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# JOURNAL OF EDUCATION,

Province of



Ontario.

VOL. XXIX

TORONTO, MAY, 1876.

No. 5.

CONTENTS OF THIS NUMBER.

	PAGE
I. PROCEEDINGS OF THE EDUCATION DEPARTMENT.—(1) Public School Teachers' Superannuation; (2) Organization of the Education Department, Ontario; (3) Supplementary half-yearly Returns; (4) Selection of a School site; (5) Compulsory sale of a School site; (6) Commission of Inquiry, County of Dundas	65
II. DEPARTMENTAL NOTICES.—(1) Midsummer Vacation in Public Schools; (2) Collegiate Institutes and High Schools; (3) Examination of Candidates for Certificates as Public School Teachers; (4) Third-Class Teachers' length of Service; (5) Remittances by Inspectors and Trustees to the Education Department; (6) Statute Labour by Teachers; (7) Lists of Teachers and Schools; (8) Central Committee of Examiners; (9) The Journal of Education for Ontario; (10) Communications to the Journal	67
III. BORTHWICK OTTAWA INVESTIGATION.—(Continued from page 55)	63
IV. PROCEEDINGS OF TEACHERS' INSTITUTES.—(1) Tyendingaga Teachers' Institute	73
V. LOCAL SCHOOL ADMINISTRATION.—(1) Sketch of the Public Schools in the new City of St. Catharines; (2) McGill University, Montreal	74
VI. EXTRACTS FROM PERIODICALS.—(1) School-room Poisoning in New York; (2) Physical Education; (3) Max Muller on National Education as a National duty	75
VII. MISCELLANEOUS.—(1) An old Teacher's Advice; (2) Where is your School-house; (3) How Hindoo Girls are made graceful; (4) What Skilled Labour does	79
VIII. ADVERTISEMENTS	80

Name.	Religious Persuasion.	Country of Birth.	Residence.	Age.	Service in Ontario.
John Beaton...	Presbyterian	Cape Colony.	Tp. Darling...	65 yrs.	19 yrs.
James Devlin...	R. Catholic.	Ireland.....	" Maidstone	47 "	25 "
Jno. P. Diamond	Methodist..	Ontario.....	" Fred'ksb'g S	46 "	12 "
Henry Dugdale..	W. do.	Ireland.....	Garden Island.	56 "	25 "
John Fraser....	do.	Scotland....	Tp. Stephenson	69 "	24 "
W. A. Gordon...	Methodist..	Ireland.....	Wardsville....	50 "	18 "
James B. Hilton	Episcopal..	Ontario.....	Thorold.....	64 "	30 "
Joseph Hugill...	P. Methodist	England.....	Toronto.....	66 "	26½ "
James Kelley...	Methodist..	Ireland.....	St. Catharines.	49 "	28 "
Allan Kennedy..	R. Catholic.	Scotland....	Tp. Kenyon...	75 "	14 "
John Mitchell...	Methodist..	Ireland.....	Watford.....	45 "	19 "
Wm. D. O'Mara	R. Catholic.	do.	Tp. Warwick...	94 "	7 "
Alex. Rodgers...	Presbyterian	do.	" Eldon....	53 "	27 "
J. G. Bothwell..	Episcopal..	do.	" Goulburn..	66 "	36½ "
William Russell.	Presbyterian	N. Brunswick	" Bruce....	53 "	22½ "
William Spotton	do.	Ireland.....	Toronto.....	71 "	37 "
E. G. Woodward	U. Brethren	Ontario.....	Tp. Wellesley.	46 "	19 "

Respectfully submitted,

(Signed)

J. GEORGE HODGINS,  
Deputy Minister.

## I. Proceedings of the Education Department.

### 1. PUBLIC SCHOOL TEACHERS' SUPERANNUATION.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 4th day of May, A. D. 1876.

Upon the Report of the Honourable the Minister of Education, dated the 2nd of May, 1876, wherein he states that the teachers named in the schedule attached have complied with the requirements of the Act 37 Victoria, chapter 28, sections 95, 97, 98 and 101, and have submitted the necessary proofs in support of their applications for pension, and on his recommendation.

The Committee of Council advise that pensions be awarded to the said applicants under the authority of the 97th and 98th sections of the said Act, and at the rates therein provided.

Certified,

(Signed)

J. G. SCOTT,  
Clerk Executive Council, Ontario.

4th May, 1876.

The Teachers named in the schedule attached, having complied with the requirements of the Act 37 Victoria, chapter 28, sections 95, 97, 98 and 101, and having submitted the necessary proofs in support of the applications for pension,

The undersigned has the honour to recommend to His Honour the Lieutenant-Governor-in-Council, that pensions be awarded to the said applicants, under the authority of the 97th and 98th sections of the said Act, and at the rates therein provided.

(Signed,)

ADAM CROOKS,  
Minister of Education.

Education Department,  
Toronto, May 2nd, 1876.

### SUPERANNUATED TEACHERS.

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

### 2. ORGANIZATION OF THE EDUCATION DEPARTMENT, ONTARIO.

REGULATIONS, SANCTIONED BY THE HONOURABLE THE MINISTER OF EDUCATION.

(To be observed by the Officers, Clerks, and all others concerned.)

The following shall be the Divisions or Branches of the Education Office :—

#### I. THE DEPARTMENTAL,

Comprising :—

1. All matters coming directly under control of the MINISTER, or EXECUTIVE COUNCIL.
2. All matters involving the policy of the Government on Educational subjects.
3. Official decisions and other special acts of the MINISTER OF EDUCATION.

NOTE.—All correspondence arising in this Branch shall pass through the Secretary of the Department, as may be directed by the MINISTER, or, in his absence, by the Deputy Minister.

#### II. THE ADMINISTRATIVE BRANCH,

Having to do with the administration of existing High and Public School Laws and Regulations and various routine matters of the office shall be under the personal supervision of the Deputy Minister, subject to such directions as the MINISTER OF EDUCATION may from time to time give.

#### III. THE FINANCIAL BRANCH.

The details of this Branch shall remain in the hands of the Accountant, under the Supervision of the Deputy Minister. All financial matters shall be submitted to the MINISTER, except where specially provided for by law, or already prescribed. The expenditure shall be supervised by the Deputy, and the accounts, when approved by the MINISTER or Deputy, shall be sent for payment to the Treasury Department by the Accountant.

## IV. THE DEPOSITORY BRANCH

Shall be conducted, as heretofore, under the direction of the Deputy, subject to the control of the MINISTER OF EDUCATION.

## GENERAL REGULATIONS, RELATING TO INTERNAL ECONOMY.

1. The Deputy Minister shall be responsible to the MINISTER OF EDUCATION for the internal management and economy of the Education Office, Depository, Museum and Grounds around the Buildings, and for the due and faithful discharge of duty on the part of Officers, Clerks, Messengers, Gardeners, Engineers and all others employed, who shall be subject to his orders. He shall also have the supervision of the Ottawa Normal School, and of the Toronto Normal School, so far as this relates to the current expenditure and matters of routine and detail, not necessary to bring before the MINISTER.
2. THE OFFICE HOURS shall be :—
  - (a). FOR THE SENIORS—from 9 a. m. until 4 p. m., including lunch hour. Where the lunch hour is not taken, the hours shall be from 9.30 a. m. to 4 p. m.
  - (b). FOR THE JUNIORS—the hours shall be from 8.50 a. m. to 5.30 p. m., including the lunch hour, or where the lunch hour is not taken, from 8.50 a. m. to 4.30 p. m.
  - (c). FOR THE DEPOSITORY (as a business establishment) the hours shall be from 9 a. m. to 5.30 p. m. (except during the busy seasons). The "Juniors" shall be in their places at 8.50 a. m. The regulations as to lunch hour, and as to "Seniors" shall apply to the Depository, except that some responsible officer and clerk shall always be left in charge during Depository hours. It is understood that during a pressure of work these hours may be lengthened, and that each officer and clerk shall do his own work, as may be assigned to him. On Saturdays the hours for the Seniors shall be until one o'clock, and for Juniors and those in the Depository until 2.30 p. m.
3. Any questions arising under these General Regulations shall be decided by the Deputy Minister, who (for disobedience or other cause) shall have power to suspend from position and salary any Clerk, Messenger or Servant until the pleasure of the MINISTER is known.
4. In the absence of the Deputy Minister, his functions shall, for the time being, devolve on the Secretary.

## NORMAL AND MODEL SCHOOLS.

1. The Principals of the Normal Schools shall be responsible to the MINISTER OF EDUCATION for the success and efficiency of the Normal and Model Schools under their charge.
2. The Masters, Teachers and all others employed in the Normal and Model Schools, shall be directly responsible to their respective Principals for the due and faithful discharge of their duties.

Approved,

(Signed)

ADAM CROOKS,

Minister of Education.

EDUCATION OFFICE,  
Toronto, 28th Feb., 1876.

## 3. SUPPLEMENTARY HALF-YEARLY RETURNS.

MEMORANDUM respecting Supplementary Half-Yearly Returns required from Trustees of Public Schools.

I. This return is required in order that the duties imposed upon the Department, Trustees and others, by the 156th, 157th, 158th, 159th and 160th sections of the Public School Act of 1874, may be satisfactorily fulfilled.

II. Statement number one is necessary in order that it may be seen what children between the ages of seven and twelve have attended at the Public School of the particular section.

III. Statement number two is a necessary adjunct of this, so as to remove from the list of children, whose attendance is to be accounted for, such children in the section as attend elsewhere than at the Public School of the section.

IV. Section 157 expressly makes it the duty of the Trustees to ascertain the names, ages and residences of all children of school age in their section (distinguishing those between seven and twelve) who have not attended their school for four months of the year. This section necessarily requires that the return and statement three should be made to the Department.

V. The declaration required from the Trustees is incumbent upon them, if they have any intention of fulfilling the duties imposed upon them by the provisions of the Act referred to. Sub-section 2 of section 157 makes it their duty to notify personally, by letter or otherwise, the parents or guardians of the non-attending children, and in case of neglect on the part of such parents and guar-

dians, the Trustees have a substantial duty to perform under section 158.

VI. It is my duty not to relax the requirements of this return, but to insist upon their fulfilment, and to take the requisite means, if necessary, to enforce them.

(Signed,)

ADAM CROOKS,

Minister of Education.

Education Department,  
1st May, 1876.

## 4. SELECTION OF A SCHOOL SITE.

MEMORANDUM of the Honourable the Minister of Education on the matter in dispute respecting the new site of the School-house of Union Section, No. 1, Charlotteville, and No. 7, Walsingham.

1. The substantial facts are not disputed, and the question depends upon proper legal conclusions from them.

2. The resolution of the special school meeting, held on the 24th December, 1875, was passed by the majority of the assessed freeholders and householders present, in conformity with the 24th section of the Act of 1874, cap. 28. There does not appear to be any valid grounds for contending that this was not a legal meeting. Although the Trustees were present, and moved an amendment to select the site in Walsingham, they acquiesced in the resolution of the meeting, which was to adopt the one in Charlotteville. There would appear to have been a difference of opinion between the Trustees and the majority of the meeting, but to give legal effect to this difference, under the 34th section of the Act, the Trustees should have called upon the meeting to appoint their arbitrator, while they nominated their own. The 34th section contemplates that, at any such meeting, the Trustees, or a majority, should be present, and that the arbitrators on both sides should be nominated, although, should the majority of the meeting appoint their's, the Trustees should immediately afterwards do likewise.

3. The resolution of the 24th December, 1875, would, therefore, have been the result of the special meeting convened by the Trustees, and binding upon them—as having been arrived at without any legal difference between them and the meeting, and their selection of the site must have been governed by this resolution.

4. The Trustees, alleging their ignorance of the law, convened another meeting on the 29th January, 1876, and it was competent for a majority at this meeting to agree, or not, to reconsider the question. As I understand its action, the majority, recognizing the difficulty which then clearly existed between them and the Trustees, appointed Mr. D. A. McColl as their arbitrator, and immediately thereafter the Trustees appointed Mr. Backhouse on their part. I think in this there has been a compliance with the provisions of the 34th section, and that a legal board of arbitration now exists—the County Inspector, or his substitute, being the third arbitrator. The arbitrators should meet and proceed to determine the matter in dispute, according to the 34th section. The effect of any award is also declared in and by that section.

5. But it is objected that the action of the Trustees, in proceeding to give effect to the selection of the Charlotteville site, precluded their convening the meeting of the 29th January, 1876. But, on several grounds, it is plain they were not concluded by anything of this nature. As Trustees bound to discharge a public trust, they would be relieved on the ground of error and mistake, if Mr. Hutchinson had not agreed to have cancelled their purchase from him, and the contract with him, though under seal, was invalid, as not being the result of the joint consultation, at the same time, of the Trustees or a majority, at a legal meeting. At the most, the contract, if valid, was entered into conditionally, with Mr. Hutchinson's concurrence, and the circumstance of its being under seal would not prevent effect being given to the condition so as to enable the parties mutually to withdraw and to cancel the sealed contract, even by word of mouth.

(Signed,)

ADAM CROOKS,

Minister of Education.

Education Department,  
Toronto, April 29th, 1876.

5. COMPULSORY SALE OF A SCHOOL SITE.—  
CASE OF INDIAN RESERVES.

The question having been asked by a Rural School Board, whether a portion of an Indian Reserve could be taken for a school site under Section 35 of the Public School Act, the Minister directed a reply to be sent to the following effect :  
"The Ontario Legislature has no jurisdiction over Indian Reserves, and no Provincial Act can therefore grant power to take such lands *in invitum*. The Reserves are administered by the De-

partment of the Interior at Ottawa, in trust for the different bands or tribes of Indians, under the provisions of an Act of the former Province of Canada. Application to purchase should be made by the School Trustees to the Department at Ottawa."

#### 6. COMMISSION OF INQUIRY, COUNTY OF DUNDAS.

The Deputy Minister and W. R. Bigg, Esq., Public School Inspector No. 1, Leeds, were appointed by the Hon. the Minister of Education, as a Commission of Inquiry into certain charges, respecting irregularities in the conduct of Examinations of Teachers, against the Rev. W. Fergusson, M.A., Inspector County Dundas, and W. A. Whitney, Esq., M.A., an Examiner in that County. Of the investigation the *Dundas County Herald* says:—

"The Commission appointed by the Minister of Education, consisting of Dr. Hodgins, the Deputy Minister of Education, and W. R. Bigg, Esq., Public School Inspector No. 1, Leeds, to investigate the charges preferred by Mr. A. Loucks, Teacher, against Rev. W. Fergusson, M.A., Public School Inspector of the County of Dundas, and W. A. Whitney, Esq., M.A., Examiner, met in the town hall, Morrisburgh, Tuesday forenoon. The Commissioners discharged their unpleasant duty in a manner that won the respect and admiration of all concerned. The affability and courteousness of Dr. Hodgins, his earnest endeavour to get at all the facts of the case, and at the same time eliminate extraneous matters, and to prevent personalities or the imputations of ill motives being imported into the investigation, were very highly spoken of by all present. The facts adduced were of an unexpected and unusual character—that the evidence clearly established the truth of what had been charged in these columns better than a year ago. It was conclusively shown that the third class arithmetic and algebra papers were opened before the proper time, and in the hands of some of the candidates, and the information thus obtained communicated to other candidates."

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

## II. Departmental Notices.

### 1. MIDSUMMER VACATION IN PUBLIC SCHOOLS.

In view of the examination of candidates for Teachers' certificates occurring this year on the 10th July, and following days, and for other considerations, the Hon. the Minister of Education has decided to authorize the closing of the Public Schools for vacation on Friday, 7th July, instead of on the 15th.

### 2. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The next Entrance Examinations will be held on Tuesday and Wednesday, the 27th and 28th days of June, 1876.

Any Candidate who fails at the above-mentioned or at any subsequent Examination, to obtain one-third of the marks in any subject will not be considered by the High School Inspectors to have shown that "competent knowledge" of the subject which the law requires, notwithstanding his having gained 50% of the total. (See Regulations for the Admission of Pupils.)

In order to prevent any misunderstanding of the intention of the Regulations, Local Examiners are hereby reminded that the object of the Examinations is to prevent unqualified Pupils from entering the High Schools, and that in fixing a minimum of fifty per cent. of the total marks assigned, it is not expected that the Local Boards will divest themselves of their judgment or of the power to exclude candidates who make a total failure in the fundamental subjects of Primary Education. Candidates should give notice at once of their intention to attend.

### 3. EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS.

Under the regulations for the examinations, Monday, the 10th day of July, has been appointed by the Minister of Educa-

tion for the commencement of the examinations of teachers for the current year, for certificates of the first, second and third class.

### 4. THIRD-CLASS TEACHERS' LENGTH OF SERVICE.

A practice neither contemplated nor authorized by law has sprung up in certain High Schools, to which the attention of Public School Inspectors is specially called. The regulations provide that "a Teacher holding a third-class certificate may be eligible, in less than three years for examination for a second-class certificate on the special recommendation of his County Inspector." The intention of this regulation was that when an Inspector in visiting Schools found that a Teacher in actual service, holding a third-class certificate was really an efficient Teacher, and competent to govern a School well, such Teacher might be permitted before the three years' probation had expired, to prepare himself for examination for a higher grade. It was also designed to meet the special cases of Teachers of some experience coming from other countries, to whom a three years' probation as third-class teachers would be an unnecessary hardship. In these two classes of cases alone were Inspectors authorized to exercise a wise discretion and to permit such Teachers to compete for a higher rank in their profession in Ontario, before the expiration of the three years' probation fixed by the regulations.

In some cases, however, which have come under the notice of the Department, Inspectors have not acted on this view of the case, but have allowed pupils of High Schools holding third-class certificates to compete for second-class certificates, apparently on account of what additional literary qualifications they may have been able to acquire during a brief attendance at such a High School. Sometimes such pupils have been permitted to act as monitors for a short time, &c.

The rule to be observed in future in all these cases, must be that none but third-class teachers in *actual service*, of the required age, and who evince in their Schools special *aptitude for teaching and government*, shall be eligible for recommendation by Inspectors for second-class certificates, before the expiration of their three years' probation.

### 5. REMITTANCES BY INSPECTORS AND TRUSTEES TO THE EDUCATION DEPARTMENT.

Persons having to make remittances to the Education Department of Ontario, will please send the same, if to the amount of \$50 or over, through an agency of the Bank of Commerce, or the Bank of Montreal, if there be one in the neighbourhood. The amount can be deposited at the agency to the credit of the Minister of Education, and the duplicate bank receipt enclosed with the letter of advice to the Education Department. Small amounts should be sent by P. O. Order.

All money letters to the Department should be registered.

### 6. STATUTE LABOUR BY TEACHERS.

Teachers frequently write to the Department, remonstrating against their being required to perform Statute Labour, or to pay any equivalent for it. As the obligation arises under the Assessment, and not under the School Law, the Department has no jurisdiction in the matter, and cannot therefore interfere in it.

### 7. LISTS OF TEACHERS AND SCHOOLS.

Application for lists of Teachers and Schools has frequently been made to the Education Department and to the Inspectors. The objects are sometimes good ones, although not always, for circulars of a pernicious character have now and then been circulated among the Teachers, many of whom are young men and women. The applications have therefore without exception been declined, as it would be difficult and undesirable to make exceptions in favour of some and not of others.

## 8. CENTRAL COMMITTEE OF EXAMINERS.

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

## 9. THE JOURNAL OF EDUCATION FOR ONTARIO.

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

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

ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT,  
Toronto, 15th March, 1876.

## 10. COMMUNICATIONS TO THE JOURNAL.

While communications on educational subjects of general interest are invited, they must be considered as expressing the views of the writer. Political discussions are to be avoided. The essentials of each communication should be conciseness, and a subject-matter relating to school management, discipline, progress, teaching and other questions of administration.

Inspectors, Trustees and Teachers, as well as all others interested in education, are invited to avail themselves of *The Journal* for this purpose.

## III. Borthwick Ottawa Investigation.

(Continued from page 55.)

[NOTE.—By some oversight the following evidence of Mr. Rathwell was omitted in the last *Journal*. It should have come in near end of the first column of evidence on page 52, immediately after the reading of the sixth charge.—*Editor.*]

Q.—To what time was it extended? What do you suppose to be the least? A.—I should say the least was about ten minutes.

Q.—And the greatest? A.—I really could not state.

Q.—Have you any distinct recollection that the time for the arithmetic paper was extended? Was it from noon till the hour the next paper was taken up, or how long? A.—I do not remember.

Q.—Do you think it was extended to one o'clock? A.—I cannot really say, but I think it may have been extended to a quarter to one.

By Mr. McDowall, Complainant:

Q.—Do you remember the names of the candidates under examination upon that occasion. A.—I do. I remember some of them at least.

Q.—Were Mr. Martin, Miss Eliza Living, Miss C. Rathwell, Miss Annie Stacey, Miss Annie Pilson, Miss Hastey and Miss M. Gillmour candidates among the number? A.—I think the time was extended when these candidates were being examined.

Q.—How long do you think the time was actually extended? Did you say to a quarter to one? A.—I have said that is possible, although I do not think it was so long. If I remember rightly, I went home to dinner myself at noon, and came back at the usual time.

Q.—When you came back, were there none of the candidates writing? A.—I do not know.

Q.—On your return, how did you get into the room? A.—I do not remember.

Q.—Was the door locked? A.—I do not remember.

Q.—I mean during the time the candidates were having the benefit of the extension? A.—I could not say.

Q.—You do not remember whether one of the doors was locked? A.—I do not.

Q.—Do you remember going to the door and trying to get in? A.—I do not remember.

Q.—There was a possibility that the candidates were still at work when you returned? A.—I do not know.

By Dr. Hodgins, Chairman:

Q.—For what reason was the time extended? A.—I think we extended the time because some of the candidates were late.

Dr. Hodgins.—But you know, Mr. Rathwell, that the law expressly provides that no allowance shall be made and no extension of time granted because a candidate is late? Mr. Rathwell.—I am aware.

Q.—Had the examination opened at the specified hour? A.—I do not remember. Probably Mr. Borthwick does.

M. Borthwick was requested to say whether he remembered why the time was extended.

Mr. Borthwick.—I cannot say the reason why the time was extended upon this particular occasion, but I know for a fact that a little additional time has been granted more than once. On one or two occasions, at least, we were not prepared to begin at the exact moment, but to my knowledge we did not much exceed the allowed space.

Examination of Mr. Rathwell resumed.

By Mr. Le Sueur, Commissioner:

Q.—At whose suggestion was the time extended? Was it at yours? A.—I do not think it was mine, but I believe we talked the matter over amongst us. Some of them did not seem to have been done with their work, and we thought it would be well to give them a little longer.

Q.—But you do not remember how long? A.—I do not.

Q.—Were the majority of the candidates finished within the time? A.—Some of them were done before the time was up.

Q.—Was the larger or the smaller number behind? A.—I think the larger, if I remember rightly.

Q.—And in consideration of that fact, time was extended? A.—I think so,

Q.—From whom did the proposition for extension emanate? A.—I do not remember who mooted the question. It may have been Mr. Borthwick, but of that I am not certain. I know we extended the time on different occasions, but I could not recall this particular one until the names were mentioned to me. Now that they have been, I remember the circumstance.

Q.—You extended the time as a matter of indulgence to some of the candidates? A.—Yes, I think so.

By Dr. Hodgins, Chairman:

Q.—Have you any idea of the number not finished? A.—Six or seven perhaps.

By Mr. McDowall, Complainant:

Q.—Do you recollect among those that were behind any of the following names? Miss E. Living, (Candidate) was she one? A.—I think she was one.

Q.—Miss Annie Stacey? (Candidate.) A.—I think so.

Q.—Miss Rathwell? (Candidate.) A.—Yes.

Q.—Miss Kate Pilson? (Candidate.) A.—I am not positive, but she may have been. The fact is, I did not know them from one another in most instances.

Q.—Was Miss Hastey one? (Candidate.) A.—I do not recollect.

Q.—Or Miss Brown? (Candidate.) A.—I do not know. I would not be positive, but I think she was not.

Q.—Miss Fleming? (Candidate.) A.—I have no recollection that she was.

Q.—Miss Gillmour? (Candidate.) A.—She may have been.

Q.—Miss Annie Pilson? (Candidate.) A.—I have no reason to doubt she was, but I am not positive.

By Mr. LeSueur, Commissioner:

Q.—How many examiners were present? A.—Three. Mr. Borthwick, Mr. McMillan and myself.

Q.—Whatever took place there was the act of the Board? The extension was? A.—Exactly so.

By Dr. Hodgins, Chairman:

Q.—The Board could not be said to act in a matter of that kind, because they could not do so legally. You mean the majority agreed to do it? Did the three examiners, as a matter of fact, coincide? A.—I think so.

By Mr. McDowall, Complainant:

Q.—Who suggested it? A.—I might have suggested it myself, but I do not remember.

Q.—Did you consult Mr. McMillan (Examiner) about it? A.—I have no distinct recollection. I think I asked him once if he thought there was any harm in it, and he seemed to think there was not.

Q.—May Mr. McMillan (Examiner) not have been aware that the extension was so long, or whether or not it was for three quarters of an hour? A.—He may, or may not have been.

Q.—Did Mr. Borthwick and yourself consult? A.—I do not think we did.

Q.—You did not make the suggestion to him? A.—I think it was made by us all.

Q.—Are you aware whether Mr. McMillan (Examiner) was there when the extension was granted? Do you think he knew of it? A.—I do not know.

*By Mr. Le Sueur, Commissioner :*

Q.—Did the teachers complain the papers were too difficult? A.—Yes, often.

Q.—Do you suppose that was one reason for the extension of time? A.—I think there was something to that effect.

*By Dr. Hodgins, Chairman :*

Q.—Are you certain Mr. Borthwick consented to the extension of time? A.—Yes.

Q.—And the others? A.—Yes. Such at least is my impression at the present time, and I think it is correct.

*By Mr. Slack, Commissioner :*

Q.—Did you exceed the specified time in regard to other papers? A.—I think we always kept the time specified, except upon these two or three occasions.

*By Dr. Hodgins, Chairman :*

Q.—I understand you to mean that you did not deviate from the programme except in regard to the extension of time? A.—Except in one examination, but I do not know that it was for 1874, or 1875. Upon the particular occasion, I think they were two Boards meeting in the same building, and some of the candidates wanted to get away by the train. They therefore wanted to have one subject within an hour not set apart for it. Some teacher objected to that after the papers had been opened, and they were taken up again and the intended proceedings abandoned.

Q.—Did the Board agree to this? A.—We understood that it was so.

Q.—Except in these instances, were the subjects entered upon proceeded with as specified upon the programme? A.—Yes.

Q.—You say that you did not carry out the arrangement? A.—Yes, on the objection raised by a teacher.

Q.—What reason did he urge? A.—That it was out of form.

Q.—Did the parties remain who were to go away. A.—Yes.

*By Mr. McDowall, Complainant.*

Q.—Do you not remember that this took place in 1874-5? A.—I do not know that it was in 1874.

Q.—You remember that in 1874 there was some deviation from the regular programme? A.—I remember there was one examination at which there was a deviation, but whether it was in 1874 or what particular year I do not remember.

*By Mr. Gibb, Counsel for Mr. Borthwick :*

Q.—How long have you been a School examiner? A.—For three or four years.

*By Mr. McDowall, Complainant :*

Q.—Have you told the whole truth in this matter? Have you kept anything back? The Chairman ruled that this was an improper question, and could not be put.

*By Mr. Le Sueur, Commissioner :*

Q.—You speak of a change from one subject to another, would that have given any advantage to one or more of the candidates? A.—I do not think so.

Q.—It was not done with a view to give advantage to any one? A.—It was not. It was for the purpose of accommodating parties who desired to leave by the train.

*By Mr. McDowall, Complainant :*

Q.—Why did these parties want to leave? Were they not writing upon the same papers as the others? A.—Some of the second class candidates did not write in all the papers. I think it must have been a voluntary paper they asked permission to write out of usual order; a teacher, as I have said, objected, and we carried out the original arrangement. Whether I have stated the actual facts I am not quite sure, but to the best of my remembrance I have.

*Dr. Hodgins*—It could not have been for the advantage of any candidate present here in Ottawa to change the time of giving out the papers, but a candidate, if he had a confederate in any other district, might telegraph such information to him as would assist him materially in the solution of his questions. I would like to

ask the witness why it was that the arrangement was agreed to by all the examiners? Perhaps Rev. Mr. May, County Inspector, might be able to state.

*Evidence continued from page 55.*

*Miss C. Rathwell, (Teacher,) sworn by Mr. Slack, Commissioner, and examined by Mr. McDowall, Complainant :*

Q.—You are a teacher in Central School East? A.—I am.

Q.—You were a candidate for a second class certificate in 1874? A.—I was.

Q.—During the time you were under examination for your certificate, were the answers to the questions in Natural Philosophy written upon the board? A.—They were.

Q.—By whom? A.—I do not know.

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

Q.—But you know they were put up there during the time the examination was in progress? A.—Yes.

*By Dr. Hodgins, Chairman :*

Q.—During the time of the examination upon that paper? A.—I think so.

Q.—When did you see them? A.—I did not notice them when I went into the room.

Q.—But you did notice them before you left the room? A.—Yes.

Q.—What position were you sitting in with regard to the black-board. A.—Facing it.

Q.—But you saw no one write these answers upon the black-board? A.—I did not.

Q.—Who presided at these examinations? A.—Mr. Rathwell, Mr. McMillan and Mr. Borthwick.

Q.—Was there any one along with the Inspector during the examination in that particular subject? A.—The others came in frequently, but I do not think they were in all the time.

Q.—But they did come in and out? A.—Yes.

Q.—And during that time this writing was on the black-board? A.—Yes.

Q.—What was the writing? A.—The answers to the questions in Natural Philosophy.

Q.—The paper in which you were being examined? A.—Yes.

Q.—And you saw this writing on the board? A.—Yes, sir.

Q.—Before you concluded working on your paper? A.—Yes, sir.

Q.—Did you avail yourself in any way of the answers at the time? A.—I do not know. I suppose if there was any advantage to be derived from them, I might have had it.

Q.—But did you have it? Did you compare the answers you had upon your own paper with those upon the board? A.—I do not think I did. I felt my paper would be a failure in any case.

*By Mr. Le Sueur, Commissioner :*

Q.—Are you acquainted with Mr. Borthwick's writing? A.—I am.

Q.—Can you distinguish it from other writing? A.—Yes.

Q.—Is it peculiar? A.—Yes.

Q.—Can you say whether it was his writing that was upon the black-board? A.—I cannot remember.

*By Dr. Hodgins, Chairman :*

Q.—Are you positive they were answers to the questions? A.—I was not positive at the time I was in the room, but I noticed the list, and after I left the room I heard other candidates say they were the answers.

Q.—Were they answers to the questions which you were solving? A.—I do not know what they were, except from what my impressions were on having seen them, and what I heard others say afterwards.

Q.—Do you remember any of them? A.—I do not.

*By Mr. McDowall, Complainant :*

Q.—Do you not remember of any gentleman having called the Inspector's attention to the solution of one problem being wrong? A.—I have no recollection.

Q.—Nor of Mr. Borthwick having gone and changed it? A.—I have not.

*By Mr. Le Sueur, Commissioner :*

Q.—You say, if I remember rightly, you think it was Mr. Borthwick's writing;—are you certain it was, or are you not? A.—I cannot be certain. I did not think about the matter at the time.

*By Mr. McDowall, Complainant :*

Q.—Were you aware that small pieces of paper were passed round to candidates during the examination in one of the branches upon one occasion? A.—They were handed to all.

Q.—Did you get one? A.—I did.

Q.—What was written upon your one? A.—The answers to the questions in Arithmetic.

Q.—Had that examination been held? A.—It was going on at the time.



*By Dr. Hodgins, Chairman :*

Q.—And you got the answers to the questions while the examination was being held? A.—I did, but not at the beginning.

Q.—When? A.—The examination was nearly through.

Q.—Did you make any use of the answers? A.—I compared them with those upon my own paper.

*By Mr. Slack, Commissioner :*

Q.—Had you worked out all the answers before this paper was handed to you? A.—I had, with the exception of one or two.

*By Dr. Hodgins, Chairman :*

Q.—Who handed round these slips of paper? A.—Mr. Borthwick.

Q.—Himself? A.—Yes, himself.

*By Mr. McDowall, Complainant :*

Q.—Are you aware that others got similar slips? A.—I saw them get papers, but could not say what they were.

Q.—Did any of them show you the papers they got? A.—They did not.

*By Dr. Hodgins, Chairman :*

Q.—How long before the close of the examination were these papers handed round? A.—I could not say exactly. Probably ten or fifteen minutes.

*By Mr. Slack, Commissioner :*

Q.—Was there time for any candidate to change the answers? A.—Yes, to change the answers, but not the working.

*By Mr. McDowall, Complainant :*

Q.—Were you allowed any extra time to complete your papers? A.—Yes.

Q.—How long? A.—I could not say.

Q.—Half an hour? A.—No, not so long as half an hour.

Q.—About ten or fifteen minutes? A.—I should say about that.

Q.—Was there any candidate still at work in the room when you left? A.—I think I was the last candidate to leave the room, but I am not certain.

Q.—Do you remember seeing Mr. Martin come into the room when you were writing? A.—I do not.

Q.—Do you remember to have seen Mr. Smirle come in? A.—I saw Mr. Smirle come into the room.

*By Mr. Le Sueur, Commissioner :*

Q.—Mr. Martin was one of the candidates, was he not? A.—Yes.

Q.—Do you remember his going out before the rest? A.—I remember he left early.

Q.—Did you see him come in? A.—I did not.

*By Mr. McDowall, Complainant :*

Q.—Who accompanied you home? A.—One of the teachers.

Q.—Only one? A.—One of the teachers and my father.

Q.—Did not one of the Misses Pilson? A.—I do not remember.

Q.—Did Miss Annie Steacy? A.—Yes.

Q.—Miss Gilmour? A.—No.

Q.—Did you not make a statement to your father to this effect: "Was it not very kind of Mr. Borthwick to give us all the answers to the questions?" A.—I cannot recollect the question.

Q.—Will you swear positively that some of the teachers upon that occasion did not write upon their paper that should have been finished at twelve o'clock up to within twenty or twenty-five minutes of one? A.—I was busy, and cannot say.

*By Dr. Hodgins, Chairman :*

Q.—What time did you leave the room? A.—I cannot remember.

Q.—Was it an hour? A.—I know it was not an hour, but I cannot say how long.

Q.—Half an hour? A.—I do not think it was nearly so long.

Q.—Was it stated during the examination that the time would be extended, or were you just allowed to go on? A.—I do not remember whether there was or was not any statement made regarding the matter.

*By Mr. McDowall, Complainant :*

Q.—Have you any recollection whatever of any teacher expressing a wish to know what would be on the Physiology paper for the next day, and Mr. Borthwick giving an answer? A.—I believe the desire was expressed, and Mr. Borthwick made a reply, but what it was I cannot state.

Q.—Were you the lady who expressed the desire? A.—I cannot say.

Q.—You remember the question being put by some one, and Mr. Borthwick making a reply? A.—Yes.

Q.—Have you any idea of what he said? A.—I believe he gave one answer to "count our teeth." If there was anything else I forget.

*By Mr. Slack, Commissioner :*

Q.—Did you hear the question asked? A.—Yes.

Q.—Did you hear the answer given? A.—I did.

*By Mr. Hodgins, Chairman :*

Q.—How many were there of you together? A.—I cannot say.

*By Mr. McDowall, Complainant :*

Q.—Examine that paper (handing the witness a copy of the examination paper), and see if it is the paper you wrote upon that time? A.—It is not the paper.

Q.—Were these the papers you wrote upon (producing the same copy but a different page)? A.—Yes.

*By Dr. Hodgins, Chairman :*

Q.—Was the reply, "Count your teeth," of any service to you in your examination? A.—I cannot answer that it was.

Q.—Then the suggestion to "Count your teeth" was not of any value to you? A.—It was not.

*By Mr. McDowall, Complainant :*

Q.—The next morning, when you saw your examination paper for the first time, did it come to your mind that you might have been aided in this way? A.—I believe I have already answered.

*Dr. Hodgins*—Please answer it again. A.—It would have been a mere coincidence if it did.

Q.—When, next morning, you looked over questions 7, 8, and 9 upon this paper, did it not strike you that the information of the previous evening would have aided you in any way if you had gone to your book and referred to it? A.—I did not look upon it as giving any information. I now think it might have been of service, because I know the questions asked.

*By Mr. Slack, Commissioner :*

Q.—Did you think anything about it next morning? A.—I did not take it as a hint. I thought it was a mere coincidence.

*By Mr. McDowall, Complainant :*

Q.—With regard to those answers that were put upon the black-board, do you answer again that you did not see Mr. Borthwick put them upon the board, and do not know that he did? A.—I answer that I did not see him put them on, and do not know that he did of my own knowledge.

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

Q.—Have you said in effect that you did not understand them to be answers? A.—I did not observe them until I was leaving the room.

*By Dr. Hodgins, Chairman :*

Q.—You did not know what they were? A.—I saw them upon the black-board, but I did not know they were answers to the questions in Philosophy.

*By Mr. McDowall, Complainant :*

Q.—And you did not see Mr. Borthwick put them upon the board? A.—I swear to the best of my recollection that I did not see Mr. Borthwick put them upon the board.

Q.—And did not state so? A.—And did not state so.

Q.—Did you not observe them during the time you were writing your paper? A.—I think it was when I was leaving the room I saw them, after I had handed in my examination paper.

Q.—During the time you were working your problems, you never saw them? A.—I do not recollect of having seen them.

*By Dr. Hodgins, Chairman :*

Q.—You know there was writing on the board? A.—Yes, but I cannot tell what it was.

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

Q.—You say something about a paper being handed to you upon which there were answers to questions. Are you positive as to the time? May you not be mistaken? I think you said it was before you had completed your answers? A.—It was before I had completed my paper.

Q.—You are quite sure? A.—Yes, quite sure.

Q.—Had the others completed theirs? A.—I did not notice anybody.

*By Dr. Hodgins, Chairman :*

Q.—Did you notice any one hand in their papers previous to that? A.—I think they all handed them in after that.

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

Q.—Might you not be mistaken with regard to that? A.—I might be mistaken with regard to others.

*By Mr. McDowall, Complainant :*

Q.—Do you know whether Mr. Martin had left the room at that time? A.—I believe he did.

Q.—I mean had Mr. Martin left the room previous to the papers in question being passed round? A.—I do not think so.

Q.—You think he got the paper, too? A.—I always believed so.

*By Mr. Le Sueur, Commissioner :*

Q.—It appears from your own evidence that the Inspector had several papers—that he delivered one to you, and some to others. Do you know if he delivered these papers more than once—that is, the same paper to more than one person, or whether he had separate slips prepared for each? A.—Mr. Borthwick handed me a paper and said, "Copy this."

Q.—And you did? A.—I did.

Q.—Did you know if he gave a paper to anybody else? A.—I do not know as a certainty, as I was busy, but I think he did.

C. RATHWELL.

Signed in presence of

J. GEO. HODGINS,  
Commissioner.

December 6th, 1875.

Miss Annie Steacy, sworn by Mr. Slack, and examined by Mr. McDowall, Complainant:

Q.—Were you a candidate for a second class certificate in the examination of July, 1874? A.—Yes.

Q.—Have you any recollection of the answers to the questions in Natural Philosophy being written on the board during the examination? A.—I have.

Q.—A distinct recollection? A.—Yes.

Q.—By whom were they written? A.—By the Inspector.

Q.—You saw them written by his own hand? A.—I don't remember seeing him writing them, but I am sure he wrote them.

By Mr. Le Sueur, Commissioner:

Q.—How are you sure? A.—I know his hand.

By Dr. Hodgins, Chairman:

Q.—Did any person in your presence write on the board during that examination? A.—I think Mr. Borthwick did.

Q.—Did you see him writing or standing up in the act of writing on the board? A.—I don't remember distinctly seeing him writing.

Q.—But you are certain that it was his handwriting. You are familiar with it? A.—Yes.

Q.—On what subject was the writing? A.—Natural Philosophy.

Q.—Could you tell any sentence, or anything you could determine? A.—I could not say exactly.

Q.—Was it figures or writing? A.—Figures, I believe.

By Mr. McDowall, Complainant:

Q.—Have you any recollection of Mr. Martin, a candidate at that examination, standing up and suggesting that one of the answers written on the board was wrong? A.—Yes.

Q.—What took place? A discussion or what? Were there any words exchanged between him and the Inspector? A.—I think there were?

Q.—Was there any correction made? A.—I don't remember any correction being made.

Q.—But you remember Mr. Martin calling his attention to the fact that one of the answers was wrong? A.—Yes.

By Dr. Hodgins, Chairman:

Q.—Was this before the papers were closed? A.—Yes.

Q.—Did you avail yourself of the information on the board?

A.—Of course the answers were there, and I looked at them.

Q.—How? Compared them with your own? A.—I don't exactly remember. I suppose I did, if they were on the board and I had the answers on my paper.

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

Q.—Had you the answer on your paper before you saw the answer on the Board? A.—I think we were nearly finished when we saw the answers.

By Dr. Hodgins, Chairman:

Q.—Did you correct your paper by the answers on the board?

A.—I do not remember.

By Mr. Le Sueur, Commissioner:

Q.—Did you transfer any of the answers on the board to your paper? A.—No.

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

Q.—Did you answer the questions? A.—Some of them.

Q.—Did you pass on that subject? A.—I got half.

Q.—You did not correct your paper from the board? A.—No.

By Mr. McDowall, Complainant:

Q.—Natural Philosophy is a difficult subject? A.—Yes.

By Dr. Hodgins, Chairman:

Q.—I want you to tell us specifically whether you derived any information whatever from the board that you embodied in your answers? A.—I do not think the answers were of much benefit.

I suppose I compared them with the answers on my paper. I don't remember very distinctly.

By Mr. Slack, Commissioner:

Q.—Can you swear distinctly that, according to the comparison with your own paper, the answers on the board were answers to the Natural Philosophy questions? A.—To the best of my knowledge, they were.

Q.—But you should be sure. A.—I am sure they were the answers.

By Mr. McDowall, Complainant:

Q.—Are you aware that during the examination slips of paper were passed round to some of the candidates? A.—Yes.

Q.—By whom? A.—The Inspector.

Q.—He gave you one? A.—Yes.

By Dr. Hodgins, Chairman:

Q.—Have you got it? A.—No.

Q.—Can you procure it? A.—No.

Q.—What was written on it? A.—I got one slip of paper, "You have passed in English Grammar;" I got the answers to the Arithmetic questions; and I got, also, a slip "You have passed in Arithmetic."

By Mr. McDowall, Complainant:

Q.—Did you avail yourself of the answers on this Arithmetic paper in preparing yourself? A.—I compared them with my answers.

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

Q.—Were yours completed when you got this slip? I don't distinctly remember. I think we were nearly finished with the paper.

By Mr. Slack, Commissioner:

Q.—Did you correct any of your answers by it? A.—I think I worked some of them over a second time.

Q.—And you are sure they were the answers to the Arithmetic questions? A.—Yes.

Q.—Were they handed to you at different times? A.—Yes.

By Mr. McDowall, Complainant:

Q.—Do you remember that day of the Arithmetic paper that some of the candidates were allowed to write after the time, during the noon hour? A.—Yes.

Q.—Were you one of those allowed to write after the time? A.—Yes.

Q.—Do you remember any others that were allowed to write? A.—Miss Living and Miss Rathwell.

Q.—Are you sure Mr. Martin was? A.—No, that was a mistake of mine. Mr. Martin had finished.

By Dr. Hodgins, Chairman:

Q.—How long was the extension of time? A.—I do not remember.

By Mr. McDowall, Complainant:

Q.—Do you think it extended to a quarter of an hour? A.—I could not say.

Q.—Do you think it extended to the time the next paper was given out? A.—I don't think it was, because we went out of the room to have our lunch.

Q.—You did not go home to your lunch? A.—No, we went into an adjoining class-room.

By Dr. Hodgins, Chairman:

Q.—How long was the extension? A.—I could not state.

By Mr. McDowall, Complainant:

Q.—How long between the time you went to lunch and the commencement of the next paper? A.—I could not tell.

Q.—Could you say it was half an hour? A.—I could not specify.

Q.—You did not look at the clock? A.—No.

Q.—Were any others in the room when you left? A.—I think we finished nearly all together.

By Mr. Slack, Commissioner:

Q.—When did the examination in the afternoon commence—after lunch? A.—I don't distinctly remember. To the best of my knowledge it was a quarter-past one when we should have commenced to write, but I don't remember whether the examination commenced then or not.

By Mr. McDowall, Complainant:

Q.—Were you present one evening when several candidates were going out of the room, and one of them expressed a wish to know what would be on the Physiology paper the next day? A.—I don't remember anything about that.

Q.—And you don't remember Mr. Borthwick giving any answer to that? A.—No. I think it was to-day I first heard about that.

Q.—Try and remember the day before the Physiology paper; did you leave in company with the others, or before or after them? A.—I could not remember.

Q.—You cannot say anything about it? A.—No.

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

Q.—This paper, you say, was handed to you with the answers in Arithmetic. Had you completed your calculation before that? A.—I don't think I had.

Q.—You say you went over some again? A.—I remember I had not finished the paper, and I remember I worked an example over again.

Q.—Was the answer correct? A.—Yes.

Q.—Then it was by your own working of it that you got the answer, and not from this paper? A.—It was by working it.

Q.—Then you did not transfer it to your own paper without working it? A.—It would not have been of any use to do so.

Q.—Then whatever answer you had from the paper resulted from your own working of the problem? A.—Yes.



Q.—Do you state distinctly those were the answers in the Natural Philosophy paper on the board, or is it merely your impression from what you have heard? A.—I remember the answers in Natural Philosophy being on the board.

Q.—Do you recollect what the answers were? A.—No.

Q.—I think you said they were in figures? A.—Yes.

Q.—You don't recollect what the answers were? A.—No.

Q.—At all events, whatever was done was in presence of all the candidates, and all had equal advantages? A.—Yes.

Q.—I understand you to say when the time was extended they were all there except one or two? A.—Yes.

Q.—There was no favouritism shown to one as against another? A.—No.

Q.—In the Arithmetic question, had you to hand in your calculation as it was made? A.—Yes. It would not have been the least use to put in the answers without the work.

Q.—It would not enable you to work it out? A.—No.

*By Dr. Hodgins, Chairman:*

Q.—I understand you to say you got the answer, but not the calculation. A.—Yes.

*By Mr. McDowall, Complainant:*

Q.—You know that even children in school when they have access to answers will work up something, whether correct or not. (Objected to by Mr. Gibb.)

Q.—You say no one got any advantage from the paper more than another? A.—No.

Q.—You don't know that it would be of advantage to candidates in Lanark or Grey? A.—I do not know.

A. C. STEACY.

Signed in the presence of

P. LE SUEUR,  
*Commissioner.*

6th December, 1875.

*Miss Kate Pilson, sworn by Mr. Slack, and examined by Mr. McDowall, Complainant:*

Q.—You were a candidate for a second-class certificate in July, 1874? A.—Yes.

Q.—Are you aware that the answers to the questions on Philosophy were written upon the black-board during the examination upon that occasion? A.—I am.

Q.—By whom? A.—By Mr. Borthwick.

Q.—Did you see them written by his own hand? A.—I do not remember seeing him write them.

Q.—Do you know that they were written by him? A.—I know the handwriting.

Q.—Could you tell what time you observed the writing upon the board? Were you half through with your examination in the particular branch on which you were then engaged, or how far advanced were you? A.—I really could not say.

*By Dr. Hodgins, Chairman:*

Q.—Was the writing upon the board before the examination closed? A.—Yes, it was.

Q.—Do you know who wrote it? A.—I know the handwriting.

Q.—Upon what subject was it? A.—Upon Natural Philosophy.

Q.—Was the writing answers to questions then being put to the candidates? A.—Yes.

Q.—You saw no one write them? A.—I may have seen them written.

Q.—In whose handwriting were they? A.—In Mr. Borthwick's.

Q.—Were any of the other examiners then present in the room? A.—I do not think so.

Q.—Were any of them in during the time the writing was there? A.—I do not remember.

*By Mr. Slack, Commissioner:*

Q.—How do you know the writing on the board was answers to the questions? A.—Because I got the same answers on my own paper in working out the questions.

*By Mr. McDowall, Complainant:*

Q.—Are you aware that small slips of paper were handed round during the progress of the examination on Arithmetic? A.—I know that I got one.

Q.—Who gave it to you? A.—Mr. Borthwick.

Q.—Have you got the paper he handed you? A.—No, I have not. The paper was given to me, and then taken away.

Q.—What did you do with the writing on the paper? Did you make any use of it? A.—I copied off the answers.

Q.—You do not know what became of the paper you copied them upon? A.—I do not.

*By Dr. Hodgins, Chairman:*

Q.—I understand you to say you copied down the answers, and the paper was then taken from you? A.—Yes.

*By Mr. Slack, Commissioner:*

Q.—Did you compare the answers you got yourself with those handed you on the slip of paper? A.—I did.

Q.—And did you come out well in Arithmetic? A.—Not very well.

Q.—What was your proportion of marks? A.—I took one hundred.

Q.—What was the full value of the paper? A.—Two hundred and twenty-five.

Q.—You did not make one-half? A.—I came short of that twelve and a-half marks.

*By Mr. McDowall, Complainant:*

Q.—Do you remember of the time being extended on the same day? A.—I did not know anything about that. My papers were given in at noon, and I went to another room.

Q.—Did all the candidates leave the room when you left? A.—Some of them did. I left five minutes before the time.

Q.—Did you return to the room? A.—I did not.

*By Dr. Hodgins, Chairman:*

Q.—Your papers were handed in before you left? A.—They were.

*By Mr. McDowall, Complainant:*

Q.—How many ladies were there taking luncheon along with you up-stairs? A.—Two.

Q.—You do not know what the others were doing? A.—I do not.

Q.—I suppose if they were not engaged, they would have gone up-stairs with you? A.—I do not know that they would. I do not think so.

*By Dr. Hodgins, Chairman:*

Q.—Did you leave a number in the room writing? A.—Yes, I left before the time allotted for writing had expired.

*By Mr. McDowall, Complainant:*

Q.—Do you remember what time you returned in the afternoon? A.—I do not.

Q.—Do you remember, during that examination, being present when some young lady expressed a desire to know what would be in the Physiology paper for next day? A.—I was not present.

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

Q.—Those answers you saw upon the board, you say you knew they were answers to the questions in Natural Philosophy? A.—Yes.

Q.—Do you recollect the question? A.—There was more than one.

Q.—Do you recollect any of them? A.—I remember one, the answer to which was given in writing.

Q.—You did not avail yourself of the answers given on the board, did you? A.—I availed myself of them to that extent, that I compared them with the answers I got on my own paper.

Q.—Were you correct in all your answers in Natural Philosophy? A.—No, not in all of them.

Q.—You worked them out yourself? A.—Oh, yes.

Q.—You had no assistance from those answers that appeared on the board? A.—If my solutions did not agree with those answers, I would work them until they did.

Q.—Were they merely the answers? A.—Merely the answers.

Q.—Did you, as a matter of fact, work any of them over again? A.—Yes, one of them that was wrong.

Q.—Did you get the answers to the problems in Arithmetic, too? A.—Yes, I did.

Q.—Simply the answers? A.—Yes, simply.

Q.—Did you, in that case, go over your work again? A.—There were some of them I went over again.

Q.—Were you correct in all of them? A.—I was not correct in all that I worked.

Q.—Was the only use you made of what you saw upon the paper handed to you to see that you were correct? A.—Yes.

*By Mr. McDowall, Complainant:*

Q.—How did you know that they were the correct answers? A.—They were not all correct. One was wrong.

Q.—How, then, do you know that was wrong? A.—It was a question in Specific Gravity. The quantity given in the paper was 100; my answer was 10; and I knew that it could not have been much more than 10.

Q.—Did you suggest that the answer was not correct? A.—Not that I remember.

KATE PILSON.

Signed in presence of

P. LE SUEUR,  
*Commissioner.*

*Miss Eliza Living, sworn by Mr. Slack, and examined by Mr. McDowall, Complainant:*

Q.—Were you an applicant for a second class certificate in the July examination, 1874? A.—Yes.

Q.—During that examination, were you aware that the answers to questions in Natural Philosophy were written on the board?  
A.—I think I remember having seen them. I had forgotten it, but having heard some conversation on the subject downstairs, it came to my mind that I did see them.

Q.—Did you see anybody write them? A.—No.

Q.—Were they of any advantage to you? A.—No; I knew I would fail in Natural Philosophy.

Q.—You could have taken advantage of it? A.—I think so.

Q.—When did you first see them? A.—They were not there when we went in. I think the examination was about one-third through when I saw them.

By Dr. Hodgins, Chairman:  
Q.—They were merely the answers? A.—Yes.

By Mr. Slack, Commissioner:  
Q.—How do you know they were the answers? A.—It was said they were.

Q.—Did they agree with yours? A.—No; most of mine were wrong.

By Dr. Hodgins, Chairman:  
Q.—Were they numbered one, two, three, etc., so that you could tell them? A.—I think they were not.

By Mr. McDowall, Complainant:  
Q.—Did any one call attention to the answer in Specific Gravity?  
A.—I do not remember.

By Dr. Hodgins, Chairman:  
Q.—Did you work out the paper yourself? A.—Yes.

Q.—And these answers compared with some of yours? A.—Yes.

By Mr. McDowall, Complainant:  
Q.—Were many of yours right? A.—Two or three were.

By Mr. Slack, Commissioner:  
Q.—Did you put down all those answers that were on the board, on your paper? A.—No.

Q.—Did you put any of them? A.—No.

Q.—Did you make any use of them? A.—No.

By Mr. McDowall, Complainant:  
Q.—Could you say this was the paper you wrote on? (paper produced.) A.—It is.

Q.—You don't remember any one saying one of the answers written on the board was wrong? A.—No.

By Mr. Le Sueur, Commissioner:  
Q.—Do you remember whose writing it was? A.—No, I would not have recollected it at all, if I had not heard some of the girls speaking of it downstairs.

By Mr. McDowall, Complainant:  
Q.—Was any other examiner in while you were working the Natural Philosophy paper? A.—Mr. McMillan came in several times. The desk where they were examining the papers was opposite ours.

By Dr. Hodgins, Chairman:  
Q.—Did any one object to those answers being there? A.—No.

Q.—There was no objection? A.—No; the time was too short. We were all working as hard as we could.

By Mr. McDowall, Complainant:  
Q.—Do you recollect any slips of paper being handed to any of the candidates? A.—Mr. Borthwick put a slip of paper on my desk.

Q.—Have you the paper? A.—No.

Q.—Could you produce it? A.—No.

Q.—What became of it, as far as you know? A.—I don't know. I left it on my desk, and I dare say the janitor swept it up.

Q.—What was on the paper? A.—The answers to the Arithmetic problems.

Q.—Did any other candidate show you a paper? A.—No. I never looked round the room while I was writing.

Q.—Have you any recollection of going out into the hall the day before the Physiology paper was written, and hearing some lady ask what would be on the Physiology paper, and Mr. Borthwick giving an answer. A.—I was not there.

Q.—On the day of the Arithmetic paper, what time should the examination have concluded? A.—I have no recollection.

Q.—Was it the morning or afternoon? A.—I don't know. I remember having been allowed seven minutes to copy out my paper. My examination was successful. I had the last two problems finished on the slate, but had not them copied, and I asked time to copy them.

Q.—Who was present? Were all the others? A.—Mr. Martin was not.

Q.—When you left, were any candidates there? A.—I think the most of them had given in their papers.

Q.—Was Miss Steacy in the room after you left? A.—I am not certain.

Q.—Was Miss Rathwell there? A.—I am not certain of any one but myself.

Q.—But you had an impression that several were there? A.—I had no impression. I handed in my paper, and went out. I asked if I could have time to put two problems on the paper, and they said yes; and when that was done I handed in my paper.

By Dr. Hodgins, Chairman:

Q.—Then you simply got the time extended to put the answers on the paper? A.—That is all.

By Mr. McDowall, Complainant:

Q.—Do you remember Mr. Martin leaving the room? A.—Yes.

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

Q.—What you saw on the board and on the paper was simply the result arrived at? A.—That is all.

Q.—Not the calculations? A.—No.

Q.—And they were no assistance to you? A.—In the Arithmetic they were positively no help to me.

Q.—And in the Natural Philosophy it was simply the result?  
A.—That was all.

Q.—I suppose all had equal opportunity to see what was on the board? A.—Yes; what one had, all had.

By Mr. McDowall, Complainant:

Q.—What was the reason they were no use to you? A.—For want of time.

Q.—Was it not because you felt competent to sweep the paper? A.—I did not feel competent to sweep the paper, but when I saw the questions in Arithmetic I felt confident I could solve two-thirds of the problems.

Q.—Suppose you had felt you could do only two or three, that would have been of use to you? A.—No; they were in stock and per centage, where you had to reason out the questions to do them at all.

By Dr. Hodgins, Chairman:

Q.—Then it was simply the answers? A.—Yes, merely the answers.

ELIZA LIVING.

Signed in the presence of

P. LE SUEUR,

Commissioner.

Miss Mary Anne Browne, sworn by Mr. Slack, and examined by Mr. McDowall, Complainant:

Q.—You were a candidate for a second class certificate at the examination of July, 1874? A.—Yes.

Q.—You gave up before the examination was finished? A.—Yes.

Q.—How many days did you remain? A.—One and a half.

Q.—How many papers did you write? A.—All those of the first day, and up to the end of the Arithmetic of the second.

Q.—Are you aware, then, that during the examination slips of paper were passed round to the candidates? A.—Yes, I am aware.

Q.—Did you receive one? A.—Yes.

Q.—Who gave it you? A.—Mr. Borthwick.

Q.—You were not present at the examination on Natural Philosophy? A.—No.

By Dr. Hodgins, Chairman:

Q.—Have you got the paper you speak of? A.—I have not.

Q.—To whom did you give it? A.—To Miss McMaster.

Q.—Can you get it? A.—No; it was lost.

By Mr. McDowall, Complainant:

Q.—About what time did you ask her for it? A.—About a month ago, but I am not sure.

By Dr. Hodgins, Chairman:

Q.—What was upon the paper referred to? A.—The questions and the answers.

Q.—No demonstration? A.—Oh, no.

By Mr. McDowall, Complainant:

Q.—Were not candidates allowed extra time to write their answers out? A.—I do not know; I left before twelve.

Q.—After having left at twelve, did you go back again during the examination? A.—I did not.

MARY A. BROWNE.

Signed in the presence of

P. LE SUEUR,

Commissioner.

#### IV. Proceedings of Teachers' Institutes.

##### TYENDINAGA TEACHERS' ASSOCIATION.

At a recent meeting of this Association, Mr. Inspector Johnston took the subject Arithmetic for beginners, commencing with the Numeral frame, and showing his method of teaching the funda-

mental rules, reduction, and most important points in fractions. Mr. Johnston advised great thoroughness in teaching the fundamental rules, as the pupil's success in Arithmetic depended altogether on the thoroughness with which these rules were taught. He said the three objects aimed at should be correctness, neatness, and quickness. He also condemned the use of text-books at first, and if used afterwards, that they should be used with discretion. The aim of the teacher should be to fit the pupils for the duties of after life, and to do this successfully the teacher should be the text-book; the scholars should have plenty of practical questions; they should be required to explain these questions themselves, and thus having a proper understanding of what they are doing, Arithmetic would be a very agreeable and pleasant study. He objected to the practice of requiring the pupil to learn the rule from the book, but said they should understand the principle first, and then they would be able to deduce their own rule from these principles.

Mr. Johnston next proceeded to show his method of teaching Object Lessons. He said in introduction that there is no lack of objects for this kind of instruction. There are plenty of objects around us that make admirable subjects. He then proceeded to give as examples, lessons on Glass, India Rubber, and Water. He said the design should not be to give the pupils a great deal of information and facts by telling them, but that it should be made inductive; that the pupils should be led to discover truths for themselves, by exercising their senses of sight, touch, &c., and thus they would not only be instructed but also educated. He advocated that anything that the pupils can be led on to by a series of questions should not be told them. They might more properly be called developing lessons. After this is done, they should be thoroughly questioned on what they have found out and were told, and then required to write a composition on the subject. In this connection he stated that writing compositions is always a subject of which young pupils have a dread,—that virtue, truth, &c., and other abstract subjects were not fit subjects for composition with young minds, but that when they have such ideas in their heads as they got from an object lesson, it then becomes a pleasure to express them, and not an irksome and disagreeable task.

Mr. Johnston then took up the subject of reading to beginners, from the tablets. He said that reading is only cultivated talking. He referred to the commendable features of the "Look and Say" method, pointing out the errors of the old method, exploding the old idea that it was necessary the child should know all his "A B C's" the first thing, then proceed to spelling, then to reading, thus reversing the natural order. He urged the importance of the child reading with proper emphasis and expression from the very first, and this can only be acquired from imitation; hence the importance of the teacher being a good reader. He also laid great importance on the child, either in primary or more advanced reading, having a proper understanding of the passage advised, and that teachers question their classes to see if they understand themselves.

In connection with reading, Mr. Johnston gave some useful hints on spelling, dictation, meanings of words, in connection with the context and recitations.

Mr. Johnston then proceeded to take up the subject of grammar to a primary class. In this subject, also, he advised the discarding of books altogether at first. A great man once said, "Grammar was the first subject commenced and the last ended," but this arose from the improper mode of teaching it. By making free use of the black-board, and teaching in the proper manner, grammar, considered by those never properly taught an abstruse and dull subject, can be made the most delightful and profitable of any of the English branches. He then proceeded to show his method of teaching beginners and advanced classes and elucidated the methods of teaching the different subjects. He thus showed himself to be a lively and energetic teacher, and a thorough and practical educator.

Mr. Johnston's efforts in this direction cannot be too highly estimated. Until he got charge of the schools, it was impossible to get a convention started in this county. The institute in Belleville was established shortly after he came into the office, and has continued ever since to hold regular meetings, and has been the means of establishing a uniformity of system of teaching, and has also, in a particular manner, been a source of great advantage and improvement to our young teachers. Through his untiring zeal in connection with his duties as Inspector, and the working of these conventions, he has succeeded in elevating the standard of the schools of South Hastings, to a point second to none in the Province.

At the close, the teachers tendered to Mr. Johnston a hearty vote of thanks for the benefits resulting from the meeting.

The convention then dispersed, each one feeling highly benefited and pleased with the manner in which the day was passed.

## V. Local School Administration, etc.

### 1. SKETCH OF THE PUBLIC SCHOOLS IN THE NEW CITY OF ST. CATHARINES.

Within the last quarter of a century the school interests of St. Catharines have grown at a rapid rate. On the 1st July, 1848, a special meeting of the Board of Trustees was held to consider the propriety of closing the schools, in consequence of the Board of Police refusing to levy a tax to defray the expenses of keeping them open. The sum required was only £230—\$920—and the number of children then attending the schools was the insignificant number of 836. [This year our school expenditure is estimated at \$14,500, and the attendance of pupils is fixed at 2,600.] The Board of Trustees, before whom the momentous question of closing the schools came up for discussion in 1848, was composed of Messrs. E. S. Adams (Chairman) Lyman Parsons, Gershon Wright, A. K. Boomer, S. Haight, and A. S. St. John. After fully discussing the situation these gentlemen resolved that "in order that the Common Schools of the town may be kept open during the whole year, the Trustees humbly suggest the propriety of again transferring said schools to the District Council, in order that rate-bills may be levied and the collection enforced under the School Act."—At a meeting held by the Board of Police, March 1, 1849, it was decided on motion of Mr. Foley, seconded by Mr. Burns, that "the Board of Police take the Common Schools of the town under their control." At an adjourned meeting, the following gentlemen were appointed Trustees: Messrs. H. Mittleberger, Wm. Atkinson, Jacob Hainer, R. A. Clark, P. Marren, and S. L. St. John. The Board continued to control the schools until the Town Council was elected. Up to 1853, the schools gave very little signs of liberality in their management. In this year, the Trustees, having no school-houses in their own right, were obliged to hire buildings for the purpose as best they could. The names of the Trustees at this period were Jas. R. Benson (Chairman), A. Donaldson, the "learned cobbler," S. S. Junkin, F. Connor, and John Copeland; H. Slate, Secretary.

In the above-named year, two brick school-houses were erected at a cost of \$4,000, not including furniture, and named respectively St. Thomas and St. George's Ward Schools.

Mr. Wm. McClure, a somewhat eccentric character, a graduate from Toronto University, who was also preparing himself for the medical profession, was employed as Head Master of St. Thomas' Ward School, with Mr. James Wilson and Miss Johnson as assistants.

Mr. W. Monaghan, an energetic and successful teacher, who was likewise preparing for the profession of medicine, was employed as Head Master of St. George's Ward School, with Mr. Henry Egbert and Miss Seaman as assistants.

The Trustees considered they had made a gigantic stride in the march of progress, and everybody said "it was a wonder."

In 1855, Mr. McClure, having completed his medical studies, resigned the principalship of St. George's Ward School, on the 30th September, and went to London, C. W., to practise his profession, where, in a very short time, in experimenting with some medicine, he poisoned himself.—*Requiescat in pace.*

On the 1st October, 1855, Mr. R. McClelland was appointed to the principalship of St. Thomas' Ward School, which position he held until the opening of the Central School, in April, 1872.

During that period the following gentlemen held the position of principal, in succession, in St. George's Ward School; W. F. Monaghan, John Connor, Rev. J. McPatrick, W. Ball, a graduate of Toronto University and now County Inspector of Welland, Charles Bannister, a talented and highly gifted young man, since deceased, and Mr. J. B. Somerset, Inspector of Public Schools for the County of Lincoln. It may here be stated that on the appointment of Mr. Somerset to the Inspectorship in 1871, Mr. O. F. Wilkins was temporarily employed to supply his place until the opening of the Central School.

As the population of the town increased, the school accommodation became too limited, and the Ward Schools were enlarged, and an additional assistant was employed in each.

The following gentlemen acted as Local Superintendents, in their order, from 1855 to the appointment of the present incumbent, Dr. Comfort: Rev. Robert Robinson, Pastor of the First Presbyterian Church; Rev. R. F. Burns, then Pastor of the Canada Presbyterian Church; Rev. T. T. Roberts, Minister of the Episcopalian Church; and Dr. Cooney, a venerable superannuated minister of the Wesleyan body, and who has since passed away.

No further stride was made until the advent to power of Dr. Comfort. On his coming into office he saw at once that the crowded state of the schools demanded further accommodation.

The first step in this direction was the establishment of Hainer Street School, now St. Thomas' Ward, a rented building, which took place in October, 1868. Next a fine brick building was erected in St. Paul's Ward, finished in 1871, at a cost of \$6,000, furnishings not included. Then the Central School, including a primary department, was constructed in St. George's Ward, at a cost of \$10,625, and opened in 1872.

But in proportion as the accommodation was provided, so did the number of pupils increase, and in order to supply the demand a new building was erected in St. Patrick's Ward, in 1874, at a cost of \$1,930, and lastly one in St. James' Ward, in 1875-6, cost \$2,216.

Instead of \$8,000 owned by the Trustees in 1852, the Trustees of 1873 hold \$32,000 in real estate, and instead of two Ward School Houses in 1853, we have now the following:

Central School, including Primary—Head Master, J. B. Grey, Esq.; Assistants, R. McClelland, Wm. Hindson, Miss Crawford, Miss Boyle, Miss Morton, Miss Darche, Miss McLaren, Miss Winlaw, and Miss Janes.

St. George's Ward School—Head Mistress, Miss Corbin. Assistants, Miss D. Snively, Miss Clark.

St. Andrew's Ward School—Head Mistress, Miss Wilkins. Assistants, Miss Waud, Miss Grey.

St. Thomas' Ward School—Teacher, Miss Snively.

St. Patrick's Ward School—Head Mistress, Miss Patterson. Assistants, Miss Brailsford, Miss Smith.

St. James' Ward School—Teacher, Miss Gross.

The number of teachers employed in 1855 was six, and the monthly pay roll amounted to \$220. The number employed at present is twenty-one, and the monthly pay roll amounts to \$735.

It will be seen from these figures that the expenditure has not increased in proportion to the increase of accommodation and the amount of work done.—*St. Catharines Journal*.

#### MCGILL UNIVERSITY, MONTREAL.

At the late Convocation of conferring degrees in arts, the following facts were stated as to the work of the University, in the address of the Vice-Chancellor:—

The number of students in McGill College, without reckoning affiliated colleges, had been in the session just closed, 352. The graduates in course at the present Convocation were 60. He remarked on the great contrast between the limited revenues of McGill, as compared with many other universities, and the large amount of work it was expected to accomplish. This disparity was likely long to continue, for the educational wants of the country were great in comparison with any probable increase of the resources of the University. He mentioned several changes and improvements in the faculties of law, medicine and arts, owing to new appointments which had been made in the past year. A catalogue of the library, now numbering 12,000 volumes, had been published. The examinations for schools had been re-commenced with success and would be continued this year.

In the future he hoped that, before next session, some additional accommodation in the buildings would be provided, more especially for the students; an additional lecturer would be appointed in the Department of Practical and Applied Science, and the present Professor's assistant would be appointed Lecturer in Drawing. Provision would be made to train students for the new examinations for Dominion Land Surveyors. Arrangements would be made for graduates taking post-graduate honour courses. Dr. Carpenter would deliver Museum lectures on Mollusca. The summer courses in Medicine had been greatly extended.

#### VI. Extracts from Periodicals.

##### SCHOOL-ROOM POISONING IN NEW YORK.

PROCEEDINGS OF THE MEDICO-LEGAL SOCIETY, APRIL 5, 1876.

Report of Committee to confer with the School Authorities, with a view to such Legislation as may promote the Health of School Children.

The undersigned, a committee appointed to confer with the school authorities, with a view to such legislation as may promote the health of school children, report progress. They have addressed to the President of the Board of Education a letter, of which the following is a copy.

To WILLIAM WOOD, Esq., President of the Board of Education, New York.

DEAR SIR: The undersigned, having been appointed a committee under a resolution of the New York Medico-Legal Society, "to confer with the school authorities, with a view to such legislation as may promote the health of school children," beg leave respect-

fully to call your attention to some of the evils which seem to us to demand a remedy.

At the outset of our inquiries, our attention has been arrested by a report of the Committee on By-laws, etc., of the Board of Education, under date of March 15, 1876, not yet adopted, and recommending a continuance, or at best only slight modifications of conditions which we are convinced are utterly inconsistent with due care for the preservation of the health of the children in the public schools.

We are gratified to observe in that report a full recognition of the unsanitary condition of the public schools generally, and the recognition of the power of the Board of Education to correct the evil, and this encourages us the more in submitting for your consideration the following suggestions.

We first notice the conclusion of your committee in regard to the amount of air-space required, and the causes of overcrowding. "In fixing the sitting capacity of rooms, the following shall be a minimum allowance of floor surface and air-space per pupil. In the three lower grades of primary schools and departments, five square feet and seventy cubic feet; in the three higher grades, six square feet and eighty cubic feet; in the four lower grades of grammar schools, seven square feet and ninety cubic feet; in the four higher grades, nine square feet and one hundred cubic feet." (Rep't, pp. 229-230.) "The Principals of schools, zealous in their desire for a large number of pupils, and in their competition in this respect with neighbouring schools, often also urged and harassed by the constant importunity of parents, have in many instances crowded their class-rooms, by admitting more pupils into them than their capacity would admit. This, of course, has been done by an exercise of their own authority, unlimited as it has been by any regulation, either of the Board of Education or of the Ward Trustees." (Rep't, pp. 227-228.)

Such a capacity of school-room space, though confessedly greater than that which now is and hitherto has been allowed thousands of children in the public schools of New York, is not, so far as we have been able to learn, consistent with physiological law, or with the opinions upon this subject of those whose scientific judgment is entitled to deference and respect. Without dwelling upon the universally acknowledged importance of a pure atmosphere as the first condition of health, we may be permitted briefly to rehearse certain facts as the basis of our recommendation.

The atmosphere chiefly consists of a mixture of two gases, oxygen and nitrogen, in the proportion of one volume of the former to four of the latter. Oxygen is also called *vital air*, because upon it depends vital existence; it is the first element of our bodily tissues, and, through respiration, affords fully three-quarters of our bodily nourishment throughout our lives, and if absolutely essential at every moment of our existence, to the healthy development and maintenance of our bodily organs; the other fourth of our nourishment we obtain in the shape of aliment, which also in part consists of oxygen. The nitrogen of the atmosphere is neutral, deemed to be merely diluent of the oxygen. There is besides, in the free atmosphere, a third gas, *carbonic-acid* or *fixed-air*, in the proportion of four volumes per 10,000. It is the same as that which miners call *choke-damp*, found in deep mines, shafts and wells, and in brewers' vats, so often first discovered by its fatal effects. But in the open air no one ever suffers on account of it, or for the want of an abundant supply of oxygen, the natural diffusion of these gases, when unrestrained, being always sufficient to maintain their due proportion.

The amount of air inspired and expired by a healthy person at every breath, is from twenty to thirty cubic inches, half a cubic inch of which is absorbed. And this half cubic inch wholly consists of oxygen. As applied to the whole volume of the air breathed (oxygen being one-fifth only), every individual renders not less than five cubic feet of air unfit for respiration every hour, by the abstraction of oxygen alone; but besides this, the half cubic inch of oxygen taken up at every breath is replaced by a relative amount of carbonic acid given out, so that the air respired *once only* contains of carbonic acid *one hundred times as much* as it did when it was inspired,  $5\frac{1}{2}$  per cent of its volume. Nor is this all. Besides the surcharge of carbonic acid, and the absorption of oxygen, the air of closely filled rooms is still further contaminated by the exhalation of watery vapour, additional carbonic acid exhaled from the skin, the dead organic matter exhaled from both the lungs and the skin in varying quantities, but usually so abundant in the close, hot and dry atmosphere of our city school-rooms, as to be offensively apparent at all times, and a fruitful source of disease.

In regard to the deleterious effects of an excess of carbonic acid alone in the air we breathe, there is no difference of opinion among competent authorities. All agree that when it reaches the proportion of 1 volume per 1,000, it is dangerous to health; if not immediately, none the less certainly in its cumulative effects. It creates

a general indisposition of both body and mind, stunts bodily and mental development, and particularly predisposes to scrofula and consumption; and its excess in crowded apartments is usually an index of the presence of other deleterious agents due to the same cause.

But besides these, there are still other gases frightfully abundant in the school-houses of New York, due to the emanations from latrines and privies. For example: Primary School No. 1, on Ludlow street, one of the *newest* and best arranged and appointed, besides being overcrowded and unventilated, is tainted throughout the halls, and at times by way of the fan-lights over the doors in the class-rooms, with the odours arising from the latrines in the basement, which are emptied only "once or twice a week." The standing capacity of this building is given as 1,700; actual register, 1,440; attendance, 1,329; square feet in 12 rooms, 3,264; cubic feet in the several class-rooms varying from 33 to 41 for each child! and on the day of our visit, March 27th, 50 children were absent on account of illness.—Hotels and manufactories, established and conducted for private gain, are supplied with the necessary volume and flow of water to carry off promptly offensive and dangerous matters; and that the children in our public schools should be exposed to poisons generated by means of these foul and disgusting latrines, only to economize the water needed to keep well constructed water-closets in order, is simply inhuman, and ought to be at once amended.

The habit of wetting coal in bulk in cellars, which is sometimes practised, causes it to emit poisonous gases deleterious to health, and it should be forbidden.

In addition to other and necessary modes of ventilation, the windows and doors of school rooms should be left open a sufficient time after school hours to insure an entire renewal of the air in the rooms; otherwise, bad air is accumulated and retained in the building for the next day.

Lofty ceilings are regarded by some as a principal means of insuring a sufficient measure in cubic feet for each person. Unless ventilation is secured for the upper portion of a room, a lofty ceiling only makes that portion of space above the tops of the windows a receptacle for foul air which accumulates and remains to vitiate the stratum below.

Children who have been ill with contagious diseases are allowed to return to school too soon. Upon inquiry of teachers, we learn that it is not uncommon for children to return to school in *two or three weeks* after scarlet fever or measles, and that there is no surveillance whatever in this regard for the protection of the schools against contagious diseases.

Remedial measures are scarcely less apparent than the necessity for them. No cubic space, large or small, can be made to take the place of sound principles of construction, the necessary admission of fresh air, the escape of foul air, and a sufficiency of light falling at the proper angle upon both the book and the eye, or the necessity and benefits of intelligent sanitary supervision.

We would recommend that constant, thorough, scientific survey and sanitary inspection and supervision be permanently provided for. The nature of the questions, and the vital and paramount interests involved, ought to insure this measure without argument.

We have observed with pleasure that you have recommended that the minimum age of admission to the schools be raised to six years. We believe eight would be still better; but we regard confinement and labour in school, in constrained positions, and breathing bad air, at the tender age of less than six years, as being destructive to both the physical and mental powers, and in every aspect of it, wholly inexcusable.

For the same reasons that we would recommend six years as the minimum age, we would make *three* hours the maximum daily attendance upon the primary department and schools.

In fixing the "sitting capacity," it should be borne in mind that the smaller the allowance the greater the necessity for the constant admission and change of air. If an individual be confined in a room containing 1,000 cubic feet, in twenty-four hours such a room would contain one part of carbonic acid to every 100 parts of air, besides the amount given off by the skin, and would be deadly.

If the cubic space be small, the means for change of air must be large in the inverse ratio. Thus, with a space of 100 cubic feet, in order to maintain the air at a healthy standard it must be changed thirty times an hour, which is not practicable without exposing the inmates of the room to dangerous currents.

The minimum cubic space in which the standard of atmosphere purity may be maintained without perceptible draught has been found, by actual experiment with the most perfect mechanical appliances hitherto devised, to be '424. This amount of space will admit of renewal six times an hour without appreciable draught.

Taking this as the lowest standard, and accepting the concurring opinions of all creditable authorities, that with *the best practical*

*means of ventilation* the margin for contingencies should be, at the least, equal in area to the demonstrated actual necessities, and we have upwards of 800 cubic feet as the lowest standard of allowance for twenty-four hours.

We would therefore recommend an adaptation of this amount to school hours. Every individual actually poisons fifteen cubic feet of air every hour. To prevent this, thirty cubic feet, at the least, should be provided hourly, which proportion, for five hours daily school session, requires 150 cubic feet as the smallest space compatible with efficient ventilation without dangerous exposure to draughts.

The difficulties attending a radical reform in the sanitary management of the public schools is fully appreciated. The vast numbers to be provided for, the urgency of parents, the ambition of principals and teachers, the lack of sufficient room, the immense cost of new buildings, and the faulty structure of existing ones, have all been borne in mind.

But if all that is desirable cannot be accomplished now, at least a part may be; and the extreme importance of the subject has impressed us with the duty of stating facts and correct principles plainly and fully.

Relying upon this, and upon your own well known devotion to the public schools, as being at once our apology and our hope for your active co-operation,

We are, very respectfully,  
Your obedient servants,

GEO. H. YEAMAN, R. J. O'SULLIVAN, M.D.,  
A. N. BELL, M.D., R. S. GUERNSEY,  
D. S. RIDDLE.

New York, April 4, 1876.

The report was adopted as the sense of the society, and the committee continued.

## 2. PHYSICAL EDUCATION.

In view of the discussion that has been going on in this city in reference to increased school accommodation, some of the remarks made upon physical culture in schools by Professor L. B. Munroe may be found interesting. That gentleman contends that more attention is needed to develop the frames of the children than at present, and that a sufficiency of pure air is a first requisite. He contends that the teacher who neglects all considerations of health in the training of his pupils, while forcing them to the utmost mental acquirements, is justly considered an enemy rather than a friend of those committed to his charge. The excuse is the false standard of public sentiment hitherto prevalent, to which he defers, and which has offered its rewards for mental and perhaps moral forwardness at whatever bodily sacrifice. Nor is it enough that mere exercise should be given without that exercise has a specific object. The teacher should learn to distinguish between essential and unessential exercises. The thorough and persevering practice of a few wisely directed movements is more beneficial than a random and irregular practice of a large number of vague exercises. Properly directed exercises would promote—1. Symmetry of form. 2. Proper position and carriage of the body. 3. Right habits of breathing. 4. Good voice. 5. Health. Some people, in imitation of some of the ancients, would include exercise especially directed to develop strength, endurance and agility; but these cannot be made prominent in a school course. They require an amount of room, apparatus and time which cannot be afforded. Many kinds of deformity have been promoted, if not originated, by a lack of attention to such considerations.

The commonest faults in the forms of the present generation are:—1. One-sidedness—an unequal development of the two sides of the body. 2. Hollow chest, which involves a pitching forward of the shoulders, projection of the shoulder-blades, crooking of the collar-bone, and drooping of the head. 3. Slender waist, especially in women. These peculiarities are neither healthful nor beautiful, and only an ignorant mind or a perverted taste would ever regard them as such. On the score of health, the distorted feet of the Chinese or the deformed skulls of the Flat-head Indians are less objectionable than the cramped waists of our devotees of fashion. No portrayal can easily exaggerate the evils which follow in the train of these deformities. A proper position and carriage of the body is evidently an important portion of good education. Ease, dignity and grace of carriage should be cultivated. All exercises which do not tend to these ends are of questionable utility. The drill motions cannot, from the necessity of the case, be all of them intrinsically graceful; but they should in a degree satisfy our æsthetic sense, and should tell favourably upon the habitual bearing of the pupil. No exercise is desirable which requires awkward or unnatural movements. But of all the requirements in



the direction of physical culture, an ample supply of good air stands pre-eminent. No one can keep the body and mind vigorous for any great length of time in impure air. And the most impure air is that which is filled with emanations from the human system. The lungs should be trained to free, full and vigorous action. They are, so to speak, the very springs of vitality. The more immediate importance of the lungs in the animal economy will be brought to mind when we recollect that a person may live for days without food; but to deprive him of air, even for a few moments, is to deprive him of life itself. Any form of dress or belt, therefore, which constrains the base of the lungs and presses upon the stomach and intestines must do serious harm. Intimately connected with the function of breathing is that of vocalization. So great importance did the Greeks attach to this feature of human development, that the tyro passed through the hands of at least three different masters in this department alone before completing his course. One master developed the power and range of his voice; another improved its quality; a third taught modulation and inflection. The production of voice is a muscular operation. It calls into action many organs directly related to the vital economy; and, consequently, every step taken toward permanently improving the voice is so much done toward building up the health and vitality of the general system. The prevalence of harsh, grating voices, so little calculated to convey the "whisper of love," is very noticeable. The tone which often prevails in schools, and carried afterwards into life, is the hard, unnatural, half-screaming one in which both teachers and scholars often carry on their recitations. The natural, easy, musical quality of voice which marks refined society, should be cultivated in the school-room from the beginning. Imagine a polite person asking a visitor to take a chair in the tone used by scholars in reciting their arithmetic lesson! Yet the forced and stilted tone is as fitting in the one case as in the other.

Professor Munroe contends that nowhere "in our educational system is there so great a defect as the failure to secure attention to hygienic laws. To cultivate the brain while we neglect the vital system is as absurd as to furnish a powerful engine to a frail boat. The more we increase the steam power, the more should we make sure that the hull is staunch. We rush to destruction when we force the engine unduly. Nervous diseases and frail constitutions are becoming every day more abundant; and they will continue to increase till an intelligent hygiene shall furnish the true preventative. Proper habits of dress, diet, sleep, cleanliness and exercise are of infinitely more importance to a child than the geography of Siberia or the history of the Dark Ages. Yet the latter absorb a large share of time in schools where not a word is said of the former. May it not be asked with solemn emphasis—What shall it profit a child to gain a whole world of book-knowledge, if, in gaining it, he forfeits the chief condition of earthly welfare, bodily health."—*London Free Press.*

### 3. MAX MULLER ON NATIONAL EDUCATION AS A NATIONAL DUTY.

Perhaps few recollect the first beginnings of the local examinations, carried on under the auspices of the two universities, Oxford and Cambridge. I recollect them well; and when I see how the tree has grown, and is growing and spreading its branches wider and wider every year, I feel no slight satisfaction at the thought that I was present when it was planted—nay, that I rendered some assistance, however small, in planting it.

I can assure you it was no easy matter to plant this tree. The first generous impulse came from Oxford, but from Oxford came also the first repulse. I go back in my thoughts to the year 1857, when Mr. Acland, now Sir Thomas Acland, first mentioned to me this idea, that much might be done to improve the middle-class schools all over England, if the universities would undertake to examine them, and to give some kind of academic recognition to the best candidates and to the best schools.

There were some men at Oxford who at once perceived the excellence of such a scheme; but there were others, too, who treated it with open scorn and derision. We were told by some that no one would come to be examined of his own free will; by others, that there would be such a rush of candidates that the university could not supply a sufficient staff of examiners: while as to giving the academic title of associate in arts to candidates who might not know Greek and Latin, that was considered simply high treason.

While these discussions were going on, Mr. Acland and some of his friends resolved to try the experiment, and in June, 1857, they held the first examination of middle-class schools in Devonshire. There is nothing like trying an experiment, and Mr. Acland's experiment proved at least three things:—

1. That the middle-class schools required to be looked into most carefully;
2. That the middle-class schools were willing to be looked into most carefully;
3. That the examinations presented no insurmountable difficulties to frighten the universities from undertaking this important task.

I was myself one of the examiners at Exeter, and I well remember the enthusiastic meeting that was held there, for it was the first time that I allowed myself to be permitted to speak, or, rather, to stammer in public.

Mr. Acland's scheme was soon after accepted by the university; and when I look at the excellent results which it has produced during the last seventeen years all over England, it seems to me that Sir Thomas Acland, the worthy son of a worthy father, has deserved well of his country, and that no honour that the nation could bestow on him would be too high, in recognition of the great and lasting benefit which, by taking the initiative in these local examinations, he has conferred on the nation.

I do not speak at random, and I know I can appeal to all here present, parents, teachers, and pupils too, who have been successfully taught under this system, and are here assembled to-day to receive their prizes and certificates, to support me in saying, that these examinations have been a real blessing to the teachers as well as to the taught.

And their capacity of usefulness is by no means exhausted.

At present, schools consider it an honour if they can pass a certain number of their pupils, and if a few gain prizes or certificates. The time will come, I hope, when schools will not be satisfied unless they can pass nearly all their pupils, and if at least one-half of them do not carry off prizes and certificates. Till schools consider themselves in duty bound to send up at certain periods, every one of their pupils to be examined, the true scope of these examinations has not been reached; nay, I fear, their object may be defeated, if they encourage schoolmasters to aim at high excellence in a few, rather than at the average excellence of the many.

And not only schools will benefit by these local examinations, but home education also, and more particularly the home education of girls. Allow me to put before you my own experience in this matter. As there were hitherto no good schools for girls at Oxford (I am glad to say a High School for girls will be opened there next week) my children had to be taught at home; but I told them, and I told their governess, that I should have them examined every year at these local examinations. That put them on their mettle, it gave a definite direction to their studies, it made them fond of their work, and in spite of all the drawbacks of home education, the results have been most satisfactory. I sent my two eldest girls to be examined last year, chiefly in order to find out their weak and their strong points; I sent them again this year, as junior candidates; and if you will look at the division list which is now in your hands, you will find both their names in a very creditable position. I shall send them again next year, and year after year, till their education is finished, and I can assure all parents who are obliged to educate their daughters at home, that, however excellent their governess may be, they will find these examinations affording a most useful guidance, a most efficient incentive, and, in the end, a most gratifying reward, both to pupil and teacher.

In 1857, however, I had no such selfish interest in these examinations; and you may wonder, perhaps, what could have induced me then to go from Oxford to Exeter, in order to be present and to help in the first experiment of these local examinations. Well, you know that education has been for many years our national hobby in Germany, the one great luxury in which so poor a country as Germany is, and always must be, has freely indulged. But I may confess that I was influenced, perhaps, not only by a national bias, but by what is now called family bias, or *atavism*, that mysterious power which preserves certain hereditary peculiarities in certain families, and which, if it is true that we are descended from some lower animals, may even help to explain some strange and perplexing features in human nature. My own *atavus*, or at all events, my great-grandfather was Basedow (1723-1790), a name which perhaps none of you has heard before, but a name well known in Germany, as the reformer of our national education, as the forerunner of Pestalozzi, as the first who, during the last century, stirred up the conscience of the people of Germany and of their rulers, and taught them at least this one great lesson, that next to the duty of self-preservation there is no higher, no more sacred duty which a nation has to fulfil than national education.

This sounds to us almost like a truism, but it was not so a hundred years ago. The idea that the nation at large, and each man and woman in particular is responsible for the proper education of every child, is a very modern idea—it is really not much older than railways and telegraphs. Great men like Alfred and Charlemagne



had a glimmering of that idea, but the times were too dark, too stern for them. During the whole of the Middle Ages we see little more than cathedral and monastic schools, chiefly intended for the education of the clergy, but opened in certain places to the laity also. Schools for the nation at large, and supported by the nation at large, there were none. Then came the Reformation, the very life-spring of which was the reading of the Bible by the laity. The reformers at once called for schools, but it was like a cry in the wilderness. Much, no doubt, was done by the reformers, many of whom were excellent schoolmasters, many of whom knew but too well how even Christianity could be degraded and well-nigh destroyed in countries where the education of the people had been neglected. Every Protestant clergyman became *ipso facto* a schoolmaster. He had to see that the children of his parish were able at least to read the Bible and to say the catechism. This is the historical explanation why, in Protestant countries, the school has so long remained a mere appendage to the church. After a time, however, the clergyman, having plenty of work of his own to do, secured the assistance of the sacristan or sexton, who, in addition to his ordinary duties of bell-ringing, organ-playing, waiting at christenings and weddings, and grave-digging, had now to act as schoolmaster also, and teach the children to read, to write, and to count. This was the beginning of our schools and schoolmasters; but in Germany even these small beginnings were soon swept away by the Thirty Years' War.

When, in the eighteenth century, people began to breathe again, and look about, the state of the lower and middle classes in Germany, as far as education was concerned, was deplorable. There were church schools, town schools, private schools, scattered about here and there, a few good, some indifferent, and most of them bad; but as to any efficient machinery that should secure the proper education of every child in the country, it was even never thought of.

It was my *alavus*, it was old Basedow, who, about a hundred years ago, raised the first war-cry for national education in Germany. It would take me too much time were I to attempt to give you an account of his life I had lately to write for the "*Deutsche Biographic*," published by the Bavarian government. It was a chequered life, as the life of all true reformers is sure to be. Perhaps he attempted too much, and was much in advance of his time. But whatever his strong, and whatever his weak points, this one great principle he established, and it remained firmly established in the German mind ever since, that national education is a sacred duty, and that to leave national education to chance, church, or charity, is a national sin. That conviction has remained ingrained in the German mind, even in the days of our lowest political degradation; and it is to that conviction, that Germany owes what she is, her very existence among the nations of Europe.

Another principle followed, which, in fact, as matter of course, as soon as the first principle was granted, was this, that in national schools, in schools supported by the nation at large, you can only teach that on which we all agree; hence, when children belong to different sects, you cannot teach theology. However irresistible the argument was, the opposition which it roused was terrific. Basedow thought, for a time, that he could frame a kind of diluted religion, which should give no offence to any one of the Christian sects, not even to Jews or Mohammedans. But in that attempt he naturally failed. His was a deeply religious mind, but national education had become with him so absorbing a passion, that he thought that everything else ought to give way to it.

I confess I fully share myself the same conviction. If it were possible to imagine a religion, or a sect, that should try to oppose or retard the education of the people, than I should say that such a religion cannot be a true religion, and the sooner it is swept away the better. I say the same of national education. If there were, if there could be, a system of national education that should exclude religious education, that system cannot be the true system, and the sooner it is swept away the better.

Poor Basedow soon came in conflict with the Church; he was deprived of his professorship in Denmark, though the King, more enlightened than his people, granted him his full salary as a pension for life. In Germany he was excommunicated, not by the pope, but by the Protestant clergy at Hamburg, who excluded him, and every member of his family, from the communion. The mob at Hamburg was roused against him, his books were prohibited, and he found no rest till the Duke of Dessau, a man who dared to think and to act at his own peril, invited him to his capital, to help him to introduce into his small duchy a more perfect system of national education.

All these things have become matter of history, and are almost forgotten now, even in Germany. Many of Basedow's theories had to be given up, but the two fundamental principles of national education remain firmly established, and have never been shaken. They

have spread all over Germany; they are adopted in Denmark, Sweden, Russia; they have lately found their way into Italy, a country which is making the greatest efforts for national education, knowing that her very existence depends on that.

Two countries only, France and England, still stand aloof. Yet, when we hear a Minister of Instruction in France (Jules Simon) say, "Yes, there are schools, many schools, but one thing is still wanting, and it is for this that I do not die; we have not yet obtained compulsory and gratuitous instruction;" when in England we see that convictions with regard to national education become too strong for party; that Mr. Forster would rather break away from his friends than yield his deep and honest convictions; that Mr. Cross is more liberal, more bold than even Mr. Forster, in favour of compulsory national education; when you consider how one of the most distinguished divines of the Church of England, whose death the country is mourning this very day, insisted all his life on the separation of Church and school teaching, as the only solution of the educational problem; nay, when you remember the words spoken not long ago by your own excellent and outspoken bishop, that it was better for the Church to surrender her schools than to allow the existence of one single inefficient school; you may be certain that the time has come when England also will recognise these two fundamental principles, education by the nation and for the nation, and complete separation of school teaching and Church teaching. And, believe me, as soon as these two principles are acknowledged, most of the difficulties that now beset the educational question, whether theological or financial, will vanish.

Then, no doubt, the whole charge for national education, a large portion of which is now covered by private charity, will have to be paid by the nation at large, as in the case of the army, the navy and the civil service.

Whenever I state this, the ready answer I receive is: "Yes, it is very well for a foreigner to say that, but it is an utterly un-English idea; no sensible Englishman would listen to it for one moment." I always look on that answer as a most hopeful sign; it shows that all other argumentative ammunition has been expended, for no gentleman would fire off that blank cartridge if he still possessed one single ball-cartridge in his pouch.

I am the very last man to say that the German system of national education should be transplanted to England. I speak only of certain broad principles, which are either right or wrong in themselves, and have nothing whatever to do with national character or historical circumstances. No one could have lived half his life in England and half his life in Germany, without knowing how utterly unpractical it is to try to transfer English institutions to Germany, or German institutions to England. Germany has had to pay heavy penalties for attempting to copy the English form of constitutional government, and national education in England would be a certain failure, were it to be a mere imitation of the German or the French system. You do not want a Minister of Public Instruction who could look at the clock, and then tell you that at this moment every child in France is reading, "*Gallia est omnis divisa in partes tres*." But if you could have a president of the council who could look at the clock and say, "At this moment no child over six or under thirteen is loitering in the streets," would that be so very intolerable?

How much should be left to local boards and authorities in the management of schools, what subjects should be taught, what books should be used, what hours should be kept, what fees should be paid, all these are matters of detail, which would admit of great variety, if only the great principle was once recognised, that the school belongs to the State, and that the State is responsible for its efficiency, as it is responsible for the efficiency of the army, the navy, nay, even of the post-office. It is a misdemeanor to convey a letter otherwise than by the post. It is criminal to sell poison. Would it be carrying the same principle too far, if Parliament insisted that no one should open a private school, unless the Government was satisfied of the wholesomeness of the moral and intellectual food sold in these schools to helpless children? Paternal government, I know, has not a good sound to English ears; but if anybody has a right to a paternal government, surely it is "these little ones, who should not perish."

These are not questions of politics, they are questions which concern every man, be he English, French, or German. They are religious questions, in the truest sense of the word.

I hardly wish to touch on smaller points connected with the great question of national education. However large they may appear at present, they would dwindle away, if once national education was looked upon in the light of a national duty. Take, for instance, the financial difficulty.

By making national education an annual charge on the national exchequer, what is it you do? You simply substitute a national and rational taxation for an irrational and haphazard taxation. It is John Bull who pays the taxes; it is John Bull who pays the

charities ; and the only people who have any intelligible motive for opposing an equitable distribution of the educational taxes are those who do not want to pay their proper share.

Secondly, nothing can be more wasteful than the present system, when every parish, or at all events, every clergyman, wants to have his own little school. By combining three or four schools into one, you would not only save money, but you would be able to bring the teaching power, which is now often miserable, to the highest degree of efficiency.

On this point, if you will allow me, I should like to say a few words more. In order to have a good education, you must have good educators. It is true, we no longer employ the sexton, who, in addition to bell-ringing, organ-playing, and grave digging, has to teach the children in school. But it is very bad still. The schoolmaster is still in many places the servant of the clergyman ; his work is hard, and he never rises to much more than about £150 a year. What can you expect on such conditions ? A young schoolmaster might begin with much less than that, if there were a career open to him. In the army a man begins as a lieutenant, but he may end as a general. Is teaching a lower profession than drilling ? In every department of the civil service a gentleman begins with little, but he rises, and he has the prospect of a retiring pension in the end. Is the place of a schoolmaster too low for a gentleman ? Let me read you what Niebuhr said about this—and remember he said it after he had been Prussian ambassador at Rome : "The office of a schoolmaster, in particular, is one of the most honourable, and despite of all the evils which now and then disturb its ideal beauty, it is for a truly noble heart the happiest path in life. It was the path which I had once chosen for myself, and how I wish I had been allowed to follow it !" Is teaching so very repulsive—even teaching the A B C ? Do gentlemen shrink from offices which seem at first most repulsive, in the medical profession ? Has a schoolmaster fewer opportunities of doing good than a clergyman ? If gentlemen can be inspectors of schools, why could they not be teachers of schools ? Make education a branch of the civil service ; make the schoolmasters what they really are in the true sense of the word, servants of the Queen, and you will find the best talent and the best moral stuff in the country ready at hand for making really efficient schoolmasters.

However, with all the saving that could be effected by combined schools, there would still be, no doubt, a large expenditure at first ; only let us call it by its right name ; it is not expenditure, it is investment, and the best and most lucrative investment in the world. That is what I often preach to parents who think that the education of their children is too expensive. I do not say that education is not too expensive. It is often scandalously expensive. But I still maintain that it is far better to spend the money on the very best education that can be had than to leave each child a thousand pounds more. The same should be preached all over the country, till the nation at large—which, after all, consists of so many parents—understands that it will receive far higher interest from capital spent on English education than from capital invested in the English, nay, in the Turkish, funds. As foolish parents have to pay their childrens' debts, foolish nations have to spend for prisons and workhouses, nay, for lunatic asylums, what they might have spent on national education.

But it is not that only. Every nation at present is trying to improve its material by national education ; and in the peaceful, but not the less fierce and determined warfare of commercial competition, in the permanent international struggle for life, depend upon it the worst-drilled, the worst-educated country will go to the wall. A man in these days who cannot read is like a blind man ; a man who cannot write, is like a deaf and dumb man. Are those the men whom England wants to rear ?

Once show to the people of England what is right, and they will do it. Is England a poorer country than Germany, Denmark, Sweden, Russia or Italy ? If all these countries tax themselves to the uttermost for compulsory and gratuitous education, is England to say, "I cannot afford it ?" When slavery was to be abolished, did England count the cost ? When, more lately, the army was to be relieved from the stigma of purchase, did Parliament shrink from paying the bill ? Whatever the cost, sooner or later, the schools will have to be redeemed. England, in time of war, can bear an income-tax of eighteen-pence, and call it a flea-bite ; the duties of peace, of peace granted to this country by a kind Providence, are as sacred as the duties of war ; and if Englishmen have once made up their mind that national education is a national duty, they will think as little of repudiating that national duty as of repudiating the national debt.

It may take some years before all this is realized ; but the higher your ideal of national education the better. A man without ideals is a poor creature ; a nation without national ideas is poorer still. I hear it often said that England should do for national education

what Germany has done ; what Italy is doing. No ; that is not enough. We have done our best in Germany, but our best is but poor work. Our difficulties are enormous. Who is to pay for schools and schoolmasters, such as they ought to be ? The soil of the greater part of Germany is poor, and therefore the country will never be rich. Besides, we may do what we like, we shall always live between two Symplegades—between France on one side, and Russia on the other ; and we shall always have to spend our best energies in self-defence. There is the strongest feeling among the statesmen of Germany that the greatest efforts will have to be made for improving our national education : only what we want for it is, what we are not likely to get, a long peace, and a Bismarck and Moltke rolled up into one minister of public instruction. In England you have everything, and there is no reason why your national education should not be as much ahead of that of Germany, as the education of Germany is of that of China. You have money, you have peace, you have public spirit, and you have, what is best of all, practical religion—I mean you still do a thing, however much you may dislike it, because you believe it is the will of God. Well, then, invest your money, utilize your peace, rouse your public spirit, and convince the world that one-half, three-fourths, nine-tenths of real practical religion is—education, national education, compulsory, and, it may be, gratuitous education.

## VII. Miscellaneous.

### 1. AN OLD TEACHER'S ADVICE.

Let the speaker here add a word to those spoken by his imaginary interlocutor. My brother men, hear the advice of an old schoolmaster, who now, the class-room deserted, has other mission and pursuit, and must send his own boys to other men for their training. Choose the best man among those who offer : choose him carefully, after counsel sought from all capable to give it, and when you have chosen your son's master, *let him alone*. Pay, gladly pay, all that he demands for his hard service, and let him perform it in his own way, because he knows how to do it, or ought to know, and you neither know nor are expected to have such knowledge. Let all your effort be of a preparatory kind in the matter of selection. And here there is room enough and need enough for caution ; for perhaps the majority of so-called "professors" are utterly incompetent to teach, and are *only professors*.—(From "Home and School.")

### 2. WHERE IS YOUR SCHOOL-HOUSE ?

There is an influence, which is of more importance than most trustees of educational institutions seem to suppose, in making the school a pleasant place, and that is to have a pleasant school-house. Give the children a school-house that is habitable and looks inhabited—a place that in its order, neatness, comfort, and judicious ornamentation may remind them of home. Set your school-building in some beautiful spot, adorn it with the appliances of art, and let both art and nature become with you co-educators of immortal souls. There is, in our lovely land, no lack of pleasant places in which we may cast the line of youthful school-life. There are such places all around us.—*Ibid.*

### 3. HOW HINDOO GIRLS ARE MADE GRACEFUL.

The Hindoo girls are graceful and exquisitely formed. From their earliest childhood they are accustomed to carry burdens on their heads. The water for family use is always brought by the girls in earthen jars, carefully poised in this way. This exercise is said to strengthen the muscles of the back, while the chest is thrown forward. No crooked backs are seen in Hindostan. Dr. Henry Spry, one of the company's medical officers, says that "this exercise of carrying small vessels of water on the head might be advantageously introduced into our boarding-schools and private families, and that it might entirely supersede the present machinery of dumb-bells, back-boards, skipping-ropes, etc. The young lady ought to be taught to carry the jar, as these Hindoo women do, without ever touching it with her hand." The same practice of carrying water leads to precisely the same result in the south of Spain and in the south of Italy as in India. A Neapolitan female peasant will carry on her head a vessel full of water to the very brim over a rough road and not spill a drop of it ; and the acquisition of the art or knack gives her the same erect and elastic gait, and this same expanded chest and well-formed back and shoulders. —(From May "Home and School," Louisville, Ky.)

### 4. WHAT SKILLED LABOUR DOES.

Little Switzerland, surrounded by mountain fastnesses, shut out from commercial relations, with an area one third that of Illinois

and with about the same population (the cases are taken for this reason), sent to the United States, according to the statement of the American consul at Basle, in 1873, at point of shipment, watches valued at \$2,520,104. To pay for these it would have taken in Illinois say 5,000,000 bushels of corn. In the same year Switzerland sent embroidery to the amount of \$2,095,234; another call for 4,000,000 bushels of Illinois corn. Again in the same year and from the same country, we imported silk and silk goods to the value of \$5,224,116, a call for 10,000,000 more bushels of Illinois corn; making in round numbers 19,000,000 bushels which would have been necessary had the payment been made in corn, for three kinds only of manufactures requiring skilled artistic work. This astonishing feat she could not have accomplished with rude manufactures. Transportation alone would have prevented it.

Let us see what Alabama's settlement of this item would amount to in her favorite staple. The above amount (\$9,839,454) was not in currency, but in gold, and would have required in cotton, say at Montgomery, in round numbers 79,000,000 pounds, or 178,000 bales. The basis of this estimate is made upon these data: The average price of cotton from September, 1873 to April, 1874, was 14 cts. in currency; average premium on gold for the same period 11½ cts.—From "Home and School."

VIII. Advertisements.

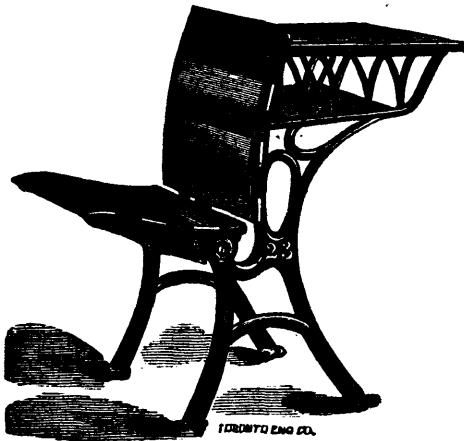
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