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THE

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FOR

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EDITED, UNDER THE DIRECTION OF THE  
REVEREND EGERTON RYERSON, D.D., LL.D.,  
*CHIEF SUPERINTENDENT OF EDUCATION,*

BY

J. GEORGE HODGINS, LL.D., BARRISTER-AT-LAW,  
*DEPUTY SUPERINTENDENT.*

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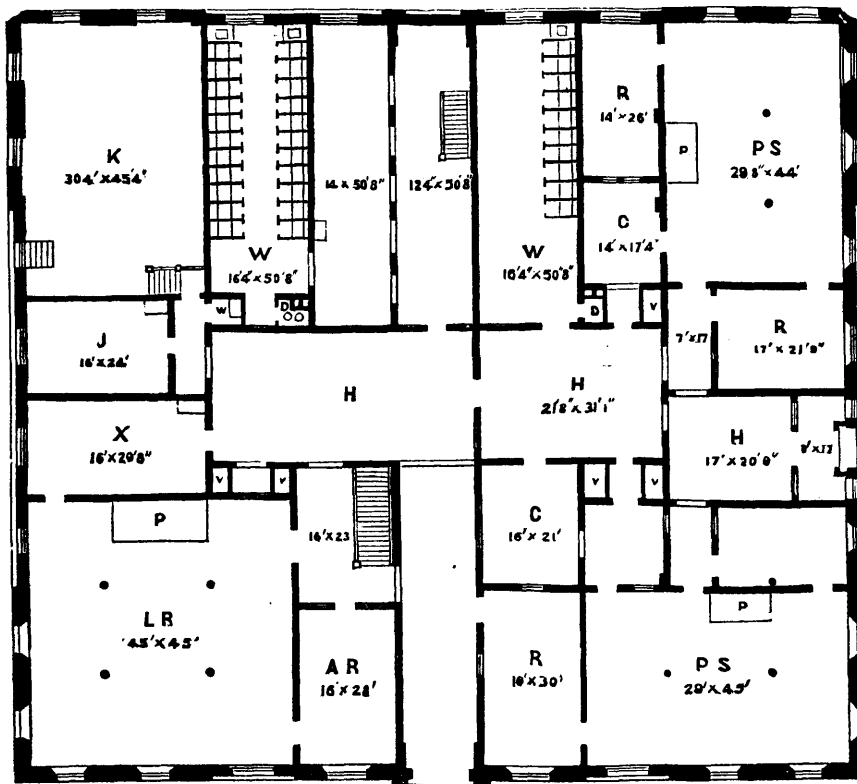
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ENGRAVINGS OF SCHOOL-HOUSE PLANS.

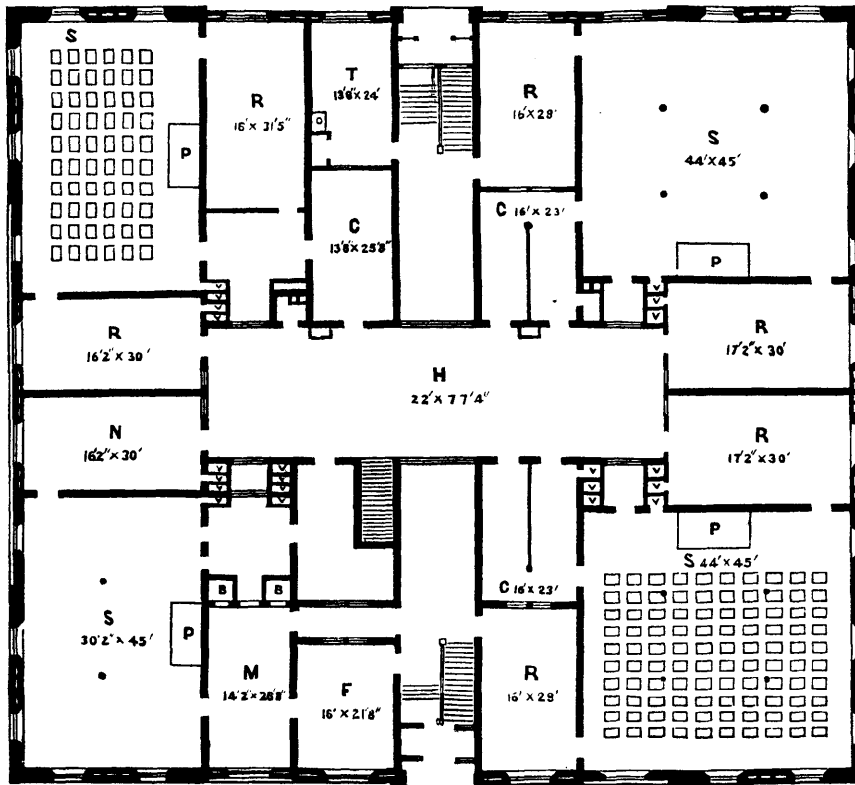
The Chief Superintendent of Education proposes to have engraved and inserted, from time to time, in the *Journal of Education*, the perspective and ground plan, with description of any Public or High School House in Ontario which may be sent to him for that purpose, and which he may deem of sufficient merit to warrant it. The perspective and plan may either be from a photograph or a sketch; but the perspective should in no case exceed six inches in length by four in width, and the plan should not be larger than three inches by four. A full description of the building, with specifications, should also be sent for insertion in the *Journal*.



THE GIRLS' HIGH AND NORMAL SCHOOL-HOUSE, BOSTON, MASS.—(See next page.)



BASEMENT OF GIRLS' HIGH AND NORMAL SCHOOL-HOUSE, BOSTON.



FIRST STORY.

GIRLS' HIGH AND NORMAL SCHOOL-HOUSE, BOSTON.

DESCRIPTION.

The site on which the building is erected has a frontage on each of the streets of two hundred feet, with a depth between of about one hundred and fifty-four feet. The building has a street frontage of one hundred and forty-four feet, and a depth of one hundred

and thirty-one feet. The unoccupied space around the building is graded and paved with bricks at a level of about three feet six inches below the sidewalks; the object of which was to utilize the space in the basement story, and have the basement floor above the ground line at the base of the building. The larger portion of the site, unoccupied by the building, extends from street to street, and forms a yard forty feet wide by one hundred and fifty-four feet long, for the Model School department located in the basement story. The outlines of building are broken at the corners by projections eight inches by thirty-two feet on each side or elevation, and a projection fifteen inches by fifty feet in the middle of the Newton-street front. There are two entrances above the basement, one in the centre of each street front, and approached by flights of stone steps fourteen feet broad, which lead up to a vestibule. There are four finished stories including the basement, which is twelve feet high; the first and second stories are each fourteen feet high; the large hall in the third story is eighteen feet six inches high; the balance of the story is fifteen feet high.

In the middle of the building is a central hall twenty-two feet wide by seventy-seven feet long, crossing the corridor at right angles; at each end of the hall are two rooms thirty feet long, which, with the hall, occupy the entire length of the building. It will be observed that the hall and corridor divide the building into four equal sections or quarters, which are subdivided as follows: At the left of the entrance on the Newton-street, or south-westerly side, is a reception room sixteen feet by twenty-two feet; beyond the reception room is a passage leading from the corridor to the master's room, which is fourteen feet by twenty-seven feet, neatly furnished, and the walls lined with bookcases: this room is connected with the reception room, and with a room thirty feet by forty-five feet, for the advanced class occupying the westerly corner of the building. The inner portion of this quarter of the building is occupied by a passage leading from the hall to the advanced class room and master's room; a staircase leading down to the basement story, a cloak room for the advanced class, master's closets, and the ventil ducts for this quarter of the building. At the end of the central hall, and occupying the middle portion of the north-westerly side, are two rooms, each sixteen feet by thirty feet, one of which was designed for a library; the other is a recitation room. In the northerly corner is a class room thirty feet by forty-five feet; at the south-easterly side of the class room is a recitation room sixteen feet by thirty-two feet, between the inner end of which and the central hall is a large, brick foul-air shaft and chimney, and a passage leading to the class room, recitation room, and cloak room in this quarter of the building. At the right of the entrance on the Pembroke-street side is a dressing room fourteen feet by twenty-four feet, for female teachers, at the inner end of which, and occupying the remainder of the space in this quarter, is a cloak room fourteen feet by twenty-five feet. At the left of the Pembroke-street entrance is a recitation room sixteen feet by twenty-eight feet, in the easterly corner a class room forty-four feet by forty-five feet, adjoining which, on the southerly side, and at the end of the central hall, is another recitation room seventeen feet by thirty feet. The remainder of this quarter is occupied by a cloak room sixteen feet by twenty-one feet, occupying the space between the side of the central

hall and inner end of recitation room at the left of entrance, and a space about seven feet by fourteen feet, lying between the class room and hall, and the cloak room and recitation room at the end of the hall. The ends of this space are occupied by the ventil ducts for this quarter of the building; through the middle is a passage leading from the hall to the class room. The southerly quarter of this floor has the same amount of accommodation, and is arranged precisely like the easterly quarter last described;

and further, the same arrangement is carried through the three stories above the basement in the south-easterly half of the building and the westerly quarter of the second story; that is to say, a class room, two recitation rooms and a cloak room in each quarter, as above described. The northerly quarter of the second story contains a class room thirty feet by forty-five feet, with two recitation rooms, a cloak room, teachers' dressing room, etc., as in the northerly quarter of the first story.

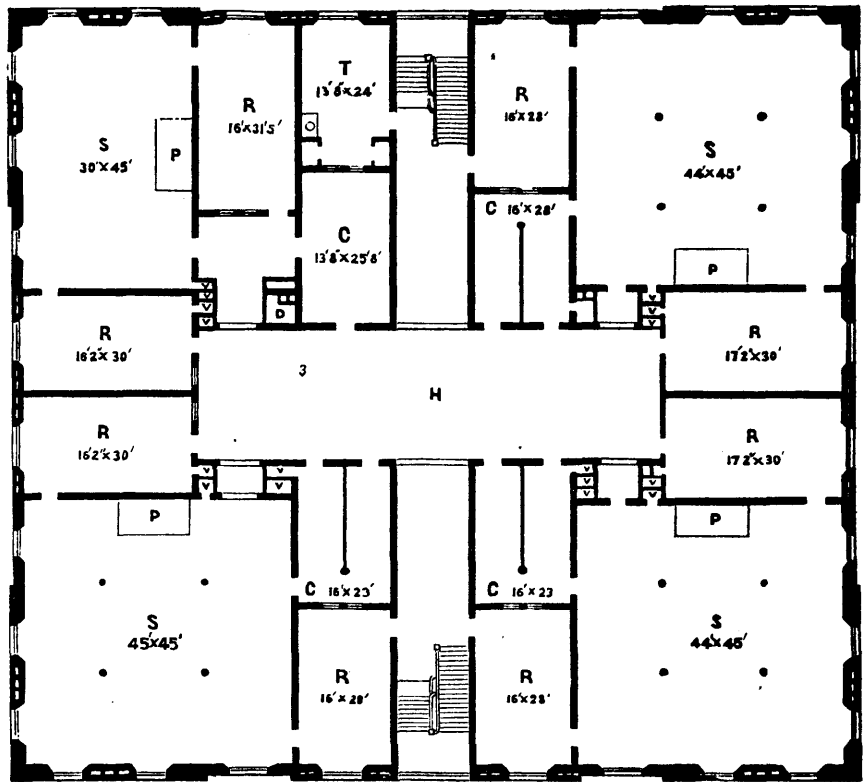
The westerly quarter of the third story is devoted to an assembly hall, about sixty-two feet wide by seventy-four feet six inches long.

In the northerly quarter of the third story is a room for drawing, thirty feet by forty-five feet; a cabinet for apparatus, sixteen feet by thirty-two feet; a teachers' dressing room, cloak room, etc., as in the same quarter in the stories below. In the westerly corner of the basement story is the chemical lecture room, forty-four feet by forty-five feet; around three sides of this room are tables placed about five feet away from the walls, and fitted up with all of the requisite apparatus and appliances, at which and with which pupils may perform experiments. On the fourth side of the room is the lecturer's platform and table; in the middle of the room are settees for seating the class. On the northerly side of and adjoining the lecture room is a laboratory, sixteen feet by thirty feet. On the easterly side of the lecture room is a cabinet for minerals, sixteen feet by thirty feet. Adjoining the inner end of the cabinet is a passage and staircase leading to the story above. In the northerly corner is the boiler room, thirty feet by forty-five feet, in which are three boilers, each three feet six inches in diameter by sixteen feet long, which supply the steam for heating the building. The room for coals occupies the space between the outside of the building and the line of the street, of the width of the boiler room, and out to the curbstone under sidewalk on the Pembroke-street side. At the southerly end of the boiler room is a room for the janitors, sixteen feet by twenty-four feet. On the easterly side of the boiler room are the water-closets, twenty-two in number, for the High and Normal departments, occupying a space between the side of the boiler room and side of corridor, about thirty feet wide and fifty feet long. The remainder of the space in the north-westerly half of the building is occupied by the central hall, and a staircase at the Pembroke-street end of the corridor.

The whole of the south-easterly half of the basement is devoted to a model school, with accommodations for about one hundred and fifty primary and the same number of grammar school pupils. The entrance, cloak rooms, water-closets and all other accommodations for this department are separate and distinct from those of the other departments. The accommodations consist of a large class room in each of the two corners of the building, each thirty feet by forty-five feet; connected with each class room are two smaller rooms, each about sixteen feet by twenty-five feet. The remainder of the space is devoted to cloak rooms, water-closets, hall and passage.

### THEY ARE QUEENS.

Home is the moulding place of character, and the influence that prevails there is the power that rules in all other places. Women who are disposed to think that the careful ordering of a household is only a secondary accomplishment, had best remember that if a man learns patience from wife or mother or sister, he will practise it in his treatment of debtors, employees, and business associates. If he find his home a fountain of pure delights, he will lose his taste for coarse and selfish pleasures elsewhere. If he is daily wrought upon by the example of faithfulness in "trifling details," of forbearance towards children, of devotion to the common domestic interest, he will find it very hard indeed to be careless, overbearing and selfish in his out-door life. The scene at the breakfast-table will rise in his mind as he follows the plough, or stands at the counter, or walks through the factory. Every day will furnish his mind with some home-pictures which will be at once an encouragement and a warning. He will work the harder to secure a substantial foundation for his happy home; and the vision of it will make his conscience tender and open to the moral influences which pervade and characterize it. A Christian wife and mother is queen over a wider realm than she imagines.—*Working Church.*



SECOND STORY.

### SUNDAY SCHOOLS THE COMPLEMENT OF OUR PUBLIC SCHOOLS.

We insert some admirable remarks by Prof. Goldwin Smith, on the subject of the religious instruction to the young, taken from an able and instructive Address on Sunday Schools, recently delivered by him before the Toronto Sunday School Association:—

"The system," Mr. Smith says, "which circumstances impose on us is that of the Secular Common Schools supplemented by the Sunday School. For my part I heartily wish that religion could be taught in all schools. A place of secular instruction is not to be called godless because religion is not taught there, any more than an office or a bank is to be called godless because it is confined to secular affairs. Though Christian doctrines may not be taught, the spirit of Christianity may be there, and it will be there if the community is Christian. Still the severance of the religious teaching from the rest is not the thing which in itself we should desire; it is a concession to the necessities of the case. It is a concession, however, which is inevitable; and, as things are, religious instruction must find its own organ in the Sunday School.

"And if the community has a vital interest in the Common School, I think it has an interest not less vital in the Sunday School. Every visitor to Europe must be struck, I think, with the connection between the decay of religious belief and the decline of public spirit. The decay of religious belief cannot be questioned. Scepticism pervades every manifestation of human thought and feeling, from philosophy and science to poetry and art; it shows itself without disguise in the works of the most Conservative writers. Not only does it preside in the lecture-room, but it frequently mounts the pulpit. Among the wealthier classes it is fast becoming dominant, though it often cloaks itself in public at least under the disguise of a political religion, assumed because it is thought that a clergy in state pay is a good supplement to the police, that belief in a God is a safeguard of property, and that the doctrine of a future life puts off inconvenient social claims to the next world. The decay of public spirit seems to me equally manifest. What is taken for Conservative reaction is, in many cases, not so much a change of principle as the cynical indifference of sybaritism, convinced that this life is all, and wishing only to be let alone to enjoy it, and not to be troubled with great questions, or with the future of humanity. The political energy of the fathers of British freedom appears to me to have found a last asylum in the same hearts with their religion. The framers of the great Charter, Stephen Langton, and William,



Earl of Pembroke, were religious men; Simon de Montford, the founder of the House of Commons, was a religious man and the friend of the most religious men of his day. Edward I., the generous foster-father of Parliamentary liberty, was a religious man. The political efforts of the great Puritans were sustained by that lofty self-devotion to the public good which had its root in their religion. Now there is coming on in Europe with renunciation of allegiance to God, a relapse into political superstition and servility, which reminds one of the Roman Empire, when the people had no God, but worshipped Cæsar as the earthly divinity of material order and sensual enjoyment; and when patriotism as well as religion found a last refuge among the stoics, a part of whose creed bore a marked resemblance to a part of Christianity.

"It is in the midst of a world to a large extent sceptical, to no small extent positively materialist, that we are met here this evening to devise measures for strengthening and extending institutions, the object of which is to train up children in the service of God. And if not in the service of God, in what service are children to be trained up, unless it be that of their own interests and appetites. In the service of Humanity? So Materialism of the most generous kind and that which has least severed itself from the previous state of thought and feeling declares. But what is Humanity? Christianity can tell. Christianity believes that all men are made of one blood, and that all are made in the image of their Creator. Christianity believes that all men are brethren and members one of another. Christianity in short teaches the unity of Mankind in God? But to Materialism surely Humanity is a word without meaning; at least without any meaning that can command our reverence or kindle our self-devotion. In the philosophy of Materialism, man is in no essential respect distinguished from the brutes. Morality, public or private, is mere gregariousness; it is nothing but the individual instinct of self-preservation extended to the herd. Tribal feeling subtilized into a sort of etiquette may be said to be Darwin's account of morals. Is there anything in such a humanity which can demand reasonable self-devotion, reasonable self-sacrifice, or keep individual appetites and passions in subjection to the common good? Even the unity of the human race is denied; and it is difficult to see what sacred bond of duty or affection can be said to exist between the offspring of an African, and the offspring of an Asiatic ape. In what does the tie of fraternity between me and any other human animal in whom I do not happen to have a personal interest consist? What binds me to be just or kind to him or to put myself to trouble, and forego the enjoyment of my short span of life for the sake of improving his condition? Nay, if he comes in my way, what forbids me to get rid of him as I would get rid of any other noxious animal? The Materialists will say, because you will be hanged. But suppose I have cunning enough to escape the halter, or suppose I am a despot like the late Emperor of the French, and able to shoot down my opponent with impunity, why should I feel remorse. Darwin, in fact, denies the existence of remorse, or at least he denies to it any real significance. At the time of the Jamaica massacre, that most hideous outbreak of the cruel panic of a dominant race, a leading man of science of the Materialist school, who espoused the cause of Governor Eyre, published a letter, in which he said in broad terms, that, in shedding innocent blood, it made all the difference whether the person whose blood was shed was an Englishman or a negro. An English member of Parliament, of Materialist proclivities, said, with regard to the native tribes of New Zealand, that the first business of the settler was to clear the country of the wild animals, the most noxious of which was the wild man. And there are people whose definition of wild men is pretty elastic, but who, if they were seriously alarmed about their property or privileges, would comprehend a good many of their fellow creatures. Less startling, but still deeply significant, are the utterances of Mr. Greg, the author of *The Creed of Christendom*, who is always exhorting the rich to conspire against the poor, and of M. Renan, the author of *The Life of Jesus*, who, when he touches on social subjects, writes in the same strain of class selfishness. I don't think you will find at present any basis for Human Brotherhood, or for anything that depends on it outside religion. Humanity in the mouth of a Materialist seems to be merely a metaphysical expression, used by the very people who are always sneering at metaphysics: or rather it is a relic of Christian sentiment unconsciously retained in their minds, the twilight of a sun of charity and fraternity which for them has set. And therefore, I cannot believe that the service of Humanity is a very definite or effective principle in which to train up your child. The day may come when science will grow as a motive for morality, public and private, and as a rule for the formation of character, equivalent to those now given us by religion. But it has not come yet. The day may come when science will furnish a spring of national and human progress equivalent to that which, up to this time, has been furnished by the Christian desire of realizing the ideal of society set forth in the Gospel. But it has not come yet. Devotion to mankind and care for the future

of Humanity are still Christian, and without them public spirit must die. We imply, by promoting Sunday Schools, our conviction that children ought still to be trained up in the knowledge of the Lord. We also imply our adherence to that organic law, as it may be called, of Christian civilization which sets apart one day in seven as the Lord's Day. This law, like the rest of the Christian organization, is naturally threatened by the advance of Materialism. At New York, it seems, they are trying to open the theatres on Sunday. The Jewish Sabbath is no more. It was part of a religious system which, spiritual life not having fully come into the world, was necessarily ceremonial. Its strictness probably too had some reference to the existence of slavery, and was intended to secure, by firm religious barriers from the casuistry of avarice, the day of rest for the slave. A spiritual religion has superseded Jewish Sabbaths and new moons with all the rest of the minute and punctilious observances which constituted the religion of obedience under the law. But Christianity has ratified and incorporated with itself the special dedication of one day in seven to the purposes of spiritual life. When the world is convinced that spiritual life is a dream, the Christian Sabbath will of course become a foolish interference with business and pleasure, but not till then.

"Your own experience and judgment, to which I am not capable in this matter of adding anything, will have sufficiently warned you of the necessity of measuring with care the amount of religious exercises of any kind imposed upon a child, and of the danger, if we exceed the proper measure, of producing coldness and aversion. I was once standing in the street of one of the great manufacturing cities in England with a friend, whose guest I was, and watching the vast throng of artisans, the flower of English industry, and the most active-minded portion of the population, going home from their work. I asked my friend to what places of worship that throng would go on the morrow. His answer was, to none; and upon my inquiring the reason, he said that they had all been disgusted with religion by being overdosed with it in childhood. This answer was only to a very limited extent, true. The Secularism which is now the creed of most British workmen is the spirit of the age. If any institutions are answerable for it, they are those through which the State has interfered with the Church, and has degraded and paralysed her by so doing. But the warning was not wholly without weight. At the public school at which I was in England, we were compelled in those days, though many of us were mere children, to go through the long Anglican Service in the College Chapel six times at least in every week, and sometimes more. It was enough to quench devotion in the breast of an apostle. Of course you cannot allow a child to say for itself whether it shall go to church and Sunday School or not. Yet in the case of a child as in the case of an adult, it is well to remember that spontaneity is of the essence of religion. If we force a child to go through religious exercises for which it has no taste, and which are beyond its spiritual capacity, we run the risk of producing not only formalism, but something still more pernicious. Strong influences of every kind are operating against religion, and we must avoid implanting in the young heart a germ of dislike which the adversary may cherish and bring to fruit.

"In one respect religious teaching as well as teaching of all kinds, has been of late rendered far less irksome to the child. There has been a vast improvement in children's books. This is a field which genius itself need not disdain. Many things are too hard, but nothing can be too good for a child. Milton has given us a definition of good poetry. He says it must be simple and sensuous; that is appealing direct to the mental sense, not to the understanding, as much of our metaphysical poetry in the present day does, and to a pretty strong understanding too. In the same way a child's book ought to be simple and sensuous, addressed not to the discursive faculties, which are as yet undeveloped, but to the eye of the mind and to the heart. Of course by simple, Milton does not mean namby-pamby, any more than by sensuous he means sensational. Our Lord's parables were teachings for childlike minds, and they are models also of teaching for a child.

"A special feature in this meeting besides those I have mentioned, worthy of notice, is the union which it bespeaks of different churches in a common good work. I take this to be the fruit, in some measure at least, of religious equality. You could hardly bring it to pass if one of our churches exercised lordship, and the rest were treated as dissenters. Assailed by a swarm of foes from without, barely holding her own against their advancing legions, the Christian Church is still torn by intestine divisions, at once scandalous and enfeebling. During the siege of Jerusalem the Jewish factions were fighting in the beleaguered city while the Roman battering ram was thundering at the gates. It seems vain to hope that differences of opinion can be removed, and unity restored, by doctrinal discussion. The doctrines which divide Christians may often be utterly unpractical; they may be to the mass of the people mere

forms of words. They may be known to the well-instructed theologian to have no rational basis in Scripture. They may be known to the candid student of Church history to have owed their rigid form, and their prominence to mere historical accident. They may relate to matters of which no ordinary Christian ever thinks in the daily course of his religious life. Still, when you propose for the sake of union that they shall be treated as indifferent, they at once assume the importance of vital principles without which the Church must fall, without which there can be no salvation. The dogma has become stereotyped by controversy and rooted in vested interests. The only chance of present peace and ultimate reunion seems to be common participation in good works. In this way, insensibly, and without awakening the sleeping watch dogs of polemical theology, we may possibly steal back to the state of things which existed when the disciples of Christ had no other name than Christians. Not all the churches are represented here. And we must own of course that there are such things as vital questions, and that it would not be easy for a Sacerdotalist, however great his personal charity, to combine with an Evangelical in promoting Sunday Schools, because the difference touches the very source and nature of spiritual life. But as to the Protestant Churches, we may fairly hope that their partial union on such an occasion as this is an omen and an earnest of a more complete union to come.

"The social influence of the Sunday School, again, is a feature which, though secondary, is not unworthy of notice. In the old world, society is divided very sharply and harshly into classes; and that it should be so is to be deplored, apart from any radical theories of society, if the account of our relations to each other given us in the Gospel is true. Here the divisions are less sharp, and so far we approximate, I think, to the Christian, as well as the Democratic ideal. Still even here we have classes, and as wealth increases, the lines between them may be more sharply drawn. To this evil, the Sunday School, in its social aspect, is in some measure an antidote. Mere sitting together in the same church, I fear, is not so, in any considerable degree; but the Sunday School is. I heard it said the other evening by one well qualified to judge, that the social comprehensiveness of the Sunday School was decreasing. If it does, an element of usefulness will be lost.

"But when we talk of Common Schools and Sunday Schools, let us never forget that the most important part of all education is that part which affects character, and that the great school of character is Home. I recollect that when I was employed on the subject of popular education, and when it was proposed to compel the attendance at school of peasant boys, whose labour was adding, perhaps, a shilling or two shillings a week to the scanty pittance of the family, I could not agree to the proposal, because it seemed to me that if the child became a mere burden to the poor family it would probably have an unkind home, and that the unkind home would more than undo all the good that could be done at school. There will be an evil in the very perfection of our school system, if it leaves parents to believe that they can throw off the responsibility of forming the characters of their children. They cannot throw off this responsibility. For good or evil their influence will still be the strongest. No words of any teacher, however skilful, of any preacher, however eloquent, sink so deep into the young heart, as the example even of the humblest and most unlettered home."

Dr. J. M. Gregory, in a valuable paper on the "Scope and Mission of the Sunday-school," in *Illustrated Bible Studies*, denies emphatically, that the parental or pastoral instruction of children has suffered in kind or degree through the institution of the Sunday-school. He says:—"A sort of dry learning of the Catechism, and an equally dry and forced Sunday reading of the Bible may have yielded its place, not to the Sunday-school, but to the influence which has driven Catechism preaching from the pulpits as well. The Sunday-school has both stimulated and systematized family religious instruction, introducing it into many families where it did not exist, and only changing its form and direction in the families where it already was." He adds this thrust at pastors and parents who insist that in their sphere of observation things have grown worse:—"And if it be true that Christian parents give less attention than formerly to the religious training of their children, the fault is with their piety and with the preaching of which it is the product."—*N. Y. Independent*.

## I. Papers on General Education.

### 1. INTRODUCTION OF NEW SCHOOL BOOKS.

A Cleveland (Ohio) journal gives some curious information under the heading of "The Cost of School Books." It says a large portion of the price is made up of the "cost of intro-

duction," or, in other words, the cost to the publishers of pushing one book into the schools and pushing another out. It would be interesting to be informed in what manner this money is distributed, and where it is supposed to do most good. The same journal states that until within two or three years the expenses of introduction were so great, and the competition between rival school-book publishers, or their agents, so fierce and unscrupulous, that it took a moderate fortune to get a new book fairly into the schools. The cost of introducing some series of books into the schools of two or three leading cities was far in excess of the actual cost of production, and in some cases the books were not in a year before they were thrown out again at the instigation of a rival. So great and oppressive had this evil become, that the publishers at last were compelled to come to an understanding with each other, and to agree to modify in some degree the ruinous systems of introduction. But the "school-book war" still goes on, and though prosecuted in a less costly manner, it still involves considerable outlay in excess of the legitimate expenses of book manufacture and regular profits and discounts to dealers.

### 2. DUTY OF PARENTS IN REGARD TO THE PUBLIC SCHOOL.

The duty of the parent to visit the school where his children spend five or six hours every day has often been urged in this column. The responsibility which rests upon the parent with respect to the education of his child cannot be wholly delegated to another. The teacher is but the parent's assistant in the great work of educating—calling forth the powers of the child—and to insure the highest results, coöperation between the two agents concerned is absolutely indispensable. If the father cannot spare time from his business, the mother should see to it that she knows from her own observation what air her children breathe in school, what companions surround them, what influences, secret and open, are acting upon them. Any woman who can organize and carry on her household industries in a normal and systematic manner can form a very good idea as to the abilities and power of the teacher under whose tuition her child is placed. She can tell whether order, cleanliness, quiet, and system pervade the school-room, though she may have forgotten every rule of grammar, all the complexities of fractions, and be unable to bound correctly any State in the Union. The mere knowing enough to take scholars through the ordinary English branches is a very small part of the qualifications of any teacher. As to his power to organize, to marshal, and to exercise leadership over his pupils, any woman who is mistress of her household in reality as well as in name, is a pretty good judge. So long as the schools in our rural districts are given over to trustees of a large part of the good they might accomplish if parents would but take a constant and active interest in promoting their usefulness. When a teacher feels that he has the hearty coöperation of intelligent parents, he enjoys at the same time both stimulus and reward. The scholars, too, take pride in showing to visitors the progress they are making, and the excellence with which they can deport themselves and recite their lessons. This showing is best when made two or three times every week instead of in one grand exhibition at the close of the term.

Cheap school-teachers like cheap clothes, cheap flour, cheap medicine, are very expensive. Better far a good teacher for three months at \$50 a month than a poor one for six months at \$25 a month. You may put the most expensive broadcloths into the hands of an inexperienced tailor, and he will make a far less attractive garment of it than cloth of half the price made up with the art of a master tailor. We want no bunglers to work at the minds of our children. The country is full of normal schools and he or she who aspires to the high office of teacher should first learn how to teach.

Not long ago, passing a day in a quiet rural neighborhood we visited for an hour or two the public school. There were about 30 scholars in the room, 25 of whom could read only in words of from two to five letters. The grammar class was called up, and the questions were asked and answered in the most uninteresting and mechanical way. Meantime the rest of the pupils were studying out loud or gazing round listlessly, whispering, moving about, and tossing up their books. When that class was through the teacher called up, one at a time, the little "primaries," and heard each read and spell separately in a tone we could not catch, the hubbub of the children continuing unabated. About every three minutes some one pupil asked permission to leave the room, and it was granted. Thus passed an hour and a half, when school was dismissed, and we had a little talk with the teacher. Of the three trustees, he told us, only one ever visits the school, no parent deigns to come in; all the scholars hadn't come in, so he had not been able to organize it. When cold weather comes there will be about 30 more, and an assistant. Meantime the school routine will move on

as it did while we were there. No comments are necessary. We commend to every parent the picture we have drawn, and suggest that he or she ought to know by personal inspection that it does not portray the school in his neighborhood.—*N. Y. Tribune.*

### 3. BETTER TEACHERS WANTED.

We have received a protest from a person interested in school teaching, against the low standard of intellectual ability generally required by the boards of examiners. He says the calculation of anyone preparing for the service is how to pass the examination with the least knowledge. This calculation is, he makes out, the only effort of mind to which he needs to put himself in other matters, sticking slavishly to text books and mechanical processes, and receiving with mystified awe or stolid unconcern any suggestions implying the independent use of his own mind. It is, perhaps, to be acknowledged that a country can only rise by degrees out of a condition of ignorance into one of general education, as even school examiners may be hard to find who possess at once a thorough grasp of their subject, and sufficient skill and determination to enforce their ideal upon others. The evil complained of is one which doubtless exists to a large extent, although looked at from the outside it would seem that teachers as a class are very anxious to improve their methods and themselves. Concerning it, we may either say that the salaries paid are far too low to admit of persons of real ability becoming teachers in our common schools, or we may say that the lowness of the standard, flooding the profession with poor teachers, keeps down the salaries to a starvation point. Amendment may commence at both ends. If the examiners will limit the number of teachers allowed to pass to those really able, the price to be paid will necessarily rise and temptation will be offered to a higher class of teachers. On the other hand, the school trustees should do all they can to make the position of their teachers remunerative, in the full assurance that this course will give them their choice of teachers, and that those who pay best always get more value for their money than those who pay stingingly.—*Montreal Witness.*

### 4. HOW WE TREAT SCHOOL TEACHERS.

The Ontario papers are at present crowded with accounts of school examinations and school reports, from which it is evident that the interest in educational matters is on the increase; yet in the salaries paid to teachers there appears to be room for considerable improvement. In the annual report of the public schools of the East Division of Lambton, for the year 1873, it is stated that \$21,004.08 was raised in five townships for salaries of teachers, of whom 72 were employed during that year, being an average salary to each teacher of \$291.72. Of these teachers 14 had attended the Normal School, and three held first-class Provincial certificates, and thirteen held second-class Provincial certificates; the others had third-class under the new regulations, and old county certificates. The highest salary paid to male teachers is \$450, and the lowest paid to male teachers is \$240, and the average \$355; in 1871 the average salary of male teachers was \$300. The report adds, "There is a slight falling off in the attendance at school, and greater irregularity has prevailed than in 1872." This latter statement is not to be wondered at, when the highest salary paid by five wealthy townships to male teachers holding first-class Provincial certificates is only \$450 per annum, and some gentlemen have to perform the duties of "country schoolmaster" for the modest sum of \$240 a year. Surely the honour of training young Canada must have considerable weight with these gentlemen. Notwithstanding the moderate salary paid, the teachers seem anxious to improve their general qualifications; as those just referred to, and, doubtless, in this they are samples of others, have organized themselves into associations for mutual improvement, and through the liberality of the Municipal Councils of Plympton and Bosanquet, together with their own contributions, they now possess two valuable libraries, worth nearly \$400.—*Montreal Witness.*

### 5. COMPULSORY EDUCATION IN NEW YORK.

The State of New York is about to try a new and very important experiment—new, at least, so far as her own experience is concerned—and one in which we feel a very deep interest. We allude to the law passed at the last session of the Legislature, and which will go into effect on the first of January next, known as the law for Compulsory Education. The law requires every person having the control or charge of any child between the ages of eight and fourteen years, to see that such child has fourteen weeks schooling each year, eight weeks of which must be consecutive. The penalty

for not doing this is one dollar for the first offence and five dollars for each week of neglect afterward, up to thirteen weeks in any one year; making a total of penalties per year in each case, \$66. The money thus collected is to be added to the school fund of the school district in which the offences occurred. If a child does not attend school as the law describes, he is to be deemed an habitual truant, taken charge of by the school authorities, and sent to a truant school. It is also provided that no person or company is allowed to employ any child between the ages of eight and fourteen years in any business whatever during the school day in the public school in the city or district where such child is, unless such child has had in the year immediately preceding such employment fourteen weeks schooling; and at the time of employing such child the employer must receive from the child a certificate of the teacher or school trustee certifying to such schooling. The duty of enforcing this law is imposed upon the trustees of school districts and public schools, and presidents of union schools for their respective school districts; or, in case there are no such officers, upon such officers as the Board of Education of the city or town may designate. The Revised Statutes make the neglect of this duty a misdemeanor, punishable by a fine of not more than \$250 for each offence.

The Board of Education in each city, and a Board to be composed of all the school trustees of the public schools in each town, are made an educational legislative body for their respective cities and towns, with the power to make all needful provisions and regulations to clear the streets during school hours of the public schools, of all children between the ages of eight and fourteen years. It is made the duty of the police of the cities, and of the constables of the towns, to assist in the enforcement of this code.

In the months of February and September in each year, the trustee or school officer is required to visit every establishment in his district where children are employed, and see that all between the ages of eight and fourteen have within the fifty-two weeks immediately preceding the visit, received at least, fourteen weeks' schooling.

Upon the general question of compulsory education, a superintendent of schools, eminent as authority, concisely states the ground on which it rests, as follows:

*First.* Compulsory education protects the nineteen out of twenty who are educating their children, against the one who, cruelly against his children and injuriously against the community, is counteracting what the other nineteen are doing.

*Second.* It involves the protection of innocence against wrong, for, starving the mind is worse than inflicting injury on the body.

*Third.* If it is right to tax the property of all for the education of all, it is equally right to see that all are educated.

*Fourth.* If it is the right of every child to receive food for the body, he has a higher right to nourishment to mature his higher powers of manhood.

—THE obligatory use of the German language in the elementary schools in Alsace and Lorraine has now been partially extended to private schools for girls. Scholars under fourteen are to use German exclusively in studying religion, history, and geography, while in districts with a French-speaking population, German is to be used for five hours a week for girls under ten, nine hours for those under fourteen, and eleven hours for older girls.

## II. Papers on Practical Education.

### 1. TEACH YOUR CHILDREN HORTICULTURE.

No wiser words were ever spoken than those of an Occidental prince who counselled fathers to teach their children to love gardens and flowers; and if children are refused this pleasant enjoyment, they will often seek those whose influence is neither elevating nor ennobling. The cost of seeds is but trifling, and when a child desires them—pleads perhaps for the purchase of but one plant—its wish should never be denied. "It only costs so little, do let me have it," says the child, its heart beating with delight at the hope of possessing the beautiful flower. "No; I can't spare the money, Willie," replies the father, as he walks away to his business puffing a ten cent cigar between his teeth. Little thought he of the wound he had caused in that child's heart—one that never was healed.

Years rolled on, and the father wondered that his son took so little interest in home affairs, cared so little to do his share of work, was so restless and unsatisfied with what was done for him. Hundreds of cigars have been smoked to ashes, and not a thought of their cost had troubled the father, but he had refused to purchase the one greatly desired plant for the child, the care of which might have resulted in the building up of a fine character—a love for the beautiful—and given him an impulse in the right direction, which

would have led him to adorn his surroundings with all that was lovely and fair to behold, and kept him from the pernicious influences of the world.

The attractions of a beautiful garden are always felt by the young as well as the old, and its influence is to restrain them from seeking pleasure in an unlawful manner. A plant costs but a trifle, to be sure, but it possesses a silent power, too often lightly esteemed. Cultivate the love of flowers in your children; cultivate a desire to possess them, and a taste to arrange them; riper years will show the beneficent power they have exerted. The money expended upon them is not wasted, but frequently returns in full measure to enrich the possessor.—*Exchange*.

## 2. TRAIN TO ACCURACY.

Suppose you send your child for a book, by a description of the binding; he goes to the library for it, and comes back with a different one. That child is lacking in the valuable habit of attention; he did not notice your description of it with sufficient accuracy; this is the fault of three-fourths of the race. Do not scold him; describe it over again, and with the utmost patience and deliberation keep on sending him back until he brings the right one. But suppose he returns and says it is not there, if you are perfectly sure that it is there, then he lacks thoroughness, and unless this trait is nurtured the whole of after life will be embittered by a slipshod way of doing things, and pecuniary losses in every department of business will be an inevitable result, and always. Keep that child going back for that book if it takes a week; and show him that if he had at first gone over every shelf, book by book, he would have gotten it long ago. Be attentive, be thorough in all things.—*Hall's Journal of Health*.

## 3. THE BEGINNINGS OF EDUCATION.

The child is no sooner born than its education may be said to begin. The first gasp of air the infant makes, and the pressure it feels at its mother's breast, are lessons learned. With each progressive step in the relationship of the child with persons and things external to itself, its nurse, its food, the light, and the various other beings and objects which may surround it, it is acquiring the elements which form the basis of all education.

The earliest years of childhood are most profitably spent in the development of those observing faculties which the young exercise with instinctive readiness. Easily, however, and spontaneously as the power of observation of the child seems to act, it must not be presumed that all guidance, on the part of parent, nurse, or whoever may have charge of it, is supererogatory. Children may be aided, from the very earliest age, with great advantage even in learning those objective lessons which most of them are so forward in acquiring.

Those who have the constant care of the infant, or even they who may be only brought into casual relation with it, can seldom resist the invitation the little creature, by its many endearing ways, gives to notice. It thus, without any systematic effort, or even with a good deal of apparent negligence, will secure for itself at times the means it requires for the proper development of its observing powers. The playful sympathy of the vivacious nurse with her smiling charge will prompt the troling of a nursery ditty, some lively action or other, or the presentation of a bright object. The child may thus learn its most essential lessons from teachers supremely ignorant of the useful instruction they give, or even of the fact that they are instructors.

There are some, however, who are incapable, from perversity of disposition or want of natural animation, of responding even to the invitation to mirth of an infant's smile. Such should never be allowed, if possible, to have charge of the young. A cheerful disposition should be regarded as one of the most essential requisites of a good nurse. Mothers should, moreover, especially cultivate a lively manner with their children. All the surroundings, if possible, of the child should be animating, and objects noticeable from brightness of colour and distinctness of figure ought to be placed within reach of his daily vision. Sombreness of dress of the child and those who have constant charge of it should be avoided.

Systematic intellectual education of the child should be deferred until he has reached the age of six or seven years. Previous to that period he may be allowed to pick up, like Moses in the "Vicar of Wakefield," a miscellaneous education at home. During the years of infancy, of course, there will be no attempt to do more than arouse and engage the observing powers by those means which naturally suggest themselves to a sympathetic mother and a lively, good-natured attendant.

Those skilful teachers, the Germans, do not admit any pupil into

their most elementary school before the age of six years. This is as early a period as most children can be subjected to the discipline of systematic study. Intellectual pursuits even then cannot be persistently followed unless combined with a careful training of the physical powers. Exclusive culture of the mind is dangerous at all ages, but more especially during the earliest.

While the bodily vigor is carefully promoted by abundance of good food, playful exercise, and cheerfulness of spirits, there is very little risk of the young being intellectually overworked. Most, if not all, of those children who are said to have broken down under the weight of their studies have not been injured by too much work, but too little play. If a proper care should be taken to sustain a just balance between the body and mind, both would be found capable of much greater effort than either is wont to exhibit, and with the result of increased robustness.

John Stuart Mill tells us in his "Autobiography" that he began the study of Greek at an age earlier than he could remember, but which his family assured him was when he was only three years old. Before he reached his teens he had travelled over the vast domains of ancient classical and a large portion of English literature. Although Mill placed a very modest estimate on his natural powers, he accomplished what it will be safe to say was never accomplished before at so early a period of life. It would not only be absurd to attempt to effect the same results by the same means in most children, but, if the experiment were tried, it would fail in ninety-nine hundred cases out of ten thousand by the premature extinction of mind and body, causing either the death or idiocy of those subjected to the process.

## III. Competitive Examinations in Schools.

### 1. COUNTY LANARK COMPETITIVE EXAMINATION.

The County Competitive Examination of Public Schools took place in Perth, on the 23rd ult. It was a very large and interesting gathering, and the competition was keen and close. No less than 24 schools of 8 different townships, sent competitors numbering in all 103, as follows: 2nd class, 30; 3rd class, 31; 4th class, 20; 5th class 22. Ten schools succeeded in carrying away prizes. The medals were awarded as follows:—

Gold Medal—Presented by Wm. Lees, Reeve, Bathurst—1st General Proficiency, 5th Class, to William McIntyre, Balderson.

Gold Medal—Presented by A. Code, M.P.P.—1st General Proficiency, 4th Class, to Peter McNaughton, Balderson.

Silver Medal—Presented by W. W. Berford, Co. Treasurer—1st General Proficiency, 3rd class, to Alex. Menzies, Glen Tay.

Silver Medal—Presented by Thos. Brooke, Co. Clerk—1st General Proficiency, 2nd class, to Mary Brogan, Glen Tay.

Silver Medal—Presented by H. L. Slack, Co. Inspector—Best speller present, to Peter McNaughton, Balderson.

The competition for the medal in spelling was very close between Peter McNaughton and John Bothwell, the latter of whom lost it by merely the omission of one letter in spelling 60 words. The proficiency of these two was exceedingly creditable to themselves and the school which they represent.

The examiners were Mr McGregor, of Almonte; Messrs. McNab, Beer, and Reilly, of Carleton-place; Mr. Moag, of Smith's Falls; Mr. Jas. Stewart, of Lanark; and the Rev. Messrs. Bain, Burns, Chisholm, Dr. Thornton, and Mr. Slack, of Perth.—*Courier*.

### 2. COMPETITIVE EXAMINATIONS IN PUBLIC SCHOOLS

Mr. A. McGill, teacher at Bracebridge, thus writes to the *Free Grant Gazette*:—

DEAR SIR:—I had the pleasure, on the 15th instant, of attending in the capacity of Examiner, a Competitive Examination of pupils from the Public Schools of the Township of Muskoka. The examination took place at Gravenhurst, and about seventy scholars presented themselves as candidates for the prizes. The prize list is appended and explains itself sufficiently. The prizes, though chiefly books, comprised a microscope, portfolio, box of mathematical instruments, and several boxes of games; and were on the whole, a capital thirty dollars' worth.

We cannot speak too highly of the example set by the Council of Muskoka Township in thus offering an inducement to activity among pupils. We sincerely hope that the Councils of other Townships throughout the District may "go and do likewise."

I desire to offer some suggestions relative to the value of prizes as incentives to energetic action on the part of pupils, and the mode in which they should be offered, so that they may exert their maximum influence for good.

The offer of graded prizes to all members of the class is a method

of prize-giving which I have had ample opportunity of examining, and I can speak both of its immediate and more remote consequences with assurance.

Since the true aim of prize-giving is to inspire all, but specially apathetic and lazy pupils, with a willingness to work, and that energetically, it is evident that, first, the prize offered must be one which will possess value in the estimation of those to whom it is held out; second, that every pupil must be made to feel that he has a chance to win it; that a lazy pupil, who persists in his indolence, shall have no chance of winning it; and, further, as it is desirable to secure all this without at the same time giving any ground or excuse for hard feeling, it is evident that each competitor must recognize the fact that he struggles to accomplish a certain amount of work, rather than to vanquish a fellow pupil.\* How we may best secure the accomplishment of these ends is the problem which we essay to solve.

First—That the prizes may have value in the estimation of the pupils, let them consist of such articles as boys and girls fully appreciate. For the higher classes we might suggest such as the following—books, microscopes, telescopes, stereoscopes, magic lanterns, cameras, mathematical instruments, guns, watches, writing-desks, work-boxes, musical instruments, &c. For the juniors—kaleidoscopes, hand-sleighs, cricket-bats and balls, skates, and a hundred other things that boys and girls everywhere delight to possess.

Second—That every pupil may be made to feel that he has a chance to win the prize, let the prize be competed for not by the pupils of one school only, but let class two of each school in the township, or, far better, in the district, compete against class two of every other school in the district; and so with the other classes; and let the number of prizes offered in each class be at least equal to the number of pupils in that class, in the school which has the largest class of that particular name. For example, suppose ten schools compete, class two of the first school may contain seven pupils; class two of the other nine may contain 7, 6, 5, 7, 8, 6, 10, 10, and 11 pupils respectively; in all 77 pupils coming up for examination. In such a case I would offer at least eleven prizes, when though but one pupil in seven would carry off a prize, each of the 77 would feel during the year of work preceding the examination, that he was not without a good chance of taking some prize. For, instancing School No. 10, where class two was most numerous, while the best scholar in that class knew that his chance of taking one of eleven prizes was very good, the eleventh boy could not say that he had no hope, since, though every boy in his own class surpassed him, he might surpass every boy from the other strange schools; and, further, though the eleventh boy in a class has a very poor chance indeed against the first, he cannot say that his chances against the tenth, ninth, or even eighth and seventh boys are not very fair, provided that he be truly industrious. Thus every boy, down to the poorest in his class is incited to activity. Again, I would enact that no pupil who has once taken a prize should be allowed to compete a second time for a prize in the same class. This would really be no hardship, for the successful competitors would in nearly every instance be fit for immediate promotion to the class next higher. To prevent unfair play, it would be further necessary to procure uniform and perfect classification in the different schools; but this is the duty of the County Inspector, and may safely be left in his hands. That lazy and careless pupils may be made to feel that while they continue so they can have no chance of a prize, it is only necessary to limit the number of prizes judiciously; and that each competitor may feel that he strives to master a certain curriculum rather than to vanquish his fellow pupils, it must be understood that all pupils who obtain a certain per centage, e.g. 80 per cent., of the marks given at examination, shall receive prizes at least equal in value to the lowest prize regularly offered. To exemplify—we will suppose that the pupils of class two in all the schools of the district number 77; eleven prizes are offered absolutely, i.e. will certainly be awarded to the best eleven pupils who compete, although none should reach 80 per cent. of the marks, but every pupil who obtains 80 per cent. of the marks given, shall receive a prize at least equal to prize No. 10; thus a pupil not receiving a prize cannot say that he did not get it because some one else did, but because he had not accomplished the work assigned. In practice, if the examination were thorough, not more than ten per cent. of the applicants would be likely to reach 80 per cent. of the marks given, still, the principle above enunciated would hold good.

Again, class one in every school is far the largest in numbers, comprising, as it does, children from zero to the time they are qualified to leave the Second Reading Book, when they are supposed to have acquired not only the rudiments of writing, arithmetic and geography, but to be pretty fair readers and spellers. The pupils in this class commonly form from 40 to 50 per cent. of the school; and they are those whom it would be difficult, on account of age, &c., to bring to a central place for examination. To this class, the

plan sketched would prove difficult of application; but the knowledge that promotion to class two would qualify a child to enter the lists as a competitor for the public prize would be a very powerful stimulus to work for promotion.

For two reasons I would offer no prizes in special subjects; first, the object of a Public School education is not to educate one faculty at the expense of others, but to develop equally all the powers of the pupil; and the tendency of offering a special prize to the best Arithmetician for instance, is to frustrate this end by inducing pupils to neglect other branches for the sake of concentrating all the powers on one; second, the boy who ranks first in general proficiency is certain to carry off many, probably most, of the first and second prizes in special subjects, and thus the bulk of the prizes is taken by one, not to his discredit, but to the injury, because discouragement, of other members of his class who, ranking but little below him, get no prize at all. I would, therefore, offer all the prizes for General Proficiency, and regulate the number of them by the method already explained. In awarding prizes for General Proficiency, of course different subjects must be assigned values corresponding to their relative importance. I submit the following schedule.—Reading 100; Spelling 100; Etymology 70; Grammar (including Composition) 200; Arithmetic 200; Algebra 100; Geometry 100; Geography 80; Natural History 80; History 100; Writing 100; Natural Philosophy 100; Book-keeping 100.

I will now take the liberty of suggesting that the various Townships of this District unite with the village of Bracebridge in making appropriations for the purpose of forming a fund to be used in procuring prizes which shall be offered in the manner I have explained. An appropriation averaging \$20.00 from each municipality would enable the District to offer, with the Government addition of 100 per cent., prizes to the value of \$440.00. Say:—

Class VI.	4 prizes averaging	\$15 00 =	\$60 00
“ V.	6 “ “	10 00 =	60 00
“ IV.	10 “ “	7 50 =	75 00
“ III.	12 “ “	6 00 =	72 00
“ II.	15 “ “	5 00 =	75 00

\$342 00

This arrangement would leave \$98.00 in the hands of the committee for the purposes of furnishing prizes to such pupils is obtained over 80 per cent. of the work, but received none of the prizes on the above list. If it be worth our while to have Public Schools at all, it is worth while to encourage and stimulate them to vigorous working. The townships will average three schools each, at least, and by this plan, at an average cost to each school section of only \$6 $\frac{1}{2}$ , no less than four hundred and forty dollars worth of prizes are offered for competition. I sincerely trust that the various Municipal Councils of Muskoka will take up this matter in earnest, and in time to announce the prize list early in January, so that fully twelve months may be given for preparation in the different schools. The formation of a committee will rest with the councils interesting themselves in the scheme. The work of the committee will consist in setting exact limits to the work on which each class will be examined; specifying the prizes, their number and value; the percentage above which all will get prizes; the appointment of a Board of Examiners, and time and place of examination, which must be almost entirely written and cannot be well done in less than two full days; the drafting of rules to guide the examiner, &c.

Finally, I gratefully acknowledge my indebtedness to the Rev. J. S. Cole, B.A., for valuable assistance given me in perfecting the system I have sketched—a system the maturing of which has cost me much thought, and is the result of seven years' experience in teaching.

\*This is exactly the principle upon which the system of Merit Cards issued by the Education Department is based.—*Editor Journal of Education.*

### 3. REPORT OF PROCEEDINGS AT MEETINGS OF THE COUNCIL OF PUBLIC INSTRUCTION HELD ON THE EIGHTH, NINTH AND TENTH DECEMBER, 1874.

No. 380.]

COUNCIL ROOM,

EDUCATION OFFICE, December 8, 1874.

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

*Present.*—The Chairman.

The Chief Superintendent of Education.

His Grace the Most Reverend J. J. Lynch, D.D.

The Venerable T. B. Fuller, D.D.

The Very Reverend W. Snodgrass, D.D.

The Reverend John Ambery, M. A.

The Reverend S. S. Nelles, D.D.

The Reverend A. Carman, D.D.  
Daniel Wilson, Esquire, LL.D.  
Goldwin Smith, Esquire, M.A.

1. The following communications were laid before the Council :—
14225. From Mr. McCabe on his absence.
13880. From Mr. MacLennan on his absence.
- 11907, 13684. From the Inspector of the County of Halton, on the regulations respecting Monitors and Assistants.
14062. From the Chairman of the Central Committee, respecting Candidates for First and Second Class Certificates.
14005. From the same, on the admission of Public School Teachers as High School Pupils.
14063. From the same, on the qualifications of Head Masters of High Schools.
11787. From the same on the regulation for issuing Second Class Certificates.
11455. } From the Head Master of the Collegiate Institute,  
13137. } St. Catharines, on the time for Entrance Examinations.  
14008. }
14171. From Inspector McLellan, on the same subject.
14172. From Inspector Buchan, on the same subject.
14173. From Inspector Marling, on the same subject.
13136. From the Head Master of the Collegiate Institute, St. Catharines, respecting another regulation.
12987. From Mr. R. Potter, Seymour, submitting school dialogues for approval.
13168. } From Mr. J. B. Hamilton, B.A., on his qualifications as  
14052. } a Head Master.
12408. From the Teacher of Section No. 4, Sydenham, on Text Books.
14170. From a Teacher in the High School, Oakwood, on the same subject.
12819. From Teachers in the High and Public Schools, Collingwood, on the same subject.
12902. } Lists of books submitted by the Chief Superintendent  
13595. } for Libraries and Prizes.
14306. From Miss Louisa M. Baldwin, on obtaining a certificate.
14407. From Mr. P. S. Howell, on the authorized grammar.
13675. From the Rev. T. L. Wilkinson, Nassagaweya, submitting "Lyman's Historical Chart" for approval.

Also several applications from teachers for pensions.

2. The conveners of the Committees not being then present with their reports, it was

*Resolved*, That the letters respecting Text Books received from the members of the Central Committee and the Public School Inspectors be read, which was done.

3. The Reports of the Committees on Regulations and Text Books, (14246),  
And on Library and Prize Books, (14247,) were then presented and read.

4. Dr. Wilson gave notice that he would move the adoption of the Report of the Committee on Regulations to-morrow.

5. The Rev. Professor Ambery gave notice that he would move the adoption of the Report of the Committee on Library Books, to-morrow.

6. Dr. Wilson gave notice,  
That he would submit a motion to enable Teachers of Public Schools to enter the High Schools as pupils, without being required to pass an entrance examination.

7. *Also*, that he would move, that whereas the Provincial Association at their last session passed a resolution requesting the establishment of an additional entrance examination for the Collegiate Institutes and High Schools, the same be referred to the Central Committee to report if there are any reasons rendering such an additional examination objectionable.

8. The Communications on Books were referred to the respective Committees.

9. The Chief Superintendent, having asked the pleasure of the Council, was desired to report as formerly respecting the several applications for pensions.

10. The Chief Superintendent gave notice,  
That he would move certain Regulations on the matters referred to the Chairman of the Central Committee, whose replies have been read to the Council.

11. Adjourned till half-past ten a.m. next day.

(Signed) H. J. GRASSETT, B.D.,  
Chairman.

No. 381.]

COUNCIL ROOM,  
EDUCATION OFFICE, December 9th, 1874.

The Council met, pursuant to adjournment, at half-past ten o'clock a.m., the Very Reverend H. J. Grasett, B.D., in the Chair.

*Present*.—The Chairman.

The Chief Superintendent of Education.  
The Very Reverend W. Snodgrass, D.D.  
The Reverend S. S. Nelles, D.D.  
The Reverend A. Carman, D.D.  
Daniel Wilson, Esquire, LL.D.  
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. The following communications were laid before the Council :—  
14,340½. From the Deputy Superintendent of Education, referring to two paragraphs in the Report of the Committee on Regulations.

14306. From His Grace the Archbishop, respecting Text and Library Books.

3. On motion of the Chairman of the Committee on Regulations and Text Books, their report was recommitted.

4. The communications above mentioned were referred to the same Committee.

5. The Committee on Regulations and Text Books presented their report (14246) amended.

6. The Chairman of the Committee moved the adoption of the report.

7. The discussion of the Report ensued and continued till one o'clock, P.M., when the Council adjourned till three o'clock.

8. The Council met again at three o'clock, P.M., the same members being present.

9. A Communication (14226) from Count de Zaba submitting his charts of History, also,

A letter (13729) from Miss Whimster resigning her position in the Model School, were laid before the Council.

10. The Rev. Dr. Carman gave notice of motion for the substitution of the words February, May, August and November, for the words January, April, July and October, in Rule I. of the Rules of Proceeding ;

11. Also, That Rule VI. be expunged, and that the words "at least a day's" be substituted, for the words "a similar" in Rule VII.

12. The Very Rev. Dr. Snodgrass gave notice of motion,  
That instead of Rule VI., the following be substituted :—

"One day's notice at least must be given of every motion, the object of which is to introduce any matter not already in due course of proceeding before the Council, but a motion for the suspension of a Rule or for the adjournment of a meeting shall always be in order, and shall be disposed of at once."

13. The Chief Superintendent proposed resolutions in amendment to the motion for the adoption of the Report of the Committee on Regulations and Text Books. After further discussion, it was

14. *Ordered*, That the Report of the Committee on Text Books be recommitted for their consideration, and subsequent report; also, That the Chief Superintendent be requested to furnish the Committee with the Resolutions prepared by him as a substitute : that it be an instruction to the Committee to provide for the admission of a choice of Text Books, under due restrictions, as well as for the revision of the present series.

15. Adjourned at a quarter to six o'clock till half past ten A.M., to-morrow.

(Signed,) H. J. GRASSETT, B.D.,  
Chairman.

No. 382.]

COUNCIL ROOM,  
EDUCATION OFFICE, December 10th, 1874.

The Council met, pursuant to notice, at half past ten o'clock, A.M., the Very Reverend H. J. Grasett, B.D. in the chair.

*Present*.—The Chairman.

The Chief Superintendent of Education.  
His Grace the Most Rev. J. J. Lynch, D.D.  
The Very Reverend W. Snodgrass, D.D.  
The Reverend S. S. Nelles, D.D.  
The Reverend A. Carman, D.D.  
Daniel Wilson, Esquire, LL.D.  
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. A letter (14408) from the Venerable T. B. Fuller, D.D., on his absence, was read.

3. Professor Smith gave notice of motion,  
That the Chief Superintendent be *ex officio* a member of all Committees of the Council.

4. In accordance with one of the recommendations in the Report of the Committee on Regulations and Text Books respecting the proposals of the Principal and Masters of the Normal School, it was

*Ordered*, That there be a revision of the subjects of examination

and scheme of Lectures in the Normal School, and that a Committee be appointed to examine the whole system, and consult the Masters of the Normal School, as to the working, or suggested deficiencies in the present working of the Institution; such Committee to consist of Professor Smith, Professor Ambery, Professor Wilson and the Chief Superintendent.

5. The third Report (14247) of the Committee on Library and Prize Books was then read, and its adoption having been moved and discussed, it was

*Ordered*, that the Report of the Committee on Library and Prize Books be re-committed for consideration and subsequent report; with instructions to enquire whether any, and, if any, what improvement may be effected in the present plan of obtaining and distributing the Library and Prize Books in connection with the Education Department.

6. *Ordered*, That Teachers and Assistant Teachers of Public Schools, having already passed an examination, may be admitted to enter the High Schools as pupils without being required to pass the usual entrance examination.

7. Dr. Wilson having made the other motion of which notice was given, respecting an additional High School entrance examination, it was

*Ordered*, That the opinions of the High School Inspectors on the above propositions having been read, and considered, with their reasons adverse to the change of system, no further action be taken in the matter.

8. *Ordered*, That Teachers holding First or Second Class Certificates, granted anywhere in the British Dominions, may be admitted to examination for First and Second Class Certificates respectively, in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other Teachers.

9. *Ordered*, That Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and give satisfactory proof of good moral character, may be admitted to the examination for First Class Certificates without previously obtaining Third and Second Class Certificates.

10. *Ordered*, (1.) That any person wishing to become a Head Master of a High School or Collegiate Institute, after the 24th day of March, 1874, shall comply with the following regulations (37 Vic., ch. 27, Sec. 28 (4, and 72.)

(a) He shall present for the inspection of the Board employing him the diploma which he may have received from any University in Her Majesty's Dominions, or furnish other satisfactory proof to the Board that he has regularly graduated in the Arts Department of such University.

(b) He shall also present to the Board a certificate from the Council of Public Instruction showing that he has satisfied that body as to his knowledge of the science and art of teaching, and of the management and discipline of schools.

No honorary degree can be admitted as evidence of compliance with the law.

(2.) Any Graduate in Arts of a chartered University in the British Dominions, who has proceeded regularly to his degree, and who produces evidence satisfactory to the Council of Public Instruction that he has taught successfully for one year as Assistant Master in a High School, or who is the holder of a First or Second Class Certificate as a Public School Teacher, shall be considered eligible for the Certificate qualifying him for the Head Mastership of a High School.

(3.) Graduates whose experience in teaching has been gained in Colleges and Private Schools must satisfy the Council that such experience is sufficient, before they can be regarded as eligible for appointment to a Head Mastership.

11. *Ordered*, That in the opinion of the Council, permanent certificates, valid throughout the Province, should all be given on the recommendation of one and the same Examining Board, and the Chief Superintendent is requested to give public intimation of this opinion.

12. *Ordered*, That in the Rules of Proceeding—Rule I.—instead of the words "The Council shall meet quarterly, on the first Tuesday in each of the Months of January, April, July and October," the following shall be substituted: "The Regular meetings of the Council shall be held on the first Tuesday in each of the Months of February, May and November," and in Rule II. the word "Regular" shall be substituted for "quarterly."

13. *Ordered*, That Rule VI. be expunged and the following be substituted—"VI. A rule may at any time be suspended by the vote of a majority, and a new subject may at any time be introduced by a unanimous vote. Otherwise one day's notice at least must be given of every motion except in the case of special meetings called

by the Chief Superintendent, but a motion for adjournment shall be always in order."

14. The following applications for pensions from the Superannuated Teachers' Fund were approved:—

Mr. Robert Dickson of Township of Westminster, 18 years' service.		
" Mathew Elder	"	Lochiel, 28 " "
" William Gorman	"	Bastard, 26½ " "
" John Lawson	"	Crosby, S., 44 " "
" Joseph Leighton	"	Fergus, 6½ " "
" George McGill	"	Elma, 26 " "
" Luke Morris	"	Madoc, 19 " "
" Dawson Reid	"	Somerville, 13 " "
Miss Annie Russell	"	Bastard, 8 " "
Mr. James R. McNeillie	"	Port Hope, 21 " "
" William Gilmer	"	S. Mountain, 10 " "

15. *Ordered*, That the rule requiring one day's notice be suspended, and that the following be adopted:

That the Chief Superintendent be *ex-officio* a member of all Committees of this Council; also the following,

16. *Ordered*, That the following modification be made in the Regulations (Chapter VII.) for the examination of Candidates for Certificates as Public School Teachers and Monitors.

The regulations as to "Value and Duration of Certificates" shall be as follow:

#### 5. Value and Duration of Certificates.

(a) First and Second Class Certificates are valid during good behaviour, and throughout the Province of Ontario. A First Class Certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A.) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices are to be obtained on application at the Education Office.

(b) Third Class Certificates are valid only in the county where given or endorsed, and for three years only, and not renewable except on the recommendation of the County Inspector, but a Teacher holding a Third Class Certificate may be eligible in less than three years for examination for a Second Class Certificate on the special recommendation of his County Inspector.

(c) Third Class Certificates shall only be endorsed by a Public School Inspector having jurisdiction, at the request in writing of a School Corporation, and on condition that the holder present a certificate of good moral character, signed by a clergyman within a month of the date of such application.

(d) A Third Class Certificate shall be endorsed but once by the same Inspector, and in no case by more than two Public School Inspectors, nor shall it be endorsed in a county in which the holder had previously held one of the same grade.

The regulations as to certificates to Monitors and Assistants in Public Schools, shall be as follow:

#### 6. Certificates to Monitors and Assistants in Public Schools.

At the request in writing of any Public or Separate School Corporation, a Public School Inspector may admit to examination any senior pupil, or other candidate for the position of Monitor or Assistant in such Public or Separate School on the following conditions:

(a) The pupil or other candidate shall present to the Inspector a certificate of good moral character, signed by a clergyman.

(b) The subjects of examination for the position of Monitor shall be reading, writing, spelling and the elementary parts of grammar, geography and arithmetic.

(c) The subjects of examination for the position of assistant teacher, shall be those prescribed for third class certificates.

N. B.—A competent knowledge of those subjects at the discretion of the Inspector shall be required.

(d) No candidate shall be admitted to examination for a Monitor's certificate under fifteen years of age or from a lower class than the Fourth; nor for a certificate as an assistant under sixteen years of age, or from a lower class than the Fifth.

(e) No certificate shall be given for a longer period than one year, such certificate may be specially renewed for twelve months at the discretion of the Inspector; but no certificate shall be granted a third time without re-examination.

(f) A certificate may be suspended or cancelled at the discretion of an Inspector, for any cause which he may deem sufficient to warrant it.

(g) All certificates granted, suspended, or cancelled, and all other information desired, shall be duly reported by the Inspectors to the Chief Superintendent of Education—37. Vict., chap. 28, secs. 112 (27) and 114 (18.)

N. B.—When the pupils enrolled in a Public School amount to more than fifty, and less than one hundred, the trustees must employ an assistant teacher.

17. The minutes were read and approved.  
18. Adjourned.

(Signed,) H. J. GRASETT, B.D.  
(Certified,) Chairman.  
ALEX. MARLING,  
C.C.P.I.

4. TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.

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

	NAME.	COUNTY.	Subscription returned and date.
272	Amos, Walter	Simcoe	\$3, June, 1874.
273	Aubin, Israel	Essex	6, Sept., "
274	Arthurs, James E.	Halton	7, October, "
275	Anderson, P. J. M.	Hastings	4, " "
276	Allin, W. N.	Huron	7, " "
277	Armstrong, Moore	do	7, Dec., "
278	Adams, Richard	do	7, " "
279	Byington, Edwin L.	Durham	5, June, "
280	Balfour, James	Ontario	5, July, "
281	Brown, Robert	do	6, August, "
282	Brown, George	Northumberland	6, " "
283	Braden, Thomas B.	Peterboro'	3, " "
284	Brake, Charles H.	Northumberland	4, October, "
285	Bolton, John	Perth	7, Dec., "
286	Barkwell, R. H.	York	3, " "
287	Battel, Elias	Huron	6, " "
288	Cuthbertson, A. S.	York	4, August, "
289	Cameron, Malcolm	Elgin	6, " "
290	Chisholm, W. P.	Addington	5, Sept., "
291	Clifford, Wm.	Peel	2, " "
292	Cooley, John W.	Perth	5, " "
293	Cameron, J. W.	Victoria	7, October, "
294	Corrigan, Robert	York	3, " "
295	Curtis, Smith	Leeds	5, Nov., "
296	Clemens, Menno B.	Waterloo	6, Dec., "
297	Cadman, A. J.	Addington	7, " "
298	Dittmer, Emil F. A.	Perth	6, October, "
299	Davis, John	Peel	4, " "
300	Dunfield, John	Northumberland	3, Dec., "
301	Ferguson, Robert	Grey	6, Sept., "
302	Frame, Alexander	Perth	6, October, "
303	Gordon, George	Stormont	4, August, "
304	Givens, David A.	Leeds	7, Sept., "
305	Graham, P. L.	Kent	5, Dec., "
306	Huff, John S.	Prince Edward	4, August, "
307	Hobkirk, Joseph	Huron	6, " "
308	Hill, Lewis W.	Simcoe	4, " "
309	Hall, Henry Walter	Perth	7, Sept., "
310	Honeywell, Wm.	Northumberland	3, " "
311	Haley, Timothy	Renfrew	3, October, "
312	Hooper, Henry M.	York	2, Nov., "
313	Hodge, Robert	Durham	4, Dec., "
314	Hill, J. A.	Simcoe	4, " "
315	Johnston, Adam	Dundas	4, Sept., "
316	Johnston, S. J. H.	Frontenac	3, October, "
317	Jessop, Elisha	Durham	6, Nov., "
318	Lloyd, Walter	Victoria	7, Sept., "
319	Mills, Nathaniel	Lincoln	5, " "
320	Malcolm, James	Lambton	6, Dec., "
321	McAlease, W. V.	Elgin	6, July, "
322	McInnes, Charles	Grey	4, " "
323	McCallum, Donald	Glengarry	6, August, "
324	McKay, Angus	Elgin	5, " "
325	Mackie, Thomas	Simcoe	5, " "
326	McFadyen, Allan L.	Victoria	5, Sept., "
327	McWilliam, Robert	Waterloo	3, October, "
328	Phillips, Charles Gage	Brant	3, Sept., "
329	Robertson, Eph. H.	Welland	5, July, "
330	Robertson, David	Northumberland	5, Dec., "
331	Simmons, George A.	Halton	4, Sept., "
332	Scott, James A.	Lanark	6, " "
333	Smith, Daniel F.	Perth	7, " "
334	Stewart, David M.	Lanark	3, October, "
335	Shepley, Theodore C.	Perth	4, Dec., "
336	Stalker, John	Kent	5, " "
337	Stewart, George	Simcoe	7, " "

STATEMENT showing Moneys returned to Widows and Representatives of Deceased Teachers:—

	NAME.	COUNTY.	Subscription returned and date.
338	Emerson, Mrs. M. L., Widow of Samuel Emerson	Essex	\$4.49, June, 1874
339	McClelland, Mrs. M., Widow of William McClelland	Grenville	15.47, Aug., "
340	Stewart, Mrs. Sarah, Widow of William Stewart	Carleton	13.26, Nov., "
341	Williams, John, Re- presentative of E. R. Williams	Elgin	13.47, Oct., "

IV. Biographical Sketches.

1. CAPT. THOMAS DICK was born in 1809, at Lauderdale, Scotland. At an early age he was apprenticed to the merchant service, and after serving his time, was appointed second mate of a vessel in the West India trade. He speedily became master, in which capacity he served his employers with fidelity and zeal. About 1833 he came to this country, and his name became familiar to the public as commander of the *Experiment*, a vessel in the despatch service during the troubles of 1837. Two years previous to this, Captain Dick is mentioned as commander of the *Fanny*, the property of Mr. James Lockhart, of Niagara. He subsequently became interested in many other vessels in the Toronto harbour steam-marine list, and in the mail service. The *Queen*, the *Gore*, and the *Princess Royal*, of the Royal Mail service, were all constructed at Niagara under his superintendence, while the first *City of Toronto* was built by him in 1841. In 1855, the *Peerless* was built for him at Glasgow, and having been brought in sections to Canada, was placed on the Toronto and Niagara route. Captain Dick was not so fortunate with a second steamship called *Her Majesty*, which was lost in the Atlantic with sixteen men on board. It might be mentioned that he became connected with the *Rescue*, one of the first steamers carrying mails to the North-West. On Captain Dick retiring from the lake shipping service, he built a number of private residences on Front street. These became merged in the old Knox College, which subsequently was transformed into Sword's Hotel. The name was again changed, some years later, to the Revere House, and finally the building was replaced by the handsome structure known as the Queen's Hotel, which under Captain Dick's control, has become celebrated for perfection of accommodation throughout Canada. He also built the Queen's (Royal) Hotel at Niagara, the management of which he conducted in addition to that of the Queen's Hotel here. In municipal matters he was always warmly interested, and he occupied a seat in the City Council chamber for a considerable period.—*Mail*.

2. ETIENNE PARENT, Esq., was born in 1801, at Beauport, near Quebec, where the founder of his family in Canada had settled in the early part of the 17th century. He was educated at Nicolet College and the Seminary of Quebec, where he had, for fellow students, Bullargeon and Judge Morin, and where his talents obtained early recognition. In the year 1821-22 he became editor of the *Quebec Canadien*, where he soon distinguished himself as a writer of great power and brilliancy. But the *Canadien* which had only been revived a short time before he undertook its editorial management, had again to succumb to opposing destinies in 1823, and Mr. Parent began the study of law with Mr. Vallieres de St. Real; at the same time, giving French lessons in private families. In 1825, he resumed journalistic labour, succeeding Mr. Ronald McDonald in the editorial chair of the *Quebec Gazette*. In the following year, he was appointed assistant French translator in the House of Assembly. From this year may be dated his real political life. It was a time of many troubles, when that agitation commenced which had its sanguinary culmination in the rising of 1837. Through all this dark period—this bitter conflict between races, now happily harmonized, and contented in exercising, for the most part, mutual forbearance, M. Parent exerted, by pen and tongue, no little influence on the minds of his compatriots. But, faithful as he ever was to their best interests, he never sanctioned the appeal to arms, which Mr. Papineau and the other leaders of the *parti Canadien* considered the only way to win the rights which they claimed. He always coun-



selling moderation; he always hoped for redress by constitutional means; he was opposed to whatever interfered with the maintenance of law and order. He was overruled, but, like many another in similar circumstances, he gained no credit for the part he had taken in the struggle. He belonged to the "party," was a chief in the party, and with the party, in its defeat, he suffered. In time of war of whatever kind, men in authority do not split legal hairs, and so Mr. Parent passed the winter of 1837-38 in prison. He suffered much, it is said, from cold, and on his release discovered that he was so deaf as to be incapacitated from pursuing his career as a lawyer. On Mr. St. Real's elevation to the Bench, Mr. Parent had entered the office of Mr. Casgrain (subsequently Commissioner of Crown Lands), with whom he completed his legal duties. Soon after the Union of the two Canadas Mr. Parent was elected deputy for the County of Saguenay, a position which he filled satisfactorily until, in 1843, he received the appointment of Clerk of the Executive Council. In 1847 he was made Assistant Provincial Secretary, and when Confederation was accomplished in 1867, he was permitted to retain his office as sub-Secretary of State. In 1872 he retired from active life. It is as a writer that Mr. Parent has won his highest reputation. He is fitly placed in the same category with Ferland and Garneau. His name has long been held in honour in the land of his fathers, and men who have been crowned by the academy have read his productions with mingled surprise and pleasure. His articles, in the *Canadien* are still read, and worthy of being read, with interest and delight, and "his conferences"—the work of later years—have seldom been surpassed by the best literary artists. As a poet, also, Mr. Parent has won, if not a brilliant, a respectable reputation, and he possessed in no ordinary degree the foresight, almost amounting to prescience, which is the distinguishing characteristic of a great statesman.—*Montreal Gazette*.

3. JOHN P. ROBLIN ESQ., was born in Sophiasburg, in August, 1799. His father, Philip Roblin, emigrated to Canada, with his ancestors, from New Jersey, in the year 1784, and settled in Adolphustown, with several other United Empire Loyalists. The Roblin family, after a few years, removed to Prince Edward and took up land at the place afterwards known as Roblin's Mills, Sophiasburg. Mr. Roblin received what was considered in those days a good Common School education; being taught principally, if not wholly, by the late Jonathan Greeley. In 1832, he went forth to battle with the primeval forests of Ameliasburg, where he cleared and improved a farm and remained upon it till 1847, when he removed to Hallowell. In 1858 he gave up the farm and moved to Picton, where he resided at the time of his death. At an early age Mr. Roblin gave promise of public usefulness, and in his 31st year was elected to serve in the Parliament of Upper Canada. The Election took place in 1830, when Sir John Colborne was Lieutenant-Governor. The Candidates were Asa Werden, Jacob Howell, Paul Peterson and J. P. Roblin. The first and last named were elected. In 1834, the House having been dissolved, another election took place, at which the Candidates were William Rourke, Asa Werden, James Wilson and J. P. Roblin. The two last named were elected. Sir Francis Bond Head having succeeded Sir John Colborne as Lieutenant-Governor, dissolved the House in 1836, in consequence of an irresistible demand for Responsible Government. At the election in 1836, the Candidates were Charles Bockus, James Wilson, James Armstrong and J. P. Roblin. Armstrong and Bockus were successful. In 1840, the Provinces having been united, a new election was ordered by Lord Sydenham. Prince Edward could then send but one representative, and Bockus and Roblin were the candidates.—The latter was elected by a large majority. During this Parliament Lord Sydenham died and was succeeded by Sir Charles Bagot, who survived his predecessor only one year. After the dissolution in 1844, Mr. Roblin first met as an opponent at the polls, the late D. B. Stevenson, but notwithstanding the shrewdness and popularity of his opponent, Mr. Roblin was successful, and entered for the fifth time upon his duties as representative for the County of Prince Edward. At this time the Hon. W. H. Draper was Attorney-General, and for the first half of the Parliament had a narrow majority in the House. An election petition was pending before a Committee, and Mr. Roblin was Chairman of that Committee. Mr. Hincks (now Sir Francis) was the Respondent.—The Committee were equally divided, politically, and the Chairman would have the ensuing vote. Mr. Draper thought that if he could get Mr. Roblin out of the House, he would effect a treble gain. First, he would get rid of him. Second, he would get rid of Hincks; and third, the probability was that Mr. Stevenson could be elected over any other man in Prince Edward. Under the circumstances a proposition was made to Mr. Roblin by Mr. Draper, Mr. Roblin refused at first to accept the position himself, but asked the Minister to allow him to name a man as Registrar and he could give the collectorship to any one he liked. Mr. Draper replied that he might

take both positions himself, but if he refused to accept he could have nothing to say in the matter. Mr. Roblin waited till he heard the evidence on the election petition, and decided that in view of his oath he could not vote to sustain Mr. Hincks. This opinion he communicated to Hincks, and he (Hincks) endorsed it. Next, Mr. Roblin remembered that he had beaten Stevenson by only 58 votes, and knowing that his opponents were very busy in his absence, thought there was a serious probability of his being defeated at the next election. He therefore concluded, that inasmuch as he could not save Hinck's seat by remaining in the House, and as he was liable to be beaten the next election, he would do no injury to his party to retire, and allow some other man to meet Mr. Stevenson.—He accepted the positions of Collector of Customs, Registrar and Crown Land Agent, and left Parliament forever. The result was that Francis Hincks, although editor of the *Pilot* at the time, never found fault with his course regarding the Committee, and remained ever after his personal friend. Besides this, at the ensuing election, Roger Conger took Mr. Stevenson by surprise, and defeated him by four votes! Mr. Roblin's Parliamentary career was marked by ceaseless activity. Through all the conflict for the civil and religious privileges which we now enjoy, he stood valiantly at his post, and did battle for the right. In the great fight for Responsible Government, he was no idle spectator—but an active participator in the fiercest of the struggle. Time after time he rose to his feet on behalf of Wm. Lyon Mackenzie and the principles he was advocating, but as often was doomed to no other success than having his name written with that of thirteen members, who fought against tremendous odds for the freedom of their fellow-citizens. And often have we heard him express his thankfulness to the Disposer of all events, that he had spared him to enjoy all the rights and privileges for which he had spent the early part of his life in political contention. In all matters affecting the welfare of the municipality, Mr. Roblin took an active if not a leading part. Through his instrumentality Prince Edward was separated from the Midland District, and given a municipal government of its own. He had the honour of being appointed the first Warden of the County, and organized the first Council in 1841. Although a firm supporter of W. L. Mackenzie in Parliament, yet he did not hesitate to obey the call of his Sovereign in 1837, and was the only Captain who raised a full company without drafting! With this body of men he went to the Carrying Place, and did duty for two months during the winter of 1837-8. He was Captain of the first troop of Cavalry in the County, and afterwards appointed Lieutenant-Colonel of the 2nd Battalion Prince Edward Militia.

As a staunch supporter of the Temperance Cause, Mr. Roblin had few equals, adopting the principles of Temperance, when the opposite were more popular. For 55 years he was a zealous member of the Wesleyan Methodist Church, and has held many positions of trust under the Conference of that body. For over 20 years he was a member of Victoria College Board; and for the last 25 years has been Recording Steward of Picton Circuit. In all matters affecting the good of society, our readers are well aware that the deceased was an active worker. Every good cause had a warm friend in John P. Roblin. In him every bad cause found an inveterate enemy. At the good old age of 75 years he has gone to his rest.—*Picton Times*.

4. DR. PALMER HOWE was born in New Brunswick in 1848, and became a printer in his father's office. Possessing intellectual ability of a high order, he soon rose from the ranks, and won a reputation as a talented journalist, while yet a very young man. He was for a long time the Canadian correspondent of the *New York Tribune*, and was up to the time of his death the Ottawa correspondent of most of the Conservative newspapers of the Maritime Provinces. He was a poet of no mean ability, as many beautiful poems which he contributed to the literary journals of the Dominion testify. The following verses from his poem on the death of Sir George Cartier serve for his own epitaph:—

No mansioned city have we for our dead,  
No temple vaults wherein his dust may sleep;  
Naught but the humble earth and tender flowers,  
And loving hearts his memory to keep.

In mind a master and in heart a man,  
A faithful friend and an experienced guide;  
Fearless of foes, he kept his chosen course  
And bravely breasted every adverse tide.

—*Ottawa Citizen*.

5. COL. GEO. P. KERBY, surviving veteran of the war of 1812, fast disappearing. The subject of our sketch was born at Prairie du Chien, on the Mississippi, in the year 1793, his father being an employé of the North West Trading Co. George, when quite young, was brought to Kingston, Canada, where he was educated by his brother James, and on the breaking out of the war in 1812 received

a commission as ensign in a company of the embodied Militia, of which his brother was Captain. He was present at all the important engagements of that campaign on the Niagara frontier except the battle of Queenston. He fought at Chippewa and at Lundy's Lane, was at the siege of Fort Erie, and was one of the forlorn hope at the taking of Fort Niagara. After the war he received a grant of 500 acres of land on the River St. Clair, where he went to reside, but afterwards removed to Chatham, and thence to Thamesville, and finally settled at Florence in 1835. He was appointed post master here in 1841, which office he held until 1867, when he resigned on account of feeble health. He was also magistrate, and Lieut.-Col. of the 1st Battalion of Lambton Militia.—*Saturday Review*.

6. HON. EZRA CORNELL, one of the most eminent citizens of New York State, who died at Ithaca on Wednesday, was born at Westchester Landing, Westchester Co., N. Y., 1807. He removed with his parents to DeRuyter, Madison Co., when he was twelve years of age, and being compelled to work earlier in life than many boys, he had but few educational opportunities. He made the most, however, of such advantages as were within his grasp, and in manhood was possessed of as much useful knowledge as many who had the benefit of expensive schooling. He was a natural mechanic, and although never serving a regular apprenticeship at any trade, became well acquainted with the use of tools and machinery, in a very short time, and turned the knowledge thus acquired to excellent advantage during his lifetime. Shortly after the invention of the magnetic telegraph, Mr. Cornell became interested in the discovery, and devoted his time, talents, and energies to its introduction. He was justly regarded as one of its greatest supporters, and delighted in relating to his friends the difficulties experienced by him in convincing the public that it was of any practical use. In the days spoken of by him, Prof. Morse, himself, and other protectors of the telegraph were regarded as visionaries. Subsequently Mr. Cornell was employed in the construction of various lines in different parts of the country, and rapidly accumulated a fortune. He dispensed of his means with great liberality. His first public act of benevolence was the endowment of a public library in Ithaca, which he had made his home, a project in which he expended some \$50,000. His next act of liberality was the building and endowment of the Cornell University, now situated in Ithaca, where all branches of learning should be taught. Congress in 1862 passed an act granting public lands to the various States and Territories which would provide agricultural schools and colleges for the promotion of agriculture and the mechanic arts. Under this act land scrip representing 989,000 acres was given to New York State. This land was selected in the West, and appropriated, conditionally, by the Legislature to an institution supposed to be deserving of it. The stipulations of the contract, however, were not fulfilled, and in 1865 the land was transferred to Cornell University, upon certain conditions, among which was one that Ezra Cornell should give to the institution \$500,000, and another that one student from each Assembly District in the State should be afforded the opportunity of being educated free of cost. Mr. Cornell paid the \$500,000, and in addition munificently contributed about 200 acres of land, with buildings, as a site for the university and farm, and subsequently made other donations amounting to upward of \$110,000. The lands granted by Congress were disposed of to good advantage by the founder of the institution, and it now stands on a substantial basis. Since its establishment other wealthy men have endowed it with large sums of money, and Mr. Cornell, like Peabody, Peter Cooper, and similar great philanthropists, has had the satisfaction of seeing before his death the result of the benevolences created by him, successful and flourishing. The university is one of the finest specimens of architecture in the State, and with its beautiful grounds and admirable arrangements, rendering it in every way a college of the first order, is a noble monument to the memory of its founder.

## V. Educational Intelligence.

—UNIVERSITY OF TRINITY COLLEGE.—The annual regular Convocation at the University of Trinity College was held on the 26th November. In the absence of the Chancellor, the Hon. J. H. Cameron, D. C. L., Q. C., the Provost, Rev. G. Whittaker, M. A., presided as Vice-Chancellor. After prayer, the following degrees were conferred:—B. A.—Rev. Daniel Deacon, and Messrs. Paton, Wood, Stewart, Clark, Ross, Davis and Sills. M. A.—Massey, Rev. William. B. C. L.—Beaty, James, Q. C. *Ad Eundem* M. A.—Ambery, Rev. John (B. N. C., Oxford); Baldwin, Rev. Arthur Henry (Queen's College, Oxford). HONORARY, D. C. L.—Macdonald, Sir John Alexander. When Sir John's name was announced, as it was last, as the place of honour, it was received by the graduates and undergraduates with cheer after cheer, and, owing to this demonstration, it was some minutes before the Dean of the Faculty of Law, Mr. S. J. Vankoughnet, D. C. L., was able to present him, which, taking

Sir John by the right hand, and raising his cap to the chair, he did in these words:—“*Dignissime Domine Procancelarie et tota Universitas, Presento vobis egregium hunc virum ut admittatur in gradum Doctoris in jure civili honoris causâ.*” The Chancellor received Sir John, holding him by the hand and saying, “*Admitto te in gradum Doctoris in jure civili honoris causâ.*” Sir John then took the usual oaths, and assumed his seat on the right of the Bishop of Toronto, amid the same vociferous cheers as before. The following students then entered the divinity class:—Houston, Robert Leekie Mullock, B. A.; Patton, Herbert Bethune, B. A.; Wood, William Hugh, B. A.; Ledingham, George; Hanna, John Alexander; Elliott, Archibald; Pattee, David Chessee; Leslie, Henry Thurtell. MATRICULATED IN ARTS.—Ingles, Charles Leycester; Carroll, William Banfield; Irving, Æmilius Paulus; Fuller, Henry Hobart; Gibson, George Sayer; Vankoughnet, Mathew Scott; Colwell, John; Halliwell, John Earl.

His Lordship the Bishop of Toronto handed the prizes to the successful students.

The Provost, then, in a cordial manner, asked Sir John Macdonald to address the assemblage, remarking that he regretted the absence of the Chancellor, who would have deemed it a great honour to extend the invitation, which it was the pleasure of the speaker to do.

Sir John Macdonald said—Mr. Provost, and Ladies and Gentlemen—This call upon me has been quite unexpected, I having only been informed a moment or two ago that I was expected to address a few words to you. However, I am the more emboldened to respond to the call, from the consideration that I am no longer a stranger to Trinity Hall. The very great honour conferred upon me to-day makes me feel at home, Mr. Provost. Although I have been in one sense a stranger to Trinity College, I can scarcely say that I have been an entire stranger, as it has been my duty to watch the progress of this institution, and indeed of all similar institutions in the old Province of Canada and in the present Dominion. And among all those (and there were several which did great credit to this young country) there is no educational institution, no seminary of learning, that has taken a higher position, if so high, as Trinity College. From its very earliest commencement it had some disadvantages, because it was apparently overshadowed by a large and wealthy seminary of learning, which had all the strength, and power, and influence which large revenues and State support could give it; yet from the very commencement of this institution it has been one success—one uninterrupted success from its commencement until now. And from the very cheering accounts afforded me to-day of the present position of Trinity College, I am happy to find that at no period of this institution did it stand so high, both in the number of the *Alumni* and in its prospects from a pecuniary point of view, and that its success is more assured than ever it has been at any former time. It has been my pleasing duty also to observe the course in life of many of the young gentlemen who have been educated at Trinity College; and I find they have done honour to the institution from which they received their earliest and latest education, before they went out into the battle of life. I am quite sure that those who are now present, and who are now enjoying the inestimable advantages of being under you, Mr. Provost, and under those who assist you in your great and important duties, will continue to do credit and honour to the institution in the same way as those who have preceded them. I have every reason to know and believe not only that the advantages gained here by the young men who become students of Trinity College are those of education, but that in moral and social trainings they are fitted for those exigencies and trials of life which they will meet in a country like this; and in fact, that the system of training has been little short of perfection. I believe that the true sound feeling—the English feeling, that exists among the *Alumni* of Trinity College, is one great cause of their success in life. I believe there is a real feeling of loyalty among the students of Trinity College. I am satisfied that the solemn oath taken so readily by the students at the table here to-day and on several other occasions, in which they pledged their allegiance to our Sovereign Queen Victoria—whom God long preserve—is not a mere lip loyalty, but that they leave Trinity College fully impressed with the idea, and with the design, that they will continue to be, under all circumstances, good and loyal subjects to her Majesty, and that the great nationality which is before Canada, is to be a nationality connected with the greater nationality of England, with the greater nationality of the Empire of Great Britain; and that while we are all “Canada First,” we are also “Empire First.” Sir, you were good enough to say that I have conferred an honour on Trinity College by my presence here to-day; but the honour is altogether conferred upon me. I feel it a very great honour, that in an institution of this kind, I can be reckoned as one of its graduates; and no doubt the very severe examination that I underwent in civil law—(laughter)—was the reason that I have had the honour conferred upon me. Allow me to thank you, sir, for the honour conferred upon me, and also to thank those who have listened to my very imperfect remarks in such a kind way.

The concluding prayer was then made, and the Convocation closed, but the students did not disperse until they had given three rousing cheers for Sir John Macdonald, the Provost, and the Professors, and her Majesty, and sung a verse of the National Anthem in Latin.—*Mail*.

—EDUCATION ON THE GRAND MANITOULIN.—Manitowaning, situated on the upper extremity of Heywood Sound, in the Great Manitoulin Island, is a very interesting locality. The purity of the atmosphere, and the attractions of the scenery around, will inevitably, and before long, render it a desirable resort for invalids. The universal tes-

timony of settlers who have been resident here for the last three years, cannot be questioned. Parties who have spent some months on the Island, and returned to the more busy haunts of men, sigh for the invigorating breezes of Manitoulin, and seek its shores again. Our more immediate object, however, in seeking a small space in the *Journal*, is to note the praiseworthy fact, that the settlers are awake on the subject of education. Three years ago, on the road leading southward from Manitowaning, the curling smoke from the settlers' shanties did not greet the eye very frequently. Yet, on to-day was held the first examination of the Manitowaning School, at which, in a comfortable hewed log building, some thirty pupils passed a creditable questioning on the elements of knowledge, in presence of the Rev. Mr. Sutton, the trustees and other visitors. Thanks to the far seeing and practical administration of the Education Department in holding forth promise of aid to poor schools in new townships, these healthy boys and girls have a prospect of being trained up as rational beings. This is the first School-house on the Island erected by the unaided efforts of the people that has gone into operation, and they have the unqualified wish of all virtuous people that they may reap their reward in witnessing their offspring growing up to be useful and intelligent citizens of "this Canada of ours." It gives a pleasure to add, that other localities on the Island are following suite in this noble cause, and that the teacher engaged in the Manitowaning School, Mr. W. G. Stuart, has already sent a promising pupil to the Wesleyan Female Seminary, at Hamilton, from another school on the Island.—*Com.*

## VI. Short Critical Notices of Books.

—HUNTER, ROSE & Co., Toronto.—We have received from these publishers two works, viz., *Second Cousin Sarah*, by T. W. Robinson, author of *Little Kate Kirby*, *Mattie*, *Astray*, &c.; and *Patricia Kemball*, by Mrs. Lynn Linton. These are in the form of library editions, and are got up by the publishers in very neat style. Also, from the same, *Lady Anna*, the latest of Mr. Anthony Trollope's books.

—HARPER BROS., New York: Hart & Rawlinson, Toronto.—*Life of Admiral Foote*, by Prof. J. M. Hoppin. This biography, accompanied by a very beautifully engraved steel plate of the Admiral, is written in an exceedingly interesting style. It sketches Admiral Foote's career from his first cruise as a midy, to his appointment as commander of the South Atlantic Squadron. He commanded the "Portsmouth" during the Chinese war, and watched American interests. He captured the "Barrier Forts" as a reprisal after an insult to his flag. He was commander of the Western Flotilla during the American Civil War, and assisted in the taking of Fort Donelson after capturing Fort Henry. In other important actions he took a prominent part, obtaining from Congress a vote of thanks, and his last appointment. He died just before departing to his new post, and was honoured by a state funeral.

—G. P. PUTNAM'S SONS, New York: Willing & Williamson, Toronto.—We have received from the above publishers some of their recent publications. The style and "get up" of the books are very good in every particular; the printing and binding leave nothing to be desired. The books received are: *Infant Diet*, by A. Jacobi, M. D., of the College of Physicians and Surgeons, New York,—one of Putnam's Handy Book series. Prof. Hill's *Lecture Notes on Qualitative Analysis*.

*England, Political and Social*, by the Duc d'Aumale's Private Secretary, Auguste Langel; translated by Prof. Hart.

We have here almost a companion volume to M. Taine's "Notes." Taine gave us England's social life, M. Langel has laid open before us its political characteristics and habits. Both view England as Frenchmen, but the picture is none the less finished or true on that account, perhaps, even clearer and fuller on many points. Any able foreigner whose feelings are sufficiently English to unite a certain amount of sympathy to a mind necessarily free from local prejudice, should occupy a coign of vantage from which to "spy out the land." M. Langel has had the advantage which this position has given him, in seeing much of the recent political history of the country from the station of an outsider, and this has rendered the results of his observations more correct and penetrating. His style is vivacious and very pleasing. The third and fourth chapters are the most important, treating of the Lords and Commons—the English aristocracy and Parliamentary Government—and of themselves amply pay perusal. His translator, Prof. J. M. Hart, seems to have performed what he styles an "ungrateful" task, that of translation, in such manner as to make us the reverse of ungrateful—and his estimate of the work, given at least after no slight acquaintance with it—is that M. Langel has in every instance, to use a homely phrase, "hit the nail on the head."

—D. & J. SADLER & Co., New York and Montreal.—*Moore's Irish Melodies*. An exceedingly pretty little edition containing the Irish melodies, national airs and sacred songs of the "Bard of Erin." It claims to be complete, and points out the errors and omissions of former editions. There is no one who will not appreciate this excellence, and be delighted to recognise the missing links with its chain of harmony. *Martyrs of the Coliseum*: By the Revd. A. J. O'Reilly, D.D. This work, has the recommendation of His Holiness the Pope and Archbishop Lynch, is—as its name indicates—devoted to the Christian records of the Coliseum, a subject which the author states has not yet

been sufficiently noticed. On that ground alone the work would be of value, and we doubt not that its literary merits are such as would secure it a large circulation. The publishers have done everything in their power to bring this and the above quite up to their usual standard in appearance.

THE WARS OF THE HUGUENOTS; by Wm. Hanna, D.D.: Robert Carter and Brothers.—A volume consisting of Lectures delivered before the Edinburgh Philosophical Institute, recounts the early struggles of the Huguenots down to the Edict of Nantes, closing with a graphic review of the reign of Henry of Navarre, and a full appreciation of his quality as a soldier, statesman and ruler.

## VII. Miscellaneous.

### 1. TO A FRIEND ON THE DEATH OF A LITTLE CHILD.

BY E. H. NASH.

Another brimming measure  
Of sorrow dealt to thee;  
But one more garnered treasure  
Safe for eternity.

The little life is ended,  
The little journey done;  
By angel guards attended,  
The "better land" is won.

Spared is the child the weary,  
The toilsome ways of life;  
The days of anguish dreary,  
The turmoil and the strife.

Saved from the great temptations  
That mortals ever meet;  
Where dwell the ransomed nations,  
Where shines the golden street.  
There, folded in the Saviour's arm,  
The little child is safe from harm.

Where rolls the shining river,  
The stream immortals drink,  
Where ever and forever,  
Stands close upon its brink,  
The Tree whose leaves are healing,  
Whose fruit is ever fair,  
Thy lost, thy precious darling,  
Is bright and happy there;  
Close folded in the Saviour's arm,  
The little child is safe from harm.

—From the "New Dominion Monthly" for December.

### 2. YOUR CHILDREN AND MINE.

BY MRS. M. A. KIDDER.

I looked upon your sons, sir,  
And your daughters, fair and gay,  
And I ask myself this question:  
"Would I change with him to day?  
I, who laid my household darlings  
'Neath the emerald sod to rest?"  
And my heart instinctive answers,  
That "whatever is, is best."

I shall never feel the pride, sir,  
It is true, that stirs your soul,  
When you see your sons promoted,  
And their names on honor's roll!  
When you see your daughters courted,  
For their elegance and grace,  
Making home a "power of beauty,"  
And a real resting place!

But I have the sweet assurance, sir—  
A sealed book to you—  
That my dear ones' scaped all trial,  
With their years so bright and few;  
That my boys have been promoted,  
And my girls learned grace and love  
Through the teachings of the angels,  
In the "better land" above.

And I have the sweet assurance  
That temptation never can come  
To the tender untried spirits  
Of my children, in their home.  
No, I would not call them back, sir,  
Even could they come to me;  
Yet I hope, by grace, to dwell with them  
Throughout bright Eternity.



**GODERICH.**—Hail, 17th. Lightning and thunder, with rain, 10th. Wind storms, 17th, 28th, 29th. Fog, 21st. Snow, 12th, 31st. Rain, 1st, 5th, 6th, 9th—12th, 17th, 24th, 25th, 26th, 28th—31st.

**STRATFORD.**—Thunder, with rain, 10th. Wind storms, 10th, 29th, 30th. Fogs, 21st, 22nd. Snow (first), 30th, 31st. Rain, 1st, 5th, 6th, 10th, 11th, 26th, 28th, 29th. Ice (first) on shallow pools, 13th. Indian summer, 19th—26th. Excess of mean temperature over average (October) of 13 years, +0°.69.

**HAMILTON.**—Lightning and thunder, with rain, 26th. Wind storm, 29th. Fog, 22nd. Snow, 16th, 31st. Rain, 1st, 6th, 16th, 28th.

**SIMCOE.**—Thunder, with rain, 2nd. Wind storms, 1st, 10th, 17th, 20th, 29th, 30th. Fogs, 8th, 9th. Rain, 1st, 2nd, 5th, 6th, 10th, 26th, 28th. Meteor, 27th, in N. E., burst 30° above horizon. Warm, mild month.

**WINDSOR.**—Hail, 11th. Lightning and thunder, with rain, 10th. Wind storms, 10th, 29th, 30th, 31st. Fog, 22nd. Snow (first) 31st. Rain, 5th, 9th, 10th, 28th. Lunar halo, 19th, 27th. Very brilliant aurora just before day-break, 4th, and in the evening a display again noticed.

	PER CENT.		PER CENT.
Oakwood	26	Fergus	21
Oakville	26	Kemptville	21
Pakenham	24	Guelph	21
Arnprior	23	Trenton	21
Belleville	32	Welland	20
Chatham	32	Lindsay	20
Listowel	31	Osborne	17
Farmersville	23	Streetsville	17
Sarnia	22	Newcastle	16
Vienna	22	Mount Pleasant	11
Cornwall	22	103 schools	

Globe.

**IX. Departmental Notices.**

**E. J. H. DUNCAN'S CERTIFICATE CANCELLED.**

The Chief Superintendent of Education, under the authority of the Public School Law of Ontario, has cancelled the certificate of qualification as a Public School Teacher granted to Edmund J. H. Duncan (late of Union School, No. 1, Beverly and Ancaster), on account of immoral conduct.

**ARITHMETIC TEST AT THE RECENT HIGH SCHOOL ENTRANCE EXAMINATIONS.**

The following table shows the average percentage in arithmetic which was obtained by the candidates (including those rejected) for the various High Schools and Collegiate Institutes; and as quite a number of Public Schools were represented at each High School, the results may be taken as a test of the character of the work done in the Public Schools. There were ten questions on the arithmetic paper, each valued at ten marks. In the following figures, 20 per cent. shows that the candidates solved, on an average, two questions each, &c. It will be seen that 27 schools obtained 50 per cent. or upwards; if, therefore, 50 per cent. had been fixed as the minimum for passing, as some teachers have recommended, the candidates at 76 schools would have failed. The names in the list marked by an asterisk are Collegiate Institutes. The number of candidates at a few of the schools (Port Rowan, Newbury, Metcalf, Smithville, Scotland), was so small that the results in these cases are comparatively worthless.

	PER CENT.		PER CENT.
St. Mary's	69	*Peterborough	43
Weston	69	Ingersoll	42
Williamstown	68	Brampton	42
Caledonia	66	Cayuga	42
Port Rowan	66	Renfrew	40
Walkerton	65	Barrie	39
Scotland	62	Brantford	39
Newburgh	62	*Cobourg	39
*Kingston	61	Collingwood	39
Smith's Falls	58	Dundas	39
Smithville	58	London	39
Drummondville	58	Bowmanville	38
Metcalf	58	*Ottawa	37
Bradford	57	Aylmer	36
Uxbridge	55	Wardsville	36
Port Dover	55	*Galt	36
Markham	54	Gananoque	36
Owen Sound	54	Almonte	35
Perth	54	Stirling	35
Niagara	53	Woodstock	35
Clinton	52	Sydenham	34
*Hamilton	52	Oshawa	34
Vankleek Hill	52	Elora	34
Picton	51	Omeme	33
Berlin	51	Pembroke	33
Colborne	50	Richmond Hill	33
Simcoe	50	Windsor	33
Strathroy	49	Thorold	32
*St. Catharines	49	Mitchell	32
Fonthill	49	Erockville	30
Orangeville	48	Carleton Place	29
Port Perry	48	Grimby	29
Whitby	47	Port Hope	29
Iroquois	47	Prescott	29
Campbellford	46	Stratford	29
St. Thomas	45	Waterdown	29
Newmarket	45	Parkhill	28
Kincardine	45	Dunnville	27
Napanee	43	*Toronto	27
Hawkesbury	43	Norwood	26
Paris	43	Goderich	26

**ERRATA.**—In the second line of the solution of the Natural Philosophy question in the December number of the *Journal*, the words "columns" and "proportioned" should read "volumes" and "proportional."

**DAILY AND GENERAL PUBLIC SCHOOL REGISTER.**

Public and High School Teachers are required by law to use these Registers in the form prescribed by the Department, and the Trustees are required to procure them at the expense of the school concerned.

Inspectors will see that none but the prescribed Registers are used in the schools, especially as some of the forms and other returns required by law, are based upon these Registers in their prescribed form.

THE GENERAL REGISTER for use in the Public Schools of Ontario, as required by the Official Regulations, is ready, and can be supplied to schools on the following terms, viz.:

- No. 1. Copy of 20 pages, paper cover, 20 cts., or free by post 25 cts.
- 2. do 40 do stiff cover, cloth backs, 35 cts., or do 45 "
- 4. do 60 do do do 50 cts., or do 60 "
- No. 2. Daily Public School Register, 20 cts., or free by post 25 "
- 3. High do do 20 cts., or do 25 "

**SUNDAY SCHOOL BOOKS AND REQUISITES.**

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Ontario. Books, Maps, and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

**THE PUBLIC SCHOOL LAW FULLY EXPLAINED.**

**BLANK SCHOOL FORMS.**

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

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