bringing forth of the latent faculties, powers and susceptibilities of the human soul, and guiding these to the objects for which they are designed." It will be seen that education is something very different from instruction. Instruction, as the etymology of the word implies, is a piling or pouring into the mind. Instruction is the presentation of truth to the mind, and storing the memory with facts; while education is training the mind to arrange and manipulate those truths and facts so as to make them subservient to the best interests of the individual and community. Education and instruction are both necessary to the proper development of the mind. Instruction furnishes, or ought to furnish, the mind with proper food. The object of food is to nourish and develop; but nourishment and development do not depend upon the amount of food, but the amount properly digested. If more food, even if it be of the most nourishing nature, be taken into the stomach than that organ can properly digest, then, instead of nourishing and developing the body, it will derange the whole system, and subvert the very object for which food is taken. So if we choke the machinery of the brain with the dry dust of indigested facts, we will not only fail to develop the mind, but we will produce mental nausea, and render that a lumbering nonentity in the world which, by proper training, might have become a vital force arrayed on the side of right and truth. To pour instruction into the mind of the child, and then to call that educating and fitting the child for the active duties and stern realities of life, is about as rational as it would be for the mother to attempt to teach her infant to walk, by delivering to it a lecture on the correct principles of the art of walking, and then lift it and carry it round the room in order that it might experience the beauties of motion. Nay, but the infant must be taught to walk by aiding and guiding its own motions to that end. So, also, if we would educate the child, our instruction must ever go hand in hand with its intellectual perception and mental exertion, not attempting to do that which we cannot, viz., clear away all the difficulties in the path of knowledge, but to point out the way to overcome them. We must ever regard and treat the mind as a living power, capable of development, and endeavour so to train it that it shall shoot up in keenness of perception and widen out in breadth of sagacity. For true education consists in a proper training and fitting the individual for the active duties and stern realities of life. Now, it is impossible, even if it were necessary or desirable, to load the memory with rules and formulas suitable to all the different circumstances of the different conditions and positions of life. But happily it is neither necessary nor desirable to do so; but while it is not necessary or desirable to have our mind continually burdened with rules and formulas, it is essential that we have our powers of observation keenly alive and our reason and judgment active and vigorous, in order that we may be able to grapple successfully with the tasks and problems of life. In one word, true education aims not so much or mainly at the accumulation of information, as at the building up in the mind of a power of force of thought which we will be able to bring to bear on the problem of life, or any subject on which we may be called upon to pass judgment. The force of thought consists in the concentration of the attention, accurate and penetrating observation. It is a power or capacity of the mind, by which from particular acts and phenomena we deduce general truths and universal laws.

It is this that constitutes what is called the philosophical mind. Many men—nay, all men previous to the time of Newton—had observed apples and other bodies fall to the earth. But in the case of Newton the particular fact set in motion a train of thought which culminated in the discovery of the universal law of gravitation. One man reads a history, and he can relate to you all the leading facts and incidents of it, and that is all. Another man reads the same history, but he penetrates beneath the facts and incidents, searching into the causes of which these are but the effects, and thus ascertains the tendency of the government of that country, whether towards despotism or freedom. It is thus that the philosopher and the statesman read the future in the present. To use a figure, information and facts are the materials out of which the Temple of Knowledge is constructed, but Thought is the architect which out of those materials builds up within the mind that knowledge which is power. The building up of such a power or force of thought in the mind ought to be the grand end aimed at by every teacher, and nothing less than this is worthy of the name of education. The important question is not, what does the boy know when he leaves school? but what are his powers of knowing? Have we armed him with a power of acquiring knowledge, and begotten in him a thirst for it? To call anything less than this education is a misnomer. What children know when they leave school is comparatively unimportant, and will soon be forgotten unless it is added to. The great thing to be aimed at is to interest them in the acquisition of knowledge, not so much to teach them, as to make them wish to teach themselves. "Unfortunately, our present system of education has too frequently the very opposite effect, and under it the acquirement of knowledge has become an effort rather than a pleasure." Our present methods rely too much upon memory and too little upon mind to act with freedom and effect, we are overburdening it with thought. We are sacrificing education to instruction, and confusing book learning with real knowledge; and instead of training the undigested facts which tend to dwarf rather than develop it. I believe it is here where the secret of the failure of the battle of life of so many young men who have had brilliant academical careers is to be found. Doubtless all will be able to recall instances of young men who have had a brilliant college career, but who, when they came out into the world and engaged in its active duties, have proved failures. They had crammed their minds with undigested facts, calling into play only those faculties exercised in the acquisition of information, while the higher faculties of mental assimilation and analysis were left in abeyance, and thus they have become as a child armed with a sword of a Goliath, having a weapon which they cannot wield—possessing knowledge which they are powerless to apply. In fact, our present system and methods are, to a very great extent, those of "show and cram," and they are so because we have set up a wrong standard of success—we have dethroned Education and exalted Instruction, and hence we have become instructors rather than educators. Instead of setting before us, as the grand end to be aimed at, the development of the mind and the building up of a power of thought within the child, we aim rather at seeing how much we can stuff into the mind at a given time. Instead of training it to yield a fruitage of its own, we make it a dummy upon which to exhibit the fruit of other minds. But we teachers are not without excuse in this matter, for the standard has been supplied to us, and we have to submit to be measured by it. I believe there is not one of us who, if left to ourselves and to the full exercise of our own judgment, but would act in this matter very differently from what we do. I think we must all feel at times that we are cramming a good deal for the sake of show. We are not our own masters. There are those who engage us, and they measure us by this false standard; they judge of us by the number of pupils we are able to grind up and cram sufficiently to pass the next examination for promotion, no matter at what cost to their physical and mental health. And the examination itself, from the ground travelled over and the nature of the questions, renders cramming essential. The system of cramming is emblazoned in unmistakable characters on all our examinations, from that of the pupil up to that of the teacher. Take up almost any examination paper, and you will find traces of it. A man's capacity to teach geography, for example, is tested by his ability or non-ability to name and fix the locality of some out-of-the-way, unimportant place, the name of which he never met with in a life-time of extensive reading. But this evil extends still higher. It is interwoven with our very system; it is apparent in our regulations and programme of studies. It is a great and crying evil. It is the main defect in our system, and it must be remedied, or our system of education will, to a greater or less extent, prove a delusion and a snare. Like all other evils, it can only be remedied by being exposed and opposed. It is therefore the duty of every teacher to set his face resolutely against it, and instead of asking himself, How can I best fit my pupils for passing the next examination? ask, How can I

best fit them for becoming useful members of society? How can I best stir up in them a thirst for knowledge, and arm them with the power of acquiring it? Teaching is a noble profession if we will only rise to the true dignity of it; unless we do so our labour "will prove the blasted fruitage of an imperfect harvest." If we are to rise to the true dignity of our profession, we must ever keep before us what ought to be the highest aim of every teacher and what constitutes true education, viz., the development and culture of the mind. We must steadily set our faces against cramming in all its forms. Education is a plant of slow growth, and withers under hot-house forcing. Cramming is enticing, because it is comparatively easy and showy. An avenue of living shade trees cannot be produced in a day, but an avenue of artificial trees may be erected in a day, and for a brief time it may be more showy and grand than the former, but its glories soon depart and leave only a mass of rubbish behind. It is comparatively easy for the teacher to make a show by cramming, but very soon the naked deformity of puerility will be seen peering through the foliage which has no living root. One word in conclusion: we must ever bear in mind that that and that only can be called true culture which embraces the whole man. There are two grand departments in the human mind, viz., the intellectual and the moral, and there can be no true education of the former where the latter is neglected. To cultivate the intellectual faculties where the moral are neglected, and then call that educating the child, is as vain as it would be to attempt to swell the ocean with a drop, marry immortality with death, or fill infinity with an unsubstantial shade.—*Spectator*.

6. SCHOOLS IN ALGOMA DISTRICT.

The Ratepayers and Corporation of Assiginack, are shewing a laudable desire to promote Education within their boundaries. The Corporation this year, have made a special grant of \$100 to each school in operation within their boundaries. Considering the age of the Townships, and the unavoidable struggles that new settlers must always face, this is liberal to say the least. These Schools with others in the District have been placed under the supervision of R. Little, Esq., Public School Inspector for Halton

V. Proceedings of Universities.

1. UNIVERSITY OF TORONTO.—CONVOCATION.

The annual Convocation exercises of the University of Toronto were held yesterday afternoon in Convocation Hall, the Vice-Chancellor, Hon. Thomas Moss, M.A., in the absence of the Chancellor, presiding. His Honour the Lieutenant-Governor, Visitor of University College, sat on the right of the Vice-Chancellor, and Rev. John McCaul, LL.D., President of University College, on his left. On the platform were Professors Wilson, Loudon, Croft and Young; Hon. Adam Crooks, M.A., Minister of Education; Goldwin Smith, M.A.; J. M. Buchan, M.A.; J. A. McLellan, LL.D.; W. H. Oldwright, M.A., M.D.; J. H. Richardson, M.D.; W. T. Aikins, M.D.; W. G. Falconbridge, M.A.; T. W. Taylor, M.A.; Mr. D. Buchan; Rev. G. Bryce, M.A., of Winnipeg; W. H. Vander-Smissen, M.A.; A. Baker, B.A.; T. Kirkland, M.A.; W. D. Pearman, M.A.; R. Zimmerman, M.B.; A. Greenlees, M.B.; J. H. McCollum, M.B.; W. Houston, M.A., and the esquire bedels, Messrs. E. E. Nicholson and A. K. Blackadar. Among those in the body of the hall were Mr. James Hughes, Inspector of Schools; Rev. George Lamb, of Leeds, England; Dr. George Wright; Rev. Mr. Carmichael, Markham, and a large number of ladies.

The proceedings began by the formal admission to degrees of the following:

M.D.—W. Britton, K. H. L. Cameron, R. B. Lesslie.

M.A.—J. A. M. Aikins, F. R. Beattie, A. Leslie, F. Madill, J. McCoy, A. P. McDiarmid, D. Ross, A. Scott, T. H. Smyth, J. Wilkie, W. A. Wilson.

LL.B.—A. Murdoch, D. A. O'Sullivan.

M.B.—R. I. Bentley, A. C. Bowerman, J. W. Byam, E. Jessop, W. R. Knowles, H. Lackner, J. M. Mackie, G. R. McDonagh, A. McPhedran, A. Sanderson, S. W. Smith, W. F. Strangeways, R. S. Tyrrell, W. J. Wilson.

B.A.—R. H. Abraham, W. H. Aikins, J. Armstrong, A. K. Blackadar, P. Bryce, J. Cameron, R. D. Carey, M. S. Clark, C. Clarkson, A. Crysler, J. Dixon, J. Doherty, W. G. Eakins, E. N. English, D. Findlay, H. Montgomery, H. E. Morphy, D. Munro, E. E. Nicholson, R. K. Orr, D. S. Paterson, C. Robertson, J. Ross, W. Scott, A. Steele, J. W. A. Stewart, D. Tait.

M.A. (*ad eundem gradum*)—W. Barnhill, from the University of Glasgow; W. D. Pearman, from the University of Cambridge.

B.A. (*ad eundem gradum*)—F. C. Boulton, from the University of Cambridge.

The names of the matriculants were taken as read.

The following are the medallists in the Faculty of Medicine:—Gold medal, A. McPhedran. Silver medal—1. H. G. Lackner; 2. A. C. Bowerman; 3. W. J. Wilson. Star gold medal—H. G. Lackner. Star Silver medal—1. A. McPhedran; 2. A. C. Bowerman.

The following are the names of those winning medals in the Faculty of Arts:—Classics—Gold medal, E. E. Nicholson. Mathematics—Gold medal, A. K. Blackadar. Modern Languages—Gold medal, D. S. Paterson; Silver medal—1. J. Doherty; 2. W. G. Eakins; 3. C. Robertson. Natural Sciences—Gold medal, P. Bryce; Silver medal—1. A. K. Blackadar; 2. R. H. Abraham; 3. H. Montgomery. Metaphysics, Ethics, &c.—Gold medal, J. W. A. Stewart; Silver medal—1. A. Steele; 2. J. Ross.

The following are the names of the students obtaining Scholarships in the Faculties of Law, Medicine and Arts:—

LAW—Second year, A. B. Aysworth.

MEDICINE—First year, J. Adair; second year, H. S. Griffin; third year, W. T. Stewart.

ARTS—Greek and Latin, 1st year, 1, J. D. Cameron (double); 2, J. A. Culham (double); 3, J. W. Elliott (double). 2nd year, 1, S. C. Smoke; 2, J. Morgan. 3rd year, 1, A. Johnston (double); J. E. Wetherell. Mathematics—1st year, 1, J. W. Delaney; 2, G. A. Somerville. 2nd year, 1, J. E. Hayter; 2, J. H. M. Campbell. 3rd year, 1, J. E. Bryant; 2, J. C. Hartstone. Modern Languages—2nd year, D. R. Keys; 3rd year, W. N. Ponton. Natural Sciences—2nd year, A. McGill; 3rd year, S. P. Davis. Metaphysics, &c.—2nd year, M. McGregor; 3rd year, D. Beattie. History and Civil Polity—G. W. Field. Special proficiency in subjects other than Classics and Mathematics—1st year, J. P. McMurrich; 2nd year, J. M. Hunter (double). General Proficiency—1st year, 1, J. W. Elliott; 2, J. D. Cameron; 3, C. C. McCaul; 4, J. A. Culham; 5, W. J. R. McMinn. 2nd year, 1, J. M. Hunter; 2, A. J. Bell. 3rd year, 1, A. Johnston; 2, E. A. E. Bowes; 3, G. W. Beynon.

PRIZES—Meteorology—A. K. Blackadar. French Prose—W. N. Ponton. Oriental Languages—1st year, J. Builder; 2nd year, P. A. McEwen; 3rd year, A. Baird. Dufferin gold medal, A. Johnston. Prince's prize, A. K. Blackadar.

The VICE-CHANCELLOR, in presenting the various medals, scholarships and prizes, delivered short congratulatory addresses to the winners, complimenting them on the honours they had obtained and encouraging them to further efforts.

His Honour the LIEUTENANT-GOVERNOR, in presenting the Dufferin Gold Medal to the winner, Mr. A. Johnston, spoke in brief but felicitous terms of the deservedly high esteem in which the distinguished donor of the prize was held by the people of the Dominion, and of the interest which he took not only in the material advancement of Canada, but in its moral and educational progress. He had great pleasure in presenting the prize, which was in itself one evidence of the interest which His Excellency took in the affairs of the country—a recognition of the fact that the doors of this institution were open alike to rich and poor, and that merit alone was the basis of reward. (Loud applause.)

Rev. Dr. McCaul, in presenting Mr. A. K. Blackadar, B.A., to His Honour as the winner of the Prince's prize, spoke in terms of the highest compliment of the recipient. He had won not only the Prince's prize, but the University gold medal in Mathematics, the silver medal in Natural Sciences, and the University prize for Meteorology. His course in the University had been a splendid one throughout, as he had obtained scholarships and prizes every year. On this occasion the feat which he had achieved was unprecedented. They all rejoiced that though Mr. Blackadar was not a native of Ontario, he was a native of the sister Province of Nova Scotia. In the course of some remarks addressed to Mr. Blackadar, he said that the University of Toronto was an institution that did not require to go outside its own *alumni* for distinguished names, which should encourage the young and incite them to emulation. On the present occasion he would only point to two gentlemen, graduates of the University, who were on the platform to-day—the Minister of Education, and the present Vice-Chancellor. (Applause.) It was just eighteen years ago since the latter had stood on this dais and received the greatest rarity he (Dr. McCaul) had ever known—three gold medals. The result of so distinguished a University course was, that he was now on the Bench, to the joy of all members of his profession, Chairman of Convocation, and Vice-Chancellor of the University.

The VICE-CHANCELLOR, in his address, mentioned that it was with deep regret that he referred to the absence of their newly elected Chancellor. He was authorized by him (Mr. Blake) to assure his fellow-graduates that he felt most sincere and heart-felt pride in the great honour they had done him by his almost

unanimous election. (Loud applause.) He could also assure them that nothing less imperative than a public engagement, long since contracted, would have prevented his presence on this occasion. He (the Vice-Chancellor) committed no breach of confidence when he also announced that he had also authorized him to inform the Senate, graduates and undergraduates of the University that it was his (Mr. Blake's) intention, during the period of his Chancellorship, to award a Bursary or Scholarship of \$200 a year, to be employed in such manner as should appear best. (Applause.) He (the Vice-Chancellor) could not help feeling that the Chancellor was laying down an example which it might be difficult for future Chancellors to imitate, and was adding another reason for their desire that he might long be spared to fill the chair of Chancellor of the University. The people of this country had not been satisfied with the charter which had been obtained, though its original shape had been amended and modified, and at last the University had been established on its present foundation. A curriculum had been framed soon after its establishment. The framers had had very different views from those which, he dared say, had been forced on those who had framed the curriculum of King's College. However, the founders of the new course were desirous of establishing a system which, while it should secure what they believed to be the advantages of the Universities of the Mother Land, should nevertheless be more suited to the requirements of this country and this age. In truth, the problem that had presented itself to the minds of all who had undertaken to grapple with the subject of higher education in Canada was, What course of training was best suited to our own people in our own time? There was no use in being hampered by mere traditions, or in looking back too slavishly, not to say superstitiously, to the institutions of another country. In King's College the only subjects that had been taught to any great degree had been classics, mathematics, chemistry, experimental philosophy, with a little dash of ancient metaphysics. He need not say that these branches had been well taught, but the course was one entirely too narrow and confined to suit the wants of this country. When the new curriculum had been framed, there had perhaps been a rebound in the opposite direction. After referring to the continually increasing necessity for a higher standard of instruction in the mental and moral sciences, the Vice-Chancellor said that he believed the true work of University education was best effected when the student learned some one subject thoroughly; though in the ideal University a man should have the opportunity of acquiring every form of instruction. He should have the opportunity of knowing everything that was known, but he did not think that even the ablest student would be able to cover a general course during his University career. He then referred in succession to the various subjects in the revised curriculum, saying that the department of modern languages required to be raised still higher, and made more liberal in the scope of its culture, before it could occupy a place in the University correspondent to the great departments of classics and mathematics. He also enlarged on the importance of the study of the natural sciences, and said he trusted that department would be placed on a larger and more useful basis, and that the authorities would adopt the suggestion that had been made of compelling the student of the natural sciences to obtain a real vital knowledge of some one subject in that department, instead of having a mere list of scientific names and definitions. He thought he might say to the Minister of Education, without any transgression of that reticence which must be observed to public men, that he trusted that he might see his way towards assisting this cause, which, speaking on behalf of himself and his colleagues in the University Senate, they had so much at heart. They had on the statute book a provision for establishing a school of practical science. He ventured to make the suggestion that by a judicious use of the powers they now had, or by extending those powers in a manner which he thought the Legislature would be ready to sanction, a great deal might be done towards a more thorough instruction in the natural sciences. He trusted that the Minister of Education would not suppose that his eagerness in speaking of this subject indicated a want of strength of feeling on his part. He then referred to the close connection existing between the mental and moral sciences, and said that without entering into any of the discussions now going on about the origin of mind, he thought all would admit that matter had a very material influence upon the mind. He pointed out the importance in this age of an acquaintance with those subjects bearing on social economy and sociology. He had endeavoured before to impress on graduates and undergraduates the duties they owed to this new Dominion. They must all feel that it was from the institutions where higher education was given that the men should come who were to rule the destinies of the country. He was not happy enough to be among those who thought the problems of life in this country have been solved. They had not been solved in any country of which he had heard or read;

and they had some problems here peculiarly their own. It was fitting, therefore, that their young men should be well trained and prepared, and that when they went forth to the battle-field they should be well armed with the weapons of modern life, and not with the buckler and sword of the Roman gladiator. He would have them thoroughly equipped, and then we need not fear for the future of this country. The country was still young;—

"Still in its go-cart.
Patience, let it learn to use its limbs;
There is a hand that guides."

The Convention was then dismissed.—*Globe.*

2. VICTORIA UNIVERSITY—CONVOCATION

The annual exercises connected with the University of Victoria College, always full of interest, seem to be increasing in public favour every year. The institution, opened as an academy for both sexes in 1835, and chartered as a University in 1841, has furnished Canada with some of her most distinguished and useful citizens in all the departments of life.

The religious services on Sabbath, the 28th May, in the Methodist church, were in connection with the College anniversary. The sermon in the morning—an eminently practical one—was founded on Heb. xii. 1. The preacher was the Rev. T. A. Ferguson, of Bowmanville, a former tutor of Victoria College, and subsequently of the Methodist Book Room, Toronto.

The Baccalaureate discourse was preached in the evening by the Rev. Dr. Loomis, of Clifton Springs, N.Y., a gentleman of large experience as an educator in his own country, and evidently a man of great ability. His text was from 1 John v. 5:—"Who is he that overcometh the world, but he that believeth that Jesus is the Son of God?"

On Monday afternoon a meeting of the Science Association, composed of students, was held in the Alumni Hall, presided over by the President of the College, the Rev. Dr. Nelles. An admirable essay on "Wind and Weather" was read by Mr. A. P. Coleman, but the principal business was a discussion on "Materialism." In the evening the Rev. Dr. Loomis lectured on the subject of "Capital and Labour." The chair was taken by J. J. McLaren, Esq., LL.B., of Montreal.

The learned doctor discoursed for an hour and ten minutes on the relations between capital and labour, treating the subject in a philosophical, historical and practical manner.

On Tuesday evening a very able lecture on "Hymns and Hymn Writers" was delivered before a large audience in the Methodist church, by J. George Hodgins, M.A., LL.D., Deputy Minister of Education for Ontario. The chair was occupied by D. C. McHenry, M.A., Principal of the College Institute, Cobourg. The lecture embraced the following points:—1. The Songs of Thanksgiving contained in the Old Testament Scriptures; 2. Those contained in the New Testament; 3. The Hymns written before the Protestant Reformation; and 4. Those written since that period. Very valuable information as to the origin of many of those hymns and collections of hymns was given; some admirable selections were furnished, showing a nice discrimination, and great beauty of language, and no small degree of eloquence was displayed by Dr. Hodgins in several portions of his very instructive lecture. At the conclusion a vote of thanks, moved by the Rev. Dr. Nelles in a fine speech, and seconded by Mr. McLaren, was heartily adopted. After the benediction was pronounced by the Rev. Richard Jones, the Alumni meeting—an annual gathering—took place. A number of the Alumni were present, and several points of interest occupied their attention until a late hour.

The Annual Convocation of the University took place in the Victoria Hall at two p.m. on Wednesday, the Rev. Dr. Nelles presiding. Prayer by the Rev. E. H. Dewart.

Valedictory oration—J. W. Annis.

DEGREES.

B.A.—Arthur P. Coleman, James Smith, Gold Medalists; Jer. W. Annis, Stephen S. Burwash, Luc. Q. Coleman, Wm. S. Jamieson, Wm. H. Jamieson, Or. J. Jolliffe, A. C. Moore, Louis C. Smith, G. B. Sparling.

B.Sc.—Wm. Riddell, B.A., of the Normal School, Ottawa.

LL.B.—C. G. Holman, B.A., Alex. Haggart, B.A.

M.A.—D. C. McHenry, B.A., Parm. A. Swinton, B.A.

M.D.—Angus R. Kennedy, John McNaughton, Louis J. Bourret, Louis N. Bourque, Alf. Bisette, Alf. Th. Brisson, Narc. Brunet, Jos. Burke, Bas. Compeau, Hit. Cholet, Vic. Cote, Pierre C. Dube, Saluste Duval, Teleph. Fard, Hen. Groudin, James Langstaffe, James McMahon, M.P.P., John Clarke, M.P.P., Octavian Lambert, Hor. Lanthier, Roch. Leonard, Arthur Lessage,

Ismael Longtin, Her. Merrill, Alf. Perrault, Ant. Pilette, Clem. St. Paul, Jean S. Taupier, Geo. Valois, Avila Hebert.

PRIZES—FACULTY OF ARTS.

Gold Medals—Arthur P. Coleman, James Smith, equal. 1872 Scholarship—First in Modern Languages—Lewis C. Smith. McClure Bursary—First in Moral Philosophy and Evidences of Christianity—J. W. Annis. Nelles Prize—First in Metaphysics—James Smith. Wilson Memorial Prize—First in Astronomy—Lewis C. Smith. Punshon Prize and Valedictory—First in Composition and Elocution—J. W. Annis. Biggar Scholarship—First in General Proficiency in Fresh. and Soph. years—Lyman C. Smith. Ryerson Prize—First in Scripture History—C. A. Masten. Brethour Scholarship—First in Classics at Matriculation (with honours)—R. A. Coleman. Wallbridge Prize—First in Greek Testament, Freshman Class—E. L. Byington. Mills Prize—First in Freshman Classics—C. A. Masten. Special Prize in Freshman Classics—T. N. Greer. 1875 Scholarship—First in Mathematics at Matriculation (with honours)—C. A. Masten. 1871 Scholarship—First in General Proficiency at Matriculation—R. A. Coleman.

FACULTY OF THEOLOGY.

Hebrew Prize—James Smith. Cooley Prize—First in Ethics and Evidences—S. McCauley. McDonald Bursary—First in Elocution—T. W. Campbell.

Literary Association Prizes—Best Essay—B. E. McKenzie. First in Elocution—T. W. Annis; 2nd do., O. J. Jolliffe.

Jackson Society Prizes.—First in Elocution—R. Burns; 2nd do., J. Ward. First Essay—T. W. Campbell; 2nd do., J. W. Bell.

Science Association Prize.—Best Essay—O. J. Jolliffe.

The second part of the proceedings consisted of some very interesting and able speeches, all suitable to the occasion.

The Convocation was closed with the benediction by the Rev. A. Sutherland. All parties then made their way to the College grounds, where the ceremony of laying the corner-stone of "Faraday Hall" was proceeded with.

A glass jar was deposited in the stone, containing copies of the *Christian Guardian*, the *Toronto daily Globe, Mail*, the *Nation*, *Journal of Education*, the *Cobourg World*, the *Sentinel*, and the *Star*, the last Calendar of Victoria College, the Constitution of the Literary Society of V. C. and of the Science Association, a list of subscribers to the new hall up to date, a New England newspaper published in 1728, and two coins, one issued in the reign of Elizabeth, and the other in the reign of William III. The President of the College presided. He called upon the Rev. Richard Jones to read a portion of the Scriptures, and upon the Rev. S. Rose to offer prayer. Mr. Jones said he would read the same chapter read by him when he officiated as chaplain in 1841, when "Upper Canada Academy" was converted into "Victoria College." The chapter was Prov. viii., a most beautiful and appropriate selection. After prayer, a beautiful silver trowel, with an appropriate inscription, was presented by Dr. Nelles to Wm. Kerr, Esq., a graduate of Victoria College—now a member of its Senate, and M.P. for the County of West Northumberland in the Dominion Legislature, who proceeded to lay the corner-stone in the usual manner. Immediately afterwards three cheers for Queen Victoria were called for by W. Hargraft, Esq., the ex-Mayor, and heartily responded to by the audience. The band immediately afterwards struck up "God save the Queen," the occupants on the platform rising. The effect in the open air was very pleasing.

W. Kerr, Esq., M.P., was the first speaker. He said, if ever he desired the gift of eloquence it was to-day. He alluded in very eloquent language to the unavoidable absence of the venerable Dr. Ryerson, who was first invited to lay the corner-stone, and whose presence on the occasion would have been so gratifying to Dr. Ryerson himself, as well as welcome to the audience. He rejoiced to lay that corner-stone in the reign of our noble Queen, and during the governorship of Lord Dufferin, in the year of the American Centennial, and while the whole Christian world was at peace. Mr. Kerr spoke feelingly of his own connection with Victoria College as a student, leaving its halls to go forth into active life twenty-one years ago, and drew a beautiful picture of a large cluster of buildings to be erected hereafter for the use of the University. He concluded by assuring his audience that the name given, "Faraday Hall," was a sure guarantee of the indissoluble connection between science and religion within its halls.

J. H. Dumble, LL.B., a graduate of Victoria College, and for several years Bursar of the institution, delivered a truly able speech.

Colonel Boulton spoke ably and in high terms of the character and usefulness of Victoria College.

His Worship the Mayor, George Guillet, Esq., made a few remarks.

After a few appropriate remarks by Dr. Nelles, three more cheers were given for the Queen, and the audience separated.

In the evening, the annual conversazione, under the patronage of the Literary Association of Victoria College, was held in the Victoria Hall, presided over by W. E. Sanford, Esq., of Hamilton.

3. ALBERT UNIVERSITY.

TENTH ANNUAL CONVOCATION.

Nine years ago, the third of July of the present year, the first Convocation of Albert University was held in the chapel of the College. At the Examination for the year just closed eighteen young gentlemen presented themselves, of whom sixteen were successful. At the Convocation on Wednesday, the 21st instant, in the Metropolitan Hall, they were severally presented by the Registrar to the Chancellor, and by him admitted to citizenship in the University, and to all the rank and privileges of undergraduates. Their names are as follows:—In Arts—George, J. H.; Brown, C. C.; Irvine, R.; Jeffs, S. W.; Williams, E. L.; Adams, C. G.; Ferguson, F. LaD.; Burdett, J.; Bell, F. G.; Blair, J.; Gardiner, J. H.; Dolsen, F. J.; Barnett, F. W.; Green, M. E.; Richards, Thomas.

In Agriculture—Hubbs, R. H.

After the admission of the matriculates the Chancellor of the University, the Rev. Bishop Carman, delivered a very effective and appropriate address, explaining to them somewhat of the nature of the citizenship they had just entered, of the great demands the University, the country and the race had upon them, and urged them in burning and earnest words to "Fear God, honour the Queen, and cultivate virtue."

Mr. C. C. Brown was next called upon and delivered the Latin Salutatory in an efficient and satisfactory manner. He was followed by Mr. J. H. George, the English orator, who on behalf of the class, in humorous and first class style congratulated the University on the acquisition in talent and numbers they had gained in the matriculating class of 1876, and anticipated a bright future in the political and literary history of our country from himself and his brother classmates. The graduating Bachelors next pronounced their Theses. After the Theses had been pronounced and had received the approval of the Chancellor, the following gentlemen were admitted to the Bachelor's Degree in Arts:—Albert Moulton, Morris, Walter Wilbur, John Calvin Pomeroy, and Robert Law, Lorenzo N. C. Titus, Rev. E. I. Badgley, M.A., and Rev. I. B. Aylesworth, M.A., were admitted to the Bachelor's Degree in the Faculty of Law, LL.B.

Prof. Macoun next presented Walter Wilbur, B.A., for the Macoun Prize in practical Botany. W. P. Dyer received the Senate Prize for General Proficiency; the President's prize in Classics and the Carlyle Prize in Chemistry. R. I. Warner received the Sills Prize in English Prose, and the Senate Prize in French Prose. F. W. Merchant received the Gould Prize in Mathematics. In presenting them, Mr. Johnson, the County School Inspector for South Hastings, took occasion to remark upon the utility of the subjects in which the candidates had distinguished themselves, and to express his satisfaction at seeing these gentlemen receiving prizes in subjects of such practical importance. A. W. Bannister, for the Henry Nichol memorial prize for General Proficiency, and for the Bishop's prize in Metaphysics. B. F. Austin, for the Richardson memorial prize for Second Proficiency, and for the Professor's prize in Oratory. W. J. Palmer, M.A., Ph.D., Principal of the Institute for Mutes, presented the candidates in a neat and appropriate address. Dr. Clapham, of Brooklyn, New York, then presented Mr. G. F. Metzler for the Burdett prize for General Proficiency in the Junior Freshman year, and Mr. M. Brown for the Clapham prize in Natural Science for the same year. First class honours were awarded to A. M. Morris, B.A., to A. C. Crosby and M. H. Davis, Senior Freshmen in the department of Mathematics; to A. W. Bannister in Classics, F. W. Davis in Modern Languages, A. W. Bannister, J. VanWyck and E. N. Baker in Metaphysics and Ethics, and B. F. Austin in Oriental Languages, all of the Senior Freshman year, and to W. Wilbur, B.A., in the department of Natural Science. The gentlemen above named were presented to the Chancellor by the Rev. B. Lane, B.A., Rev. Dr. Jacques, Professor Wright, Rev. J. Gardiner, Professor Bell and Dr. Nichol, of Montreal. The Registrar then resigned the Convocation into the hands of the Chancellor, who called attention to the presence of the Hon. Adam Crooks, Q.C., LL.D., Minister of Education for Ontario. He remarked that we had before us a gentleman who was Canadian in birth, in education and in sympathy, and who, in his responsible position as Minister of Education for Ontario, was using his rare attainments, ripe scholarship, and wide political experience in the

interest of the youth of our land. He had great pleasure in introducing to them the Honourable, the Minister of Education for Ontario. The Hon. Mr. Crooks, on rising, was received with hearty and prolonged applause. He referred to his visit to the Convocation of four years ago, and of the desire he had to note the progress of the institution in the intervening time. He paid a compliment to the zeal and energy of its founders, and was glad to know that it had gained and was still gaining an influential position among the Colleges and Universities of the country. He considered it a very important step, as well as one connected with very many delicate interests, when the Government of which he was a member assumed the control of public instruction. His colleagues had selected him to fill the important post of Minister to that department. If he possessed no other qualifications, he believed it was of great advantage to him as Minister of Education that he had himself been educated in the Province. He had passed through all the grades of the Public Schools in Ontario, through Upper Canada College and the University of Toronto, and he believed that the experience of our native schools would be of use to him in the discharge of his ministerial duties. Of the public High Schools, he said that they were now such as to place within the reach of all the advantages of a sound and liberal education, while the Provincial University acted as a kind of finish to the Public Educational system. He then proceeded to give some account of the circumstances which had called Albert University into existence, paying a merited compliment to Bishop Carman, to whom its success in a great measure is due. After some reference to the causes which conducted to the use of a University, he sat down amidst enthusiastic cheers. The Chancellor made a few remarks on the state of the University, and dismissed the audience with the benediction. At eight o'clock in the evening a large number of the Alumni and students sat down to dinner in the new dining-hall at the College. Besides several prominent men from the town, the dinner was graced by the presence of the Hon. Mr. Crooks and the Rev. J. T. Gracey, M.A., of Clifton Springs, New York, and Missionary Editor of the *Northern Christian Advocate*. The usual toasts and responses were given, and the evening's entertainment closed at eleven o'clock.

VI. Extracts from Periodicals and Papers.

1. OXFORD UNIVERSITY REFORM.

The Conservative Government under which we exist at present came into office as a defence against the worrying and harassing vigour of the previous Administration, but it seems to have caught the infection of vigour from its predecessor, and even to have taken the disease in an aggravated form. The Gladstone Government was satisfied with disestablishing an effete church in Ireland, and doing tardy justice to a great nation for a piece of culpable negligence on the part of the Home Administration. The Disraeli Government flies at higher game. It proposes to turn upside down the relation which has always existed between the Indian Government and the Secretary of State for India, and to insist that, for the future, the affairs of two hundred and forty millions of people shall be regulated by an official sitting in a snug room in Downing Street at one end of an electric telegraph wire, the other end being in Calcutta, or Simla, or wherever the Governor-General of India may happen to be. It proposes, further, to remodel the hereditary monarchy of Great Britain and Ireland, and (I quote Mr. Disraeli's words—words which any lackey in the kingdom would have been ashamed to use) "to add splendour to the British throne" by setting up a shoddy title of "Empress" in addition to the old historical title of Queen. It also contemplates, in connection with France and Italy, the financial re-establishment of a wily bankrupt potentate, and to perform in Egypt the miracle which baffled the ingenuity of the Israelites of old—to make bricks without straw. And, by way of reposing from its labours abroad, it has turned its attention to one of the most powerful interests in England, the two great Universities, and has introduced a measure into the House of Lords which, if it passes into law, may mould for good or for evil the character of one of our great centres of culture and education for generations to come.

It is on this bold flight of the present Government that I propose to send you a few lines to-day.

Five-and-twenty years ago the Universities were doing, comparatively with their resources, but little good. They were governed by antiquated codes of statutes. Legislation was initiated and the government administered by a Board consisting of the Heads of Houses and the Proctors—an administration which has been well described as an "organized torpor." Debates on University mat-

riculation who could not sign the Thirty-nine Articles of the Church of England, and college fellowships were restricted to those who could solemnly declare themselves, under the Act of Uniformity, to be members of the church. Professorial teaching hardly existed. Fellowships, with one or two exceptions, were given by favour or for considerations among which learning was the least. The requisites for election at All Souls' College at Oxford, for instance, were birth, dress, and a modicum of learning. The dogma contained in the words, "Bene natus, bene vestitus, et moderate doctus," comprised the modest catalogue of attributes for eligibility. Scholarships were nearly all close. Clerical restrictions were invariably imposed upon those who held any position of authority, and—to sum up the matter in three words—the ecclesiastical spirit of the Middle Ages brooded over the whole life of the Universities.

But a mighty change has come over them in the last quarter of a century. In 1850, Lord Russell issued a Royal Commission to enquire into the state, discipline, studies, and revenues of the Universities, and in 1854 and 1856 he introduced measures founded on the report of this Commission and passed them into law. Under these laws the Universities have been regulated until the present day. Since then there has been good and useful work done where there was little but idleness and inactivity before. In 1850, the whole number of Oxford undergraduates was 1,402; in 1875, they numbered 2,240. The scholarships are now for the most part, open to competition, and the more important fellowships, instead of being given away by favour or by the accident of birth, are held by those who have gained them by examination. Outside the University circles, too, the University influence has steadily extended. Examinations of pupils trained in middle-class schools have been organized; academical lectures and classes have been established in populous centres; and a "Public Schools' Examination Board" has been set on foot for the purpose of examining thoroughly and independently the leading schools in England. These schools in their turn direct their energies to train up scholars qualified to compete for the University prizes. The head-masters of the fifteen great public schools, nearly all the head-masters of 180 metropolitan and provincial grammar-schools, and most of the assistant-masters in all these schools, are graduates of Oxford or Cambridge. The great body of the clergymen and barristers, all the bishops, and nearly two-thirds of the judges are University men, the national schools and the public board schools are for the most part managed by clergymen who have been trained at one of the older Universities. The Education Office is made up of Oxford and Cambridge graduates. Out of 123 school-inspectors all but ten or twelve come from one of the two Universities. The Civil-Service Commission, in like manner, which superintends the examinations for the civil and military service, is recruited from the same stock, all the commissioners, secretaries, directors of examinations, and examiners having been selected, with the rarest exceptions, from one or other of the older Universities. The present House of Commons, which is not one in which culture predominates, contains not less than 225 members who were educated either at Oxford or Cambridge. In Mr. Gladstone's original Cabinet ten Ministers out of fifteen were Oxford or Cambridge men. In the present Cabinet, Mr. Disraeli is the only Minister who has not received a University education. If he had enjoyed that advantage, his eccentric imagination might have been toned down, and his taste for tinsel and theatrical effects might have lost some of its exuberance.

From these statistics it is obvious that the Universities are doing good work; but Lord Salisbury thinks that they ought to do better. During the time of Mr. Gladstone's Administration every institution in the country was called upon to give an account of itself, and to show cause why it should not be reformed, and the two Universities were no exceptions. A Commission was appointed to investigate the state of the finances of the two Universities, and to report upon them. It was precluded from entering into the general question of the reform of these institutions, or from issuing any recommendations as to the application of endowments. An opportunity of making enquiry as to the effect of the legislation of 1854 and 1856 was thus lost; but, as regards Oxford, Lord Salisbury has entered the field as a reformer. He finds that the report of the Finance Commissioners has brought out a better state of things than was anticipated. The total revenues of the two Universities amount to about £750,000 a year, but it does not appear that this large sum is to any great extent misappropriated. The bursars who have the control of the college affairs have proved themselves to be, if not heaven-born men of business, at least fairly economical stewards of the collegiate property. But it has been manifested at the same time that there is a striking disparity in the expenditure of the different colleges—that whereas some colleges educate their students at £80 to £100 a year per head, others spend £250 to £300 on the same object. It appeared also that the colleges are rich while the University is poor, and that a considera-

ble proportion of the college endowments—amounting in all to about £200,000 a year—is absorbed by what, with more than doubtful taste, Lord Salisbury thought fit to designate as “idle fellowships.”

He proposes, therefore, to abolish many of these “idle fellowships,” and to divert the endowments which are appropriated to them from collegiate to University purposes; and the machinery by which this diversion and the other reforms contemplated under the bill are to be carried out is the familiar one of an Executive Commission. The members of this body are to hold office for seven years, and they are to wield during that period what is practically despotic power over the University of Oxford, its organization and its endowments—saving only the headships of the different colleges. These are now almost exclusively restricted to clerical holders of the office, and with this restriction Lord Salisbury does not propose to interfere. The Commissioners are to have regard “to the interests of religion, learning, and research,” and over professorships, fellowships, scholarships, and emoluments generally they are all but omnipotent. They may suppress, divide, consolidate or modify any emolument which is a hundred years old. They may put the endowments of any college or of all the colleges into a crucible and mix them up together, and then bring them out quite different things from what they were. They may appropriate any endowment to any new purpose consistent with the main design of the founder. They may remove it from the college to which it is appropriated, and apply it to the University or to other purposes connected therewith, provided always they have regard to the interests aforesaid of religion, learning, and research. The only checks upon them are the appointment of three members of the college which is undergoing operation to sit with the Commissioners as representatives of the college, the sanction of the Queen in Council to the statutes framed by the Commissioners, and the acquiescence of Parliament for twelve weeks, during which the statutes are to lie on the tables of the two Houses respectively.

These are sweeping proposals, and it is obvious that, if they become law, a great opportunity is given to make the very best of the University and to turn it out equipped with all the most perfect appliances of the nineteenth century. But when proposals approaching to the character of these have been made by any previous Government, the Commissioners to be appointed have had certain guiding principles laid down for them, either in the Act appointing them or in some previous report of a commission of enquiry. Lord Salisbury proposes to leave his Commissioners absolutely unfettered. He has given, as Lord Morley said on the second reading of the bill “blank powers to a blank commission,” and left them to do the best or worst they can. He has indicated a wish that more professorships should be established; that appliances and apparatus for study in science and art should be supplied; that “research” should be endowed; that the number of fellowships should be diminished; and that all matters connected with religion should be maintained *in statu quo*—i. e., that there should be no diminution and no increase of clerical restrictions. These, however, are but expressions of Lord Salisbury’s individual wishes, or, at the utmost, those of the existing Cabinet, and they have no necessary regulating or permanent effect.

The absence of any guiding principles on which the Commissioners must act is a serious blemish in the bill. But there are other blemishes which are more radical, and which rise to the dignity of something worse than blemishes. The tendency of the measure, and the tendency of Lord Salisbury’s mind, is to re-establish the predominance of the clergy of the Established Church in the government both of the colleges and the University. University reformers looked for fundamental alterations in the existing constitution of the University. At present, the initiative in University legislation is taken by a body called “Congregation,” which includes all Masters of Arts who reside within a mile of Oxford. No worse constituency could be well imagined. There are innumerable parish clergymen and college chaplains and clerical fellows resident within a mile of Oxford, but very few lay Masters of Arts or lay fellows. The laymen are engaged in their several occupations in London and elsewhere in the world outside the ecclesiastical and academic precincts. Liberals wish to see this body secularized, so to speak, but Lord Salisbury leaves it untouched. The heads of colleges are nearly all, *ex necessitate*, in holy orders. Liberals wish to see this restriction removed. Lord Salisbury expressly lays it down in his measure that these restrictions shall be preserved. Liberals maintain that the Universities owe everything to the influence of the non-resident lay fellows, who leave the lump of ecclesiastical and academic narrow-mindedness contributed by the clerical fellows. Lord Salisbury calls the non-resident fellows “idle,” and empowers his Commissioners to suppress all lay fellowships or convert them into clerical fellowships. It is certain that the ecclesiastical bias of the bill will not pass uncensured when

it reaches the House of Commons. The Dissenters will rise as one man in antagonism to it, and the Liberal party will support them as it did upon the Endowed-Schools Bill two years ago.

Lord Salisbury has not played his cards with the adroitness that one would have expected from the framer of this measure. In the early part of his speech, in introducing the bill, he hung out a bait to allure the scientific men to side with him. He indicated that some part of the endowment from the suppressed fellowships would be devoted to scientific research and education. But he could not resist a sneer at a body of men for whom he has an undisguised contempt. He complained of the sceptical spirit of enquiry prevalent among men of science, and added that if they could only get professional appointments of £1,000 a year in a religious institution like Oxford they might become like Rabagas in the play, who was a republican when out of office, but who, when he came into power, ordered the troops to fire upon his ancient friends. The gratification of hurling this sneer among an able and sensitive set of eminent men may have pleased the clerical office-seekers and time-servers in the University, but it has alienated the body of men which his measure was intended to conciliate or to bribe into acquiescence.

2. MIDDLE-CLASS EDUCATION IN HOLLAND.

From a Correspondent.

It is not unfrequently the case that great nations search laboriously for the solutions of problems which smaller people have completely solved, as one may say, without effort. We old-fashioned English are at present devoting much pains to discover a good system of education for our middle classes, and yet we have only to cross the channel in order to see in actual work one altogether satisfactory in a country whose manners, traditions, and laws are almost those of our own.

According to the Constitution of Holland there are three degrees of education—Primary, Middle, and Superior. As the Primary Education comprehends all schools intended for children from six to twelve years of age, and as the Universities, the Gymnasias, and other establishments where the study of the ancient languages occupies the first place are considered as belonging to the superior class, it follows that all educational establishments not included in one or other of these categories are regarded as establishments for middle-class education.

It appears that until the year 1862, the Dutch were no further advanced in respect of this kind of education than we are now. Wishing to put an end to this state of things, the Minister of the Interior (the Home Secretary) of the time, M. Thorbecke, formerly Professor in Leyden University, presented to Parliament a Bill, which was passed into law at the beginning of the following year. From the discussions which preceded the adoption of this law, we learn that its object is to insure a suitable education to young people who are not obliged to learn a business before the age of from 14 or 17 years, and for whom, although they are not intended to take up University studies, a deeper and wider instruction is necessary than that which can be obtained at the primary school.

Setting out from the principle that youths who quit the primary schools may be divided into two classes—those who are able to devote only two years, and those who can afford to give five years to further study—it was decided that there should be two kinds of middle-class schools, the one to have a two years’ course, and the other a course of five years.

The programme of study in the establishments in which the course is one of two years, and which are called Lower Middle-Class Schools, includes, in the first place, the elements of Mathematics, Mechanics, Physics, Chemistry, Natural History, Geography, History, and the Dutch Language, and, in addition, Drawing, Gymnastics, and some idea of Political Economy and of Technology for towns, and of Agriculture for the country. The teachers in these establishments are, moreover, required to devote the evenings to courses for young artisans or agriculturists, who are prevented from taking the courses which are given during the day. As to the number of these schools, the law requires that each commune whose population exceeds 10,000 shall establish at its own expense at least one Lower Middle-Class School.

The programme for those schools in which the course is one of five years, and which we may designate Upper Middle-Class Schools is of course more extensive. It embraces first the branches included in the Lower Schools, but as might be expected, this education in the Upper Schools goes much deeper. Then comes three foreign languages—French, English, and German. The law requires, moreover, that the pupils should receive some notion of the political institutions of the country and of its statistics, including those of the Colonies. Needless to add, that in a country like Holland the tenure of land must form an integral part of education.

The Higher Schools are naturally those from which the most important results are to be expected, and which, from the English point of view, are best worth careful study. It is simply the truth to say that I have been amazed at what I have seen. It is a very remarkable thing that although no commune is obliged to establish a higher school—only the State is obliged to maintain five—yet at the present time there is no town having a population of above 15,000 which has not its higher school in full work. A still more remarkable thing is that nowhere do the school fees exceed £5 a year. As an Englishman, I was very curious to learn how they were able to give at the rate of £5 a year an education which, in our happier England, can scarcely be obtained at all. This is what I learn. The expense of a Higher School (not including the maintenance of the building) amount to about £1,750 per annum. Supposing the school to be attended by 100 pupils (a medium estimate), the receipts under the head of School fees do not exceed £500. There thus remains a deficit of £1,250; but the State generally provides a subsidy of 7,000 florins (about £583), and the town has therefore only to make up the difference by contributing £667. We have supposed the school to be attended by 100 pupils. It is evident that when this number is exceeded the receipts rise in proportion. This, however, is not always to the advantage of the communal budget, for it should be known that in Holland a class is not allowed to contain more than thirty pupils, the result being that a greater number necessitates the creation of a double class, and this may require an increase in the number of teachers. Let us note, also, in passing, that the communes which are not able to bear the expense of a complete Higher School are authorized to establish schools of three classes corresponding to the three lower classes of a complete school.

The Communal Councils (Town Councils) may appoint such teachers as appear to them efficient. It is only necessary that these present certificates of competency and character, and that they have consequently passed the examinations required by the law. There are exempted from these examinations the bearers of certain academic degrees; thus, for the mathematical and physical sciences the greater part of the candidates are former students of the Universities. These are generally young doctors of science who have taken a high place. Holland is not slow in showing her gratitude to them.

I have said that in the Higher Schools the school fees, although the law has not fixed a *maximum*, do not exceed £5. For the Lower Schools the *maximum* is £1 per annum, but this figure is rarely reached. It is evident from the above that when a boy of twelve years of age leaves the Primary School and is not immediately obliged to earn money, his father, called in to decide whether or not he shall be sent to a Middle School, has no obstacle to face in the matter of school fees. A foreman or superior workman in a position to keep his son till he is 14 years of age can easily pay a shilling a month for school fees; £5 would be an almost insuperable obstacle, though it is none to a father who is able to provide for the other wants of his son until the latter reaches the age of 17 or 18 years.

A Dutchman who boasted greatly of the system which his country has adopted, and to whom I remarked that it might be objected that in virtue of the system it was not himself, but the taxpayers, who paid for the education of his children replied eagerly, "But am I not myself a taxpayer? Does not the system which we have adopted come simply to this—that instead of my being compelled to pay for the education of my children in a few years under the form of very heavy school fees, the law allows me 30 or 40 years in which to pay it under the form of a tax? As for myself personally, it matters very little; but look at my neighbour, whose three sons are being educated at the Higher School. Change the system, his taxes would perhaps be lessened by 20 florins; but, on the other hand, the school fees would reach so high a figure that he could not meet them. The case of my neighbour is not an exceptional one; it is the case of at least one-half of the parents who send their children to the Higher Schools. Of 100 pupils who are now attending these establishments there would remain scarcely one-half, and it would consequently be necessary to raise to £35 the fees to be paid by each of them; this figure speaks more than all the arguments put together."

If in defence of a new order of things it is only necessary to urge the argument of success, it must be confessed that the advantages of the Higher Middle Schools of Holland do not require to be urged any others. By universal consent the success has surpassed all expectation; it has been complete. Yet whoever knows human nature will not be astonished to find that these schools, simply because of their success, are still the object of much criticism, particularly among the clergymen and scholars of the country. I should have wished to learn from M. Thorbecke, himself a very distinguished scholar, what he thought of these criticisms. That

statesman, however, being dead, I applied to one of his former colleagues in Leyden University, whose advice M. Thorbecke to a large extent followed at the time when he was occupied in drawing up his scheme of superior education. I will give you a summary of our conversation. Having asked if it was not a mistake to found a system of education which had not Greek or Latin as its basis, he replied as follows:—

"Allow me to observe to you that our Middle Schools are not intended to produce scholars, orators, statesmen. For these there are the Gymnasium and the University. Has it, moreover, been thoroughly proved that the profound study of a modern foreign language cannot, as mental gymnastics, take the place of the study of a dead language? I could name to you members of Parliament who have never given any attention to Greek and Latin, and yet who, as orators, are on a par with the most eloquent of their colleagues. The Greeks are represented as having left to us in literature and in philosophy monuments of a perfection such as modern writers can never equal. Yet the Greeks studied no dead language that I know of. Besides, what would it serve, in the matter of education, to make a theoretically perfect law, when the mass of the public would condemn it? If there is one idea strongly rooted in the mind of our middle classes, it is the conviction that Greek and Latin are perfectly useless to any one who has not to pass through the University. It was daring enough to give so large a place in our new schools to the mathematical and physical sciences, to which our *bourgeoisie* had hitherto given so little attention. To go further and compel this class of people to study, in addition, Greek and Latin would have been wantonly to court an inevitable defeat."

I next ventured to point out that the programme is overloaded. "Overloaded," replied he. "From whom have you got this accusation? From men who pass their time in their study? Speak a little with our manufacturers and our merchants, and they will give you quite another version of the matter." "It is not said that useless subjects are taught," I went on to add; "it is urged only that too many things are taught at once, that the mind of the pupil cannot take them in, and that in the end his intellect will be enervated." "I understand how this objection could have been urged in 1862 and 1863, during the discussion of the law, when experience had not yet pronounced; but now!—at the present time our merchants, who formerly maintained that a man of business had nothing to do with science, that it was rather an embarrassment than otherwise, now receive with open arms any young man having no other recommendation than that of having studied in one of our schools; they will tell you, moreover, that at the end of five or six weeks the new comer is more useful to them than the majority of their old *employés*, grown grey in harness. There is more to come; it happens that some pupils of the middle schools, having acquired a taste for the mathematical and physical sciences, wish to complete their education at the University. Well, they almost always surpass those of their companions who come from the Gymnasias. Confess that all this is very difficult to explain if it be true that in the new schools the mind of the pupil is enervated and atrophied."

Our conversation then went on as follows:—

"You maintain, then, that in your new schools everything is for the best?" "Pardon! I believe, on the contrary, that there is room for reform. It cannot be denied that the mediocre pupils have great difficulty in learning all that is taught them in the first three forms. Instead of three years, they would require four. The entire course ought to be six years." "But, why at the first did you not fix the course at six years?" "Because we old-fashioned Dutch, like all the rest of the world, have our characteristic faults. We are a people essentially economical, but, unfortunately, we are too anxious that our children should begin early to earn money. It was a great point gained, even, to fix the course at five years. What an outcry would there have been had we taken a year more! Besides, we had not then the experience that we have now." "It will then be necessary to modify the law?" "Yes, but gradually. There are some members of our Chambers who think it will suffice to cut out from the programme the subjects which are called superfluous. I believe it will be well not to oppose this opinion. Let us commence by setting these members to work. That which will be superfluous in the eyes of some will be quite indispensable in the estimation of others. Moreover, they cannot touch either the mathematical and physical sciences or language, and if they end by cutting out anything, a thing which appears to me very problematical, it will be of so little importance as to make scarcely any difference. It will only be when the insufficiency of all these palliatives has been well established that I have indicated to you." "You believe, then, that if we should decide in England to establish schools similar to your Higher Middle Schools, it would be necessary to have a course of six years?" "I do not venture to assert this. You

are under better conditions than we are. Our children must, beside their mother tongue, learn three foreign languages—English, French, and German; yours have only to learn French and German. This is a very important point." "Allow me to ask you one more question. It is urged that your Lower Middle Schools have not succeeded. To what is this ascribed?" "It would be more correct to say that they have not succeeded throughout. Moreover, M. Thorbecke was never under any delusion on this point. He considered the Lower Middle Schools as placed for the future. The proof is that he got inserted in the law a clause which enacts that the Government may for a certain number of years exempt a communal council from the obligation of erecting a Lower Middle School, if it is probable that a sufficient number of pupils could not be obtained to attend it. It is necessary first that the economical condition of the country should be improved. Remember that in Holland wages are in general lower than in all the surrounding countries. We cannot blame our poor artisans for requiring their children to earn some money at the age when these would enter the Middle School."

Such is a *resumé* of what I have seen and heard in Holland.

3. NECESSITY FOR EDUCATED MECHANICS.

A great want in this country is skilled labour—the educated mind guiding the trained hand. Until this want is supplied, notwithstanding all the appliances for wealth that we possess, we will fail in obtaining complete success. We have coal, iron, and other useful minerals in almost unlimited quantities, valuable water-power, a climate so varied that nearly all the products of the whole earth can be raised among us, and a population to use manufactures in large amounts; but this lack of educated artisans still continues, much to our inconvenience and a drawback of our more rapid advancement. It is true that in many of our large manufacturing establishments there can be found highly-educated mechanics, and these are much prized by their employers, as they should be; but as a general rule, not many such are to be had, as the vast majority occupy a lower rank in their calling—they are mostly hewers of wood and drawers of water. There is no deficiency in brain power with us; it needs only development and direction. If the thousands of youth, who are now serving as apprentices, were put in the way of obtaining a thorough education, in a few years we would see our manufactures advanced to a position we little dreamed of, and the fear of a low tariff be deprived of its force, as we would have the world for our market and not our country a market for the world.

Look for a moment at our apprentices of the present day. Taken from school with a bare knowledge of the rudiments, they are, of course, put at the simplest kinds of work at first, and then are advanced according as their aptness presents itself, and they are found capable of producing work needing greater skill, until at length age and supposed experience make them full developed workmen. In many instances these mechanics who have real grit in them—the desire for knowledge—will use the brain with the hand, and by the aid of text-books, studied perhaps in hours taken from needed rest or when their fellows are frolicking, will acquire a large amount of information which will greatly aid in their work and be a source of real pleasure their life long. If we had schools where these youths who desire to be thoroughly educated in their profession could acquire the requisite knowledge, a vast deal of labour and time would be saved them. What are supposed to be the higher branches of the arts have their technical schools, and it would be considered presumptuous for any one to work in these arts without having studied in one of the schools; and yet our manufacturers of iron, wool, cotton, silk and wood, without the advantages of these schools, must advance more by chance and experiment than by actual knowledge.

In the manufacturing districts of Europe many of these schools are to be found, where young men can acquire a complete knowledge of any branch of manufactures they may wish to engage in. Lectures are given, with diagrams of every piece of machinery used and the manner of using them; and the course of training is so thorough that a graduate needs but a little actual practice to make him a skilled workman. We have seen copies of lectures, as above described, in the hands of foreign workmen, taken down by them at the time of their delivery, which for completeness of detail and accuracy, it would be difficult to excel. Such information gives an educated mechanic a broad, mental sweep; it frees him from narrowness and prejudice; he looks constantly for an improved condition in machinery, and is staggered at no results. His motto is "Excelsior." We are receiving a large number of these desirable workmen weekly, and their influence will, in time, be felt throughout all the manufacturing interests of this country. We have only to make it pleasant for them, and they will continue to come, not as adventurers, but to become solid and respectable citizens.

Our native mechanics have nothing to fear from contact with them; they are not the ill-paid, half-starved labourers of Europe, but men who command good wages, and would have their price here, standing on the dignity of their profession, and unwilling to perform good work without its equivalent. It is owing to this kind of technical education that European manufactures are so excellent. By the large population they can, indeed, have more to work upon separate portions of manufacture than we, and thus a workman can acquire, through long years, a certain kind of skill; but that is not the kind of skill necessary to make a complete workman which comes only through education.

What is there in the way of our having these schools? With our wealth and improved machinery to experiment on, and noble-hearted manufacturers, who sincerely desire the welfare and advancement of the manufacturing people, as well as to have our country first in every good thing, can we not move in this matter? A great field of usefulness is open to us as a manufacturing nation, and it may be well for us soon to take advantage of it—*N. J. Mechanic.*

MIDSUMMER VACATION IN PUBLIC SCHOOLS.

In view of the examination of candidates for Teachers' certificates occurring this year on the 10th July, and following days, and for other considerations, the Hon. the Minister of Education has decided to authorize the closing of the Public Schools for vacation on Friday, 7th July, instead of on the 15th. The schools will re-open on 16th August as usual.

THE JOURNAL OF EDUCATION FOR ONTARIO.

It is proposed that *The Journal* be continued as a publication for the following objects:—

1. Departmental notices and proceedings.
2. Regulations of the Education Department and Orders in Council respecting educational matters.
3. Explanatory papers for the information of Inspectors, Masters and Teachers.
4. Legal decisions on educational points.
5. Proceedings of Teachers' Institutes, Associations and Conventions.
6. Matters connected with local administration.
7. Communications (See Notice).
8. Extracts from periodicals, &c., upon educational subjects.
9. Acknowledgement of books.
10. Advertisements on educational subjects will be inserted in *The Journal*.

ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 15th March, 1876.

VII. Advertisements.

PRIZE AND LIBRARY BOOKS.

THE EDUCATION DEPARTMENT

ALLOWS

ONE HUNDRED PER CENT.

On all remittances over \$5 sent to it

FOR

PRIZE OR LIBRARY BOOKS.

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

Catalogues sent on application.

* * If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars* additional for each class of books, &c., with the proper forms of application for each class.

PRINTED FOR THE EDUCATION DEPARTMENT BY HUNTER, ROSE & Co.