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ONTARIO AND NEW YORK TEACHERS' CONVENTIONS.

We insert the following report *in extenso* of the proceedings of the Ontario Teachers' Association. Those of the interesting meeting at Fredonia, N.Y., we have been compelled from want of space to omit, and merely give the closing summary:

—FIFTEENTH ANNUAL CONVENTION OF THE ONTARIO TEACHERS' ASSOCIATION.—The Fifteenth Annual Convention of the Ontario Teachers' Association met in the theatre of the Normal School Buildings, on the 10th ultimo, the President, Mr. Goldwin Smith, in the chair. There was a large attendance of inspectors and teachers. The proceedings opened with the reading of the Scriptures and prayer by the Rev. Mr. Grant. The minutes of the last Convention were read and confirmed. The Treasurer's report for the past year was then read. It showed the receipts to have been since last report, \$212 19; expenditure, \$117 28; balance on hand, \$94 91. On motion the report was received and adopted. The President appointed Messrs. Hughes, Dearness and Dickinson to act as Auditors.

COMPULSORY EDUCATION.

A discussion on the subject of compulsory education was then opened by the reading of a paper on the subject by Archibald Macallum, M.A. After defining education, he laid down, as its first principle, that it should be national. The State must provide for the education of the whole people, from the lowest primary instruction or kindergarten to the university of the nation. Though the legislative provisions for a free and liberal education in Ontario were ample, the State should insist, in mere self-defence, that those provisions of the law should be carefully carried into effect, for ignorance was such an evil that its riddance was necessary. In no other way could the best interests of society be conserved, and maintained than by the compulsory enforcement of the great boon of education. It was the right of every Canadian child to receive such an education as would fit him to become a good loyal subject, to discharge worthily the various social duties enjoined by citizenship, and to fit him for the life to come. This was the end of education. It was the sequence of a free Public School system, and might be regarded as the crowning act in the great educational drama of the past thirty years. Our legislators had placed the ballot in the hands of every elector, and in no other way could this right be exercised to the benefit of all concerned than by the general diffusion of knowledge. Though our system of Government was the best in the world, it could not truly be brought into effect without the general education of the people. We owed it as a right to our posterity to hand down to them the blessing of

education. The importance of securing a good education to the people was shown in the large amount expended for this purpose by civilized nations. In the United States 140,000,000 acres of land had been set aside for educational purposes. There were fourteen and a half millions of children of school age in that country, and \$95,000,000, or one third of one per cent. of the real and personal property of the country, was annually expended on education. 221,000 teachers were employed. All the States had free schools, and in several of them attendance at school was made compulsory. He trusted such a law as this would soon obtain everywhere. In 1873 there were in the Province of Ontario 504,869 children, between the ages of 5 and 16, of whom 460,984 had attended school more or less. Of this total number of children of all ages, 480,679 had been undergoing mental culture in some one or other of our various educational institutions. There were 4,662 school-houses, or a total of educational institutions of one kind or another of 5,124. The number of Public School teachers was 5,642, and the salaries paid them amounted to \$1,520,124. The total expenditure in connection with Public Schools was, in that year, \$2,604,526; and for all educational purposes, \$3,258,125. He was unable to give the total value of our school property, but for our population he believed we would compare favourably with any other nation in the world. These figures would give some idea of the importance of our school system. Railways and manufactures, however important they might be to the wealth of a nation, were small compared with the education interests of the people. He would point out some of the benefits which would arise from the adoption of a system of compulsory education. First, it would prevent pauperism. In Pennsylvania, Ohio and Illinois the statistics kept tended to show that of the illiterate one in every ten is a pauper, while of the educated the proportion is only one in every three hundred. Statistics in general established that pauperism decreased proportionally as education increased. Another benefit of compulsory education was that it diminished crime. Of the prisoners committed in Ontario, in 1870, 1,722, or 27 per cent., were unable to read or write; 427 were children under sixteen years of age. The Commissioner of Education for New York stated that 85 per cent. of the crimes committed in that city were committed by uneducated persons. In New England 80 per cent. of the criminals were persons whose education had been wholly or nearly neglected. The statistics of our own penitentiary and those collected in England and Wales told the very same story. He pointed out the evils, physical and mental, which the want of a knowledge of nature's laws entailed on men, extending even to their offspring, and referred to the efforts of Mr. McGann, of Belleville, in showing the effects of such ignorance, and the proper remedy. Again, compulsory education would effect a great saving in the expenses of the Civil Government. From the Chief Superintendent's Report for 1870 it appeared that the cost of each pupil to the country was \$3.87, while by the report from Mr. Langmuir, Inspector of Prisons, it appeared that each prisoner in the gaols cost the country \$16.03, and this did not include the judges' salaries and other items of that kind which might justly be added. Surely, then, considering the effect which education had in the diminishing of crime, school-houses were cheaper than gaols. Another benefit which would be derived from compulsory education was that it would increase the blessings of life. The tendency of education was to increase the happiness of mankind. If it were general and compulsory, the greatest possible good would be conferred upon the greatest possible number. Lord Brougham, a very good authority, had expressed a very decided opinion as to the great effect which education had upon the happiness of mankind. The Commissioner for Education in the United States had stated that the ability to read and write increased the productive value of labour 25 per cent. Mr. S. Hill, author of a valuable work on education, expressed the opinion that if the countries of the world were arranged in the order of their wealth and prosperity they would also be arranged in the order of their excellence in education. He read a number of other authorities to the same effect, among them Lord Macaulay, who pointed out the effects which a national system of education had produced in Scotland. He (Mr. Macallum) advocated the improvement of school architecture, so that a taste for the beautiful might be increased at the same time that the pupil was receiving a practical education. Every facility for impart-

ing instruction should be provided and called into requisition. The schools should be better graded, so that no teacher should have more than forty pupils. Special attention should be paid to the health and comfort of the pupils. There should also be a better supervision of schools. Inspectors should not have so many in charge as some of them now have; they should be better paid, and like our judges, their term of office be during good behaviour. They should be removable by the Government, to whom they should be responsible. But these improvements would be of little avail until the position of the teacher was made more secure. There should be Township Boards of Trustees, and the pay of the Trustees should be largely increased. The teacher made the school, surroundings might aid him in the work, but he was the instructor. After expressing the hope that this country would soon supply a want long felt—namely, that of a Bureau of Statistics, he concluded by urging the importance of the work of education upon all engaged in it. The reading of the paper was received with applause. On motion a unanimous vote of thanks was tendered Mr. Macallum by the Convention. Mr. McGann referred to the effect which the diffusion of knowledge would have in doing away with the physical and mental maladies of the human race. In the Province of Ontario alone one in every 434 of the whole population was suffering from one or other of such maladies as deafness, insanity, blindness, &c. There were 1,412 deaf mutes, 1,516 insane persons, 680 idiots, and 600 blind persons, and all, or nearly all, these evils were caused by a violation of nature's laws. Mr. Hughes (Toronto) said that he was a little sorry that Mr. Macallum had not suggested some means of carrying out the present compulsory law. For one good reason they were not trying to enforce compulsory education in the City of Toronto, and that was because they had not sufficient school accommodation for those who attended voluntarily. This would be soon obviated, he hoped, and the law enforced. As it was now, if an attempt was made to enforce the attendance of children, actions would be instituted against the Trustees for failing to provide sufficient accommodation. The object of the law, as he understood it, was to give the child a right, in defiance of the parent if necessary, to attend school. They had an Act in force in this country which was to all intents and purposes equivalent to the Act passed in Massachusetts, viz., the Industrial School Act, which would be a means of enforcing attendance in the city. He was happy to say, too, that the regulation of the Council of Public Instruction compelling the pupils to attend regularly when they attended at all was being enforced in Toronto with excellent results. Mr. Platt (Prince Edward) said one great omission in the compulsory clause of the School Act was that the four months were not required to be in succession. The moral effects of the Act, he believed, would be beneficial. Mr. Johnson (Cobourg) expressed himself strongly in favour of Township Boards of Trustees. He had not approved of them at first, but experience was convincing him that it would be the best system. Mr. McIntosh (Durham) said the principal result of the passage of the present compulsory law was that it had a moral effect upon parents. He thought it a great pity that the time during which pupils were required to attend each year was not six months instead of four. The good effects of the law were very observable in his county, as he had noticed that in some school sections the attendance had been increased as much as 15 per cent. since it came into operation. The part of the clause which had the greatest effect was that which imposed a rate of one dollar per month for non-compliance with the law. He did not think the clause which allowed the summoning of parents before a magistrate was workable, as there were so many qualifications. Mr. Tamblin (Oshawa) thought there would be no thorough enforcement of the law so long as teachers were liable to be removed if they incurred the odium of any individual in the section. Mr. Hughes pointed out that the law was not enforced by the teachers but by the trustees. Mr. Platt moved, seconded by Dr. Crowle, "That in the opinion of this Convention it is desirable that the provisions of the School Act requiring each pupil between the ages of seven and twelve years to attend school at least four months in the year should be so amended as to require such daily attendance to be consecutive." Rev. Mr. Grant said the effect of such an amendment would be to render the whole compulsory clause nugatory. Mr. J. R. Miller (Huron) thought the present Act was working very satisfactorily. In his county the attendance had increased very much under its operation. If they sought to get too much they might get into difficulties, for he was quite certain they could not carry out such a clause as that proposed by Mr. Platt. Rev. Mr. Grant agreed with Mr. Miller. Many acknowledged that the present law was a good one, but they were only afraid it could not be carried out; and they would greatly increase that difficulty by the amendment suggested by Mr. Platt. They should give the present law a fair trial. Mr. Scarlett (Northumberland) expressed himself in favour of the motion, as irregularity of attendance was a great evil in the schools. Four months' irregular attendance at school would have very little effect. Mr. D. Boyle (Elora) suggested that the annual returns of attendance should be examined, and a portion of the legislative grant deducted for each pupil who had not attended the prescribed time. Mr. J. B. Smith (Wentworth) said the principal reasons given for the non-attendance of pupils in his county were want of clothing, and because the parents had no control over their children, who played truant instead of coming to school. He hoped to see industrial schools established in each county, or in unions of two or three counties, and especially in the neighbourhood of the large cities. Mr. Glashan suggested that instead of compelling four months' consecutive attendance (which could only be enforced with great difficulty, if, at all), one hundred days' attendance should be enforced, which would necessitate regular attendance

for a large portion of the time, there being 219 teaching days in the year. The names of those pupils who had not attended the required time could be struck off the roll of those entitled to receive the Government grant. This would bring the matter home to the Trustees, as they could be held liable for the loss of such money if they did not enforce the attendance of children. Mr. Platt said that in the compulsory laws of New England the attendance was always required to be consecutive. Two months of such attendance was better than four months' irregular attendance. Mr. Boyle moved, in amendment to the amendment, seconded by Mr. McLutosh, "That a clause be enacted in the law by means of which the Inspector will have power to withhold the sum of—dollars from the Legislative grant for each pupil between the ages of seven and twelve years who has not attended school four months in the year." Mr. McQueen said the best thing they could all do was to do their best when they went home to enforce the present law. (Hear, hear.) Mr. Brownlee (Waterloo) thought that the names of those parents who had not sent their children to school the required time should be handed to a magistrate, who should be instructed to prosecute them. On motion, the debate was adjourned.

PRESIDENT SMITH'S ADDRESS.

The President, on taking the chair at the evening session, proceeded to deliver his annual address. He said he could not help thinking that these meetings, whether central or local, were of great use to the profession. Education was an experimental science; the teachers were making the experiments; in the local and central associations they came together and heard the results of those experiments, and so forwarded the science which they were engaged in applying. It was also useful for them, so-called as they were for the greater part in the rural districts, to meet on these occasions and interchange ideas. On the last occasion of their meeting the interest was somewhat taken away by the excitement of an election which was then pending, and in which he was one of the candidates. He thanked those who supported him at that time, declared his intention of performing his duties equally to all, and announced that he had had no hand in any imputations which were then made on those who opposed him, the first sign of a man of honour being to be careful of the honour of others. He had endeavoured to supply his deficient acquaintance with the educational profession in Canada, by visiting as far as he could the meetings of the local associations, but it was difficult for him to visit them all, especially those in the more distant parts of the Province. This had been the first year of a re-organized Council. As one of the elected members, it was not for him to say whether the elective element had worked well or ill. The work had not fallen short in quantity—whether it had in point of quality, he left others to judge. There had been a disposition on the part of the Council to make themselves acquainted with the views of the teachers generally, as, for instance, in regard to the revision of the text-books and the new scheme for the High Schools. There was one change which many still desired, that was that the meetings should be public, and that reporters should be admitted. (Loud cheers.) He believed he could speak upon that question with perfect impartiality, though some charitable people seemed to think that he had some motive in excluding reporters and keeping the meetings private. He could have no such motive. This was his last year of office, and besides, if he did not choose to speak before reporters, one had always the refuge of being silent. But he thought the question required very considerable deliberation before they proceeded to take the step which was proposed. This Council was not administering public moneys. They had no special reason for keeping a very sharp or vigilant eye upon it. What it was wanted to do was to transact current business, and to make regulations which required, for the most part, minute consideration rather than great speeches like those which were made in public. They wanted it, he considered, not to talk well but to work well. There was no constitutional reason why it should debate publicly, or why reporters should be admitted. There were many Boards in England doing the same kind of work, though not on the same subject exactly, to which reporters were not admitted. If there was anything at all analogous in England to the Council of Public Instruction, it was the Committee of Council on Education, which did not sit publicly and was not reported. He could not help thinking that if reporters were admitted and the debates were published they would have a great deal of talk, and that was a considerable evil when they remembered that the Council was not a body of residents meeting from day to day, or through a long session, but of members scattered throughout the country, who were brought from their other avocations for a limited time, and from whom, therefore, they desired to get the largest possible amount of work and the least possible amount of needless talk while they were here. Again, it was very difficult to deliberate really when their words were being taken down by reporters. That was notoriously the case in great legislative assemblies. If they asked any member of the English House of Commons whether a speech in that body had ever turned a vote, he would say, "Yes, on one occasion. That was when Lord Holland moved that the Master of the Rolls should be disqualified like the other judges from sitting in the House, and Lord Macaulay made a speech in opposition which turned the vote, Lord Holland himself saying that if he had not moved the resolution he would have voted against it." That was one exception, but the rule was that people came with their minds already made up, and made speeches, in order to justify to the nation the vote they were going to give. If they wanted to deliberate on some difficult private matter with half-a-dozen friends, would they be likely to deliberate freely,

or to change their opinions if there were need to change them in order to arrive at the proper decision, if a reporter were sitting by to publish every word afterwards? That was the way with the Council of Public Instruction. Members coming from the country could not be well informed of the business beforehand; they had to learn the facts when they arrived, and they might express opinions which in the course of discussion they might find it right to change, but it was very difficult to change an opinion after it had been taken down. His opinion was that if reporters present the debates of the Council would be of much less practical value. There was another danger. He hoped that in time public education and other beneficent institutions would improve their politics; but now they wanted to confine them to their own sphere. They did not want them in their soup or in their education. He believed that if they had reporters taking down the debates, and the newspapers commenting on them afterwards, it would be very difficult to keep out politics. He did not say this on mere speculation. Not long ago a question was raised about a debate in the Board on the subject of the Depository, and if they remembered the comments of the two leading newspapers on that occasion, they would recollect that they both fixed upon the objects of their political aversion for attack. At present the Board was not political. Politics were excluded from it. (Cheers.) It was governed entirely—whether it went right or wrong—by the interests of education. That, he thought, in this political world was a valuable characteristic, and one which he should not like needlessly to endanger. He was as great a friend of publicity as could be, and if there was any ground for supposing that the Board did not deliberate honestly, or played tricks with the public, by all means let the doors be thrown open and the reporters admitted, but the object was not that it should talk well, but that it should work well, and reporting was a great impediment to work. The most important work the Council had done during the year had been the revision of text-books. They were all aware that in that as in every department of this great and complex system change ought to be very cautious, but the text-books must be kept up to the level of the age, and the Council could not be responsible for anything else. (Cheers.) He knew there had been a great desire for a new or revised geography (hear, hear), and that had been put in hand under good auspices. Then the grammar was considered to need a change. (Hear, hear.) That change had been made, and a grammar introduced the best the Council could select, although he feared it might at first present a rather novel arrangement and nomenclature. It was very difficult to find a good English grammar. Most grammars had been written by people who had studied the inflected languages and thought English was inflected, though, unfortunately, they knew that it was not. People who had studied Greek and Latin, especially Greek, looked for their forms everywhere. The Greek was perfectly homogeneous, almost perfectly inflected, and in forms and modes of thought far superior to any modern language. English was very different, being exceedingly heterogeneous and not inflected. Another class of text-books taken up for revision was the history books. They had found no really good history of Canada for the use of schools and had had to invite the learned men of the Province to turn their attention to it, but he doubted if anything very valuable in the way of a text-book would be produced, in consequence of the disconnected character of our past history. With regard to English history, would there was some one who with the knowledge of the present day united the talent of Goldsmith, and would give us such a narrative as his histories were. All historical writing was now affected by the question whether history was a science, and to be treated as one in the same way as the physical sciences. Mr. Buckle thought it was, but he (Mr. Smith) was not satisfied that it was so, because he had not yet found any explanation of the phenomena of conscience and moral responsibility, which seemed to exclude free will, and if they admitted free will there was something in the phenomena of human action, of which history was made up, which was different from the phenomena of the scientific world, and repelled the scientific treatment applicable to it. Still, no doubt scientific habits and methods had told a good deal upon the treatment of history, so that if it had not become more scientific it had at least become more philosophical, less what might be termed the "drum and trumpet history," and more the history of opinions and institutions. This affected the larger histories more than the text-books, but it affected all to a certain extent. There was, however, one element in history which was not affected by any question as to its being a science—that was the ethical part, the presentation of human character in great persons and great events, and that was the part most suited to children, and most required in any text-book adopted by the Council. Another class of books about which he had heard a good deal said in the local associations, and which must probably come on some day for inspection, if not for revision, was the reading books. (Hear, hear.) His own inspection of them led him to sympathise with those who thought a change should be made, but before acting they must settle some principle on which they should act. Was the object to be purely literary, simply to teach reading, or to convey specific information at the same time? Although the two objects might not be absolutely incompatible, yet they would frame a very different set of books if they went on one principle or the other. That must be determined again by another question as to the "programme"—whether some subjects now upon it should be left there or not. If the scientific or philosophical subjects now introduced in the programme were removed, there would be an additional reason to introduce them into the reading books, and so convey information no longer given in any other way. Another point to which the attention of the Council was incidentally turned, was the relations between the text-books and religious

teaching, and the conclusion to which the Council came in substance was, that it would desire all text-books, and books emanating from it, to be pervaded by the sentiment of a Christian community (cheers), but it would not introduce into them anything in the way of dogma—anything of a denominational or sectarian kind. He considered the latter provision to be sound and valuable. Some said not without plausibility—"The Roman Catholics have their Separate Schools; the rest are Protestants; and we may introduce into them all doctrines in which all Protestants agree, or to which none strongly object." That, in the first place, was stereotyping a system which, after all, he hoped was merely a concession to a temporary need. He thought our Legislature acted wisely in instituting Separate Schools. He thought they must look facts in the face, and must consider how difficult it would have been to get the Roman Catholic portion of their population to co-operate in any sort of national system unless they had made that concession. He did not say the propriety would be so clear if the aggressive spirit lately shown by the Ultramontane party were to spread through this country. He thought then the relations of the Roman Catholics towards the Government and society in general would be open to question. As things had been, however, he thought it wise, but he did not want to stereotype it—he did not want to write over all the public schools "This is a school which the Roman Catholic cannot enter." The address which he made to them last year had called down some sharp criticisms from ecclesiastical quarters, to which he thought it better not to reply. They had come from his excellent friend the Archbishop of Toronto, his excellent friend the Provost of Trinity College, and from a High Church clergyman of the Church of England, who wrote over his initials in the *Mail*. They would see that all these criticisms came virtually from the same quarter—but they would bear him witness that he spoke as strongly as it was possible to speak on the importance of religious education, and that he said he looked forward earnestly to the day when not only would education be religious, but they would be able to reintroduce religion into the teaching of their public schools, instead of the present system of secular education in the schools and religious education at home and in the Sunday school, which was the result of a time of religious perplexity and division, when it was impossible to get people to be all taught the same creed. But what those gentlemen all wanted was not religious but clerical education—education under the control of the clergy. The Catholic Archbishop had more than once poured balms upon his head from the height of his pulpit, but in the Council they met on the most friendly terms and in the most friendly manner. (Cheers.) The Provost of Trinity College commenced mildly, but he warmed as he went on, and the High Church rector was, he might say, personal, but ascribed that only to his piety. With regard to the Archbishop's criticisms, if he thought it quite certain that clerical control over education was really conducive to the interests of popular education, he would only like him to look at Spain and her colonies, Portugal, Brittany, Italy, the Roman Catholic parts of Belgium, and the other countries where clerical education had been most complete, and tell him honestly what had been the results. The Provost's principal objection was that he had underrated the activity of the Established Church of England in regard to popular education. Let him distinguish the Establishment, which was a political institution, from the Church. The Church, when it became political, and political power was placed in its hands, seemed to him to suffer by what it thought to be an accession of power. The Provost's statement that the Church of England had taken up the matter of popular education before the close of the war against revolutionary France was literally correct. But that war divided itself into two parts. The first was the struggle against revolutionary France and the French Republic, and then the Tory or High Church reaction in England was very high indeed. Afterwards it was a struggle against Napoleon, and then the reaction became less violent. After the struggle ceased the liberal or progressive movement began again, and he contended that it brought with it popular education. In support of this statement he quoted a passage from Lord Russell's "Recollections and Suggestions." The new High School scheme was likely, he thought, to fulfil its purpose. They had learnt from the newspapers that a question had arisen about the Depository. A committee was appointed to enquire into the Depository, and to consider its relations to the book trade and its general utility to present circumstances. He consented to serve on the committee while doubting whether the Council had, under the Act defining its powers, power to carry through that enquiry effectually. The question was ultimately raised, and he could not say positively that it had power, after a satisfactory enquiry, to make a complete report, and so, instead of voting for the reception of that report, he was very glad to vote for a reference to the Government, suggesting that, as the institution was one of an exceptional kind, and the trade which it affected felt and expressed itself aggrieved at its interference, it was desirable for the Government from time to time to enquire into it in order to see that it fulfilled the purposes of its institution and did not interfere with any established trade. The report contained an explanation by the Office of the uses of the Depository, and a defence of it as an institution. He did not mean to say that there was not a great deal in that defence. His mind was entirely free from prejudice on the question, but he thought the institution should be subjected to occasional enquiry. It was true that Government built ships and manufactured arms in its own yards, because they were absolutely necessary, and private traders could not be relied on to supply them when wanted, or of the exact description required, but books were sure to be provided by the trade. The book trade was the natural organ for the

production and the diffusion of literature. Its interests were not more selfish than those of any other trade, and they should be careful how they carried on an institution like the Depository without periodical enquiry. He had no doubt that it served an excellent purpose in the pioneer state of our institutions, but now the book trade had developed and circumstances had changed. He looked with respect on the Depository and every part of the great educational policy which had been established in this Province, and would not lay rash hands upon it. (Cheers.) During his visit to the local associations several questions had come up. One was whether certain scientific and philosophical subjects had not better be removed from the programme. The real question was, could these subjects be effectively taught or not? He should say that some of them could not be taught in the rural schools. He was of opinion that the staple should be reading, writing, arithmetic, grammar, and geography. Let these be thoroughly taught, especially arithmetic, which, independent of its obvious uses, was the best mental training that our children received. He had no doubt that the Scotch owed a great portion of their remarkable success in life to the very thorough training they underwent in arithmetic in Scotch schools. A great deal had been said about the economical value of education in the increased value it gave to labour but they must remember that, after all, the root of industry was hard work, and while they made labour more skilled and intelligent, there might be a danger of making manual labour distasteful. This result had already been seen in the United States. The superiority of British workmen arose not from anything learned in the school, but from the long-trained habit of conscientious labour. Referring to the subject of rewards and punishments, he said he was inclined to sympathize with many people who were opposed to the prize system. He thought that to excite ambition and envy in the minds of children was not conducive to their happiness, and after all, the great thing they desired to form was not intellect, but character. With regard to punishments, some thought that corporal punishment in schools could be done away with altogether. But if the statements which had been published as to cases in which it had been successfully abolished were true, they only showed the persons that had succeeded to have possessed wonderful powers of moral command, such as were not given to one teacher in a hundred. Among ordinary children and ordinary teachers, cases must arise when corporal punishment should be used. But, of course, the greatest economy of punishment was the greatest proof of the teacher's powers of moral command. The punishment should always be administered in cool blood, and if possible not at the time; it should never be inflicted for stupidity or nervousness, but only for wilful disobedience, including obstinate idleness. He had sometimes thought that the political evils of which we complained on this continent had resulted from the loss of parental authority, amounting in some cases to positive domestic anarchy. The irregularity of attendance of which complaint had been made was due in some measure to our climate, the shortness of the summer often making it necessary for the children to stay at home to assist in getting in the harvest, and the severity of the winter rendering it at times impossible to send them long distances. The frequent change of teachers would, he was afraid, only be rectified by higher pay being given. A question had been raised whether the Council of Public Instruction had not better be improved out of existence, and a Minister of Education substituted for it. He should say yes, at once, on two conditions. The first was that they could find a Minister of Education. He had asked one or two persons of some eminence whether they did not think the change had better be made. The answer was, "Where will you find the man?" It was rather a melancholy subject of contemplation, and seemed to show that the United States was not the only country where the best men did not go into Parliament. Another reason against the change was that they wished to keep education out of party politics. In England, the Vice-President of the Council was practically the Minister of Education as Chairman of the Committee of Council on Education, but though he was a party man, and went in and out like the other Ministers, they had somehow the art in the old country of keeping education tolerably clear of politics. He was not so sanguine of doing it here, but if he were sure of these two conditions being satisfied, he did say the right thing certainly was to have a Minister of Education. The President concluded his speech by thanking them for the honour they had done him by electing him, and then called on the Chief Superintendent of Education to address them.

Rev. Dr. Ryerson said that for more than twenty-five years nothing had been tolerated or allowed in any public school in Upper Canada which would prevent a Roman Catholic child from entering it, so that no voice of warning or admonition in regard to it was required now. The fact that only 15,000 out of the 70,000 Roman Catholic children were educated in Separate Schools showed that the greatest liberality had been shown in the public schools. The greatest care had been taken in the framing of the text-books, and they did not want to go to any other country to show them what to do now. He claimed that he had watched the interests of the teachers of this country, and had been the means of framing a system which had not been equalled in any other country. He held that the meetings of the Council of Public Instruction should be public. (Cheers.) He had objected to the introduction of the elective system, believing the members should be accountable to the Government, but when it was introduced he gave notice of a motion, and held now that the elective members of the Council should have their words and their acts known to their constituents, and that the Council meetings should be public. (Loud Cheers.) He had made no less than three motions to that effect, and he believed that if the proceedings during the last year had been public instead of private, great good would have resulted to the public. The Council should be either purely administrative or it should be responsible to the people. There should be the most

thorough public investigation, and no secrecy in any part of it. He should not think that the pluck characteristic of Englishmen would be shaken by the fear of being reported. He was in favour now of having a Minister of Education a member of the Executive Government and the Legislative Assembly. He held that either the Government should not interfere at all with the school system, or should take charge of it and be responsible for it. He should do all he could to obtain public enquiry on the part of the representatives of the people into the whole system of the working of the Council as well as our school system generally. With regard to prize books he held that the people should have the choice in the matter, and that there should be as little dictation as possible. He believed they could find a Minister of Public Instruction as well as a Minister of Crown Lands. He did not think the country was so intellectually poor that it could not find such a Minister. The Depository had worked in harmony with the development of the book trade to an extent unequalled in any State of the Union of the same population as Upper Canada. It may be easy to find defects in every human system, and to unsettle everything, but it was not so easy to build up everything. He hoped he should always have a kindly place in the recollection of the teachers of Ontario. (Cheers.)

COMPULSORY EDUCATION.

After the following teachers had taken part in the discussion:—Messrs. A. McCallum, Hamilton; R. Johnson, Cobourg; Scarlett, Northumberland; Irwin, Belleville; R. McQueen, Belleville; A. McMurchy, and W. McIntosh, Mr. McTavish, moved, in amendment to the amendment, seconded by Mr. D. B. Smith, That as enough time has not yet elapsed for testing with any degree of thoroughness the practical value of the compulsory clauses of the School Law, this Association deems it unwise to ask for any changes in the law, but they would press upon all parties concerned the primary importance of enforcing the law as it at present exists." This was carried.

THE PRESIDENT AND THE CHIEF SUPERINTENDENT.

After prayer and reading the Minutes, the President said he desired to refer to a question which had arisen the preceding night. He had then addressed them on various topics of interest in connection with education which occurred to him and which he thought were proper subjects for discussion there. He had not done so in a spirit of harshness or discourtesy towards anybody. In speaking of changes which the Council had made, or might be led to make, in the text-books, he had cast no reflection upon any one, and had used words which were scrupulously measured and courteous, especially as he saw the Chief Superintendent was present at his invitation. The Chief Superintendent had made a speech which was evidently directed against the re-organized Council, and the elective element in it. It would have been in very bad taste for him to have entered into an acrimonious discussion with their guest, Dr. Ryerson, for whom he had the greatest respect. In the Council he had invariably deferred to Dr. Ryerson's opinion on points of administration, but there were questions, such as the revision of text-books, in which he thought the opinions of other members of the Council were as much entitled to respect as those of the Superintendent. He did not believe that the elected members of the Council had been sent there to do nothing. He said on the previous night that they could not allow text-books to go out which were not on a level with the age. He might have used stronger terms, for some of them swarmed with disgraceful blunders. He hoped he should always be courteous to all his colleagues, but while the teachers supported him, he should do what he thought was right. Mr. McMurchy moved a vote of thanks to the President for his address of the previous night. Mr. Hughes seconded the motion, which was carried. Dr. Wilson, who had taken the chair in the meantime, in presenting the vote of thanks to the President, expressed his regret at having been absent when the address was delivered, and bore testimony to the courtesy invariably displayed by Mr. Smith on the Council of Public Instruction.

GRANTING OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

Mr. J. Thorburn, M.A., then read a paper on the subject of "Certificates to Public School Teachers—how and by whom granted?" After some introductory matter, Mr. Thorburn said every teacher should have some special acquaintance with the science of education and the principles upon which it was based. The success of any system of education depended upon the character of the teachers, and it therefore became an important question how efficient teachers could be obtained and retained in their profession. This had been a serious difficulty to most Governments. He gave an account of the system of pupil teachers adopted in England, which had so far proved a success. He gave a lengthened account of the Prussian system, which he eulogized as tending to raise the profession and make it a life business instead of a *dernier ressort*. He believed the school system of this Province would now compare favourably with that of any other country. Great improvements had taken place of late years. To illustrate this, the lecturer gave several amusing instances of the answers given a few years ago to some questions in examinations for teachers. He quoted an article in the *Globe*, in which over-competition was complained of, and said there was good reason to believe that a large majority of their Public School teachers had only third-class certificates, though he had been unable to obtain any definite information from the Education Office on the subject. He was of the opinion that third-class certificates should be abolished, and that there should be only two classes of teachers, as in Prussia. The second-class should be divided into three grades—grade A, consisting of teachers who had taught successfully for three years, certificates to be valid throughout the Province for five years, grade B, teachers who had taught successfully for one year, certificates to be valid throughout the Province for three years; and grade C, persons of good educational attainments, certificates to be valid throughout the Province for two years. The first-class certificates should be valid for life, or during good behaviour, but should be granted only to teachers who had successfully taught for five years, a course of the Normal School being considered equivalent to five years teaching in a common school, and the teachers to be eligible for a first-class certificate. He

was in favour of first and second-class certificates being granted by the same Central Board of Examiners, acting by the authority and under the instructions of the Council of Public Instruction. One of the most objectionable features of our Public School regulations was the humiliating condition which made it necessary for a teacher every year to solicit at the hands of his trustees a renewal of his engagement. He trusted to see the time arrive when a man could teach a school, and at the same time retain his manhood. Mr. A. McAllister (Hamilton) said the third-class certificates of to-day were much more difficult to be obtained than the first-class certificates under the old county boards. He did not see the advantage of abolishing the third-class if the grades of the second-class were increased. In Hamilton the teachers had not to go a second time to the trustees, and he hoped it would soon be the case all over the Province. He agreed with the importance of having all Provincial certificates granted by a Central Board. Mr. Douglass (Orangeville) thought the form of appointment should not be for a certain time, but indefinitely with the power of giving notice to cancel the arrangement. Mr. Deacon was of opinion that the remedy should be applied to teachers of the first class, who had profited very little from the new School Act, while third-class teachers had profited largely. After further discussion, Mr. Crowley moved "That this Convention deems it desirable that in order to secure a third-class certificate a candidate should obtain thirty-three and one-third per cent. of the marks for each paper, and fifty per cent. of the aggregate number." He alleged that it was much more difficult for a pupil to obtain entrance into a High School than for his teacher to obtain a certificate. Mr. McAllister said he was not at all satisfied with the constitution of the present Central Board of Examiners. The present tone of examination papers did not fulfil the proper requirements. The present men turned out reminded him of Touchstone's ill-roasted egg—done all on one side. He should like to see a little less mathematics and a little more of English subjects. The papers on English grammar, history, and geography were generally excellent, but some of the questions put were as ludicrous as some of the answers which had been referred to. Mr. W. McIntosh moved in amendment, "That in the opinion of this Association the Council of Public Instruction should issue a regulation definitely giving Local Boards of Examiners the power of exacting a minimum of not less than fifty per cent. of the aggregate number of marks in the subject of arithmetic and grammar." The amendment was carried. Dr. Kelly, in moving a vote of thanks to Mr. Thorburn, expressed his conviction that the position of teachers would be better if it were generally more permanent. The vote of thanks was passed.

SCHOOL TAXATION.

Mr. D. J. McKinnon introduced the subject of "School Taxation" in a speech, as he had not been able to prepare a paper on the subject. He dwelt on the inequalities of taxation in the different school sections, the residents in a small section having to pay far more than those in a large section in order to obtain equally good teachers. He considered that where the Township Councils had power to divide the sections they should bear the burdens or equalize them. A system of Township Boards would be superior to the present system, but the people were opposed to Township Boards. There were many objections to the Township Board system. The most acceptable system would be equal taxation combined with local control. The people of the County of Peel had advocated the raising of the greater portion of the teachers' salaries by equal taxation, and there was a clause something to that effect in the new Act, but the provision was permissive, not compulsory, and was for a payment by the municipality to the school sections in proportion to the amount raised by the sections. There were also great inequalities in High School taxation, the County Councils generally making the place where the school was built a High School district, and so throwing upon it the cost of maintaining the High School. He thought the whole Province ought to bear the whole cost of the High Schools, though a larger percentage of taxation might fairly be laid on those within three miles of the school. Mr. W. W. Tamblin believed that the people generally would be pleased to see the taxation equalized. Mr. R. McQuin was in favour of each section supplying an estimate of the amount it would need, an equal rate being levied, and the amount called for paid. After some further discussion, a vote of thanks was passed to Mr. McKinnon, on the motion of Mr. McIntosh, who expressed his view that the Government grant should be distributed in proportion to the rate per dollar levied in the section. Mr. McKinnon moved "That the Municipal Council of each township should be required to levy upon all the rateable property of the municipality an equal rate from which to pay the local trustees of each school section a sum equal to two-thirds of the average salaries of teachers in such section during the year then last past." Carried. Mr. McIntosh moved, "That in the opinion of this Association the Public School Fund, legislative and municipal, should be distributed among school sections as follows: Half according to average attendance, and half in proportion to the rates of school taxation in the various sections." Mr. Little moved in amendment, "That the Legislative and Municipal grants be apportioned on the percentage of the average attendance compared with the number of enrolled pupils." The amendment was lost, and the resolution carried.

ADDRESS BY PRINCIPAL CAVAN.

Principal Cavan said he had chosen for the subject of his address, "The Teacher's love for his profession." The work of teaching was not, he was sorry to say, estimated at its true value by the community, which was the principal cause why so many teachers left the profession at the first fair opportunity. There was much to discourage the teacher, in the stupidity and perversity of his pupils, the low estimate too often placed on his work by the people, and the low salary paid him. To preserve his attachment for his profession the first requisite was that he should constantly seek to improve his qualifications for his work. This was not only to be done by acquiring a knowledge of those branches taught in our schools and seminaries, but by cultivating an acquaintance with the best methods of teaching. The teacher should never be content with the third or lowest grade of certificate, but should keep constantly in his view the very highest grade. Energy and per-

severance united with even moderate ability should secure even the highest certificate of qualification. While he should not allow his private studies to interfere with the duties for which he was paid, it would be found that a few hours devoted each day to mental improvement would add to his every-day capability for his work, and consequently to his success. Mental cultivation would add to his zeal for his work. The love which every teacher should have for his profession would arise mainly from the knowledge that he was engaged in a great and important work. The work of the teacher was of great importance to the community in some respects not directly moral, as, for example, it seriously affected the material interests of the people. He referred not only to the necessity of a preparatory Common School education for such men as doctors and engineers, but it was a well-established fact that the development of mind to the quickening of intelligence led to and insured success in all that constituted material well-being. Our prosperity as manufacturers, agriculturists, as men of trade and commerce, was inseparably bound up with the often obscure and ill-rewarded labours of the Common School teacher. Then the labour of the teacher had a great effect upon the political well-being of the community. While the moral element was of course the most important in this respect, it should properly be united with educational training. He believed, too, that though instruction in religious dogmas was not prescribed in our schools, yet the moral effect of the teacher's work was by no means insignificant. While he did not concur in the view that morality could be separated from religion, there was little doubt that the lessons taught in our schools had a decidedly beneficial effect upon the pupils, especially if these lessons were taught, as they should be, by men and women of good moral characters. He concluded by urging teachers to zeal and faithfulness in the great work in which they were engaged. The address was received with loud applause. Mr. Thorburn (Ottawa) moved, seconded by Rev. Mr. Grant, that the thanks of the Association be tendered the Rev. Principal Cavan for his address. The motion was unanimously carried.

Archbishop Lynch, in response to repeated calls by the audience, said that next to the labours of the divinely appointed ministers of God, he looked upon the teachers' work as the most important. They took the place of the parents to a very great extent, and, in that light, he had the greatest reverence for the instructors of the youth of our land. The great importance of instructing children even in such elementary studies as reading and writing was best seen in the great loss felt by those who were unable to read and write. The moral effects of such studies as natural philosophy, astronomy, chemistry, &c., were very great, in giving children grander and more extended ideas of their Creator. The true teacher, who felt the important character of his profession, would exercise a very great effect on the community by his character and example. Referring to the inadequacy of teachers' salaries, he said that he believed if those rich people who left large sums to found chairs in philosophy, &c., in our universities, were to leave their money to the superannuated teachers' fund, they would be doing more good.

RECEPTION OF DELEGATES.

Several delegates gave brief verbal reports of the state of their respective local associations, which in general showed that the various teachers' institutes, &c., were in a flourishing and progressive condition, there being a total membership of 1,254 reported.

BOARD OF DIRECTORS.

Mr. McMurchy moved, seconded by Mr. D. Johnson, "That the Board of Directors of the Association be constituted as follows: A President, three Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and the three standing committees of the three sections of the Association. The Vice-Presidents shall be the Chairmen of each of the three standing committees in the following order: Public School Masters, Inspectors of Public Schools, and High School Masters, and changing each year in the same order." Carried.

PUBLIC SCHOOL PROGRAMME.

At a session of that section of the Association devoted to Public School work, a discussion took place on the programme for Public Schools. Mr. Campbell moved, seconded by Mr. Coates, "That in the opinion of this Branch of the Association, the Council of Public Instruction would act in the interests of education by curtailing the subjects taught in the Public Schools, and also improving and modifying the limit table so that it may become practical in classes in grade schools in cities, towns, and rural districts. Mr. Dickenson moved in amendment, seconded by Mr. Boyle, "That we think the Council of Public Instruction should prescribe the subjects of study and the amount of work to be done in each, and that a little more discretion should be allowed teachers, especially in rural schools, as regards the subjects to be taken up; also, in the amount of time to be devoted to each subject in each session, according to the varying circumstances of the schools. Mr. S. McAllister moved in amendment to the amendment, seconded by Mr. Moran, "That the subjects of Chemistry and Christian Morals be left out of the Fourth-class programme, and that the time be given to bookkeeping, grammar, and spelling; that the subjects of Civil Government and Agriculture be left out of the Fifth-class programme, and that the time be given to spelling, composition, and grammar." These motions were severally voted down, and the following one carried: Moved by Mr. J. Irwin, seconded by Mr. Beatty, "That Messrs. McAllister, Campbell, Dickenson, Johnson, Moran, Boyle, and Irwin be a committee to consider the programme, and to report needed changes at to-morrow morning's session."

THE NEXT ANNUAL MEETING.

Mr. Alexander, for the Committee appointed to consider the advisability of changing the time of the annual meeting, reported that the Committee were not in favour of changing the time. The Report was adopted. Mr. Thorburn moved, seconded by Mr. Platt, "That with a view to excite additional interest in educational affairs in the Eastern part of the Province, the next annual Convention of the Association be held in the city of Ottawa. Mr. Thorburn spoke in favour of the motion. Those in the Eastern part of

the Province had a feeling that they were considerably neglected. He believed that it would have a good effect upon education in that section of the Province to hold the next Convention in Ottawa. Dr. Kelly said that many thought Toronto got a little more than its share of such meetings, and it would be nothing more than fair to hold the next Convention in Ottawa. Besides, the likelihood of having a large number of delegates from the Eastern part of the Province of Ontario, and thereby increasing the interest in educational matters there, there would probably be many from Quebec. Mr. Kirkland said that the city of Ottawa had done more for education than any other part of the Province, and he hoped the next meeting would be held there. Mr. Robt. Alexander (Newmarket) opposed the motion. He thought no good end would be served by changing the place of meeting. Rev. Mr. Grant said that the example of Church Synods and other such meetings was not favourable to Ottawa, as they were never so successful as when held in a more central place. Mr. Hughes (Toronto) would heartily support the motion. After further discussion the motion was put to the Convention and lost, by a vote of 36 to 25.

ELECTION OF OFFICERS.

Dr. Crowe (Markham) presented the report of the nominating committee in favour of the election of the following officers: President, Rev. Principal A. Cavan; Recording Secretary, A. McMurchy; Corresponding Secretary, Mr. Kirkland; Treasurer, Mr. Samuel McAllister. On the motion for the election of Principal Cavan as President, Mr. Kirkland moved in amendment that the Rev. Dr. Ryerson be elected President. He thought, considering the long term of service which the Chief Superintendent had devoted to the educational interests of the Province he was entitled to such a recognition as the one he proposed, notwithstanding that in the past some had differed from the Doctor's views. Prof. Dawson (Belleville) seconded the motion. It was largely owing to Dr. Ryerson's fostering care of the educational interests of the Province that they had risen to their present high degree of efficiency and excellence. Rev. Mr. Grant said he would not yield to any one present in the respect and reverence he held for the Chief Superintendent of Education; but of all times the present was the most inopportune for bringing his name forward as a candidate for the presidency. He regretted very sincerely that it had been done. Dr. Ryerson had taken the trouble to come before them and give expression to such opinions that they could not now elect him President without giving their sanction to views which had not been discussed in the Association, and which he and others could not conscientiously entertain. The wiser course to take to-day was to put into the office a man whom they could honour, but whose election would not commit them to anything which they could not approve. He would not refer to those matters upon which he and others differed from Dr. Ryerson, as it would be simply throwing a bomb-shell into the Association, but he would say that, however much they might desire to honour Dr. Ryerson, there were other things to be considered in bestowing such a distinction. He hoped they would not blindly commit themselves on matters which had not been discussed before the Association. Mr. Hodgson (North York) did not think they would be committing themselves in any way by electing Dr. Ryerson President; if he thought so he would be the last man to support such a nomination, as he had opposed Dr. Ryerson in many things in the past, though he had a high opinion of the services he had rendered to our school system. He would first like to know, however, if Dr. Ryerson would accept the office. Mr. Kirkland said he had reason to believe he would. Mr. Kirkland and the secretary having been appointed scrutineers, a ballot was taken with the following result:—Rev. Dr. Ryerson, 36; Principal Cavan, 26. Mr. Hughes said he hoped that it would be understood that it was from no feeling of opposition to Principal Cavan that the division had resulted as it had. Mr. Kirkland said no man could hold a higher opinion of that gentleman than he did. The following officers were elected by a unanimous vote:—Recording Secretary, A. McMurchy; Corresponding Secretary, Mr. Kirkland; Treasurer, Mr. McAllister. The following are the Vice-Presidents, they holding their office by virtue of their chairmanship of the Public School Teachers' section, the Inspectors' section, and the High School Teachers' section of the Association respectively:—First Vice-President, Mr. Robt. McQueen; Second, Mr. James Hughes; Third, Mr. J. Seath.

RELATION BETWEEN HIGH AND PUBLIC SCHOOLS.

Mr. H. Dickenson introduced a discussion on the relation between High and Public Schools. First as to the programmes prescribed for High and Public Schools. Of the six classes in the Public Schools the fifth and sixth were very nearly the same as the first and second in the High Schools. He believed this was a very faulty arrangement, and he could not understand why they should have what they called the "English Course" in the High Schools. His great objection was that it must be almost impossible for High School teachers to frame time tables to suit their two classes of pupils—the classical and the English. The High School Inspectors had come to the conclusion that in High Schools the formal distinction between the English and classical courses could not be rigidly maintained. If the Public Schools were compelled to adhere to their programme, dissatisfaction would inevitably result. Another evil was, at present parents had the power of removing children from one school to the other whenever the whim seized them. He was strongly opposed to Union School Boards, as their tendency was to rob the Public School to enrich the High School. He pointed out the evil results of the system of "stuffing" the High Schools at the expense of the Public Schools, and for the purpose of securing the legislative grants. Complaint had been made yesterday that the school system was being weighed down by the incubus of third-class teachers, but the fact was that each High School was now a kind of Normal School for turning out such teachers. Where Union Boards existed the transferring of pupils from one school to the other was altogether too easily effected. The great evil was not so much in the existence of Union Boards, but in there being no uniformity, some being union and some non-union. All the schools should be free. He considered that those classes, known as "Preparatory Classes for the High Schools," were only a means of pandering to a pseudo-aristocratic element which was not in consonance with our institutions. The teachers of such classes were neither sheep nor

goats, fish nor flesh (laughter), and he thought they should not be recognized by the School Law, but should be supported exclusively by the class who sent their children to them, and the training conducted under nursery governesses. With regard to examining Boards, if large sums were to be distributed annually amongst the High Schools, according to their efficiency and on the results of intermediate examinations, it was absolutely essential that the schools competing should have a fair start. In order to insure this it would be necessary to have not only one uniform examination the Province over, but one Examining Board. There was just as much necessity for having the entrance examinations to High Schools of a uniform character, as to have uniformity of examinations for certificates. He thought that the present Boards should be remodelled, and that the Inspectors should conduct the entrance examinations on the same manner as it was proposed they should conduct the intermediate examinations. The work of the Examining Committee should be not only to overlook the report of the Local Examiners, but to conduct the examinations themselves. With regard to the subjects of examinations, they should include those of English and Canadian History, Natural History, Christian Morals, Chemistry and Botany; these were upon the programme for the fourth class, and the fourth class was the standard of admission; candidates should also be examined upon them. The reading or the paper was attentively listened to throughout, and was loudly applauded on its conclusion. Mr. Knight (Victoria) said that it was much easier to point out that the programme of the High Schools and of the Public Schools overlapped, than to suggest a remedy. He believed the system had better be left as it now was. All were agreed that we would be better without Union School Boards, but they had to deal with the fact that they existed. He would be in favour of doing away with such Boards within a reasonable time, but under present circumstances it was almost impossible. Mr. Hughes said that so far as Toronto was concerned, the relations between the Public and High Schools could not be more satisfactory than they were. Each class of schools performed their work independently of the other. Mr. J. A. Bradley (London) thought the system at present in vogue for distributing money to the High Schools was fair, and very satisfactory in its results. After further discussion, the President was asked his opinion as to the best age at which children should begin the study of classics, and said he believed the power to acquire any language was greatest when children were young, and the difficulties multiplied as they grew older. If they wished to arrive at any proficiency children should begin young, when the vocal organs were flexible and the memory fresh. With regard to the general subject they knew that the Council had accepted a scheme which the Inspectors drew up, and he confessed that it appeared to him that that scheme was likely to work well. He believed that the question was purely a social one, and they could not disregard social feelings altogether. They could not expect the people all to send their children to the Public Schools; they could not force them at all events to do so. If social feeling led to the existence of these difficulties they must compromise with them. If they were to say that all parents should send their children to the Public Schools together, they would have some of them breaking away from the national system altogether. He could say that he had no such aristocratic feelings himself upon the subject, for no sight gave him greater pleasure when he came to America first than to see in the Chicago Schools the children of wealthy parents sitting side by side with the shoeless children of emigrants. If they could introduce a feeling of brotherhood into society he would hail the day joyfully, but they must not attempt to do it by force. Practically speaking he believed they were now agreeing to wait and see how the new scheme worked. He had had no experience of Canadian schools, but all his life he had done more or less in educational legislation, framing laws and ordinances for colleges and schools, and giving them his best attention; and it seemed to him that the scheme was skilfully framed and would work well. Mr. Buchan (High School Inspector) having been called upon, said he had been led from his experience to believe that the question under consideration was a very complex and troublesome one. He could add nothing to the view which the High School Inspectors had formerly expressed on paper. Their object had been not to change the law, but to draw up a scheme which would be practicable under that law. A unanimous vote of thanks was passed to Mr. Dickenson for his address, and the discussion closed.

RECEPTION OF REPORTS.

The reports of the various sections of the Association were presented, as were the reports of the Industrial School Committee and the Committee on the Time of Meeting.

VOTES OF THANKS.

Mr. Houghton moved "That a vote of thanks be tendered to the various railway companies which had granted favourable terms to the delegates attending the Convention; to the Chief Superintendent of Education for the use of the building; and to the reporters of the press for their fair and accurate reports of the proceedings." The mover spoke in high terms of the assistance rendered in the work of education by the press of the Province, and especially by the *Globe*. Mr. McMurchy seconded the motion, which was unanimously carried. Mr. Buchan moved that the hearty thanks of the Association be tendered to the retiring President for the able manner in which he had performed his duties. All would agree in saying that Mr. Smith's connection with the Association had been of the greatest benefit to it. Mr. Houghton seconded the motion, and also paid a high tribute of praise to the manner in which Mr. Smith had performed his presidential duties. Mr. Hughes said that as a proof that Mr. Smith's labours for the Association had been fully appreciated by the lady members he might mention that two of them had refused to vote for either of the candidates for the office of president, believing that no one was properly qualified to perform its duties but Mr. Goldwin Smith. Mr. Smith said it had been both an honour and a pleasure to him to preside over the Association, especially as he had always been so well supported in the chair. Sometimes little things presented themselves which were not quite so agreeable—attacks, misconstructions, &c.—but he held that a man must be a poor citizen indeed who could not face such things, even though he had no axe to grind or reward to expect.

He would always be willing to do what he could for the profession with which he had so long been connected. The convention then closed by singing the National Anthem.

NEW YORK STATE TEACHERS' ASSOCIATION.

A most interesting convention of about 500 teachers of the State of New York, and other prominent American educationists, was held at Fredonia, near Dunkirk, in that State, during the latter end of July. The inhabitants of Fredonia entered with great zeal and liberality into the affair, and, so far as popular enthusiasm and cordial welcome could do, they succeeded in making the convention a great and pleasant success. Nor were the spirited efforts of the citizens of Dunkirk a whit behind those of Fredonia. The people of Fredonia provided homes for all the delegates to the convention, and in the evenings had the park beautifully illuminated and enlivened by a band of music, while the citizens of Dunkirk gave the delegates at the close of the convention a grand picnic at "the Point," on Lake Erie. Where so much was done it is difficult to give details; but we may mention that the convention divided itself into three sections, and occupied each forenoon to the reading and discussion of appropriate papers, while the afternoons and evenings were devoted to the general business of the Convention proper. Want of space will prevent us from giving more than a summary of the resolutions adopted by the Convention at the close of the meeting, as follows:—

Resolved, As the sense of this Association, that the township system of schools, with proper county supervision, is preferable to, and should be substituted for, the present system of disconnected and independent school districts; and that a curriculum of study, and a system of gradations for primary and higher schools, should be established by some competent authority. For the accomplishment of this, we ask for careful and speedy legislation.

Resolved, That the Educational interests of the State demand that a higher and more uniform standard of qualifications be required for licenses to teach in our public schools; and we would heartily endorse, and we *invite*, such action on the part of the Superintendent of Public Instruction as to him may seem proper, whether by securing additional legislation or otherwise, for the attainment of this desired end.

Resolved, That a committee of three be appointed for the purpose of examining into the scope and practicability of the law establishing drawing as a study in the public schools throughout the State passed by the Legislature last winter; and to recommend such alterations and amendments as will serve the greatest benefits to the common schools of the State.

Resolved, That we recommend that especial attention be paid to the study of United States History in all of our schools during the coming year, in which such instruction and study will be particularly appropriate and successful; this being the Centennial of the Republic.

Resolved, That the Executive Board of this Association be requested to provide for two historical addresses to be delivered at the next meeting of the Association; one general in its character, the other to have particular reference to the educational development of the State during the century.

The local papers thus report the last evening's exercises of the Convention:—

At the closing evening's session the hall was crowded to its utmost extent. The Committee on Necrology made a report of the deaths of the following teachers and trustees since the previous meeting:

Alden Sprague Stevens, Attica.
Prof. L. Hazeltine, Hornellsville.
Ezra Cornell, Ithaca.

After stating that brief addresses were in order, President Sanford introduced the Hon. Niel Gilmour, State Superintendent of Public Instruction, who said:—To-day the word most used in existence America. Our fathers struck the blow which brought into existence that blow? They will never be forgotten. Why did they strike that blow? They did not do it for themselves, but for us, their descendants. It becomes us to perpetuate these institutions. There is a common ground on which we all stand. I refer to education. It must be diffused through the country. All must learn at least the rudiments. To you, as teachers, have been committed these trusts. All the States have believed in education, and New York State shows to us the means to educate. The Legislature of 1867, under the leadership of educators of this State, made our schools free. The Legislature of 1875 will be remembered for what it has done. Prior to 1875, education was closed to the deaf and dumb, but the State of New York passed an Act by which they, too, can be educated. For one Act more will this Legislature of 1875 live in history. It passed the Act for introducing drawing into the com-

mon schools. Let the teachers give it their influence. Soon the department will issue a circular calling upon teachers to give attention to this subject. Pupils can all learn something of drawing, though they may not all become skilled artists. We have proof of artistic taste in the existence of this Normal School building. In closing let me wish every teacher God speed. The Chairman introduced

J. George Hodgins, LL.D., Deputy Superintendent of Education for the Province of Ontario (who was present by invitation), expressed his diffidence at following the last speaker and addressing so many distinguished educators. His remarks were full of kindly feeling toward America, while still perfectly loyal to Her Majesty the Queen, to whom his allegiance is due. The mention of her name drew forth applause from the audience, and when the speaker claimed that the principles for which our fathers fought at Bunker Hill were identical with those struggles over at Bannockburn, Bosworth Field and Naseby, he was evidently in full accord with those about him. The influence of the school-master is felt among the nations. The battle of Sadowa was fought by the school-masters of Germany. To Dr. Ryerson, his chief, and to the laws providing uniform examinations for teachers and pensions upon retirement in old age, he gave due prominence. He said that in his own country the people had the same interest in this great cause of education. The enthusiasm of the people of New York which he saw exhibited here was proof of the hold which their schools had upon the public mind. Could he see the educational enthusiasm among our public men which he so fully witnessed here, he would have much encouragement. The Americans were in advance of them in some things, but they were also endeavouring to lay broad and deep the foundation of learning and trying to run the race with us. In Ontario there are uniform examinations throughout the Province for the teachers. The answers to the questions determine the standing of the teachers. They had all felt the importance of elevating the profession. He would return to his country with a high opinion of the enthusiasm and generosity of the people of New York and of Fredonia in particular.

State Superintendent Jilson, of South Carolina, was then called, who rendered thanks for the courtesies shown him, and said he was here as an adopted citizen of South Carolina to assure us of the allegiance of the people of his State to the red, white and blue; to report the dawn of a better state of feeling, which he hoped would receive its finishing stroke next year at Philadelphia. He asked sympathy for the South, in view of their educational condition and the work they have to do. But he is able to report some progress there. Their school law was passed in 1871, and the following year the attendance was 15,000, while the past year it has increased to 104,000. He said the problem of the South was to be solved by educating the people.

Dr. Wm. Wells, of Union University, Schenectady, spoke as follows:—"I have taken pleasure for these three days with you. The conclusion of this whole matter is that the teacher has his reward. We have seen the progress of the world as the result of our own labour. I thank God that it is my profession by love. I have felt sorry at hearing teachers say we are too little paid. We have far greater pay than money. I own no bank stock, but I see here and there loving eyes and warm hearts of those who have sat at my feet. This is a great reward for me to enjoy. I ask but one reward, that the slab that may cover my grave may have this written on it: 'He lives in the hearts of his pupils.'"

Dr. N. T. Clark, of Canandaigua, the President elect, said: "It was never my hope to receive my degree in Fredonia. I accept the honour you have conferred on me with thanks. It is an honour to be President of the New York State Teachers' Association. There are noble men in the Association. I am not insensible to the labours you have imposed on me. I hope you have not been unmindful of the obligations that rest on you as members of the Association."

Dr. Cruikshank, ex-President of the Association, said: "We have come to the close of our meeting. My thanks are due to you and the Association instead of yours to me. I rejoice in the success of this meeting."

After music, President Sanford called upon his seven immediate predecessors. All the ex-Presidents briefly responded. They all rejoiced in the prosperity of the Association, the growing interest on the part of teachers in the attendance upon such gatherings, and their increasing influence. President Morris, of the Fredonia Normal School Board; Dr. Armstrong, the accomplished Principal; Hon. Orson Stiles, Profs. J. M. Cossety and O. R. Borchard, with the venerable Dr. Lambert, also addressed the Convention in appropriate speeches.

President Sanford's valedictory was brief but heartfelt. Six of his predecessors—Chester Dewey, James McKeen, Charles R. Coburn, V. M. Rice, N. N. McElligott, and Leonard Hazeltine—

were already numbered with the departed. His first attendance upon the annual meetings of the Association was at Lockport seven years since. Upon returning home he wrote a column for the village paper where he resided. He recommended each teacher, upon his or her return, to do likewise—carry a little of the inspiration of the occasion to their own firesides. He was grateful for the honours that had been conferred upon him, and wished the Association and its members all possible success.

The Association closed with the singing of the Doxology—

“Praise God, from whom all blessings flow.”

I. Education in Other Countries.

FREDONIA NORMAL SCHOOL, N.Y.

It is highly honourable to the people of the Village of Fredonia, containing about 5,000 inhabitants, to state that their handsome Normal School (in which the Teachers' Convention was held) was erected by them at a cost of \$100,000, and handed over to the State of New York free of incumbrance. Such educational liberality is, however, characteristic of and highly creditable to our American neighbours.

EDUCATION AT THE CENTENNIAL EXHIBITION.

The Centennial Commission, in preparation for the great Exposition at Philadelphia next year, has adopted the following classification of educational matter to be exhibited there. We trust it may early become the inquiry of every teacher and school board that may read it. What can we do to aid in the adequate representation of the resources and results of the public instruction of the country? The Exposition will be a gigantic object-lesson for and to all nations; and the best elements of our civilization should have an embodiment at least equal, in variety and interest, to that which represents our material affairs.

DEPARTMENT III. — EDUCATION AND SCIENCE

Educational Systems, Methods and Libraries.

Class 300.—Elementary instruction: Infant-school and kindergarten arrangements, furniture, appliances, and modes of training.

Public Schools: Graded schools, buildings, and grounds, equipments, courses of study, methods of instruction, text-books, apparatus, including maps, charts, globes, etc.: pupils' work, including drawing and penmanship: provision for physical training.

Class 301.—Higher education: Academies and high schools, colleges and universities—buildings and grounds; libraries, museums of zoology, botany, mineralogy, art, and archæology; apparatus for illustration and research; mathematical, physical, chemical, and astronomical courses of study; text-books, catalogues, libraries, and gymnasiums.

Class 302.—Professional schools: Theology, law, medicine, and surgery, dentistry, pharmacy, mining, engineering, agriculture, and mechanical arts, art and design, military schools, naval schools, normal schools, commercial schools, music—buildings, text-books, libraries, apparatus, methods, and other accessories for professional schools.

Class 303.—Institutions for instruction of the blind, the deaf and dumb, and the feeble-minded

Class 304.—Education reports and statistics; National Bureau of Education; state, city, and town systems; college, university, and professional systems.

Class 305.—Libraries: History, reports, statistics, and catalogues.

Class 306.—School and text-books, dictionaries, encyclopædias, gazetteers, directories, index volumes, bibliographies, catalogues, almanacs, special treatises, general and miscellaneous literature, newspapers, technical and special newspapers and journals, illustrated papers, periodical literature.

THE AMERICAN BUREAU OF EDUCATION illustrates the effect of the panic, of 1873, upon the educational interests of the United States, by the following figures, which show that no interest is more sensitive to the depression in trade than that of the schools and colleges: Comparing the statistics of 1873 with those of 1874 you will find the attendance of pupils in academies and preparatory schools, in 1874, exceeded by those of the same class of 1873 by 21,000. The attendance, under scientific and agricultural colleges, decreased 17,600; upon colleges for women, 1,200. The total number of gifts and legacies for the benefit of education amounted nearly to \$6,000,000 in 1874, as against \$11,250,000 for 1873.

COUNTY OF CARLETON COMPETITIVE EXAMINATION.

At the recent annual examination of pupils attending the Public Schools in the County of Carleton a large number of schools availed themselves of the privilege of sending representatives to the competition. The prizes were of a very superior order, and reflect great credit on the Inspector of public schools for the County, for the practical taste displayed in their selection. All the books were very neatly and handsomely bound, and comprised standard works on all kinds of useful literature. In addition to these, two gold medals were competed for—one given by the County Council and the other by His Honour Judge Ross. The examiners expressed themselves well pleased with the result, as the pupils displayed a much greater proficiency than at any previous examination. Mr. May expressed himself as being entirely satisfied with the result of the examination. He was glad to be able to say that the County of Carleton was the first county in the Province to establish the annual competition for a gold medal, which was not excelled by the medals given by any University in the Province. Mr. Anderson, Deputy Reeve of Nepean, said that he had much pleasure in representing the County on this occasion. He did not think, however, that the council deserved all the credit for the medal. The idea originated with the efficient and painstaking Inspector, Mr. May, who had been for years most assiduous in promoting the cause of education in the County, and the result of that day's proceedings was the best evidence of the efficient state of the schools, which was due in a great measure to the indefatigable exertion of that gentleman. He believed that the County Council would continue the grant as it was evidently a great incentive to the pupils of the County. He then presented, amidst applause, Miss Lucy Richardson, of School Section No. 1, March, with the County gold medal, Master J. F. Wood, of School Section No. 12, Osgoode, who was equal to Miss Richardson in general proficiency, was adjudged the winner of Judge Ross' medal. Mr. May moved, seconded by Mr. Anderson, a vote of thanks to the Examiners for their kind assistance.—*Ottawa Times.*

McGILL UNIVERSITY.

The complete Calendar for 1875-6, a pamphlet of 123 pages, is now out, and gives full information to intending students as to the educational advantages offered in the approaching forty-third session of the University. These are arranged under the headings of Faculties of Arts, Medicine and Law, with the Department of Applied Science in the Faculty of Arts, and the McGill Normal School. The Faculty of Arts, with its department of Science, of course constitutes the College proper; and it may be interesting to notice the principles on which it is now organized. Taking the schoolboy at the point where the High School or other preparatory school leaves him, and ascertaining, in the matriculation examination, that he is fairly grounded in English, Greek and Mathematics, it introduces him to the course of the First Year. In this he pursues further the studies of the school in the English language and literature, classics, modern languages and mathematics, but on the higher plane of the college student, who is treated as a man pursuing his own education rather than as a boy. In this year the student is introduced into only one entirely new subject, but this opening up a new world of training and intelligence, the subject of chemistry. In the second year two other subjects are added, logic and botany. At the end of the second year the student passes his second University examination, the Intermediate.

From this new standpoint—now a somewhat veteran student—he looks forth upon the work of the next two years, which he is prepared to assail with a mind incomparably better trained than when he entered College. He has now accordingly placed before him, not one course merely, but several, more or less distinct. He may follow the Ordinary Course, in which he will study Mixed Mathematics, Mental and Moral Philosophy, Rhetoric, Experimental Physics, Zoology and Geology, in addition to some of the previous subjects. Or, laying aside a portion of the ordinary subjects, in accordance with provisions made for that purpose, he may enter for Special Honour Studies in any one of five separate fields—Classical Literature, Mathematics, Mental and Moral Science, English Literature and Natural Science. In either of these he may graduate with honours, and has the chance of winning a Gold Medal. Or, if he be of a practical turn, and a hard worker, or impelled by considerations of economy, he may, after the Intermediate, enter on preparation for a profession; and by entering an affiliated Theological College, or one of the Professional Faculties, or the School of Engineering, may secure certain exemptions which will enable him while preparing for his B. A. examination to secure no small part of his training for professional life. When taken in connection with the almost nominal fees, and the scholarships and exhibitions offered

to competition, these arrangements seem fitted to open the way to the higher education to all classes of persons on the easiest possible terms; and while securing a high standard of culture, to remove as far as possible every obstacle out of the way. It seems a triumph of good organization that with means which, though respectable for Canada, are small in comparison with those of the larger Universities abroad, McGill is able to do so much.

The arrangements of the medical and law faculties, as announced in this calendar, will be found very complete, and with improvements on those of former years; and the Normal School offers its usual thorough course of preparation for the work of teaching, and has the honour of being the only department of the University which is open to young women as well as to young men. The calendar also contains the regulations for school examinations for the standing of Associate in Arts, and the subjects for next May; the regulations for competition for the Earl of Dufferin's medals in history, the catalogue of graduates and students, and much other information. Copies may be had gratis on application to the Secretary of the University.—*Montreal Gazette.*

AN ABLE CANADIAN SCHOLAR.

Principal Dawson, of McGill College, Montreal, delivered an address at the meeting of the American Association for the Advancement of Science, at Detroit, Aug. 13th, which has been specially reported in full for the *New York Tribune*. The lecturer is one of the Vice-Presidents of the Association, and since the death of Agassiz he has had no peer in America as an opponent of Darwinian theories. The subject treated was "What do we know of the Origin and History of Life on our Planet." It was illustrated from both a geological and biological stand-point. Canada has reason to be proud of the eminent position held by Principal Dawson in the scientific world. Sir Wm. E. Logan, the great geologist, who explored and established the Laurentian system, has recently passed away. In his address at Detroit, Principal Dawson alluded in complimentary terms to the works of Lyell and Logan, giving them credit for fixing the data upon which the scientists of the present and the future must expect to build.—*London Advertiser.*

—**QUEEN'S COLLEGE.**—We learn with much pleasure that Dr. Tassi, Principle of the Galt Collegiate Institute, has offered the handsome prize of twenty-five dollars to the Matriculant at Queen's College (of which Dr. Tassi is an Honorary Graduate), who can, at the opening of the ensuing session, in October, pass the best examination in Classics on the following subjects, viz:—Homer, Iliad Bk. I.; Lucian, Charon, Virgil, Æneid Bk. II.; Cicero, Manilian Law and translation into Latin Prose.—*Kingston News.*

—**SHINGWAWK HOME, SAULT STE. MARIE.**—The industrial institution for Indian children at Sault Ste. Marie, called the Shingwauk Home, was formally opened on the 2nd ult., by the Bishop of Huron and the Bishop of Algoma. After partaking of a repast in the dining hall, which was beautifully decorated for the occasion, the guests assembled in the school-room for the opening ceremony. A special service prepared for the occasion, was conducted by the Bishop of Algoma, who then offered a few interesting remarks relative to the object of the institution and the manner in which it had come into existence. He reminded the friends present how the original building had been destroyed by fire six days after its completion, and that the present one in which they were assembled had been erected to take its place; that the object was to train young Indians to a Christian and civilized life, and to offer them all the advantages which their white brethren enjoyed. He then called upon the Bishop of Huron to formally open the building. The Bishop of Huron said that it gave him great pleasure to be present at the opening of this institution, in which he felt a deep interest. He was persuaded that the true way to do any permanent good to the poor aborigines of this country was to take them young and train them to a Christian and civilized life. If this had been done forty years ago he felt assured that there would be many a man now from among them holding high official positions in the country. In his own diocese he had, at the present time, three native missionaries, and a considerable number of native school-teachers, male and female, all of whom worked to his entire satisfaction. As an illustration of the blessed effects of bringing these children of the forest to the knowledge of Christ, he mentioned the sympathy which the Indians at Walpole Island, under the indefatigable missionary, the Rev. A. Jamieson, had shown at a recent missionary meeting over which he presided, in coming forward on the spot and subscribing \$83 towards sending the gospel to their white brethren. He wished Mr. Wilson, as head of the institution, every possible success in his labours, and felt no doubt but that the blessing of God would rest upon a work which had been undertaken in faith and with earnestness of purpose. The audience then rose, and the Bishop solemnly pronounced the building open for its intended purpose as an Industrial Home for Indian Children, in the name of the Father, and of the Son, and of the Holy Ghost. After the doxology had been sung, Mr. Simpson, formerly member for the district, addressed the meeting. Mr. Simpson supported the Bishop of Huron's view, that the true way to benefit the Indian was to take the young child and train him in his youth. He hoped that the present effort for the benefit of the Indians might prove in every way successful, as from his long experience with Indians, he was sure that it was the right way to set to work. Mr. Dawson said his opinion was that the Indians, to be fairly dealt with, should,

as soon as they could be elevated to a sufficient standard of civilization, be enfranchised. So long as they had no voice in the election of the representative for Parliament, they were overlooked and trampled upon; but had they the power to vote, their interests would be better looked after. He thought that the present movement was an exceedingly good one, and believed that the Institution in which they were assembled would prove a great boon to the Indians. Mr. Beard, of Woodstock, said he wished every success to the Institution, and hoped that all would go on prosperously and prove of real lasting benefit to the Indians. He felt sure that at a future day there would be many who would look back gratefully to the days spent in the Shingwauk Home, and the name of its founder would become a household word among them. Mr. Gray, also from Woodstock, said that he had travelled several hundred miles for the purpose of being present at the opening of this institution, and he felt amply repaid for having done so. He felt that he owed a debt to our Indian brethren; we were occupying their land and had deprived them of many of their privileges. It was only right that we should give them something in return. He was very glad to see this work in a fair way for being carried on, and only wished it had been commenced fifty years ago. He wished every success to Mr. Wilson in his labours. The Rev. Mr. Wilson, principal of the institution, said that they had at that time forty-one children in the Home, and were expecting several more; that although a difficult work to train Indians to a civilized life, he still had great hopes that the present undertaking would under the blessing of God prove a success; he thought the first thing was to draw the children round him, to let them feel that he cared for them and really sought their good; he regarded them all as his children. A good proof that he had in a measure gained their affection and confidence, he thought, was that many of the children who had been away for the holidays, 300 miles distant, had of their own accord come back again, and all seemed anxious to get on and to learn all they could. They kept no servants in the Institution, but every child was appointed to his or her work, and, as the company might see, wore badges on their arms, indicating their employment for the week. In regard to funds, all was prosperous. Ever since the fire, God's blessing had in a most marked manner rested upon the work. People had given liberally without any of the means commonly used for raising funds being resorted to. All was paid for, and a little balance in hand. At the conclusion of the speaking, the Bishops with a number of the friends present were conducted by Mr. Wilson over the building. On the outside, the Indian children were drawn up in line in front of the Institution, each holding a flag. The National Anthem was sung, and then the children marched forward two and two in very tolerable order, singing the hymn "Onward Christian Soldiers." They were followed by the company, and made a complete tour of the grounds. The day's entertainments concluded with a display of fire-works on a little island just opposite the building. At a sale of fancy work and birch-bark articles which was held in one of the rooms, the sum of \$36.68 was taken.

—**SCOTTISH EDUCATION.**—The Provost of Dundee spoke the opinion of many who read his words when he alluded in complimentary phrase to the value of a Scottish education, "a capital which is easily carried and is not liable to be stolen." Mr. Mackenzie struck the same chord when he said: "I think there is nothing for which we should revere the memory of John Knox so much as the establishment of the parochial school system of education in Scotland. And I am sure there is no one who has gone abroad and has witnessed the influence that this early school training has had upon the Scottish character and the Scottish mind, but must be satisfied that it was the proudest day of Scotland's national existence when these schools were established." The Premier, surrounded as he was by his Scottish friends, did not forget that he is a Canadian, and that there is in Canada an educational system worthy of honourable mention. His words of truthful description may be a source of honest pride to all who have contributed to the improvement of Canadian schools. No better record could be desired than Canada can claim on educational matters. Her schools are free, and are so graded that every want is provided for, from the rudimentary training of the public schools to the classical education obtainable at the university. No part of Mr. Mackenzie's speech at Dundee will be read with greater pride than that in which he refers to the school system of Ontario.—*London Daily Advertiser.*

II. Canadian Historical Incidents.

CANADIAN LOYALTY.

CAUSES OF THE WAR DECLARED BY THE UNITED STATES AGAINST GREAT BRITAIN, JUNE 18, 1812; CANADIAN DEFENCE; BATTLE OF LUNDY'S LANE, FOUGHT JULY 25, 1814.

Address delivered by the Rev. Dr. Ryerson, before the York Pioneers and other Associations assembled on Queenston Heights, near Brock's Monument, met at a pic-nic on Monday, July 26th, 1875, to celebrate the Battle of Lundy's Lane.

The Chairman, Colonel R. Dennison, called upon Dr. Ryerson, who was warmly received, and his address was enthusiastically cheered throughout, from time to time, and, at the close of it, three cheers were given for the Queen, and three for Dr. Ryerson.

After a few preliminary observations, he said that he felt it a great privilege to be called on to address a number of those Canadians who had laid the foundation of our country, who had given Canada a name that was honoured throughout the world, and whose hearts beat responsive to those noble principles that made England the glory of all nations, and British institutions the honour of man-

kind. (Loud applause.) He thought the York Pioneers might well be called the Canadian Pioneers—the pioneers of Canadian industry, enterprise, freedom and civilization. The object of the Society in giving an intelligent intensity to those principles that constituted the loyalty of the people of Canada, in preserving the traditions of the country, and in uniting in one centre the various element of scattered light which were connected with the earliest rays of its opening history, were works well worthy of the defenders of the liberties of this country. The very foundation of the York Pioneers was a spirit of loyalty. What was that loyalty itself? It was no other than an attachment to the institutions and the laws of the land in which we live, and to the history of the nation to which we belong. It was not merely a sentiment of respect of the country to an individual, or even to the Sovereign. If it gathered around the person of the Sovereign, it was because that Sovereign represented the institutions of the people, the overshadowing laws of the people, the real and essential freedom, and the noblest development of the spirit of the people. Loyalty in its true essence and meaning was the principle of respect to our Sovereign, the freedom of our institutions, and the excellencies of our civilization, and it was therefore a feeling worthy to be perpetuated by the people. Shakespeare—that great apostle of human nature—has said :

“ Though loyalty, well held, to fools does make
Our faith mere folly ; yet he that can endure
To follow with allegiance a fallen lord,
Does conquer him that did his master conquer.”

Loyalty is, therefore faithful to its own principles, whether the personal object of it is in prosperity or adversity.

“ Loyalty is still the same,
Whether it win or lose the game ;
True as the dial to the sun,
Though it be not shone upon.”

Hence, says Lord Clarendon, of a statesman of his time, “ He had no veneration for the Court, but only such loyalty to the King as the law required.” True loyalty is, therefore, fidelity to the constitution, laws and institutions of the land, and, of course, to the sovereign power representing them.

Thus was it with our loyalist forefathers. There was no class of inhabitants of the old British-American Colonies more decided and earnest than they in claiming the rights of British subjects when invaded ; yet when, instead of maintaining the rights of British subjects, it was proposed to renounce the allegiance of British subjects and destroy the unity of the Empire, or “ the life of the nation” (as our American neighbours expressed it, in their recent civil war to maintain the unity of their republic), then were our forefathers true to their loyalty, and adhered to the unity of the Empire at the sacrifice of property and home, and often of life itself. Of them might be said, what Milton says of Abdiel, amid the revolting hosts :

“ Abdiel, faithful found ;
Unshaken, unseduced, untiried,
His loyalty he kept.”

Our United Empire Loyalist forefathers “ kept their loyalty unshaken, unseduced, untiried,” during seven long years of conflicts and sufferings ; and that loyalty, with a courage and enterprise, and under privations and toils, unsurpassed in human history, sought a refuge and a home in the wilderness of Canada, felled the forests of our country, and laid the foundation of its institutions, freedom and prosperity. (Loud applause.)

Canadian loyalty is the perpetuation of that British national life which has constituted the strength and glory of Great Britain since the morning of the Protestant Reformation, and placed her at the head of the freedom and civilization of mankind. This loyalty maintains the characteristic traditions of the nation—the mysterious links of connection between grandfather and grandson—traditions of strength and glory for a people, and the violations of which are a source of weakness and disorganization. Canadian loyalty, therefore, is not a mere sentiment, or mere affection for the representative or person of the Sovereign ; it is a reverence for, and attachment to, the laws, order, institutions and freedom of the country. As Christianity is not a mere attachment to a bishop, or ecclesiastic, or form of church polity, but a deep love of divine truth ; so Canadian loyalty is a firm attachment to that British constitution and those British laws, adopted or enacted by ourselves, which best secure life, liberty and prosperity, and which prompt us to Christian and patriotic deeds by linking us with all that is grand and noble in the traditions of our national history.

In the war of 1812 to 1815—one of the last and hardest-fought battles, was that of Lundy's Lane, which we meet this day, on this historic ground, to celebrate—both the loyalty and courage of

the Canadian people were put to the severest test, and both came out of the fiery ordeal as refined gold. Nothing could be more disgraceful and unprincipled than the Madison (I will not say American) declaration of war against Great Britain ; which was at that moment employing her utmost strength and resources in defence of European nations and the liberties of mankind. That scourge of modern Europe—the heartless tyrant, but great soldier, Napoleon—had laid prostrate at his feet all the governments of Western and Central Europe, England alone excepted. To destroy British power, he issued decrees first at Berlin, in 1806, and afterwards at Milan, excluding all British merchandise from French ports, and prohibiting the use of British commodities throughout France and her dependencies, under severe penalties ; searching neutral vessels for British goods, confiscating them when found, with the vessels carrying them ; interdicting all neutral vessels from trading with any British port ; declaring all the ports of Great Britain and of her dependencies to be in a state of blockade, though at the very moment the English fleet commanded the seas. These Napoleon decrees violated the laws of nations, and affected the national rights and independence of the United States, as well as of the European nations ; and had not President Madison and his war faction been in league with Napoleon, they would have resented it, instead of silently submitting, and thus becoming a party to it. In self-defence and retaliation upon the tyrant, Napoleon, Great Britain, in January, 1807, issued Decrees of Council, declaring all French ports in a state of blockade, and declaring all vessels of neutrals liable to seizure which should engage in trade with France ; and as the Napoleon decrees had declared all vessels of any nation liable to seizure which had touched at any British port, the English Orders of Council, to counteract this decree, declared, on the other hand, that only such ships as had touched at a British port should be permitted to sail to a port of France. The American President, Madison, being in league with the French usurper against Great Britain, made no remonstrance against the Napoleon decrees of Berlin and Milan, but raised a great outcry against the counter English Orders in Council, and made them a pretext for declaring war against Great Britain. But President Madison not only thus leagued with Napoleon to destroy British commerce, but also to weaken the British army and navy by seducing some ten thousand British sailors and soldiers to desert on board of American vessels, where they were claimed as American citizen sailors.

England had always claimed the right to search and claim her deserting sailors on board of foreign vessels, and that right had never been disputed by the United States, until now, under the teachings of Napoleon. But though there was no occasion for the exercise of such a right in a time of general peace, the exercise of it was then a matter vital to the existence and strength of the British navy ; but, under the promptings of Napoleon, President Madison made it not only a subject of loud complaint, but also an additional pretext for war. Yet, to keep up some appearance of fairness, but in secret intrigue with Napoleon, the Madison administration issued a declaration to open commercial relations with either of the belligerent powers that should first rescind the prohibitory decrees or orders. In May, 1812, Napoleon rescinded the Berlin and Milan decrees so far as concerned the United States, but had the unparalleled meanness to antedate them thirteen months, and even apply them to 1810, dating them April, 1811, in order to play into the hands of his American confederates. Within a month after Napoleon had rescinded the Berlin and Milan decrees—June 23rd, 1812, the British Government cancelled the Orders in Council so far as related to the United States ; but five days before that, namely, the 18th of June, President Madison declared war against Britain, and then when, six weeks afterwards, he was duly informed of the cancelling of these Orders in Council, on which he had professed to declare war, he refused to ratify an armistice agreed upon between Sir George Prevost and General Dearborn, until the British and American governments could confer with a view to prevent any further prosecution of the war. Madison and his faction of British haters and war adventurers naturally supposed, that as Upper Canada consisted of 70,000 inhabitants, and as the British troops were all engaged in the deadly war with France, except guards of regular soldiers in the Canadian garrisons, our country would fall an easy prey to his ambition ; Great Britain would be humbled at the feet of Napoleon, and France and the United States would then divide the power and commerce of Europe and America. But British and Canadian loyalty, patriotism and courage defeated their dark designs against the liberties of mankind. Even the patriotic and intellectual part of the American people denounced this unholy intrigue between their own President and the bloody usurper of Europe, and this causeless war against Great Britain. The Legislative Assemblies of Massachusetts, Connecticut, Rhode Island, New Jersey and Maryland condemned the

war policy of President Madison, and some of them declared it to be but a party proceeding of the President and his minions to keep themselves in power and subsidize their hungry partizans. Only a small majority of Congress approved the declaration of war. A convention of the great State of New York held at Albany, September, 1812, consisting of delegates from the several counties of the State, embodied, in elaborate resolutions, the intelligent American sentiment on the subject of the war. That convention declared: "That, without insisting on the injustice of the present war, taking solely into consideration the time and circumstances of its declaration, the condition of the country, and the state of the public mind, we are constrained to consider and feel it our duty to pronounce it a most rash, unwise and inexpedient measure, the adoption of which ought forever to deprive its authors of the esteem and confidence of an enlightened people; because, as the injuries we have received from France are at least equal in amount to those we have sustained from England, and have been attended with circumstances of still greater insult and aggravation; if war were necessary to vindicate the honour of the country, consistency and impartiality required that both nations should have been included in the declaration; because, if it were deemed expedient to exercise our right of selecting our adversary, prudence and common sense dictated the choice of an enemy, from whose hostility we had nothing to dread. A war with France would equally have satisfied our insulted honour, and, at the same time, instead of annihilating, would have revived and extended our commerce; and even the evils of such a contest would have been mitigated by the sublime consolation, that by our efforts we were contributing to arrest the progress of despotism in Europe, and effectually serving the great interests of freedom and humanity throughout the world." "That we contemplate with abhorrence, even the probability of an alliance with the present Emperor of France, every action of whose life has demonstrated, that the attainment, by any means, of universal empire, and the consequent extinction of every vestige of freedom, are the sole objects of his incessant, unbounded and remorseless ambition." "Whereas the late revocation of the British Orders in Council has removed the great and ostensible cause of the present war, and prepared the way for an immediate accommodation of all existing differences, inasmuch as, by the confession of the present Secretary of State, satisfactory and honourable arrangements might easily be made, by which the abuse resulting from the impressment of our seamen might, in future, be effectually prevented."

Such were the sentiments of the most intelligent and patriotic American citizens in regard to the war of 1812-15; they had no more sympathy with the Madison-Napoleon war than with the recent Fenian invasion of our shores. And when the war was declared, our fathers knew their duty, and knew the worthlessness of the pompous proclamations and promises of President Madison's generals and agents. The blood of our United Empire Loyalist forefathers warmed again in their own bosoms, and pulsed in the hearts of their sons and grandsons, and in the hearts of hundreds of others who had adopted Canada, under the flag of British law and liberty, as their home. Our Legislative Assembly—specially called together by General Brock, on the declaration of war—struck the key-note for Canadian loyalty, sacrifice and action, in a calm, expository and earnest address to the people of Upper Canada, and truly represented the already roused spirit of the country. Some of the words of that noble address are as follows:—

"This war, on the part of the United States, includes an alliance with the French usurper, whose dreadful policy has destroyed all that is great and grand, venerable and holy on the continent of Europe. The government of this bloody tyrant penetrates into everything—it crushes individuals as well as nations, fetters thoughts as well as motives, and delights in destroying forever all that is fair and just in opinion and sentiment. It is evidently this tyrant who now directs the rulers of America, and they show themselves worthy disciples of such a master."

After noting the juncture selected for declaring war, the address proceeds:—"It is certainly not the least wonderful among the occurrences of this astonishing age, that we should find a nation descended from Englishmen, connected still by the same language and laws, by consanguinity and many similar habits, not merely eulogizing the implacable enemy of their parent state, but joining him in the war; while pretending to nourish the purest principles of liberty, bowing the knee before the foe of all just and rational freedom, and supplicating his acceptance of tribute and adulation." After sketching the origin and sustained loyalty of the first inhabitants of the country, the Assembly said:—"Already have we the joy to remark, that the spirit of loyalty has burst forth in all its ancient splendour. The militia in all parts of the Province have volunteered their services with acclamation and displayed a degree of energy worthy of the British

name. When men are called upon to defend everything they hold precious, their wives and children, their friends and possessions, they ought to be inspired with the noblest resolutions, and they will not be easily frightened by menaces, or conquered by force. And beholding, as we do, the flame of patriotism burning from end to end of the Canadas, we cannot but entertain the most pleasing anticipations. Our enemies have indeed said, that they can subdue this country by a proclamation; but it is our part to prove that they are sadly mistaken." "If the real foundations of true liberty, and consequently of solid happiness, consist in being amenable only to such laws as we or our representatives ordain, then are we in possession of that liberty and that happiness, for this principle was fully recognized in our excellent constitution." "It is not necessary for us to examine the causes alleged by our enemies for this unjust and unnatural war, because an address from the House of Representatives of Massachusetts, the most respectable in the Union, proves in the most satisfactory manner, that it is wanton and unprovoked, and is the climax of the various outrages previously committed against Great Britain. In this statement they have been joined by the minority in Congress, whose expositions of the secret reasons of the war, and the falsehood of those alleged by the President and his friends is unanswerable, and must hand down the promoters of this diabolical measure to the execration of posterity." "Your representatives finished their labours with placing in the hands of His Honour, the President (Sir Isaac Brock,) all the public money they could collect, in order to contribute as much as possible to the extraordinary expenses which the war renders necessary, and they have the fullest confidence that it will be most faithfully applied. Having thus endeavoured, to the best of their abilities, to provide for the welfare and safety of the Province, your representatives take the liberty of reminding you that the best laws are useless without the zealous co-operation of the people. Unless you are prepared to endure the greatest privations and to make the severest sacrifices, all that your representatives have done will be of no avail. Be ready, then, at all times to rally round the Royal Standard, and let those who are not called into the service assist the families of those who are called into the field." "Remember, when you go forth to the combat, that you fight not for yourselves alone, but for the whole world. You are defeating the most formidable conspiracy against the civilization of man that ever was contrived; a conspiracy threatening a greater barbarism and misery than followed the downfall of the Roman Empire—that now you have an opportunity of proving your attachment to the parent State which contends for the relief of the oppressed nations—the last pillar of true liberty, and the last refuge of oppressed humanity."

Such were the views and spirit with which the seventy thousand people of Upper Canada, and their score of parliamentary representatives, engaged in the unequal struggle against myriads of invaders—relying simply upon their principles, their duty, and their God; and, in three months after the declaration of war, they had, with the aid of a few hundred regular soldiers and noble officers, driven back three invading armies, capturing Hull and the territory of Michigan, driving the invaders commanded by General Van Rensselaer down Queenston Heights, taking hundreds of prisoners, driving "proclamation" General Smyth, with his eight thousand from the Canadian side of the Niagara River, near Fort Erie, so that he had to run away and retire from the army to escape popular indignation and disgrace. It is not for me to dwell upon the incidents and progress of the war; raids were made into our country, many battles were fought, and much property destroyed, and much suffering inflicted; but those raids were severely retaliated, and at the end of three years not a foot of Canadian territory was in possession of the invader, while the key of the Northwest, Fort Mackinaw, was in the hands of the British.

Of all the battles fought during the war, the most sanguinary and obstinate was that of Lundy's Lane—the battle, the anniversary of which we are this day assembled to commemorate—the battle fought the last few months of the war, the 25th of July, 1814. It was the most formidable and final effort of the American General Brown to get permanent footing in Canada. The smallest number of American soldiers engaged in the battle, according to General Brown's report, was upwards of five thousand; and the largest number of British soldiers and Canadian militia engaged, according to the British General Drummond's report, was twenty-eight hundred, although the greater part of battle was fought with a force not exceeding sixteen hundred. I shall not attempt to describe the order, or narrate the incidents of the battle; I will only say, that the high ground, near the east end of Lundy's Lane, was the centre of interest, and the position contended for by both parties in deadly strife for several hours. In no battle during the war did the Americans fight with such heroism and obstinacy; and in no battle was the courage, steadiness and perseverance of the British

soldiers and Canadian volunteers put to so severe a test. The enemy was drawn up in order of battle within six hundred yards of the coveted eminence, when General Drummond arrived on the ground, and he had barely time to plant his artillery on the brow of the hill, when the enemy concentrated all his power and efforts to obtain the key of the battle-field. An eye witness says: "columns of the enemy, not unlike the surge of the adjacent cataract, rushed to the charge in close and impetuous succession." The curtain of night soon enveloped the scene now drenched with blood; but the darkness seemed to intensify the fury of the combatants, and the rage of the battle increased as the night advanced. An eye witness truly observes, that, "nothing could have been more awful than this midnight contest. The desperate charges of the enemy were succeeded by a dead silence, interrupted only by the groans of the dying, and the dull sounds of the stupendous Falls of Niagara, while the adverse lines were now and then dimly discerned through the moonlight, by the dismal gleam of their arms. These anxious pauses were succeeded by a blaze of musketry along the lines, and by a repetition of the most desperate charges from the enemy, which the British received with the most unshaken firmness." General Drummond, in his official report of the battle, says:—"In so determined a manner were these attacks directed against our guns, that our artillerymen were bayoneted by the enemy in the act of loading, and the muzzles of the enemy's guns were advanced within a few yards of ours. The darkness of the night, during this extraordinary conflict, occasioned several uncommon incidents; our troops having, for a moment, been pushed back, some of our guns remained for a few minutes in the enemy's hands; they were, however, not only quickly recovered, but the two pieces, a six-pounder and a five-and-a-half-inch howitzer, which the enemy had brought up, were captured by us, together with several tumbrils. About nine o'clock (the action having commenced at six) there was a short intermission of firing, during which, it appears the enemy was employed in bringing up the whole of his remaining force; and he shortly afterwards renewed the attack with fresh troops, but was everywhere repelled with equal gallantry and success. The enemy's efforts to carry the hill were continued until about midnight, when he had suffered so severely from the superior steadiness and discipline of his Majesty's troops, that he gave up the contest, and retreated with great precipitation to his camp beyond the Chippewa. On the following day he abandoned his camp, threw the greatest part of his baggage, camp equipage and provisions into the Rapids; and having set fire to Street's Mills, and destroyed the bridge at Chippewa, he continued his retreat in great disorder towards Fort Erie."

In this bloody battle, the Canadian militia fought side by side with the regular soldiers; and General Drummond said, "the bravery of the militia on this occasion, could not have been excelled by the most resolute veterans."

Such was the loyalty of our grandfathers and fathers, and such their self-devotion and courage in the darkest hours of our country's dangers and sufferings, and though few in number in comparison of their invaders, they had

"Hearts resolved and hands prepared
The blessings they enjoyed to guard."

There was doubtless as much true courage among the descendants of Great Britain and Ireland in the United States as in Canada; but the former fought for the oppressor of Europe, the latter fought for the freedom of Europe; the former fought to prostrate Great Britain in her death struggle for the liberties of mankind, and to build up the United States upon her ruin, the latter fought in the glorious cause of the Mother Country, and to maintain our own unity with her; the former fought for the conquest of Canada, the latter fought in her defence; the fire that kindled the military ardour of the former was the blown-up embers of old enmities against Great Britain, the gross misrepresentations of President Madison, the ambition of adventure, and the lust of booty—the fire that burned in the hearts of the latter, and animated them to deeds of death or freedom, was the sacred love of hearth and home, the patriotic love of liberty, and that hallowed principle of loyalty to truth, and law, and liberty combined, which have constituted the life, and development, and traditions, and strength, and unity, and glory of British institutions, and of the British nation from the resurrection morn of the Protestant Reformation to the present day. A great writer has truly observed: "The most inviolable attachment to the laws of our country is everywhere acknowledged a capital virtue;" and that virtue has been nobly illustrated in the history of our United Empire Loyalist forefathers, and of their descendants in Canada, and it grows with the growth and increases with the strength of our country.

I have said that loyalty, like Christianity itself, is an attachment to principles and duties emanating from them, irrespective of rulers

or teachers; but if the qualities of our chief rulers were necessary to give intensity to Canadian loyalty, those qualities we have in the highest degree in our Sovereign and in her representative in Canada; for never was a British Sovereign more worthy of our highest respect and warmest affection than our glorious Queen Victoria, (Loud cheers) and never was a British Sovereign more nobly represented in Canada than by the patriotic, the learned and the eloquent Lord Dufferin. (Loud cheers.) And at no period were we more free or prosperous than now. The feelings of his (the speaker's) heart went far beyond anything that his tongue could express, and the language of his heart that day was, might loyalty ever be the characteristic trait of the people of Canada, might freedom ever be our possession, and might we ever have cause and heart to say "God save the Queen!" (Loud cheering.)

Note by the Journal of Education.—The Administration of President Madison, and his Declaration of War against Great Britain, are dark spots in the brilliant history of the United States of America, and the American narratives of the war are rather fiction than history—compiled largely from letters of officers and soldiers, who, in writing to their friends, sought to magnify their own heroism, even when suffering disgraceful defeats, and sometimes claiming victory when they were driven from the field. The usual tales on these occasions were that the Canadian forces were vastly superior in numbers and equipments, when it was known that the American armies were declared, by themselves, to be irresistible in strength and equipments.

The American account of the battle of Lundy's Lane is an example, and is repeated with exaggerations in the latest and most popular history of the war, namely, *Lossing's Pictorial Field Book of the War of 1812*, page 1084. Lossing says:

"The number of troops engaged in the battle of Niagara Falls was little over seven thousand, the British having about four thousand five hundred, and the Americans a little less than two thousand six hundred." (p. 824).

The very reverse of this was the fact, as quoted by Dr. Ryerson, in his address from the official report of General Drummond. When the American invading army consisted of ten thousand men, it is absurd to suppose that all but 2,600 would remain the American side of the river, and the historian states that every available soldier on the British side of the river was engaged in the battle.

Lossing likewise claims the battle for the Americans "because they drove the enemy from the field and captured his cannon." (p. 824). It is not true that the British were driven from the field at all; they were once pushed back for a few minutes, and their cannon were for a few moments, in the hands of the Americans, who, however, were forthwith driven back, the cannon retaken, with two pieces left by the Americans. And how could there possibly be any American victory, when Lossing himself admits that the American army retired from the field during the night to Chippewa (p. 823), with the intention of returning next morning to bring off the cannon and other booty. Is it the characteristic of a victorious army to leave the conquered field and retire two miles from it? Lossing also admits that the Americans did not return to the battle-field next morning, but burnt the bridge which separated the British army from them, and retreated up the Niagara river. Is this the conduct of a conquering army, to flee from the enemy whom he pretends to have conquered? Mr. Lossing's admissions of details contradict the pretence of American victory at Lundy's Lane, and prove American defeat.

It is by such fictions of victories where there were defeats, interspersed with fictitious incidents of individual heroism, that American vanity is fed, and American children taught in the schools what is purely apocryphal for history in regard to Great Britain and Canada.

But it is gratifying to observe a greatly improved feeling in the educated American mind towards Great Britain, and even the causes of the American Revolution which were magnified in the American Declaration of Independence, and which have been exaggerated in every possible way in American histories and fourth of July orations, are very much modified in the productions of well-instructed and candid American writers and public speakers. We observe on a late occasion in England, at the Wesleyan Conference, Bishop Simpson, the Massillon of American pulpit orators, said, "The triumph of America was England's triumph. Their object was the same, and they were engaged in the same work. There were more Englishmen who would go to America, than Americans who would come to England (laughter), and while they in England had the wealth, the power, the elements of usefulness, they were bound to use it in the interests of religion."

On the same occasion, the Rev. Dr. Curry, editor of the *New York Christian Advocate*, the most widely circulated religious paper in America, uttered the following noble sentiments:

"He was proud, he said, of England, (as the Fatherland of his) and, as he had now gone up and down through that island, and had witnessed its signs of substantial wealth, and of social order, he felt that both the public institutions of the Government, and the private virtues of the people were of the most valuable. He did not wonder that Englishmen were warmly attached to their own country, and he would say that were he not an American he should wish to be an Englishman. He rejoiced, too, that there now exists the most cordial good feeling between the two countries, and trusted that this would never be interrupted. They had very many interests in common, and should stand together in support of them."

On the last Fourth of July, the Rev. Dr. Newman, pastor of President Grant, and who has finished a tour of the world, having been appointed to examine and report upon all the American Consulships of the globe—delivered a remarkable discourse on the progress of the nation, and also of the enlightened ideas and liberal institutions in Europe. In an allusion to the American Revolution, Dr. Newman says:

"Our forefathers were not slaves, they were English subjects—English freemen, and we misrepresent them and the struggle through which they fought if we look upon them as bound with manacles. They had an appreciation of what belonged to an English subject. And because the mother country refused representation where she imposed

taxation, therefore those forefathers arose in their English manhood, protested against the abuse of governmental power, and asserted that where there is taxation there should be representation, and had Patrick Henry been admitted into the British Parliament to represent her American colonies, the United States of America to-day would have been the grandest portion of the Empire of Great Britain."

In the same discourse the orator said :

"Behold England of to-day in her rule at home, as well as her policy towards her colonies. She is pressing upon her colonial possessions practical independence. She demands that they shall be so far free as to legislate for themselves, and pay their own expenses, England is now gathering together her representatives from Africa, and proposes under her benign sway to form a republican government for long despised and down-trodden Africa. Whatever may be said of the Old East India Company under British protection, let me say, from personal observation, that from the eternal snows of the Himalayas to the spicy groves of Ceylon, India of to-day has a wise and paternal government given to her by Christian England."

FORT CHAMBLY.

M. P. de Cazes, in the *Monde*, of Paris, *apropos* of the memorable relic, Fort Chambly, urges that, in return for the "speculative and indelible attachment" entertained by the French Canadians towards France, every Frenchman should assist a society of Norman archæologists of Bernay, who, acting upon the suggestion of M. Lemetayer-Masselín, a Norman-Frenchman, established for several years in Canada, and of the Abbé Forget, curé of Chambly, propose to purchase from the Canadian Government the ruins of an ancient fort built in 1711, upon the banks of the Richelieu River, distant twenty-four kilometres from Montreal, under whose ramparts were enacted a few of the last episodes connected with the cession of Canada to England. This fortress, he continues, was erected under the supervision of Captain de Beau-Cour, after plans prepared by M. de Levy, the King's engineer in New France, in order to protect Chambly village from the raids of the troops coming from the English colonies in North America, upon the site of fortifications erected in 1665, by Captain Jacques de Chambly. In 1758, the English, who were at this time masters of the greater part of the country, took and burned this fort, which, since that period, has remained exposed to the attacks of the weather and time, so as to present merely a heap of stones, as a remembrance of these glorious vestiges of French domination in Canada, if patriotic hearts had not caught the happy inspiration of restoring them to France.

Photographs representing the fort, in its present state, are being sold in France, to provide funds for its purchase and preservation; at the foot of the ramparts, on the side which faces the river, is found the site of an old cemetery, surrounded with palisades, to keep out the cattle which pasture in the neighbourhood.

"There," writes M. Bazin, an archæologist living at Bernay, "repose forgotten, the great names of France, and above all of Normandy!" In order to preserve for future generations the memory of the illustrious deeds of which these places were the theatre, we desire to erect a cross in the Cemetery, and also upon the *socle* as well as the front part of the fort, to engrave, in golden letters, the inscription:—

To the Memory of Frenchmen
Who died upon the Field of Honour, for the
Achievement of the Independence
of New France.
Patriotic Inscription
of the
Sister Nations, France and Canada,
1875.

Let France prove, adds M. de Cazes, by generously assisting in the effort to purchase the last ramparts which remained erect for the defence of her rights upon the American Continent, that she repudiates the cold words with which Voltaire welcomed the cession of Canada to England.

Let the French remember on this occasion that they have the same origin with the strong and vigorous race planted upon the few acres of snow, of which the old philosopher of Ferney spoke with such sarcastic disdain.—*Montreal Gazette*.

BRITAIN'S COLONIAL EMPIRE.

A paper was recently read by Mr. H. B. T. Strangways, late Attorney-General for South Australia, at a meeting of the Royal Colonial Institute, on the progress of the British Colonies within the last fifty years. It was proved by irrefutable evidence what extraordinary progress the colonies had made since the year 1835. In that year—as we have already recorded—the imports of the colonies amounted to £11,758,427 whereas in 1872-3 they had increased to £113,339,283. The exports for the same dates were £12,829,948 and £113,525,185, respectively. Thus a total trade of

£24,588,385 in 1835 had risen to £226,864,468 in 1872-3. The shipping employed in colonial trade forty years ago made a total of 6,061,125 tons which in 1872-3 had increased to 32,434,906 tons, of which British ships were represented by a tonnage of 24,434,177. A similar rate of increase in the next 37 years would raise the commerce of the colonies to more than £2,260,000,000, or more than two and a quarter times the commerce of the United Kingdom with the whole world at the present time. The shipping trade of the Colonies, it was also to be observed, was now much more than four and a half times the amount of the total shipping trade of the United Kingdom with the entire world in 1835. As illustrating the rapid progress of some of the Australian Colonies, Mr. Strangways referred to a statement made by Sir George Bowen, that on his first arrival at Queensland, he found only 7½d in the treasury. At the same time the exchequer of South Australia was in even a worse condition, the officer in charge reporting its sum total at 2½d. Now Melbourne and the Provinces of Victoria count their imports by millions and their exports by more than millions, and in Canada, New South Wales, New Zealand and South Africa a similar rapidity of progress could be traced. In fact, whatever England had expended on her Colonies had been amply repaid. There was nothing wanted at home which the colonies could not supply—gold, silver, copper, iron, tin, coal, wheat, meat, wine, &c. England required more than two-fifths of the food of her population to be brought from abroad, and it was a great consideration that the Colonies could do so much in rendering this service.—*Montreal Gazette*.

III. Papers on Scientific Subjects.

THE COLLECTION AND PRESERVATION OF PLANTS.

Teachers and students alike will find it interesting to collect and preserve plants. In every pursuit there are required hours of recreation and exercise. A stroll in the woods is then of all things the most enjoyable. A walk becomes delightful when a definite object is in view. As soon as one begins to search for and collect any special class of objects, he becomes deeply interested. If his attention is called to plants, he sees many which have hitherto escaped his observation. Each walk adds to the number until he begins to wonder how he used to blindly pass by so much of beauty.

It is a pleasant thing for two persons to walk together, one of whom is a botanist, and the other a zoologist. Each supplements the knowledge of his friend, and gives information in return.

An herbarium, or cabinet of shells, fossils, minerals, or rocks, becomes a treasure to the possessor. It is often even of pecuniary value. In looking over it, he sees not only the specimens but the locality in which he found them. Many an incident of his life, long since forgotten, will be thus recalled. On a winter's evening one may ignore the season, and in looking over an herbarium imagine himself in the summer fields and woods. Each plant which is named and mounted adds so much to his stock of information. He may turn to it again for reference, or exhibit it to some friend who is puzzled over a problem which by chance he himself has solved. To those who ask "What is the good of an herbarium?" and there are those who will persist in exposing their narrowness by that question, we have little to reply. Independently of any direct utility in natural history pursuits—and our agricultural and entomological reports annually show their value—we claim that no one is wasting time who studies God's works for their own intrinsic loveliness. The pursuit of beauty is educational in itself, and often a practical adaptation is offered where one little expects. It is with the object of helping beginners in the collection of an herbarium that we offer these few hints.

Flowering plants must be gathered, if possible, both in fruit and flower. It may take two or more seasons to secure both conditions, but many herbs can be found where both fruit and blossom are present simultaneously. Most beginners, in their haste to secure large numbers of plants, gather their specimens too young. The result is that the first herbarium is in a few years cast aside, and a new one begun. In the case of willows—a very difficult order—where the sexes are separated and the flowers precede the leaves, recourse must be had to labels. Attach a tin label to a tree in flower by means of wires, and visit it again when in leaf or fruit. String will not do tie the labels, as the birds are sure to appropriate it for their nests.

Care should be taken to secure presentable specimens, and such as fully illustrate the characteristics of the plant. With most herbs root and all should be secured; with shrubs and trees, a small branch in flower or fruit is sufficient. If the wood and bark are desired, keep them in boxes and drawers, neatly labelled. A field label should always be used, showing the locality, habit, and

the condition under which the plant was found, with its colour, and any other information deemed necessary. Such information should also be entered in a note-book, with drawings, if possible. The collector should either have a tin case or a portfolio for preserving what he gathers. For the beginner the case is the best, as it allows him to study the fresh plants; but with plants like ferns, it is well to apply slight pressure in the field. This can be done by means of a portfolio arranged with straps. Some of the largest collections have been so made. One should have a large knife for digging up roots and cutting branches, a small knife, and perhaps a pair of scissors. The last, however, is a superfluity. A cane with a hooked end is desirable, not only for the assistance it affords in walking, but for pulling down impracticable branches, and for reaching aquatic plants. A few pill-boxes, a bottle of chloroform, and a paper of pins are often required for the preservation of insects, as in these days entomology is linked with botany. The student should let nothing escape him. No plant is too small or mean to study. Indeed, the most minute is often the most interesting.

After the day's collection has been brought home, the plants should be placed between folds of bibulous paper with mats of drying paper between. Moderate pressure should then be applied for some hours. Then look at the specimens again, and smooth out any upturned corners or wrinkles, change the dryers, and apply more pressure. The specimens should be left permanently in the folds of bibulous until perfectly dry, which will require with most plants about a week. The dryers should only be changed, at first often, but afterwards only occasionally. Thick, fleshy roots or tubes should be sliced into shape. In the absence of a regular press, it is easy to extemporize a weight with books, bricks, or stones.

The plants when finally moved should be sprinkled with a weak solution of corrosive sublimate to preserve them against the attacks of cabinet insects. When perfectly dry again, they can be mounted with glue upon sheets of thick white paper (16½ inches by 10½ is recommended by Gray), and labelled in the lower right-hand corner. A pocket or small envelope, made to open in all directions, contains small parts of the flower, seeds, spores, etc., for future examination. The glue used should be soaked in cold water for six or more hours, when it absorbs a large amount of water. It is then kept in a water-bath at or near 212° Fah., while in use. This prevents it from becoming stringy. In addition to gluing it is often necessary to bind down the ends of twigs with straps of paper. For this purpose court-plaster is good, and the albuminous paper used by photographers better.

The species should be arranged in genera, each under its own genus-cover of thick brown paper, and the whole in natural orders or families. Only one species should be attached to a sheet, although one can have any number of similar individuals, that the size of the paper will allow. When all is done, the collection may be packed in cases for ready access, and more or less convenient according to the means of the owner. Then, with a microscope of moderate power, arranged with a stage for dissecting, and with a pair of pincers, a knife and two needles, the collector is prepared for work. He will find his herbarium an increasing care, but at the same time a never-failing pleasure.—*W. W. Bailey in New Eng. Journal of Education.*

THE COLORADO BEETLE.

Among the many pests which have spread over this continent, destroying and ravaging the fruits of the earth, and bringing to naught the work of the farmer and all engaged in agricultural pursuits, none has created such universal consternation, as what is known as the Colorado beetle. Even in the old world the Governments have become alarmed, for fear it may in some way make its appearance among them, and are just now busy fortifying themselves against such an invasion should any take place. In England there is some hope that the dampness of the climate would be unfavourable to its rapid reproduction, but the continent offers no such obstacle, the climate there resembling that of this and the neighbouring country so closely, as to render it likely, should a foothold once be established of their remaining permanently among them.

A great deal has been written of late on this subject, and no paper has given more complete information than the *Chicago Inter-Ocean*. Fifty years ago the beetle was discovered by naturalists, on the Upper Missouri river, near the Rocky Mountains, and class-

ed among the genus *Doryphora*, or sword-bearers, but afterwards called by Mr. D. Walsh, the naturalist, *Doryphora decem lineata*, or ten-lined spear-bearer, from ten black lines on the wing cases.

Its principal nourishment appears to be a wild plant of the nightshade family.

As the western settlements of pioneers began to encroach nearer the base of the Rocky Mountains, and potato fields were planted here and there in close proximity, the beetle was attracted from its home in the highlands, and very soon discovered that potato vines were a much more palatable and desirable food than its primitive nightshade, and at once crowds of them began to move down into the lowlands like foraging parties in time of war.

They even went farther than the potato vines, becoming more and more luxuriant in their tastes and habits, and began to devour grass, the red currant, and even cabbage leaves. It is simply one of the penalties we have to pay for our insatiable ambition. Had those living in the east been contented, the Colorado beetle would probably have been feeding on its native nightshade to-day, but civilization having thus gone of its own accord to it, it is not surprising that it sought to make the benefits reciprocal, by setting out at once to explore the new world so deliciously and agreeably opened up to it. Its march of progress has been slow, however, but none the less sure. Twenty years ago we heard rumours of its devastations in Nebraska, and it was soon remarked that it was travelling steadily eastward. In 1869 it was one hundred miles west of Omaha. In two years more the State of Iowa was gained, and very shortly afterwards all the Western and Middle States were overrun. In 1870 it made its appearance in the western borders of Canada, and to-day it is thus far on its eastward journey. Mr. Walsh estimates that it travels about sixty miles per annum, and that it will reach the Atlantic Coast and overspread the Eastern part of Canada and the United States in 1877 and 1878.

It then remains to be seen—if it will make the ocean journey—and conquer the old world as it has the new.

The Colorado potato beetle is described as by no means a formidable-looking creature. When fully developed it is something like a large lady-bird, but oblong instead of round, and from two-fifths to half an inch in length. It is of a tawny or yellowish cream colour, with numerous black spots, generally a peculiar group of sixteen spots being marked on the upper portion of the prothorax, or part of the body immediately behind the head. On the wing-cases are the ten black stripes, running lengthwise from head to tail, from which it derives its distinctive name of *decem-lineata*. The edges of these black stripes are irregularly punctured, and the second and third stripes on each wing-case just touch one another at each end. Under the wing-case is, of course, a pair of membranous wings, which the insect uses freely, and which are described as giving the beetles a very beautiful appearance when flying in the sunshine. The insect has an immense capacity for reproduction. One female, the Department of Agriculture states, will deposit from 700 to 1,200 eggs at intervals during forty days on the leaves of the potato. In six days the eggs hatch into larvæ, which feed upon the vines for nearly twenty days. They then descend into the ground, and after remaining in the proper state to which the larvæ change for some ten or twelve days, they again come up as perfect beetles. By the time they are a week old the sexes are all paired off again, and in another week the females begin laying eggs for an addition to the family. One pair of these insects would produce in a single season, if undisturbed, a progeny of 60,000,000.

A curious fact connected with this insect is that it does not seem to be a favourite with the birds. It is even asserted that the insects are poisonous, and that people have been taken seriously ill after inhaling the vapours given off in scalding the larvæ, or in burning the potato-haulms which they have infested. At first, it is said, the domestic poultry refused to eat them, and that the flesh of the prairie hens which had fed upon the insects was rendered unwholesome. But some suspicion has been thrown upon these assertions, which are thought to be the result of the panic caused by the pest. In some localities the farmers have cooped their poultry in the potato fields, and in others the red-breasted grosbeak feeds on the larvæ, and has flourished so well and found such a plentiful supply of food as to have become numerous in districts in which it had previously been scarce. There are moreover, many insect enemies of the beetle which thrive where it abounds, and it is by no means improbable that in the long run nature will strike a balance between the contending forces, and prevent too great a devastation by the occasional excessive multiplication of the destructive insect. In the meantime the Department of Agriculture recommends a dose of Paris green, mixed with ashes, and dusted over the plants in the morning when the dew is on, as the most effective mode of destroying the pests.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the ten High School Stations, for JUNE, 1875.

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

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, TEMPERATURE OF THE AIR, WINDS, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS, TENSION OF VAPOUR.

a Approximation. dOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. hOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. kOn the Detroit River. lInland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, SURFACE CURRENT, WINDS, VELOCITY OF WIND, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

Pembroke.—Lightning and thunder with rain, 24th. Lightning, 5th, 26th. Frost, 12th-16th. Rain, 3rd-5th, 24th, 26th, 28th. Dense smoke from fires in the woods prevented observations of sky, 21st-24th. CORNWALL.—Lightning and thunder with rain, 24th. Lightning with rain, 28th. Frost, 5th. Wind storm, 14th. Rain, 6th, 7th, 12th, 25th, 28th, 30th. Very light rainfall.

Peterborough.—Lightning and thunder with rain, 12th, 24th, 26th. Frost, 13th. Wind storms, 12th, 24th. Rain, 2nd, 3rd, 4th, 10th, 12th, 17th, 22nd, 24th, 26th, 27th, 28th. BELLEVILLE.—Lightning and thunder with rain, 12th, 24th, 27th, 28th. Lightning with thunder, 27th. Thunder with rain, 24th. Thunder, 24th. Wind storms, 23rd, 24th. Fog, 23rd. Rain, 2nd-4th, 7th, 12th, 22nd, 24th-26th, 28th. Atmosphere full of smoke from fires in the woods, 16th-20th; and on 17th-19th, smoke too thick to observe sky and clouds. Continued and injurious drought in the earlier part of the month. The observer, in his report, describes the thunder storms above mentioned. PETERBOROUGH.—Lightning and thunder with rain, 4th, 12th, 24th.

Thunder with rain, 9th, 24th. Wind storms, 1st, 8th, 12th, 14th, 18th, 24th, 28th. Fog, 23rd, dense. Rain, 3rd, 4th, 9th, 12th, 22nd; slight, 24th, 26th, 29th. Destructive wind storm, 3.55 to 5.40 p.m. 24th.

GODERICH.—Lightning and thunder with rain, 2nd, 11th, 23rd, 24th. Fog, 22nd. Rain, 2nd, 4th, 11th, 16th, 22nd, 23rd, 24th, 26th, 29th.

STRATFORD.—Lightning and thunder with rain, 24th. Lightning with rain, 2nd. Lightning, 11th, 26th. Frost, 13th, 14th. Rain, 2nd, 17th, 22nd, 24th, 26th, 28th, 29th. Excess of mean monthly temperature over average June of 14 years, +0°.75.

HAMILTON.—Lightning and thunder with rain, 24th, 29th. Rain, 17th, 24th, 29th.

SIMCOE.—Lightning and thunder with rain, 12th, 24th. Lightning, 2nd, 26th. Frost, 14th. Wind storms, 12th, 25th. Rain, 2nd, 7th, 12th, 22nd, 24th, 27th. Severe drought in early part of month. Crops suffering. A month of low barometer. Meteor in N.E. on 2nd.

WINDSOR.—Lightning and thunder with rain, 2nd, 11th, 23d, 24th, 27th. Lightning, 25th, 26th. Wind storm, 24th. Fog, 25th. Rain, 2nd, 5th, 7th, 11th, 17th, 22nd—25th, 27th. Meteor in W. on 8th, and in N. on 29th.

V. Departmental Notices.

CHANGE OF TEXT-BOOKS AND PROGRAMMES.

As already intimated in the May number of the JOURNAL, the Council of Public Instruction have *struck off* the list of approved books, the following:—

Peck Ganot's Natural Philosophy.
Davidson's Animal Kingdom.
Collier's English Literature.

The following books were at the same time *authorized*:—

- English Grammar, Primer, by Rev. R. Morris.
Lessons in Elementary Physics, by Balfour Stewart, LL.D.
Physics, by Balfour Stewart, LL.D. (Science Primers.)
Elementary Mechanics, including Statics and Dynamics, by J. B. Cherriman, M.A.
Elementary Statics, by J. Hamblin Smith, M.A.
Elementary Hydrostatics, by J. Hamblin Smith, M.A.
Outlines of Natural History, by H. Alleyne Nicholson, M.D.
Physiology (Science Primers) by M. Foster, M.A., M.D.
Lessons in Elementary Physiology, by Professor Huxley.
Physical Geography, by A. Geikie, LL.D. (Science Primers).
Geology, by Archd. Geikie, LL.D. do.
Introductory Text-Book of Physical Geography, by David Page, F.R.S.E. (for High Schools).
Chemistry, by H. E. Roscoe (Science Primers).
History of English Literature, by Wm. Spalding, A.M.
Craik's English Language and Literature.
Freeman's European History.
Latin.—Dr. Wm. Smith's Series, I., II., III., IV., and his smaller Grammar of the Latin language.
Arnold's First and Second Latin Books; the English editions, or revised and corrected, by J. A. Spencer.
Harkness' Introductory Latin Book.
do. Latin Reader.
do. Latin Grammar.
Bryce's Series of Reading Books.
J. Esmond Riddle's Latin Dictionary.
Greek.—Dr. Wm. Smith Initia Græca.
Curtius' Smaller Grammar.
Farrar's Greek Syntax.
Greek Lexicon, Liddel & Scott, smaller and larger editions.
Schmitz's Ancient History (retained at present).
Pillans' First Steps in Classical Geography.
Dr. W. Smith's Smaller Classical Dictionary of Biography, Mythology and Geography.
Dr. W. Smith's Dictionary of Greek and Roman Antiquities.
Mr. Vere Foster's two series of Drawing Books, but the Council desire to invite the attention of teachers to the great benefits recognised as resulting from teaching children at an early stage to draw from the objects themselves, instead of from drawings.

Memorandum.—If the substitution of new books for those *disallowed*, cannot at once be accomplished without great inconvenience, a reasonable time may be given, with the understanding that the changes will be made as speedily as they can, consistently with the welfare of the school. It is not intended to

enforce the change of text-books either in High or Public Schools during the first year, or without the consent of the Trustees and of the Inspectors.

Where two books are allowed in the same subject, a discretion is permitted, which should be exercised by the Master, with the concurrence of the Trustees and of the Inspector, which will enable him to meet the complaints as to the cost of changing text-books.

The geographical text-books are undergoing revision, and no change is yet authorized in that subject, or in the French.

Due notice will be given as to the time when the new scheme of payment by results will come into operation in the High Schools, and the new programmes are as yet incomplete.

VI. Advertisement.

University of Trinity College.

(INCORPORATED BY ROYAL CHARTER.)

MEDICAL DEPARTMENT—WINTER SESSION 1875-76.

FACULTY:

- E. M. HODDER, M.D., Eng.; F.O.S., Lon.; Dean of the Faculty, and Consulting Surgeon Toronto General Hospital and the Burnside Lying-in-Hospital.—159 Queen Street West. Prof. of Obstetrics, and Diseases of Women and Children.
W. B. BEAUMONT, M.D., F.R.C.S., Eng.; Consulting Surgeon Toronto General Hospital. Emeritus Prof. of Surgery.
NORMAN BETHUNE, B.A., M.D., Edin.; M.R.C.S., Eng.; F.R.C.S., Edin.; F.O.S., Lon.; Physician to the Toronto General Hospital, and Burnside Lying-in-Hospital. 24 Gerrard Street East. Prof. of Surgery and Clinical Surgery.
WALTER B. GEIKIE, M.D., F.R.C.S., Edin.; L.R.C.P., Lond.; F.O.S., Lond.; Physician Toronto General Hospital.—Corner Gould and Yonge Streets. Prof. of Principles and Practice of Medicine.
J. FULTON, M.D., M.R.C.S., Eng.; L.R.C.P., Lon.—334 Yonge St. Physician to the Hospital for Incurables and Hospital for Sick Children. Professor of Physiology and Sanatory Science.
W. COVERTON, M.D., M.R.C.S., Eng.; Professor of Pathology and Medical Diagnosis.
JAMES BOVELL, M.D., L.R.C.P., Lon.; Consulting Physician to the Toronto General Hospital, and the Burnside Lying-in-Hospital.—118 St. Patrick Street. Professor of General Pathology.
J. E. KENNEDY, A.B., M.D., F.O.S. Lon. Prof. of Materia Medica and Therapeutics.
J. ALGERNON TEMPLE, M.D., M.R.C.S., Eng.; F.O.S., Lon.; Attending Physician, Burnside Lying-in-Hospital.—144 Bay Street. Prof. of Medical Jurisprudence and Toxicology, and Assistant Lecturer on Obstetrics, etc.
W. H. ELLIS, M.A., M.B., L.R.C.P., Lon.; Instructor in Chemistry, College of Technology. Prof. of Chemistry—General and Practical.
H. ROBERTSON, M.B., M.R.C.S., Eng.—24 Shuter Street. Prof. of Anatomy—Descriptive and Surgical.
J. FRASER, M.D., M.R.C.S., Edin.; L.R.C.P., Lon. Demonstrator of Anatomy.
A. J. JOHNSTON, M.D., M.R.C.S., Eng.; F.R.M.S., Lon. Microscopy.
THOMAS KIRKLAND, M.A., Lecturer on Chemistry, Botany, etc. Normal School.

The session will commence on FRIDAY, the 1st October, 1876, and continue for Six Months. The Lectures will be delivered in the new College building, close to the Toronto General Hospital. Full information respecting Lectures, Fees, Gold and Silver Medals, Scholarships, Certificates of Honour, Graduation, &c., will be given in the annual announcement.

E. M. HODDER, Dean.
W. B. GEIKIE, Secretary.

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