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# JOURNAL OF



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### 1. RECENT EDUCATIONAL ADDRESSES.

We insert with pleasure the following summary of the addresses delivered at the recent Teachers' Educational Convention for the Province of Quebec. These addresses are useful and practical in their character, and will be read with interest.

#### COMMON SCHOOL INSTRUCTION IN CANADA.—BY THE HON. MR. SANBORN (PRESIDENT.)

The President of the Association (Hon. Mr. Sanborn), delivered the opening address on "Common School Instruction." He said:—In this age of literature and newspapers the ability to read opens a door to the most extensive knowledge, and many, with only common school instruction, have afterwards educated themselves to the highest usefulness. Common school instruction also is a powerful moral police. It is a great preventive of crime, for, even if it did not improve moral principles as it does, it gives sufficient intelligence to know that honesty is the best policy. Again, education promotes prosperity. The mechanic, the farmer, and all classes become more intelligent, more enterprising, better acquainted with improved methods, and able and willing to add more largely to the common wealth. Education is necessary to our municipal institutions. Reading the newspapers is required to enable people to manage their own affairs. Without this, municipalities, as in some ignorant neighborhoods in this country, fall into the management of one or two educated men, who consult their own selfish ends at the public expense. This age provides instruction for deaf-mutes.

The man who cannot read and write is a deaf-mute, and government is therefore bound to give education. Common schools differ from the higher schools, not only in degree, but in kind. They are the schools for the masses, and can only be carried to a certain length; but so far as common school education goes, it must be complete in itself, not a part of a whole. The uniformity of the Prussian system could not be successfully copied here. In higher education we need more freedom and versatility here; but in common schools there should be a good system adopted, and that should be uniform. The use of normal schools is not so much to enable teachers to copy what they have seen, as to give them the art of teaching, and enable them to turn any circumstances, however untoward, to the best advantage. The stereotyped teacher, who can only do exactly what he has seen, is like a mechanic whom he (Mr. S.) had employed to make a spring bedstead. When told to put in eight slats, he exclaimed "that he had never seen more than six." "But I want eight." "But bedsteads are never made with more than six." "But," said Mr. S. to the mechanic, "do you know of anything in the law of Canada that prohibits eight slats?" "Why, no," said the mechanic. "Then, if you please, I want eight." A teacher who is indifferent to or tired of his work, or unsuited for it, finds it irksome, and does no good to his pupils. He is a cause of pain to school committees and visitors, and should quit the business. Whilst magnifying the office of the common school teacher, he would by no means discourage young people from teaching, as a means of bringing themselves forward to higher positions. Such young persons are vigorous, enthusiastic teachers, and do great good. He regarded all efforts to teach personal religion in common schools as out of place, for they introduce all the difficulties of Sectarianism; but whilst not distinctively religious, common schools should be guided by the principles of the Christian religion. The difficulties in this respect among a people divided by the double lines of religion and language were great,—but nevertheless efforts should be made to overcome them. The dissident clauses in our laws, although a necessary safety-valve should be seldom used. Finally there should be provision in our common schools for a training in constitutional and civic rights and duties, and, to this end, a hand-book of our constitution, general and municipal, should be prepared. Mr. Sanborn closed with a fine peroration, showing the greater degree of happiness enjoyed by an educated community and, after some business announcements, meeting adjourned to afternoon.

## CHARACTERISTICS OF BRITISH AMERICAN MIND.—BY PRINCIPAL DAWSON.

He said we have been called a new nationality, and this word implies national character as well as national existence. Now what is our national character, if we have any? In one respect, we are very heterogeneous, belonging to various nations, but in other respects we are homogeneous, being surrounded by similar circumstances. He (Dr. Dawson) spoke now of British Canadians, a class to which he himself belonged, and could therefore speak freely. The Anglo-Canadian differed from the Englishman in three particulars. His colonial position was that of a sleeping partner in the Empire, and almost lost sight of by the mother country. This has a belittling effect on the colonial mind, and it can only be overcome by education. We must become better acquainted with the Empire, better with Canada, and better with the great experiment of self-government going on alongside of us. Newspapers should give more information on all these points, but these papers are only the exponents of public opinion. Now the recent change in our conditions has caused a great ferment in the public mind, and required a corresponding activity in education in all its branches. Nor was this effect of Confederation confined to those who approved of it. Those who opposed it had equal exercises of mind concerning independence or some other change. The second cause was, the absence of the fixity and constraint of long established customs and conditions. The rough independence thus produced was advantageous in one respect, it gave more poise and vigor, but it was apt to degenerate into hard, selfish individuality, in which case the sense of the beautiful in the moral or natural world was lost. The love of nature should be a characteristic of the Canadian mind, but trees were in too many cases looked upon, not as ancestral memorials as in England, but as so many cords of wood. The educator had therefore much to do here to imbue the mind with a taste for the beautiful in nature, in art, and literature, and to this end much more attention should be turned.

The third cause of difference between the Englishmen of England and of Canada, was the absence of marked ranks in social position. This had much effect on the national character,—all offices and callings are here alike open to all. There is nothing reserved for special classes or orders. Every man here is to a considerable extent his own master. But the want of those rigid social distinctions which make men run in grooves, renders it the more necessary that the educator should prepare the Anglo-Canadian for the energetic and independent life that lies before him. Indeed, in Europe itself the state of society is drawing nearer and nearer to our state. The individual is becoming more and more important, and the corporate less and less. There is as good a proportion of mental capacity among the youth of this country as any other, and it was perhaps fully as active; but it is useless to expect the fruits of culture without culture. We cannot have manufactures and fine arts without the necessary schools. In old countries and in the States, the greatest pains were taken to raise up schools of art and design, and we might as soon expect a good soil to produce good crops without culture, as to expect the fruitfulness of the good mind we have to work upon without education. We had also, as a minority, peculiar need to occupy a high and influential position, as this we must do not by numbers, but by mind. We had a right to rely on the magnanimity of the majority, but that is not the position of Englishmen. We must rely upon ourselves, and the way to do so was to diffuse high educational culture among the Anglo-Canadian population, that they might hold their own, however far out-numbered.

## AGRICULTURAL EDUCATION.—BY LORD AYLNER.

He said our prosperity is entirely owing to agriculture. We have a productive soil, and all our interests are dependent upon it. The success of all classes hangs on that of the agriculturist. Of his intelligence, industry and prosperity, all will reap the benefit. If agriculture languish, all the rest will suffer. Have we then improved agriculture as we ought? Look back at our agricultural history and enterprise, and say what has been done. Are we in advance of the first settlers? We fear not. Is agriculture not looked upon as a low, common-place toil, instead of a profession of the highest importance? In what respect is science brought practically to bear on agriculture? What does the farmer know of mechanics, geology, chemistry, and many other sciences with which he must practically come in contact? The soil is the capital of the country, and the farmers who own it should be the highest educated class of the community; but if the farmer undervalues his own profession, what respect can he expect for it in others. Every art and science aims at the highest perfection; but the farmer goes on only using his hands. Every branch of industry is rapidly improving except agriculture, which needs it most of all. Though there are distinguished colleges, none of them teach agriculture. There are theological, medical, law, and military schools, with fine libraries, but

poor agriculture, which sustains them all, gets no attention? Nay, if our legislators, who are so liberal to other kinds of education, are asked for an agricultural school, they give forth no response. What finer sight could there be than a farm of 400 acres, showing all the attainments of ages in agriculture, where pupils from every part of the country would be instructed in all the sciences connected with agriculture. There every new agricultural implement might be tested, every new kind of seed tried. If objection be made to the cost, is it not reasonable that the class which pay most of the taxes should get a small share laid out on themselves?

## EDUCATION IN QUEBEC.—BY HON. M. CHAUVEAU.

The Hon. Mr. Chauveau said there never was an epoch when the French Canadian people was destitute of education. The excellent education of the family, supplemented by the education of the church, always prevailed. There were also schools of instruction, adequate to the wants of the people, according to the views of those times; and it was only after the conquest that schools were found deficient for the growing population. The Assembly of Lower Canada tried to establish an educational system, but was hindered by the Legislative Council. Finally, however, a system was established, which had been gradually improving, and, if Lower Canada was behind Upper Canada in this respect, it was before the Maritime Provinces. Four-fifths of the French Canadian women under thirty could read and write, and three-fourths of the males of the same age. He then drew the attention of French teachers to the deficiency of their school-houses in a hygienic point of view. The schools rooms were small, and they were very badly ventilated, so that both scholars and teachers were stifled. The seats were not low enough, and had not suitable backs for the children, who were very uncomfortable; but when the children are fatigued by long lessons, or sitting idle in an unnatural position, it was exceedingly bad for them as well as the teachers. There should be variety in the exercises of the school, and recreation should be interspersed with lessons. The closeness of school-houses, and tiresomeness of the exercises, caused great mortality among teachers, many of whom fell victims to consumption. He might add that teachers speak generally too loudly to their scholars. This is caused by the noise which they cannot otherwise surmount; but the more noise the teacher makes, the more noise the scholars will make also. The proper way to obtain attention is to speak naturally and in an interesting manner. Teachers should resolve, both for their own good and that of their scholars, to be cheerful, composed, and self-possessed. An important point in Canada was the teaching of French to the English, and English to the French scholars, and the only way of learning a foreign language is to speak it. This is the natural way, and arrangements should be made to carry it out. Of course, reading and grammar should follow or accompany speaking. It is also necessary that the history of Canada should be studied, and there is to be a more suitable history for schools than the compilation from Garneau, which had been used because there was no other. These teachers' institutes, conventions, or conferences should also be introduced among the French Canadians, as of the greatest importance in aiding teachers.

## MORAL AND SOCIAL PROGRESS.—BY THE HON. M. DUNKIN.

The next speaker was the Hon. C. Dunkin, who remarked on the relative importance moral and social progress; material advantages were highly important, but the intellectual and the moral are far more so. It was to diffuse these, therefore, that teachers should chiefly address themselves. He once visited the island of Nantucket,—a mere sandbank,—which had not a tree, and scarcely even a harbor. Every vessel of any size has to be lightened, even to its masts and rigging, in coming over the bar; yet that island contained a large and flourishing city, with fine houses and a dozen of churches well attended; and that population, though it had had no advantages, and every difficulty, was holding its own in every respect, with others much more favorably situated. The only thing it lacked was paupers. What was the reason of this prosperity under difficulties? The settlers of that island had been the cream of the cream: they had fled from persecution on the mainland, as the people of the mainland fled from persecution in England. They were the most moral portion of the population, and hence their prosperity. New England, as a whole, is another instance of the same thing. A great proportion of the men who rise to distinction, as western men, southern men, or middle-state men, were originally from New England, where the moral influences he desiderated were most abundant. He concurred with Dr. Dawson in thinking that we as a minority should so educate and conduct ourselves as to command the respect of the majority; though he could assure the audience that it was impossible for a majority to be more disposed to be just and considerate to the minority than the French Canadians were. He could say that the English were better treated in

Quebec than the French in Ottawa. He agreed with Lord Aylmer that increased and increasing attention should be paid to agriculture. There might be just as many farmers as the country could hold, but all other classes could only be increased in proportion as the agricultural class increased. In this view it was necessary that education should have a primary regard to fit men for farmers and the wives of farmers. The idea that a fool or a dunce could be a good farmer was fallacious, for there was no business that required more skill, foresight, and attention. He had tried to learn both law and farming, and he found that the last was the far most difficult study of the two. Everything, therefore, that training, skill, and education can do, should be done to farmers. He had no doubt the great object suggested by Lord Aylmer would be carried out by the government to the extent of its means. An important element in agricultural education would be our normal schools, to give to those they educate as much of education as they can receive in connection with the branches absolutely necessary. The pupils issuing from these schools will then be fitted to promote agriculture and horticulture wherever they become teachers. But, besides all this, the people must put their own hearts into the work. Every farmer must cultivate his own mind, and give his sons an education to fit them to be intelligent and able cultivators. To this end, also, he should support the schools and colleges established for their improvement, and tell the legislature what he wants more.

#### SCHOOLS OF TORONTO AND CHICAGO.

Archibald Duff, Esq., A.M., of the High School, Montreal, read an interesting paper on the Schools of Chicago, and the Normal School and Common Schools of Toronto, upon all of which high encomiums were bestowed. He advised all who want maps, &c., to apply at the Education Department there, the supply being abundant, and very excellent and cheap. There was also a complete digest of the school-laws, and of all legal decisions upon them. These were very useful to the teachers of Ontario, and we should have a similar digest for the teachers of Quebec.

Mr. Sanborn, referring to what had been said about Chicago, said the Superintendent of Education in Chicago some years ago had informed him that the Normal School in Canada West was superior to anything in the States, and Mr. Chauveau pleasantly added that we in Lower Canada were ahead of both.

#### MISCELLANEOUS ADDRESSES.

The Hon. Mr. Chauveau thanked Lord Aylmer for his paper on agricultural education,—a subject which had been occupying the government for some time, but which, though it appeared easy in theory, was found very difficult in practice. The whole country must be awakened to the importance of the subject, and he was therefore glad that public opinion was supporting the government in its efforts after agricultural education. These efforts had already established two agricultural schools,—those, namely, of St. Anns and L Assomption.

These efforts were not known to the English, for in Canada the two races reminded him of the staircases of the Chateau Chambord in France. These staircases twisted round each other in such a manner that a person might ascend each at the same time, and be close together all the way, and yet neither see the other. It is the same with the French and English here. We are climbing we know not where, and in close proximity, but we scarcely see each other. We know not even the names of each other's *Literateurs* and *savans*. He had tried, by the *Journal of Education*, to make each people acquainted more and more with the other; and, if an assimilation of creed and language and social intercourse could not be expected, a community of thought and effort for the public good may be attained. We have made an immense stride in the way of becoming known to the world. And the question is asked by studious men on the other side of the water, how the two different races in this country are to fuse into one people? Now, perhaps, our very position of one race being in a minority in the confederation, and in a majority in this province, is the best to teach mutual forbearance, respect, and friendship.

Principal Graham spoke of the hopeful state of feeling throughout the Eastern Townships concerning education, of which he had extensive means of knowledge, having visited all parts of the Townships, and conversed with most of the friends of education; and he could say that the pledges which had been given of legislation in aid of the English school system were regarded as satisfactory, and the people doubted not these pledges would be fulfilled.

Mr. Dougall, of Montreal, was much gratified with the extent and success of this convention, which was not more distinguished for its numbers than for the ability of those who had spoken; and he was satisfied that its influence for good would be very great. An audience like this was one of the most important for its influence that could be gathered, and he hoped the words he was going to say would meet with favor from them. We had heard much of the beneficial influence of education, and much of the importance of

agriculture, but all know too well that there is a baneful influence which may blight both. Schools are the fountains from which the principles and habits of the future men and women would come, and it is of the utmost consequence that they send forth sweet water. Not long ago drunkards abounded as school-teachers, for only broken-down men of good education could be hired cheap. Their influence is very baneful, but not so bad as if they had been genteel, moderate drinkers. The drunkard was a standing temperance lecture, but moderate drinking was attractive, till, like the snake warmed in the bosom, it stung its fosterer. A great effort had been made to introduce temperance teaching into Sunday schools in the measure that the Bible teaches temperance. To show, for instance, that all should shun temptation, and should beware of putting stumbling-blocks in others' way; but Sunday schools only lasted for one hour one day in each week, while common schools lasted for several hours for five or six days in the week. Temperance teaching in them, therefore, was of incalculable importance, but one glass a year would throw the teacher's influence against the temperance cause. He therefore, entreated teachers to remember the influence they were exerting.

Mr. Robertson, Mayor of Sherbrooke, was deeply impressed with the importance of such meetings, and thought an abstract of the proceedings should be published in the papers; and studied by teachers generally.

The Hon. Mr. Chauveau said the government owed thanks to the Convention for so ably seconding the Education Department. If all that had been suggested for common schools could be carried out, education would make wonderful progress. He commended variety in school teaching, and, though botany, chemistry, &c., could not be regularly communicated in common schools, yet easy lessons upon them might be given in a pleasant way upon objects which would interest pupils, awaken curiosity and instil a taste for these sciences. Agriculture may be introduced in the same easy way, with much pleasure both to teacher and scholar. If this is done, as has been to a certain extent accomplished in schools already, the children will grow up with a taste for agriculture. The study of physiology in the French normal school had made many become physicians, and the introduction of military drill had induced many to give themselves to that profession, some of whom, he regretted to say, had left the country, though he was bound to approve of their object. So the teaching of agriculture would make many farmers. It had been remarked that those who left the profession of teaching succeeded in whatever line of life they undertook. He did not say this to induce any to leave the profession, but many did leave it after a number of years, and we could not expect it otherwise. They would prove our best citizens. Teaching is the best method of learning, and teachers therefore are thoroughly educated themselves and fit for other callings. Instead of lamenting that some leave the profession, we should rather be thankful that they have given part of their lives to it,—and depended on them ever after as firm friends of education.

Hon. Mr. Dunkin thought that the teacher's profession, like that of the clergyman or physician, should be invested with due respect, and that irrespective of the size of his school or amount of remuneration or sphere of labor. It is therefore desirable to keep teachers in their profession; but yet those who only taught for a time accomplished great good. They never could lose their love and respect for the position, or fail to do what they could to promote education.

Lord Aylmer said it was thought by many that agriculture could not be taught in common schools, but he differed from their opinion. Geology and chemistry are intimately connected with agriculture, and the elements of these might be taught in schools and applied to agriculture. Mechanics also apply to the shape of ploughs and other implements, and mechanics can be taught in schools, and so with other sciences. Public schools could therefore give agricultural education.

Rev. Mr. Lee, of Stanstead, recommended brain labor and brain power as well as physical power in agriculture, and so should all farmers. In the long winter they could cultivate their minds and those of their boys. More brain power would save muscular power, and produce a larger result.

Dr. Dawson said that the relations of city and country teachers were of the most friendly kind. He had long labored for the introduction of agriculture into schools. Education bearing on the arts and trades was the great want of Canada. The common school has no chance to teach practical agriculture, but only principles. The relation of the plant to the soil, for instance, which is a matter of elementary knowledge, should be taught. Schools should have means to buy books, &c., and school committees should allow time and some premium to those teachers who taught agriculture. The Normal school of Montreal is ready now to send forth teachers capable of teaching agricultural principles by introducing which you

make agriculture a learned profession, and enable the people to appreciate it.

Mr. Hubbard, Local Superintendent, was delighted to see such a large meeting in the district with which he was officially connected. He thought that teachers, while desiring and deserving greater appreciation, must make their own position by their own earnest, faithful efforts.

In closing the Convention, the President, Mr. Sanborn addressing the teachers, said:—You come to get information; you get it; and you go away to bring out the results in your schools. Try to bring beneficial, practical results out of the papers and addresses you have heard, and makes this one of your means of improvement, but only one. Study every means within your reach, magnify your calling, and feel that it is honorable, useful, and beneficial to all; and, with this spirit, each of your schools will rise, and, consequently, general education will rise to a higher level, and the influence will be reflex on yourselves. He was delighted to add that there had not been a harsh or unamiable word spoken at the convention, although different opinions were expressed freely and ably. He announced that Hon. Mr. Dunkin had been elected as President of the Association for the coming year, and next annual meeting would be held at Waterloo, County of Bedford.—*Witness.*

## II. Papers on Various Schools.

### 1. THE NAZARETH INFANT SCHOOL IN MONTREAL.

Montreal, October 7.—I have just returned from visiting the Nazareth Infant School in Catherine Street—an exceedingly interesting Catholic institution, said to be an unique thing of the kind on this continent. I had heard mention made of some place in town where a number of orphans and children of the poor were taught and trained by the nuns, and where some poor Catholics were accustomed to leave their children in the morning as they went to work, and return for them in the afternoon.

Dr. Hingston, an eminent surgeon in the city, and himself a Catholic, told me it was the Nazareth Infant School, and kindly furnished me with a note of introduction to the preceptress (the "Rev. Sœur Gaudry"), to whose devotion, he says, the success of the institution is due.

I found my way to the place this afternoon, rang the bell at the outer gate, and on presenting the note was at once admitted. I had not been many minutes in the waiting room, where a kind, motherly woman, who had been darning stockings, took my overcoat from me, the day being wet, hung it up to dry, when the nun of whom I had heard so much made her appearance. Sister Gaudry is a little, spare woman, quiet and yet earnest in her manner, and with a face so full of gentleness and love, that her influence over the children became intelligible in a moment. She received me very cordially, told me the children were just going to begin their afternoon exercises, and led me into a large hall, which she called the recreation room, where about a hundred little boys were ranged on one side and about the same number of little girls on the other. At the tinkle of a signal bell they all rose and saluted us. At another signal they faced round, and at a third the foremost boy and the foremost girl moved forward, the rest following, and thus the whole school filed past with military precision across the hall and into the opposite room. This was the school. Here they arranged themselves on long seats that rose like a gallery to the wall behind. A low rail running up the middle separated the girls from the boys.

Two little beds stood side by side upon the floor in front.

I asked Sister Gaudry what these were for?

"These," she said, "are for any of the children who may fall asleep during the exercises."

Happy children, thought I, their lines have fallen in pleasant places. We had a very different programme prepared for us in the old school at home.

At a signal from Sister Gaudry, made with a little pair of wooden clappers, the children rose. At a second signal they all went down upon their knees, and folding their hands reverently, repeated a little prayer in French. The lessons now began.

Sister Gaudry took a long pointer and turned to the wall behind, on which hung a large illustrated chart of the alphabet. Beside the letter "A," for example, there was the picture of a cat; and when this letter was pointed the whole two hundred voices sang together a couplet, to this effect—

"This is the vowel a,"  
Which we sound in *chat*."

The whole alphabet was sung through in this way—singing being found very useful in sustaining the attention and helping the memory. After a lesson in arithmetic, Sister Gaudry took her place behind a stand with its face sloping towards the children, and

crossed with bars to keep anything placed on it from slipping off. On this she began to arrange letters printed on cards—all the children, in concert, naming the letters as they were exhibited, and the words into which they were arranged. One of the little girls was then called by name. The child came down the steps like a little lady, bowed to one side, then to the other, with exquisite politeness, and looked up at Sister Gaudry. The nun laid a card upon the desk.

"What is that?"

"V" said the child.

"And that?"

"That is 'I.'"

She went on thus till the word "Vivent" was formed and finally a sentence referring to some ladies who were present, and to myself.

"Read that now," said the nun.

The child read in a clear voice, "Vivent ce monsieur et ces dames."

The nun looked up at the school.

"Vivent ce monsieur et ces dames," shouted the one hundred and ninety-nine voices behind.

A still more interesting exercise followed. Sister Gaudry exhibited a picture on the stand, and said,

"What is this?"

Two hundred little voices answered, "That is David killing Goliath."

"Tell the story," said the nun.

Thereupon the whole school, with eyes kindling and faces gradually becoming more excited, began to recite the story in concert, in some such style as this:—

Goliath was the giant of Gath. He came down into the valley and defied the armies of the living God. Young David went down to meet him, with only a sling and five smooth pebbles from the brook. He took one of the pebbles, he put it in his sling (here the two hundred children imitated the gesture), he swung it round (the two hundred little arms were now whirling in the air), he threw it and struck the giant on the forehead (the two hundred hands slapped the two hundred little foreheads). The giant fell; David ran up, drew the giant's sword (arms all up) and cut off the giant's head, (and in a moment the forest of little arms came down with a cut)."

The eagerness and excitement with which this performance was gone through it would be difficult to describe.

Next came lessons in geography, grammar, and geometry. There was one exceedingly small boy, looking all the smaller from being dressed in knickerbockers, who came hopping down from a back bench on being called, made his little bow, folded his arms like a minute Napoleon, and looked up at Sister Gaudry as if ready for anything that might be asked of him, from the first axiom to the differential calculus. He was asked to point out the pyramids, the cone and the square, and to name the parallelogram and the equilateral triangle, which he did promptly, his little French tongue getting round the "long nebbit words" with wonderful glibness. He then bowed to the company with the air of one who had been long accustomed to this sort of thing, and thinks nothing of it, and clambered back to his seat.

Gymnastic exercises followed, one of these consisted of amusing imitations of various trades. First, the boys sang a verse about carpenter work, sawing imaginary pieces of wood as they sang. Then the girls took up the song, and sang about dressmaking, all of them sewing nimbly with imaginary needles and thread, keeping time to the music.

### DINNER.

The exercises over, all the children, at a given signal, rose, formed promptly into line, and filed out as they had entered. I remained behind to have some conversation with the nuns.

When we returned to the Recreation Room, I found a great stir there—long low tables, about the height of ordinary school forms, having been spread for dinner, and the children being engaged in finding their places. "They bring their own food in baskets every day," said Sister Gaudry, "for we are too poor to feed any but the destitute. You see the bustle. Shall I tell you the reason? We arrange their things differently every day to teach them to look about for themselves. We try to make every little thing a part of education." "Some of them," she said, "are very poor and bring no food with them, or not enough. But there are others whose parents are not so poor. These are often sent with more in their baskets than they need, to teach them charity."

By this time the children were all seated, but touching nothing before them, waiting till the signal should be given.

"In this way," said Sister Gaudry, "we teach them not to act like wolves, but to control themselves."

She made a sign, at which the children all rose and sang a little French prayer, beginning "O Father, bless the bread of Thy chil-

dren!" Then they sat down and began to eat with French relish.

I asked what the children paid for their education.

"We charge twenty-five cents a month, but few pay it. In winter, we have five hundred on the roll, with less than one hundred paying anything."

"How then is the institution supported?"

"By charity," she added. "We could not get on without that. We have not only the expense of the house, but we give the children a little warm soup at the first meal. That is at eleven o'clock. Some bring a copper to pay for this, but not many. But the Lord provides," she added meekly.

She then introduced me to the Lady Superior, and we went together to another part of the building, which is reserved for the blind. Here, one poor child—an orphan she turned out to be—whose sightless eyeballs rolled wearily as if in hopeless quest of light, sat reading to herself, her long bony fingers travelling nimbly over the raised letters of the book before her. Another girl, with a rich head of curly hair, sat opposite. Hearing from the Lady Superior that this second girl's father was Scotch and her mother Irish, I asked her whether she would rather be called Scotch or Irish?

She said at once, "Irish."

"This gentleman is from Scotland," said the Lady Superior with a smile, "and would like you to say Scotch."

The girl laughed and shook her head.

The Lady Superior gave her a piece of paper and told her to write my name upon it, which she did with the aid of a writing instrument prepared for the blind. This was passed across to the poor girl on the other side, whom I had first noticed, and who was asked to read it. She took the paper, passed her fingers over it—her sightless eyeballs rolling wearily upwards—and read the name slowly with a strange foreign accent, for she knew no English. There was a sadness in the poor orphan's look that touched my heart. Sister Gaudry stood with her arm passed tenderly round her neck, as though she loved her; and I seemed to hear a voice saying from afar, "Inasmuch as ye did it to the least of these, you did it unto me."—*David Macrae*.

## 2. NORMAL AND MODEL SCHOOLS, TORONTO.

From a report by the Rev. S. Jones, Local Superintendent of Schools in Belleville, we make the following extract, relating to the Normal and Model Schools for Ontario and the Kingston Schools. He says:—"During the month of August I visited Toronto, for the express purpose of inspecting the Normal and Model Schools. The Normal School is intended, as you are aware, for training Teachers, the Model School is to show them how they should be taught. I spent two days, from half-past eight a.m. to five p.m. in examining the practical working of these Institutions, and met with the utmost courtesy and attention from all parties, from the porter at the gate, to that venerable Christian gentleman the Chief Superintendent himself.

I saw the scholars gather in their play-ground, march into the building, assemble for morning devotions, and separate into their various classes. I followed them from class-room to class-room, and heard them taught in every department, junior and senior, and saw them dismissed noon and night. I conversed with the Teachers concerning their rules, regulations, methods of teaching, marking and reporting to guardians, &c., upon which the efficiency of a School so much depends.

I have much pleasure in recording my great satisfaction on the whole, with the system there pursued. Every School will require special modifications to adapt it to its special circumstances, but the Model School has I think fairly earned that honorable title. Other things being equal, I should, in choosing Teachers, give the preference to such as have passed through the Normal School, on the same principle that I should prefer a mechanic who had been regularly apprenticed to a master of his trade. I should like also, however to see a specimen of his workmanship, and would think it safer not to take a Teacher from the Normal School, unless he had previously to his entering or subsequently to his exit, given practical proof of his ability to rule, and teach a large School,

I am sure it would be an advantage to many of our teachers to spend even the little time I did, in making themselves familiar with the letter and spirit of the Normal and Model School regulations.

I was particularly pleased to see upon each teacher's desk a copy of Worcester's Dictionary furnished by the Board.

I would also add in this connection, that all our Schools should be provided with a set of text books, for the use of teachers and visitors.

I also visited last week the Common, and Grammar Schools of Kingston. They had been for years very much in the condition of the Schools of Belleville, but under the present Superintendent,

whose suggestions the Board have largely acted upon, and with whom I conversed for some hours, the standard of education is steadily rising. The Board have been obliged, also like yourselves, from the force of public prejudice to fight their way slowly upwards through a comparatively cumbersome and expensive system of machinery, (such as we are now setting in motion) towards a Central School, which I find all who take a deep and intelligent interest in the cause of Common School Education, regard as being the best, and in the end the cheapest, as well as the most satisfactory method. Such was the unanimous opinion of those with whom I conversed, upon this subject in Toronto."

## 3. TEXT BOOKS—TORONTO CITY SCHOOLS.

"The Standing committee on school management, beg to report that, having had their attention directed by the Local Superintendent to certain changes recently made by the Council of Public Instruction, affecting the books to be used in public schools, your committee, in view of the fact that Lovell's general geography is now an authorized text book in the senior divisions, recommend that Lovell's Easy Lessons in geography be used in the intermediate divisions of our schools, and that as the new series of Canadian school books do not treat of history as a distinct subject, Collier's History of England, and Hodgins' History of Canada, be sanctioned as text books for our senior divisions."—*Leader*.

## 4. HAMILTON CITY SCHOOLS.

A correspondent (A. Doyle) of the *R. C. Canadian Freeman*, Toronto, thus writes in regard to the Hamilton Schools:—"The city authorities of Hamilton with praiseworthy munificence, have established a uniform and progressive system of public instruction which gives great satisfaction to the lovers of intellectual improvement, and to those who desire a practical knowledge of the branches of education that qualify the youthful citizen for the useful pursuits of life. There are seven primary schools conducted by twenty female teachers, and a Central School which is justly considered to be the superior Common School of Ontario. In the Primary Schools, the course of instruction comprises reading, spelling, writing on slates, rudiments of arithmetic, geography, and object lessons. These schools being only preparatory for the Central, are limited to the above subjects, and the teachers labor zealously to promote the little aspirants from one division to another, until their requirements fit them to commence their studies in the Central. Being sent on a special mission, in 1857, from Quebec to Toronto, I visited the Hamilton Central School, in which I found the organization and order in a very pleasing condition under Dr. Sangster, assisted by thirteen other teachers. The present Principal, Mr. A. Macallum, is an excellent disciplinarian and meritorious teacher, whose labours combined with those of twenty-two other duly qualified teachers under his control in the same institution, yield very satisfactory results. The interior and exterior appearance of the building with its suitable recreation and pleasure grounds are now improved at great expense, imparting agreeable sensations of pleasure to both visitors and pupils. The course of study from the alphabet to the first or highest division of the Central School, is divided into twelve grades. The subjects of study in each successive grade or subsequent division being little in advance of the preceding one. The pupils zealously emulate one another for promotion, and for the prizes held out as rewards for their efforts. In each division, the attainments of the pupils are so nearly equal, that all can be taught together without hinderance to any, and the entire division can continually receive the direct instruction of the teacher. Under the wise but expensive plan of qualified teachers, instead of monitors, every teacher is limited to a certain amount of work which he can perform from one public examination to another without difficulty or confusion; and he is supposed to promote sixty or seventy per cent of his pupils at the expiration of every school term, until they reach the highest division, in which they are carefully instructed in the higher branches of a common school education.

According to such organization, uniformity and harmony necessarily reign throughout the entire system and satisfactory progress becomes the natural result. When we contrast this mode of school organization with the random systems exhibited throughout the Dominion we become irresistibly impressed with its claims to public consideration. Picture gentle readers the state of the generality of our public schools, in which every teacher is supposed to teach everything and to receive dismissal as his final reward, unless he can give general satisfaction. Then let us imagine the children of an entire city attending one school—arranged according to their attainments, with the necessary number of departments and teachers for a perfect division of labour, and we have a clear idea of the working of the Common Schools in the City of Hamilton. But

such a system could not be advantageously adopted, except in large towns or cities, supported by the combined influence of wealth and united opinion, as the salaries and other necessary costs in one of the Primary Schools would be considered quite sufficient to pay the general expenses of four or five schools in some townships. The Primary School children pay 12½ cents per month and those of the Central pay 25 cents. All books, stationery, &c., are provided by the Board and given gratis. In 1867 the whole school fees amounted to \$5,286.37, and the book and stationery accounts amounted to \$1037.37. The combined totals on the registers were 3,800 pupils, and the yearly average 2,522. The total yearly cost per pupil on average attendance and current expenditure was \$9.93. The teachers' salaries in the Primary Schools range from \$200.00 to 250.00. In the Central, the salaries of the female teachers range from \$260.00 to 320.00; the male teachers receive from \$500.00 to 1320.00: adding the cost of the Grammar School to those already mentioned, the total expense for the past year amounted to \$26,159.30, or \$1.19 per head on the entire city population; and the average expense per teacher (including three Grammar School Professors) was \$568.68. It is worthy of remark that the average attendance from year to year is overtaking or approximating to the number on the roll. In 1864, the average was 52 per cent; in 1865 it was 58; in 1866, it was 59; and in 1867, it advanced to 66 on the whole.

In the Grammar School there are 80 students taught by three teachers, whose yearly salaries are respectively 600, 800, and \$1,000.

In the Wesleyan Female College there are 100 boarders and 50 day scholars. This institution has one gentleman and nine lady professors, whose salaries vary from 350 to 750 dollars per annum. It is a large brick building six stories high, which had been built for a monster hotel. It has a very imposing outward appearance, and possesses, in a high degree, all the departments necessary for the various lecture rooms of a college and the personal accommodation and comfort of its fair students.

I must say the Loretto Convent, Mount St. Mary, stands unrivalled in Hamilton and its vicinity as a Seminary for young ladies. The happy pupils of this flourishing institution are instructed according to the laws of reason and religion; its title, under the superintendance of the Ladies of Loretto, is sufficient to inspire parents with the conviction that the children intrusted to their care, receive superior mental training, founded on purity and virtue; their unerring rule being to unite religious with secular instruction in training those who look to them for guidance and control. The great success resulting from their strict yet tender discipline, and untiring efforts in the cause of moral and intellectual education of young ladies, together with their refined art of communicating knowledge, universally prove them to be the true guides to female perfection. They draw out the purest, the brightest attributes of the soul, and eradicate the evil propensities that retard the growth of virtue in the heart. The personal comfort and general care that boarders enjoy in this institution are sufficient to satisfy every necessary desire. It is situated on a healthy elevation, commanding a fine view of the city and its delightful scenery, from which the eye can always draw beauty and pleasure to the mind, and where the heart can find a pure asylum for the development of its virtues and safety from the stain of error. Its gardens and extensive recreation grounds are really attractive and beautifully decorated by improvements that add many charms to its pleasing aspect.

The ladies of this religious community have about 140 boarders and day scholars under their charge. The course of instruction comprises every branch suitable to the education of young ladies. They receive tuition according to the wishes of their parents or guardians, in reading, writing, arithmetic, grammar, geography, history (ancient and modern), elements of astronomy, botany, natural history, rhetoric and logic; English, French, Italian and German languages; harp, piano, melodeon and guitar, singing; oil-painting, Grecian oil-painting, painting on water colors pencil, pastile and monocromatic drawing, embroidery, plain and ornamental needle-work, &c.

There are three Separate Schools in a flourishing state, comprising ten divisions, with an equal number of well-trained competent teachers, carrying out a well organized distribution of labour, similar to that of Common Schools already described. Six of these divisions are under the charge of the good Sisters of St. Joseph, whose devoted and zealous labours in the cultivation of the heart as well as the intellect are truly admirable. They carefully instruct their pupils in the branches of a Common School education, together with moral and religious training, which must be admitted to be the true basis of solid and useful instruction. It is painful to contemplate the evil tendencies of children, whose instructors only make them proficient in the arts and adepts in purely temporal pursuits, as if these were the sole designs for which they were created: while they are kept in ignorance of their true and eternal destiny. The

moral condition of society becomes inevitably rotten when religious instruction is unnaturally denied its part in public education.

Like the refined and gifted Ladies of Loretto and other religious orders, the Sisters of St. Joseph teach according to virtuous motives and the dictates of a pure conscience, while the majority of the worldlings teach according to their salaries, or the personal applause for which they sigh. The lives of these Sisters being dedicated to the Almighty and to the instruction of youth, they aim at the true destiny of education, for which God has made this world a preparatory school. There is also an orphan asylum under the care of these good nuns, containing one hundred poor little abandoned orphans, who are well fed, clad, and educated by them, assisted by the charity of generous benefactors. The good example and moral culture imparted by these successful instructors, compared with the empty pomp of education void of religion, are similar to the fruits of a rich, fertile, but humble valley, smiling beneath the frowns of the proud barren mountains that surround it. Last year the registers of the ten Separate School divisions, showed a total number of 1080 children. Religion being an essential part of education, no person should dare profess to be educated without it. The celebrated, but dangerous, French philosopher, Jean Jacques Rousseau, says, "I once thought it possible to give our children a good education without religion, and be wise and virtuous without it; but I have abandoned long ago this most fatal error."

### III. Biographical Sketches.

#### 1. THE REV. WILLIAM AGAR ADAMSON, D.C.L.

In his sixty-eight year, after a life of usefulness and activity, Doctor Adamson has gone down to the grave, carrying with him the respect and love of thousands. Few who knew him but loved him; none but admired him. We take the following facts of his career from Mr. Morgan's *Bibliotheca Canadensis*: Wm. Agar Adamson was born in Dublin, on the 21st November, 1800. In July 1817, he entered Trinity College, Dublin, as a Gentleman Commoner, and in July, 1821, graduated as A.B., T.C.D. In 1845, having been appointed to the Incumbency of Amherst Island, near Kingston, Ontario, and Chaplain to Lord Sydenham, the first Governor General after the union of the two Provinces, Dr. Adamson came to Canada, and shortly afterwards was named Chaplain and Librarian to the Legislative Council, a position which he continued to hold from that time until the Union of the British American Colonies in 1867. In 1865 he acted as a Commissioner, with the late Mr. McGee and Mr. Devine, on behalf of Canada, at the Dublin Exhibition, and revisited his native land. As a preacher he was truly eloquent as ever graced the English pulpit; and we may mention that when resigning his appointment of Assistant Minister of Christ Church Cathedral, he was presented by the inhabitants of that city, of all religious denominations, with two costly silver salvers, on which were a thousand dollars in gold. Many of his printed discourses are models of literary elegance. His contributions in *Blackwood* and the *Dublin University Magazine*, and to the Canadian Magazines and periodicals, upon a vast variety of subjects, bear the impress of a cultivated taste and evince much power of thought. Of his productions those most generally known are: "The Sermon on the death of Lord Sydenham;" "Salmon fishing in Canada," &c.—*Ottawa Citizen*.

#### 2. LIEUT.-COL. A. W. PLAYFAIR.

Lieut.-Col. Andrew William Playfair was born in 1790, and was consequently 78 years of age at the time of his death. He came to this country in the year 1812, as a lieutenant in the 104th regiment. He served in the war of that period against the United States. At the time of the rebellion of 1837, Col. Playfair was one of the first to spring to arms in defence of British connexion, and was during the eventful period at the "front" with his men doing good service to his country. Loving, consistent, clinging loyalty to the crown and constitution of Great Britain was one leading feature in the character of Col. Playfair. He considered it his duty by precept and example—by word and deed—to strengthen the tie which binds us to the mother country, and was ever ready to give his valuable aid, and his aid was often very valuable to that end. The colonel being a staunch conservative, took a very active part in the celebrated British American league, which met shortly after the rebellion losses bill had passed in parliament, then sitting in Montreal. The excitement which resulted in the burning of the parliament buildings was then at its height, and a number of hot heads got up the annexation movement. It was sought to get the endorsement of the British American league for this movement, but Col. Playfair, like Col. Fraser of this place, was true to his colors, and fought against annexation, and the result was that the league repudiated

annexation, and declared for a union of the British American provinces, something like what we now have. In 18—, at the general election held that year, Cal. Playfair was elected member of parliament for the south riding of Lanark, in opposition to Mr. now Hon. James Shaw. His parliamentary career showed him staunch to his principles and to his country. During his term in parliament, it was that the Queen's decision in favor of Ottawa was so near being upset, and in Col. Playfair, Ottawa had an untiring and able advocate. He is gone at last, a brave, true man, and another of the links which binds us to the past has been severed. His memory will long be revered to the County of Lanark.—*Perth Expositor*.

#### IV. Miscellaneous Friday Readings.

##### 1. HEBER'S MISSIONARY HYMN.

The following information regarding this well known hymn will be of interest to all readers. It is taken from the fly-leaf accompanying the fac-simile of the original autograph of the "good bishop's."

"On Whit-Sunday 1819 the late Dr. Shipley, Dean of St. Asaph, and Vicar of Wrexham preached a sermon in Wrexham Church in aid of the Society for the Propagation of the Gospel in Foreign parts. That day was also fixed for the commencement of the Sunday Evening Lecture, intended to be established in that church, and the late Bishop of Calcutta (Heber) then Rector of Hodnet, the Dean's son-in-law undertook to deliver the first lecture. In the course of the Saturday previous, the Dean and his son-in-law being together at the Vicarage, the former requested Heber to write 'something for them to sing in the morning,' and he (Heber) retired for that purpose from the table where the Dean and a few friends were sitting, to a distant part of the room. In a short time the Dean inquired, 'What have you written? Heber having then composed the first three verses, read them over. 'There, there that will do very well,' said the Dean. No, no, the sense is not complete,' replied Heber. Accordingly he added the fourth verse; and the Dean being inexorable to his repeated request of 'Let me add another; oh! let me add another,' thus completed the hymn of which the annexed is a fac-simile, and which has since become so celebrated. It was sung next morning in Wrexham Church for the first time.—E."

The original autograph was in the large collection of autographs of the late Dr. Raffles, an ardent lover of such interesting relics. The hymn reads as follows:—

"'Twas when the Seas were roaring."

From Greenland's Icy Mountains,  
From India's coral Stand,  
Where Afric's sunny fountains  
Roll down the Golden Sand.  
From many an ancient River,  
From many a palmy plain,  
They call us to deliver  
Their land from error's chain.

What through the spicy breezes  
Blows soft o'er Ceylon's Isle,  
Though every prospect pleases,  
And only Man is vile,  
In vain, with lavish kindness,  
The gifts of God are strown,  
The heathen in his blindness  
Bows down to wood and stone!—

Can we, whose souls are lighted  
With wisdom from on high,  
Can we to men benighted  
The Lamp of Life deny?—  
Salvation! Yes; Salvation!  
The joyful sound proclaim,  
Till each remotest nation  
Has learn'd the Messiah's name!—

Waft, waft ye winds the story,  
And you, Ye waters roll,  
Till, like a sea of glory,  
It spreads from Pole to Pole!  
Fill, o'er our ransom'd Nature,  
The Lamb for sinners slain,  
Redeemer, King, Creator,  
In bliss return to reign!

The verses are copied *verbatim*; the capital letters and punctuation are Heber's own. *Ceylon*, in the second stanza, the disputed point, is the right and original reading. The whole hymn has but one correction; in the second stanza *savage* had been written down first, and has been softened down into *heathen*; in fact the whole seems to have been "an inspiration," and has been written down by its gentle author "wie aus sinem Guss," as the Germans have it. The handwriting is small, reminding one somewhat of Leigh Hunt, though less delicate; and the last verse is written with a trembling hand, as if the writer had been deeply touched or affected by his subject.

##### 2. THE QUEEN'S REGULARITY AT CHURCH.

Her Majesty the Queen is most regular in attendance on divine service, and notices the absence of any of her servants. On one occasion, at Balmoral, last season, she asked one of her attendants on a Monday morning—'Why were you not at the kirk yesterday?' He answered; 'Please your Majesty, the morning was wet.' 'Oh, fie,' said the Queen, 'who could have expected a Scotchman to plead that excuse? It was not to wet for me.'—*Courant*.

##### 3. THE QUEEN IN SWITZERLAND.

A German gentleman resident in this town has just received a letter from a friend at Lucerne, in which some particulars are given about the reception the Queen of England met with at that place, and her mode of life during the short time Her Majesty has been residing in Switzerland. We have been favoured with the following extract from the letter:—

All along the line from Bale to Lucerne the Queen was welcomed by large crowds of people, who had assembled at the various stations in the expectation that Her Majesty would break her journey at some of the places. However, the train did not stop, but proceeded on to Lucerne station, where a large assemblage of persons had congregated to welcome the Queen. The crowd was principally composed of Swiss and English—including many ladies of the latter nationality. Her Majesty was received with the greatest respect, but there was no excessive display of enthusiastic loyalty, though some of the English ladies waved their handkerchiefs. Though Her Majesty was travelling *incog*, the railway people had the station prettily decorated with choice flowers; but beyond this and the crowd of respectful gazers there was nothing to indicate the presence of royalty. The Government have displayed considerable anxiety to make the Queen as comfortable as possible in her retreat, and have devoted to her exclusive use a place called Gutsch, which is ordinarily the scene of popular recreation and enjoyment. Every morning the Queen comes to town dressed in very simple attire. Her Majesty invariably appears in a black dress, and has on a large, round Swiss hat, which is also black; and her manners are as simple and unassuming as her attire. Nearly every evening she avails herself of the use of a steamer which has been placed at her disposal, and has a sail on the lake; or she drives about the district in a carriage drawn by four horses. Her Majesty's movements are, however, so quiet and unostentatious that no one can believe there is a Queen in the town. There is not the slightest excitement displayed by the inhabitants or visitors; but Her Majesty is permitted to peacefully enjoy the retirement which she sought when coming here. Already she seems to be feeling the good effects of the pure and bracing effects of the atmosphere of this place.

A correspondent of the *Morning Post* thus refers to the Queen's visit to Lucerne. He says:—

Wallace-villa, Her Majesty's residence, is delightfully situated, and the "Countess of Kent" transacts business early in the morning with Lord Stanley when necessary. The royal dinner hour is two o'clock, when all the royal family assemble. There is dinner again, or supper, at half-past eight, which is living according to the German system of feeding. The Countess of Kent and suite are accommodated with horses and carriages of the place, but there are some pony cattle which look to me importations from England. The Countess drives out daily in a four-horse carriage. It is a good drag up the hill to the villa. There is little or rather no state etiquette observed; the servants are dressed in black, with the exception of one who is in Highland costume. I have once seen the Countess of Kent, looking very well, I thought, in a simple dark dress and a broad black straw hat. I am told that the Countess is so pleased with Lucerne that she will remain longer than was proposed. There is a steamer on the lake at the disposal of the court. Last night we had fire-works and a band on the waters opposite the Schweitzer Hof; that is all I have remarked in the way of rejoicings. The great people are not mobbed or annoyed in any way.—*Montreal Daily News*.



## 4. PRINCE ARTHUR'S MAIDEN SPEECH IN PUBLIC.

The speech made by Prince Arthur, in accepting the address of Mr. Bolckow, at the opening of Middlesborough Albert Park, was this:—"I am very grateful to my dear mother, the Queen, for having allowed me to represent her in the ceremony which we are now assembled to perform. To dedicate to the public use the park which your munificence has provided would of itself have been to me a most interesting duty; but on the present occasion it has for me a far deeper and peculiar meaning. This park, which I am sure will contribute largely to the pleasure and happiness of the people of Middlesborough, is to be forever associated with the name of my beloved father; and this thoughtful mark of his memory, on an occasion when an act for the public benefit is concerned, has truly pleased and touched my dear mother. No one could take a deeper interest than did my beloved father in whatsoever ministered to the health and enjoyment of the people; and I feel quite sure, Mr. Bolckow, that the noble gift which you have made to the town would have been regarded by him, as I am commanded to say it is by the Queen, my dear mother, with the warmest sympathy and approbation. Most sincerely do I join with you in praying that this park may fulfil the object for which it is destined: and with my best wishes may I add that you yourself may live long to witness the pleasure you have been the means of bestowing upon the people of Middlesborough."

At the banquet in the New Exchange, replying to the toast of his health, the Prince said:—"I thank you most sincerely for the very gratifying manner in which you have received me this evening, and for the kind and flattering terms in which the Mayor has spoken of me. I can assure you the interesting ceremony of this morning has given me the utmost satisfaction, and I am very glad to have been permitted to represent my dear mother upon an occasion like this. Whatever in any way promotes the welfare of the people was always an object of the deepest interest to my dear father; and I feel proud the opportunity has occurred to commence my attempt to follow in his footsteps. I am glad my stay here has enabled me to visit the great iron works for which this place is famous. They are the first of the kind I have seen, and they are to me of further interest, as they have been the means of raising Middlesborough in a few years from a small village to a populous town. The cordial welcome I have received will not be easily forgotten, and I can assure you it will give the most sincere pleasure to the Queen."—*Montreal Daily News*.

## 5. MAXIMS FOR YOUNG MEN.

- Keep good company, or none.
- If your hands cannot be usefully employed, attend to the cultivation of your mind.
- Always speak the truth.
- Make few promises, but keep those you make.
- Live up to your engagements.
- Keep your own secrets, if you have any.
- When you speak to a person, look him in the face.
- Good company and good conversation are the very sinews of virtue.
- Good character is above all things else.
- Your character cannot be essentially injured except by your own acts.
- If one speak evil of you, let your life be such that no one will believe him.
- Drink no kind of intoxicating liquor.
- Ever live, misfortunes excepted, within your income.
- When you retire to bed, think over what you have been doing during the day.
- Make no haste to be rich if you would prosper; small and steady gains give competency, with tranquility of mind.
- Never play at any game of chance.
- Avoid temptation, through fear you may not withstand it.
- Never run in debt, unless you see a way to get out again.
- Never borrow if you can possibly avoid it.
- Never unnecessarily speak evil of any one.
- Be just before you are generous.
- Keep yourself innocent if you would be happy.
- Save when you are young, to spend when you are old.

## 6. JUVENILE SMOKERS.

The law prohibiting minors from smoking on the streets is rigidly enforced in Halifax, N. S., several youths having recently been arrested and fined for so doing. It is a pity that some such law is not in existence here for the benefit of our infantine smokers.—*Hamilton Spectator*.

## 7. SOWING LITTLE SEEDS.

Little Bessie had got a present of a new book, and she eagerly opened it to look at the first picture. It was the picture of a boy sitting by the side of a stream, and throwing seeds into the water.

'I wonder what this picture is about,' said she; 'why does the boy throw seeds into the water?'

'Oh! I know,' said her brother Edward, who had been looking at the book; 'he is sowing the seeds of water lilies.'

'But how small the seeds look,' said Bessie. 'It seems strange that such large plants should grow from such little things.'

'You are just sowing such tiny seeds every day,' Bessie, and they will come up large, strong plants after awhile,' said her father.

'Oh, no, father, I have not planted any seeds for a long while.'

'I have seen my daughter sow a number of seeds to-day.'

Bessie looked puzzled, and her father smiled and said:

'Yes, I have watched you planting flowers, and seeds, and weeds to-day'

'Now I know that you are joking, for I would not plant ugly weeds.'

'I will tell you what I mean. When you laid aside that interesting book, and attended to what your mother wished done, you were sowing seeds of kindness and love. When you broke the dish that you knew your mother valued, and came instantly and told her, you were sowing seeds of truth. When you took the cup of cold water to the poor woman at the gate, you were sowing seeds of mercy. These are all beautiful flowers, Bessie. But I hope my little girl has been planting the great tree of 'love to God,' and that she will tend and watch it until its branches reach the skies and meet before his throne.'

'And the weeds, father?'

'When you were impatient with baby, you sowed the seeds of ill-temper. When you waited some time after your mother called you, you sowed disobedience and selfishness. These are all noxious weeds. Pull them up. Do not let them grow in your garden.'

## 8. STATISTICS OF INDIA.

A statistical abstract of all matters relating to India has lately been published from an official source. We find that British India contains 143,585,789 persons and 947,262 square miles; of the native States under British protection, the population is 47,909,199, and the area in square miles is 596,700; native states under French protection have a population of 203,887 and 188 square miles; Portuguese States 313,262 persons with 1,066 square miles. Total population of India, 192,012,137. The army at present stationed there numbers 66,814 British and 117,096 native troops. The gross expenditure for last year was £47,322,102, and the revenue was a trifle in excess of this sum. The expenditure on public works amounts to the respectable sum of £5,360,625 sterling. At the end of last year there were 3,452 miles of railway open, 10,120,910 passengers conveyed. These figures will serve to give our readers some little idea of the progress of the British Indian Empire.—*Hamilton Spectator*:

## V. Papers on Practical Education.

## 1. THE INFLUENCE OF A GOOD SCHOOL-HOUSE.

From the excellent remarks of Dr. Bowie, at a recent school examination, in Mitchell, we make the following extracts:—"He said, 'I am as averse to either individuals or communities involving themselves in debt as any one can be, but, I must say, I differ very widely from those who regard the erection of a good school-house as altogether an unproductive investment, even in a pecuniary point of view. It will not, I think, be disputed that education has become an indispensable institution in every civilized community, so much so, that no respectable head of a family would reside where its benefits could not be obtained for his children. A school-house then is no longer a matter of choice, but a necessity. It is now pretty generally understood that, if a community desire its youth to keep pace with the march of events going on almost everywhere, it must educate them; to neglect to do this would be to make them pariahs in society—the hewers of wood and drawers of water for their better instructed neighbors. A school-house being thus a necessity of the times, it appears to me that the difference of cost between a good one and an inferior one would be but little felt by the ratepayers, whereas one in all respects complete might, in many instances, decide respectable persons to settle amongst us. It is well

known that in this country at least, a place remaining stationary is hardly to be met with. It must either advance or retrograde. Without a constant influx of settlers and capital a new place will retrograde, and its property depreciate in value; whereas, by making it attractive to people with means, they might be induced to make it their home, and nothing will do this with more certainty than a good school. In that case the demand for property would increase; it would rise in value far beyond the amount required to build a good school-house, and thus repay indirectly, manifold, the cost of its erection. I am quite convinced that a good school, well managed, is just one of those things calculated more than almost anything else to promote this end. So that even in a pecuniary sense I do not think the money spent a dead loss. On the contrary, I believe it would repay every proprietor ten times the cost of the school by the increase it would effect in the value of his property. We need not travel far for an example illustrative of this fact. It was \$400,000, I think, this county advanced towards building our railway. No part of this large sum, so far as I know, has been paid back; yet will any one pretend to say—even should there never be a cent of it repaid—that this was a losing investment? I say most emphatically, no: because the railroad has increased the value of property in this county to more than double what it would have been without a railroad. And so it will be found with improvements generally. It is a narrow view of the matter to look only at the outlay, without considering the effect the improvement might have upon the value of the property and the business of the place. We may, I think, rest assured that it is only by a liberal municipal policy, just as much as by a liberal national policy, any thing good or great is ever accomplished."—*Stratford Examiner*.

## 2. DISCIPLINE IN SCHOOL.

In regard to discipline in school, Dr. Bowie remarked:—"I do not believe any school ever did or ever can make much progress without strict discipline being maintained. I fear much those philanthropists who having advocated a different course, have been actuated more by the suggestions of their own minds than from any large practical intercourse with mankind, young or old. I am willing to admit, indeed I believe, there is a numerous class, comprising those of a high intellectual organization, who can be most easily managed by gentle means; but I am just as much convinced that there is another class—of a lower caste of mind—with whom moral suasion, as it is called, will not always succeed. In fact there are some with such low propensities, that they can be controlled or kept within the limits consistent with social order only by a fear of the rod, or the punishment a resistance to authority would entail. There are no doubt many shades of difference between the extreme. of those two classes, as every intelligent teacher must know, and will try to direct. Indeed, I think it a very important part of a teacher's duty to endeavor to learn the characters of of his scholars, so that he may be enabled to treat them accordingly. This is one reason why a teacher's authority in his school should be almost absolute; no one can have equal opportunities to become acquainted with those matters, and therefore a wide latitude should be given to his discretion. The first principle of discipline is obedience; without the implicit obedience of the scholar to the teacher no satisfactory progress must be looked for. Every attempt therefore to infringe upon the teacher's authority—whether intentional or not—is a stab to his efficiency, and consequently to the prosperity of the school."—*Ibid*.

## 3. PRELIMINARY MEDICAL EXAMINATIONS.

Dr. Howard, chairman of the committee on preliminary examinations, of the Canada Medical Association reported as follows:

I. That all persons intending to study medicine in the Dominion of Canada be required to pass a matriculation examination, and their professional examination held to commence from the time of their having passed said matriculation examination.

II. That the matriculation examination of students in medicine in the Dominion shall be, (with some alterations to be mentioned) that recommended by the Council of Medical Education and Registration of Great Britain, and adopted in the Medical Act of Upper Canada, and shall be as follows:

Compulsory; English or French language, including grammar and composition; arithmetic, including vulgar and decimal fractions; algebra including simple equations; geometry, including first two books of Euclid, latin translation and grammar, natural history and logic; and one of the following optional subjects:—Greek, French or English and German; according to nationality of student; and

the committee are of opinion that mental and moral philosophy should be made compulsory as early as possible.

III. That although an acquaintance with Greek is very desirable yet, as the British Council at their meeting in July, 1868, deemed it advisable to defer at present enforcing this, the committee, while recommending that language to all students, doubt the propriety of at present fixing the period when it should be made compulsory.

IV. That with the view of rendering the matriculation examination efficient and uniform, it be conducted by persons engaged in general teaching, and officially connected with the universities, colleges, or seminaries of the Dominion.

V. That the certificate of having passed the matriculation examination, shall testify that the student has been examined in (1) English or French language, including grammar and composition; (2) arithmetic including vulgar and decimal fractions; (3) algebra including simple equations; (4) geometry, first two books of Euclid; (5) Latin, including translation and grammar, natural philosophy and logic, and in one of the following optional subjects:—Greek, French, English or German, according to the nationality of the student.

VI. That a Degree in Arts of any British or Canadian university, or of any university of good standing, be accepted as a sufficient qualification to enter upon the study of medicine.

VII. That all the students presenting themselves for this examination shall pay the sum of—dollars prior to examination, and in the event of failure, half the sum shall be returned.

## 4. PROFESSIONAL MEDICAL EDUCATION.

Dr. Bayard, as chairman of the committee on medical Education, reported as follows:—

As the curriculum of professional study required before drawing a license to practice is now, since the action of the Medical Council of Upper Canada in 1866, almost the same in Upper and Lower Canada, your committee have not many new suggestions to make, but rather to reproduce, with such alterations and additions as have appeared to them advisable, the regulations at present existing in the Provinces of Ontario and Quebec, with a view to their adoption by the sister Provinces of Nova Scotia and New Brunswick.

I. The committee recommend that professional education shall extend as now, over four years from the passing of a matriculation examination, not less than three of which should be passed at an incorporated University, College or School of Medicine approved of, but your committee strongly recommend that the above period of four years be so passed.

II. That besides the six months winter session, there shall be in each year a summer session of three months, so that nine months in every year shall be spent in the continuous acquisition of professional knowledge and learning.

III. That the following branches of medicine shall constitute the curriculum of professional education, which all medical students must furnish proof of having pursued before presenting themselves for a license to practice medicine, surgery and midwifery.

Descriptive Anatomy, Practical do., or Dissection; Chemistry, *materia medica*; Institutes of medicine, consisting of Physiology and general Pathology, Theory and Practice of Medicine, Principles and Practice of Surgery, Midwifery, and Diseases of Women and Children, of each of which courses of six months shall be required.

Clinical medicine, clinical surgery, of which two courses of two months shall be required; botany, medical jurisprudence, practical chemistry, of each of which one course of three months shall be required.

IV. Provided, however, that two three months' courses of practical chemistry may be accepted in lieu of one six months' course of theoretical chemistry, and one three months' course of practical physiology, with a three months' course of pathological anatomy, may be accepted in the place of one six months' course of institutes, and a three months' course of public hygiene may be accepted in the place of the course of medical jurisprudence.

V. Every student shall furnish proof of having studied practical pharmacy for a period of three months.

VI. All students must give proof by ticket, that they have attended, during twelve months, the practice of a general hospital, whose daily average of indoor patients is not less than fifty, and that they have attended the practice of lying-in-hospital for six months.

VI. Monthly Report on Meteorology in the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for JULY, 1868.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Bridges, Esq.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Elevation, Barometer at temperature of 32° Fahrenheit, Range, Monthly Means, Daily Range, High, Low, Warmest Day, Coldest Day, Monthly Range, Tension of Vapour, Monthly Means, 7 A.M., 1 P.M., 9 P.M., Mean, Date, 7 A.M., 1 P.M., 9 P.M., Mean, Date, Monthly Range, High, Low, Warmest Day, Coldest Day, Monthly Range, Tension of Vapour, Monthly Means, 7 A.M., 1 P.M., 9 P.M., Mean, Date.

See Remarks below. † At Simcoe an accident having occurred to the minimum temperatures cannot be given. ‡ On the Ottawa River. § On the Detroit River. & Inland Towns. † On St. Lawrence. ‡ On Lake Huron. § On Lake Ontario. ¶ On the Ottawa River. / Close to Lake Erie. \* On the Detroit River. & Inland Towns. † On St. Lawrence. ‡ On Lake Huron. § On Lake Ontario. ¶ On the Ottawa River. / Close to Lake Erie. \* On the Detroit River. & Inland Towns.

Table with columns: STATION, Humidity of Air, Winds, Number of Observations, Surface Current, Motions of Clouds, Monthly Means of Cloudiness, Amount of Cloudiness, Rain, Snow, Aurores, When Observed.

Velocity is estimated, 0 denoting calm or light air, 10 denoting very heavy hurricane. c Where the clouds have contrary motions, the higher current is entered here. \* Atmosphere at Barrie so filled with smoke from fires in the woods, as to render it impossible to ascertain the motion of the clouds. † At Pembroke, sky much obscured by smoke, and motion of clouds doubtful. BELLEVILLE.—Thunder on 1st. Thunder and rain on 7th and 31st. Lightning, thunder and rain on 24th. Fogs on 27th, 28th, 29th, 30th, and 30th. On 28th, slight shock of earthquake at 10 a.m., duration thirty minutes; direction from NW to SE. Average maximum temperature for the six days, 13th to 16th inclusive, was 93°-66, highest minimum reading during the same week was 76°. GODERICH.—Lightning on 7th. Lightning with thunder on 3rd, 15th, here.

31st. Rain on 7th, 24th, 31st.

**HAMILTON.**—Lightning, thunder, hail and rain on 2nd. Lightning, thunder and rain on—. Lightning with thunder on 7th. Lightning on 23rd. On 9th, at 8.10 p.m., a meteor, small but slow, not more than one half the usual speed, fell NW, beginning at the lowest star in Ursa Major, 10th, at 10 p.m., an ordinary meteor in NE fell N, usual appearance; the aurora in the evening, and night of the 10th, was very fine; first observed at 8.30 p.m., feeble, at 9.30 p.m., the arch was 60° long from NW to NE, 25° high; streamer, bright, movements in different directions; at intervals of fifteen or thirty minutes waves were observed with very distinct movements upwards; twice the streamers reached the zenith; at 1 a.m., on 11th, the arch, streamers and waves still visible; an hour later all had vanished; the waves were more distinct in appearance, and greater in quantity than any before observed at the station. High wind on 2nd, 4th, 9th, 14th, 17th, 23rd, 31st. Rain on 2nd, 7th, 15th, 22nd, 24th. Firefly first seen on 4th, *ailanthus* in bloom on 6th. Maize in tassel on 7th. North, remarkable for heat and drought, the temperature rising above 90° on nineteen days, and above 100° on four days. Depth of rain July 1866, 5.3249 inches; 1867, 1.916 inches; 1868, 0.6166. The last fortnight very smoky from fires in the woods. The month was free from storms and the health of the city was excellent.

**PEMBROKE.**—The barometric indications at this station are given in the table, but cannot be relied on as the barometer was out of order for a portion of the month, the results reported are probably much too low. Thunder, lightning with hail or rain on 2nd, 7th, 31st. Thunder, hail or rain 1st, 18th, 24th. Thunder 29th. Fogs on 2nd, 3rd, 9th, 10th, 11th, (1 smoke), 17th. Rain on 1st, 2nd, 6th, 7th, 8th, 17th, 24th, 31st. Drought very great, although in other neighbouring places more rain fell than at Pembroke.

**PETERBOROUGH.**—On 1st, thunder, 7th thunder lightning and rain, with wind, storm from NW, velocity 7; lightning at 9 p.m.; a few auroral streamers at NE and NW. 10th, at 10.20 p.m., all N part of sky covered with light streamers, all converging towards Z, a good deal of flashing and flickering motion, especially at ENE, motion from NE. 11th, very faint auroral light in low arch over NH, 14th, very faint auroral light, scarcely distinguishable. Rain on 2nd, 7th, 24th, 31st. Atmosphere very hazy and full of smoke during month, particularly so towards the end of it, when the sun was several times nearly obscured by the dense smoke and haze; on the morning of the 31st, the atmosphere appeared almost clear; this change was almost immediately followed by rain. It is remarkable

that about the 22nd or 23rd, the swallows almost entirely disappeared from the town and neighbourhood. The only swallows observed since, were a very few chimney swallows, and one or two of the large house swallow. The observer conjectures that this early migration may possibly have been caused by the insects in the air having been destroyed by the heat and smoke, by which the swallows were deprived of their food. The month will be memorable for the great and continued heat, and the general drought during it. The mean maximum temperature of the month was 90°·25, while that of July 1867, was 79°·85; Mean maximum of the third week was 95°·06, greatest heat in July 1868, 99°·1, while in 1867 it was 89°·7. Barometer during the month very steady.

**SIMCOE.**—On 10th, brilliant aurora, from NE to NW, with streamers stretching to the zenith; the space from the horizon to the concavity of the arc was filled with cloud like matter of a deep purple colour; time of maximum brilliancy, 9.30 p.m. Thunder on 14th, 15th, 21st. Fog 27th, Rain 8th, 19th, 21st, 23rd, 31st. Month remarkable for intense heat, drought, atmospheric calmness, and small amount of cloudiness. The depth of rain in July 1867, was 4½ inches, while this year it was only ¾ inch. The mean temperature was greater than that in 1867 by 6°·61. Grain and roots in many places utterly lost, and grasses so killed that many farmers are feeding their stock as in winter. Two fatal cases of sun stroke in the county.

**STRATFORD.**—On 3rd, lightning, thunder and rain, 7th lightning and thunder; lightning. 18th, lightning. Wind storm 31st. Fogs 16th, 17th, 22nd, 23rd, 24th, 26th, 27th, 28th, 29th. Rain 3rd, 31st. Comparative statement of the temperature of July:—

YEAR.	MEAN TEMP.	MEAN TEMP. OF WARMEST DAY.	DATE	MAX. TEMP.	DATE.
1861	65°·94	76°·73	8th	84°·2	8th
1862	65°·57	76°·93	5th	86°·0	6th
1863	Record incomplete.				
1864	Do.				
1865	64°·72	74°·60	6th	86°·6	6th
1866	69°·64	80°·77	16th	89°·2	16th
1867	65°·77	76°·13	24th	87°·6	23rd
1868	74°·99	83°·00	14th	93°·5	14th

The maximum temperature recorded in previous years was 90°·4 on August 2nd, 1861.

The heat of July, 1868, having been altogether exceptional, we subjoin a table of the mean and maximum heat at each of our Meteorological stations, for every day of the month.

DAY.	MEAN TEMPERATURE.										MAXIMUM TEMPERATURE.									
	Barrie.	Belleville.	Cornwall.	Goderich.	Hamilton.	Pembroke.	Peterborough.	Simcoe.	Stratford.	Windsor.	Barrie.	Belleville.	Cornwall.	Goderich.	Hamilton.	Pembroke.	Peterborough.	Simcoe.	Stratford.	Windsor.
1	80.63	75.63	78.33	79.30	85.7	78.80	81.0	75.10	...	78.93	92.6	84.9	89.1	87.5	98.8	89.9	94.5	93.0	85.4	98.3
2	78.00	77.60	82.03	80.37	82.8	80.10	80.73	78.60	77.07	79.63	95.6	90.4	94.7	86.4	96.8	92.6	93.8	91.0	85.6	88.9
3	78.53	79.66	84.03	81.80	83.3	81.73	81.26	79.83	76.70	82.66	91.6	90.7	94.2	87.0	95.8	94.2	94.6	92.0	84.6	91.8
4	81.77	82.70	85.53	79.53	87.2	85.17	84.83	81.33	80.67	83.80	87.6	92.0	95.2	85.4	101.0	96.9	96.3	93.0	89.0	94.8
5 [S]	...	...	...	...	...	...	...	...	...	...	85.6	...	...	...	...	...	...	...	...	...
6	72.43	73.66	68.53	76.08	75.0	65.63	73.56	73.26	73.60	79.96	88.6	92.2	79.0	86.4	89.8	81.1	89.2	91.0	86.0	91.8
7	74.83	74.46	68.03	70.80	77.3	68.60	74.26	78.10	75.20	80.26	85.6	85.8	80.0	79.8	91.8	79.8	88.0	71.0	82.4	92.3
8	73.07	74.96	72.70	66.57	79.3	70.90	75.06	73.43	70.67	72.40	87.6	86.5	82.1	69.3	91.8	79.8	85.7	90.0	81.5	79.9
9	74.77	75.80	75.37	70.53	74.6	72.37	75.76	74.10	73.70	72.23	84.6	83.7	87.1	75.8	83.8	85.1	87.9	89.0	86.5	82.9
10	74.23	78.00	78.37	75.14	76.6	76.53	78.03	73.93	73.80	76.23	88.4	86.2	92.2	82.4	86.8	89.0	89.0	91.8	88.0	86.9
11	78.17	81.80	80.53	77.00	81.5	79.50	80.93	76.36	77.40	79.63	91.6	90.2	92.2	85.4	97.9	91.1	93.9	92.0	90.0	92.0
12 [S]	...	...	...	...	...	...	...	...	...	...	93.6	...	...	...	...	...	...	...	...	...
13	81.67	85.63	84.37	81.87	86.4	86.07	85.3	81.76	80.90	84.00	94.6	100.6	96.2	89.6	99.8	96.9	99.1	97.0	93.2	95.8
14	85.43	84.80	88.37	82.80	88.6	87.0	86.53	83.60	83.0	84.63	97.2	94.7	100.2	89.1	106.3	97.9	99.1	98.5	93.5	98.6
15	79.50	85.03	85.70	72.73	87.6	80.50	84.93	82.10	78.40	82.50	87.6	95.9	98.2	79.3	104.8	89.6	94.6	96.0	88.2	91.8
16	75.17	76.73	75.03	68.97	85.5	76.33	77.06	72.93	72.03	78.10	86.6	89.8	87.1	75.8	88.8	89.9	87.8	88.0	83.5	89.7
17	79.17	76.80	77.20	79.66	80.5	77.13	76.86	73.43	75.27	81.13	90.8	86.9	92.2	87.0	94.8	88.9	92.3	89.0	87.2	92.8
18	83.50	78.13	80.37	79.80	87.0	78.03	82.16	78.90	80.20	84.33	95.6	87.5	88.1	87.0	103.8	85.8	97.5	94.0	92.0	98.8
19 [S]	...	...	...	...	...	...	...	...	...	...	88.6	...	...	...	...	...	...	...	...	...
20	78.0	79.60	76.37	76.10	79.0	77.0	77.7	75.76	79.47	77.76	87.6	87.7	90.1	80.8	94.3	89.9	90.0	91.0	90.2	87.9
21	77.83	79.00	79.70	75.93	79.6	80.27	76.76	75.43	78.60	77.28	90.6	86.9	90.6	85.9	89.8	93.1	90.4	86.0	86.5	85.9
22	76.33	78.20	75.37	74.13	82.5	72.27	77.08	77.43	77.43	79.63	86.4	86.3	85.1	76.5	93.8	79.8	86.5	89.9	87.8	90.8
23	72.50	70.23	68.70	74.07	74.0	67.40	70.73	72.26	73.60	77.96	80.6	79.8	79.0	80.5	79.8	77.3	80.8	80.9	82.9	85.9
24	72.90	75.40	73.03	68.97	79.9	69.83	73.73	72.93	73.33	76.60	81.6	83.6	78.0	74.3	92.3	74.6	88.0	87.9	81.7	86.4
25	70.90	70.93	70.37	64.63	74.1	67.50	71.76	69.93	67.93	71.06	80.1	79.7	82.1	71.3	84.8	76.8	82.0	84.9	78.6	82.4
26 [S]	...	...	...	...	...	...	...	...	...	...	80.6	...	...	...	...	...	...	...	...	...
27	71.07	71.53	68.53	68.63	70.6	69.40	70.53	66.76	67.93	72.90	81.6	80.7	80.0	81.3	83.8	81.8	86.2	81.0	83.4	86.4
28	72.23	73.03	72.03	67.07	77.3	69.33	72.7	69.60	70.40	73.90	82.8	84.6	88.1	70.8	93.3	80.3	88.8	86.5	82.2	84.9
29	70.83	73.50	73.70	69.03	73.9	68.67	72.2	68.60	65.03	69.16	77.8	83.1	81.0	74.0	89.3	76.8	84.4	80.3	76.9	76.8
30	72.33	74.00	70.70	74.73	78.8	70.23	74.23	72.43	73.73	76.76	83.6	82.2	82.1	83.4	94.8	78.8	87.4	87.0	85.2	86.7
31	75.17	76.23	72.03	76.37	80.3	72.90	77.6	74.93	73.13	72.20	83.6	84.3	79.0	82.6	91.8	80.8	88.9	83.2	80.0	78.8

### 3. HOW TO READ THE CLOUDS.

Soft looking or delicate clouds foretell fine weather, with moderate or light breezes; hard edged, oily-looking clouds, wind. A dark, gloomy blue sky is windy; but a light, bright blue sky indicates fine weather. Generally the softer clouds look the less wind, but perhaps more rain may be expected; and the harder, more "greasy," rolled, tufted, or rugged, the stronger the coming wind will prove. Also, a bright yellow sky at sunset presages wind; a pale yellow, wet; and a greenish, sickly looking color, wind and rain. Thus, by the prevalence of red, yellow, or other tints, the coming weather may be foretold very nearly; indeed, if aided by instruments, almost exactly. Small, inky looking clouds foretell rain; but if alone, may indicate wind only.

### 4. ANIMAL AND VEGETABLE BAROMETERS.

The sensibility of many animals and plants to the varying conditions of the atmosphere is so great that a careful study of their movements will often indicate with certainty approaching changes in the weather. When a storm is pending the spider shortens the threads of his web, and lengthens them again when the storm is about to pass off; careful observers even pretend to foretell how long fine weather will last, from the degree to which the web is extended. If the spider is quiet, it is a sign of rain, but when he goes to work during a shower, be sure it will soon clear off. The swallow is also an infallible barometer, flying low, almost touching the earth, and uttering a low, plaintive cry before rain, but sailing back and forth, high in the air, during settled weather; when a violent tempest is about to break out, he soars even to the clouds, and adopts a slow, majestic motion, very different from his ordinary one. In pleasant weather, the crow will at any time leave her nest in search of food; but if she feels a storm approaching, nothing will tempt her off till her mate takes her place to protect her young. The peacock foretells rain by its frequent cries, the wood-pecker by its cooings; the parrot by its chattering, and the guinea fowl by its going to roost. The goose manifests great uneasiness, plunging into the water and rapidly returning to the land. The seagulls seek the shore, and are only seen far inland in settled weather. The petrel, on the contrary, dashes out boldly into the midst of storm and tempest. The chirp of the cricket is a sign of fair weather, but the cry of the tree-toad indicates rain. When the air is overcharged with moisture, the odour of flowers is strong and penetrating, and in dry weather is soft and agreeable.

## VII. Educational Intelligence.

—SPECIAL EDUCATIONAL REPORT, ONTARIO.—A special report upon the systems and state of popular education in Europe and the United States, with practical suggestions for the improvement of public instruction in the Province of Ontario, which was presented to the Lieutenant-Governor a few months ago by Rev. Dr. Ryerson Chief Superintendent of Education, has been printed for public information. It forms a blue book of nearly two hundred pages, and comes before the public at a suitable season, when different questions connected with education are engaging more or less attention. It contains valuable sketches of the systems of instructions carried out in France, Prussia, Holland, Switzerland and other countries on the continent of Europe, as well as in the British Isles and several States of the American Union. A great variety of interesting facts is presented in these sketches, which give brief histories of the origin and working of the educational systems of the countries referred to, descriptions of school management and the standard of instruction, and generally a comprehensive idea of the results obtained by the working of various systems. This part of the report is a useful addition to the general stock of knowledge upon the subject, giving in a convenient shape the information derived from long and careful observation of the progress of education in Europe and America. In his suggestions for the further improvement of the educational system of Ontario, Dr. Ryerson deals with the questions of superintendents' qualifications, high schools for girls, compulsory attendance of children, and other topics which have lately excited comment. Upon these he throws out many timely and practical hints, which will be read with profit not only by those engaged in the education of youth, but by all interested in this important subject.—*Leader*.

—REV. MR. CHECKLEY.—The *Barrie Northern Advance* says:—We regret to learn that the Rev. Mr. Checkley, who has so long occupied the position of Grammar School master here, intends to leave this in a short time, and remove to Weston, near Toronto, where he is to fill a similar

position. When Mr. Checkley first came to reside in Barrie, he tried the experiment of taking pupils from a distance as boarders, and his abilities as a teacher, and other good qualities soon made his school the most popular one in the Province; but we presume that he found a boarding school, conducted according to his own ideas, did not pay, as he had ceased to keep one for some years past. If the institution over which he presided here was not a pecuniary success to him, and failed to give an adequate return for his labours, it proved itself, directly and indirectly a great benefit to the town. The reputation which his school enjoyed was undoubtedly the means of bringing Barrie into some note at the time when it was of smaller pretensions than at present; and for this, if for nothing else, Mr. Checkley ought to be gratefully remembered here. His place here will not be easily filled, and we can only express a very strong and sincere hope, in which we are satisfied none of our Barrie readers, of any creed or profession, will fail to join, that the loss we sustain in Mr. Checkley's departure from amongst us will be proportionately to his gain.

—CHURCH OF ENGLAND SCHOOLS:—In addition to the flourishing Hellmuth College at London, and the projective Ladies' School there, we may mention that the Trinity College School which has been hitherto situated in the village of Weston, and has now been removed to the town of Port Hope. The deficiency of accommodation at Weston, and the desire on the part of the college authorities to have all the resident school boys under one roof, first suggested the idea of a removal to Whitby, where it was understood a building of sufficient size for the purpose could be procured. This supposition proving incorrect, proposals were subsequently made from Niagara, Port Hope, and other places—Port Hope being effectually selected as the future *locale* of the School. This decision was arrived at, both from considerations of the well known healthiness of the town, its central position and easy accessibility from all parts of the country, as also by reason of the liberal offers of help and encouragement proposed by the townspeople. Local committee was organized there, under the Chairmanship of the Rev. Dr. O'Meara, Rector of the Parish, a subscription list was opened, and the offer finally made to the college of a large and commodious boarding house for the masters and resident pupils, with a separate building for class-rooms, free of rent and taxes for three years. This very handsome offer could scarcely have been otherwise than most gratefully accepted. The school boarding house, we are told, is beautifully situated on high rising ground, at a distance of about three-quarters of a mile from the town, and affords accommodation for from fifty to sixty boys. Eight acres of land are at present attached to the house, which will give ample room for cricket and play grounds. The School classes will be held in a building formerly occupied by the county Grammar School, which has been thoroughly renovated and put into a complete state of repair. The resident pupils are to be under the personal supervision of the head master Rev. C. H. Badgley, B. A., Queen's College, Oxford, aided by three assistant masters—Mr. Litchfield, of Exeter College, Oxford, the Rev. F. A. Bethune, B. A., of Trinity College, Toronto, and Mr. Ford, also B. A., of the same College. The school drill association, which has been removed, under the authority of the Minister of Militia, from Weston to Port Hope, is under the superintendence of a Waterloo veteran, Major Goodwin; Monsieur Pernet, retains his position as French master, Mr. Gilbert continues drawing master, and Mr. Kirkson renders his valuable instructions as music master. Gymnastics and fencing continue to be taught by Mr. H. Goodwin. The end aimed at by the rules which govern the school and its members, is to make it as far as possible a representative in this country of English Public School Education, moral, intellectual and physical.

The Bishop Strachan School was founded under the auspices of him whose name it bears, and is designed, principally, for the benefit of daughters of members of the Anglican communion, but is open to all who, being desirous of availing themselves of its advantages, and willing to conform themselves to its regulations. The course of study is co-extensive with that of first-class schools. The main endeavour will be to prepare the pupils for the serious duties of life, as member or heads of families. Simplicity and economy in dress, as well as a general moderation in expenditure, will be encouraged with a view both to the moral benefit of the pupils and a saving of unnecessary expense to their parents. Mrs. Horton, who is the Lady Principal, is admirably qualified for the office, and she has associated with her a staff of teachers, both male and female, rarely to be met with even in the first boarding schools in England. The Rev. J. Langtry, M. A., is the chaplain and secretary, and is associated with the Lady Principal in the management. Another Church of England School,

is about to be opened at Weston, where the Trinity College School—now removed to Port Hope—lately was. The new school now will have as its Warden, the Rev. W. A. Johnson, formerly associated with the other; and as its head-master, The Rev. W. F. Cheekley, of Trinity College, Dublin, who is so well and favourably known in connection with his former large and flourishing school in the town of Barrie. The great object of the Warden, and others interested in founding this institution, is to establish a school in which a full course of instruction will be given in all the usual branches of a liberal education, while the religious training of the pupils, as Christians and members of the Church of England, will be deemed of primary importance; and while every care will be taken of the health and comforts of the boys—who will board with the warden and head-master—it will also be the aim to give them the tastes and habits of educated Christian gentlemen. The basis of the teaching will be classical, but a very much larger share of time than is usually given will be devoted to scientific and commercial subjects. Book-keeping and English composition—those too much neglected yet most essential and practical subjects—will be fully attended to. Arrangements have been made with the popular Major Goodwin and his son Mr. H. Goodwin to teach drilling and gymnastics, and able masters from Toronto will be provided in all the other usual branches.—*Leader.*

—**THE HELLMUTH LADIES' COLLEGE.**—The laying of the foundation stone of the Hellmuth Ladies' College, yesterday afternoon, was a most interesting ceremony. The site chosen is about two miles north of the city, situated on a rising and beautifully wooded declivity, just east of the bridge known as Brough's Bridge. The view is most attractive, and the scenery delightful. Altogether, we question if a more suitable location could have been secured in Western Canada. The building is to be of the style named French Gothic, 117x65; height to the top of the tower, about 97 feet. The plans were drawn by Gundry & Langley, Toronto. The entire structure will cost about \$25,000. It will be closed in this fall, and finished in the spring. At the appointed time, Dean Hellmuth called upon the Bishop of Huron to invoke the divine blessing. The Bishop then offered up an appropriate and impressive prayer, fervently supplicating Almighty God to bless the proceedings in which they were about to engage, and bring the work to a successful conclusion. After the prayer, the Rev. Dean Hellmuth addressed the assemblage. He said it was with feelings of the greatest pleasure that he was present to participate in the inaugural ceremonies of the present occasion. It was a matter of sincere gratification to him that a long-felt want was about to be supplied. When the foundation stone of Hellmuth College was laid—on the 17th October, 1864—the desire had been expressed that a female college, for the higher education of young ladies, should be founded. Many pecuniary and other difficulties, it is true, interposed to prevent the carrying out of the project, but most of these had been overcome, and the institution was about to be founded under the most cheering auspices—having not only the sympathy of the protestants of London and vicinity, but also that of the entire Dominion. Much importance was placed upon giving a superior education to boys; but the education of girls was of equal importance. All know the power of a mother's influence. What was to be expected if the future wives and mothers of our land were educated under Romish influence? It could not be expected that nuns would train up Protestant children as Protestants. He did not wish to hurt the feelings of either priest or nun, but most strongly urged it as the most imperative duty of every sincere Protestant to have his children educated in his own faith, and that of his fathers. This was essentially a Protestant institution, and he would pledge himself to leave nothing undone to make it the foremost institution of Canada. Such branches would be selected as would give them a high intellectual education. Archery, croquet, &c., would be introduced, and the pleasure grounds would be extensive and laid out with the greatest care—thus every facility would be afforded for the intellectual improvement and physical enjoyment of the pupils. He would not detain them longer on the present occasion, as he would have other opportunities of addressing them on the subject. He had now much pleasure in introducing to them the Bishop of Rupert's Land, who would lay the foundation stone of the institution. (Applause.) The following documents and coins were deposited in a sealed case: The London (Eng.) Times, 30th July, 1868; Record, 29th July; St. John's (N.B.) Witness, August 5th; Protestant Churchman, (N.Y.) August 18th; Daily Prototype, and Free Press August 18th; church report of the Diocese of Rupert's Land, 1867; Hellmuth College prospectus, 1868; circular of the Hellmuth Ladies' College;

twenty, ten, five, and one cent Canadian coins. The Bishop of Rupert's Land then laid the foundation stone in the name of the Father, Son, and Holy Ghost, and delivered the following address:—He said, I feel highly gratified at being present on this occasion, and esteem the honour conferred by being selected to lay the foundation stone of this institution as one of the most successful a similar institution, which he (the speaker) had the pleasure of visiting recently. He congratulated the Bishop of Huron on the successful inaugural of an institution in his diocese, which was intended to promote the interests of that church which he loved dear as his life, and preserve those simple gospel truths which had ever been the distinguishing feature of the Cathedral church of this City. The great difficulties of carrying forward that noble institution, Hellmuth College, had been successfully overcome, and, in visiting the Institution the previous day, he had been filled with the greatest admiration. The education of those who would be in the future wives and mothers of Canada, was of the greatest importance, and he thought that the ladies received scant justice at their hands. He had no sympathy with those who would take woman from her legitimate sphere—that of home—and place her foremost in the bustle of every day life; but was in favor of affording her the best facilities for a superior education. Without wishing to detract anything from the character of private schools, he must record his decided preference to public school system of education. He hoped that this institution would be blessed of God—that the system of education would be up to the wants of the age, and that parents would willingly make sacrifices, if necessary, in order that their daughters might enjoy the advantages of a liberal education. In conclusion, he hoped God would bless the college, and make it a blessing. His Lordship retired amid much applause. The Bishop of Huron then came forward. He said that, after the very excellent remarks made by the Bishop of Rupert's Land, it was quite unnecessary for him to occupy much of their time. It gave him much joy to have this opportunity of meeting with the previous speaker under such pleasing circumstances, and to know that he was a brother indeed, sound in the doctrine of the Church of England and Ireland; one that, at much self-sacrifice, had gone to a land that many would esteem a land of barrenness, to preach the unsearchable riches of Christ. He hoped that God would abundantly bless his labors, and give him "souls for his hire." The institution about being erected was one very much needed, and one which he hoped all who possibly could would take advantage. There were other kinds of learning to be imparted as well book teaching, and this institution would be calculated to impart a thorough education in every department. God had put it into the heart of Dean Hellmuth to found the present institution, and he hoped that it would be a most decided success. In conclusion, he said he most heartily concurred in the sentiments uttered by the Bishop of Rupert's Land. F. W. Thomas, Esq., was then introduced. He said, my lord, ladies and gentlemen, I had expected to be called upon to speak on the present occasion, but his sentiments had been so fully uttered by the previous speaker, that he felt the wind was taken out of his sails. Hellmuth College was regarded by many at its inception to be rather a Quixotic enterprise. As the walls rose steadily on the view, day after day, the question was frequently asked, how will they be filled? But the enterprise had succeeded past the most sanguine expectations of its projectors. Pupils had flocked from all parts of Canada and the United States to avail themselves of its advantages, and it was regarded as one of the best educational institutions on the continent of America. The fact that scholars were sent here from New York was an index to its standing. He thought that this college would be a material assistance to the male college, as brothers could go to one, and sisters enjoy the advantage of the other. He had no doubt but that the enterprise would be a decided success. Rev. Isaac Brock, of Huron College, next came forward, and said:—I had as one who had been for many years interested in the cause of christian education, it afforded him pleasure to be a witness of the interesting ceremony of this day. Much had already been done in this western part of the Dominion to secure to the rising generation the blessings of christian education, education based on the Word of God. Already they had their Theological College for training young men for the christian ministry, a college established on a Protestant and evangelical basis, and pledged by its charter to the steadfast maintenance of Protestant and evangelical truth. Already they had their college for boys, fittingly called, in honor of its energetic founder—"Hellmuth College." Its principles, like those of Huron College, were the noble Protestant and evangelical principles of our beloved church. And, as he had mentioned Hellmuth College, he could not but congratulate the Dean, its founder, and his old Islington friend, Mr. Sweetman, its head

master, and his efficient staff of assistants in the various departments, on the signal success which God had granted to their labors. It opened, three years ago, with sixty boys; it now numbers one hundred and sixty, the greater number of whom are boarders. It has had its difficulties to contend against. It has had opposite and most unreasonable prejudices to overcome; but, in spite of all, it had won its way to a position of commanding influence in the Province of Ontario, if not in the Dominion of Canada. And now, thanks to the ability and energy and liberality, of the Dean, we were to-day taking one further and most important step onward in this great work of christian education. We assembled in this picturesque neighborhood of the "Forest City" to witness the laying, by the Bishop of Rupert's Land, of the foundation stone of the Ladies' College. He hailed this onward move with great gladness. He would tell them why. He had been told, since he had been there, that the best ladies' the greatest he had ever received. It was the first foundation stone he had ever laid, and he hoped it was well done. He assured Dean Hellmuth that he heard much of Christian zeal and public spirit, and among the many zealous workers for Christ and His Church, he knew of none superior to the Dean of Huron. One particular feature of his conduct was, that he devoted a considerable part of his own means to carry out the enterprise. Bishop Whipple had done something of the same kind, and was carrying schools in the Province of Ontario were conducted by nuns. Now, if God—even our God—give His blessing to the undertaking, we were visibly commencing to day—and he doubted not He would, for every step taken in this matter, so far, had been taken prayerfully, and all its further steps would be taken in humble dependence on the heaven of prayer. Then, schools kept by nuns would no longer be the best ladies' schools in the province. He rejoiced, then, that they were about to have a first-class ladies' school, on a Protestant basis, established amongst them; and he heartily wished God speed to those who were, or will be, associated in the great and good work. He trusted that the same success would attend the Ladies' College as had attended the Hellmuth College for boys. It must be a great cause of satisfaction to our honored Bishop to see all these institutions springing up around the centre of his great diocese. He earnestly prayed that God would bless his varied labors, and that these different colleges, in their different spheres of influence, would help to maintain, in the other dioceses of the Dominion, these Protestant and evangelical principles, which lie at the foundation of our spiritual liberty as individual christians, and which are amongst the most potent causes of the greatness of England and England's Colonial Empire. Rev. Dr. Boomer complimented his Lordship on the splendid site secured, and expressed his conviction that it could not be excelled in Western Canada. The institution would be of a most superior kind. French was to be the speaking language. Thus every facility would be afforded for learning to speak that tongue correctly. Ven. Archdeacon Brough referred to the many endearing associations he held in connection with the locality, and also to the frequent displays of God's goodness which he had experienced. The worthy archdeacon delivered a most touching and appropriate address, and, in conclusion, expressed his cordial approval of the views of the Bishop of Rupert's Land. Rev. James Smythe, gave a brief address, wishing the institution a most prosperous career. F. W. Thomas, Esq., then proposed three cheers for the Very Rev. Dean Hellmuth. A most cordial response was given. The proceedings were terminated by singing the doxology, and the Bishop of Huron, pronouncing the benediction.—*Free Press.*

— R. C. SEPARATE SCHOOL, SANDWICH.—A large brick building for a Roman Catholic Separate School is to be immediately erected in Sandwich. The town has purchased a lot for the purpose adjoining the site of the old camp.

— MCGILL COLLEGE UNIVERSITY.—The annual calendar of McGill College and University has just been received. The list of the benefactors of McGill College, with which it begins, is an interesting document. At the head of the list stands the bequest of the Hon. James McGill, of property originally estimated at £30,000, but since very greatly increased in value. The next in magnitude is the Molson gift of \$5,000, and then follow subscriptions from £500 down to £50. There is also a list of benefactors who have founded medals and special subscriptions to found a chair of practical chemistry, and also to provide apparatus. In looking over these lists, whilst we admire what has been done and honor those who did it, we cannot help noticing how few, as compared with our population, have taken part in the noble work of endowing this college. Apart from the

first foundation, the present value of which it would be difficult to estimate, it does not appear that the college has received over sixty-five or seventy thousand dollars altogether in benefactions, while we could point to three donors in the States who have given about half a million of dollars each to colleges; and it is well known that we have several gentlemen among us who could each give a hundred thousand dollars without feeling the poorer for it, and whose money may not, perhaps, go to a better use. To tie up property for heirs of the third generation, whom the testator has never seen, and who, if they ever exist, may be good, bad, or indifferent, is a piece of egotism which tries to make the property a man has accumulated a permanent memorial of himself as the founder of a family; and all such efforts, however congenial to countries where the laws of primogeniture and entail exist, are futile and absurd here. Far better give any surplus property for the advancement of general education, thus not only benefitting one's own posterity, but the posterity of others. The affiliated colleges of McGill University, are:—Morin College, Quebec; St. Francis College, Richmond; the Congregational College of British North America, Montreal; and the Presbyterian College, Montreal, in connection with the Canada Presbyterian Church. The affiliated schools are:—the High school, Normal School, and Model School of Montreal. The fullest information is given in this calendar respecting studies, terms, honors, &c., &c., in the different Faculties of Arts, Law, and Medicine. The number of students attending these faculties last session was as follows:—Law, 58,—of whom 7 were from Ontario, 4 from other countries, and 47 from the Province of Quebec; Medicine, 150,—of whom 73 (or nearly half) were from Ontario, 64 from Quebec, 2 from New Brunswick, 4 from Nova Scotia, 3 from the United States, and one each from Newfoundland, Prince Edward Island, and the West Indies. The list of Graduates, Masters of Arts, Bachelors of Law, and Doctors of Medicine of the University, is given, with all the honors; and two departments of the calendar are devoted to the high school and normal school, giving the necessary information concerning these important institutions.—*Montreal Witness.*

— BRITISH ACADEMIC HOODS.—A Cantab, B.A., in a letter to the *London Rock*, gives the following description of Academic hoods in use in Britain. He says:—Degree, D.D., Oxon, scarlet cloth, lined with black silk; Cantab., scarlet cloth, lined with pink silk; Dublin, scarlet cloth, lined with black silk; Durham, scarlet cloth, lined with Durham Palatinate purple silk.—B.D., Oxon, black silk; Cantab., black silk; Dublin, black silk; Durham, black corded silk.—D.C.L., Oxon, scarlet cloth, lined with crimson silk.—D.C.L., Cantab., scarlet cloth, lined with white ermine; Dublin, scarlet cloth, lined with pink silk; Dublin, scarlet cloth, lined with white silk; London, scarlet cloth, lined with blue silk; Queen's Universities, Belfast, Cork and Galway, Ireland, scarlet cloth, lined with light pink silk.—LL.D., Cantab., black silk, lined with white silk.—B.C., L., Oxon, blue silk, edged with white fur.—LL.B., Cantab., black silk, lined with white fur; Dublin, black silk, lined with white fur; London, black silk, edged with blue silk; Queen's Universities, black silk, lined with white silk. S.C.L., Oxon, blue silk.—M.D., Oxon, scarlet cloth, lined with crimson silk Cantab., scarlet cloth, lined with pink silk Dublin, scarlet cloth, lined with pink Durham, purple cloth lined with crimson silk London, scarlet cloth, lined with violet-coloured silk; Queen's Universities, scarlet cloth, lined with crimson silk.—M.B., Oxon, black silk, lined with white fur; Cantab., black silk; Dublin, black silk lined with crimson silk; London, black silk, with one stripe of violet silk, Queen's Universities black silk, lined with crimson silk.—Mus D., Oxon, white brocaded silk lined with pink silk; Cantab., buff silk, lined with cerise-coloured silk; Dublin, white figured satin, lined with crimson silk; Durham purple cloth lined with white silk.—Mus. B., Oxon, blue silk, lined with white fur; Cantab., (doubtful whether any hood), blue silk, lined with black, or white, lined with cerise; Dublin, black silk lined with light blue silk; London, same as Doctor of Music.—M.A., Oxon, black silk, lined with crimson silk; Cantab., black silk, lined with white silk; Dublin, black silk, lined with dark blue silk; Durham, black silk lined with Palatinate purple silk; London, black silk lined with russet brown silk; Queen's Universities black silk lined with dark blue.—B.A., Oxon, black silk edged with white fur; Cantab., black stuff lined with white fur; Dublin, black stuff lined with white fur; Durham, black stuff-lined with white fur; London, black silk or stuff edged inside with russet brown silk; Queen's Universities, black stuff lined with white fur.—Sic. Theo., Durham, black stuff with a border of black silk velvet; Proctors in the Universities, Oxon, white ermine inside and out; Cantab., black silk; Dublin, black silk lined with white ermine. The Senate of the University of Cambridge, consisted, till lately, of two

houses, "Regents" and "Non-Regents" or M.A.'s of less than five years' standing and M.A.'s of more than five years standing with (Doctors, &c.) and these wore respectively a black hood lined with white silk, and a hood all black. M.A.'s now generally wear the black and white silk hood, and leave the black silk hood to B.D.'s. The Lambeth M.A.'s and D.D.'s wear by courtesy—The right is some what doubtful—the hood of the University of which the Archbishop is a graduate. This is an old right of the Primate of all England of conferring an honorary degree upon some meritorious clergyman once a-year; but is, I believe, now conferred upon any one that applies for it, who presents respectable recommendations, and pays fees to the amount of 50*l.* or more. Any one not being a graduate of an University who wears a hood renders himself liable to procedure and fine by the Universities whose privileges they violate. Canon 58 says: "Such ministers as are graduates shall wear upon their surplices, at such times (i.e., the times of their ministration), such hoods as by the orders of the Universities are agreeable to their degrees, which no minister shall wear (being no graduate) under pain of suspension. Notwithstanding it shall be lawful for such ministers as are not graduates to wear upon their surplices instead of hoods, some decent tippet of black, so it be not silk." There it is quite plain that none of the many-coloured hoods invented by any body, not an University, are illegal. I heard the Bishop in whose diocese I am strictly forbid candidates for ordination, not being graduates, wearing any hood.

— UNIVERSITY OF LONDON—EXAMINATION OF WOMEN.—Following the example of Cambridge, last year the Convocation of London University decided to hold periodical examinations of women. The scheme of examinations has now been settled, and received the sanction of Government. Candidates must have completed their seventeenth year. Examination is to be compulsory in the English language, literature, and history; in mathematics, in natural philosophy, and in either chemistry, or botany. An option is to be allowed to candidates to add Greek or a modern language. The first examination will be held in May of next year.

— NONCONFORMISTS IN ENGLAND AND EDUCATION.—This question of primary education has come under discussion at various meetings during the last few months, when usually the speeches have been rather expressive of the general desire to reach a right conclusion than of fixed and dogmatic opinions. At the annual assembly of the *Congregational Union*, the Rev. H. Allon read a paper on "Nonconformists and Primary Education," which he confessed he intended as an "eirenicon." Assuming that, "possibly with some individual exceptions, all parties agree to accept as the basis of future educational action the principle of legislative recognition and aid," he yet admitted the peril to which Congregationalists are now exposed from "a somewhat impetuous and therefore violent action in the adoption of schemes of national education." Further, he urged that "it would greatly simplify the action of the Government, and greatly facilitate the progress of schools, if the requirements of the former were to reiterate results." Then, it would become also essential that there should be "an affectual protection against denominational proselytism." As to the expediency of local taxation to compensate for defects of voluntary service, Mr. Allon expressed himself more dubiously. So also as to compulsory education, while not objecting "to make it as obligatory upon a parent to educate his child as to feed it," he avowed his belief that "no law of universal compulsory education would be practically feasible in the England of to-day. Mr. S. Morley afterwards moved a resolution "recognising the Liberal policy pursued by the committee of the Privy Council on education, and their disposition to meet the objections of Nonconformists," and suggesting that "in this and the general state of feeling, there is ground for hope that measures of a more broad and general character may speedily be devised in which Congregationalists may cordially cooperate;" but under the conviction "that the present transitional state of opinion is not favourable to the formation of a system likely to be permanent and complete," urging upon friends "the importance of not hastily committing themselves to an approval of proposals for legislation which must, to a large extent, be immature and unsatisfactory." In the debate that ensued there was some diversity of views. Mr. Charles Reed upheld the voluntary principle with the warmth of an old attachment, and expressed his hope that government grants might be restricted to the poorest classes. Dr. Halley said he "would leave education to work its way on the principal of free trade;" he "disliked denominational education; charitable education; government education;" people can and ought to educate themselves. The Rev. H. J. Robjohns explained his position in

simple words: "I believe he said, "that the whole education of the child is in the first place in the hands of the parents, and that the religious education should be supplemented by the Christian church upon the voluntary basis, and that the secular education, the mere intellectual culture of the masses of the people may be taken up as a purely citizen question." The resolution was ultimately carried, two hands only being held up against it.

At the *Baptist Union*, the subject was introduced by Rev. S. G. Green, B. A., who read an elaborate paper, and brought forward the resolutions which the committee appointed at the autumnal session, now recommended for adoption. The first resolution affirmed:—

"That this Union regards the establishment of an equitable system of national education is now possible in England, the essential conditions being: 1st, the separation between secular and religious instruction; 2nd, the limitation of school inspection and control to the secular department; and 3rd, the recognition of efficiency in this department as constituting the sole claim to Government support."

An amendment was proposed by Mr. H. M. Bompas, to the effect—

"That the establishment of schools by public authorities, except in the case of children whose parents are shown to be unable to pay for their education, is contrary to the true principles of government, and uncalled for by the circumstances of the time. That it is the duty of Government, by the extension of the Factory Acts and such other means as they may see best, to render compulsory upon parents the education of their children."

An animated discussion followed. Dr. Angus said they were agreed that if people would educate themselves they could do it more economically and effectually than government, but in England the mass of the people were not in a position to educate themselves. Finally, this first resolution was carried, and the discussion of the remaining resolutions postponed until the next autumnal meeting.—*English Sunday School Teacher.*

— ENDOWED SCHOOLS, IRELAND.—The Annual Report of the Commissioners of Education in Ireland, for the years 1867–68, has just been issued. In reference to the Endowed Schools under their supervision and control, the Commissioners state that no material change or circumstance has taken place during the past year calling for special notice. The different estates which form the endowments of the royal and other schools are in a satisfactory condition, the rents fairly paid, and the tenantry peaceable and well conducted. In reference to the royal scholarships in Trinity College, the Commissioners state that they are in all cases obtainable only as the result of competitive examinations, held by a special court of examiners, in an extensive course, embracing certain Greek and Latin Classics, Latin and Greek Composition, French, Geography, English Literature and its history, Geometry, Algebra, Arithmetic and History, Ancient and Modern. The exhibitions are tenable for five years, but the become forfeited in case the holder does not during each year of his tenure obtain such a number of qualifying university distinctions as are prescribed in the Commissioners' rules.

— EDINBURGH UNIVERSITY.—The vote on the choice of a principal for Edinburgh University was taken on Monday last. Those who were supposed to have the best hopes were the supporters of Sir James Simpson and Dr. Dawson, of Montreal, the latter of whom, it would appear, would have received the appointment but for the fact that the supporters Sir James Simpson, more opposed to Dr. Dawson than attached to their candidate, threw their weight in favour of Sir Alexander Grant, who has therefore been elected to this responsible post. It will be no less gratifying to the people of Canada to learn that Dr. Dawson is still to be among us than how thoroughly his abilities are appreciated in the old world. In connection with the foregoing, we may say, that Dr. Calderwood, of Orefriars, U. P. Church, Glasgow, has been appointed to the chair of moral philosophy in the above University.—*Witness.*

— UNIVERSITY EDUCATION IN ITALY.—The statistical register for public instruction in Italy for the year 1867, which has lately appeared at Florence, contains some interesting information on the subject to which it relates:—The number of students entered on the books of the fifteen universities of the country was, for law, 2,751; medicine, 1,985; mathematics, 1,299; literature and philosophy, 115; theology, 13; procedure, 143; and pharmacy, 633. The largest numbers were, at Padua, 1,487; Naples, 1,427; and Turin, 1,124; while at Sassari there were only 53; Parma, 61; Cagliari, 85; and Sienna, 91. In 1867, 453 students passed as licentiates in law, 205 in medicine, 199 in mathematics, and 20 in literature and philosophy; also 51 diplomas were given for the position of



notary, and 161 for pharmacy. There were 8,795 pupils in the 104 Royal colleges, 4,768 in 136 professional schools, 1,608 in 26 minor colleges, and and 972 in the different municipal seminaries. The grants from the Government to Sunday and evening schools for the working classes amounted to 513, 986f., distributed among 8,808, teachers; to 51 societies for promoting popular instruction, 42,984f.; and to 57 infant schools, 81,470f.

— THE JAPANESE COLLEGE which is to be established at Paris will have among its earliest scholars the young brother of the reigning Tycoon. He is about fifteen, and with other compatriots is to be initiated into the French language and the European manufactures, arts and sciences.

— GYMNASICS IN SCHOOLS.—Hundreds of years ago, Plato said, in his Model Republic, no commonwealth was perfect without its gymnasia. It is equally true that no school, town, or city is perfect without the gymnastic hall, where both sexes can be trained in the use of their bodies. We are slowly coming to it, and many of our best academies are adopting a system of bodily exercise for their pupils which tend to keep them in good health. We are just now more and more impressed with their value, from having recently attended the closing exercises of the Adelphi Academy of Brooklyn, N.Y., where nearly or quite one-half the time was taken up in practising calisthenic drills, with rings, wands, dumb-bells, and various gymnastic feats. This academy is almost the only one in either of the two great cities of New York and Brooklyn, where the same careful attention is bestowed in educating the body as the brain, and the success which it is meeting shows that the people appreciate the value of a school where their children will improve in.

VIII. Departmental Notices.

1. INTER-COMMUNICATIONS IN THE JOURNAL.

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable: but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest are always acceptable, and may be made highly useful in promoting the great subject for which this *Journal* was established.

2. EDUCATIONAL DEPOSITORY, TORONTO.

At the recent educational convention for Quebec, lately sitting at Richmond in that Province, Archibald Duff, A.M., of High School, Montreal, read an interesting paper on the schools of Chicago, and the Normal School and Common Schools of Toronto, upon all of which high encomiums were bestowed.

Having visited the Educational Depository in connection with the Department of Public Instruction for Ontario, he advised all who want maps, apparatus, &c., to apply at the Educational Department there, the supply being abundant, and very excellent and cheap. There was also a complete digest or manual of the school laws, and of all legal decisions upon them. These were very useful to the teachers of Ontario.—*Leader*.

3. PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In the catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

4. PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and Teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

5. NEW POSTAGE STAMPS.

In future none but Postage Stamps of the present legal denominations can be received in letters, (in sums less than a dollar,) at the Educational Department.

6. ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common schools, from the Catalogue, in assorted packages, as follows:

Package No. 1.	Books and Cards,	5cts. to 70cts. each.....	\$10
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The following may be obtained at the Educational Depository, Toronto. The 100 per cent. is allowed in their purchase, when sums of not less than \$5 are sent:—

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do do 20 Minerals and their Uses.....	1 75
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do do 20 Geological Specimens.....	75c. & 1 70
do do 20 Geological Specimens.....	0 75
do do 40 Geological Specimens.....	2 50
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Varty's Geological Cabinet.....	£4 2 6
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Case of Bees.....	1 00
Edward's Natural History of Silk-worm, in a box.....	2 00

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