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# JOURNAL OF

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## I. SUPPLEMENTARY, OR COMPULSORY, EDUCATION AND THE PREVENTION OF CRIME.

The press, both in England and Canada, has lately given a large share of attention to the subject of what we cannot but think has been, in connection with the public schools, inaptly termed "compulsory education." The education itself is not in the sense in which the word is used compulsory. The compulsion simply consists in requiring a certain class of parents in cities and large towns to take their children perforce out of the schools of vice on the streets, and employ or educate them at home, or else send them to the schools of instruction so liberally provided for them by the Municipality. To connect the idea of compulsion with our public school system is to attach to it an unpopular and distasteful idea. In point of fact no party lays it down as a necessary rule that all the children of a city or town shall be compelled to attend the public schools. So long as they attend any school, or are usefully employed or instructed at home, most of the advocates of compulsory education so called would be satisfied.

The instinct of self-preservation from crime and lawlessness naturally impels a community to interfere to compel its ignorant and thriftless members to put a restraint upon their vices. The vast cost of our jails, reformatories, penitentiaries, (and of the whole administration of criminal justice), calls loudly for some effort being made to shut down the flood gates of vice near the source of the stream. Not that mere education (or even Sunday School instruction) can wholly do that; but it does erect a barrier in the way of vice, and gives the young, who may be

brought within its salutary influence, other and better feelings and associations than those which are so strongly developed and cherished by the "city arabs" in our streets.

Frequently, in the columns of this *Journal*, and in the official reports of the Chief Superintendent the subject of supplementary, or compulsory, education has been discussed more or less prominently. The resolutions on the subject passed at various County School conventions have also been inserted. See vol. xix., pages 55—57. In a recent report (which was laid before the Legislature of Ontario at the close of its first session), the subject of "compulsory education" has been treated of at some length, and the examples of other educating countries for and against the system adduced. The experience of these countries in this matter will be found to be of the greatest practical value in determining the question, and will enable us, we trust, to arrive at correct conclusions on the subject.

As an indication of the growing public sentiment on "compulsory education" in this province, we insert in this number of the *Journal* some articles from the Press, the charge of a judge and the presentment of a grand Jury, besides one or two letters from correspondents on the subject. We also insert a Petition of some interest addressed to the Legislature and signed by eight Judges of the Superior Courts, four Clergymen, and several prominent citizens of Toronto. This petition was entertained by the House on the last day of the session, and a committee was proposed to be appointed to take the whole matter into consideration at an early day—probably at the beginning of next session. If so, we can scarcely doubt as to the result of the investigations of that committee; and we trust that ere long we shall have some check put upon the growing evils consequent upon the vice and ignorance of the floating population of juveniles in our cities and larger towns.

Already, by means of the Boys and Girls' Homes in Toronto, a great and good work is, under God's blessing, being accomplished in the right direction. But owing to want of means and other causes, the sphere of the operations of these truly benevolent and christian institutions is necessarily limited. But they are designed only to reach a certain class of the juvenile waifs of the city. Their success has, however, shown what can be done towards rescuing many a "city arab" from the contaminating influence of vagrant companions, and of ameliorating the condition of many of the houseless wanderers in our midst.

## II. Papers on Compulsory Education.

### 1. SHALL WE HAVE COMPULSORY EDUCATION?

When Dr. Ryerson made a tour of the province, two years ago, to elicit information on proposed changes to the school law, the question of compulsory education was pretty fully discussed. On the merits of the plan public opinion was divided. There were those who thought that enforced attendance at school would be an interference with the rights of the citizen—would be an act of despotism. Others regarded the scheme as impracticable; or as practicable only on the assumption that the State took upon itself the duties of the parent. Its strongest advocates were ready to admit that difficulties existed; but they claimed that those difficulties were surmountable, and that the end justified the means through which alone it could be attained. If the State must feed and clothe a certain class of children, it was wiser, they held, to do so in the school room than in the jail. If, as the clearest evidence showed, the ranks of crime were filled from the ranks of ignorance, it was better that an outlay should be made to educate them, that even a less outlay should be necessitated in bringing them to justice. From time to time, those who favored compulsory education placed its merits before the country, and gradually it has been gaining ground in public estimation. Those whose calling brings most in contact with crime have been its ablest and most strenuous advocates. The Hon. Justice Hagarty has frequently called the attention of Grand Juries to it. At the Assize Court opened in Toronto, on the 30th December, he addressed a powerful charge to the Jury, in which he showed the pressing necessity there existed for interference. A petition, evidently based on this charge, has lately been circulated in that city, and has received the signatures of the most distinguished ornaments of the Bench and the Bar. This petition, we understand, will, shortly, be presented to the Local Legislature, when, doubtless, some important action will be taken.

We are told that by making the support of schools imperative on the people, the other provision is not required, as the desire to procure value for money is always a strong enough motive to secure attendance. The difficulty, however, is not with those who contribute to the support of schools, but with those who do not. "All respectable parents," to quote the language of Justice Hagarty, "gladly avail themselves of the splendid gift of free education. The only class the community at large has to fear—the class from which all damage has to be dreaded—is that with which our educational system is entirely powerless to deal." Every observant teacher has noticed that where free schools have been established the children of those who pay the highest tax are most regular in attendance; while the reverse is true of children whose parents pay the least. To the extent that this evil prevails, it is only necessary to refer to the last annual report of the Chief Superintendent. From this we learn that out of a school population of 431,812 there are 40,336, or nearly eleven per cent. who attend no school whatever. Of those whose names have appeared upon the register, 42,379 attended less than twenty days during the year; 75,788 attended between twenty and fifty days; and 99,357 between fifty and one hundred days; while the number who attended between two hundred days and the whole year was but 30,407, or seven per cent. of the whole! These figures are sufficiently startling to call for enquiry. Means are provided for the education of all; yet a very small fraction avail themselves fully of it. We know of no means whereby this state of things could be corrected better than the compulsory system. It may appear harsh. It may appear like interference with the rights of the parent. But it must be remembered that society has rights as well as the parent, and that in this case its interests are superior to those of the parent. The elements of education it is necessary that every human being should possess; and parents who neglect to give their children the opportunity of acquiring these are guilty of a double breach of duty towards their children, and towards the community which is likely to suffer from the consequences of their ignorance. Hence it is the duty of the government to step in and protect society by imposing on parents the obligation of educating their children. There is another reason why enforced attendance is necessary, one which arises out of the nature of our system. The property holders of the country are under legal obligation to provide education. They cheerfully submit to this obligation, as they are conscious an educated and enlightened class of citizens most likely to respect their persons and property. But that this result may follow, it is necessary to accompany the obligation with a corresponding one, making its acceptance a necessity. Neither obligation is complete without the other, and together they form a perfect and consistent whole. We trust that in the interest of all classes this anomaly in our school system will be removed, and

that every child, independent of its parent's will, shall reap the benefits of an elementary education.—*Canadian Home Journal.*

### 2. FORCED EDUCATION.

That our public system of education is good, surpassed perhaps by no other in the world, equalled indeed by few, must be admitted by every impartial person that has carefully examined it and compared with the other national systems of the world.

Canadians have rightly argued that an intelligent people can only be procured through the universal diffusion of primary education, and the furnishing of the best departments and means for teaching the higher branches to those who are designed to be, or who are in a situation to become our future statesmen and leading fellow subjects. They concluded that good sound learning, especially of incorporated with religious teaching, which in the absence of a State Church they believed would be more or less imparted through the zeal of our clergymen and the members of our Churches, and through the natural solicitude of parents and guardians for the eternal welfare of the young, that good sound learning we repeat would cause our people to cultivate that self-respect and decency of deportment that would keep them from our jails, reformatories and Penitentiary; and render them practically industrious, frugal and enterprising. Therefore our general public have cheerfully agreed to taxation, and in some cases rather higher and almost invidious taxation for the benefit of the children of our country in reference to education.

In return for this good nature, and for these great exertions made by all parties concerned in educating our youth or legislating for their benefit, it was reasonably expected that the masses both in the towns and cities, and in the rural districts would be reached; or in other words, that their parents and guardians would gladly avail themselves of the splendid opportunities afforded them in this respect. It has been found, however, by unhappy experience that this is not the case; that vast numbers do not reach the schools; that, on the other hand very many of the scholars, especially in the cities and larger towns are allowed to run at large to the detriment of their morals, and to their utter deprivation of useful learning.

This has caused great concern and dissatisfaction, and led certain parties to petition the Legislature to do something in the shape of compelling parents to send their children to school. The people whose money is expended for so good a purpose have a right to see that, so far as possible, it accomplish the purpose intended. From Toronto a large number of signatures have gone before the House. No wonder that the petition is signed by 'the highest names on the Bench, and by others of the most prominent citizens of Toronto,' or that the most energetic action should be taken by the friends of education to work a reformation.—*Brantford Courier.*

### 3. EARLY TRAINING.

Lord Shaftesbury, some short time ago, stated at a public meeting in London, that from personal investigation he had ascertained that of the male criminals of that city, nearly all, certainly the very large majority, had fallen into a course of crime between the ages of eight and sixteen years, and the inference he draws from this, is apparently quite a legitimate one, that if a young man live an honest respectable life till he is twenty years of age, there are forty-nine chances to one that he will maintain such a course ever after. Whether the experience of others may be of the same character with that of Lord Shaftesbury, we cannot say. That noble Lord, however, has devoted himself so long and so heartily to works of social amelioration, and has, in the course of his efforts, had such varied opportunities of studying the character and becoming acquainted with the history of many of the criminal population, as well as of comparing notes with those who in different countries have been engaged in similar labours, that very great weight is to be attached to any opinions he may advance, and any conclusions he may have arrived at in reference to these and kindred matters.

If then, it is a fact that our criminal class, as a general thing, become such by the time they are sixteen, it is one which is well deserving of the attention of fathers and mothers, and statesmen and patriots as well. The all but universal testimony of "fallen women" is that they were led astray before they were that age; that in short, those who become the pests of our streets, are ill-trained, thoughtless, neglected girls, and that such a thing as a person coming to the years of maturity, with a reputable virtuous character, and afterwards sinking to any such point of degradation as we have referred to, is the comparatively rare exception. Even though we go not so far as Lord Shaftesbury with reference to the other sex, yet the records of all our criminal courts tell what a very large percentage of those tried there are mere boys, and that those who are no longer such have been hardened by a youth of crime.

There surely must be something grievously wrong if parents do

not retain and exercise full control over their children till they are seventeen at any rate. There are instances where, perhaps from very special peculiarities in a child's character this would not be possible, but such cases must be rare. In all ordinary cases when such restraint is not exercised, must the fault not be laid at the parents' door? And, if so, are they not to be held responsible as the great criminal makers the world over. It might still further be asked if the common tendency of the present day to give children at a very immature age, a very large and even increasing amount of self rule, so that they are scarcely out of their cradles till they manage themselves and their parents also, may not be gently intensifying the evil. We need scarcely add how forcibly that points to the kind of remedial measures likely to be most successful. Cast off and neglected children will make their presence and this influence felt one way or other; is it not the best and cheapest plan for the community, instead of punishing juvenile criminals, and going on punishing them till they become incorrigible, to take such an act the part of a father or mother to them; Train and restrain them and "give them a chance." Even in a young country like this, such questions will have to be put an answered. Neglected, vicious children are growing up around us everywhere. Has society no right to protect itself from the evils arising from this state of things, by punishing parents who do evidently neglect their duties, both to these children and the community, and acting as a parent to those who have none? Any little infraction of police regulations is punished. Any nuisance complained of has to be abated. Any manufacture injurious to the health of the community stopped. Why not go a good deal further? Surely no one has a right to train a family in ignorance and vice, or even allow them to grow up in such a state, because the work and the expense are too great for them to make an effort to have it different. And if parents will do this, would it be any undue infringement of the liberty of the subject or the parental rights for society to do it for them and at their expense, while punishing them for the neglect of their manifest and important duties? People cry out against compulsory education, for instance, as an interference of individual liberty: is it any more so than compelling a man to keep his fingers off his neighbour's property, and making his feet fast if he will persist in that way of vindicating his personal right to do as he chooses? We confess we don't see much difference. The person who lets loose on society an ignorant, immoral, untrained child or youth, seems greatly more a criminal than many in our prisons and penitentiaries.

He has no more a right to do so than he has a right to introduce contagious diseases into his neighbourhood, to fire his neighbour's premises, or take his neighbour's life.

This everlasting punishing of mere children, without anything being done to strike at the root of the evil, will never do. To make parents directly and fully responsible to the community for their children's behaviour, might be going too far, but to make them so far responsible that they shall not allow these children to grow up in ignorance of the ordinary branches of a common education, or of an honest way of earning a livelihood, without being liable to fine or even imprisonment, would appear to us, we must acknowledge, just about the right thing. If moral nuisances, which naturally very soon become physical ones, were to be treated as material ones, such as dunghills on our streets or snow left unremoved on our sidewalks, a good deal of work certainly would have to be gone through.

We don't require to be told that moral evils are to be remedied by far other means than force, but force has its place and its uses too, and perhaps these may be found applicable to certain evils upon which they have as yet been scarcely tried.—*Globe*.

#### 4. COMPULSORY EDUCATION.—DOES IT INDICATE FAILURE?

The *Canadian Freeman* regards the letter which appeared in *The Leader* some days since, signed by most, if not all, the Superior Court judges and a number of other citizens of good position, in favor of compulsory education, as the strongest possible proof of the failure of the common school system. There could be no more inconclusive reasoning. It is quite possible that the system may be defective, inasmuch as it does not bring within school influences a number of boys and girls who now grow up deprived of all education. Our contemporary argues that the common school system should, therefore, be given up and a denominational system established in its place. In England there is an essentially sectarian system; yet there we find leading educationalists engaged in discussing the very same question which is engaging attention here, where a national school system exists. At the late educational conference in Manchester, the question of compulsory education was fully considered as a means of bringing within the reach of the schools those children who now grow up without instruction. It is everywhere found to be a matter of great difficulty to bring the entire school population to the schools; and it is altogether unfair

to assume that the statements made in the petition which was published in our columns in any way affect the correctness of the principle on which the common schools are conducted in Canada.—*Leader*.

#### 5. PETITION TO THE LEGISLATURE ON COMPULSORY EDUCATION.

"RESPECTFULLY SHEWETH:—That all the rateable property of this city is compelled by law, to contribute to the support of Common Schools for the education of the children of Ratepayers.

"That the estimated value of the School buildings and grounds belonging to the School Trustees, (exclusive of fittings), was in 1866, over eighty-four thousand dollars, and the Schools are supported by an annual assessment of about twenty-five thousand dollars and a Legislative grant of over three thousand dollars.

"That the Schools are open to all free of charge.

"That your petitioners believe that the Toronto Schools are very well conducted, and in every way competent to educate their pupils.

"That it has been ascertained by authority that over 1,600 children in their School, age, neither attend school, nor are taught at home, besides nearly 800 in the School lists, attending less than twenty days in the year, and about 120 children under sixteen years of age, are annually committed to Toronto gaol.

"That your petitioners most readily accept the burden imposed on them by law, of providing Schools for general education, and are fully impressed with a sense of the ample return, which, as citizens, they would receive from their outlay, if the blessings of education could be insured to all that need their influence.

"That your petitioners have learned by many years experience, that the class of children, most peremptorily required to be taught, cannot possibly be induced to accept the offered blessing.

"That your petitioners adopt the language of the Local Superintendent's Report for 1866, printed by the School Trustees in their Annual Report:—"Of our city it may also and especially be said—

'Here is education provided, yet it is by no means universally received, because of the indifference and inertness of parents; our Legislation provides for the building, furnishing and maintenance of school houses—for the employment and payment of competent teachers—in a word, for all the machinery for useful education; but much of the material to be educated is withheld, through parental indifference or parental cupidity, or it may be, in some few instances, by parental poverty, and the obvious and painful consequence is, that juvenile idleness, vice and crime, abound; and numbers of children, who should be in the school house, are in the streets, or prowling about the lanes and yards of the city, or on the watch for mischief and plunder, objects of mingled pity and dread to the citizens—thorns in the flesh of the Police Magistrate—rising candidates for the Jail, Reformatory and Penitentiary, and a reproach to our vaunted civilization and professed Christianity.'

"Your petitioners respectfully suggest that the legal obligation cast on them to provide education should, in fairness, be accompanied by an obligation to accept education on the part of the class of children in whose civilization society at large is chiefly, if not wholly, interested.

"Your petitioners pray that your honorable House will be pleased to inquire into the working of the Common School system in the cities and towns of Ontario, with a view to increasing its powers of usefulness and extending, so far as may be found practicable, its advantages to that class of children which, under the present law, it has been found impossible to reach, and from which the community has the strongest reason to apprehend danger to its peace and well-being.

"And your petitioners will ever pray, &c. (Signed) Wm. H. Draper (Chief Justice), P. M. Vanhoughtnet, (Chancellor), Wm. B. Richards, (Chief Justice, C. P.), John H. Hagarty, Adam Wilson, and John Wilson, (Justices), O. Mowatt and John C. Spragge, (Vice-Chancellors) Fred. W. Jarvis, (Sheriff), John W. Gwynne, Q. C. (Rev.) E. Baldwin, Wm. McMaster, (Senator), John Macdonald, (ex M. P. P.), Hon. Robert Spence, David Buchan, Rev. Alex. Topp, Robert A. Harrison, Q. C., Adam Crooks, Q. C., S. H. Blake, John Roaf, Q. C., Thomas Moss, John Boyd, S. H. Strong, Q. C., John Hector, Q. C., Rev. Alexander Sanson, James E. Smith, Mayor, Ald. S. B. Harman, Ald. John J. Vickers, Ald. Thomas Smith, Ald. G. D'Arcy Boulton, Ald. N. Dickey, Ald. Thomas Thompson, Ald. Wm. Strachan, Ald. G. W. Beard, Ald. John Boyd, Ald. Alexander Henderson, Ald. F. H. Metcalf, Hon. John Hillyard Cameron, Q. C., T. Henning, Jos. A. Donavan, Charles Robertson, Lawrence Heyden, Rev. F. H. Marling, C. Robinson, Q. C., L. Heyden, Jr.

#### 6. PREVENTATIVE MEASURES AGAINST CRIME.

From the recent charge of the Judge presiding at the Assizes for the City of Toronto, we make the following extracts:—

But while resolute in enforcing the criminal code, it behoves us

also in the interest of humanity, to cast our eyes around and see what are the germs from which this rank crop of crime proceeds. Against those who come from distant places to ply among us their criminal vocation we can protect ourselves only by our vigilance in detections, and by inflicting upon the offenders, when convicted, the utmost penalties of the law; but against a band of youths born and growing up in our midst, hardened in vice, other means are necessary, and we may well enquire whether the law itself is not defective, and whether we ourselves are not to blame, in not providing adequate measures for nipping crime in the bud, and for the prevention of its growth.

While we may feel proud of the progress we have made in providing a Common School education for our youth, and of the large sum which we annually devote to that purpose, we cannot but feel that there is a radical defect in the system which permits so many children of both sexes to wander as beggars and vagrants through our streets, despatched upon their daily errand of crime, to bring home to worthless parents, to be dissipated in drunkenness, what they may lay their little pilfering hands upon, or what they may extract from the charity of the simple, by ready tales of orphanage, or of some imaginary calamity suddenly fallen on their parents, instruction in which fictions of misery is all that they receive at home, impressed upon their memories by cruel tortures and privation lest they, poor children, should forget their lessons.

To rescue this class from the evil influence of wicked parents, is an object well worthy the ambition and utmost energy of the humane, and contributing, as every industrious citizen largely does, from the fruits of his industry, towards the educational fund, he would seem to have a right to demand that the law which compels him to contribute towards the education of the children of others, should at the same time compel all to accept the benefits of education thus provided. The interests of the public and of humanity alike justify such an interposition of the law, which some seem to shrink from, as in their judgment an unwarrantable interference with the parental authority.

In such cases as those to which I allude, the parental authority is the greatest evil to which these poor children are exposed; and the evil has grown to so great a magnitude as to make it a Christian duty in those who frame our laws to interpose for its removal.

#### 7. REPRESSION OF JUVENILE CRIME.

The following is an extract from the presentment of the Grand Jury of the city of Toronto, on this subject, dated the 17th instant:

"The Grand Jury desire to refer to those portions of the judge's charge which relate to the efforts that might be put forth for the education of indigent vagabond youth and the repression of juvenile crime. They are aware that the question of compulsory education mentioned by the judge, is one on which a great deal may be said for and against, but they are glad to find that public attention is being drawn to it, and that from the bench and from the professor's chair and other places of eminence, utterances are given which show that the subject is attracting that degree of attention which its importance demands.

"They are aware that strictly compulsory education would be obnoxious to a great number of the best people in this Province; but they think a modification of the system might be devised that would be very beneficial to the community. At any rate, it would be well to give the project a trial, and see how it would work. In some instances a compulsory system might be found to press hardly on children or parents. A discretionary power might, therefore, be vested in the hands of proper authorities to exempt from attendance those children whom they deemed fit to so treat.

"One mode of dealing with poor or uncared for children, would be to place them in institutions similar to the Boys and Girls' Homes; but this, of course, would involve the consideration of many subjects, spiritual as well as temporal, which would render the method difficult of arrangement and adoption; but they think some plan might be arranged by which—in addition to imparting an education to the neglected and unfortunate little ones—there might also be given to them one or more meals a day, and perhaps out of this undertaking a plan would develop itself by which the problem of juvenile education and maintenance would be satisfactorily solved.

"They think that the establishment of industrial schools and farms and workshops, for the benefit of especially the indigent juvenile population, would be a great benefit to the Province at large, and they believe that those institutions properly conducted might be made self-sustaining. Here the boys might be trained to agriculture and other occupations which would result in benefit to themselves as well as to the whole community. And the girls might be fitted to become efficient domestic servants, the scarcity of which is a subject of continued complaint from ladies who have the management of

households. At present there is a great demand among farmers for persons able and willing to work, of both sexes, and a great number of men and women could easily find employment at good wages in various sections of the country. Emigrants recently arrived in the Province at once obtain engagements although it takes them some time to become acquainted with the ways and requirements of the land of their adoption.

"Of course youth trained up in our midst would have many advantages over the newly-arrived emigrants, and in general be better adapted to the labor market. The Grand jury believe that there would be little difficulty in apprenticing to farmers and others, boys and girls who had been a few years in those industrial training establishments. There is no doubt that for years to come there will be ample room in Canada for the laborer and the mechanic, as the resources of the country are great, and need only the application of labor to have them developed.

"It would be well for the community to utilize the material for labor they have amongst them, and train up the young people to habits of industry and morality, especially when by so doing they would not only benefit the recipients of their bounty, but would also prevent the commission of crime which is so costly to the Province as well as so disgraceful and disastrous."

#### 8. JUVENILE PUNISHMENT AND EDUCATION.

From a letter of Prof. Wilson's we make the following extracts:—  
"In Edinburgh, where so much has been accomplished by Dr. Guthrie and others, through the agency of 'Industrial' or 'Ragged' schools, etc., one of the first effective steps was the substitution of summary corporal punishment for imprisonment in the case of young offenders. One of the city magistrates, while presiding in his official capacity in the police court, noted with pain the number of juvenile criminals sent to jail for petty thefts, the great majority of whom ended in becoming hardened criminals. The merciful plan of dismissal, after a solemn admonition was tried—not for the first time—but in too many cases the impression was evanescent; and, on a second offence, commitment to gaol became inevitable. Knowing, however, that he was thereby in many cases, only putting the brand of them on the young offender, and apprenticing him to a life of crime, the benevolent magistrate resorted to the plan of sending for the parents or guardians, wherever such could be found, and, with their sanction, subjecting the young criminal to a sound flogging at the hands of a police officer, and then dismissing him with an earnest admonition, and warning as to what he had to expect if again convicted. There are hundreds of youths of the ages figuring so numerous in our last gaol report, to whom a mere admonition by our police magistrate would be a jest, and incarceration in the gaol a trouble got over long before the briefest term of imprisonment transpired; who would think seriously before they incurred the risk of a second flogging. The result of the experience at Edinburgh was so satisfactory that a clause was introduced into a subsequent act of parliament empowering the police magistrate to substitute summary corporal punishment for imprisonment for all offenders under, if I mistake not, fifteen years of age; and the police tawse has ever since served an excellent reformatory.

Still, this or any other substitute for the jail, leaves the other and more important institution, the school, untouched. We have been talking about compulsory education or some other means of dealing with our street vagrants, so long that meanwhile a whole generation has grown up beyond the reach of any plan we can devise. The "Street Arabs" belong to our cities, and, in Ontario, mainly to Toronto and Hamilton; and here something practical ought to be done without further delay. Mere compulsion, enforcing attendance on our Free Schools, will not meet the case of the hungry, ragged children of poor and often vicious parents. The best of children do not go to school of their own accord, and those of the poor and needy are not likely to be sent, when their services can be turned to account, to hawk, to beg, and perchance to steal. May I be allowed to suggest, such a modification of the Industrial School System of the mother country as seems to me calculated in some degree to meet our own wants, and adapt itself to the system of Free Schools already in operation.

I propose a combination of the voluntary and the provincial system. 1. Let the City School Trustee provide one school house, with the requisite staff of teachers, in the most suitable locality, on condition that a committee of the citizens shall undertake, from voluntary resources, to provide, say two good meals daily, to the children attending the school, and to clothe such as shall be found specially in need of this, owing to the destitution of their parents. 2. It would be necessary to arrange the hours of such a school so as not to interfere with any honest industrial pursuits within reach of the pupils, such as newspaper delivering, office cleaning, &c.,

while profitable employment or useful training in some mechanical art might be found within the school, so as to keep from idleness and mischief those for whom no out door work was found. But all such extra oversight and employment would be the proper work of the voluntary committee. 3. Without proposing at present, any compulsory feature in the system, it would be indispensable to adopt as part of the plan, the appointment of a 'boys' beadle,' 'truant officer,' or other fitly named official whose duty it should be to look after all boys found idling on the streets during school hours. A comparison of the daily attendance, as compared with the numbers at present on the rolls of the city schools, will show how greatly some such oversight is needed even for the ordinary class of Free School pupils. The officer's duty would be to find what school, if any, they attended. To report to teachers, or parents, and in the case of poor and vagrant children, to employ persuasion and tempt them to take advantage of the special privileges of the Industrial School. 4. But hungry, ragged children require to be fed on Sundays as well as week days. Here, therefore, the religious element would find its fitting opportunity, and one of the most interesting of our city Sunday Schools would grow up as the natural appendage of the proposed plan. As this branch would pertain wholly to the voluntary department except in so far as it made use of the school building, it would not interfere with the purely secular character of our provincial common school system.

### 9. SUPPLEMENTARY OR COMPULSORY EDUCATION ?

From a letter of the Rev. Mr. Alexander Topp, we make the following extract :—One of the most important subjects affecting the social and moral well-being of our country, is the condition of the neglected, unfortunate young boys and girls, in our large cities. Many of them are growing up in ignorance, familiar with vice in its most degrading forms, trained to crime, and gradually, year by year, filling our gaols and reformatories and penitentiaries. Independently, therefore, of other lamentable results, there is a vast expenditure for the purpose of checking and curing (alas ! often in vain) that which every legitimate means at our disposal should be employed, with the blessing of God, to prevent at first. "Prevention is ever better than cure."

Whilst I advocate compulsory education, and am glad to find that both here and elsewhere the conviction in its favor is rapidly gaining ground among those who are best qualified for forming a sound and enlightened judgment : yet different opinions may be held as to the most advisable mode of carrying it out. But if the end is accomplished—if the neglected youth of our cities are put in possession of the benefits of education, and are placed under a healthy moral and spiritual influence—if these means are adopted to check in any measure the growth and perpetuation of vice, and its necessary attendant, misery, no true friends of the cause will quarrel about the method. But let something be done as an approximation to supply that which is manifestly wanting in the excellent Common School system of the Province, viz., a pressure either greater or less upon all who stand in need of it, to avail themselves of the education which the Legislature deems it of the greatest importance, and justly so, to provide for the community in general. People don't talk of the liberty of the subject being invaded with a material nuisance is set up. The offending party must remove it. And why should the liberty of the subject be spoken of when far higher interests are at stake ! Just as a man is bound to protect himself, against whatever will injure his general health or spiritual well-being so is society bound to protect itself against whatever would be injurious to its general welfare, either materially or otherwise.

This is a principle which will stand against all reasoning to the contrary. But, as I have said, as to the particular mode in which it should be carried out in the present case, there may be difference of opinion. Let some plan be adopted, let something be done to break in upon the clamant evil in the meantime, and experience will teach in the future.

Whilst, however, a portion of the Common School rate should be applied for the purpose, of educating the young alluded to, and not much would be required. I thoroughly agree with Dr. Wilson in holding that there must at the same time be provided by voluntary effort the means of feeding and clothing them, and otherwise to a certain extent attending to their wants. I believe there is sufficient benevolence in the city to do this heartily. If there is the will, the means will be forthcoming.

The details as to the practical arrangements would be matters for the consideration of any committee to be appointed. The Ladies of Management in the Boy's and Girls' Homes are doing a great and good work. But these institutions do not meet the evils with which we are called to grapple. Let the matter be taken up in earnestness and in faith, and there is no fear of the result. It is a God-like work to raise up the degraded and fallen, to care for those who have none to care for them. Christ came to seek and to save the lost. "Let us arise and build, and the God of Heaven He will prosper us."

### 10. DEFECTS IN OUR PRISON SYSTEM TO REFORM CRIMINALS.

From a voluminous report (published last year) by the Commissioners of the Prison Association of New York, on the "Prisons and Reformatories of the United States and Canada," we make the following extracts, which will be found to contain much excellent counsel and practical advice :—

"How, whatever differences of opinion may now exist among penologists on other questions embraced in the general science of prison discipline, there is one point on which there may be said to be an almost if not quite perfect unanimity, viz. : That the moral cure of criminals, adult as well as juvenile, their restoration to virtue, and "the spirit of a sound mind," is the best means of attaining the end in view—the repression and extirpation of crime ; and hence that reformation is the primary object to be aimed at in the administration of penal justice. We have only, then, to ask ourselves the question first, how far any given penal system aims at the reformation of its subjects, and secondly, with what degree of wisdom and efficiency it pursues that end.

#### THE PRESENT PRISON SYSTEM DEFECTIVE.

"There is not a prison system in the United States, which, tried by either of these tests, would not be found wanting. They are all, so far as adult prisoners are concerned, lacking in a supreme devotion to the right aim ; all lacking in the breadth and comprehensiveness of their scope ; all lacking in the aptitude and efficiency of their instruments ; and all lacking in the employment of a wise and effective machinery to keep the whole in a healthy and vigorous action.

#### WISE PREVENTIVE SYSTEM PROPOSED.

"Having given in this section a bird's eye view of the prison systems of the United States and Canada, and having stated the opinion that they are all, to a greater or less extent, deficient in their principles and methods, it may be proper, at this point, briefly to sketch the system which, after the best thought we have been able to give to the subject, appears to us most wisely adapted to the ends of a just and true prison discipline.

"As a preparatory step, we would have a law enacted by which the education of all the children of the state should be made compulsory. Every child should be compelled, within a certain range of years, to attend regularly some school, either public or private, or, if parents desire a more select education for their offspring, they should be required to show that they are receiving, during the legal age, adequate instruction at home. No half-way measures, no patchwork legislation will meet the necessities of the case. It is far better to force education upon the people than to force them into prisons to expiate crimes, of which neglect or ignorance has been the occasion. Deep and broad foundations of moral and religious, no less than of intellectual character, must be laid in our Common Schools, and the children of the state must be there, even by compulsion, if need be, to be so trained.

#### INSTITUTIONS NECESSARY IN A SYSTEM OF PREVENTATION.

"This essential preliminary aid being thus secured, the first in our series of establishments, looking to the repression of crime, should be institutions of a preventive character. Here, indeed, to our view, is the real field of promise. The problem is to stay the current of crime, to turn it back upon itself, and to dry up its fountain-heads. In studying this question, the mind turns instinctively to childhood as the true field of effort for the accomplishment of the desired end.

"Two classes of institutions, it appears to us, are needed, and are sufficient at this stage of the work—public nurseries and industrial schools.

#### PUBLIC NURSERIES FOR YOUNG CHILDREN.

"Public nurseries for children of two or three to five or six years old, of pauper parents, and perhaps of some others, are the first link, the earliest agency in the prevention of crime in youth and manhood. The importance of this class of institutions will appear evident when it is considered that the first impressions made upon the mind, whether good or evil, are the most lasting and the most difficult to eradicate. Accordingly, it is from the class of children who receive their impressions and form their habits in the streets, from the age of four to ten years, that our reformatories, jails, houses of correction, and the state prisons, are mainly peopled. Can any system of legislation which aims at the suppression and extinction of crime overlook so potent an agency to that end as the one here recommended, and yet lay claim to the attributes of sagacity and humanity ? Here the serpent may be crushed in the egg, the hydra strangled in the birth, the harvest of evil nipped in its first sprouting. A fact bearing on this subject, at once instructive and encouraging, is mentioned in a Govern-

ment Report on Prisons in France. It is worth repeating here. A vast number of abandoned children in that country are received, almost from birth, into foundling asylums, where they are cared for and educated, till they are of a suitable age to put out; yet, the number of children reared in these asylums, who have subsequently found their way into prison, is quite insignificant—a striking proof of the almost omnipotent power of early (the very earliest) moral, religious, intellectual and industrial training, as a security against the commission of crime.

#### INDUSTRIAL SCHOOLS FOR THE YOUNG.

"The industrial school, whether called by that name or some other—truant, ragged, or whatever it may be—is the next link, the second agency in the preventive part of the system.

"The discipline in these industrial schools should be strictly of the family character. All the arrangements should be such as to cultivate industrious habits, and prepare their inmates for the stations they are afterwards to fill. The kitchen, the wash tub, the sewing and knitting-room, the work-shop, the farm, and above all, the school-room, together with such recreations as may be suitable to their years, should occupy the time of those who find their home there; and this home should be, though tidy and attractive, yet of the plainest character, partaking as nearly as may be of the nature of the domestic departments of families in moderate circumstances. Criminal and vicious habits should be the only bar to reception here; and children tainted with such practices should in no case be permitted to come in contact with the destitute but yet unfallen street children, for whom alone the industrial school is designed. Should any such, by mistake, ever be admitted, when discovered, they should be at once transferred to institutions whose distinctive character is reformatory rather than preventive.

"It is confidently believed that if these two classes of institutions—public nurseries and industrial schools—were sufficiently multiplied, and placed under judicious control and management, and proper care taken to keep them free from those who have reached the point of crime, thousands of young victims of parental indifference or vice would be kept from idle and vicious habits, and from the ruin they bring in their train; the most prolific fountain of crime would be cut off, and the numbers confined in reformatories and prisons would be materially diminished, perhaps brought down almost to zero.

"We have spoken of the need of judicious management in these institutions. Probably a union of private and public effort would best secure the requisite wisdom and efficiency; but, in any case, liberal pecuniary aid must be supplied by municipal and legislative grants.

#### REFORMATORIES FOR JUVENILES.

"The next class of institutions in a well organized penal system, is the juvenile reformatory. In the first place, there should be everywhere an absolute separation of the sexes. In the second place, the family principle should be everywhere adopted, either exclusively or in combination with the congregated. And, thirdly, subdivisions now unknown should be introduced into the arrangements for each of the sexes. Of boy criminals there are three classes, viz.: those who have just entered on a course of pilfering; those who have more confirmed habits of stealing and lying; and those who, having reached the ages of sixteen, seventeen, or eighteen, have become habitual thieves, and have discarded all other means of obtaining a livelihood.

#### RESPONSIBILITY OF PARENTS FOR THE EXPENSE OF THEIR CRIMINAL CHILDREN.

"There is a principle, applicable to the management of all the institutions thus far included in our proposed system, extensively employed in other countries, but nowhere in our own, so far as is known to us; we mean the principle of holding the parent responsible for the conduct and maintenance of his child, till he arrives at years of discretion, and the enforcement of that responsibility by the strong arm of the law. And what can be more reasonable and just than this principle? Why should a parent, whose own indifference or vices have been the occasion of leading his child into crime, be freed from all expense on account of that child, the moment he turns thief, or when the state, acting in *loco parentis*, removes him to a preventive institution, where the evil influences of his natural home may be counteracted, and their disastrous consequences averted. It is our opinion that the parent whose child falls into crime should be compelled, except in peculiar cases, to pay the cost of its maintenance in a preventive or reformatory institution, or in default, be deprived of his liberty and forced to toil to that end. Is it said that such a rule would press hard on parents? But the expense and loss must fall upon somebody; and, surely, it is less hard that it should fall on the child's parent than on anyone else. Two advantages would result from the

enforcement of this principle. First, it would relieve the public, in part, of the burden of supporting its neglected and criminal children; but, secondly, and chiefly, the fear of compelled contribution to the support of their children in an industrial or reformatory school, would be a strong motive, in the absence of higher ones, to a greater care of their education and conduct, so that the burden thus entailed might be avoided.

"This principle has worked well, wherever it has been tried. Even in Ireland, where, from the extreme poverty of the classes from which the occupants of juvenile reformatories are supplied, it was supposed, even by those who placed the highest value upon it, that it would be of little avail, within two years from the establishment of reformatories in that country, nearly \$1,500 had been recovered from the parents of their inmates; and this, notwithstanding the fact that sixty per cent. of the children received were orphans, having lost one or both of their parents."

### III. Papers on Practical Education.

#### 1. DISCIPLINE IN SCHOOL—ITS INFLUENCE AT HOME.

But the teacher must remember that there is in his school a living lesson, daily read, studied, and well known of all the pupils,—*himself*. Should he never open his mouth for direct moral instruction, he is none the less a perpetual fountain of it. Paul said to those whom he had had taught, "Ye are my epistle." The teacher is his own lesson of manners and of morals. By their unconscious imitation, the pupils carry photographs of the teacher to every household. The barometer of the school-room rises and falls in all the homes. I need not go to the school-room to know how my children are taught. A noisy, bustling, loud-voiced, petulant teacher increases their natural tendency to boisterousness and license: but a gentle, steady, mild-voiced, self-poised teacher sends her blessed influence to my house whenever the little feet return. I spoke of my teacher of nearly forty years ago. I also remember his successor, who bore the gentle name of Lamb, but under whose management, in a few weeks, the quiet school became noisy and turbulent, because his voice was loud, his manner abrupt, his temper unsteady. Let the teacher be a model of manners, an exemplar of patient self-control, a standard of justice and honor, and in his school there will be no question of proper methods of imparting moral instruction.

Especially in the discipline of the school and in the infliction of penalty is the teacher a lesson to pupils. One hasty act, the explosive sound of one angry word, one unjust blow, may make void the painstaking inculcation of many days. Your pupils will not do as you say, if with your trained will you can not keep your own rules. The subject of punishment is enough in itself for a long essay; and I cannot here say upon it some things that fairly belong to my theme, without saying much more; but I must urge that in the management of discipline and penalty few succeed; and yet it is an important means of moral instruction, both in itself, to the individual pupil upon whom it falls, and also in its proving the moral power of the teacher. Most teachers are too much in a hurry. An offence is committed; forthwith judgment is pronounced, and penalty inflicted. Yet there is a vast reserve of power in the teacher who is so far like God as never to be in a hurry. In my own experience, I found quiet, cool, deliberate, long-forbearing justice, firm and sure, yet giving way to mercy as long as possible, the rock-foundation of my power in governing among boys who had not known government in school for years, if ever. The school learned that nothing was to be feared from haste; the guilty found that, unless timely amendment secured an arrest of judgment, nothing was to be hoped for from my silence and delay.

Before closing, let me narrate two instances of what I deem proper use of occasions for moral instruction.

A teacher, returning to his former field of labor, was met by a gentleman who recalled himself to the teacher's recollection as one of his former pupils, and who took pleasure in calling up incidents of his pupilage. "One thing, sir," said he, "I shall never forget. One day you surprised me and another boy playing cards in the school. We were caught, completely; and when you kept us after school, we expected the whipping that we thought we deserved. But you only told us in a pleasant way a story of a young man of whom you knew, who went south from Ohio, and who had learned how to play games with cards, and who, in consequence of this knowledge, was drawn into the company of sharpers who led him into serious difficulties. Having told us this story, you dismissed us with no further word of reproof. And, sir, from that day to this, I have never played with cards. The lesson of that day was enough." Now compare the effect of this story with the probable effect of a lecture on morals and the evil of games of chance, with the effect of a scolding reproof or a whipping, and judge whether so

good a result could have been hoped for. The tact of the teacher seized the occasion for a strong impression by gentle means.

Another teacher tells us this story: "Three boys at recess had fallen into a quarrel, and two of them, of my larger pupils, had even come to blows. I always treated such things as offences requiring special discipline, and I wished to break up certain rough and violent ways. I detained one of the young men after school, and addressed him thus: 'Lyman, what is it to be a gentleman? As he knew I was much displeased, the mildness of my tones and the unusual question surprised him: he replied only by a puzzled look. I continued: 'Is it to have plenty of money? There's old Gordon, for instance,' (old Gordon was a notorious miser) 'how will he do for a gentleman? He has more money than any body else in this part of the country.' 'Not at all: he's too mean.' Well, is to be of a good family, of one that stands well in society? There's young Joe Ellicott; every one respects Uncle Isaac, his father; and the rest of the family have always stood well among us: what do you say to Joe for a gentleman?' 'He's too much of a rowdy, sir.' 'Well, Lyman, don't fine clothes and pleasant manners make a gentleman? surely you'll admit that; and we'll take for example John Burling, though I know you can't believe what he says; he is proud and conceited very often, and treats other people very meanly, some times.' 'He's no more of a gentleman than Joe Ellicott, in my opinion.' 'Then will learning and smartness make a gentleman?' we all value and admire those: can a person have those and not be a gentleman?' 'Certainly, sir: he may be no better than the others.' 'Well, will all these together make a gentleman; money, family, clothes, manners, learning, and smartness?' After a little consideration, Lyman replied, 'No, sir; there would be something lacking yet.' 'Well, then, what is it to be a gentleman?' After a little, delay he answered, 'To be a right fine man all through; any how.' 'Very good; to be a right fine man all through; not in clothes or manners or means only. Now, Lyman, in this country, men are not gentlemen by birth, as in the country where your father was born; nor do we allow that any of these outside things make a gentleman. EVERY man has a right to be a gentleman, as you define the word; and we expect it of every man. Is it not a reproach to any American to say to him 'You're no gentleman'?' 'Yes, sir; some times it's pretty severe; I would not like to say it often.' 'Now you are of an age, Lyman, when it is getting to be of importance to you to act so and to be such a person that no man can have a chance to say to you or to think about you that you are no gentleman. That depends upon you. You can act the fine man all through, or you can be something else. I leave it to you to think whether your conduct to-day has been that of the gentleman, or not.' I dismissed him with a few words more of comment upon the particular affair of the day; and I had reason long after to believe that Lyman remembered gratefully and practically that hour's talk."

In conclusion, let us all bear in mind unceasingly that we are living lessons, practical teachers of morality or of its opposite, whether we will or no. Under all circumstances, we know of one proper method of imparting moral instruction, even if our tongues are dumb on the theme; namely, our daily walk and conversation. Tennyson says of the bugle-notes, echoing and dying away, comparing them with human words and deeds,

"O love, they die  
In yon rich sky;  
They faint on hill, or field, or river:  
Our echoes roll  
From soul to soul,  
And grow for ever and for ever."

And to encourage us are those sublime words of the prophet Daniel (my translation varies from the common one, but is a right one), "The teachers shall shine as the brightness of the firmament; and they that turn many to righteousness, as the stars, for ever and ever."—*Dr. S. Willard in Illinois Teacher.*

## 2. TOO MUCH TALK IN SCHOOLS.

Mrs. Partington, in speaking of a well-known person of reputed eloquence, says—"He is a very *fluid* man." Now this exactly expresses what seems to us the difficulty with many teachers, and one which it is the tendency of the times to increase rather than diminish. The true principle is laid down that a teacher *must* have life, animation and power—that he is not a mere machine to hear lessons, or to keep order; and the young teacher (and many that are not young teachers), hearing this, thinks that it must be lecturing and talk that are meant; and so he lectures, and talks, and explains, and is fluid, and dins, and repeats, and exhausts himself, and finds that, after all, his pupils make but little progress; and then he becomes discouraged. There is too much talk in our schools, and not enough thought. To some the teacher is merely a person put to turn the crank of a huge sausage-machine to stuff the gaping

children who are waiting to be filled. Of course then, the faster he turns the more clatter of the machinery there is, the sooner they will be filled and the job accomplished.

We are always distrustful of the teacher whom we find talking much in school. The mighty swell and flow of *life* go on silently, the heart-beats may be heard, but they must be listened for; the rivulet babbles, but the Mississippi marches on majestic to the sea, and bears on its bosom the commerce of a nation.

Says one: Words were invented to conceal our thoughts; and it is too often the case in schools. Then, O Teacher, don't talk to your pupils on any subject till you have thought it out *clearly* for yourself and have put it in the simplest form; and, above all, don't cover the idea with words. Make your pupils talk to you; make them explain to you; show them their difficulties by adroit questioning, and lead them up to make the discovery of principles and of demonstrations for themselves. A principle discovered for one's self becomes a part of one's being, while one simply told by another is like the water gilding on cheap China: the first hard rub takes it off.

We once visited two schools standing side by side. In the one all was quiet—no loud talking, no lecturing, but the whole room was pervaded with life and work. In the other the teacher was wearing herself and her pupils out by her constant talk and laborious efforts; and yet there was not so much real life in her school as in the other. The one drew out, the other poured in; and a little reflection would have taught her that it needed not the rush and roar of Niagara to fill a pint cup. The one could teach without breaking down, the other in a few years would be compelled to leave the profession.

We would apply this especially to the so-called object lesson. It is of little value unless the pupil does the work, and not the teacher.—*Illinois Teacher.*

## IV. Papers on Education in Ontario.

### 1. PROPOSED HIGH SCHOOL IN KINGSTON.

We are happy to notice a movement in the right direction which has just taken place at Kingston. The Board of Trustees acting upon their own experience and judgment aided by the suggestions contained in the Chief Superintendent's Report, propose to establish a High School in that city. Three out of the four cities in this province have thus adopted the principle of a gradation of Schools. Hamilton was the first to act upon it; then London, and now Kingston. The proceedings of the Kingston Board in this respect (as quoted in the *Chronicle and News*) are as follows:—

"The Committee on Teachers, Officers and salaries, received applications from parties for the situation of head female teacher of Queen street school. Before taking any action or making any selection from the candidates the committee had before them, to assist them, in their deliberations, the last report of the Chief Superintendent of Education, and after a careful and anxious consideration of the strong recommendations therein contained, to secure advanced pupils of the Common Schools, especially girls a higher class of education, resolved to invite the School Committee to meet with them to consider the subject. In accordance with this resolution, both committees accordingly met. Seriously viewing the importance of the proposed measure, your committee gave careful consideration to the arguments adduced by the Superintendent, as emanating from such a source they were justly entitled to. They also availed themselves of the oral communications made to the Chairman by the Rev. Mr. Young, Inspector of Grammar Schools, during a recent visit to Kingston, in which he earnestly recommended that some arrangement should be made to secure a higher class of education to advanced pupils in the Common Schools, both male and female, but especially the latter. On a careful perusal of the Chief Superintendent's report, it appears clear to your committee that the union school system, by means of which it was intended to secure a higher class of education for advanced female pupils, has proved a failure. After giving an account of the unsatisfactory manner in which the union school system worked, the Chief Superintendent says: 'Will any man say that this state of things is satisfactory, a state in which the Common Schools are degraded by being suspended from the exercise of their higher functions. Unless I misunderstand the object of the Common School law, the Common Schools are designed to furnish a good English, and general education to those deserving it.' Then again he adds: 'I have such a sense of the importance of maintaining a high standard of education in the Common Schools,' he would submit to great sacrifices to secure it. The views thus expressed in this able report, in favor of securing a higher class of education, for male and female pupils in our Common Schools, of course, had their due weight with your committees, enhanced as they



were, by the belief, that such an arrangement will meet with the approval of our citizens. With a view therefore to carry it out, your committee recommend that in the meantime, no change should be made in the staff of the Queen Street School." They also recommend that Johnston Street School be constituted by the Board the Head or High School of this city; that all pupils both male and female receiving their education in other schools under the Board, after having passed an examination (the subjects to be prescribed by the Local Superintendent) shall be transferred by the Local Superintendent to the head department of Johnston Street School, and that this resolution of the Board shall take effect after the summer vacation; in the meantime that steps be taken to secure the services of an experienced first-class female teacher of higher standing for the High School.

2. PROPOSED CENTRAL HIGH SCHOOL FOR GUELPH.

We are happy to see that the Board of School Trustees for Guelph are also fully alive to the necessity of a Central High School, for the more thorough and efficient instruction of the youth of that important town. We have often noticed in the local papers the zeal and efficiency of the members of this Board in the discharge of their onerous duties, and we hope they will not delay the establishment of a good Central High School as now contemplated. The following are the proceedings of the Board on this subject:

"Your Committee recommend that next year an extension should be made to this building of such a nature as will admit of a better classification of pupils and the initiation of the system of the Central School character, which your Committee feel satisfied is necessary for the efficient working of a Common School system in towns like Guelph. An additional teacher in the higher English branches will then be indispensable, and should be provided. Your Committee think that during this year plans and specifications should be prepared for this extension, believing that teachers could be procured on more advantageous terms, than by delaying until the busy building season has begun. Some of the Ward Schools may continue as feeders, so to speak, for the Central School connected with which a Grammar School department might be conjoined for the sake of greater convenience to the pupils of the town, the present site being too remote from the centre of the same." The report was adopted.—*Guelph Herald*.

3. EDUCATIONAL FEATURES OF THE NEW MILITIA BILL.

In the new Militia Bill lately introduced into the Dominion Parliament by the Hon. Sir George E. Cartier, Minister of Militia, we find the following features which are of interest in an educational point of view:—

1. *Exemptions*.—The professors in any college or university and all teachers in religious orders. Masters of public and common schools actually engaged in teaching.

2. *Educational Rifle and Drill Associations*.—Her Majesty may sanction the organization of Rifle Associations, and of associations for purposes of drill, and of independent companies of infantry composed of professors, masters or pupils of Universities, Schools or other public Institutions, or of persons engaged in or about the same, or of militia officers, or of men on the militia rolls, under such regulations as may, from time to time, be approved by Her Majesty; but such associations or companies shall not be provided with any clothing or allowance therefor.

*Military Instruction in Schools and Colleges*.—There shall be furnished to every Normal School, University, College or School in Canada, in which there shall be instituted classes of instruction in Military Drill and exercises under regulations prescribed by Her Majesty, arms and accoutrements necessary for the instruction of the pupils thereof over the age of twelve years.

*Schools of Military Instruction*.—For the purpose of enabling officers of the militia, or candidates for commissions or promotion in the militia, to perfect themselves in a knowledge of their military duties, drill and discipline, there may be established schools of military instruction in each province of the Dominion, and for that purpose arrangements may be entered into with the officer commanding her Majesty's forces in British North America, for the best means of effecting the same in connection with any regiment or regiments of her Majesty's forces; and all necessary rules and regulations, as to the terms upon which such instruction may be compensated for, and generally for the advancement of military education amongst the officers and candidates for commissions as aforesaid, may be made by the Governor in Council. Her Majesty shall, from time to time, from among the applications for such purpose, select such persons in each province of the Dominion as may be fit to attend such schools of military instruction, and if necessary remove them; and the allowances to be paid to such persons during their

stay at the school, and the period for which they shall undergo such instruction, shall be regulated by the Governor in Council.

4. TO THE EDITOR OF THE JOURNAL OF EDUCATION.

SIR,—Not unfrequently, a teacher who has pupils advanced in Algebra, requires to give them questions (test questions) other than those in their text-book which from being such, is limited in the space it can devote to any one subject. The works like Bland's Algebraical Problems, more especially devoted to exhibiting the best methods and peculiar methods of solving problems, are some expensive, others scarce. With your permission, then, I propose to the teachers of Ontario, that through the columns of *The Journal of Education*, (if space be granted) they exchange the problems, original or otherwise, they have collected for private or class use, and have found worthy. Thus, by keeping copies of such problems, every teacher may have a collection in substitute for Bland's work. I further propose, that, in inserting the solutions, the whole process be not given, but only such steps as are necessary to conduct to the solution, thus leaving something for the reader to do, and not weakening his mind by too much assistance. This I believe will be a benefit to teachers themselves.

Below, I send a solution of the *Genesee Equations*, followed by a form of them more general for the method of solution used. Let the reader re-discover for himself how this general form was obtained. I also propose an equation reducible to simple equations, the solution to be sent in by next month.

Respectfully yours,

J. C. GLASHAN.

Lyn, April 4th.

$$\begin{aligned} x^2 + y^2 &= 13 \text{ (I)} & \therefore (x + y)^2 - 2xy &= 13 \text{ (III)} \\ x^3 + y^3 &= 35 \text{ (II)} & (x + y)^3 - 3xy(x + y) &= 35 \text{ (IV)} \\ 3(x + y) & \text{ (III)} - 2 \text{ (IV)} & (x + y)^3 - 39(x + y) + 70 &= 0 \text{ (V)} \end{aligned}$$

$$\therefore (x + y)^3 - 39(x + y) + 70(x + y) = 0 \text{ (VI)}$$

$$\therefore (x + y)^4 - 14(x + y)^2 + 49 = 25(x + y)^2 - 70(x + y) + 49 \text{ (VII)}$$

$$\therefore (x + y)^2 - 7 = \pm \sqrt{5(x + y) - 7} \text{ (VIII)}$$

$$\therefore x + y = 0 \text{ (IX) or } 5 \text{ (X) or } 2 \text{ (XI) or } -7 \text{ (XII)}$$

(IX) was introduced at (VI) and does not belong to the proposed equations.

$$\begin{aligned} x + y &= 5 & x^2 + y^2 &= 13 & \therefore x - y &= \pm \sqrt{1} \\ & & & & \therefore x &= 3 \text{ or } 2 \text{ and } y = 2 \text{ or } 3. \end{aligned}$$

Similarly from (XI) and (XII)

$$x = \frac{1}{2}(2 \pm \sqrt{22}) \text{ and } y = \frac{1}{2}(2 \mp \sqrt{22})$$

$$\text{or } x = \frac{1}{2}(-7 \pm \sqrt{-23}) \text{ and } y = \frac{1}{2}(-7 \mp \sqrt{-23})$$

Similarly may be solved the equations

$$x^2 + y^2 = \frac{2m + n^2}{3} \text{ If } m = 7 \text{ and } n = 5 \text{ these become}$$

$$x^3 + y^3 = mn \text{ the Genesee Equations.}$$

Solve the following by reducing to simple equations.

$$\frac{(x - a)(x - b)}{(c - a)(c - b)} + \frac{(x - b)(x - c)}{(a - b)(a - c)} = 1$$

SOLUTION.

Subtract from the identity

$$\frac{(x - a)(x - b)}{(c - a)(c - b)} + \frac{(x - b)(x - c)}{(a - b)(a - c)} + \frac{(x - c)(x - a)}{(b - c)(b - a)} = 1$$

$$\therefore (x - c)(x - a) = 0 \therefore x = c \text{ or } x = a$$

If the multiplication instead of being indicated, had been performed these equations would have been quadratic.

5. DEFECTIVE EDUCATION OF TELEGRAPH OPERATORS.

The *Telegrapher* laments the defective education of telegraph operators, remarking that the old fashioned requirements of scientific skill and general knowledge are no longer insisted upon, and that "many of those who hold first-class positions as telegraph operators, if called upon to put up a battery, even, would prove utterly incompetent for the task; as to the other and more difficult requirements of their business, they are equally incompetent." This exposure of incompetency furnishes a particular explanation of the stupid blunders of which the telegraph is sometimes guilty. Like the sign-painters—whose bad spelling is often very funny—some of the telegraph operators make ludicrous blunders. What would become of a better system is well set forth by the journal from which we

quote It says:—"Aside from the personal and pecuniary interests of every operator in this subject, much delay of business, vexatious errors, and great worry and annoyance would be avoided, were operators more thoroughly and generally educated; and the telegraph company which shall establish a certain standard of efficiency easily attainable, but indispensable as a prerequisite to the employment of the operators to whom such important business is to be confided, will have done much towards securing the confidence and patronage of the public, and will, at the same time, have rendered a real service to the telegraphic profession. Too little attention has hitherto been bestowed upon this subject either by the operators or telegraph managers, and the consequence has been a constantly increasing proportion of improperly and insufficiently educated telegraphers."

#### 6. PRIZE ESSAYS ON EDUCATION.

W. H. Webb, Esq., M.P. for Richmond and Wolfe, has offered the sum of \$30 to be awarded to teachers for the two best essays on some subject connected with education.

### V. Papers on the death of Hon. T. D. McGee.

#### 1. SKETCH OF THE HON. THOMAS D'ARCY MCGEE.

Never, perhaps in the history of Canada has an event occurred which so deeply shocked the public mind, or cast so general and profound a gloom over the country, as the intelligence received yesterday of the murder of the Honorable Thomas D'Arcy McGee. No public man was more generally beloved than he, even his political opponents could not refrain from acknowledging and admiring the geniality and generosity of his nature, his disinterested patriotism and intense love for Canada. Next Monday would have been Mr. McGee's forty-third birthday; he having been born in the town of Carlingford, County of Louth, Ireland, on the 13th of April, 1825. When only seventeen years of age, he emigrated to the United States, and took up his residence in Boston, in which city he principally resided for the next three years, during the greater part of which time he was connected with the reportorial and editorial departments of the *Boston Pilot*. In 1845, an article on an Irish subject, written by him, attracted the attention of Daniel O'Connell, and he was soon afterwards offered a position on the staff of the *Freeman's Journal*, Dublin. This offer was accepted, and Mr. McGee returned to Ireland. In the course of time however, he went beyond the limits which Mr. O'Connell had prescribed, and became associated with what was known as the "Young Ireland" party, of which he was one of the youngest members. In the year 1848, the era of European revolutions, the storm swept over Ireland, and Mr. McGee was one of those who sympathized with the revolutionary movement, and had to leave Ireland, and for a second time emigrated to the United States. He started a newspaper in New York, however, called *The New York Nation*, (which for some time won considerable popularity), and afterwards *The American Celt*. But every day as his judgment became more matured, as the passions and prejudices of boyhood passed away, and things began to appear in their true light, the institutions of the Republic became more and more distasteful to him, and in the year 1856 he left the States and came to Canada, and established a journal in Montreal called the *New Era*. In 1857 he was returned to the House of Assembly as member for Montreal. During the session of 1857-58, he acted as editorial correspondent of the *New Era*, and the letters written by him from Toronto were full of those generous and liberal sentiments to his opponents, which formed so prominent a feature in his character. In 1861, Mr. McGee was re-elected to Parliament by acclamation for Montreal; and in the following year, when the Hon. John Sandfield Macdonald formed his Government, Mr. McGee became President of the Council, which office he held until the following May. In 1864, he again entered the Cabinet (this time under the leadership of the late Sir E. P. Tache,) as Minister of Agriculture, &c. This office he held until the formation of the Dominion Cabinet last year. In this capacity he visited his native land in 1865, when he represented Canada at the Dublin Exhibition. On that occasion he made several eloquent appeals to the people of Ireland, filled with noble and patriotic sentiments, and containing much useful information relative to the actual position of affairs upon this continent. Since the formation of the Fenian Brotherhood in the States, Mr. McGee has been most zealous in his denunciation of those enemies of Ireland, and of the Empire. As a speaker, Mr. McGee had few equals upon this continent. Words brimming with eloquence, words filled with poetic fire, seemed to fall from his lips without any effort on his part, like the pure spontaneous fruit of his natural genius and inspiration. Among all the intellectual giants of the New Dominion there is not one who, as an

orator, can surpass, if indeed there is one who can equal, the martyred patriot whose death we now deplore. Nor is it alone a statesman and orator that we have to deplore. Among the few literary men of marked ability to be found in Canada, Mr. McGee occupied a prominent place. Ever since his schoolboy days his great delight has been in literary labor, and it is only a few days since he remarked to a friend, that he rejoiced in being relieved to some extent from public duties, as it enabled him to devote more time to literary pursuits. "And I go to them" said he, "with all the fervor of a boy, with all the ardour of a lover returning to his first love." And if his days had not thus been untimely shortened, who shall say what bright garlands of poetic and literary flowers, he would have woven round the name of that Dominion, the political basis of which he did so much to establish? The *London Athenaeum*, most critical of all papers, says, "one true poet the Canadians have within their borders, Mr. D'Arcy McGee, who should not altogether give up to politics that which was meant for poetry." As a lecturer, Mr. McGee had few equals, as many of those who read this brief memorial of his life will well remember. Among his principal works were "Canadian Ballads and occasional Verses," "The Internal Condition of American Democracy," "A popular history of Ireland." "The true Position of the Irish race in British and Republican North America" and his published volume of Speeches and Addresses, chiefly on the subject of British American Union. The last of Mr. McGee's public acts was in strict consonance with the whole of his political life in Canada. A short time before the House rose on Tuesday morning, probably within an hour of his death, Mr. McGee advocated the propriety of dealing in a conciliatory and kindly manner with the people of Nova Scotia. The last efforts of that kind and affectionate heart, the last utterances of that voice which had so often been raised in defence of the weak against the strong, were in behalf of the cause of Union and fraternal goodwill. Scarcely had the echoes of his eloquent words died away in the Parliament House,—scarcely had the sound of his hearty "farewell" passed away from the ears of those who last parted from him, ere D'ARCY MCGEE, the first and noblest of Ireland's sons upon this continent, true-hearted and unyielding patriot as he was true alike to IRELAND, CANADA, and THE EMPIRE, was murdered by a cowardly assassin. At a moment when most we needed him he has been taken away from us, at a time when the affectionate attributes of his nature would have done much to cement the newly formed Union, and to do away with any asperities or bad feelings which still exist. In the prime of his manhood, in the hey-day of his intellectual and physical life, he has been stricken down, and in the words of Scott, we may say:—

"The autumn winds rushing take the leaves that arearest,  
But our flow'r was in flushing when blighting was nearest."

His death will be universally deplored throughout Canada. We cannot recall him back to life; all we can now do is to honor his memory, by endeavoring, so far as in us lies, to imitate his noble example of unflinching patriotism.—*Hamilton Spectator*.

#### 2. FUNERAL OF THE HON. MR. MCGEE.

The funeral of the Hon. T. D'Arcy McGee took place on the 13th instant, and will be long remembered. The sky was without a cloud, and the weather was all that could be desired, to give effect to the procession, and convenience to the spectators, the number of whom was immense. The streets along which the procession had to pass were, as the day advanced, put more or less into mourning; many of the buildings were almost covered with mourning flags and festoons of black, giving the scene a striking and funeral aspect. The lamps were also covered up with black. At a late hour the metallic coffin containing the remains of Mr. McGee, was placed in a magnificent coffin of hardwood, covered with black silk velvet, richly silver mounted. This latter coffin was then placed within one of walnut, also silver mounted, with the coffin plate, containing the inscription. As early as seven o'clock, parties of volunteers, also mounted orderlies, might be seen on the move, and from every quarter of the city, a continuous stream flowed to St. Catherine Street, very many seeming to be especially anxious to gain a sight of the craped doorway through which the coffin would soon be brought. While the spectators had been thus assembling, the military, both regular and volunteer, had taken up their position, a double line of men stretching from Mr. McGee's residence to Christ Church Cathedral, and thence to St. Patrick's Church. At nine o'clock, the bell of the English Cathedral began to toll at measured intervals, and soon afterwards the minute-guns of the volunteer field battery began to boom. At about half-past nine o'clock, the procession had been fully formed, its head being far advanced towards the Cathedral, and its rear formed down in Mountain Street. The funeral-car stood before the door, and the coffin was brought out and placed upon it, the spectators uncovering; the relatives of the deceased took their places in the funeral carriages, and soon, to the sound of the

"Dead March in Saul," the sad procession moved onwards, six deep, with slow and measured tread. As it approached, each band, in turn, took up the same solemn strain, and amidst marks of almost universal respect, it was not difficult to perceive here and there a streaming eye, and to hear words of regret and sorrow sincerely, if not loudly expressed. In this manner the procession proceeded to St. Patrick's Church. While the dead march was being played by the band of the 78th Highlanders, the coffin was taken from the funeral car, and carried on a bier towards the church, accompanied by the chief mourners. The church was beautifully draped in black and white. The pillars around the whole church were draped with double festoons of the same black material, and a canopy formed in a similar way overhung the place prepared for the body. On the arrival of the body, the clergy and choristers, in surplices, passed in procession down the church, each carrying a lighted taper. The organ played till the procession reached the door, where the choristers broke into a psalm, and, with lighted tapers, again marched up the church, the coffin being borne after them. While the procession was entering the church, the choir alternated with the choristers about the altar in the performance of sacred music. Grand mass was then performed, the large number of splendid voices present giving it peculiar solemnity. The Rev. Father O'Farrell then mounted the pulpit, and, in a fine, full voice, and rich Celtic accent, that must be dear to his parishioners, gave out his text from I. Macc. 9:21, "How is the mighty man fallen that saved Israel!" While this eloquent and touching sermon was being delivered, a portion of the procession awaited in the street, and we will now describe the sad centre of interest and object to which the eyes of every spectator were turned during the melancholy march—namely,

#### MR. MCGEE'S FUNERAL CAR.

This was drawn by six splendid gray horses, with plumes on their heads, and covered with housings of black cloth, trimmed with white satin, the housings bearing the crest of the deceased, namely an ostrich with a horse-shoe in its mouth. Each horse was led, and the car itself was a lofty and sable structure, crowned with a canopy and cross. The upper half of the diameter of the wheels was hidden with a curtain of black velvet, trimmed with silver, the velvet covering also the body of the car. On this valance or curtain was the coat of arms of the deceased, being a shield with bar, and three leopards' heads, black on a silver ground, and the motto, "Fac et spera." On each side of the coat of arms was his crest, and beyond these again was an Irish harp, in silver, wreathed with shamrock, and still further to the right and left, a Greek cross, also in silver, and over them the motto, "Consummatus in brevi explevit tempora multa." On the body of the car were two plinths or steps, covered with black velvet, the lower one ornamented with trefoil or shamrock, executed in silver, while on the upper one were inscribed the supplication "Miserere, Domine," and between those words, "April 7th," the date of Mr. McGee's death. On these, as on the pedestal, rested the coffin, in which reposed the remains of the lamented and illustrious dead, and above it rose the canopy, covered with black cloth, and supported on eight carved pillars, connected at the top with arches, and crowned with ten black and superb ostrich-plumes, the apex of the canopy being terminated with a large gilt Irish cross, from the top of which to the ground was about seventeen feet. The cross was covered with thin gauze-crape, and a wreath of laurel was round its foot. During two hours, or until the period when the procession left the city, minute guns were being fired, and the "Dead March" was played by the troops in succession. On entering Great St. James' Street, the sight was most impressive. Every window was filled, as well as the sidewalks, and the pictorial effect was doubtless there at its height, as the funeral-car slowly passed along. A few flags were carried in the procession, but they were furled and wrapped around in crape. A large portion of the procession also wore crape, and none appeared without a badge of some kind or other. The Parish Church of Notre Dame was draped in mourning—altar and pulpit and pillar—out of respect to the illustrious deceased. In the middle of the centre aisle was a *catafalque*, whereon the coffin was placed, and around which the funeral tapers had been for some time lighted. On the arrival of the body, the organ then burst forth in a splendid swell, and the choristers advanced from the chancel into the body of the church, with their tapers lighted, and surrounded the *catafalque*. The music then ceased for a time, and the Bishop delivered an address, in which he alluded very touchingly to the melancholy occasion on which they were gathered together, denouncing Mr. McGee's murder in the strongest terms, and dwelling with praise on his career as a statesman, of the appreciation of which he considered the demonstration of to-day as being an eloquent evidence.

At the conclusion of the discourse, the solemn service was continued, the choristers, each with a lighted taper in his hand, res-

ponding to the mournfully mystic rising and falling of the organ. At half-past two, the body was borne from the church, and replaced on the funeral car, proceeding to the Roman Catholic Cemetery. At the entrance of the McGee vault, the closing services were read by the Reverend Father Dowd and his assistant, and then in silence and sadness those who followed his remains to the grave moved homeward, leaving him, as we may say, without any fiction of poetry, "alone in his glory."—*Montreal Witness*.

### 3. REQUIEM ÆTERNUM.

[The following extracts of poetry, on the death of Lawrence Devaney, died March 3rd, 1868, an intimate friend, which appeared in the last number of the *New York Tablet*, was the last literary effort of the lamented McGee. It will be read with melancholy interest as applicable alike to the author, who has so soon succeeded his subject in death.]

St. Victor's Day' a day of woe.  
The bier that bore our Dead went slow  
And silent, gliding o'er the snow—  
Miserere, Domine!

With Villa Maria's faithful dead.  
Among the Just we made his bed,  
The cross he loved, to shield his head,  
Miserere, Domine!

The skies may lower, wild storms may rave  
Above our comrade's mountain grave;  
That cross is mighty still to save—  
Miserere, Domine!

No more St. Patrick's aisles prolong  
The burden of his funeral song,  
His noiseless Night must now be long;  
Miserere, Domine!

The dearest Friend will turn away.  
And leave the clay to keep the day;  
Ever and ever We will say—  
Miserere, Domine!

His Faith, was as the tested gold,  
His Hope assured, not overbold,  
His Charities past count, untold.  
Miserere, Domine!

Well may they grieve who laid him there  
Where shall they find his equal—Where?  
Nought can avail us now but prayer.  
Miserere, Domine!

Friend of my soul, farewell to thee;  
Thy truth, thy trust, thy chivalry,  
As thine—so may my last end be!  
Miserere, Domine!

T. D. M.

### 4. PHILOSOPHY OF THE DEMONSTRATIONS IN HONOR

#### OF MR. MCGEE.

The honor done to the memory of the late Hon. T. D. McGee, was, in many respects, not only unusual, but unique. Never before did our whole business population make a voluntary holiday in one of the thronest seasons of the year. Merchants, who only intended to give a half holiday, when they returned to their places of business in the afternoon, found them shut; and retail stores, for the most part, continued shut all day. Everything indicated a general disposition to devote the day to respect for the dead.

The very unusual circumstance of the military turning out to a civilian funeral showed in what high estimation were held Mr. McGee's services in bringing about Confederation and maintaining a feeling of loyalty for the British connection. We do not remember of ever hearing of the military attending the funeral of a civilian before, and, in this case, it was no half honor. General Russell, the commandant of the garrison, and other high officers, walked in the procession, and nearly the whole garrison lined the streets. This last service, on account of standing so long in the cold, was a very trying one. The troops were out from about half-past seven till half-past three, standing still with only one change of place, and no food. A war-and-weather-worn veteran sergeant, remarked that it was the most fatiguing day he had ever had in all his military experience; as his limbs had almost lost the power of feeling before the funeral terminated. The artillery,

we may add, continued firing for, we think, nearly two hours—a much longer time than we remember of on any former occasion.

The mourning decorations of houses and stores, and the display of banners at half-mast were much more general than at any previous funeral that ever took place here.

The extraordinary unanimity of all classes, origins, and creeds, in attending this funeral, was the most remarkable thing we ever saw, and excited general admiration and some surprise. "What more could we do for the Queen herself?" was asked by some and thought by more.

Now, what is the explanation of all this? Why was the commercial metropolis of Canada hung in weeds of woe? Why did all classes devote the day to the dead? Why has business been almost paralyzed throughout Canada for the past week? There must be some great principle underlying all this extraordinary demonstration. Let us try to analyze it.

One of the reasons of this general *empressement* is well brought out by the address of the venerable R. C. Bishop of Montreal, at the funeral ceremonies in the Parish Church. He said, under the Mosaic law, when a person was assassinated, the crime was considered so great that all the inhabitants around had to come to the bier and hold up their hands, and swear that they were not guilty of the foul deed. The people of Canada are now in this way purging themselves from the blood-guilt of Mr. McGee's murder.

The *Minerve* goes still further into the philosophy of the extraordinary spectacle we have just seen, by regarding it as a *manifestation of our new national life—a life which rises superior to that of race, language, or creed, and makes all regard the welfare of the common country as our first care, and the memory of a distinguished patriot as our dearest possession.*

The *Minerve's* article breathes throughout an admirable spirit of fraternity, liberality, and patriotism.—*Montreal Witness.*

#### 5. MR. MCGEE AS AN EDUCATOR.

Mr. McGee's death is a loss which is best characterized as national. His genius had nothing local about it. He rarely spoke that he did not express the most lofty sentiments. In this manner he was unconsciously educating the people to a high standard of statesmanship. And we know of no way in which his death will be more severely felt than in this. His generous and kindly nature, and his great regard for letters, caused him to take a deep interest in the young men of the country. This is not only true of the young men of Montreal, where he resided, but of all the young men of the Dominion. He was ever ready, so far as he could, to place his services at the disposal of literary institutions designed especially for the instruction and improvement of the rising generation. Great as may have been Mr. McGee's influence in the councils of the nation they were greater still in the more impressible circles of young men's associations. He was a model which it was deemed an honor to follow; a professor whom it was considered safe to learn from. We know of no respect in which his death will cause such an appreciable void as this. There is no one to fill it. He was a public man *sui generis*. We are sure there are none who more sincerely lament his removal from among us than those who so studiously sat at his feet, and were proud to be called his students.—*Leader*

#### 6. THE TRUE SECRET OF MR. MCGEE'S POWER IN CANADA.

From an admirable article on this subject in the *Montreal Gazette*, we make the following extracts. The passages in this article in italics and the following one—deserve to be deeply pondered by our public men of every grade. "From Mr. McGee's teachings and example in Canada, we may infer that he acted upon the maxim that *Canada can never be great until her sons are true hearted Canadians, proud of their country and her institutions.* While Mr. McGee was alive it hardly struck us that he held a place perfectly unique among our public men; that it was to him, and almost to him alone, that the country looked for that vivid imaginative presentment of great public questions which enables the people, the masses, to realize their importance and understand their bearings. We have men the equals of Mr. McGee, perhaps his superiors, in practical ability, in political shrewdness, in minute knowledge of the details of public affairs. But a man like Mr. McGee, or even approaching Mr. McGee, in what were the special qualities of his intellect, we have not. He was, as it were, a link between the people and their representatives in Parliament, creating in thousands of minds, which would otherwise have been void of everything of the kind, an intelligent interest in all the broader questions of our politics; firing the young especially with his own enthusiasm, and inspiring all with confidence in the destinies of the country he had adopted as his own. *It must be remarked of Mr. McGee that he was a thorough Canadian. Perhaps few of us deserve the title so*

*thoroughly as he did, and for this reason; we feel ourselves primarily British subjects, and only secondarily Canadians.* When Mr. McGee came to this country, he came, as is well known, with no very ardent attachment to the Government of Great Britain; and however much he may have changed his views subsequently, it is not to be supposed he could ever be brought to insist as strongly upon his British subjectship as most of us do. What did he do then? He adopted Canada as his native country and his home, and attached himself to it with all the warmth of his ardent nature. As an Irishman he felt that Canada offered as fair a field for his countrymen as any in the world, and truly, that here in Canada, if anywhere, it was possible to build up the strongest moral argument for a just and generous treatment of his native land by Great Britain, and to work out this moral argument was one great object of all his toil.

If we regarded Mr. McGee, however, simply as a politician, we should miss a most important part of his character, and over-look a great deal of his most useful work. More than all our other public men put together he laboured to increase the interest felt by the people of this country in intellectual pursuits, to foster a love of literature, and elevate the public taste. It was no slight thing to have a man of his ability willing to devote himself to such a work. While he was with us, we took it, as a matter of course, that all the resources of his mind, and all the power of his eloquence should be devoted to every useful cause or institution that appealed to him for aid. In all the principal towns of Canada, and many of the smaller ones, he has lectured repeatedly in behalf of various benevolent and literary societies, and never without imparting both instruction and delight to his hearers. This, we say, was no slight thing, and, when a few months have rolled on, and the Canadian public have been forced to realise the fact that the busy brain has been stilled, the eloquent voice silenced forever, that the fountain of so many noble and poetical ideas has been forever closed, then it will be felt how truly great was the work which Mr. McGee, as a literary man, was doing for the country, and how deep and irreparable a loss has been sustained in his death. We do not hesitate to say that whatever may be the tone or the level of political discussion in this country, it is higher at this moment than it would have been had Mr. McGee never come to Canada. Our journalists owe him a debt of which probably in most cases they are not conscious; and the whole intellect of the country has been quickened by his influence and his labours.

Mr. McGee never took a narrow view of anything. That was the true secret of his influence, and that was what made his presence in the political arena of such great value to the country. *The chief danger to which we are exposed in a country like this is having our politics dominated by narrow ideas.* Mr. McGee, by the very constitution of his mind, seemed to judge of everything upon the widest principles of historical and philosophical criticism. His well-stored mind could bring analogies from the past, his comprehensive observation gave a wide sweep to his knowledge of the present, and his quick but disciplined imagination enabled to forecast the future with an almost probable vision. He lived in a world of ideas, and yet he was neither a visionary nor a fanatic. There was nothing "nebulous" about his mind, to use a happy expression of Mr. Disraeli's, nothing sophistical, nothing pedantic. He simply used the ideas which he gained by his intercourse with the best thinkers, past and present, to light up the dark problems of practical politics. Such was the man in one or two of his leading intellectual characteristics. His connection with Canadian politics was of comparatively short duration, but we can hardly consent to regard his influence upon them, and upon the higher interests of the country, as second, either in power or in value, to that of any of his predecessors or contemporaries.

#### 7. MR. MCGEE'S IDEAL OF CANADIAN NATIONALITY.

At Halifax in 1863 Mr. McGee said: "A single glance at the physical geography of the whole of British America will show that it forms, quite as much in structure as in size, one of the most valuable sections of the globe. Along this eastern coast the Almighty pours the broad Gulf Stream, nursed within the tropics, to temper the rigours of our air, to irrigate our 'deep sea pastures,' to combat and subdue the powerful polar stream which would otherwise, in a single night, fill all our gulfs and harbours with a barrier of perpetual ice. Far towards the west, beyond the wonderful lakes, which excite the admiration of every traveller, the winds that lift the water-bearing clouds from the Gulf of Cortez, and waft them northward, are met by counter-currents which capsize them just where they are essential,—beyond Lake Superior, on both slopes of the Rocky Mountains. These are the limits of the climate which has been so much misrepresented, a climate which rejects every pestilence, which breeds no malaria, a climate under which the oldest stationary population—the French Canadian—have multiplied

without the infusion of new blood from France or elsewhere, from a stock of 80,000 in 1760 to a people of 880,000 in 1860. I need not, however, have gone so far for an illustration of the fostering effects of our climate on the European race, when I look on the sons and daughters of this peninsula—natives of the soil for two, three and four generations—when I see the lithe and manly forms on all sides, around and before me, when I see especially who they are that adorn that gallery (alluding to the ladies), the argument is over, the case is closed. If we descend from the climate to the soil, we find it sown by nature with those precious forests fitted to erect cities, to build fleets and to warm the hearths of many generations. We have the isotherm of wheat on the Red River, on the Ottawa, and on the St. John; root crops everywhere; coal in Cape Breton and on the Sascatchewan; iron with us from the St. Maurice to the Trent; in Canada the copper-bearing rocks at frequent intervals from Huron to Gaspé; gold in Columbia and Nova Scotia; salt again, and hides in the Red River region; fisheries inland and seaward unequalled. Such is a rough sketch, a rapid enumeration of the resources of this land of our children's inheritance. Now what needs it, this country,—with a lake and river and seaward system sufficient to accommodate all its own, and all its neighbour's commerce,—what needs such a country for its future? It needs a population sufficient in number, in spirit, and in capacity to become its masters; and this population need, as all civilized men need, religious and civil liberty, unity, authority, free intercourse, commerce, security and law.

"I endeavor to contemplate it in the light of a future, possible, probable, and I hope to live to be able to say positive, British American Nationality. For I repeat, in the terms of the questions I asked at first, what do we need to construct such a nationality? Territory, resources by sea and land, civil and religious freedom, these we have already. Four millions we already are; four millions culled from the races that, for a thousand years, have led the van of Christendom. When the sceptre of Christian civilization trembled in the enervate grasp of the Greeks of the Lower Empire, then the Western tribes of Europe, fiery, hirsute, clamorous, but kindly, snatched at the falling prize, and placed themselves at the head of human affairs. We are the children of these fire-tried kingdom founders, of these ocean-discoverers of Western Europe. Analyze our aggregate population: we have more Saxons than Alfred had when he founded the English realm. We have more Celts than Brien had when he put his heel on the neck of Odin. We have more Normans than William had when he marshalled his invading host along the strand of Calais. We have the laws of St. Edward and St. Louis, Magna Charta and the Roman Code. We speak the speeches of Shakespeare and Bossuet. We copy the constitution which Burke and Somers and Sidney and Sir Thomas More lived, or died, to secure or save. Out of these august elements, in the name of the future generations who shall inhabit all the vast regions we now call ours, I invoke the fortunate genius of an United British America to solemnize law with the moral sanction of religion, and to crown the fair pillar of our freedom with its only appropriate capital, lawful authority, so that hand in hand we and our descendants may advance steadily to the accomplishment of a common destiny."

At St. John, New Brunswick, in the following month of the same year, Mr. McGee said: "There are before the public men of British America, at this moment, but two courses; either to drift with the tide of democracy, or to seize the golden moment and fix for ever the monarchical character of our institutions!" "I invite," he continues, "every fellow colonist who agrees with me to unite our efforts, that we may give our Province the aspect of an Empire, in order to exercise the influence abroad and at home to create a State, and to originate a history which the world will not willingly let die!"

In another part of the same paper, Mr. McGee very solemnly says:—

"This being my general review of my own duty—my sincere slow-formed conviction of what a British American policy should be—I look forward to the time when these Provinces, once united, and increasing at an accelerated ratio, may become a Principality worthy of the acceptance of one of the Sons of that Sovereign whose reign inaugurated the firm foundation of our Colonial liberties. If I am right, the railroad will give us union—union will give us nationality—and nationality a Prince of the blood of our ancient Kings. These speculations on the future may be thought premature and fanciful. But what is premature in America? Proposed a project which has life in it, and while you still speculate it grows. If that way towards greatness which I have ventured to point out to our scattered communities be practicable, I have no fear that it will not be taken even in my time. If it be not practicable, well, then, at least, I shall have this consolation, that I have invited the

intelligence of these Provinces to rise above partizan contests and personal warfare to the consideration of great principles, healthful and ennobling in their discussion to the minds of men."

#### 7. COL. LOWRY'S TRIBUTE TO MR. MCGEE.

Colonel Lowry, of the 47th Regiment, so favourably known in Upper Canada, has written the following letter to a Halifax paper on Mr. McGee's death. He says:—"The death by assassination, of Mr. McGee, is one of the heaviest blows which could have befallen the public interests of British North America. In largeness of heart and of views, in the grandeur of a luminous and well-stored mind, and in powers of oratory, the Honorable Thomas D'Arcy McGee was second to none on this continent. Whatever the errors of early life, whatever the faults of later years—and, to use his own beautiful expression, in lecturing on a recent occasion, on the British Constitution, 'The variations of the needle are not proofs of the worthlessness of the compass,'—he has long used his great talents with heroic devotion in the service of British America, and for the benefit of his native land. To the furtherance of such high ends he brought the rarest gifts of mind, and a comprehensiveness of soul which embraced alike men of all creeds and nationalities. He illuminated by the gleams of genius every subject on which he touched, and adorned with a resistless eloquence every theme upon which he spoke. If ever any man sacrificed his life by the fearless assertion of truth, and of the real interests of his countrymen, Mr. McGee did. May the lessons of the truest patriotism, of a large toleration, and of an abounding charity, which flowed forth from his living lips, long breathe with convincing force from his early grave. These few lines are a tribute of warm appreciation from an Irish gentleman, who, with a little personal acquaintance with Mr. McGee, has long observed his public career with interest and admiration; from one who—belonging to the Church, and to the army of England, and differing in some things from the illustrious dead—believes his loss at such a time to be a great national bereavement."

#### 8. PRIMA VISTA, NEWFOUNDLAND.\*

BY THE LATE HON. T. D. M'GEE, M.R.I.A.

"Land! Land!" how welcome is the word  
To all o' us, landmen bred or seamen?  
Deep in their lairs the sick are stirred—  
The decks are thronged with smiling women.  
That face that had gone down in tears,  
Ten days since, in the British Channel,  
Now, like Aurora, re-appears—  
Aurora, wrapped in furs and flannel.

"Where?" "Yonder, on the right—dost see!  
A firm, dark line; and, close thereunder,  
A white line drawn along the sea—  
A flashing line, whose voice is thunder.  
It seems to be a fearsome coast—  
No trees; no hospitable whiffs;  
God help the crew whose ship is lost  
On yonder homicidal cliffs."

"Amen!" say I, "to that sweet prayer,  
The land indeed looks sad and stern,  
No female *Savants* field-day there,  
Collecting butterflies and fern.  
An iron land it seems from far,  
On which no shepherd's reposes;  
Lash'd by the elemental war,  
The land is not a land of roses."

Yes! this is *Prima Vista*—this  
The very landmark we have prayed for;  
Darkly they wonder who have missed  
The guidance you stern land was made for.  
Call it not homicidal, then—  
The New World's outwork, grim its beauty;  
This guardian of the lives of men,  
Clad in the grab that does its duty.

Less gaily sings the lover lark  
Above the singing swain, at morning

\* The following poem appears in the current number of the *New Dominion Monthly*. We reproduce it not only because of its many intrinsic merits, but because it possesses a melancholy interest at the present time, as one of the last productions of the singularly gifted poet and orator so cruelly snatched from us.

Than rings thro' sea-mists chill and dark,  
 This name of welcome and of warning.  
 Not happier to his cell may go  
 The saint, triumphant o'er temptation,  
 Than the worn captain turns below,  
 Relieved, as by a revelation.

How blest when Cabot ventured o'er  
 This nothern sea, yon rocks rose gleaming ;  
 A promise land seemed Labrador  
 (Nor was the promise all in seeming);  
 Strong sea-wall, still it stands to guard  
 An Inland, fertile, fair as any,  
 The rich—but the unreaped—reward  
 Of Cabot and of Verrazzani.

All hail ! old *Prima Vista*—long  
 As break the billows on thy boulders,  
 Will seamen hail thy lights with song,  
 And home-hopes quicken all beholders.  
 Long as thy headlands point the way  
 Between man's old and new creation,  
 Evil fall from thee like the spray,  
 And Hope illumine every station.

Long may the hardy sons count o'er  
 The spoils of Ocean, won by labor ;  
 Long may the free, unbolted door  
 Be open to each trusty neighbor.  
 Long, long, may blossom on thy rocks  
 Thy sea-pinks, fragrant as the heather,  
 Thy maidens of the flowing locks,  
 Safe sheltered from life's stormy weather.

Proudly, oh ! *Prima Vista*, still—  
 Where sweeps the sea-hawk's fearless pinion—  
 Do thou unfurl from every hill  
 The banner of the New Dominion.  
 Proudly, to all who sail the sea,  
 Bear thou advanced the Union standard—  
 And friendly may its welcome be  
 To all men—seaward bound, or landward !

#### IV. Papers on Natural History.

##### THE BIRDS OF SPRING.

From an interesting letter in the *Leader* on this subject we quote the following :—As spring has come and the summer birds are beginning to arrive, a few observations on them may not be unacceptable to your readers, the more so as Canadian ornithology seems to be little studied amongst us. During our long winter but few birds are found in the forest, but we observe occasionally the red-bellied uthatch (*Sitta Canadensis*); the hairy woodpecker (*Picus villosus*); the downy woodpecker (*Picus pubescens*) with a few others. Those curious birds the crossbills, (*Leucopsera carvirostra*) sometimes pay us a visit during winter, but they are more common in Lower than Upper Canada. There are two species of these birds, the common and the white-winged, the latter much the rarest. Their mandibles cross each other like a pair of scissors; a wonderful arrangement, and admirably adapted for excavating the hard fir cones which these birds are fond of doing. Those beautiful birds, the Cardinal grosbeaks (*Loxia cardinatis*), are also occasional visitants in hard weather, the rich crimson livery of the males forming a striking contrast to the dazzling whiteness of the snow over which they fit. The Pine grosbeak (*Loxia Eucleator*), is a plainer and more abundant species. Who has not seen the snow bunting (*Emberiza nivalis*), as they skim over the frozen fields in large flocks, in their beautiful winter dress of black and white. They usually arrive with the first driving fall of snow. Thus it will be seen that we are not quite destitute of birds in winter, despite the bleak aspect of our country at that season, and there are several more winter birds besides those already enumerated, viz., the lapland bunting, the shore lark, the Bohemian wax-wing, &c. This last is a beautiful species, and comes to us from the North. It is of an exquisite fawn color, has an elegant crest, and five or seven curious appendages to the wing, very like bits of red sealing-wax. So much for our winter guests. With the return of spring numerous feathered friends come to us from the Southern States of America. The crow is usually the first arrival, and the robin (*Turdus migratorius*) is close on his heels. Why this last bird is called a robin, we are at a loss to discover, since it bears no resemblance to its congener of Great Britain, and is in fact a veritable thrush. The title seems to us a

sad misnomer. The gold-crested wren and the fire-crested wren also arrive early in March, and are to be found chiefly in fir plantations, where their presence may be detected by their low sweet note. Though very similar to, they differ a little from their brethren of Great Britain, and remain with us but a short time passing on to the North. Most of us have noticed a dark colored bird, feasting sometimes between the legs of sheep, and sometimes among cattle, and feeding busily on the worms and grubs disturbed by the movements of these animals. That is the cow bird, and its habits are analogous in one respect, to those of our English cuckoo, viz.: it does not build a nest, but deposits its eggs in the homes of other birds. Yonder handsome stranger robed in black and orange flitting about among those gooseberry bushes, is the Baltimore Oriole, and his dress would compare favorably with some of the gorgeous denizens of the forests of South America. That smaller bird, also, dressed in black and orange, and looking exactly like a miniature of the Baltimore is the American Redstart. He is a lively little fellow, though rather shy, and affects the most secluded parts of the forest, where he can feed and sing unseen. But what was that scarlet flash amid the deep green of those lofty trees! That was the glorious scarlet tanager "*Tanagra rubra*," one of the most beautiful summer visitants we have, and not very abundant in Canada, though they occasionally resort to gardens in the vicinity of towns, for the purpose of feasting on the buds of fruit trees. Another species, very like this bird, but lacking the black wing, is the summer Red bird "*Tanagra Closiva*," an inhabitant of the Southern States of America. In clover fields during May and June we see the sprightly bob i-link spring into the air, singing merrily all the while. This bird has a chastely colored dress of black and white, and from its habits of singing on the wing, has been called the Canadian Sky-lark. The Blue-jay of Canada is very like its British congener, though smaller, and perhaps less handsome on the whole. It is a shy bird, and avoids the presence of man. The Canada taw is a much rarer species, and far more soberly colored. Again, who has not heard, in his rambles through some dense wood, a cry precisely similar to that of a cat, and been often doubtless much puzzled thereat? That is the voice of the cat-bird. "*Turdus felix*," a small and very plain bird, far oftener heard than seen, though tolerably abundant in most parts. Another harsh note is that of the yellow billed American cuckoo, so very unlike the familiar cry of the bird in England, that we can hardly persuade ourselves that it is a cuckoo at all. The black-billed cuckoo much resembles the preceding, the chief distinction being, as the names imply, in the color of the bills. These birds are local in distribution, and usually avoid the vicinity of man, though we have met with them very near Toronto. That loud shrill note, which often startles us in our woodland rambles in summer, proceeds from the great crested Fly catcher (*Muscapa*—?), a good-sized bird, with a yellowish breast, and fine crest. They love the tops of lofty trees, whence they dart into the air every few minutes, in pursuit of insects, always returning to their former perch. Very simple are the habits of the tyrant flycatcher, or king bird ("*Muscapa Tyrannis*") with flame colored crest and sprightly bearing. During the breeding season nothing can exceed the pugnacity of this bird, and he will not hesitate at that time to attack hawks or jay, or any other bird, though thrice his size, who may venture too near his nest. In the vicinity of small creeks, especially those bordered with the oak and elm, is found the indigo bird with his coat of cerulean blue. This is not by any means a common species, at least in Upper Canada, though much sought after by collectors for its rich plumage. It loves the tops of lofty trees, and its song bears some resemblance to that of the yellow bird ("*Fringilla Triolis*,") though sweeter and more shrill. The well known blue bird with its clear, sweet song, one of our earliest arrivals, may be sometimes taken for the indigo bird by an inexperienced eye, though larger and possessing a reddish dress, which the other does not. Passing over the varieties of the owl and hawk tribe, and ("*Picidae*") we come to the group of Warblers, of which we have over forty species. These birds are all small, have more or less yellow and green about their dress, and delight chiefly in the cedar swamps. Among the rarest are the hemlock, the morning, the Cape may, the golden-winged, &c., and among the handsomest are the black and yellow ("*Sylvia Magnolia*,") the cerulean, the blackbambian, the black-throated green warbler, &c.

##### Statutory Holidays by the Interpretation Act for Ontario. Section 13.

"The word 'holiday' shall include Sundays, New Year's Day, Good Friday, Easter Monday, and Christmas Day, the days appointed for the celebration of the birth-day of Her Majesty, and any day appointed by Proclamation for a General Fast or Thanksgiving."

VII. Paper on Meteorology.

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

Table with columns for Station, North Latitude, West Longitude, Elevation, Barometer at temperature of 32° Fahrenheit, Range, Monthly Means, Daily Range, High-Est., Lowest, Warm-Est Day, Cold-Est Day, Tension of Vapour, and Monthly Means (7 A.M., 1 P.M., 7 P.M.).

Observations at ten Grammar School Stations for FEBRUARY, 1868. OBSERVERS—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns for Station, Humidity of Air, Winds, Number of Observations, Motion of Clouds, Estimated Velocity of Wind, Amount of Cloudiness, Rain, Snow, and A U R O R A S.

Barrie.—Storms of wind on 13th, 14th, 17th, 24th very violent, 25th, 28th. Snow on 4th, 6th, 8th, 12th, 13th, 14th, 15th, 17th, 24th, 26th, 28th, 29th, 28th. Frequent low temperatures, e.g. 2nd, -8.5°; 3rd, -21.0°; 4th, -18.5°; 7th, -16.0°; 8th, -18.0°; 10th, -20.4°; 11th, -20.0°; 14th, -18.5°; 18th, -10.1°; 22nd, -20.4°; 23rd, -20.4°; 24th, -11.0°; Belleville.—Snow on 6th, 8th, 9th, 12th, 13th, 15th, 16th, 17th, 24th, 26th, 28th, 29th. Frequent low temperatures, e.g., 3rd, -18.4°; 7th, -8.6°; 8th, -15.0°; 10th, -12.2°; 11th, -15.0°; 14th, -6.5°; 22nd, -14.0°; 24th, -17.1°. The observer gives the following statement of mean maximum and mean minimum temperature for ten years. Feb, 1859 Average Maximum... 31.38 Average Minimum... 14.40 1860 do do... 30.70 do do... 9.80 1861 do do... 30.19 do do... 12.23 1862 do do... 27.42 do do... 8.80 It appears from the above statement that the warmest February in ten years was 1862.

years was in 1867, and the coldest in 1868.

**CORNWALL.**—Fogs on 7th, 8th, 10th, 11th. Snow on 2nd, 6th, 9th, 13th, 14th, 15th, 17th, 27th, 28th. The following are the lowest temperatures observed here:—1st,—7.7°; 3rd,—17.0°; 17th,—17.0°; 8th,—27.7°; 10th,—22.0°; 11th,—32.0°; 14th,—9.0°; 18th,—10.0°; 22nd,—15.9°; 24th,—18.0°.

**GODERICH.**—On 1st, halo round moon. Storms of wind on 17th and 24th. Snow on 2nd, 3rd, 6th, 7th, 8th, 12th, 13th, 15th, 17th, 24th, 25th, 27th, 28th. Railroad blocked with snow 25th and 26th. Snow-birds on 27th. The following are the lowest temperatures:—3rd,—4.0°; 10th,—1.8°; 14th,—6.0°; 22nd,—10.8°; 24th,—7.0°.

**HAMILTON.**—Month remarkable for steady and severe cold. During the fortnight beginning on 3rd, the temperature below zero every night. The height of barometer, though less than in January, was greater than usual. Snow began at 10 30 on 23rd and continued 48 hours, measuring 12 inches. Storms of wind on 4th, 5th, 6th, 11th, 13th, 17th, 18th, 21st, 24th, 25th. Snow on 6th, 8th, 9th, 12th, 15th, 16th, 23rd, 24th, 25th, 27th. Rain on 9th, 17th, 25th. Minimum temp. 3rd,—18.0°; 4th,—11.0°; 10th,—9.0°; 11th,—8.0°; 22nd,—7.0°; 24th,—8.0°.

**PEMBROKE.**—Storms of wind on 6th, 17th, 25th. Snow on 6th, 9th, 13th, 14th, 17th, 18th, 27th; and a few flakes on 2nd, 4th, 11th, 12th, 15th, 28th, 29th. Halo round sun at 1 p.m. 21st. Falling stars seen to NE on night of 21st—22nd. Barometer higher this month than ever at this station since its establishment. Minimum temp. 3rd,—34.0°; 4th,—15.0°; 5th,—22.0°; 7th,—24.0°; 8th,—40.0°; 10th,—27.0°; 11th,—40.0°; 12th,—10.0°; 13th,—19.0°; 14th,—31.0°; 17th,—10.0°; 18th,—17.0°; 21st,—13.0°; 22nd,—22.0°; 24th,—26.0°; 26th,—12.0°.

**PETERBOROUGH.**—On 3rd, very wide halo round sun at 2.35 p.m. 8th, and 10th, halo round moon. 19th, slight hail; aurora with spindles and streamers, which soon disappeared, but auroral light lasted till about 10 p.m. 21st, auroral light with a few slight spindles, lasted but a short time. 24th, lightning observed during snow storm. Fogs on 14th, 20th, 22nd. Snow on 3rd, 4th, 5th, 6th, 8th, 9th, 12th, 13th, 14th, 15th, 17th, 24th, 26th, 27th, 28th. Barometer, higher than in table, observed Sunday 23rd at 9.30 p.m. indicating 30.053, the highest reading at this station. Month remarkable for the frequent fluctuations of the barometer, and the mean minimum of temperature the lowest of any month observed here. From 29th of November till 29th February there had not been a thaw except a slight one on the 25th and 26th December, which is unprecedented. In December, January and February the temperature was below zero on 37 days. The lowest readings this month are as follows: 3rd,—23.0°; 7th,—12.0°; 8th,—20.0°; 10th,—16.0°; 11th,—15.0°; 14th,—14.0°; 15th,—7.0°; 18th,—7.0°; 22nd,—17.0°; 24th,—24.0°.

**SIMCOX.**—On 3rd, lunar halo 25° diameter in evening, and wind storm at night. 23rd, (Sunday) barometer rose to 29.801, and on 24th severe storm of snow occurred with a splendid display of lightning and occasional thunder. 26th, fog. Snow on 6th, 7th, 8th, 9th, 12th, 14th, 15th, 16th, 23rd, 24th, 25th, 27th, 28th. Rain on 9th, 17th, 25th. Unusually low temperatures for this station observed, being below zero ten days 3rd,—18.0°; 5th,—0.6°; 7th,—1.0°; 8th,—4.0°; 10th,—9.0°; 11th,—19.0°; 14th,—9.0°; 18th,—4.0°; 22nd,—4.0°; 24th,—8.0°. The mean temperature was lower than in January by 1.6°.

**STRATFORD.**—On 7th, at 6.30 p.m., large lunar halo. 20th, at 11 a.m., large solar halo. Storm from 2 p.m. of 23rd till morning of 25th; railroads blocked by the snow. Storms of wind 6th, 8th, 9th, 17th, 23rd, 24th, 25th. Fog on 26th. Snow on 5th, 6th, 8th, 9th, 14th, 15th, 16th, 17th, 24th, 25th, 27th, 28th; 26th, saturation at 7 a.m. Temperature below zero on fourteen days, the lowest as follows: on 3rd,—15.0°; 10th,—13.0°; 11th,—12.0°; 14th,—15.0°; 18th,—10.0°; 22nd,—12.0°; 24th,—10.0°. The following is a comparative statement of the mean temperature of February from 1861: in 1861, 24.0°; 1862, 19.0°; 1863, 21.0°; 1864, 22.0°; 1865, 21.0°; 1866, 20.0°; 1867, 27.0°; 1868, 14.0°. Barometer on Sunday 23rd at 9 a.m. indicated 29.347.

**WINDSOR.**—Storms of wind on 6th, 8th, 17th, 24th. Fogs 10th, 25th. Snow on 8th, 15th, 23rd, 24th, 26th. The following are the lowest temperatures: 3rd,—21.0°; 7th,—4.0°; 10th,—11.0°; 11th,—10.0°; 14th,—5.0°.

## VIII. Educational Intelligence.

—**INDUSTRIAL SCHOOLS.**—A large meeting was held on the 17th instant at the Canadian Institute rooms to take into consideration the advisability of providing education for those children now outside the pale of our common school system. On motion of Prof. Wilson, seconded by the Rev. Mr. Baldwin, Judge Hagarty was called to the chair, and Mr. W. B. McMurrich was appointed Secretary. Judge Hagarty, in taking the chair, adverted to the previous efforts made to embrace the large class proposed to be dealt with within our educational system, and the necessity that existed to attain the end as speedily as possible. The subject as it affected the community at large was also dwelt on by the chairman, showing the need of action both as tending to increase the intelligence of the community as a whole, and also for the prevention of crime. The fact of so many youthful criminals being yearly brought before the courts was a matter for their serious consideration, and any

mode that could be suggested to prevent those now being educated in vice from continuing a career of crime was worthy of their serious consideration. Dr. Wilson detailed the points of the plan proposed by him and published in the city papers some time ago in reference to the question. These he read from the letter and embraced punishment by flogging as preferable to incarceration for crime among youths. This was only an incidental statement, the main points of the scheme embracing a school in which instruction could be given the children in connection with one or two meals and clothing. By inaugurating such a system he held that the expenditure would be quietly paid back in the saving in our cost of criminals. In the Boy's Home, an admirably managed institution, they found plenty of demand among the farmers for all the children they could educate and rear to a certain age, and these after being given out were in nearly every instance well cared for. The same thing could be done he said, with the boys proposed to be cared for by the institution the details of which he was suggesting, although the character of the children proposed to be dealt with prevented their being taken into such as the Boys' Home. In general, the scheme was the same as that of Dr. Guthrie's Edinburgh Ragged Schools, and there it was found that the good influences exercised over the boys during school hours had produced beneficial effects at their homes. He explained his mode of carrying out the system by stating that the Board of School Trustees might provide the school house and teachers, a supplementary committee of citizens to furnish the clothing and victuals, and superintend the management of the institution. By this means a very large number of children of both sexes could be dealt with and improved. A truant officer, whose duties might be with advantage extended to securing the attendance of all under a certain age, should also be appointed to bring the children to school. The details, as submitted by Dr. Wilson, elicited discussion among those present, the Reverend Dr. Willis, the Reverend Messrs. Porter, Topp, and King, Hon. John McMurrich, and others, taking part. The discussion was principally suggestive. All conceded the immediate necessity of dealing with the question, and the differences of opinion were merely on details. Suggestions to teach the boys trades in connection with the day's studies, to make the attendance compulsory by statute, and other matters, were discussed in an informal manner, the whole ultimately ending in the following resolution, which was carried:—Moved by Rev. Mr. Topp, seconded by Rev. Mr. Baldwin, "That the Hon. Judge Hagarty, with the Rev. Messrs. Baldwin, Alex. Topp, Dr. Green, Marling, Givins, Reid, and Dr. Wilson, Dr. Canning, Messrs. John McDonald, George Hague, J. K. McDonald, T. Hodgins, G. T. Kingston, Lesslie, J. McMurrich, W. D. McMurrich and Wilkes, with power to add to their number, be a provisional committee to confer with the Board of School Trustees in regard to the establishment of an Industrial School in this city, and take such other steps as may be necessary to institute the same, with power to call a meeting when deemed advisable to regularly organize an Association for the proper making out of the scheme. The Hon. Judge Hagarty to be hon. chairman.—*Globe*."

—**LOCAL SUPERINTENDENT, ELGIN** Month St. Thomas, *Home Journal*. We learn that a month since, Rev. E. Sheppard, to be Local Superintendent of Schools in East Elgin, left St. Thomas for Bowmanville. The *Journal* says:—"In the early years of his settlement here, he was himself a practical teacher; and with slight interruptions since 1850, was Local Superintendent of our Common Schools, first of the Township of South Dorchester, then of that and of the Township of Malahide; subsequently, of the East Riding, and for a short time, of the whole County. In this capacity he wielded a great deal of influence over the teachers and trustees, and by the eloquent and popular style of his public lectures did much to promote the cause of Common School education. The basis of the friendship and esteem of the teachers towards him is expressed in the following paragraph which we extract from an Address of the Associated Teachers of East Elgin, presented to him at Alymer, on the 7th September last:—"Your kindness, courtesy and gentlemanly conduct to us as teachers—your indefatigable perseverance and unwearied labors in the cause of Common School education—your wise counsels and faithful admonitions to teachers—your constant sympathy with misfortune, sorrow and suffering—your patient forbearance with error, ingratitude and narrow-minded opposition, combined with many other eminent qualities and talents, so well qualified you for the situation that you were enabled to perform all the duties that devolved upon you satisfactorily to the great majority throughout the county, and to win an enviable and lasting place in the affections of the teachers, scholars and people of every part that has been honored by your visits." The wear and tear incident to so active and laborious a life told upon his constitution many years ago, but he still continued to labor, actively discharging all his obligations—educational, social and religious—until through ill health he was obliged to relieve himself of the arduous duties of the School Superintendency."



— **LADIES' COLLEGIATE SEMINARY.**—The very Rev. Dean Hellmuth, of London, has just issued the following circular on this subject. He says: 'For the last three years, since the successful completion of the Collegiate Institute, (now Hellmuth College), I have been constantly urged by very many to make efforts for the establishment of a Young Ladies' School. In a congratulatory address presented to me by the leading citizens here, as far back as the 6th November, 1865, the want of such an Institution in this Western section of our country has been thus expressed: 'While we feel that by your energy and zeal we have in our midst an Institution adequate to meet the wants of our rising male population who may avail themselves of it, there is a desideratum still remaining, and that is, the establishment of a Seminary for the education of Young Ladies, corresponding in its character, objects and principles of management, with the Collegiate School. May we be permitted to hope, that from the patronage that has been extended to this Institution—a patronage which we doubt not would be equally given to a Female Seminary—that you will feel justified in undertaking this additional work.' I admit that I share in the feeling of this need, and never have I felt more strongly than now, the urgent necessity of such an Institution, where our daughters may receive the highest education, based upon sound Protestant Principles, without fear or apprehension that their faith will be tampered with, directly or indirectly. Indeed, in whatever light we view the matter, we can not over estimate the importance of such a School. I have therefore resolved, God willing, should I meet the encouragement held out, speedily to supply this need and, if possible, to have the buildings ready for the reception of Pupils on the 1st September, 1869. It would be impossible, in a Circular like the present, to furnish a clear view of the many details of arrangement by which the intended object is to be accomplished—in due time a formal Prospectus will be issued, containing all necessary particulars, respecting terms, regulations and courses of instruction. The efficient and prosperous condition of the Hellmuth College is the best guarantee as to the character of the Ladies' Seminary will be. For the present, it will suffice to state that the contemplated Seminary will be upon a scale that shall comprehend the best attainable means of tuition and useful training, based upon the soundest Christian principles. Suitable buildings will be erected on a beautiful site—in large grounds tastefully laid out—constructed with an especial view to the convenience, comfort and health of their occupants, and in accordance with the most modern improvements, &c. The Seminary will be presided over by an English Lady of established character and experience, who will be assisted by an efficient staff of Teachers in the various Departments. The Modern Languages will be taught by natives of the different countries; while singing, music, drawing, and every other branch calculated to aid in training young ladies for their future position in life, will be adequately provided for. The erection of the necessary buildings, &c., to be provided for in Scholarships of \$200 each, payable in four quarterly instalments of \$50 each. Each Scholarship entitles the holder to one nomination of a course of three years' tuition in every department of the School, including the modern languages, except in music, drawing and calisthenics. Should you wish to encourage this undertaking, please signify without delay the number of Scholarships you are prepared to take."

— **KNOX COLLEGE.**—The closing services of the session took place in presence of a very numerous audience. The closing lecture was delivered by the Rev. Mr. Proudfoot, of London, who has acted for some months as Professor of Pastoral Theology. Principal Willis, in introducing the lecturer, gave a very favorable account of the proceedings of the session, and mentioned that at least nine students were likely to be immediately available in the service of the church. The present year, too, Dr. Willis mentioned, had been unusually marked by liberal donations placed in the hands of the Senate for encouraging competition among the students in the various departments of Theological Literature. These appropriations had come from friends of the college in Quebec as well as Ontario, and from Great Britain also—evidences of interest in, the Seminary and of public confidence which, to him and his colleagues could not but be gratifying. The lecture by Mr. Proudfoot was full of valuable suggestions on the art of preaching, and was listened to with deep interest and warmly applauded. Dr. Burns led the prayers, and Dr. Willis, after announcing the names of the successful candidates for distinction, concluded with the benediction, the audience rising first and joining in a few lines of praise.—*Leader.*

## IX. Departmental Notices.\*

### NOTICE TO COUNTY CLERKS.

The 55th section of the Consolidated Common School Act enacts, that, "The County Clerk shall forthwith notify the Chief Superintendent of Education of the appointment and address of each such Local Superintendent, and of the County Treasurer; and shall, likewise, furnish him with a copy of all proceedings of the Council relating to school assessments, and other educational matters.

It is essential, for the effective working of the system of Education, that the duty here assigned to County Clerks should be promptly and regularly performed, and we regret to have to remind some of those officers that their neglect in this matter has, in several cases, occasioned much inconvenience.

### POSTAGE REGULATION IN REGARD TO GRAMMAR

#### AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

### NEW POSTAGE STAMPS.

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

### FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate payers.
2. A *General Public Lending Library*, available to all the rate payers of the Municipality.
3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.
4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

### CONFEDERATION MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; showing at one view (without any dividing boundaries,) the Provinces embraced in the proposed new Dominion of Canada, &c., with a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and lately published under the supervision of the Educational Department for Upper Canada. Price \$6.

\* See notice relating to Statutory Holidays on page 61.