

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

If not called for within one month, the Postmaster will please send to the School Inspector.

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXVII.

TORONTO, JUNE, 1874.

No. 6.

CONTENTS OF THIS NUMBER.

	PAGE.
COUNCIL OF PUBLIC INSTRUCTION	81
I. EDUCATION IN VARIOUS COUNTRIES.—(1) Military Academies; (2) Ottawa Normal School; (3) University Local Examinations; (4) The Endowment of Victoria College; (5) Compulsory Education in New York State; (6) Ignorance a cause of Crime; (7) American National Education Association ..	82
II. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	87
III. PAPERS ON PRACTICAL EDUCATION.—(1) Where Lessons should be learned; (2) Shall we have a Botany Class; (3) Rules for Reciting.....	88
IV. PAPERS ON LITERATURE AND SCIENCE.—(1) Mr. Lowe on Cheap Literature; (2) The Value of Literature to Teachers; (3) The Spread of the English Language; (4) Associations of Young Men; (5) Notes on the Science of Weather; (6) The size of Countries	89
V. BIOGRAPHICAL SKETCHES.—(1) Rev. James Porter; (2) S. B. Freeman, Esq., Q. C.; (3) Col. Geo. K. Chisholm; (4) Dr. Duggan; (5) Mrs. W. Greene... ..	91
VI. MISCELLANEOUS.—(1) School Time; (2) The Imperial Census; (3) The Best Emigration; (4) Fair Canada	92
VII. EDUCATIONAL INTELLIGENCE.—(1) McGill University; (2) Victoria University. ..	94
VIII. DEPARTMENTAL NOTICES.—(1) School Requisite Specialties; (2) Charts and Diagrams; (3) Chronological and Genealogical Charts; (4) Drawings, &c.; (5) Various Sheets, &c.; (6) Apparatus; (7) Tablet Reading Sheets; (8) Printed Sheets for Schools; (9) The Public School General Register; (10) Pupils' Daily, Weekly and Monthly Reports; (11) Public School Law fully Explained; (12) Blank School Forms	95

COUNCIL OF PUBLIC INSTRUCTION.

For the information of parties concerned, we insert in this number of the *Journal* those parts of the New School Act which relate to the election of members to the Council of Public Instruction.

The names of gentlemen already elected, of which the Chief Superintendent has been advised, are as follows:—

1. The Very Reverend William Snodgrass, D.D., to represent Queen's College, Kingston.
2. The Reverend Samuel S. Nelles, D.D., L.L.D., to represent Victoria College, Cobourg.
3. The Reverend John McCaul, L.L.D., to represent University College, Toronto.
4. The Reverend John Ambery, M.A., to represent Trinity College, Toronto.

The members yet to be elected are as follows:

5. A representative of Albert College, Belleville.
6. " " Ottawa College, Ottawa.
7. " " Regiopolis College, (when in operation,) Kingston.
8. " " The Public School Inspectors.
9. " " The High School Masters and Teachers.
10. " " The Public and Separate School Teachers.

Of the present appointed members of the Council, the fol-

lowing retire from office on the second Tuesday in August, 1875:—

- The Very Reverend H. J. Grasett, B.D.
 The Reverend J. Jennings, D.D.
 The Honourable W. McMaster.
 William McCabe, Esquire, L.L.B.

The remaining members retire on the second Tuesday in August, 1876, as follows:—

- The Most Reverend J. J. Lynch, D.D.
 The Venerable T. B. Fuller, D.D.
 James Maclellan, Esquire, Q.C., M.P.
 Hammel M. Deroche, Esquire, M.A.

Extracts from the Consolidated Act of 1874, relating to the Council of Public Instruction.

1. The Council of Public Instruction shall consist of the following members:—

- (1.) The Chief Superintendent of Education, *ex officio*, (or in his absence, the Deputy Superintendent);
- (2.) Eight members appointed by the Lieutenant-Governor;
- (3.) One member elected by the Council of University College, and one by each of the other Colleges possessing university powers;
- (4.) One member elected by each of the three following classes, viz.:—
 - (a.) The legally qualified masters and teachers of High Schools and Collegiate Institutes;
 - (b.) The Inspectors of Public Schools; and,
 - (c.) The legally qualified teachers of Public and Separate Schools.

(5.) No person shall be eligible to be elected under this Section, or to continue a member of said Council, who, at the time of such election, or during the period for which he is elected a member of said Council, is actually employed as an Inspector, a Master or Teacher, under the Public, Separate, or High School Acts.

(6.) The persons elected at any such election shall hold office until the elections for the following year or years have taken place.

* * * * *

3. ELECTED MEMBERS OF THE COUNCIL.

6. The persons elected to the Council of Public Instruction by the Colleges shall be elected on or before the third Tuesday in August of the year one thousand eight hundred and seventy-four, and of every subsequent second year thereafter ;

(2.) Every election under this Section shall be certified to the Chief Superintendent of Education, and the election shall go into effect on the third Tuesday of August in the year of election ;

(3.) The persons so elected shall be members of the Council for all purposes of High Schools and Collegiate Institutes, the selection and approval of library and prize books, and for every other purpose not relating exclusively to Public Schools.

(4.) The persons elected at any such election, shall hold office until the elections for the following year or years have been held and have taken effect.

(5.) A person elected to fill a vacancy shall hold office for the term of the person in whose place he is elected.

7. The person first elected by the Public School Inspectors and by the Masters and Teachers of the High Schools and Collegiate Institutes shall continue in office for one year, to be reckoned from the time of their election respectively.

8. The persons first elected by the Teachers of the Public and Separate Schools shall continue in office for two years, to be reckoned from the time of his election.

9. Every person subsequently elected as a member of the Council (except to fill a vacancy), shall hold office for two years, to be reckoned from the time of his election, and until his successor is elected ;

(a.) The person elected to fill a vacancy shall hold office for the term of the person in whose place he is elected.

10. In case of a vacancy occurring six months or more before the time for holding the next periodical election applicable to the case, the Chief Superintendent shall forthwith appoint a time for holding an election to fill the vacancy, and shall give one month's notice thereof in such manner as the Council of Public Instruction shall direct.

4. ELECTION LISTS.—DUTY OF INSPECTORS AND HIGH SCHOOL BOARDS.

11. For the purpose of the said elections, it shall be the duty of every Inspector of Public Schools, not later than the fifteenth day of June of the years one thousand eight hundred and seventy-four, and one thousand eight hundred and seventy-six, and not later than the fifteenth day of June every subsequent second year thereafter, to prepare and exhibit publicly in his office, an alphabetical list of the names and post-office addresses of all legally qualified teachers in the Public and Separate Schools within his municipality or jurisdiction.

12. This list may be examined by any teacher of a Public or Separate School at all reasonable times for one month from such fifteenth day of June.

13. In case any interested party complains to the said Inspector, in writing, of the improper omission or insertion of any name in the said list, it shall be the duty of the Inspector forthwith to examine into the complaint, and rectify the error if any there be.

14. The Inspector shall, for the purposes of this Act, transmit to the Chief Superintendent of Education, not later than the fifteenth day of July in each of the aforesaid years, a duly certified copy of such corrected alphabetical list of legally qualified Teachers (in a form to be provided for that purpose) and all the persons named in the list shall be deemed entitled to vote.

15. Every High School or Collegiate Institute Board (or Board of Education in case of union with a Public School Board) shall furnish in like manner to the Chief Superintendent, not later than the fifteenth July in the years one thousand eight hundred and seventy-four, and one thousand eight hundred seventy-five, and not later than the fifteenth day of July in every subsequent second year thereafter, a return of the name and address of every legally qualified master of, and teacher in, a High School or Collegiate Institute at such time employed by the Board.

16. In case of the non-receipt by the Chief Superintendent, or other officer of his Department, of any alphabetical list or return mentioned in the preceding sections, or in case of any doubt which may arise in regard to the right of any person whose name is attached to a voting paper to vote at election, the Chief Superintendent, or other officer on his behalf, and scrutineers appointed as herein provided, shall decide according to the best evidence within their reach as to the right to vote of any Inspector, Master, or Teacher who may by a voting paper claim to exercise that right.

17. In case an election to fill a vacancy is required to be made by the Masters and Teachers of the Public and Separate or High Schools and Collegiate Institutes, a new alphabetical list of voters shall be furnished to the Chief Superintendent, by the Inspectors and High School or Collegiate Institute Boards, or Boards of Education, respectively, two weeks before the time fixed for such election ; in case of its non-receipt at the time of the election, the list then last received by the Chief Superintendent shall be used.

5. ELECTION OF MEMBERS AND CERTIFICATE OF ELECTION.

18. Every election by Inspectors, Masters, or Teachers, held under this Act, shall be in the manner following, that is to say :—

(1.) The votes shall be given by closed voting papers (in the form of schedule A of this Act) delivered to the Chief Superintendent of Education, or to the Deputy Superintendent, or other officer of the Education Department appointed for this purpose by the Chief Superintendent ;

(2.) Any voting papers received by post or otherwise by the said Chief Superintendent or other officer appointed by him during the said third Tuesday of August, or other appointed day, or during the preceding week, shall be deemed to be duly delivered to him ;

(3.) The voting papers shall, on the day succeeding the third Tuesday (or other appointed day, in case of an election to fill a vacancy) be opened by the Chief Superintendent, or other officer aforesaid, in the presence of two or more scrutineers, to be appointed for that purpose by the Council of Public Instruction ;

(4.) The Chief Superintendent, or other officer, and the scrutineers shall scrutinize and count the votes, and keep a record thereof in a proper book to be provided for the purpose, which book shall be preserved in the office of the Chief Superintendent, and shall at all reasonable times be open to the inspection of every person desirous to see the same ;

(5.) Any person entitled to vote at the election shall be entitled to be present at the opening of the voting papers ;

(6.) The person having the highest number of votes of the members of the body voting for him, shall be deemed to have been elected ;

(7.) In case of an equality of votes between two or more persons, the scrutineers shall forthwith put in a ballot-box, papers with the names written thereon of the candidates having said equality of votes, one paper for each candidate, and the Chief Superintendent, or other officer acting for him, as aforesaid, shall draw by chance from the ballot-box, in the presence of the scrutineers, one of such papers ; and the person whose name is upon the paper so drawn, shall be deemed to have been elected.

19. At the close of the election, the Chief Superintendent or other officer on his behalf, and the other scrutineers, shall certify to the Chairman of the Council of Public Instruction under their hands and seals the name of the person or persons who having the majority of votes, shall be declared by them to be duly elected a member or members of the Council, and shall also send to each member elected a like notification of his election.

NOTE.—It will be observed that the Eleventh Section requires the holder to be not merely holders of certificates, but actual "teachers in the Schools," that is, they must be teaching at the time the list is being made up.

I. Education in Various Countries.

MILITARY ACADEMIES.

We have received a pamphlet entitled—"Report on the Military Academy, at West Point, U.S., by Lieut.-Colonel Fletcher, Military Secretary to His Excellency the Governor-General." The author has, within its pages, given a sketch of the history and experience of this celebrated institution from its foundation. The narrative is clear and succinct ; and, in view of the interest of the subject at a time when our own Government have obtained a vote for the establishment of a similar Academy in Canada, we cannot do better than give, in the gallant author's own language, the account of the first and some of the subsequent measures taken to supply the army of the United States with a suitable training school for its officers :—

As early as 1776, at the outset of the Revolutionary War, the want of trained officers was much felt, and a Committee appointed to report on the state of the army recommended the formation of a Military Academy for the instruction of officers. Nothing at that time was done to carry into practice the views of this Committee, and the subject was brought up again and again without result,

until gradually, as the Artillery and Engineers, consisting in 1794 of four battalions, became better organized, steps were taken for the instruction of the cadets attached to these corps; books were bought, and in 1798, when an additional regiment of the same arm of the service was raised, and when the cadets numbered fifty-six, four teachers were appointed.

The groundwork of a Military Academy in connection with a Military force had thus been laid, but it was not until 1802 that an Act of Congress was passed dividing the Artillery and Engineers into two corps, and allotting forty cadets to the former, and ten to the latter. These corps were to be concentrated at West Point, and were to form a Military Academy. The selection of West Point was due to its importance as a frontier fortress, which commanded the Hudson River at the narrowest portion of its channel, and guarded one of the most important lines of approach from the British Possessions. In 1808, the cadets were increased by 156, and in 1812 their limit was fixed at 260, the strength of the army being at that time over ten thousand men; four professors, in addition to the officers detailed for instruction, were also appointed to the staff of the Academy. Thus a foundation was laid for the training of the officers of the small army with which it was deemed necessary to supplement the State Militia.

Much, however, remained to be done to bring the Academy to its present efficient condition, and it was not until 1818 that a system, which with little modification has been followed to the present day, was finally determined upon. The cadets were declared to be soldiers, subject to Martial Law; two general annual examinations were ordered, and steps were taken to train the young men during the summer months in camps of instruction. Since then, although many improvements and changes may have occurred, the organization and method of training and discipline have remained the same in principle as in 1818, the growth of the institution depending partly on the interest shown in its welfare by the successive Secretaries of War, more on the qualities of its superintendents, and somewhat on the tone of the army, which it feeds, and from which, in return, it draws its life.

Among the most efficient and renowned Superintendents of the Academy, the names of Major Thayer, of 1817, and Major Delafield, of 1838, are given, the pamphlet adding—"whilst in 1853 the presence of Colonel Robert E. Lee could not fail to have exercised over all who were brought in contact with him an influence which was subsequently felt in a more extended sphere." We may remark here that this is an appropriate tribute to the character of the great General who, for four years, led the Southern army to victory after victory, being only overcome, at last, by a crushing numerical superiority of forces under General Grant. Colonel Fletcher, if we mistake not, had ample opportunity of observing the great abilities and lofty qualities of this distinguished officer, during the latter portion of the war, from the vantage ground of proximity to General Lee's person. No doubt, the skill, excellent character, and soldierly qualities exhibited by many of the officers of the Southern as well as the Northern army, were well calculated to excite curiosity in the minds of military students or observers like our author, as to the nature of the institution at which they had received their education. It had been often remarked by foreign soldiers that, whatever deficiencies as to literature or general information many of the West Point officers might labour under, they possessed a varied and practical knowledge of the different branches of the military profession. As Colonel Fletcher has himself noticed, there were no sharp dividing lines between the different branches of the service, so far as the commanders were concerned. A West Pointer, as the regular officer was called, was regarded indifferently as suitable for any arm of the service. He might be in command of a force of Infantry one day, and in charge of a body of Cavalry the next. The American readiness of resource and adaptability favoured this system of exchange, which was a marked feature of the conduct of the war. But Colonel Fletcher, while admitting the advantages of a general knowledge of the methods and duties of all the branches of an army, points out some of the drawbacks of teaching everything, in the result of the instruction imparted on any of the special branches, being less in amount, and wanting that valuable quality of thoroughness so essential to eminent success in any department. Even the ablest man, the most studious and ambitious, can learn, in a life-time, but very little of what is generally called everything, great success in any one sphere being attainable only by a concentration of strength upon one or but a very few subjects. The author's description of the site of West Point Academy is a pleasant one, and suitable to the subject. The place is healthy, the scenery charming in its diversity, while the buildings and other provision secure to the pupils comfort and tolerable enjoyment. The author thinks that all these advantages are necessary to the support of the hard-worked students, who number at present 246, though 300 might be

under training. Certainly their experience is calculated to deter all but the youth who is brimful of military ambition, or has a natural taste for study. The age of admission is from 17 to 22. The following sketch of the mental and physical discipline gone through will confirm our opinion:—

Supposing him to have joined in June, he is at once allotted to a company according to his size, and goes into camp. During the two months he is under canvas, he becomes acquainted with his class-mates, and selects one of the same company (to which his choice is limited) to share his room.

When study re-commences, at the end of August, he passes into the fourth or lowest class, to rise yearly in turn, and, after examination, to the third, second, and first classes. During these four years, the following course of instruction is pursued:—

1. Infantry, artillery, and cavalry tactics, and military police and discipline.
2. Use of the sword, bayonet, &c.
3. Mathematics.
4. French language.
5. Spanish language.
6. Drawing.
7. Chemical physics, chemistry, mineralogy, and geology.
8. Natural and experimental philosophy.
9. Ordnance, gunnery, and the duties of a military laboratory.
10. Ethics, and National, International, and Military Law.
11. Practical Military Engineering, Military Signalling, and Telegraphing.
12. Military and Civil Engineering, and the Science of War.

As the cadet is supposed to have received, and in many instances has received, only the most elementary education before reaching the Academy, it must be granted that, to acquire in any useful degree a knowledge of the subjects contained in this catalogue of studies, will require close and almost incessant application. Such, on reference to the regulations for the employment of time, proves to be the case.

From early morning until bed time, the cadet's time is mapped out and occupied. Study, parades, and military exercises, succeed each other with little intermission; and relaxation is afforded, not by amusement, but by a change of study, or by the training of the body in place of the mind. Excepting on Saturdays and Sundays, when the period of leisure is somewhat extended, the cadet has never more than half-an-hour at a time for recreation, supposing that he employs, as is intended, the time he remains in his room for private study. The system is, to give instruction in the class room at what are termed recitations, after the lessons set by the professors or assistant professors have been prepared privately in the cadets' room.

During May, June, July, and August, the reveille is sounded at 5 a.m.; in September and April, at 5.30; and during the rest of the year, at 6 a.m. Breakfast comes at seven, dinner at one, afternoon, and supper after parade, which follows sunset. The time between eight in the morning and sunset is wholly taken up with study and military exercises, with the exception of the hour between one and two. This is a system of cramming, or prolonged forcing of the intellect, which must have its disadvantages in many a case. Every youth cannot so completely devote himself to a series of exacting studies, and escape the consequences of overwork. The result, in some cases, may be an enfeeblement of the faculties, a reaction after the period of study, in the shape of an aversion thereto for the future, or a condition of superficiality in regard to a number of the subjects deemed important enough to be included in the curriculum. Of course, natural students and robust intellects will pass through the ordeal with advantage, or, in other words, will gain their education at a smaller cost to brain and body than their less gifted fellows. The Colonel gives further information as to the cadet's experiences, including those gained in active service, and states many facts concerning his social position, moral characteristics, and general qualifications, which should prove interesting to Canadians, in view of their purpose to imitate the Americans in the matter of a Military Academy. Our author shows that he has written his pamphlet not only with a desire to furnish the Canadian public useful information on a subject of peculiar importance at present, but with an object connected with the requirements and duty of this country. He not only lays down the moral, but proceeds to give it application. After showing that West Point has fulfilled its objects, as regards the moulding and efficient maintenance of an American Regular Army, and illustrating the value of the West Point officer in the Mexican and Civil Wars, our author thus concludes this suggestive branch of his subject:—

As far as the American nation and the American army were concerned, West Point had proved a success, and every thinking man, whether on the Northern or on the Southern side, must acknow-

ledge that the officers it has trained were not only fully competent for the performance of their duties, but proved on an emergency that they were qualified to undertake responsibilities beyond what could have been reasonably expected from them.

Colonel Fletcher next addressed himself to a consideration of the question—Does Canada need such an institution, and could she provide the conditions necessary for its success? He has shown the similarity in the circumstances of both countries, and has, it must be admitted, reason, or the probabilities, on his side, in offering the following reflections and suggestions as the conclusion of his pamphlet, which has come in good time, and is calculated to prove useful to the authorities charged with the duty of founding a Canadian Military Academy:—

Able men as professors and instructors could be obtained either from Canada or from the Imperial Army, where the Staff College not only educates officers for such positions, but preserves a record of their several capacities. Students would probably offer themselves, if sufficient inducements be held out, while a site combining many of the advantages of West Point could readily be secured. To initiate a Military Academy, care, and a certain expenditure of money, are alone necessary; but to render it really efficient, and to imbue it with the spirit which animates the otherwise dry bone of West Point training, a career must be open to the students, and some means found of continuing the education received at the Academy, so that the knowledge acquired from books may be supplemented by contact with military life. In fact, regimental training should follow scholastic education and discipline, whilst in the future should be seen the prospect of honourable employment connected with the profession of arms.

It will be asked, How are these conditions to be fulfilled? The reply is not difficult. Gradually, in Canada, permanent military institutions will grow with the growth of the country. The schools of gunnery require officers; the force in the West—call it military, or call it police—requires officers. For the Militia, a trained staff, under the names of Deputy Adjutant Generals and Brigade Majors, is necessary; while, to keep in repair, and to preserve from decay the fortifications, some of which embody the most modern improvements, and were erected after careful consideration of the military condition of the Dominion, a force of Engineers (small it may be) whose services could also be utilized in other ways for the public benefit, is clearly requisite. These are merely indications of careers which may be open to the successful graduates of a Canadian Military College. Others will doubtless suggest themselves to those who know the country, and can appreciate its wants. The prizes will be worth contending for, and the selection of the arm of the service would, as at West Point, be the reward of excellence in discipline and in study. But, to make officers, training beyond that of an Academy is necessary, and two years of active employment with some regular troops does not appear too long for such a purpose. In Canada, the Schools of Gunnery at Quebec and Kingston, and the garrison at Halifax, would afford means of giving the cadets, were they to be temporarily attached to them, an insight into military life, and would bring them into contact with soldiers. The former (of which, by the way, Canada has reason to feel proud) might, if slightly enlarged, furnish instruction in garrison and field artillery, and some, at least, of the practical details of military engineering, whilst a knowledge of discipline and of the management of men would be gradually inculcated into the cadets by the performance of the routine of daily duty. The same would apply in even perhaps a greater degree to Halifax, where two infantry regiments of Imperial troops are stationed, as well as detachments of artillery and engineers, and where a garrison instructor is specially charged with the education of the younger officers. If, however, the difficulties in regard to expense could be overcome, there is little doubt but that England possesses advantages for the completion of military training which cannot be found within the Dominion. Possibly these advantages could be afforded to a few of the cadets, who, during their academic course, might evince a special aptitude for a military career. If so, Chatham for the Engineers, Woolwich and Shoeburyness for the Artillery, and Aldershot and Hythe for Cavalry and Infantry, might, there is little doubt, be open to Canadian officers, who would thus be brought into contact with the most recent developments of military thought, and would, by association with European officers, extend their views beyond what is possible to men whose military education is acquired solely on this side of the Atlantic. If such a course be pursued, and the qualification for the entry into the Canadian College be somewhat higher than is necessary for West Point, the time at the Academy might be shortened, and the whole education, including the regimental training, be completed in five years—i.e., at twenty-two years of age capable officers would be available for their country's service. Again, the College—which would probably be situated near one of the Schools of Gunnery—

might serve, like West Point, as a means of renewing in the abler officers their professional education, by retaining some of them for limited periods as professors and instructors. This idea might even be extended, by making the Academy the centre, so to speak, of the defensive force, where its records, its traditions, and its efforts for improvement, would be preserved and encouraged.

It may be objected that there would be a risk lest the young officers, after receiving their education, should embrace some other career, and deprive the country of their military services. The best reply is, let the career afford them sufficient advantages to induce them to embrace it. If the service be honourable, there is precedent enough to show that it will be preferred by young officers to a more lucrative employment; but a guarantee might, if thought advisable, be exacted, that at least five years, irrespective of the time passed in their education, should be given to the State. Judging, however, from the example of other armies, slowness of promotion is more to be feared than failure to embrace a military career after a military education.—*Ottawa Times.*

OTTAWA NORMAL SCHOOL.

It will, doubtless, be pleasing to our readers to hear what steps are being taken towards the erection of the proposed new Normal School, and as to the character of the building about to be constructed. The following extract from the report of the Commissioner of Public Works of Ontario, will therefore be read with some degree of interest:—

NORMAL SCHOOL, OTTAWA.—“According to your instructions, and for reasons given in reference to the Inebriate Asylum plans, the services of Mr. W. R. Strickland, Architect, Toronto, were secured, and after due consultation with the Deputy Superintendent of Education, and other officers of the Normal School, Toronto, two sets of plans were prepared and submitted for competition, after due advertisement; but, as in the case of the Inebriate Asylum, the tenders were much higher than the appropriation for buildings, viz., \$80,000, and after submitting the question to the Superintendent of Education, he advised that the plans should be referred to the decision of Dr. Sangster, formerly Head Master of the Normal School, Toronto, who made a very full report on the same, and therefore a third set of plans were drawn by Mr. Strickland, under the directions of Dr. Sangster, which were fully approved by him and the Chief Superintendent of Education. These plans were again submitted to tender, the builders who sent in tenders for the first plans being duly notified. Several tenders were received, and are still under consideration, the amount of the lowest tender being higher than was expected.

“Early in May last I accompanied you to Ottawa, for the purpose of selecting a site for the proposed Normal School, and after inspecting several locations, the offer of the Committee of the City Council of four acres on the By estate was approved, the Government only to pay \$16,000, any amount required beyond that sum to be supplied by the City of Ottawa. The site is an excellent selection—being central it can be easily drained, and supplied with water from the works now in course of construction.”

THE SITE.—The following description is by Mr. W. R. Strickland, the Architect:—

The buildings, when erected in accordance with the plans now prepared, will be in the Norman style of architecture, and will consist of Normal and Model Schools, containing lecture-rooms, school, class and gallery rooms, with necessary waiting-rooms, laboratory apparatus, master and teachers' room, also library, depository and store-rooms.

The Normal and Model Schools will be connected in the form of a T, the Normal School forming the front part facing the south-east towards Elgin Street, and will have a frontage of 157 feet, the centre projecting both to the front and rear. This part of the building is for the accommodation of the Normal School students of both sexes, and will contain three large lecture-rooms, two waiting rooms, with lavatories and cloak room off, library, depository, apparatus room and laboratory, also master's room, visitors' room, closets and janitor's room.

The Principal's lecture room, which will be 46 feet by 42 feet, will be situated on the ground floor opposite the principal entrance, and will have waiting rooms on both sides for either sex, and is calculated to contain 54 double desks for 108 students.

The entrance to the principal lecture room will communicate directly with the stairways leading to the first floor, upon which will be situated the Mathematical and Natural Science Lecture Rooms, with commodious laboratory opening off the latter, and apparatus room between the lecture rooms, communicating directly with them.

These lecture rooms will be 43 x 32 feet, and will contain 40

double desks each. The library and depository will also be situated on this flat, and also the Master's private rooms.

The lecture rooms will be situated in a central position, with approaches and entrance on either side, so that the several classes may be dismissed simultaneously, and pass from one room to another, or to their respective waiting rooms, without meeting. This arrangement will also prevent the sexes from communicating with each other during intermission, without its coming under the notice of the masters.

Each lecture room will be well lighted and ventilated, and the desks and blackboard placed in the most favourable position in regard to the former.

The Model School will be 144 feet in length and 59 feet in width, with central projection, and will be two-stories in height, the lower flat to be devoted to boys and the upper flat to girls. This part of the building will be connected with the main part, or Normal School proper, and will extend 144 feet to the rear, having Bidley Street on the eastern side, and the Park on the western side; the play sheds and yard to be situated on the northern end, where the entrance to the Model School will be placed.

Each flat will contain one large school assembly room, 56 feet by 38 feet, and three class rooms and three gallery rooms, each of the latter to accommodate 60 pupils, and the school room 180.

The school is arranged upon the system of grading the pupils into divisions and sub-divisions or sections. Each sex to be divided into three divisions of two sections each, or six sections in all of each sex, so that each division will have its own class and gallery room, the school or assembly room to be common to all the divisions, and to be used for assembling the school for roll-call, for prayers, and to be used as a class room. In addition to the school and class rooms, private rooms for Teachers, store-rooms, lavatories and cloak rooms will also be provided.

The exterior of the building will be built with Gloucester stone, in random, coursed or shoddy work, and Hull stone dressings.

The principal front will have centre and gabled projections, and flanking projections with grouped windows, relieved by label mouldings and pilasters, dressed arches and jambs. The front ends will be further relieved by base sill and string courses and corners in Hull stone.

The principal entrance will be from the south-east side, or front, and will have cut stone steps and landings leading to the entrance porch, the doorway being relieved by moulded arch and pilasters.

The students' entrance will be from the eastern and western ends.

The centre part of the building will be carried up higher than the adjacent parts, and will be surmounted by a belfry; the flanking projections to be surmounted by ventilating turrets.

The roof will be ornamented by an iron cresting, as also the gables, belfrys, and turrets.

The Model School will be similar in appearance to the Normal School, but plainer.

The boiler room will be situated in a projecting basement outside the main walls, near the junction of the two buildings, so that the distributing point for the steam for heating will be as central as possible.

The whole building will be well lighted and ventilated, every lecture, class, and gallery room to have ventilating flues.

The number of students which can be accommodated according to the plans, will be 75 of each sex, 150 in all; and the number of Model School pupils, according to the system of grading recommended by Dr. Sangster, 180 of each sex, 360 in all.

The rooms are calculated to afford a minimum of 300 cubic feet of air for each student, and 160 feet for each Model School pupil.—*Ottawa Times*.

UNIVERSITY LOCAL EXAMINATIONS.

Yesterday afternoon at half-past four, a meeting of gentlemen interested in the subject of High Education, was held in the Synod Library, the Right Reverend the Bishop of Montreal in the chair.

Among those present were Prof. Darey, Revs. Messrs. Loble, Sydenham, Norman, and others.

His Lordship the METROPOLITAN, stated that the meeting had been called for the purpose of discussing the introduction of a system of examinations connected with universities, and yet external from them, in so far as residence was not required. He explained briefly the system of local examinations, and added that when it was suggested to him to introduce such a system here, he thought it would be an advantage, but he had not cared to go deeper into the matter without consulting the Principal of McGill College, and had received the following reply to his letter:—

MONTREAL, May 19th, 1874.

My LORD, —

The subject referred to in your Lordship's note of May 16th, has already engaged the attention of this University. As far back as 1860,

regulations were passed for these Examinations, and circulars were issued to all the higher schools of the city and country inviting them to send candidates. So far, however, only pupils of the High School of Montreal have availed themselves of the examinations, and of late years, since the school passed out of the hands of the College authorities, even they have ceased to appear. We did not, at the time adopt the term 'Middle Class,' or give the title of 'A.A.,' or open the examinations to women, not thinking these points suitable to this country. We should, however, be willing to consider any amendment of the regulation that would make the scheme successful, which it can scarcely be said to have been. On the other hand, it is possible that if the English Universities were to extend their examination to this country, they might meet with more demand than those instituted did, and I think it quite likely that the English papers would be sent out if any considerable number of candidates should offer themselves, and if any responsible bodies or persons would undertake to oversee the holding of the examinations. The English examinations would, however, be more expensive than ours, and as these were modelled on those of Oxford, and might be readily amended if necessary, there would be no substantial advantage.

I may add that in this country the chief difficulty arises from the independent spirit of teachers and school trustees, who are unwilling to submit their work to any test or comparison by any authority whatever. To this may be added the ease with which young men secure employment, and their consequent want of regard for any certificate of qualification. With thanks for your kind expression of interest in our work.

I remain,

Your very sincerely,

J. W. DAWSON.

The Right Reverend, the Bishop of Montreal.

He gathered from this, that the system, spite of the efforts and zeal of McGill College, had not succeeded. It seemed to him that under the circumstances it would be well to try and connect themselves with the English Universities, which, he understood, were willing. The question would arise as to which University they should connect themselves with; his own inclination was toward Oxford.

Rev. Mr. LOBLEY was afraid his knowledge of the working of the Local Examinations was very limited, but he had not the least doubt that by the introduction of it here, the schools would be stirred up to raise their standard, and the scholars incited to carry their studies higher, and take University degrees. The examinations were conducted in this wise: Every year the Universities appointed a Board of Examiners, who prepared the papers, and one of whom was sent to each centre of examination to superintend the examination. He had no doubt that the English Universities would willingly send their papers out here. In regard to the choice of the university, he would recommend, although a Cambridge man, the University of Oxford, on account of its examination occurring in midsummer, while the Cambridge one occurred at Christmas. The only practical difficulty that he could see was the guarantee required by the Universities, and that was, the fees of twenty-five candidates (£25 sterling.) The English Universities had a prestige which no university in this country possessed. Rev. Mr. SYDENHAM recounted the introduction of the local examinations in England by Sir Thomas D. Acton, who was the first to endeavour to provide good education for the upper classes. Junior candidates were admitted up to the age of sixteen; Senior candidates up to the age of eighteen. He considered that the great advantage of these examinations was, that it enabled a parent to judge of the education given to his children. The introduction of them here would enable a comparison to be instituted between boys in Canada and England, as far as their education was concerned. A certain amount of stimulus was required here to make boys study, which was not the case in England, where he had, when preparing boys for the local examinations, been obliged to check their over great eagerness to study. Rev. Mr. NORMAN said that Oxford had been very careful to make it known that the title of "Associate of Arts" was not a degree. It was important to have this understood. He further stated that at the local examinations the religious subjects were optional. He asked if there was any precedent for the introduction of local examinations from England into the colonies. Rev. Mr. SYDENHAM said there was. They had been introduced into Trinidad. He suggested that the general question should first be discussed—whether there was a necessity for the introduction of the examinations. He moved, seconded by the Rev. Principal Loble, — That in the opinion of this meeting it is desirable to introduce a system of "Local Examinations" for the pupils of the higher class schools in this city and neighbourhood, such as prevails at the present time in England. The motion was put and carried unanimously.

Rev. Mr. SYDENHAM then described the difference between the McGill and Cambridge systems, preferring the latter as more graded. Mr. BRISTOW was of opinion that it would be preferable to affiliate with McGill than with the English Universities. He thought that the schools would now take up the scheme, although it had failed in 1860. Prof. DAREY said, one obstacle had been that the certificates then granted had not been accepted as valid by commercial men; then other schools did not wish to enter into the competition. He thought there had been several causes at work in 1860 to prevent the success of the McGill scheme. Rev. Mr. NORMAN upheld the abilities of the Canadian youths, but thought it was the stimulus that was wanting. Mr. WOLFERSTAN THOMAS thought that the schools of Canada would prefer to have the certificates of the English Universities to that of McGill. Mr. WOLFER-

STAN THOMAS moved, and Rev. Mr. NORMAN seconded,—That considering the success which has attended the system of "local examinations" in England, this meeting recommend that we put ourselves, if possible, in connexion with the University of Oxford. Mr. BRISTOW moved in amendment,—That in the opinion of this meeting it is better to make arrangements for examination similar to the local examinations in England, with McGill College. The amendment was lost. The original motion being next put, was carried. It was then moved by Professor DAREY, seconded by the Rev. R. W. NORMAN,—That His Lordship the Metropolitan be requested to communicate with the authorities of the University of Oxford, with a view to ascertaining the possibility of the admission of the candidates from the Dominion of Canada to compete in the Oxford Local Examinations. The meeting then adjourned *Sine die*.—*Montreal Gazette*.

THE ENDOWMENT OF VICTORIA COLLEGE.

Our readers are aware that, to supply the place of the Government Grant taken away from their College about six years ago, the Wesleyan Methodists have been trying to raise, at least, \$100,000 as a permanent endowment fund. College meetings were held by the Rev. Mr. Punshon, and several ministerial agents were sent out to canvass, to raise the required amount; but we understand that only \$60,000 in cash has been actually received and invested. The matter was placed last year in the hands of the Rev. J. H. Johnson, M.A. We learn that in Toronto he raised \$13,000, in Hamilton \$6,550, and considerable sums in other places, all of which had been previously canvassed for this object; but the first canvass having fallen so far short, the friends in these places have contributed again, and this time with greatly increased liberality. It is impossible for the body to carry on its operations in this country without such an Institution. Those who are familiar with the history of the Wesleyan Church in the Province of Ontario well know, that to Victoria copies among the leading denominations of the country. The Wesleyans are numerous, and many of them wealthy, and we have no doubt that they will soon place their College upon a good financial basis. We understand the Rev. Mr. Johnson has already raised \$800 in Barrie.—*North. Advance*.

COMPULSORY EDUCATION IN NEW YORK STATE.

The passage by the New York Assembly of the Compulsory Education Bill is a notable act of legislation in that style. It requires that all children between the ages of eight and fifteen years shall be required to attend school or receive private instruction in the common English branches at least fourteen weeks in each year.

IGNORANCE A CAUSE OF CRIME.

In a recent published pamphlet on the "Responsibility of Society for the Causes of Crime," Rev. Dr. Bittinger speaks as follows of the criminal results of ignorance:

Ignorance is a source of crime. It operates in various ways: First, to expose men to it, and then to prepare them for it. The uncultivated mind is weakened by non-use. For lack of ideas it is often left to the suggestions of the animal appetites, with debasing and corrupting tendencies. In a land of books and schools, ignorance is not consistent with self-respect or manliness. Even the pitiable standard set up in our prison statistics—to be able to read—is far above many of the adults that enter their walls. But when we erect the higher and truer one—of being able to read with facility and zest—such proficiency as puts knowledge, both as a pastime and a power, within men's reach, how beggarly is the show then among our prison population! The average per cent. of the state prison population of New York in 1864, that could not read was 32. Now, admitting that the remainder could read, and not disparaging the quality of it, it shows eleven times more ignorance among these twenty-four hundred inmates than among the whole outside adult population of the State. Of those outside the penitentiaries, only three per cent could not read, while 32 per cent. of those inside could not. Even not knowing how to read is eleven times more likely to lead to crime than knowing; or as Dr. Wines puts it, one-third of the crime is committed by one-fiftieth of the population. So great is the affinity of crime for ignorance. Ninety-seven per cent. of the non-prison population of New York, in 1864, could read; in the same year only sixty-eight per cent. of the prison population could read. Knowing how to read is two-thirds as favorable to honesty as not knowing. In other words, knowledge is more preventive of crime than promotive of virtue.

But as the want of practical knowledge is as really ignorance as the want of book-knowledge, the following figures by Mr. Byers, late chaplain of the Ohio Penitentiary, are more to the point as to the influence of ignorance upon crime. Out of 2,120 under his care, 67 per cent. were uneducated, that is, men who could barely read, or who could merely scratch their names, 14 per cent. did not know their "A, B, C's"; 74 per cent. had never learned a trade.

Here we have 81 per cent. ignorant of books, and 74 per cent. ignorant of a trade. Apply these proportions to the outside population, and what a mass of ignorance and helplessness it would make! Supposing the population of New York to be 900,000, more than 350,000 of her adult population would be unable to read or write. Hugh Miller, a shrewd observer of man, and himself a mechanic, speaks of these two kinds of knowledge and their influence on men as follows: "I found that the intelligence which results from a fair school education, sharpened by a subsequent taste for reading, very much heightened on certain items the standard by which my comrades regulated their conduct,.....not against intemperance or licentiousness.....but against theft, and the grosser and more creeping forms of untruthfulness and dishonesty."

AMERICAN NATIONAL EDUCATIONAL ASSOCIATION.

The fourteenth annual meeting of the National Educational Association will be held in Detroit, Michigan, on Tuesday, Wednesday, and Thursday, the 4th, 5th and 6th days of August next. A cordial invitation has been extended to the Association by the Governor of the State, the Mayor of the City, the State and City Superintendents of Public Instruction, and the Board of Education of the City. The use of Assembly Rooms for the Sessions of the Association has been tendered by the City authorities.

The following is an outline of the programme for the meeting:

GENERAL SESSION.

Report of the Committee on *Upper Schools*—the subject of Dr. McCosh's paper last year. Rev. George P. Hayes, President Washington-and-Jefferson College, Pa., Chairman of Committee.

A National University. President A. D. White, of Cornell University, is expected to present the leading paper on this subject.

Sex and Education. It is intended that there shall be an opportunity for a full discussion of this subject by exponents of the leading views concerning it. Dr. Edw. H. Clarke, of Boston, will present the first paper.

Of the evening addresses nothing definite can at present be announced, except that the Hon. John Eaton, Commissioner of Education, is expected to deliver one of them.

DEPARTMENT OF HIGHER EDUCATION.

1. *The Elective System in Colleges and Universities*. Prof. A. P. Peabody, Harvard College.

2. *Co-education of the Sexes in Universities*. Prof. J. K. Hosmer, State University of Missouri.

3. *University Endowments*. Hon. J. B. Bowman, Regent of the University of Kentucky.

4. *Classical Studies in Higher Institutions of Education*. Prof. James D. Butler, Madison, Wisconsin.

5. *Plan of the University of Virginia*. C. S. Venable, Chairman of the Faculty of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.

1. *Report on the Actual Courses of Study of the Normal Schools in the United States, together with statistics relating to such Schools*. John Ogden, Assistant Principal of the Ohio Central Normal School, Worthington, Ohio.

2. *What are the Essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional?* Larkin Dunton, Head Master of the City Normal School, Boston, Mass.

3. *Method and Manner*. Louis Soldan, Principal of the City Normal School, St. Louis, Mo.

4. *Training Schools in connection with Normal Schools*. Report by the Chairman of the Committee, J. C. Greenough, Principal of the State Normal School, Providence, R. I.

DEPARTMENT OF SUPERINTENDENCE.

Report of the Committee on *Uniform plan and form for publishing the principal Statistical Tables on Education*. T. W. Harvey, State Commissioner of Common Schools, Ohio, Chairman of Committee.

DEPARTMENT OF ELEMENTARY SCHOOLS.

Several Problems in Graded School Management. Hon. E. E. White, Ohio.

Language Lessons in Primary Schools. Miss Keeler, Cleveland, Ohio.

Dr. Armstrong, Principal of the State Normal School, Fredonia, N. Y., is expected to present the subject of *Science in Elementary Schools*.

Complete announcements concerning programme, facilities for travel, hotel accommodations, etc., will be made as soon as possible.

S. H. WHITE, *President*.

A. P. MARBLE, *Secretary*.

PEORIA, Ill., May 11th, 1874.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns at ten High School Stations, for MARCH, 1874.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, WINDS, HUMIDITY OF AIR, TENSION OF VAPOUR. Rows include stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Table with columns: STATION, WINDS, HUMIDITY OF AIR, TENSION OF VAPOUR, TEMPERATURE OF THE AIR, WINDS, HUMIDITY OF AIR, TENSION OF VAPOUR. Rows include stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

REMARKS. PETERBOROUGH.—Crows seen 15th. Wind storms 6th, 9th—11th, 22nd, 23rd, 26th. Fogs 2nd, 19th. Snow 4th, 6th, 8th, 9th, 11th, 12th, 25th, 26th, 28th, 30th. Rain 3rd, 7th, 17th—19th, 26th. CORNWALL.—Crows seen 15th. Last sleighing 16th. Robins seen 26th. Wind storms 23rd, 25th, 26th. Rain 4th, 5th, 8th—11th, 23rd, 28th, 29th. BELLEVILLE.—Wind storms 23rd, 25th. Snow 4th, 6th, 10th—13th, 22nd, 28th. Rain 3rd, 4th, 7th, 18th, 19th, 25th, 26th, 28th. GODERICH.—The 18th the first really Spring-like day, and then the 20th. Robins, Crows and Bluebirds heard and seen for the first time this year on those days. Lightning with thunder and rain 16th, 18th, 23rd, 25th—28th, 30th. Rain 3rd, 6th, 17th, 19th.

HAMILTON.—Hail on 28th. Fog 17th. Snow 4th, 6th, 9th, 23rd. Rain 3rd, 6th, 7th, 17th—19th, 25th.

SIMCOE.—Meteor at 8 p.m. on , commencing 40° above the horizon, proceeded in a South-easterly course, and exploded when it arrived at about 30° above the horizon. Wind storm 7th. Rain 4th. A very cold month, there being scarcely any rain.

WINNIPEG.—Lunar halo on 2nd, 28th, 30th. Navigation on Detroit River resumed on 10th. Lake St. Clair open 17th, Lake Erie 23rd. Lightning with rain 3rd. Hail 7th. Thunder 18th. Lightning 17th. Wind storms 7th—9th, 11th, 12th, 22nd, 23rd. Fog 2nd, 6th, 17th, 18th. Snow 4th, 7th, 12th, 26th. Rain 3rd, 6th, 7th, 17th, 19th.

III. Papers on Practical Education.

WHERE LESSONS SHOULD BE LEARNED.

On the question as to whether pupils should prepare all their lessons in the school-room and none of them at home, there is something to be said on both sides. The Philadelphia *Bulletin* says:—

It was a very remarkable fact that in these days, when the subject of education is so extensively discussed, and when there is such a general desire among an entire people to procure for their children a higher attainment in learning than they have enjoyed themselves, that there should be almost no schools, either public or private, where children are taught anything. This assertion may sound a little startling; and a good many parents may read it with an instinctive contradiction, as the familiar visions of school bills, rise before them, and they remember all the trouble and expense that it has cost them to find a good school for their boys and girls, and to keep them at school after it has been found. And it will be also resented by those who labor under the impression that they teach school in this city. But it is a stubborn fact that speaks badly for our vaunted progress in the science of education, that almost nothing is taught in the schools of the present day. They are simply recitation-rooms, where the children go to repeat the results of laborious study and instruction at home. The school proper is at home, and the parents are the teachers. The amount of labour that our modern school system throws upon the parents of the scholars is as intolerable as it is wrong and unreasonable. In many families, the evening circle is simply a drudgery over the teaching and learning of lessons, often so badly adapted to the capacity of the pupil, to be learned from text-books so ingeniously contrived to "darken wisdom with words without knowledge," that parent and child are alike incapable of mastering their difficulties. Hours that belong to domestic recreation and enjoyment are thus converted into hours of weariness and vexation.

Under such a system as this, the school has very little to do with education. It merely affords a machine for cutting out the work, and inspecting it when it is done. If it is a well-ordered school, it may also supply some useful moral discipline; in a few, it may even supply the much neglected physical training of the scholars. But it has very little to do with educating the mind. The mental discipline, the habit of intelligent study, the acquirement and digestion of knowledge, these ends, which the school professes to compass, are all remanded to the parents at home. They are the teachers. They do the chief work for which schools are established, and for which they pay. The nominal teachers are mere monitors, inspectors, occasionally drill-masters, to whom boys and girls, crammed at home by painstaking parents, or by private tutors hired to relieve the parents from the labour, go daily to recite. That this is strictly true will be testified by the thousands of homes that are converted into night schools by this absurd and radically defective system.

Let some body invent a school where children shall be taught, a system of education by which no school-books shall be carried home, but under which the teacher and not the parent shall have the drudgery of the work. Such a school, in these days would be a novelty and a success, educationally and pecuniarily. If the parents must do any part of the work, let them hear the recitations, and not have the onerous task of instruction, which they pay the teacher to perform, thrust upon them, as is now ordinarily done. The public need is for schools, not for mere recitation-rooms.

To this the Doylestown *Democrat* responds:

We thank the *Bulletin* for the above sensible views on the school question. They meet our approbation, and no doubt will meet that of the thousands who read them. There are several things radically wrong in our school system which need correction. As the *Bulletin* remarks, our schools, as a general thing, are only places for the children to recite their lessons, while the drudgery of preparation falls upon the parents at home.

The common practice of having school children carrying their books home to study their lessons, should have a stop put to it. The teachers are paid both to teach the children and have them recite their lessons, and they should not devolve this duty on the

parents. Let a person notice the scholars of this town return home from school, and he will be astonished to see the books they carry with them. They are expected to study a lesson in each book before the return to the school-room the next morning, where they recite, and the next evening they return with a new batch of lessons with which to bother their parents. Here children even carry their slates and arithmetics home for their parents to teach them how to cypher. If this is because they have more lessons than they can study at school, the sooner some of them are cut off the better. Children are burdened with too many studies; in consequence none are well learned, and the children become discontented with school.

A child should have but few lessons, but they should be well prepared, under the eye of the teacher. We doubt whether modern school books are the great aids to study they have the credit of being. As a rule, we do not believe the children understand, or can appreciate the author's system. Teachers and scholars should understand that there is no royal road to knowledge. It is labour to teach and labour to learn, and both parties should understand it. When children studied Comly's spelling book, Pike's arithmetic, and read from the English reader, they had better prepared lessons than now, and had as good, if not better, knowledge of the branches they studied. Then the children were taught in the school-room, and the parents were not taxed with this duty. Will some of our educational experts turn their attention to these evils?

SHALL WE HAVE A BOTANY CLASS.

"The time of the singing of birds draws near." The sun is thrusting his nood mornings upon us at an unseasonably early calling hour and as kindly delaying a little each day his evening (a) dews. Nature has a new edition of a wonderful book just now "in press." The question is, shall we, when it is "out," give more than a passing glance to its innumerable, curiously wrought leaves, its gorgeous illustrations of incomparable grace and beauty. I know that when the volume is spread out before us in its freshness and glory, all the world for a little season will yield to its inspiration. With wondering eyes and awe-parted lips, all the world will then be one great Botany Class. But why should we as teachers lose so favourable an opportunity of leading the minds of those we teach still farther in this department of truth. Let us consider whether there are sufficient reasons why we should take up this subject in all our schools; whether at this season of the year this should not be one of the regular branches of study. A few suggestions will be presented here, but stronger and better ones will present themselves to the thoughtful investigator of the subject, and the aim of this article is to stimulate such investigations.

What is our aim in teaching any subject? Surely not simply to pour from the chalice of the fulness of our knowledge into the empty cups of ignorance around us; but rather to put our pupils in the way of satisfying their God-given thirst for truth. Can we succeed in leading them to a quick perception and a ready use of truth? Then verily we hold not our office in vain. How this can best be done is the question all true teachers are trying to solve. Any means which will lead them to be wisely observant, and to systematically arrange the result of their observations will certainly be a step in the right direction. And just such are the inseparable results of a properly directed study of the subject. Charles Dudley Warner says: "It is held by some naturalists, that the child is only a zoophyte, with a stomach and feelers radiating from it in search of something to fill it. It is true that a child is always hungry all over; but he is also curious all over; and his curiosity is excited about as early as his hunger. He immediately begins to put out his moral feelers into the unknown and the infinite, to discover what sort of an existence this is into which he has come."

And have we not all proved that this mental appetite can be so stimulated as to cause him, for a time, even to forget the physical. What a quantity of beautiful and varied material so admirably adapted to stimulate and satisfy this appetite, the vegetable world affords. And as if that were not enough to entice us, we find a new set with which to begin operations every year.

Another reason, not to be overlooked in these money-getting times of ours, is, the culture it gives to the finer sensibilities. Who can "hold communion with the visible forms" of fairy ferns, stately trees, the exquisite shapes and colourings of flowers and fruits, without his innate sensibility to beauty developing and growing within him? Do not imagine that anything of the pure and elevating influence of flowers is lost by looking at them scientifically. The more we study them the more we shall feel with Wood, that: "The benevolent Thought, which first conceived of this crowning glory of the vegetable world had evidently in view the education of man's moral nature as well as the reproduction and permanence of vegetable nature."

But how many dwelling all their lives amid the "grass of the field" never stop to note the glory and the beauty with which God "so clothed it," and of those who do pause to admire the Solomon-surpassing glory of the lilies, how few realize that the command is, not to wonder and admire but, to "consider how they grow."

To my fellow teachers working in the common schools both mixed and graded, this subject presents strong claims. Its educational benefits will show themselves in every other subject. It is said of that great student of facts in Nature, Agassiz, that his perception was so wonderfully acute, that things in which others saw nothing worthy of notice, often became to him the eloquent exposition of deep and far-reaching scientific truth. All our pupils ought to develop something of this power. Another leading benefit is the habit of methodizing their acquisitions so as to be available to themselves and others.—*E. Richardson in N. Y. State Educational Journal.*

RULES FOR RECITING.—1. Give your entire attention throughout the recitation.

2. Stand or sit erect, and move quietly and quickly.
3. Be independent, and answer in your own words.
4. Raise your hand promptly whenever prepared to answer or criticise, but never speak without permission.
5. Speak distinctly, energetically, and in a pleasant tone of voice.
6. Ask help only during recitation.
7. Criticise closely, but kindly; discuss earnestly, but honestly; and yield gracefully when convinced of error.
8. Speak briefly, stick to the point, and avoid side issues.

One of the English School Inspectors, in his recent report, says that his custom is to examine the first class in reading in one of the newspapers of the day, and with generally satisfactory results.

IV. Papers on Literature and Science.

MR. LOWE ON CHEAP LITERATURE.

Lately the Right Hon. Mr. Lowe presided at the annual debate of the University College Debating Club, when the question discussed was, "Is the spread of cheap literature, on the whole, a benefit to the community?" At the close of the debate the right honourable gentleman said, he had listened very attentively to all that had been said on both sides. Before voting on the question it was desirable they should understand what the issue was. In the first place, what was literature? Then, was literature desirable? The next question was, as to the spread of literature, and if literature was a good thing, he did not think any one would say the spread of literature was bad. Therefore, they got this length, that they were all agreed that the spread of literature was desirable. Now came the question, whether literature being of benefit to the community when it was dear, it would still remain so if it was cheap. This was the only point on which they were disagreed, and he hoped it would also be decided in the affirmative. "Adam Bede" was a charming novel and a masterpiece of writing, now that it cost 5s. Suppose it were to be reduced to 3s., would it become an evil? Wherever the evil of books was, he really did not think it could be in their cheapness. They might be objectionable because they were coarse, vulgar, or stupid, or had a bad tendency; but not because they were cheap. That practically disposed of the whole question. But he did not wish to confine himself to that. As to the influence of what was popularly known as cheap literature, he agreed with a lady who had spoken, that books might be vulgar, stupid, and have all sorts of faults, so long as they were not immoral, and yet not produce any bad effect on the person who read them. The working classes, for whom the literature in question was provided, had probably no great desire to go back into the past in their reading. Their feeling was, that they did not know the age in which they lived. Their whole desire and aspiration was to know what was going on among the people above them. It would be preferable—and he dared say they would prefer—if they could get their knowledge from the best novels and histories; but the dearness of these books prevented that, and their longing was, legitimately, as he thought, satisfied with a coarser literature which was more accessible. What appeared vulgar and stupid to educated people might not do so to those who were less fortunate in this respect, and it was quite possible this literature they looked down upon might inspire in the working classes new ideas and opinions which might tend greatly to the benefit of the community. He decidedly thought it was, above all things, desirable that they should have some cheap literature not in itself base. If such literature could not be got legally, they might depend on it the cravings of the people would be satisfied by a contraband

literature of a disgusting and disgraceful character. The question was not between cheap literature and something better, but between that and something worse, and, that being so, he thought they could have no hesitation in preferring the cheap literature.

THE VALUE OF LITERATURE TO TEACHERS.

It must be admitted that in this age of universal reading, teachers should not fall behind in this intellectual race which seems to be urging us forward at such rate of speed as almost to take away all power of thought. When we see men, women, and children, issuing from the public library of the town or city our first impression is that we are a remarkably literary people. And if the reading through volume after volume—mostly works of fiction—is an indication of our literary taste, we are so most emphatically. But is there not another view of this subject?

Grant that *quantity* is something, yet *reading* alone does not make a people literary. It does not even create a literary taste, though it does generally produce a restless, morbid sentimentalism which is injurious to a healthy tone of mind and morals. Sound literary judgment and correct literary tastes do, in great measure, depend upon the *quality* of the reading, and the thoroughness and reflection given to the subject.

A large majority of the books published are not deserving of a careful perusal; there is hardly an idea in them worth preserving; consequently it is worse than a waste of time to read them. What books we should read, and what we can do without, is an important and perplexing question, and which no person ever can decide for another; but out of the great number and variety that are influential for good, we should select those best adapted to our special necessities, those that are most potential in elevating and enlarging the mind and reforming the feelings, and those that treat of such subjects as are matters of daily conversation and use.

Now, in the world of thought, or literature the medium of thought, there are pictures so grand in conception, so beautiful in form and colouring, so rich in ideal, that they inspire us with a deeper reverence for nature's work in the kingdom of the mind than for her developments in her domain of matter. The region of literature is almost boundless, and all that lies within the capacity of any one, is merely to gather a few grains of gold from its abundant store-house.

Although there are at the present time many books published, and there cannot be time to read all, yet if those who assume the responsibility of guiding the education of others, do not have a tolerably extensive acquaintance with books, both of the past and present time, are they not to be classed among those who are weighed in the balance and found wanting?

Scarcely a lesson is heard in which there is not the need of literature, science, or art, to explain the figures and allusions not understood by pupils, but which have become interwoven with all branches of education. Take, for example, an ordinary reading lesson, prose or poetry, selected from any school-book in common use, especially those used by the more advanced classes, and how many questions might be asked by an inquisitive pupil which would puzzle a teacher to answer if not well protected by the breast-plate of knowledge.

It is not easy to conceal the poverty of an impoverished mind from the penetrating eyes of a bright class, and do you not think that the teacher who failed to answer the questions would suffer in the estimation of the pupil?

But it may be said that pupils are not expected to understand these things, that they do not trouble themselves about the sense of the author, but read merely to acquire facility in pronouncing words. Then if this be the case, the efforts of pupil and teacher have been in a great measure misdirected.

Taste, perception of the good and beautiful in literature and art is, for the most part, the result of cultivation; it is not the spontaneous growth of undisciplined minds; hence a child must be led gradually to see the beauty and fitness of language, and must be taught to understand and admire the noble thoughts of others.

The question then arises, can any one be better adapted to conduct the young learner into the wide and fertile fields of literature than the teacher who day after day is leaving the impress of her mind and character upon those under her instruction? Is any teacher discouraged at the pressing demands made for the mental preparation of the school-room, and at the seeming impossibility of meeting them? No doubt such discouragements have met every teacher, but instead of deterring her from duty they ought to incite her to establish habits of reading thoughtfully some of the best authors of our language, and translations of the best from other languages, unless she is so thoroughly educated as to be able to read them in the original.

Aside from professional reasons, teachers at the present day should

aim at a wider culture, a more elevated standard of intellectual attainments than ever before. The times demand it, and the children who are now daily by your side, will look back in future years with fond remembrance to those who so carefully and faithfully guided their minds into those paths which have given them keen pleasure and enjoyment at every turn in their journey of life.—*Maine Journal of Education.*

THE SPREAD OF THE ENGLISH LANGUAGE.

I notice one striking change in Egypt. This is the astonishing spread of the English language within the last twenty years, resulting both from the number of English and American travellers who visit the East, and the use of the language by travellers of other nationalities. French, which until within the last few years was indispensable, has been slowly fading into the background, and is already less available than English for Italy and all the Orient. I was a little surprised in Rome, at being accosted by a native boot-black with, "Shine your boots?" In Naples, every pedler of canes, corals, photographs, and shells, knows at least enough to make a good bargain; but this is nothing to what one meets in Egypt. The bright-witted boys learn the language with amazing rapidity, and are so apt at guessing what they do not literally understand, that the traveller no longer requires an interpreter. At the base of Pompey's pillar, a ragged and dirty little girl came out of a fella hut and followed us, crying, "Give me a ha'penny!" All the coachmen and most of the shopkeepers are familiar with the words necessary for their business, and prefer to use them, even after they see that you are acquainted with the Italian and Arabic. The simple, natural structure of the English language, undoubtedly contributes to its extension. It is already the leading language of the world, spoken by ninety millions of people, (double the number of the French-speaking races,) and so extending its conquests year by year, that its practical value is in advance of that of any other tongue.—*Bayard Taylor's Letters.*

A correspondent favours *Galignani* with the following additional list of the curiosities of the English language: "Fowlers speak of a sege of herons and bitterns; a herd of swans, cranes or curlews; a depping of sheldrakes; a spring of teals; a covert of coots; a gaggle of geese; a badelynge of ducks; a sord or sute of mallards; a muster of peacocks; a nye of pheasants; a bevy of quails; a congregation of plovers; a walk of snipes; a fall of woodcocks; a brood of hens; a building of rooks; murmuration of starlings; an exaltation of larks; a flight of swallows; a host of sparrows; a watch of nightingales, and a charm of goldfinches."

ASSOCIATIONS OF YOUNG MEN.

The desire of young men for mental improvement is a good indication for their country, as well as for themselves. We therefore observe with pleasure the increasing disposition to form societies for mutual improvement, which has been manifested of late throughout Ontario. These associations are becoming common, not only in the cities and towns, but also in the villages and country neighbourhoods. Young Men's Associations and Literary Societies everywhere show our young men to be alive to the necessity of better fitting themselves for their part in life—life in such a country as this is likely to be. We confess to feeling much interested in every plan for mutual aid in mental exercises, even in cases where the performances are not exactly perfect, and think it the duty of all to extend all possible sympathy and encouragement. Even where the members feel their parts to be not very creditably sustained, they are still in the right way towards gradual improvement and ultimate success. The advantage of political liberty is chiefly the universal activity of thought, begotten of free speech; for though much of the thought must be defective, yet mental activity must of itself produce mental growth, and be prolific of various good. The young men thus engaged are certainly gaining something, and many of them are gaining much. They are educating themselves for life, for society and business, and many will receive from them a start for higher attainments.

Some of the societies are for *readings and recitations*, for the purpose of attaining to a good *elocution*, which is surely worth almost any pains. Since most of our colleges and seminaries quite neglect elocution, it is gratifying to see our young men doing their best to gain so beautiful and valuable an acquisition. It is amazing that, while colleges are giving us each year scores of graduates, who may be very well up in elementary knowledge, so few, so very few of these certificated young men, have a tolerable command of their own voices! And, since the majority cannot go to college, it is pleasing to see so many seeking to aid each other in acquiring so valuable an accom-

plishment. No matter how good a person's general education, his power to achieve success for himself, or to advance any good cause, is more than doubled by a good elocution and delivery. Perhaps, too, these more free exercises are favourable to the formation of a truly natural manner of speaking.

We confess, also, that societies of young men for discussion and debate seem to us to be in many ways beneficial. We have a good school system, by which the present generation of youth are prepared to become the next generation of men, and men superior to those who preceded them. But schools alone, mere elementary learning and knowledge, will not secure intellectual wealth. Knowledge in the memory does not of necessity develop the thinking powers, nor does it awaken mental activity. A man may have a store on the shelves of memory, and yet not be a thinking man, not a man who is able to apply his knowledge in the best way, much less to add to it. It is only by thinking habits, not by dead stores of knowledge, that the mind enlarges its capacity, strengthens its faculties, and trains itself to prolific activity. Therefore all and every means of promoting a general activity in the minds of the people, even all tentative efforts of the kind, ought to be encouraged.

These remarks apply also to various other methods of mutual improvement. They apply to evening schools for teaching singing, or any special art or branch of knowledge, for these each show a voluntary effort after mental acquisition of some kind. They are indicative of a desire of improvement, show an enterprising social spirit of an excellent tendency. So, too, when young men combine under the auspices of some good cause, they are sure to be gainers, in heart as well as in mind. It must surely be gratifying, in view of the temptations young men have to wasteful frivolity, to observe an increasing disposition to spend their precious leisure to some valuable purpose; to employ their leisure hours in a wise and profitable way. We have no hesitation in preferring such associations as these, which aim at strengthening the higher nature, to those associations which profess to aim only at strengthening the muscles—a good but inferior aim, and not always reached by the means employed.

While societies of this kind must, on the whole and in the long run, be a benefit of some kind to all, they will give an opportunity and aid to native talent. Many public men, and many men of honoured name, became first known to themselves as well as to others, in the village discussion or in private exercises for mutual mental benefit. How many are there who would never have known their own capabilities, nor have dared the experiment of trying their own powers, have found the young society the very thing they needed! Not from colleges alone, but from the determined possessors of a worthy ambition, whether inside or outside college walls, are to come our future men of mark. However imperfect many of these little societies, however diffident their experiment, they are of some good; they are in a good direction; they will grow better; and they will prepare the way for performances of a higher class.

No subject is more important than the leisure hours of young men. It contains a sure prophecy of the country's future. We hail, therefore, with pleasure, any sign of a growing taste for intellectual engagements, any desire for mental attainments, any ambition after a noble character. Their exercises in their evening gatherings are not mere amusements. They will secure what will be worth more than salary or wages. They will fit them to achieve a good position, and fit them for a good position when achieved.—*London Advertiser.*

NOTES ON THE SCIENCE OF WEATHER.

Professor William Ferrel conducted a series of mathematical investigations on "the motions of fluids and solids on the surface of the earth" (published in 1856, and a second edition in 1860), which resulted in the establishment of the following general laws; regarding the earth as a sphere, and assuming that there is no friction between the atmosphere and the surface of the earth:—

1. The atmosphere cannot exist at the poles.
2. The exterior surface of the atmosphere meets the surface of the earth at the poles, attains its maximum height in about latitude 35°, and is slightly depressed at the equator.
3. In latitude 35° the atmosphere has no motion.
4. Between latitude 35° and the equator the atmosphere moves toward the west.
5. Between latitude 55° and the poles the atmosphere moves toward the east.

Under the same assumption, if we consider a small circular portion of air on any part of the earth's surface and suppose it to rotate, we can establish the following similar propositions:—

1. Air cannot exist at the centre of this rotating portion.
2. The upper surface of the revolving portion is convex, and meets the earth near the axis of revolution.

3. The region of maximum height has no gyratory motion.
4. The inner part will gyrate from right to left in the northern hemisphere.
5. The outer part will gyrate from left to right.
6. In the southern hemisphere the direction of gyration will be reversed.
7. The whole mass will have a tendency to move toward the north or toward the south according as it gyrates from right to left or from left to right.
8. If a body move in any direction on the surface of the earth it will be deflected to the right in the northern hemisphere, and to the left in the southern hemisphere, by reason of the earth's rotation.

These results are greatly modified when friction and varying density are considered. Still the general character of the results remains. There are small depressions at the poles and equator; near the poles the prevailing direction of the motions of the atmosphere is towards the east, in the torrid zone toward the west; there are regions of calms at the poles and near the equator; there are also belts of calms, but they are in latitude about 30° instead of 35° ; there is an accumulation of air at the tropical belts the outflow of which, uniting with the westerly and easterly motions of the atmosphere, produces the north-east trade winds of the northern hemisphere and the south-west currents of the temperate zone, and also the corresponding winds of the southern hemisphere.

Local movements are also modified, by reason of the same causes, from the theoretical deductions of Ferrel. Whenever there is local rarefaction an upper current is produced. From all sides, currents set in towards this centre, of low barometric pressure, but in the northern hemisphere are deflected to the right. There being less resistance in the upper strata, a rapid gyratory motion begins there but immediately descends towards the earth. The most rapid motion is on the outer limit of a centre of calm caused by resistance. The contrary gyration of the outer part, indicated by theory, is destroyed by friction. The gyration will be from right to left in the northern hemisphere, and from left to right in the southern. The motion of gyrating mass will be north-west to the zone of calms and then north-east in the northern hemisphere; and south-west and south-east in the southern hemisphere. There can be no cyclones at the equator since there can be no gyratory motion. In the case of small areas of disturbance, the rotation of the earth has less influence in determining the direction of rotation than the initial condition of the atmosphere. Hence tornadoes rotate in a direction determined by the condition of the atmosphere; hence also there may be tornadoes at the equator. Tornadoes run into belts of low barometric pressure and are soon overcome by friction. The low barometer in tornadoes and cyclones is due to two causes—the rarefied condition, and the centrifugal force caused by the rapid motion of the particles of air near the centre. The wind moves in a descending spiral externally, and an ascending spiral internally. The velocity of rotation increases toward the centre of the storm, particles of air describing equal areas about this centre, in equal times. The descending spiral is an involute, the ascending an evolute, owing to the increased pressure of the air in approaching the earth. The axis of rotation generally bends in the direction the tempest takes because of friction at the surface of the earth.—*J. N. Fradenburgh in N. Y. State Educational Journal.*

THE SIZE OF COUNTRIES.

The Red Sea would reach from Washington to Colorado, and it is three times as wide as Lake Ontario.

Madagascar is as large as New Hampshire, Massachusetts, Vermont, Connecticut, New York, Pennsylvania, New Jersey, Virginia, and North Carolina, all put together.

Palestine is one-fourth the size of New York.

Hindustan is more than a hundred times as large as Palestine.

Great Britain is two-thirds the size of Japan, one-twelfth the size of Hindustan, one-twelfth of China, and one-twenty-fifth of the United States.

Greece is about the size of Vermont.

The English Channel is nearly as large as Lake Superior, and Lake Huron is as large as the Sea of Azof.

The great Desert of Africa has nearly the present dimensions of the United States.

The Caspian Sea would stretch from New York to St. Augustine, and is as wide as from New York City to Rochester.

The following bodies of water are nearly equal in size: German Ocean, Black Sea, Yellow Sea; Hudson Bay is rather larger; the Baltic, Adriatic, Persian Gulf, and Ægean Sea, about half as large, and somewhat larger than Lake Superior.

The Mediterranean, if placed across North America, would make sea navigation from San Diego to Baltimore.

The Gulf of Mexico is about ten times the size of Lake Superior, and about as large as the Sea of Kamschatka, Bay of Bengal, China Sea, Okhotsk Sea, or Japan Sea. Lake Ontario would go into either of them more than fifty times.

Great Britain and Ireland are about as large as New Mexico, but not as large as Iowa and Nebraska. They are less than New York, Pennsylvania, and Ohio.

V. Biographical Sketches.

REV. JAMES PORTER.

On the 18th of April, 1874, entered into rest, at his residence in Toronto, aged nearly 62 years, the Rev. James Porter, Inspector of the City Public Schools. Mr. Porter was born on the 16th of May, 1812, at Highgate, near London. In 1843, he came to New Brunswick, at the call of the ancient Church in Sheffield, through the Colonial Missionary Society. In 1852, Mr. Porter was appointed Chief Superintendent of Education for the Province of New Brunswick, during the Lieutenant-Governorship of Sir Edmund Head, who, not only in that Province, but afterwards on his removal to Canada, evinced a high personal consideration for him, and took a very special interest in his work. Mr. Porter resigned the Chief Superintendency at the end of 1853, and removed to St. John, N.B., where he established a weekly newspaper, the *Free Press*; but the enterprise was not successful. In the autumn of 1854, he paid a visit to Canada, which led to his being invited to go to Windsor, C.W., as minister of a Congregational Church. After six months, however, he returned to St. John, and remained there some two years longer. In the spring of 1857, he was called to the Church at London, C.W., to which place he then removed his family. In June, 1858, he received the appointment of Local Superintendent of Public Schools for the City of Toronto, the laborious, responsible, and ever-increasing duties of which office he discharged with so great fidelity for the remainder of his days. In his office of Superintendent (now entitled Inspector), as in the discharge of all duties, public and private, Mr. Porter was distinguished by a punctilious exactitude, which made him ever prompt to the moment in all matters where time was concerned, unsparring of his own labour, and intent on performing the last jot and tittle of what was required of him, seeking no indulgence, asking no favour, until his health broke down, and even then injuring his chances of recovery by his extreme anxiety to be at his post. Of course, he recovered the like fidelity in others. Yet he cherished a very warm sympathy with the toils and trials of the teachers, and manifested a never-failing courtesy in his intercourse with them, so that he was regarded on their parts not only with official respect and deference, but with strong personal attachment. This feeling manifested itself in the present of a silver tea-service, in April, 1864, in many ways during his last illness, and at his burial. The sentiment characterized the scholars of the city schools, one token of which was the frequent leaving of a bouquet at his door during the last winter, as he lay ill and dying. The sentiments of the board of School Trustees was expressed in the renewal of his appointment (which till 1871 was needful annually), in the respect always paid to his judgment, in their granting him leave of absence for four months—from April to August, 1874—(in order to allow of an unexpected visit to England), in their presence at his funeral, and in the following resolution, passed at the first meeting after his death:—"That this Board begs to record its high appreciation of the long, faithful, and efficient services of the late Rev. James Porter, as Inspector of the Public Schools of this city, and hereby tenders to the family of the reverend gentlemen its heartfelt sympathy in their sad bereavement, earnestly trusting that He who has promised to be the Husband of the widow and Father of the fatherless, will sustain and comfort them in their affliction.

He was followed to the grave by a large concourse of citizens, among whom were the Very Reverend Dean Grasett, the Rev. Dr. Ryerson, the Board of Trustees, the Teachers of the City Schools, and a deputation of the boys of each school.—*F. H. M., in Canadian Independent of May.*

S. B. FREEMAN, ESQ., Q.C.

In noticing the death of Mr. Freeman, of Hamilton, the *Spectator* says:—"He made his mark, chiefly as a lawyer, and it is no extravagance to say that in the art of examining and cross-examining

witnesses, and of pleading causes before a jury, he had few equals and no superior. The transparent rectitude of his character was of great service to him in this respect, and the easy and genial flow of his eloquence completed his mastery over the minds and the hearts of his hearers. He was always a consistent Reformer in politics. For some years he represented South Wentworth in the Parliament of Canada, and, though not a frequent speaker, was listened to, even by his opponents, with respect. He contested the representation of Hamilton with Sir Allan Macnab unsuccessfully, and we believe also with the Hon. Isaac Buchanan. Of late years, while occupying the position of Clerk of the Peace and County Attorney, he was necessarily withdrawn from politics. For long years he had practised in this county as the leading counsel. Born in Nova Scotia, on the 14th February, 1814, he, while yet a child, moved with his father and the rest of the family to near Wellington Square, where for some years young Freeman, as he was then called, was noted as a hard working "Canadian lad." When about 20 years old he joined the Law Society, and was admitted as a barrister and attorney in 1840. At that time he entered into partnership with Miles O'Reilly, Esq., Q. C., and has ever since practised in this city. He ranked as fourteenth on the roll of Q. C. G. For the last seven years he had been doing the duties of Clerk of the Peace and County Attorney.

COL. GEO. K. CHISHOLM

was an old resident of Oakville, and some twenty years ago he represented the County of Halton in the Parliament of the Province of Canada, which has since outgrown its Provincial character and developed into a Dominion, embracing many Provinces and not inaptly designated the "Greater Britain." He was favorably known and highly respected.—*Ham. Spec.*

DR. DUGGAN.

The late Dr. Duggan was born in Toronto on the 24th September, 1812. He was the eldest son of the late Col. George Duggan, of Toronto, and brother to the late R. O. Duggan, Barrister, of this city. He early chose the study and practise of medicine as the object of his future life, and at the age of seventeen began his professional studies under the late celebrated Dr. Stephenson, of Montreal, and at McGill College; Dr. Joseph Workman, of Toronto, being his fellow student. He afterwards practised in Toronto, having been encouraged to settle there by the late well known Dr. Widmer, and here he soon commanded an extensive practice. On the breaking out of the Rebellion, in 1837, Dr. Duggan was appointed surgeon to the troops, and during the whole of that troublesome period served with great acceptance on the St. Clair frontier. He then resumed his practice in Toronto, but from a feeling of independence and self-reliance, which were always marked traits in Dr. Duggan's character, he decided to remove from all family influence and the appearance of patronage (for he was a great favourite of Dr. Widmer) and strike out a path for himself. He chose Hamilton as the future field of his labours and settled here in 1840.

He early took an active part in all that concerned the interests and advancement of his adopted city, and we find his name associated with such undertakings as building societies and insurance companies; of one of the former he was for many years president. He acted as a school trustee for several terms, and was once elected a member of the City Council. Dr. Duggan never took a very active part in political struggles; but he was always consistent in the support and advocacy of the principles of the conservative party, with which party he identified himself.—*Hamilton Spectator.*

MRS. WM. GREENE.

Last month Mrs. William Greene, died at her residence on the mountain, near Stoney Creek. The deceased was 75 years old, and lived with her father, Edward Brady, in the then hamlet near which the battle of Stoney Creek was fought. She was then quite a young girl, but remembered very distinctly till her dying days how the American cavalry and artillery came trooping up the narrow road in the afternoon of June 5th, how some of the hungry soldiers entered the house, frightening herself and the younger children into a corner of the little log cabin, and appropriating every loaf of their newly baked bread, how alarmed and panic struck the denizens of the place, when the invading force came upon them, and how terrible to them the night of the battle was. When the fight commenced she took shelter with the children behind the fire place, for the musket balls from the battle field came with incessant "spat, spat, spat," against the side of the house, often tearing through the clay plaster and lodging in the opposite wall. Her stories of the battle were indeed interesting, and she used to delight in repeating them in her old days.—*St. Cath. Journal.*

VI. Miscellaneous.

SCHOOL TIME.

BENJAMIN F. TAYLOR.

Don't you hear the scholars thrumming?
Bumble-bees in June!
All the leaves together thumping,
Singers hunting for a tune?
Master mending pens, and humming
Bonny Doon?

As he thinks, a perished maiden
Fords the brook of songs,
Comes to him so heavy laden,
Stepping on the notes along,
Stands beside him, blessed maiden!
He has waited long!

Cherry-ripe is the glowing stove,
Grammar class is infecting "love,"
"I love—you love, and love we all."

Bounding states are the Humboldts small,
Chanting slow in common time
Broken China's rugged rhyme:
"Yang-tse-kiang—Hoang-ho"—
Heavenly rivers! How they flow!

Writing class with head one way—
And tongues all out for a holiday!
Hark to the goose-quill's spattering grate,
Rasping like an awkward skate,
Swinging round in mighty B's,
Lazy X's and crazy Z's!
Here a scholar, looking solemn,
Blunders up a crooked column,—
Pisa's own Italic tower,
Done in slate in half an hour,
Figures piled in a mighty sum;
He wets a finger, and down they come!

Aproned urchin, aged five,
Youngest in the humming hive,
Standing by the Master's knee
Calls the roll of A, B, C.
Frightened hair all blown about,
Buttered lips in half a pout,
Knuckle boring out an eye,
Saying "P" and thinking "pie,"
Feeling for a speckled bean,
"Twixt each breath a dumb ravine,
Like clock unwound, but going yet,
He slowly ticks the alphabet;
"A-ah—B-ah—C-ah—D."
Finds the bead and calls for "G."

See that crevice in the floor—
Slender line from desk to door,
First meridian of the school—
Which all the scholars toe by rule.
Ranged along in rigid row,
Inky, golden, brown and tow,
Are heads of spellers high and low,
Like notes in music sweet as June,
Dotting off a dancing tune.

Boy of Bashan takes the lead,—
Roughly thatched his bullet head;
At the foot an eight-year-old
Stands with head of trembling gold;
Watch her when the word is missed!
Her eyes are like an amethyst,
Her fingers dove-tailed, lips apart;
She knows that very word by heart!
And swings like any pendulum
Trembling lest it fail to come.
Runs the word along the line,
Like the running of a vine,
Blossoms out from lip to lip—
Till the girl in azure slip
Catches breath and spells the word,
Flits up the class like any bird,
Cheeks in bloom with honest blood,
And proudly stands where Bashan stood!

Evening reddens on the wall—
"Attention!" Now—"Obeisance all!"

The girls' short dresses touch the floor,
They drop their courtesies at the door ;
The boys jerk bows with jack-knife springs,
And out of doors they all take wings !

Vanished all—all change is death :
Life is not the counted breath.
The slanting sun low in the West
Brings to the Master blessed rest.
See where it bridges afternoon,
And slopes the golden day-time down.
As if to him at last was given,
An easy grade to restful Heaven !
His hair is silver—not with light,
His heart is heavy—not with night,
Dying day the world has kissed,
Good-night, sweethearts ! The school's dismissed

Scribner's for May.

THE IMPERIAL CENSUS.

The *Times* of February 18th, reviews the census of 1871 with especial reference to the returns for England and Wales. We have but room for the principal fact, that the population of England and Wales, on the census day, the 3rd of April, 1871, was 22,856,164. The females outnumbered the males by 450,000, even though among the latter was reckoned 143,898 men employed in the army, navy, and merchant service, and absent from our shores on the night of enumeration.

In a second review, published on the 19th instant, the same paper gives the following abstract of the figures for the empire beyond the seas : The results of the Imperial Census, so far as they refer to England and Wales, have been to some extent discounted by previously-published reports ; but the enumeration of the empire is unfolded, for the first time, fully and in a concise form, in the volume which has just appeared. The thirty-one millions of people who inhabit these islands, constitute the nucleus and centre of force for the Anglo-Saxon race as well as the British Empire, but in point of mere numbers they are insignificant, compared with the vast muster roll of our outlying settlers, subjects, and dependents.

In Europe, the formal dominion of England is confined within very narrow limits ; it includes Heligoland, with five square miles of territory, Gibraltar with less than two, and Malta with 115—the last two being military stations, with garrisons amounting to some 14,000 men. The population of Heligoland, in 1871, was 1,913 ; of Gibraltar, 26,216 ; and of Malta, 149,084. One English town of the second order would have outnumbered the sum total of these our continental subjects.

Crossing the Atlantic, we meet in the Dominion of Canada, a very different state of actual facts, and a still more different prospect. A population but slightly exceeding that of Scotland, inhabits a country 10 times the extent of Scotland, and increasing steadily, but not rapidly, at something like an average rate of 14 per cent. in the decade. Of the several Provinces of which the Dominion is made up, Ontario, (which contains the purest Anglo-Saxon population) had, in 1871, 1,620,861 inhabitants ; Quebec had 1,191,516 ; New Brunswick had 285,594 ; Nova Scotia had 387,800. Prince Edward Island, which only joined the Confederation a few months ago, had 94,021 ; and Newfoundland, which has not yet formally joined in, but is on the point of doing so, numbers 146,000 inhabitants. Manitoba, (formerly known as the Red River Settlement) and British Columbia, have not yet made their returns, and no census has hitherto been attempted in the vast but most sparsely peopled territory ruled down to a recent date by the Hudson's Bay Company. The Bermudas are reckoned rather loosely with our North American possessions, and including these, but excluding the unenumerated Provinces of the North-West, the total population of this section of our Dominions is set down at 3,789,670, inhabiting an area of 3,376,925 square miles.

The West India Islands, with an area of 13,109 square miles, have a population of a little more than 1,000,000. The rate of increase is highly satisfactory, and there is abundant room for the development of the human race in this splendid climate and genial soil. Jamaica, for instance, which had 377,000 inhabitants in 1844, and 441,000 in 1861, had reached, in 1871, the aggregate of 506,154 ; and in the last ten years there has been no devastating epidemic. In Barbadoes, the black and mixed population is growing in numbers, while the whites are dwindling. Passing from the islands of the Mexican Gulf to the Continent, we light first upon the British Honduras, or Belize, a sort of dependency of Jamaica, with a population of 24,710, of whom only 377 are whites. British Guiana is in every way more important ; it reckons 192,491 inhabitants, excluding the "aborigines," but including 48,976 "immigrants from

Asia," commonly known as "Coolies." The Falkland Islands, with 803 inhabitants, close the list of our American possessions.

In the African continent and the adjacent islands, we claim to be masters of 236,862 square miles of territory, peopled by 1,813,450 inhabitants, of which the island of Ascension has 27, and that of St. Helena 6,241. On the mainland, Sierra Leone, with 38,936 inhabitants, in 1871, shows a decrease during the ten years ; the Gambia Settlement on the other hand, with 14,190 inhabitants, shows an increase ; but only a conjectural estimate can be formed of the population of the Gold Coast, which is computed to be about 400,000. The Island of Lagos, which was ceded to us in 1861, has 62,021 inhabitants, of whom 94 are whites. In South Africa, our three colonized, or partially colonized settlements—the Cape, Griqualand, and Natal—comprise an area of 229,582 square miles, and have an estimated population of 961,505 inhabitants. The authors of the Report complain that the statistics of the colonies are very imperfect.

In the Indian Seas, before we reach our great empire on the mainland, we have to take note of some important insular possessions ; the Mauritius, with the dependent islets, has an area of 708 miles, closely packed with a thriving population of 330,460 inhabitants, the Indian immigration numbering here on the Census day, 153,703.

Before touching on the vast proportions of the Indian Empire, properly so called, we may pass out of the geographical order to our Australian Settlements. Here, in marked contrast to the severe judgment passed upon the statistical returns from the South African Colonies, the authors of the Report are able to bestow unmixed approval on the manner in which the work of enumeration is done by the Colonial Registrar-General. We begin with West Australia, which has not yet been, in the proper sense of the word, colonized, and which has only 74,785 inhabitants, to its 978,000 square miles of domain. South Australia is a very different instance of colonization ; with an area of 760,000 square miles, it has 185,626 white and 3,360 aboriginal inhabitants. But this measure of success is far surpassed by Victoria, which, with an area of 88,000 square miles, has 731,528 inhabitants, (including 17,935 Chinese and 1,300 aborigines.) New South Wales "has on its 323,437 square miles, 503,981 inhabitants," the population in 1821 having been no more than 29,000. Queensland, which split off quite in our own day from New South Wales, has 120,104 inhabitants, four times as many as it had only ten years ago. Tasmania, on the other hand, shows a very slow rate of progress, its present population of 99,328, being only 10 per cent. greater than that registered in 1861. Norfolk Island contains a population of 401 souls. New Zealand, "the England of the southern hemisphere," is "one of the youngest born of the Colonies and one of the most progressive." The white population numbered, in 1871, 256,393, while the aborigines (all, except a couple of thousand, established in the North Island) were estimated at 37,500. In 1851, the immigrant inhabitants were only 26,000 in number.

We must now return to the greatest and most splendid dominion of the Empire. India is divided into 12 Provinces, two ruled by "Governors," three by Lieutenant-Governors, and seven by Chief Commissioners, the Viceroy being supreme over all ; it is distributed for administrative purposes in 53 divisions, 231 revenue and judicial districts, and 1,114 executive sub-divisions. The village is the "recognized territorial unit," and averages in area something like a fourth part of an English parish. The population of the English Empire in India is 191,307,070, distributed over an area of 938,366 miles, and inhabiting 487,061 villages. In Bengal and Behar we have a population of 56,000,000, which, as the authors of the Report (without, we presume, any reference to the present crisis) remark, "producing and feeding on the simplest diet, has greatly increased under our pacific rule, and reminds us of Ireland, where the population, uninsured under a Poor Law by the landlords against death by starvation, multiplied up to its utmost limit of 8,000,000, and more between 1831 and the famine year. The North-West Provinces reckon 30,769,000 inhabitants ; Oude has 11,220,000 ; the Punjab, 17,596,000 ; Central Provinces, 9,066,038 ; and British Burmah, 2,562,823. The Madras Presidency contains 31,590,000.

THE BEST EMIGRATION.

In connection with emigration, we cannot omit to notice the great and good work wrought by an English lady, Miss MacPherson, in bringing out to Canada, and settling in homes, hundreds of poor lads who have been rescued from the streets of London. First carefully trained to industry and religious knowledge, then placed in selected homes, mostly in the country, these lads, to the number of some fifteen hundred or more, are now growing up in our farming districts, and becoming a most valuable part of our population ;

and those who know what they were in London find it hard indeed to recognize them again in the healthy and active farmers' boys of Canada. These boys are not likely to leave us for the States. They are growing up amongst us and learning our ways. They find Canada to be a home, they are prospering in it, and because they like it they will stay.—*From New Dominion Monthly for March.*

FAIR CANADA.

Let others sing of sunny climes,
Of lands beyond the sea ;
There's not a dearer spot on earth
Than Canada to me.
Dear Canada ; loved Canada,
Wherever I may be ;
There's not a land on all the earth
Shall win my heart from thee.

Her sons will ne'er submit to crouch
Beneath a tyrant's sway ;
The stag that roams her forest glades,
Is not more free than they.
Dear Canada ; loved Canada,
Wherever I may be ;
There's not a land on all the earth
Shall win my heart from thee.

The red-cross flag our fathers raised,
We hail it as a friend ;
And should that flag e'er be assailed,
Its glories we'll defend.
Fair Canada ; brave Canada,
No land on earth more free ;
And his would be a coward's arm,
That would not strike for thee.

The Scot may boast his heather hills,
The Englishman his rose ;
And Erin's sons may love the vales
Where Erin's shamrock grows.
But Canada ; loved Canada,
Is dearer far to me ;
No other land, however grand,
Shall win my heart from thee.

The sun that tints her maple trees
With Nature's magic wand,
Shines down on peaceful, happy homes,
In our Canadian land.
Fair Canada ; loved Canada,
My heart is wed to thee ;
Be thou the land of noble deeds,
And empire of the free.

—A. H. WINGFIELD, Hamilton.

VII. Educational Intelligence.

MCGILL UNIVERSITY.

The Abstract of the Annual Calendar for next session, containing full details of the courses of study in the Faculty of Arts and Department of Applied Science, is now ready, and may be obtained of the Secretary of the University. The arrangements for the Degree of Bachelor of Arts include not only the ordinary course but honour courses in Classics, Mental and Moral Philosophy, English Literature, and Natural Science. There are also premiums for taking the degree in conjunction with Theology, Law or Medicine, or with studies in Applied Science. In the latter department there are courses in Civil Engineering, Mining Engineering and Assaying, and in Practical Chemistry. Occasional and partial students desirous of attending particular classes, are also received. Fourteen Exhibitions and Scholarships have been given to the University by citizens of Montreal, among whom Mr. W. C. McDonald stands pre-eminent in this good work, and Mr. Redpath, Mr. C. Alexander, and Mr. T. M. Taylor should also be mentioned. There are also two Scott exhibitions—the department of Applied Science, the gift of the Caledonian Society. All of these are open to competition, and should stimulate many young men of ability to work for them.

Among new features on the present calendar is the announcement of

a gold and silver medal offered by His Excellency the Governor-General. The subject appointed for the first competition is, "The growth of the English power in North America between the period of the first English settlement and the capture of Quebec in 1759." It is open to students and the younger graduates. The detailed announcements of the Faculties of Law and Medicine will appear shortly, and the whole holds forth an extent and variety of means of educational advantages certainly second to none in this country.—*Montreal Gazette.*

—VICTORIA UNIVERSITY.—All localities and societies have objects of general interest, and their own especial pride. Such, to the town of Cobourg and to a host of friends limited by no provincial class or sect, is Victoria College. During the year now closing the interest manifested in its affairs has suffered no abatement, the attendance of students being above the average in numbers and fully equal in scholarship, as evidenced by the satisfactory results of the recent examination. Its thorough stability and permanency once imperilled by apparently adverse legislation, has been fully assured by the addition, through the efforts of the Rev. J. H. Johnson, M.A., of the magnificent sum of \$35,000 in subscriptions to an already very considerable Endowment Fund. The year has been further signalized by the acquisition to the Professorial staff of Dr. Haanel, from Breslau, Germany, who fills the chair of Natural Science with such ability as to justify the expectation that he will yet add the lustre of achievement in discovery to his own and the College name. A faculty of theology also, long a desideratum, has been established, having the Rev. N. Burwash, B.D., for its Dean, founded on the broad and liberal basis of meeting the wants of candidates for the degree of B.D., and those pursuing studies with a view to the Christian ministry.

THE BACCALAUREATE SERMON.—Last Sunday morning, the Rev. B. Longley, of the graduating class, occupied the pulpit of the Presbyterian Church, and the Rev. E. B. Ryckman, M.A., that of the Wesleyan Church, both delivering eloquent discourses to large and attentive congregations. In the evening, the Rev. Dr. Ryerson, L.L.D., Chief Superintendent of Education, preached the Baccalaureate sermon in the latter church. The learned doctor chose for his text the words, "The truth shall make you free : " opening with a skilful analysis of the quality and state, demonstrating their inseparable co-existence and inter-dependence. He dwelt upon the manifestation of each in its highest type and development—truth and liberty, as in Christ—drawing therefrom many practical conclusions of the first importance to the State and the individual. The challenge to fealty to the right and true, delivered to the graduating class, which forms the supplement to these discourses, was earnest and affecting, and was rendered more impressive by reminiscences of the earlier days of the venerable preacher and the institution, when they stood to each other in the relation of Principal and Academy. The musical service was conducted by the excellent choir of the church under the able leadership of Dr. N. W. Powell.

DR. TAYLOR'S LECTURE on "The Great Lone Land" was delivered on Monday evening, Mr. Wm. Kerr, M.A., M.P., presiding. Replete with information, it abounded with fine description and anecdote, in which the salient points of the lecturer's character were strikingly displayed. The gross proceeds of the evening were devoted to the Natural History department, which the doctor has already very generously enriched with the spoils of his researches in Egypt and the Holy Land, taking first rank, by common consent, among the benefactors of the College.

THE ALUMNI MEETING took place on Tuesday evening. All over this continent and into many of the old lands of Europe and the Orient the sons of Victoria have gone forth. Still, nearly a hundred graduates assembled from all parts of the Dominion. The annual supper has quietly fallen into desuetude, the feast being confined to that of reason, and the only flow of the soul. Prof. Burwash occupied the chair: the lecturer, Mr. H. Hough, M.A., of the Cobourg *World*, took for his subject, "Persecuted Scholars ; or, An Hour's Renewed Acquaintance with the Philosophers of the Past Age." Under the touch of the writer's pen, the lives of Galileo, Tycho Brahe, Kepler, Roger Bacon, and others, whom the world would crush ere by them it would be benefited, passed before the audience as in a drama, with a faithfulness and power which merited well the applause and thanks which greeted the close of lecture.

At a protracted business meeting which followed, matters relating to the representation of the Alumni in the Senate and the purchase of a new College property, were fully discussed, and officers elected as follows:—Presi-

dent, Rev. E. B. Ryckman, M.A., Vice-President, Dr. W. Geo. Wright, and R. W. Wilson, M.A., Secretary, H. Hough, M.A., Treasurer, J. W. Kerr, M.A.

THE CONVOCATION for the laureation of graduates and presentation of prizes was held on Wednesday. On the platform were seated, the Rev. President Nelles, the Senate, and others identified with the College. After prayer by the Rev. E. H. Dewart, Mr. B. Longley, a gentleman of superior elocutionary powers, delivered the valedictory oration, the subject being "Christopher Columbus." Rapidly sketching his career, he pronounced a glowing eulogism on his character, closing with a homily on the lessons of his life. The following degrees in Arts were then conferred:—

B.A.—Marceau, W. F., Longley, Benj., Hewitt, Geo. W., LeBarre, S. F., Manning, T., Patterson, C. W., Riddell, Wm., Switzer, V.

M.A.—Bowerman, A., B.A., Chapman, J. A., B.A., Holmes, A. Lee, B.A., Laing, Rev. J., B.A., Russell, A. L., B.A., Sparling, J. W., B.A., Wilson, R. W., B.A.

The Rev. John Laing, formerly pastor of the Cobourg Presbyterian Church, then read his "Thesis on the harmony between science and religion," a production characterized by elegance of diction, earnestness of purpose, and profundity and originality of thought. The following degrees, were then conferred:—

M.D., TORONTO Branch.—McLean, B., Prett, R. J. Burkhart, J. L. Caldwell, W., Douglass, A., Kirkpatrick, J., McDonald, D. F.

M.D. MONTREAL Branch.—Havel, V., Ferron, E., Berthelot, J. E., Scallon, J. E., Brossoit, A., Majeau, A., Mousseau, F. X., Trudel, M. T. E., Ettnier, M., Jeannotte, P., Laberge, L., Lamoureux, S., Phoenix, Theodore, Desorcy, C., Demers, C., Brunet, M. L., Ouimet, E., Moquin, V., Roy, A., Brouillet, V. E., Wilson, T. O. G., Demers, A., Laurendau, J., Hebert, L. D., Lachapelle, St. Munro, E., Roy, J., Duval, A., Provost, L. C., Germain, A., Charbonneau, J., Dorval, A., Lemarche, A., Ledue, J. G.

B.D.—Johnston, Hugh, M.A., Ross, J. R., M.A., Russell, A. L., M.A.

L.L.B.—Moore, John, M.A., McNaughton, Thos., M.A.

L.L.D.—Cocker, Rev. Benj. F., D.D., Mich. University, D. Allison, President Sackville University.

The prizemen are as follows, the gentlemen through whom they were conveyed in each case delivering short and appropriate addresses.

MEDALS AND PRIZES.—FACULTY OF ARTS.—Rev. R. Jones presented the Prince of Wales gold medal—W. F. Marceau; Mayor Hargraft presented the Prince of Wales silver medal—Benj. Longley, W. Kerr, M.P., presented the scholarship of 1871, first in general proficiency at Matriculation—L. W. Crews; J. H. Dumble, M.A., presented Dr. Mark's Bursary, second in general proficiency at Matriculation—Lyman C. Smith, C. Gifford, M.P.P., presented the scholarship of 1872, first in modern languages—W. F. Marceau; Rev. Mr. Griffin presented the Biggar scholarship, first in general proficiency in Freshman and Sophomore years—George Beavers; Dr. G. Wright, M.A., presented the Ryerson prize, first in Scripture history—L. W. Crews; W. W. Dean, M.A., presented the Webster prize, first English essay—Benj. J. Longley; B. M. Britton, M.A., presented the Wallbridge prize, Greek Testament Freshman, class—L. W. Crews; Rev. J. Laing, M.A., presented the special prize, to second in Greek Testament, Lyman C. Smith; Rev. E. B. Ryckman, M.A., presented the senior Greek Testament prize—T. Manning; H. Hough, M.A., presented Mill's prize, first in Freshman Classics—L. W. Crews, Rev. J. Koy, M.A., presented the Punshon prize, first in composition and elocution—B. Longley; Rev. Prof. Hannaford presented the Nelles prize, essay on Harmony of Science and Religion—Rev. John Laing, Rev. J. H. Johnson, M.A., presented the McNaughton prize, first in elocution—G. C. Workman, Dr. Beatty presented the Wilson memorial, first in Astronomy—Wm. Riddell.

FACULTY OF MEDICINE.—Dr. Canniff presented the gold medal—P. McLean, Dr. Hallary presented the silver medal—A. Douglas.

THEOLOGICAL DEPARTMENT.—Rev. E. B. Ryckman, M.A., presented the Cooley prize, first in Ethics and Evidences—B. Longley, Rev. E. H. Dewart presented the McDonald prize, first in elocution—J. Edmonds.

LITERARY ASSOCIATION PRIZES.—Rev. A. Sutherland presented the Hebrew prize—G. Beavers; Rev. E. H. Dewart presented the first prize poem, B. Longley, W. Beaty, L.L.B., presented the second prize poem—

L. C. Smith, T. McNaughton, M.A., first in elocution—T. Manning, W. W. Dean, M.A., presented the second in elocution—L. W. Crews. Brief addresses commencing the University for its past work, and expressing confidence in its future success, were delivered by Rev. E. H. Dewart and Rev. A. Sutherland.

The Conversazione of the Literary Association was held in Victoria Hall in the evening, Mr. W. Beaty, M.A., L.L.B., presiding. Frescoed roof, panelled walls, and lofty pillars, tastefully festooned and draped with flag and color, and studded with many a brilliant gas jet, formed a fitting frame-work for the scene, a company which only a University town could assemble, alternately promenading to the enlivening strains of Professor Chalaupka's Orchestra, and seated in rapt attention to the singing of M'mlle Lauri and the Tandy Brothers. With this scene of joyous and unaffected gaiety the session of 1873-74 was brought to a close. Another class has been added to the lengthening roll of Victoria's sons; another year to a long and honorable past, leaving a present rich and full and bright with the prospect of a still more prosperous future.—*Guardian and Globe.*

VIII. Departmental Notices.

SCHOOL REQUISITE SPECIALTIES.

Myers' Zones of the Earth. A set of 10 Coloured Tablets, shewing the productions of the Zones. In Portfolio, with Descriptive Handbooks, price	\$5 00
Pictures for Elementary Instruction—Useful Plants—in two parts. Book form, with Handbooks	4 00
Oliver & Boyd's Object Lesson Cards on the Vegetable Kingdom. A set of 20 cards, with Mounted Natural Specimens. Price in box.....	5 50

CHARTS AND DIAGRAMS.

Balfour's Botany. Set of 4 Charts	10 00
Prang's Natural History Series for Schools. A set of 206 Pictures of Animals and Plants, represented in their Natural Colours, and arranged for instruction with Object Lessons.	10 50
Hawkins' Comparative View of the Animal and Human Frame. In book form. Price.....	1 95
Cutter's Anatomical Plates. Set of 8 Coloured Charts.....	10 00
Do. Do. Do 10 Do. Do.	12 50
Human and Comparative Anatomy. A set of 9 Charts. Price.....	14 00
Johnson's Indestructible Charts.	
Set of 10 Philosophical Charts, with Illustrated Key.....	20 00
Chart of the Solar System.....	3 50
Redfield's Chart, General View of the Animal Kingdom (on rollers, mounted and varnished).....	\$8 00
View of Nature in all Climates (atlas form).....	1 75
View of Nature in Ascending Regions (chart, mounted and varnished	\$1 75
Geological Section of the Earth's Crust (atlas form) ..	1 00
Natural History Object Lessons; set of 15 cards (varnished)	5 50
Diagram of Threshing Machine (mounted and varnished)	1 50
Diagram of Flour Mill (mounted and varnished).....	1 50
Diagram of Paper and Printing Machines (mounted and varnished).....	2 75
Diagram of Manufacture of Gas (mounted and varnished)	1 50
Diagram of Electric Telegraph (mounted and varnished)	1 50

CHRONOLOGICAL & GENEALOGICAL CHARTS.

Mounted on rollers and varnished.

Forbes' Ancient History, with hand-book	\$1 50
Reynolds' Universal History, or Stream of Time	1 30
Smith's Stream of Time	3 50
Robertson's Contemporaneous Dates	0 38
Nasmith's Chronometrical History of England	9 00
Smith's Kings and Queen's of England	1 40
Reynolds' Chart of the Sovereigns of England	1 30
Union Jack and Royal Standard explained	1 25

Morrison's Skeleton Chart of Ancient History.....	\$2 00
Taylor's Sovereigns of England.....	1 50
Malcolm's Royal Family of Great Britain	50

DRAWING, &c.

Bail's Drawing Charts, set of 20.....	\$12 00
Diagram of Colour, Departments of Science and Art ...	1 50
Drawing Models, in box, per set	14 00
Terra Cotta Models for Drawing, &c.....	2 00
Drawing Boards	0 30
Drawing Books and Cards, various prices.	
Outline Maps, for filling in, set of 16	0 35

VARIOUS SHEETS, &c.

Honor Roll for Public Schools, thick sheet, in gold and colours	\$0 75
Honor Roll for High Schools, do	0 75
Table for Parsing Latin, sheet, 8cts., mounted and varnished	0 38
Table for Parsing English, sheet, 8cts., do ...	0 38
Set of 11 Cards, Moral Lessons, with Pictures	3 50
Set of 10 Scripture Lessons for Beginners	2 00

APPARATUS.

Grove's, Daniel's, Smee's and Chromate of Potash Batteries, various prices.	
Induction Coils	\$2 00, \$6 00 and \$10 00
Galvanic Pump	10 00
Oersted's Galvanometers	2 25 2 40
Barton's Wheel	2 80
Sturgeon's Contact Breaker	2 00
Rotating Wire Ring	3 25 6 50
Revolving Armature	3 25 5 50
Helix and Bar	3 50
Electro Magnet and Keeper	3 00
Models of English Telegraph, per pair	9 00
Fire Syringe	1 50
Ball Pyrometer	3 28
Chemical Laboratory, with apparatus and chemicals for 52 experiments, in Roscoe's Printer	45 00 to 60 00
Pocket Trio Thermometer, Mariner's Compass and Sun Dial	0 78
Mechanical Powers. Hardwood frame, having 3 sets of Pulleys, 2 sets Brass Weights, Levers, Capstan, Screw, Inclined Plane, Wedge in Sections, &c. Price, with Descriptive Card and Box	17 50

TABLET READING SHEET LESSONS.

Being the First Book of Lessons in Tablet form, in thirty-three sheets, 75 cents (By post, postage paid).....	Price \$0 90
Mounted on 17 sheets of thin cardboard	" 2 00
Mounted on 17 sheets of stiff cardboard, varnished. "	4 00
Mounted on 33 sheets of stiff cardboard, varnished. "	6 00

The hundred per cent. is allowed on those and the Geography sheets, provided a sum of not less than five dollars be remitted.

PRINTED SHEETS FOR SCHOOLS.

1. The New Programme	} The ten sheets sent free of postage for 50 cents.	
2. The New Limit Table		
3. A Blank Time Table.....		
4. Duties of Pupils		} Large Sheets.
5. The Ten Commandments.....		
6. Library Regulations.....		
7. List of authorized Text Books		} Small Sheets.
8. Merit Cards and their uses		
9. Hints on constructing Time Tables.....		
10. Departmental Notices		

PUBLIC SCHOOL DAILY AND GENERAL REGISTERS.

The General Register for use in the Public Schools of Ontario, as required by the Official Regulations, is now ready and can be supplied to schools on the following terms, viz :

No. 1. Copy of 20 pages, paper covers, free by post	35 cts.
2. do 40 do stiff cover, cloth backs.....	55 "
3. do 60 do do do	75 "

NOTE.—No. 2 and 3 above, 40 and 70 pages each, have a stiff cover, they can be sent by post, and may be ordered from the Department or through any bookseller, from Messrs. Copp, Clark & Co., Wholesale Booksellers, Toronto.

Daily Public School Register, free by post	35 cts.
High do do do	35 "

PUPILS' DAILY, WEEKLY, AND MONTHLY REPORTS.

NOW READY, AND CAN BE SUPPLIED AT THE EDUCATIONAL DEPOSITORY, THE FOLLOWING BLANKS :—

1. Public School Pupil's Weekly Report of Standing (Attendance, Conduct, Diligence, Recitations, Merit Cards, for a Term), Class I., II. or III., price per doz., on paper, postage included	\$0.15
2. Do do do on card.....	0.35
3. Do do Lesson Report in subjects of Study, &c. (for a Term), Class IV., price per doz., on paper, postage included ..	0.30
4. Do do do on card.....	0.50
5. Do do do Class V., price per doz., on paper, postage included...	0.30
6. Do do do do on card	0.50
7. Do do do Class VI., price per doz., on paper, postage included...	0.30
8. Do do do do on card	0.50
9. Do do Report of one Month's Credit and Discredit Marks obtained, &c., price per doz., on paper, postage included	0.15
10. Do do Monthly Summary (for five months) of Attendance, Conduct and Recitations, in subjects of Study, &c., price per doz., on paper, postage included	0.25
11. Do do do do on card.....	0.40

N.B.—A set of samples of each of the foregoing will be sent free, by Mail, on receipt of 30 cents.

THE PUBLIC SCHOOL LAW FULLY EXPLAINED. BLANK SCHOOL FORMS.

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

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