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PAYMENT BY RESULTS IN HIGH SCHOOLS.

The Council of Public Instruction has, at length, decided to give effect to the School Legislation of 1870-71, in regard to "Payment by Results" in High Schools and Collegiate Institutes. The regulations on the subject were published in the last number of this Journal, so that we need only now refer to the history of the question in connection with our Schools.

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has lately been recommended by the Royal Irish Commission of Inquiry for introduction into the schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The subject was discussed at the time, and enquiries made into the working of the system. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step, was however, taken at that time; and the principle of payment according to the "average attendance of pupils" was then first applied to Grammar Schools. This change was thus explained in the memorandum which was published with the new Act in 1865:—

"The 7th Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School more than to the junior schools—unless the average daily attendance should fall below 10 pupils—although every one of these schools may have been vastly superior

to the senior school of the county. This section of the new Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might have been kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School law amply provides for giving the best kind of a superior English education in *Central Schools*, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number."

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of; but on the visit in that same year (1865) of Rev. Dr. Fraser (now Bishop of Manchester)—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada—the matter was discussed with him. The Chief Superintendent also that year referred the question to the then Inspector of High Schools (Rev. G. P. Young), who thus reported upon it (in his annual report) to the Chief Superintendent, for 1866:

"I have come to the conclusion, after having devoted much thought to the subject, that, until *educational results* are combined with *attendance* as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. *More than a year ago*, you asked me to consider whether "results" might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools."

At length having secured the appointment of two Inspectors of High Schools, the Chief Superintendent, in a Section of the new Act submitted to the Legislature for its adoption in 1870-71,

embodied the new principle in the 37th Section as thus explained in his report for that year :

THE NEW PRINCIPLE OF "PAYMENT BY RESULTS."

"Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the system adopted was (as in the case of Public Schools) to distribute the High School funds on the basis of average attendance of the pupils at the school. This was found to work injuriously to the best class of schools. For instance, a very inferior school with an average attendance, say, of fifty, would be entitled to receive precisely the same apportionment as another school with the same attendance, but which might be greatly superior,—if not the very best school in the Province. To remedy this defect and remove this injustice a new principle of payment was introduced into the Act—viz: the payment (as it is technically termed in England) 'by results,' or, as in the words of the Act itself, according to 'proficiency in the various branches of study.' This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of schools. The thoroughness of the system of inspection adopted there has enabled the school authorities to do so. We shall not be able at present to go further than the High Schools with the application of this principle; but we trust that by and by, if it be found to work well in the High School, we shall be able to apply it to the Public Schools as well.

"In Victoria, (Australia,) 'payment by results,' to the schools, is the system adopted. In the last report of the Board of Education for that country published this year, the Board says:—'The system of "payment by results," now in use, appears to be working well, and to give general satisfaction. The fact that, at each examination, each school's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst teachers. Indeed, the wish to obtain a high percentage, materially increases the stimulus afforded by the "result payments."'

"The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new law to be as follows:—

"Each High School conducted according to law (and the regulations) shall be entitled to an apportionment * * * according—

First—"To the average attendance of pupils.

Second—"Their proficiency in the various branches of study.

Third—"The length of time each such High School is kept open as compared with other High Schools."

I. Progress of Education in Ontario.

1. HIGHER EDUCATION IN ONTARIO.

The cause of higher education is making marvellous progress in the Province of Ontario. Not only are the various universities and colleges being more efficiently equipped for the training of young men, but colleges for the education of ladies are now established in several cities and towns, and are doing a noble work. Under the influence of such educational institutions, the intelligence, and consequently, the material prosperity of the people are increasing at a very rapid ratio. The want of facilities in this Province for obtaining a first-class education, especially for young women, is strikingly apparent by contrast with the Province of Ontario. It is true we have a few colleges for the training of young men, of which we are justly proud, and which are making their influence felt upon society; but as yet no college has been established in which our daughters may enjoy the equal advantage of receiving an education of the highest type. Large numbers who cannot afford to send their daughters to the private ladies' schools in the city, feel very keenly the want of such an institution. Many Protestant families, in consequence of this want, send their daughters to Roman Catholic convents. Indeed, it is a well known fact that a not insignificant portion of the pupils in conventual schools are the daughters of Protestants.

The initiative has already been taken two or three years ago by one of our wealthy and generous citizens, who has made a gift of a very valuable property on the face of the mountain to a Board of Trustees, for the purpose of having erected thereon a college, to be known as *The Trafalgar Institute*, for the higher education of women. This board has, unfortunately, not yet accomplished anything in the way of carrying out the intentions of the donor, a fact very much to be regretted.—*Montreal Gazette*.

2. THE ONTARIO LADIES COLLEGE.

The editor and the assistant-editor of the *Christian Guardian*, in conjunction with Dr. Nelles, were appointed by the Toronto Methodist Conference as official visitors to the Ontario Ladies' College. A visit accordingly was made to that institution by those gentlemen on the 18th of last month, of which the *Guardian* of last week gave the following satisfactory report:—

"It is too much to expect that any such institution should spring into existence so perfect and fully equipped as to preclude improvement and progress. But, considering that the college was first opened last fall, the fact that it has now sixty boarders and forty-seven day pupils, and that receipts for tuition will more than meet the current expenses of this first year, is in our opinion a gratifying success. It certainly exceeds our expectations at the inauguration of the enterprise. Much credit is due to the untiring energy of the Rev. J. E. Sanderson, M. A., both in securing the subscription of the necessary stock to warrant the purchase of the property, and in carrying out the practical measures by which the present position has been attained.

"As a more complete report will be prepared for the Conference, we merely mention here a few out of many things which might be said in favour of the college. The situation is beautiful and healthy. Nearly all the pupils seem to be in excellent health. The building is capacious, well ventilated and commodious, and surrounded by spacious grounds for exercise or play. The proximity of Whitby to Toronto should secure a large patronage from this city, as Toronto pupils could have the advantage of a healthy country residence near home, while pursuing their educational studies. As far as a cursory examination enables us to speak, the teaching is conducted with ability and efficiency. The method of teaching is adapted to suggest and stimulate thought; and the answers of the pupils in the different classes indicated an intelligent grasp of the subjects taught. The Principal, Rev. J. J. Hare, B. A., and the Governor, Rev. J. E. Sanderson, M. A., both passed through the curriculum of a University course in Arts, and graduated with honour; and must, therefore, be thoroughly familiar with the subjects they teach. Miss Dunlop impressed us favourably as a superior teacher, who will prove a valuable acquisition to the teaching staff of the school. A great point has been gained in securing such an eminent musician as Mr. Torrington, as a teacher and superintendent of the musical department. All the music teachers are examined and approved by Mr. Torrington, before being appointed. Mrs. Hare, who also belongs to the teaching staff, is already spoken of by competent judges as a gifted musician. Mr. Hoch, the drawing master, has a high reputation as an artist and teacher. Though the moral guardianship of the Institution is placed under the supervision of the Methodist Church of Canada, both the Board of Directors and the staff of teachers include members of the different Protestant Churches; the pupils are conducted to the churches which their parents wish them to attend, and all the arrangements and exercises of the college are conducted in a liberal and unsectarian spirit. A full report of each pupil's standing in her studies is sent to her parents at the close of each term, by which parents will be able to see at a glance what progress their daughters have made. Taking into consideration the eligible location of the institution, in the heart of a fertile and wealthy country, and the good beginning which has been made, we see no reason why the 'Ontario Ladies' College' should not become the most popular and attractive ladies' school in Canada."—*Whitby Gazette*.

3. THE LORETTO ACADEMY, LINDSAY.

A correspondent has favoured us with a graphic description of a very handsome educational building which has been recently erected at Lindsay, under the direction of the Rev. M. Stafford, one of the most enlightened and indefatigable friends of education in Ontario. The separate schools of Lindsay have long been reported to the Department as among the best and most efficient in the Province. From the enterprise and ability of Mr. Stafford, who has their interests so deeply at heart, we are sure that these schools reflect great credit upon his zeal and judicious supervision of them. We abridge the following description of the Academy from the *Lindsay Canadian Post*:—

"In the academy just opened by the Ladies of Loretto for the education of young ladies, Lindsay can justly boast of having the finest of the kind in the Province, in the complete and tasteful equipment of the spacious and handsome building that has just been erected. This handsome edifice has been erected from plans prepared by Mr. Wm. Duffus, Architect of this town, under the direction of the Rev. Father Stafford. Built of white brick in modern style, with elaborate yet tasteful decorations of the same

material, its three lofty stories, springing from a high basement, are surmounted by a Mansard roof, from which again rises a cupola,—the gracefulness of the pile has not been sacrificed in securing the substantiality which is one of the most marked characteristics of the structure. Great care has been displayed in providing every requisite for the health and comfort of the inmates; and that vexed question of ventilation has been solved by simple and efficient machinery that should be studied by architects who have a thought for the lungs of those for whom they build. The hall divides the main building into two portions—the eastern being devoted to instruction and the western is mainly reserved for the residents, either the pupils or the members of the sisterhood. The first room on the right of the entrance is to be the reception room. Immediately adjoining is the music room—a spacious apartment with a large bay window facing the west. In it are two or three pianos and other instruments. Up stairs are the apartments of the ladies, such as the drawing-room, office of the Superior, etc. In the third flat are the dormitories, affording accommodation for forty resident pupils. These rooms are among the most pleasant in the building, being lofty, well lighted, thoroughly ventilated, and fitted with everything required for the comfort of the inmates. Adjoining in the rear, is a large toilet room. A marble slab down the centre contains twenty-four basins, fitted with silver-plated taps, supplying hot and cold water. At the sides of the room are four-and-twenty toilet stands, each containing all the requisites of the toilet; at the farther end are two large bathing apartments with hot and cold water. This brings the visitor to the upper story of the wing in the rear of the main building. Going down there is a cheerful little room at present occupied as a select day-school for little boys. Down in the basement of the building is the well-equipped kitchen, also carefully ventilated, and adjoining is the dining-room for the resident pupils and teachers. Across to the eastern section—still in the basement, which is fully ten feet high and with an abundance of light—is the recreation room. A section of this room is just now occupied by a class of little girls belonging to the free Separate School. They are here simply as matter of convenience, and still remain under Separate School management. The walls are covered with an admirable series of object lessons ‘published under the direction of the Committee of General Literature and Education, London, England.’ There are two hundred and thirteen of these object lessons; each a little larger than a half sheet of foolscap, and giving a very careful representation of some member of the animal kingdom with a few lines of descriptive or explanatory letter press. No better method could be devised of imparting a knowledge of the important or wonderful or curious among the birds or beasts or fishes. Reaching the ground floor there in two rooms—divided by sliding doors, so that they may be thrown into one when occasion requires—the two senior divisions of girls belonging to the Separate School. The three classes number about fifty each. Again ascending to the second story we enter the class-rooms for the young ladies—two spacious apartments furnished with all the most modern and approved appliances for objective teaching—a terrestrial globe, an admirable series of astronomical charts, with charts shewing the climatology of the earth—mountains, animal ranges, and also historical and biblical charts. In the north-eastern room are Johnston’s illustrated series of object lessons in natural history, physics, etc. The educational facilities of the institution are of the best; nothing, indeed, has been spared to render the studies clear and pleasing and attractive, as, indeed must be the objective method of teaching with first-class apparatus, as compared with the old plan of memorising abstract definitions. The academy is, of course, yet too young to pronounce upon the method of teaching followed, or to look for results; but from the success and experience of the ladies in charge, there is no doubt that this will achieve a front position among the educational institutions of the county.

“Perhaps the most distinctive feature of the building is the system of ventilation, which is, if not perfect, much nearer perfection than any yet devised. Judging by results we should be inclined to pronounce it perfect. It would be difficult to give more than an outline of the system without pictorial illustrations. The builders set out with the intention of securing perfect ventilation, and all plans were subordinated to this one idea. The wisdom of this course cannot be gainsaid by one who has breathed the close atmosphere in many a magnificent pile, or shivered in one apartment and roasted in the next. For a large educational establishment pure air and plenty of light is much more important and necessary than costly furniture. From basement to roof two large iron shafts are carried to the roof, and enclosed in a brick wall, so as to allow considerable space round the shaft. Numerous registers near the floor and near the ceiling in each room, communicate more or less directly with these shafts, a flue being built where required for that purpose. The same principle is carried out inde-

pendently in rooms not connected with the shafts, and in the wings. In the basement is simple yet powerful machinery for controlling the air supply. Here also are two large furnaces, each consuming about sixteen tons of coal in the year. A portion of the heat from the furnace goes up the long shafts, which also enclose the smoke-pipe, and the air in the shaft being rarified, ascends, the air from the different rooms rushes in, and its place is taken by fresh air. Thus the respired air is regularly drawn off and a pure supply brought in so quietly that there are no drafts felt in the room, and there is no possibility of catching cold from an open window. The building is heated by hot water, conveyed in pipes, throwing off the heat through an extensive ‘coil’ in each room, surrounded by a handsome bronzed screen, with marble slab. Both in the heating and ventilating arrangements the quantity can be regulated to the nicest shade. Every room is provided with a thermometer; and the mercury is kept at 60°; a temperature that, with the excellent supply of pure fresh air, is mild and agreeable. Each class-room is designed to accommodate about fifty pupils—and no more—but if the rooms were packed to ‘their utmost capacity,’ the air supply would maintain an atmosphere as pure and fresh as ever. The ventilating system of this building has been copied into the New Normal School at Ottawa.

“The building complete costs about \$30,000; and with outbuildings, grounds and fencing will cost about \$50,000. The dimensions are:—main building, 34 feet by 50 feet; extension, 30 feet by 41 feet; laundry and storehouse, two stories high, 25 feet by 50 feet.”

II. Papers on the Universities.

1. SKETCH OF QUEEN’S COLLEGE.

HISTORICAL SKETCH.—THE TRUSTEES’ BANQUET.

From an official source we learn the following facts: Very soon after the formation of the Synod, the importance to the Church of Scotland in Canada of a Theological School began to be felt and acted upon, and from the first it was considered advisable, that it should embrace the general objects of a Collegiate Institution, and thus be the means of affording a liberal education to the youth of Canada.

Donations for this purpose began to be received in December, 1839, and ultimately amounted to \$44,955 in money. In 1840 the College was incorporated by an Act of the Parliament of Upper Canada as the “University of Kingston.” This Act was afterwards *pro forma* disallowed in order that the College might be constituted by Royal Charter, which was granted in the following year, and bears date at Westminster the 16th day of October. The Charter constitutes all the Ministers and members in full communion with the Presbyterian Church of Canada, in connection with the Church of Scotland, one body corporate by the name and style of “Queen’s College at Kingston,” and provides that this Corporation shall have perpetual succession “with the style and privileges of an University.” The Charter names eleven Ministers, the Principal for the time being, and fifteen laymen to be Trustees of the Corporation, and provides for their succession. To this Board the conveyances of estate made to the University at Kingston, as originally established, were transferred by authority of an Act of Parliament passed in 1846, and the Board found that they then held 2,264 acres of land granted by various owners, and situated in Upper Canada, with several lots in the City of Toronto. These lands were valued at \$6,928, but sales have shown this estimate to have been in excess of the real value. Classes in Arts and Divinity were opened in 1842, and were taught for a number of years in buildings rented for the purpose. In 1853 purchase was made of the Summer-Hill property in the City of Kingston, consisting of six acres of land, with a large and substantial stone edifice, to which the classes were forthwith transferred. Shortly, therefore a building fund was formed, which in April, 1858, amounted to \$12,622. With this sum and reserved funds of the original foundation, the property was entirely relieved from debt, the whole cost being \$35,993. Additional accommodation having been found necessary, another building was erected at an expenditure of upwards of \$10,000. The faculty of medicine was constituted, and medical classes opened in 1854. In 1861 an attempt was made to organize a faculty of Law. Three lecturers were appointed, but as it was found impossible to provide salaries from the funds of the College, after a year or two, it was discontinued.

In 1866 the medical department of the College ceased to exist, and its Professors obtained a Charter establishing the Royal College of Physicians and Surgeons, which became affiliated with the University. The union of the Presbyterian Churches of Canada necessitated the alteration of the College Charter to suit the new circumstances. Accordingly, at the last session of the Legislatures of

Ontario and Quebec, Acts were passed to give effect to the desired changes. The first Principal of the College was the Rev. Dr. Liddell, appointed in October, 1841, who resigned in July, 1846. The late Rev. Dr. Machar then acted as Principal from the last named date until July, 1853. The late Dr. George was Vice-Principal for several years. In July, 1848, the Rev. Dr. Cook, now of Morin College, Quebec, became Principal temporarily. In November, 1859, the late Rev. Dr. Leitch was appointed Principal, which position he held until his death in May, 1864. He was succeeded by the Rev. Dr. Snodgrass, then pastor of St. Paul's Church, Montreal, who still continues to fill the position of Principal most worthily. Since the establishment of the College 871 students' names have been registered on the College roll, and 562 degrees have been conferred. Upon the withdrawal of the annual Government grant in 1869, it was determined to raise an Endowment fund for the sustenance of the College. Dr. Snodgrass and Professor McKerras visited several cities and towns throughout the country, and the result of their effort has been that the sum of \$101,696 60 has been collected towards this object, of which \$10,096 was contributed by graduates, and of the latter amount \$8,521 by graduates in the faculties of Arts and Theology. The amount spent in collection of the sum first named was \$800, which, with the amount contributed to revenue amounted to \$6,209, leaving for capital account the sum of \$95,486 72. The College at the present time is in a most progressive state, and is second to no similar institution in the country in the substantial and varied character of the knowledge imparted to its students.

The Trustees of the University issued, about a month ago, invitations to the graduates and undergraduates to attend a banquet to be given in connection with the thirty-fourth College session. In recent years the Alma Mater Society undertook the management of the closing festive celebrations, which were always most successful, but they never attracted a large number of graduates from a distance. In order to excite a greater interest on the part of graduates and former students in the affairs of the College, and to make the occasion prove a pleasant re-union, the Trustees decided on the course named, and in accordance with previous arrangements the banquet was held last night in Convocation Hall, which was handsomely decorated for the occasion. Flags ornamented the walls at intervals, and streamers of different colours were suspended from the ceiling. Behind the platform on the wall was the College arms and on the side walls the names, neatly cut in coloured paper, of Regnault, Watt, Shakespeare, Homer, Cicero, Livy, Linnæus, Cuvier, Plato, Kant, Laplace and Newton. Four tables were erected, running parallel from the platform to near the east entrance wall. Several tables were also placed on the platform. The Trustees' reception took place in the Senate Chamber, whither guests repaired on their arrival.

Grace was said by the Rev. Patrick Gray, and after ample justice had been done to the substantial dinner provided, the Rev. T. G. Smith returned thanks. The Chairman then proposed the toast of "The Queen," referring to the fact of the charter of Queen's University being held from Queen Victoria, and that she had graciously permitted her name to be associated with it. The toast was heartily honoured, the band playing the National Anthem. The Chairman then gave "The Prince and Princess of Wales, and the rest of the Royal Family," which was cordially received. "The Governor-General" was next given from the chair. The Chairman then proposed "The Army, Navy and Volunteers" in felicitous terms, coupled with the name of Lieut.-Colonel Kirkpatrick, M. P. The Colonel made an able reply, in which he referred to the fact that most of the men who fell at Ridgeway in 1866 were University men.

Dr. Snodgrass then gave a very cordial welcome, on behalf of the Trustees, to the graduates and alumni of Queen's University. The ties which were formed in College days were valued associations, were most interesting, and the richest memories surrounded college life; and the companionships of that life were the happiest that could be formed. That meeting was for the purpose of allowing the sons of Queen's to resume their acquaintanceship and give an opportunity to meet in happy fellowship; to compare notes and to wish each other God speed in the great battle of active life. He hoped they would leave with feelings of veneration, not lessened but strengthened. Queen's University had reached an interesting stage of its history. The Presbyterian bodies in Canada had agreed to unite and to be under one Supreme Court. Great benefits were expected to arise from this union, and he hoped that Queen's would come in for a share of these benefits. She had met with many trials, and formidable difficulties had come in her way, but such was the tenacity of life displayed by the University that she had bravely surmounted all the difficulties, and stood to-day more prosperous than ever. He hoped she would continue to manifest that tenacity. So far as he was personally concerned, he was perfectly satisfied with the College as it now stood, and Kingston made an

excellent seat. Principal Tulloch, of St. Andrew's University, when he was in Kingston, said he thought that it was the best place that could be had for a seat of learning. The University question had now assumed a new phase, and an agitation had been the result, the end of which it was difficult to foresee. He was prepared to entertain all the views propounded on the question of one great University; but he did not see why there should not be more than one University city in the country. He did not see the benefit of this, and he had no doubt that the time was coming when they should have several Universities in Ontario alone. The variety of educational institutions spoke very fairly for Kingston. First, there was Queen's University; then there was the Royal College of Physicians and Surgeons, and the Military College, and we were promised a Normal School. The University may in future be the means of extending these to a much greater degree than they can now have. He was happy to be able to say that the prospects of the University were better now than they had been for many years, the number of students was larger, and he augured a bright future for Queen's. Though small, he could say she was not unknown, and in the course of time she would become larger. The Rev. Robert Campbell, M. A., Montreal, rose to respond on behalf of the guests. He spoke of the feelings of awe with which students generally were overcome when they entered College. He was quite sure he and others did well to come and partake of the hospitalities of the Trustees on this occasion, and to revisit their Alma Mater. Some of them had come from long distances—one all the way from Australia. It was a pleasant thing after a long absence to come home again, and so it was with the Alma Mater; and it was a privilege to be enabled to revisit here under the present circumstances. He was afraid they did not all avail themselves of the benefits of Queen's as they ought to have done. One of the advantages of having a small college was that everyone was obliged to give an account of himself every day, and sometimes oftener, which could not be done in larger colleges. Mr. Campbell gave some humorous reminiscences of his early school days, and said that sometimes they were taught by ignorance and sometimes by education. There was one name connected with his college days, which he would mention—that of Dr. Williamson, the Professor of Mathematics. He gave them perplexing questions to work out, and he saw that they were thoroughly done. He expressed his great pleasure at seeing that gentleman still able to conduct his class. Seventeen years ago, he (Mr. C.) and a few others thought of having meetings of this sort, and out of this the Alma Mater Society originated; but he never dreamt that they would meet under such auspices as they had done that evening. Five years ago he had the honour of presenting a document asking that the graduates should have a voice in the government of the College, and now that that had been conceded, he had no doubt it would be followed by a great measure of prosperity. No doubt the Chancellor and Council whom they would be called upon to elect a few months hence would do all in their power to help forward Alma Mater. He believed that Kingston was the best place for a University to be. It was the St. Andrews of Canada, and he hoped the College would be continued there. Mr. James McLennan, B.A., Toronto, also responded to the sentiments of welcome uttered by the Principal. As one of the oldest graduates he took a very great interest in the College, and could not help feeling deep gratitude that the College had advanced and is still advancing. He was pleased to see that the first student matriculating at Queen's had a seat on the platform that evening. He had no doubt that he spoke the feelings of every one present when he said that he and they would do all they could to spread the influence of Queen's over the land. He fully corroborated Mr. Campbell's statements in reference to Professor Williamson, and also spoke of the honoured dead, who were in every way worthy of what may be a great institution. Great credit was due to the Board of Trustees for the very pleasant meeting they had, and he hoped they would occur more frequently. It was now for the graduates to do all they could to make their Alma Mater prosper.

Dr. Bell, of Montreal, also responded. There was no doubt this meeting would do an immense amount of good, and would be the means of promoting the welfare of Alma Mater. The Rev. D. J. Macdonnell, B. D., of Toronto, proposed the next toast, "Alma Mater." Ladies were of uncertain age, but this particular lady was not of uncertain age—she was past one third of a century old. On the 16th of October, 1841, she was born in a small house on Princess street. Her parents were well known—Piety and Learning. She grew and made considerable progress, was now entitled to be called respectable, and up to this time she had 871 sons, of whom 501 were graduates, about equally divided between Arts and Medicine. They were all here to do honour to their Alma Mater and to express the hope that she may live and become a great grandmother. This net result was the work of 33 years. He indi-

cated one or two points in which Queen's equalled or surpassed other colleges—First, thoroughness in general training. She might not hold her own in special branches, but on the test of general thoroughness she could and did hold her own. The chief duty of a University is to give a solid foundation of general knowledge, so that the student may go forth into the world to battle manfully and do his duty in any department, and he held that Queen's had done this. The second point was—The religious influence in connection with science and art. He himself held that this was a great point. The third point was intolerance. The theological training did not run in a narrow groove, but was open to all. The argument that theological and literary students should be trained together is a good one, as the one helped and improved the other. On the roll of ministers of the Church at least 70 were graduates of Queen's. He rejoiced that so many had come together on this occasion to encourage one another in the good work. Men are going forth every year from the University who are to mould the destinies of the country, and they must do their duty to those. He rejoiced with the others who had spoken of Professor Williamson, and concluded by quoting, amid enthusiastic applause, "Gaudemus igitur." Professor Mowat proposed—"The sister Universities and Colleges." He had much pleasure in saying that though rivalry existed between these Colleges, yet it was a generous rivalry, and he was sure any hint of injury would be promptly rejected by the graduates of Queen's. Dr. Macnish responded on behalf of Toronto University. He was gratified to take part in the celebration. He had no doubt the graduates rejoiced in the prosperity of their Alma Mater, and he hoped she would live to a green old age. His University had to pass through many difficulties, but it had surmounted them. He paid a graceful tribute to the high abilities of Mr. S. Woods, Rector of Kingston Collegiate Institute. He adverted to the surplus in the Provincial Exchequer, and thought it would have been wise if the Public Libraries of the country had been assisted from it. He also spoke in favour of University representation in Parliament. Dr. Dickson responded for the Royal College of Physicians and Surgeons. He said he was highly gratified at the appearance of the tables, the liquor being entirely banished from them. He spoke of the very high position taken by the graduates of the Royal College, and thought that if Queen's College reflected honour on the Royal College, the latter had reflected back that light in a powerful manner. Its graduates were spread all over the world, and held high positions wherever they went. He then referred to the origin of the Royal College. In 1853 Queen's Medical School was opened, and he was asked if he would take the chair by Sir John (then Mr.) Macdonald. He declined and wished all the medical men of the city to be consulted. Circulars were issued and all the medical men, with one exception, met at Mr. Macdonald's house and agreed to try the experiment. A Medical Faculty was established in 1863 in connection with Queen's College, and matters were so developed that in 1866 a charter was obtained for the Royal College, which gave it University powers. This was the correct statement of the origin of the Royal College of Physicians and Surgeons, which Sir John Macdonald would corroborate. Professor Murray responded as representing McGill University. He spoke of the University question, and thought it was not right to look at centralization from a Provincial point of view, but from a Dominion point of view. He did not see any serious difficulty in a Dominion University. The University system in Quebec had some difficulties which might be met and overcome by a Dominion University. He had no sympathy, however, with any scheme of centralizing all the higher education in any one city. University education was the great means of a brilliant future for a country. Principal Cavan responded on behalf of Knox College. Queen's had been a successful theological institution. He believed that it would be found that religion was to be the presiding genius of education, as true education must be profoundly religious. He referred with pleasure to the approaching union, and said that the great failing of Presbyterianism was its divisions. The Colleges in connection with the united body would be five in number, and some difficulty might arise in dealing with them, but he felt that no serious difficulty would ensue. He was prepared to act fairly in the matter. Mr. John McIntyre, M. A., proposed the next toast—"The House of Commons and the Legislature of Ontario." He referred to the great necessity of having men of education as their representatives, and said that Parliament had been opened to a good many of the sons of Queen's. Sir John Macdonald, who was greeted with loud cheers, which were again and again repeated, rose to respond for the House of Commons. He said he had great pleasure and pride in responding for the House of Commons. The kindly reception of the toast showed the high appreciation with which the Government and Parliament were viewed, and showed that the labours of the members had given satisfaction. Our constitution was really not an old one, but while in this respect they

were infants, the principles are ages old. We look up to the great minds who have and now govern England. The more closely we follow that the more worthy will be the appreciation. (Applause.) The Dominion Parliament has very little or nothing to do with educational matters—excepting the New Brunswick School Law, which came up now and again to vary the routine. Some think, however, that it would have been well if the subject of education had been left to the Dominion Parliament, and that that body should have had the sole control of that important matter. It was a grand idea to have a general system of education. English Government precedent was opposed to centralization, however. The reason why this had been left to the Provincial Legislatures was that they might be supposed to know their own wants best, and the arrangement would be more satisfactory. The Dominion Parliament was not the less interested, but is deeply interested, as these institutions were the schools for future statesmen. He (Sir John) could remember the birth of Queen's College, but he did not think he would follow it to its grave. She was still in the first bloom of youth. May she still be going on until she attains the ages of the time-honoured institutions of the old land. He would now sit down merely saying of the rest of his speech as Tony Lumpkins said of Dr. Drowsy's sermon—"It could be deferred to another time." Dr. O'Sullivan then replied for the Legislature of Ontario. He was opposed to centralization, and believed that Kingston was the best place for a University. He would do all in his power to further the interests of his Alma Mater. The Rev. Kenneth McLennan, of Peterborough, proposed the "City of Kingston." He made an eloquent speech on the subject of his toast, referring to the great natural advantages which it possessed, its ancient history, its famous men, and paid a high compliment to Sir John A. Macdonald for his splendid abilities as a statesman. His Worship the Mayor, Dr. Sullivan, responded. He was a short speaker, and liked double-barrelled toasts, such as the one so eloquently proposed. It was a fortunate day for Kingston when Queen's University was started, and that College was as much Kingstonian as Kingston was itself. The College had had many difficulties; but it always had opposed sectarianism, and he himself was there as an instance of its catholic gratitude. The graduates were recognised as citizens, and sometimes took off prizes which were not on the prize list. He would not be surprised if there transpired another siege of Troy in consequence of this prize taking. The success of Queen's was the success of Kingston, and he trusted that success would continue. Of her famous men he would mention another name besides that of Sir John Macdonald, namely, the Hon. Oliver Mowat, Premier of Ontario, a graduate of Queen's, and a brother of one of her honoured Professors. Mr. John Carruthers proposed—"The Learned Professions." Mr. Carruthers spoke of the reinforcements which the learned professions had received from Queen's College. Dr. Bell in replying to the toast wished to defend the ministry, which he represented, from the charge of being drowsy speakers. He thought that if some of the lawyers who were eulogized for their eloquence were placed in the circumstances of a minister, preaching to the same audience on the same subject, under the same circumstances, every week, their oratorical efforts would be somewhat weakened. Dr. Bell showed how the peculiar training which Queen's College gave her ministers tended to elevate the character of that profession. Dr. Yates, remembering that brevity is the soul of wit, confined himself to thanking the assembly for the manner in which the toast had been received. Mr. D. B. MacLennan, of Cornwall, responded for the legal profession, urging University training for the lawyers. Mr. R. V. Rogers, B.A., in a humorous speech, proposed the health of the Trustees of the University. Dr. Jenkins, of Montreal, replied for the Board in a very few remarks. The Rev. Charles Cameron, who had come from Australia, a distance of 10,000 miles, to take part in the banquet, proposed the health of the "Senatus of the University." Professor Williamson, LL.D., who was received with enthusiastic cheers, replied for the Senate in a few words. Prof. Dupuis proposed "The Graduating Class of 1874-75." Mr. Cumberland replied in a few words, thanking them for the hearty manner in which the toast had been received, and hoped that the future would be even more brilliant than the past. He concluded by proposing "The absent sons of Queen's." Mr. J. M. Machar, M.A., proposed "The College Societies." Mr. Ross responded in a short speech. The toast of "The Ladies," was proposed by Dr. Kincaid, of Peterboro', in a very pleasant speech. Dr. Saunders made a neat reply. "The Press" was the last toast, and was proposed by Rev. John May, M.A., of Ottawa, in a complimentary and humorous speech. Sir John A. Macdonald moved a vote of thanks to the Very Rev. Principal Snodgrass for the manner in which he had conducted the meeting, which was seconded by Dr. Jenkins and carried unanimously. Dr. Snodgrass made an appropriate reply, and after singing "God save the Queen," the pleasant meeting broke up about three o'clock.—*Chronicle and News.*

—**QUEEN'S COLLEGE CONVOCATION** was held in Convocation Hall, 6th May. The hall was crowded to its utmost capacity, a large number of those present being ladies. After the proceedings had been opened by prayer, the principal stated the reason of their being called together. This was the closing day of the present Session. The Collège commenced in 1841, so that this was the winding up of the 33rd Session. The Professors then distributed the prizes to the various successful students as follows: *Doctors of Divinity*.—Rev. Principal Cavan, Knox College Toronto. *Doctors of Medicine*.—(Alphabetical List).—Alfred H. Betts, Kingston; Allen B. Carscallen, Petworth; Adalbert B. Beynard, Picton; William E. Dingman, Milford; David H. Dowsley, Frankville; George C. Dowsley, Frankville; Joseph W. Lane, North Williamsburgh; Thomas Masson, Menie; William S. McCullough, Pittsburgh; Samuel Potter, Manotick; Richard F. Preston, Newboro'; Leslie Tuttle, Centreville. *Bachelor of Arts*.—(Order of Merit).—1, Thomas D. Cumberland, Rosemont; 2, Robert W. Shannon, Kingston; 3, John B. Dow, Whitby; 4, George R. Webster, with first class honours in Ethics, Lansdowne; 5, Archibald McMurphy, King; 6, Alexander H. Scott, Martintown; 7, John Mordy, Ross; 8, Thomas S. Glassford, Beaverton; 9, John Pringle, Galt; 10, Charles McKillop, Beachburgh; 11, William Mundell, Kingston; 12, James MacArthur, Ailsa Craig.

SCHOLARSHIPS.—*Arts*.—*Second Year*.—1, Hardy Memorial, James Ross; 2, Synod (1), Robert Nairn; 3, St. Andrew's, Robert Ferguson; 4, Henry Glass Memorial, Donald McCannel. *Third Year*.—1, Kingston, J. R. Lavell; 2, Synod (2), Alex. McKillop. *Fourth Year*.—Synod (3), J. G. Stuart. *Theology*.—*Second Year*.—1, Colonial Committee (3), John McLean; 2, Colonial Committee (2), W. C. Herdman; 3, Colonial Committee (4), A. MacGillivray. *Third Year*.—Colonial Committee (5), W. A. Lang.

UNIVERSITY PRIZES.—Prince of Wales—Thomas D. Cumberland. Montreal—J. B. McLaren, J. R. Lavell, James Ross. For best Essay on "The chemical effects of light and their application to photography"—John B. McLaren. For Best Essay on Kant's "Critique of Pure Reason"—George R. Webster. For Best Essay on "Life and writings of Milton"—John Ferguson.

The Principal then addressed the newly admitted graduates in appropriate and affectionate terms. They had only reached a stage—an important one, no doubt, but still only a stage of their educational career. They must never forget that students are disciples, and consequently learners, and they must continue to be students from the conviction that it is necessary to be so. They had touched the threshold of the glorious march, and by study they only could reach the celestial altitude. The educator's business was to train to studious habits, and there was a grave responsibility resting with the students in pursuing diligently the love of study they had begun. There were two or three things to which the students owe much. They must acknowledge that they owe much to God. To forget Him may be compared to having a book filled with beautiful thoughts and language, but from which, after it has been read, no idea of the character of the author can be drawn. They must remember that once a student eye a student ought to be their maxim. They were only the custodians of these laurels, and there was a higher distinction awaiting them in other fields. They also owed much to their fellow men. He strongly urged them to self improvement. In conclusion he appealed to their sense of their obligations to their Alma Mater to stimulate them to further work in their studies. He reminded them of pleasant recollections of happy days spent in her halls, and trusted they would do all in their might to foster her and keep up the high standard she had attained. After other proceedings the Convocation closed.—*Chronicle and News*.

—**VICTORIA UNIVERSITY CONVOCATION**.—The Baccalaureate sermon was preached on Sunday, the 23rd May, by Rev. Dr. Haven, Chancellor of the Syracuse University. On Monday evening an address was delivered before the Graduates by the Rev. Mr. Wright. On Tuesday evening the Alumni meeting was held, under the Presidency of the Rev. E. B. Ryckman, M.A., who introduced in a brief address the lecturer of the evening, George Wright, M.A., M.D., of Toronto. The subject was "Literary Life," and was treated thoughtfully and earnestly. Mr. Wright, after sketching the elements of success generally, dwelt on the essentials to success in literary labour, and proceeded to describe its trials and triumphs, citing instances illustrating each. He then entered into an enquiry as to its benefits and disadvantages, the result of which was a closing counsel to those who had entered a literary life, to continue the prosecution of the work as one tending to their own highest good, and one in which the highest rewards are obtainable. A vote of thanks was moved by Dr. Nelles to the lecturer, after which the officers for the ensuing year were appointed, as follows:—President—George Wright, M.A., M.D., Toronto. Vice-Presidents—Rev. Hugh Johnson, M.A., B.D., Hamilton; and D. C. McHenry, M.A., Cobourg. Secretary—H. Hough, M.A., Cobourg. The Committee appointed for that purpose reported that no such steps had been taken by the City of Hamilton, as would render the removal of the College thereto in any way advisable, and that a sum of \$12,000 in addition to the amount previously obtained in the Town of Cobourg, had been subscribed by the friends of the College in this place. The report was received and the Committee discharged. A resolution was then adopted, committing the Association to still further efforts in the improvement and enlargement of the building accommodation of the College. The Convocation was held in the afternoon at Victoria Hall. At three o'clock the members of the Senate and Faculties, and others, entered the Hall and took seats on the platform. After prayer by the Rev. R. Jones, the valedictory oration on "Canada," was delivered by Mr. George C. Workman. Mr. Workman's enunciation

was distinct and forcible, his gestures graceful and appropriate, and his delivery spirited, at times impassioned, and when uttering patriotic sentiments, admirably expressed, he was warmly applauded. Canada, though unpossessed of the monuments of history, enjoys a proud record, and with this assertion the Valedictorian proceeded to sketch the past, recognising, in bestowing his encomiums, no national prejudice as between French and English, glorying in all their glory as Canadians, yet dwelling with pardonable pride on the heroes and achievements of 1812. "We have been a people on the altar of whose hearts the sacred fires of loyalty and fidelity have ever burned, whose flames have never flickered even in the hour of greatest national danger, and 'We are a people yet, though all men else their nobler dreams forget.'" After a rapid review of the resources, trade and institutions of the country, there followed a dream of Canada's future as an independent power, in which visionary scheme the orator is evidently a firm believer, and the discourse formed a fitting peroration in a stirring call to Canada's sons to prove themselves worthy of her heroic past, her magnificent present, and her future of glorious promise. The following degrees were then conferred:—B. A.—James Allen, Frederick W. Barrett, George Beavers, Thomas T. Bray, John G. Douse, George Edgcombe, Robert B. Hare, Charles W. Harrison, Jas. S. Jamieson, John Morrow, James S. Ross, William E. Tilley, George C. Workman. M. A.—John Philp, Richard W. Young, George F. Shepley. M. D.—Rob. Alexander, Rime Allard, Theoph. Belanger, James M. Boileau, Edmond Bruce, J. A. Stan. Brunelle, Laf. Jos. A. Carreau, Pierre F. Casgrain, Arist. Champagne, Jos. Chevalier, Pierre L. Couillard, John MacAlpine, James W. Renwick, Zoel Contois, Lafr. N. Desrosiers, Cyrille Esnouf, Emile Fanteux, Flavian Filatrault, Marc Fontaine, Fidele Gaudet, Pierre Gosselin, Eugene Guillemot, O. H. Hetu, Emile Larocque, Thomas Holey, A. P. Lassieraye, Aug. Lafourneau, J. Phillippe Leduc, Jos. A. Leger, Alex. Madeau, Gideon Manseau, Emile Paquet, Alphonse Piché, Polydore Privé, Louis Roy Provost, Fred. Trudel, Eph. L. Hopkins. LL. B.—A. Purslow. D. D.—Rev. John Guthrie (hon).

At this stage the President made the gratifying announcement, which was received with loud applause, that the present graduating class in arts, following the example led by the class of 1871, had founded a scholarship of the value of \$75, to be presented annually to the best honour matriculant in mathematics. The following is a list of the prizes, the names of the winners, and the gentlemen by whom presented:—Scholarship of 1871—First in General Proficiency at Matriculation, G. G. Mills, by Mr. Kerr, M.P. Scholarship of 1872—First in Modern Languages, F. W. Barrett, by Judge Dean. Nelles Prize—Second in Modern Languages, J. Morrow, by Dr. Hodgins. Biggar Scholarship—First in General Proficiency in Freshman and Sophomore Years, A. Coleman, by Mr. Hargraft, M.P.P. Brethour Scholarship—First in Classics at Matriculation, G. G. Mills, by Mr. Ryckman, M.A. Wilson Memorial Prize—First in Astronomy, G. C. Workman, by Dr. Nelles. Ryerson Prize—First in Scripture History, J. W. Russell, by Dr. Nelles. Wallbridge Prize—Greek Testament, Freshman class, G. G. Mills, by Dr. Nelles. Mills Prize—First in Freshman Classics, G. G. Mills, by Dr. Nelles. Webster Prize—First English Essay, A. Coleman, by Dr. Nelles. Hodgins Prize—Second English Essay, O. J. Jolliffe, by Dr. Nelles. Punshon Prize and Valedictory—First in Composition and Elocution, C. C. Workman, by Dr. Nelles. Special Prize in Composition and Elocution—J. S. Ross, by Dr. Nelles. McDonald Prize—First in Elocution, D. C. Workman, by Dr. Nelles. Cooley Prize—First in Ethics and Evidences, J. W. Annis, by Prof. Burwash. Hebrew Prize—Jesse Mills, by Dr. Nelles. Literary Association Prizes—Best Essay, J. W. Russell, by Dr. Nelles; 1st Elocution, J. R. Smith, by Dr. Nelles; 2nd Elocution prize, L. W. Crews, by Dr. Nelles. Science Association Prize—Best Essay, L. W. Crews, by W. Riddel, B. A.

The Rev. Chancellor Haven, D.D., of Syracuse University, having been called upon, was received with applause. He had experienced very great pleasure in his visit to this place, and with all he had witnessed as a people we had a history of which to be proud, and like his own nation, had the prospect of a more glorious future. He felt that he had learned something from his visit, and expressed the hope of a more intimate intercourse between the two great peoples of this continent, from which each might learn much, and not the least in the department of education. Universities have no roofs, there are no limits to their powers and fields of labour. Unlike our public schools and academies, there is no point beyond which further progress is impossible. Universities are essential to civilization. God did not make savages—he made them men and they degenerated. As college men, we do not depreciate self-education; but those self-educated are men of reading, and nine-tenths of the books they read are the production of university men, so that all our culture is derived from a common source. There is absolute necessity for centres of thought and effort. The universities are such. The public school demand them for the completion of its work. Christianity is the mother of Education. In other than Christian countries, and in other times, there was an education limited in character and extent, for only a small portion of the people received it, while the great masses were in gross ignorance. But Christianity has made education like itself, for all. We on this Continent are but in the infancy of our University life, but he believed we should yet have the best colleges in the world. On the authority of Dr. McCosh, there was more money given to the colleges in America during the past hundred years, than to those of all the other countries of the world. Shall not Victoria be the first? It is well situated. He believed in cities for professional schools, where more wealth and greater libraries were attainable, but for schools of the arts and sciences a country town was preferable. May we not yet witness many new buildings on the College campus, to which may be won the highest scholarship that shall by the very attractiveness of genius bring among you many who shall go forth fully armed with all the strength and grace that the broadest and most perfect culture can give? The college needs funds. It needs them for the exercise of enlarged powers; it needs funds for assisting students. It has been attempted to cast reflections upon such assistance, and upon its recipients or beneficiaries. Beneficiary students have been such men as John Wesley, Blackstone, Steele, Addison, Livingstone, and a host of others eminent in every branch of literary and scientific labour. The learned doctor then pronounced an eulogium on our school system, and its founder, Dr. Ryerson, comparing him as the equal of Horace Mann, and concluded an

effective address, of which the above is an imperfect outline, by expressing, amid cheers, the wish for Victoria College, that its shadow may never grow less, but that it may continue to prosper while grass shall grow or water run.

The Revs. A. Sutherland, E. H. Dewar and Dr. Jeffers followed, congratulating the College on the prosperity it now enjoys, recounting the difficulties that beset its establishment, the trials and opposition from interested quarters it has since had to endure, the struggles for existence through which it passed, referring to the pleasure it gave them to witness the loyalty to their Alma Mater, of her students, to the success with which they were meeting in life, the positions of prominence they held, and announcing the determination freely expressed upon all sides by the friends of the College, to double the exertions already put forth to place it on a basis that shall render its permanency and complete equipment a fact established beyond all possibility of being materially affected. The audience was then dismissed with the Benediction.

The Conversazione of the Literary Association, the great social event of the year in this town, was held in the evening, and was a great success.—*Toronto Liberal*.

—UNIVERSITY OF TORONTO.—The annual commencement of the University of Toronto was held on June 8th. The chair was taken by the Chancellor of the University, the Hon. Joseph Curran Morrison. A large number of visitors were present, of whom the majority were ladies. The following are the names of the students presented for admission to degrees:—M.D.—A. Farewell, W. Ferrier. M.A.—A. B. Aylsworth, W. H. Balland, A. F. Campbell, J. Galbraith, W. E. Hodgins, F. N. Kenin, R. B. Leslie, F. F. Manley, J. T. Small, P. Straith, J. C. Yale. M.B.—J. H. Bennett, W. Britton, J. W. Byam, K. H. L. Cameron, A. B. Cook, J. H. Cotton, T. C. Covernton, J. E. Eakins, T. O. Hober, E. I. Hopkins, J. Hunter, R. B. Leslie, J. McAlpin, G. O. McGregor, S. S. Murray, E. O'Neil, H. Park, J. W. Renwick, A. Sanderson, R. J. Trimble, J. White, B. A.—J. A. M. Aikins, T. C. L. Armstrong, F. R. Beattie, H. T. Beck, F. L. Boyd, B. E. Bull, T. Carscadden, A. R. Dickey, L. E. Embree, W. Fletcher, W. H. Flint, D. Forsyth, H. H. Gilmer, L. Harstone, J. J. Henry, J. F. Jeffers, F. W. Kerr, W. F. King, A. Leslie, J. McCoy, A. P. McDiarmid, R. P. McKay, J. McMurchie, A. W. Reavley, D. Ross, G. E. Shaw, T. H. Smyth, D. M. Snider, J. Wilkie, J. A. Wright. The following are the names of the medalists for the year:—Medicine.—Gold medal, W. Britton; Silver medal, (1) J. White; (2) J. H. Bennett; (3) J. E. Eakins; Starr gold medal, W. Britton; Starr silver medal, (1) J. White; (2) J. H. Bennett. Arts.—Classics.—Gold medal, F. W. Kerr; Silver medal, (1) F. L. Boyd; (2) D. M. Snider; (3) L. Harstone, Mathematics.—Gold medal, W. F. King; Silver medal, D. Forsyth. Modern Languages.—Gold medal, G. E. Shaw; Silver medal (1) L. E. Embree; T. C. I. Armstrong. Natural Sciences.—Gold medal, W. Fletcher; Silver medal, (1) T. H. Smyth; (2) J. McCoy; (3) J. Wilkie. Metaphysics, Ethics, &c.—Gold Medal, T. Carscadden; Silver medal (1) F. R. Beattie; (2) A. P. McDiarmid, J. McMurchie. The following are the names of the successful competitors for scholarships:—Law.—Third year, D. O'Sullivan. Medicine.—First year, H. S. Griffin; Second year, W. T. Stuart; third year, A. McPhedran. Arts.—Greek and Latin, first year, (1) J. Morgan; (2) J. Farmer (double). Second year, (1) G. E. Wetherell; (2) A. Johnston (treble). Third year (1) E. E. Nicholson; (2) E. Harris. Mathematics, first year, (1) F. E. Hayter; (2) J. Hamilton. Second year (1) J. E. Bryant (double); (2) J. L. Cox. Third year, A. K. Blackadar (double). Modern Languages, second year, A. Johnstone; third year, W. G. Eakins. Natural Sciences, second year, S. P. Davis; third year, R. H. Abraham. Metaphysics, &c., second year, S. H. Eastman; third year, J. W. A. Stewart. History and Civil Polity, J. Bryce (double). Special Proficiency and subjects other than Classics and Mathematics, first year (1) D. R. Keys (double); second year, (2) E. A. E. Bowes (double). General Proficiency, first year, (1) H. Nason; (2) J. Chisholm; (3) J. Farmer; (4) D. R. Keys; (5) D. Hague. Second year, (1) A. Johnston; (2) J. E. Bryant; (3) E. A. E. Bowes; (4) W. N. Ponton. Third year, (1) A. K. Blackadar; (2) P. S. Campbell; (3) P. Bryce; (4) D. S. Paterson. The following are the prizemen:—French Prose, G. E. Shaw; German Prose, G. E. Shaw; Oriental Languages, first year, J. P. Balfour; second year, A. Baird; third year, E. Harris. Winner of the Prince's prize, W. Fletcher. The medalists in classics were presented to the Chancellor, by Mr. Goldwin Smith, who, having congratulated them on having attained the highest honours in classics in the power of the University to bestow, said that notwithstanding that there were some differences of opinion as to the importance of classics in education, there was little doubt but their study would continue to be regarded in this country as one of the best means of cultivating the mind and fitting young men for the achievements of life. The winner of the scholarship in the Faculty of Law (Mr. D. A. O'Sullivan) was presented by the Vice-Chancellor, Mr. Moss, who said he regretted to notice the diminution in the number of students in the Faculty of Law. This was to a great extent to be accounted for by the fact that the standard of examination had been lately rendered much more difficult than formerly. He thought the younger members of the profession would in after life find their mistake in not availing themselves of a course in the University. The course through which the graduate in Law had to pass was of a wide and general character. It embraced a number of subjects with which the practising barrister had little opportunity of familiarising himself. One objection to English lawyers had been that they devoted too much attention to the technicalities and the merely practical portions of the law. This objection had been removed in England to a considerable extent, and he hoped before long to see a change in Canada. The Rev.

Dr. McCaul, who presented the winner of the Prince's Prize, spoke in the highest terms of Mr. Fletcher's ability and perseverance. He (Dr. McCaul) thought young men could not overvalue the importance of academic distinction as an almost certain passport to advancement in society. While much praise was due to those who had achieved honours he warned those who were going out with their simple degree not to be discouraged with this termination of their university career. He had known many who had achieved academic distinctions distanced by those who could boast of no such honours. If he were asked why those who had simply taken their degrees had not won honours during the past term, he would say that in some cases ill-health brought on by too much study, and too little physical exercise was the cause. In other cases it was owing to domestic affliction. Some had commenced too late in life to retrieve themselves. While, he was sorry to say that, in a few—but only a very few—instances the cause of their failure was nothing but sheer idleness. He charged all to cherish a life-abiding affection for their *Alma Mater*. They could point with pride to many who had gone out to honour their University by their careers in life. Among such he might mention the present Vice-Chancellor, Mr. Moss (Applause.) He looked not only to those who had achieved honours, but to those who had not, to maintain the honour of and cherish the warmest affection for the University. They should remember that whatever position a young man might occupy it was in his power to ennoble that position by his conduct; for the highest honour any man could achieve in any position in life was that in his day and generation he had done his best to discharge the duties of whatever station he occupied. The other prize-men were presented by a few remarks by the examiners in their various classes, the Chancellor addressing a few words of congratulation and counsel to the successful students, individually. Mr. Moss said that in announcing to the Chancellor that the proceedings of the convocation had been brought to a close, he could conceive the feelings of the President of University College when he saw around him the number of young men assembled there to-day. He (Mr. Moss) could well conceive how his memory would go back to the time—now more than thirty-three years ago—when the foundation stone of the University of King's College was laid. He could imagine the affecting emotions filling his mind at the reflections of that day. Of the visitors of that day, if he was correctly informed, not one was now living. Of the then Council Dr. McCaul was the only one who now remained connected with the College; and of the Professors a large number had since passed away. But while they had been removed the work remained—the seed planted that day had grown into the large tree of to-day. But the growth of the University had only kept pace with the progress of the country for which it had done so much. The little Province had grown into a large Dominion, consisting of many Provinces numerous people, ready to take its place among the nations of the earth. These changes belonged to a new country and to a new continent, and they taught lessons to the young men of that University. They taught them that it was their duty to be prepared to take their proper place under these new circumstances; that on this continent nations grew with extreme rapidity—with such rapidity that it was the young men of the present that they had to look to gain Canada its place among the nations. We had a great, a powerful neighbour to our south, and it was to the young men especially that this country must look to be able to deal with that great country on terms of friendly rivalry, and generous competition, for on no other terms, he believed, were we likely to deal. The course of the University certainly afforded an opportunity for the development of every order of mind. It was not restricted to classics or mathematics or mental philosophy, those old sources of training, but it embraced natural science as well. But there were many in this country who thought that a still greater impulse could be given to such of the sciences as were of a practical character. He was sure that the Chancellor and the Senate would give this subject their best attention, and he thought that they would be likely to devise some means to secure that end. One noticeable feature with regard to the Queen's Own—to which several of the students belonged—was that they were always to the front. The Convocation then closed. In the evening the annual dinner took place at the University Buildings, Mr. Thomas Moss, M. P., the Vice-Chancellor, in the chair. The toast of "The Queen" was proposed by the Chairman, and was drunk with the usual honours. The next toast was that of "The Prince and Princess of Wales and the Royal Family." The remainder of the routine toasts were then drunk, including those of the "Governor-General," the "Lieutenant Governor," and the "Army, Navy, and Volunteers." Col. Cumberland, in a short speech, replied on behalf of the Volunteers. Lieut. Vandersmissen and Corporal Galbraith also replied to the toast in humorous speeches. Mr. Wood proposed "The University of Toronto and University College." He called attention to the influence now exercised by the University and College in Toronto and in Canada generally, and said he trusted that that influence would be as great in the future as it had been in the past. Judge Morrison replied. He said he had conferred sixty-four degrees on students that day. The Institution within which they met doubtless exercised a large influence for good on the general community of Canada. Dr. McCaul expressed his thanks for the way in which the toast had been received. When some years ago he was called on to reply to this toast, he stated all he could say in behalf of it would be old, and all that was new would be bad. Having made this statement several years ago what must be his position to-day (Laughter.) He could only say that when he saw young men coming forward to receive degrees and honours it reminded him of his own young days, and made the blood come through his veins as it never did on any

other occasion. Mr. A. Campbell proposed "The Sister Universities." Mr. Goldwin Smith, in replying, said that although it might be some time before they had an "Oxford" in Canada, it would be well that they used all the resources within their power in order to try and build up a similar institution in their midst. He was glad to see that the classics still flourished in Oxford. He was also glad that that university had now commenced to teach branches of knowledge which had hitherto been excluded from its curriculum. No doubt the study of the classics had a great influence on mental training; but it was also necessary that students should become acquainted with other branches of learning. Amongst the great statesmen and debaters of England, two, who had studied the classics, stood out prominently amongst the rest. He referred to Mr. Gladstone and Sir Robert Peel, both of whom had taken the highest classical honours at Oxford. He hoped the University of Toronto would do as much as it could to encourage the study of practical science. It was necessary that this branch of education should be fostered in Canada, as a knowledge of its methods and results would have a vast influence on the training of mind. He would express the wish that the mental resources of the country might expand from day to day, and that the University might widely diffuse culture and the influence of civilization; that when the records of their nation were written, amongst their great names might be found foremost some of those who had received their training in that Institution. Professor Wilson also replied. He said he recalled with delight his college days at Old Edinburgh University. He was rejoiced to think of what the University of Toronto was in the future to do for Canada. It had already done much for the grammar schools of the country, but it had much still to do. Mr. Goldwin Smith had pointed out that they required to encourage the study of natural science. This encouragement became more and more necessary in view of the fact that natural science was becoming a more and more practical pursuit. Professor Cherriman also returned thanks. He pointed out the necessity of consolidating the various colleges and universities of Canada, so that no educational force should be wasted. Mr. Beverley Jones urged the necessity of university consolidation. This consolidation would in no way interfere with the religious teachings of the various institutions. He did not expect the reform to take place at present, but hoped it would be brought about before many years had passed by. "The Honour Men of the Year" was then proposed by Mr. S. Woods, and responded to by Mr. F. W. Kerr and Mr. W. Fletcher; after which, a few routine toasts having been proposed and responded to, the proceedings were brought to a close.—*Liberal.*

McGILL UNIVERSITY.—We regret that we have only room for the following:—The prizes and honour certificates having been awarded, and the degree of B.A. conferred, Mr. William M. McKibben, B.A., delivered the valedictory address on behalf of the Arts, course, in which he made a very neat reference to the present spelling match mania, and in doing so traced the origin of the word "valedictory" to its roots, the saying of farewell. After noticing the kindness and attention bestowed on himself and fellow graduates at the hands of the professors by their fellow under-graduates and the citizens, he advocated a greater love for athletic sports among students, who thus would the more surely have a sound mind in a healthy body. He believed it would be advantageous if the students could be accommodated in the College, as the discomforts of colleges were the greatest trouble they had to contend with; by such an arrangement they would enjoy the advantages of closer association, discipline and regularity. Prof. Darcy then delivered an excellent address to the graduates, full of counsel and kindly sentiment. Mr. McLennan was then presented with the Dufferin medal, this being the first time it was awarded. Dr. Dawson said this year Mr. McLennan was the only competitor, but that the judges were unanimously of opinion that his essay was worthy of the prize. Mr. D. F. H. Wilkins, B. A., B. Sc., delivered the valedictory address, in which he very graphically detailed the obstacles graduates in his department of science had to encounter, and in conclusion asked what were the rewards of study? One heard the usual talk about writing his name high on the muster roll of fame, but that was rarely accomplished, and then only when the successful man was hastening to the grave, or after he had left the world for ever. But the student could have his reward in the knowledge that he was working for the welfare of his fellow men. Professor Armstrong then addressed the students in very suitable terms. The degree of D.C.L. was conferred on Mr. C. P. Davidson, and that of LL. D. *honoris causa*, on Dr. G. W. Campbell, Dean of the Medical Faculty.

The Vice-Chancellor, Dr. Dawson, then addressed the Convocation:—In the session which closes to-day, the number of students in attendance has been greater than ever previously, having reached to one hundred and twenty-five, and it is worthy of notice that a larger proportion than usual of these are regular under-graduates. The increase in our numbers is in part due to the growth of our Department of Applied Science, and in part to the success of the theological colleges which have been established in the city. Two of these are affiliated to the University, and these, more especially the Presbyterian College, which has been remarkable for its rapid growth, send us many students. Others not yet affiliated, nevertheless, take advantage of the classes of the University for their students. It is satisfactory in this connection that while the theological students are an excellent and studious class of men, we find that our students and graduates take the highest honours in the examinations of the theological colleges. The total number of ordinary graduates in the present session will reach to sixty-three, though from

special and accidental causes the number of candidates for the B.C.L. and B.A. has been smaller than usual. Our Science School sends out this year eight graduates to increase the small but eminently useful band of workers who are bringing the resources of modern science to bear on the material advancement of this country. It is a ground of profound thankfulness to God that in a season remarkable above others for its unhealthiness, we have lost no student by death, and that few have suffered from serious illness. This is also to be regarded as a gratifying indication of the generally favourable conditions of life under which our students are placed. The only money donation that we have to acknowledge in the past session is the endowment of the Henry Chapman gold medal and prizes. Mr. Chapman, in 1865, established the first gold medal in the University, and having had a beautiful die executed by Mr. Leonard Wyon, of London, has every year supplied a copy in gold. He now endows the medal permanently with the sum of \$700 invested for its maintenance. Five years have elapsed since an honorary degree was conferred by this University, and now this somewhat rare distinction is given to one whose acknowledged eminence, as the head of his profession in this community, and whose long and valuable services as the Dean of our most important professional faculty entitle him to any honour which the University can bestow. Dr. Campbell has been for forty years connected with the Faculty of Medicine, and it is not too much to say that it has owed very much of its great success and usefulness to his professional reputation, his broad general culture, his personal influence, and his administrative ability. While we regret that Dr. Campbell finds it necessary to retire from the active duties of his chair, we rejoice that he will still continue to preside over the Faculty as its Dean. Death has removed in the past educational year some men whom we should hold in grateful remembrance. One of these, the Rev. Colin C. Stewart, M.A. of this University, and a Logan medallist, testified his gratitude to his Alma Mater by contributing from his limited stipend as a country minister the annual prize in Hebrew which bore his name, a benefaction which deserves to rank with the greatest which have been bestowed on the University. With his death, this prize, the only one in the Oriental languages, will cease, unless some one shall follow, in this matter, in the footsteps of Mr. Stewart. In connection with this, I may say, that the number of students in theology now availing themselves of the instructions of our learned Professor of Hebrew, has given to his subject an augmented and constantly increasing importance. No man has perhaps more eminently served the University in training young men to enter its classes than the late David Rodger, a man whose life was an unostentatious example of the able, learned, and patient discharge of the arduous and ill-requited duties of the public teacher. His work was long carried on in direct connection with this University, as a master in its High School Department, and he was one of those working educators in admitting whom to its list of honorary graduates, the University has done honour to itself. Another name stricken from our roll by death is that of Dr. Sutherland. It is true that failing health had for some years rendered it necessary for him to retire from the active work of the Chair of Chemistry, which he filled so well; but he was still an Emeritus Professor, and we have not forgotten his long and able services. The Faculty of Law also has paid its tribute to death in the loss of Professor Lafrenaye, who, in addition to the duties of his professorship, long managed the general business of the Faculty as its secretary, and for several years was its representative in the Corporation. In the discharge of these somewhat onerous and unpaid duties, I have to testify that he was ever faithful, accurate, and conscientious, and spared no trouble in anything which concerned the interests of his Faculty. Lastly, the greatest benefactor of this University, next to its founder, has departed from among us, in a ripe old age. Mr. William Molson was a man not only eminent for liberality and public spirit, but gifted with that kindly and amiable disposition which is fitted to win the love of all. In so far as McGill College is concerned, when I look back on the early days of my own connection with it, and on the pitiful slenderness of its resources, and on the hopelessness of securing for it any adequate legislative assistance, the endowment of the Molson Chair of English Literature rises before me as the dawn of a better day. It may truly be said to have been the first great impulse which our work received. At a later date, when with some misgivings I advised the Board of Governors to allow us to take possession of the long unused and still unfinished college buildings, it was he who gave to that step the assurance of success by his prompt resolution to remove from us the long standing reproach of having begun to build without being able to finish. His later gifts of sums to make the beginning of library and museum funds were bestowed not merely with the object of meeting pressing wants, but of pointing the way to others in these lines of useful liberality. Such men confer the highest honour not only on themselves, but also on this city, both by the direct effects of their munificence, and by the results which must flow from it in time to come, in ever increasing benefits to all that large portion of this Dominion which looks to McGill University and to Montreal, as a centre of liberal education. Several years ago this University, following the lead of the great English universities, and having in view the unsystematic and defective state of the higher schools of this Province, instituted a system of examinations for the boys of these schools. After some years of trial, in which the examinations were taken advantage of only by the High School of Montreal, the effort was discontinued. Recently, however, a demand for something of this kind has arisen, and the examinations are to be recommenced in the present month, with the additional advantage of the title of Associate in Arts for those who take the highest grade.

Several schools have intimated their intention of sending candidates; and I trust that this movement may lead to a combination of the Protestant institutions of higher education in this Province, to secure a common and high standard of excellence, and that we may before many years be able to extend these examinations to local centres in the Eastern Townships and elsewhere, and that a substantial impetus may be given to education, and a due reward to those schools which are really doing the best work. The effort involves in the meantime some labour and anxiety to gentlemen connected with the University, but I trust that it will eventually bear large fruits, more especially in prompting the proper preparation of young men for college. In the outlook for the future of McGill, I feel that a critical period of our existence has arrived, and I would wish to speak to our friends on this occasion frankly, and as if it might be the last opportunity I may have to address them. Under the management on the part of the Board of Governors, which I have no hesitation in affirming has been one of the most prudent and economical character consistent with the successful prosecution of our college work, the estate of the founder has attained to its maximum productiveness, and I regret, more in the interest of the reputation of this Province, than in our own interest, that the great educational work which we have been doing is not likely to meet with any adequate recognition or substantial assistance, either from the Legislature of Quebec or from the Corporation of this city. What remains of our college grounds, must, in the interest of the University be retained, and should, if possible, be more improved than heretofore, in the interests of botanical science, and of the healthy recreation of our students. While speaking of this last subject, I would say to the friends and benefactors of the University, that if it should be necessary for us, in the interests of the students and graduates, and of the higher educational purposes for which the McGill estate was given, to restrict more than heretofore the use of these grounds by the public generally, and by city schools, they must bear in mind that the college grounds constitute a large and valuable part of a property sacred to collegiate purposes, and that the efforts which we have been able to make in improving these grounds, and in introducing on them representatives of typical species of trees and shrubs, have hitherto been much counteracted by the damage done to us by the public. It is hoped, however, that no pecuniary pressure may be so severe as to necessitate further diminishing our grounds, or prevent us from gradually working them into a combination of a college campus and a botanical garden. My special object, however, is to insist on the fact that we have attained to the limit of our resources, while much remains to be done to give completeness to the University, and while the demands of this country and the competition of better endowed institutions abroad, are straining our powers to the utmost; and in connection with this, I would desire to mention some directions in which progress seems imperatively demanded. I have always been an advocate for the residence of students in private families or limited boarding-house, rather than in monastic communities in large college halls. The family is the first and most sacred of all institutions, whether from the point of view of nature or of religion, and it is not to be interfered with, except under the most urgent necessity. Here we have, at present, no college boarding-house, and content ourselves with imposing such regulations as are possible to secure the comfort and well-being of students in private residences. Recently, however, this subject has been forced upon our attention by the difficulty of procuring suitable lodgings at reasonable rates, and by the knowledge of great, and, to a considerable extent, successful efforts which have been put forth by other collegiate institutions. Still, if we are to enter on the work of providing collegiate residence for students, it must, to be successful, be done on a large and efficient scale; and while we have ground sufficient, we have not the means to erect an adequate building. The scholarships and exhibitions founded by some of our more liberal friends—and in this connection we should especially mention Mr. W. C. McDonald, of this city—have been of the utmost service as aids to the students, and to the University itself. It is to be observed, however, that except the Redpath and Scott exhibitions, these aids are yet unendowed, and that much inconvenience might result in event of their being cut off. I would further say that, as in order to be of real educational benefit, they must be given on competition, it must necessarily often happen that they are taken by students who have no need of pecuniary assistance. In such instances it is a graceful practice, which has been sometimes followed by the parents of students, to offer as an acknowledgement, a similar bursary for competition to others. Perhaps the most urgent call pressing upon us at present, is that for subdivision of classes and tutorial assistance, both in the Faculty of Arts and the Department of Applied Science. Most of our professorships cover ground which in better appointed universities is occupied by several men, while some important subjects have no provision for them whatever. Again, as our classes enlarge, the importance of tutorial work to aid the backward, and to provide for the more elementary subjects, and for particular specialties, becomes more and more apparent. It may be said that in comparison with our number of students we have a large staff, and if we compare ourselves with ordinary schools, this may be true; but in this point I have two explanations to give. In the first place, it is of the essence of college work that it shall be done by specialists. A general teacher who can teach the elements of several things may be very suitable for a school; but a college, to be successful, more especially in the present rapid advance of nearly all departments of study, must command the services of men eminent and practically skilled in special subjects, and with time and means to keep themselves abreast of the advancement

of their several departments. A second consideration is that a small college with few teachers, and each of these taking a large range of subjects, is not attractive to students, and justly so; for it is of infinite advantage to the student to have the influence of many specialists brought to bear on his mind, and to have opportunities of culture in a variety of directions, and especially in those subjects which are most remote from the ordinary work of the school in which he has been trained. With a larger staff we should inevitably attract a proportionately great number of students. With regard to our present staff of instructors, I have nothing to say except in commendation. We have been so fortunate as to secure and to retain, even with inadequate remuneration, men of eminence and ability, and for this our students and the people of this country have all reason to be thankful. What I maintain is, that to keep pace with the time, and to increase our number of students, we must have more such men. With four or five additional professors, lecturers or tutors, I could safely undertake in four or five years, to double our number of students, and to place the University in a position of equality with the oldest and most eminent on this continent. With reference to our Science School I am especially anxious. It is meeting a manifest want and doing a most essential work, and it has the advantage of being the first in this Dominion to break ground in this important department of education. But we should have the means to give it a more independent position as a separate Professional Faculty. This we fear to do until its maintenance is more certainly provided for, till its staff is somewhat increased, and till it can be provided with a building of its own, with adequate workshops, laboratories and apparatus. The wonderful multiplication of such schools of late years in the United States, and the munificence with which they are supported, should furnish a lesson to the people of the Dominion in this matter. Montreal has shown its superior enlightenment by being the first to move. In conclusion I would say that, in the earlier years of my work here, the manifest insufficiency of our means to attain to any great results, made me feel that the work was more of a missionary effort than anything else, and that every personal sacrifice must be made to secure even what seemed absolutely essential. Hence I felt under obligation to do much that should scarcely have been required of the Principal of a University, and to refrain from much that it would otherwise have been proper to do. As the University has grown, I have been losing the elasticity of younger days, and up to this moment the position of Principal here, carries with it not only an amount of correspondence, administration and office work sufficient for any ordinary person, but the responsibility of teaching subjects, which, in larger universities, occupy the time and energies of three or four eminent specialists. With all this, there are many public claims on behalf of general educational and social objects, which cannot be altogether neglected, and it is hard for a devotee of science to refrain, even at the risk of overwork, from devoting some time to those subjects to which he would gladly have given his whole life, and on which any reputation abroad, or more than merely local usefulness, must depend. In labouring under these burdens for the last twenty years, my own life has been but an epitome of that of the University as a whole: and if the useful things we have not done largely outnumber those we have effected, the reason is not difficult to find. Personally my own prayer is, that before heart and brain fail, our work may be lightened here, or that the way may be opened for retiring into some less onerous if less responsible position.—*Witness.*

Two Chinese students were admitted, 8th inst., to Yale College, Scientific Department. They passed the examination most creditably, and give promise of superior scholarship. There are now sixty Chinese students supported by their Government in Connecticut and Massachusetts. Thirty came two years ago, and thirty arrived a year since, and thirty more are expected in about a fortnight. So far their department has been excellent and their progress quite remarkable. The students are placed at first in cultured families, two in a place, where their first aim is the mastery of our language. They are all under strict supervision, and spend each from two to four weeks a year at the "Head-quarters" of the Chinese Educational Commission, in Hartford, where they are carefully examined as to their habits and progress.

III. Papers on Sunday Schools.

1. INTERNATIONAL SUNDAY SCHOOL CONVENTION.

Baltimore was recently visited by between 500 and 600 delegates, who repaired to that city to attend the International Sunday School Convention, the session of which lasted for three days. Nearly every State and Territory in the United States was represented, and delegates from Great Britain, Canada, and one from Turkey were also present. From the reports before us it would appear that the citizens of Baltimore were very liberal in their hospitality, for they voluntarily entertained the delegates at their homes, or contributed to defray their hotel expenses. They had the Masonic Hall finely decorated, a Sunday School museum was prepared, and everything else was done to assist in making the exercises of the Convention pleasant and useful. Maps were prepared

to show the extent of Sunday School work in the United States and Canada, with stars of various sizes to indicate the State, county and district organizations. When the Convention was first called to order on Tuesday, Dr. Gillette, of Illinois, was summoned to the chair, and addresses were given by Dr. Grammer, of Baltimore; Mr. Tyler, of New Jersey, and Rev. Mr. Blackstock, of Canada. Afterwards a permanent organization was effected, with Rev. George Peltz, of Newark, N. J., as president. Committees were appointed in due time, one of which presented a report from which it was shown that twenty-eight States and Territories are thoroughly organized and engaged in Sunday School work through their Conventions, a few others are partially organized, and in the remainder there are no Sunday Schools at all. There are in the United States and Territories 68,209 Sunday Schools, 740,979 teachers and officers, 5,637,367 scholars, making a total membership of 6,378,346. In Canada there are reported to be 4,401 Sunday School Schools, 35,745 teachers and officers, 271,381 Sunday School scholars, making a total membership of 307,126. Connecticut stands first in the list, and Maryland comes next. The Church of England Sunday School teachers who were in session in Exeter Hall, London, at the same time, sent their greeting by cable to the Convention, and received an appropriate response. The propriety of representing the Sunday School work at the Philadelphia Centennial was a subject of discussion, but it was concluded to leave that branch of the work to the several publishing houses. The International Sunday School lessons were reported to be largely in use in nearly all the denominations in America, in many parts of Europe, and by the missionaries in India, China, Africa, Mexico, etc. The same Sunday lesson is going with the sun round the globe. We are unable to give any idea of the addresses, but among the topics for systematic discussion were: "How to secure for children the fullest advantages of the sanctuary service and the social meetings of the church," "How to increase the teaching power of the Sunday School," "How to secure more efficient co-operation with the home," and the like. The proceedings will be published in book form, and from the incident that \$1,500 has been appropriated for that purpose, it may be supposed that voluminous reports were taken of something worth preserving.—*London Advertiser*.

2. THE SUNDAY-SCHOOL ABROAD.

When we speak of the Sunday-school we are apt to confine our ideas to their existence in this country and in the United States. At a meeting of the Evangelical Alliance in New York the following reports were made:—

In Spain a new impulse has been given to the Sunday-school work, notwithstanding the distracted state of the country. The Rev. Mr. Fliedner, of Madrid, reported about twenty Sunday-schools, with an attendance of about one thousand children. He said the people are so ignorant that many adult converts have less knowledge of the Bible than the children attending the schools. He has issued a Sunday-school paper in Spanish.

In Brazil, Chili, New Granada, Mexico, and Zacatecas Sunday-schools are increasing. Some new ones are being formed, and maps, charts and books have been sent to them from the United States.

In Italy Sunday-schools have been commenced, to whom an association have sent maps, books and instruction how to conduct their work. The Rev. Mr. Prochet, President of the Waldensian Synod, at the meeting of the Evangelical Alliance, testified strongly to the importance of Sunday-schools there. A Union Sunday-school Committee has been formed in Rome.

In Germany the Rev. J. W. Brockelmann has succeeded in planting Sunday-schools in Bavaria, Hanover, and Saxony, all of which held out persistently against the work for a long time. In Bavaria ten years of hard work were employed before anything definite was accomplished. At Erlangen, where a Sunday-school for girls had begun, some students of theology, who had been in Sunday-schools in Leipzig, would give the superintendent no peace until he commenced one for boys. At Munich, Bayreuth, Schwabach, and Aursburg, Sunday-schools are now established. At many other places they are about to open. At Nuremberg, and Lindou, after a good beginning, opposition arose, and a Mr. Ostermeyer, for twenty years a day school teacher, who had commenced a Sunday-school, was threatened with expulsion from his office by the authorities if he did not relinquish his Sunday-school. The London Sunday-school Union have appointed him Sunday-school missionary assistant to Mr. Brockelmann, and he is now zealously labouring in Bavaria under Mr. Brockelmann's direction. Lutheran and Reformed clergymen work together in this cause, holding weekly teachers' meetings for all their schools. In Saxony Rationalism makes the introduction of any Christian work difficult, still Sunday-schools are being commenced. In Leipzig there are now four

Sunday-schools, with seventy-five teachers, and eight hundred scholars. They have a new building for Christian work, in a large hall of which, where the first beginning was made in 1871, they have now four hundred scholars in thirty-eight classes, and one hundred in an infant class. In Dresden are four schools, fifty teachers, and four hundred and fifty scholars. In Halle, besides a large school taught by a lady, Professor Tholuck has recently commenced one in his own house. The example of these large cities is influencing the whole country. In Hanover they have thirty female teachers and two hundred scholars. Mr. Brockelmann writes that crowds would flock together if there were room to receive them.

In Switzerland a clergyman and his wife are carrying on their work vigorously, receiving help and encouragement from the London Sunday-school Union. A retired merchant devotes his whole time and wealth to the advancement of the Sunday-school cause.

In France the interest is increasing. With the help of the London Sunday-school Union, the Paris Sunday-school Union employ a most useful and excellent missionary, the Rev. Mr. Weiss, who devotes all his time to Sunday-school work.

Russia is manifesting much interest and great longing for Sunday-schools, but at present their laws prohibit religious lay teaching.

In Yokohama, Japan, the Sunday-school taught by a female missionary goes on well. Some have been converted, and professed faith in Christ. The Chinese are asking for a Sunday-school paper.

If we look at India, Africa, and indeed the entire mission field, we find that the Sunday-school is now an acknowledged adjunct to the missionary's work. The Christian Church is becoming alive to the command of its Master, when he said, "Feed my lambs."

All ceremonies are, in themselves, very silly things; but yet a man of the world should know them. They are the outworks of manners and decency, which would be too often broken in upon, if it were not for that defence, which keeps the presuming at a proper distance. It is for that reason that I always treat fools and cocksnobs with great ceremony; true good breeding not being a sufficient barrier against them.—*Chesterfield*.

IV. Papers on Practical Education.

1. HIGH PRESSURE EDUCATION.

Mr. John H. Philbrick, well known to educators throughout the country as the eminently capable superintendent of the Boston public schools, has been forced by ill-health to resign his position, after seventeen years of unremitting devotion to the duties of that position, which has been crowned with distinguished success.

The deserved reputation which Mr. Philbrick has won for zeal, sagacity, foresight, and practical wisdom as an educator, would at any time insure great weight to his opinions on matters of education; but they will carry unusual force, now that they are expressed in the form of a farewell report, bidding adieu to his cherished and life-long occupation, and freed from any possible imputation of prejudiced or interested theories.

In the course of this final report, which is also a review of what has been effected by the Boston public schools since his accession to office in 1857, Mr. Philbrick calls attention to one of the defects of our system of education, in some remarks which have a general application. Referring to the high pressure of excessive tasks, excessive stimulation by emulation or other means, and the excessive nervous excitements which are specially prevalent in the higher grades of our public schools, Mr. Philbrick gives it as his deliberate judgment that they are grave evils, which affect all the scholars injuriously, but are particularly calamitous to girls.

There can be little doubt that these are very serious evils—operating to produce destructive results both upon the minds and the bodies of the pupils who are subjected to them. The studies that are forced upon young children in our public schools are so numerous and extensive as to make their digestion and assimilation impossible; and the result of this process of cramming is a degree of superficiality that is only less alarming than the physical prostration consequent upon the reaction from nervous excitement which it causes. It is impossible to keep up the high-pressure educational methods which are now so much in vogue, and not have something break. The weak part of the machine will be surely found, and will give way under the strain.

As education is now too commonly conducted in our public schools, the children have no time to think or to reason. They learn by rote and recite like parrots. The daily drudgery to which they are condemned of committing to memory a vast variety of lessons, much of which they cannot comprehend and which would be useless

if they could, has the effect to stunt their intellects and to sow the seed of life-long physical ailments that will not only affect them but their children after them, perhaps for generations.

Overfeeding and overstimulating the mind is at least as dangerous as overfeeding and overstimulating the body; and the danger in both instances is increased with the immaturity of those who are subjected to the process. Simple and plain food, and not a jumbled and confused variety is what is needed both by the mind and the body, if the object in view is to minister to elasticity and endurance, to health and vigour.—*Christian Intelligencer*.

2. TRAINING IN THE MECHANIC ARTS.

The Governor of Pennsylvania, in his message to the Legislature of that State just delivered, urges with great earnestness the necessity of making some provision for the training of a portion of the children of the commonwealth in a knowledge of the mechanic arts.

This subject of industrial education as an element of our national prosperity has an importance that can scarcely be over-estimated. So large a proportion of the youth of the country who are educated in our public schools belong to classes which must rely upon labour in some of its forms for their maintenance and future usefulness, that it becomes a question of grave magnitude, whether their education in these institutions is adapted as completely as it ought to be to their peculiar needs and the requirements of the country. If their education does not lift them above a condition that may be estimated by its relation to mere horse-power; if it does not in some degree fit them to become *skilled artisans*, and if it does not contribute to develop their capabilities as producers, it is certainly defective, whether it is regarded from the stand-point of philanthropy, or political economy, or patriotism.

That species of labour in its lowest form, which can be performed by mere uneducated brute force, is already in excess of the need, and therefore of the demand, in the United States; while our deficiency in *skilled* or educated labour is so great that we are obliged to resort to other lands for its supply. As long as this continues to be the case, industrial pursuits here must remain tributary to those of other countries, and our mechanical products will continue to be inferior to and unable to compete with theirs. The remedy is to be found—not entirely, it is true, but yet very largely—in the systematic application of the suggestion of the Governor of Pennsylvania, by the training of a portion of the children of the several States in a knowledge of the mechanic arts. To this end the extended machinery of our common school system is admirably adapted, and could be conveniently, inexpensively, and universally applied.

We do not advocate an increase of the number of studies pursued in our public schools, believing them to be already so numerous as to be largely obstructive of real advancement, and, in many instances, prejudicial to healthy mental and physical development. But we suggest that some regard should be paid in our public schools to the future condition and probable occupations of the pupils; and that, at a proper stage in the common school course, when the general elementary instruction contemplated by our school laws shall have been imparted, an opportunity should be afforded for special technical education to those who may desire it, or who may manifest special aptitude, or whose parents may wish it for them. Many a bright lad might thus be enabled to rise in the scale of productiveness as a skilled artisan, who, without such training would struggle for long years against adverse circumstances, made doubly adverse by his want of the special elementary knowledge requisite to turn his abilities to practical account. It cannot be expected, indeed, to perfect the pupils in particular handicrafts or branches of industry. But, without converting the schools into work-shops, a foundation can be laid in them upon which their pupils may build hereafter to their own great advantage and the general welfare.

In connection with this subject, and as exemplifying the importance which intelligent manufacturers attach to technical training, we learn from the *Tribune* that one of our New York establishments which has achieved a world-wide reputation for the manufacture of printing-presses, became so convinced that the efficiency of their corps of workers would be greatly increased, if in connection with a good English education they possessed a thorough knowledge of the fundamental principles of mathematics and mechanics, as to be led to establish a school for the gratuitous instruction of their apprentices in grammar, arithmetic, algebra, geometry, reading, writing, drawing, composition and mechanics. As the term of apprenticeship varies from five to seven years the opportunity is afforded for a complete course of instruction, which is made the more thorough by the practical application of it in the workshop.

The results of the experiment have been found so advantageous as to fully repay the outlay and trouble involved to the liberal and intelligent firm who originated the enterprise, while the benefits conferred upon the pupils and the community at large by the educated and skilled workmen which this system produces, is really inestimable.

3. PROPER DISCIPLINE IN SCHOOL AND THE BEST METHOD OF SECURING IT.

The subject of proper discipline in school is of great practical importance, and one in which too many of even our most experienced teachers are apt to fail. Proper discipline requires first, that unquestioned authority should be regarded as the undoubted prerogative of the teacher; and second, that implicit obedience should be voluntarily recognised by the pupils as a part of their duty. Upon this foundation the whole superstructure of wholesome government in school depends, and without it the best efforts of the teacher will be most unsatisfactory, both to himself and the pupils under his charge. His first duty, then, on taking charge of a school, is to convince his pupils that he is not only their guide and instructor, but that he is in reality *master*.

His authority should be exercised in a calm and dignified but unhesitating manner. Cases of entire disregard of authority, and of even downright insolence may at first occur; these should be dealt with summarily, and I know of no shorter and more effective method than a sound application of the old-fashioned and much-abused cane. Solomon displayed a very considerable knowledge of human nature, when he said, "Spare the rod, and spoil the child;" and my experience is that moral suasion alone is utterly unable to control boys, who too often under no restraint at home, have not the slightest respect for those placed in authority over them.

This punishment however, should only be inflicted when the pupil by a disrespectful, bravado-like manner shows that he is determined to ignore the teacher's authority. "A little leaven leaveneth the whole lump," and a very small quantity of what I call—preocious swagger—will have a disastrous effect on the conduct and order of a school, unless immediately checked by prompt measures. When inflicting punishment in such cases, it is necessary that the teacher should be dignified, firm, and deliberate; in other words he should give to this punishment the gravity and effect of an *execution*, which, if properly done, need seldom be repeated. Having thus gained control of the school the teacher will find little difficulty in maintaining proper discipline without the use of corporal punishment, except in exceptional cases. In ordinary school management the cane should be almost entirely dispensed with; the teacher should depend on the power of his own will and a natural faculty of government, which is to a certain extent an indispensable qualification in a successful disciplinarian. "Teachers," as has been observed by the Rev. Dr. Ryerson, "are born, not made," and this quiet, firm, faculty of command, is to a great extent the gift of nature. Respect and love for a teacher will follow as a natural consequence of good government and an impartial discharge of duty. Those who would make love and kindness the foundation and vital principle of school discipline display a very limited knowledge of human nature, and may be justly termed "Theorists." Practical experience teaches that a considerable amount of wholesome fear is necessary in addition to friendly feelings and regard for a teacher, and without this no large number of children can be thoroughly controlled. With reference to minor details I might mention "Whispering in school," as a very prolific cause of disorder and annoyance. The rule with reference to this matter should be distinctly laid down and rigidly carried out, viz., "No whispering allowed on any consideration without permission." The teacher also should endeavour to do his work quietly, avoiding scolding and fault-finding. A mild reproof is much more effectual than loudly spoken threats or abuses. Another most important principle, which the teacher should foster and judiciously instil into the minds and hearts of his pupils is that of straightforward *truthfulness*. This is of so great importance that the teacher should never rest satisfied until he can freely take the word, and depend on the honour of at least a very large majority of his pupils. In the best managed schools (of our cities and towns in particular) the tone of truth and morality is unfortunately none too high, our teachers, therefore, should labour assiduously in the promotion of sturdy, fearless, school-boy honour. The attainment of this object is a noble part of the teacher's duty, as, to a great extent, it moulds the whole character of his pupils, and exercises a beneficent influence over them in after life. A truthful boy will make a truthful man, and no school can be properly governed unless this principle be in the ascendant.

Words, spoken sympathetically and at the proper moment, impress on the youthful mind the hideousness of wrong, as well as the beauty

of goodness; the teacher should therefore weigh all his words, and never hastily or in anger utter those on account of which he may in cooler moments have cause for sorrow. A prodigious amount of pleasure and profit, or of misery and wrong may result from the kind of discipline habitually practised in school, it would therefore be wisdom for the teacher to often seek the guidance and direction of the great Giver of all good gifts. Finally, let the teacher direct with quiet self-possession, inspire the hesitating with enthusiasm, instruct with cheerful zeal, commend often and wisely, and check and rebuke whatever is mean, selfish and dishonourable.

V. Biographical Sketches.

LIEUTENANT-GOVERNOR CRAWFORD was second son of the Hon. George Crawford, Senator, by his first wife, Miss Brown. He was born at Manor Hamilton, County Cavan, Ireland, in the year 1817, and was consequently fifty-eight years of age at the time of his death. Coming to Canada while still young, he received his education in this city. Selecting the law for his profession, he was called to the Bar of Upper Canada, in the year 1839; in 1867, he was created a Q.C. In the practice of his profession he was eminently successful. Though not taking a prominent part at *nisi prius*, he was regarded as one of the best chamber and office lawyers in the Province; and by hard work and diligence built up a large business, from which, however, he had measurably withdrawn in later years, owing to the nature of his other engagements and the various calls of a public character upon his time. He was President of the Toronto and Nipissing Railway at its inception; was President of the Royal Canadian Bank until he accepted the Lieutenant-Governorship; was President of the Canada Car Company up to the same period; and was Director of several Building and Savings Societies. He was also Lieutenant-Colonel of the 5th Battalion Toronto militia. Mr. Crawford's political career began in 1861. In that year, having run a hard and very exciting contest in East Toronto against a prominent Reform politician, he first took his seat in the Legislative Assembly of Upper Canada, and remained in Parliament until the General Election of 1863, when he was defeated in the same constituency. He contested South Leeds, in which he had a large family influence, in 1867, and being successful, sat in the House of Commons until the dissolution in 1872. In the General Election of that year he was returned for West Toronto by a large majority, but resigned his seat on 5th November, 1873, when he was appointed by Sir John Macdonald's Government to be Lieutenant-Governor of Ontario.—*Intelligencer*.

JAMES O'REILLY, Q.C., was the eldest son of the late Mr. P. O'Reilly, Deputy Clerk of the Crown. He was born in the Town of Westport, County Mayo, Ireland, on September 16th, 1823, so that, at the time of his death, he was in his fifty-second year. He came to Canada in 1833, and settled in Belleville. He was educated at the Hastings Grammar School. He studied law in the offices of the late Hon. John Ross, Belleville, and Messrs. Crawford & Hagarty, Toronto. He was called to the Bar of Upper Canada, in 1847, and to that of Lower Canada, in 1870: was created a Queen's Counsel in 1864, and elected a Bencher of the Law Society, in 1871. He filled the position of Recorder of this city from 1864 until the abolition of the office in 1869. He sat in the City Council as Alderman for Ontario and Cataraqui Wards from 1850 till 1856. He commanded a company of Rifle Volunteers for several years, and retired, in 1862, with the rank of major. In 1873, he was elected a member of the House of Commons for South Renfrew, as a supporter of the late Administration, which constituency he continued to represent until the last general election, when he did not again present himself for re-election. He was also for many years President of the St. Patrick's Society of this city, and was a member of it from its first organization.—*Chronicle and News*.

MR. TRISTRAM BICKLE was born in the County of Devonshire, England, in the year 1801, and emigrated to this country in the spring of the year 1835, where he immediately commenced business as a druggist, which he has carried on ever since. At the time he started business Hamilton numbered less than 3,000 souls, and in 1842 his "Medical Hall" was erected, and, since that date few persons in and around our city are to be found but to whom the name and place are as familiar as a household word. Early in his life Mr. Bickle identified himself with the Wesleyan Church in England, and has maintained that connection for upwards of sixty years, filling every position in that church that a layman could occupy. In his vigorous days he took a deep interest in Sunday-school work, and was for many years Superintendent of the Wesleyan Sunday-

school in this city. He took a deep interest in the work of the Bible Society, and for a long time was its oldest Vice-President, and for some time past and until his decease was President.—*Spectator*.

LIEUT. COL. COTTINGHAM.—Mr. Cottingham was one of the oldest and one of the wealthiest residents of the county; and was identified with almost every important movement. For many years he was Reeve of Emily township: and Warden of Peterborough and Victoria when united counties. He was also elected Reeve of Omemeé when that village was incorporated last year. In politics he was a Liberal Conservative but was of an independent turn of mind.—*Post*.

MR. MARCUS F. WHITEHEAD.—was born in the Province of Nova Scotia, in the month of December, 1795. He was the son of the Rev. Thos. Whitehead, who was for many years travelling missionary in connection with the Methodist Church in Canada, and there are many still living who remember him as he went through the country on horseback, with his saddle-bags, preaching the Gospel. He came to this country before 1812, and was one of the few veterans of the American War, having served his country for two or three years during that momentous period, and was for some time stationed at Prescott. After being discharged from military service, he went to Kingston, and was for some time one of the Deputy Sheriffs of the Midland district. In the year 1819 he came to Port Hope, and shortly afterwards began to study law in the office of the late Thomas Ward, Esq., the present Chief Justice of Canada, Mr. Draper, being his fellow-student. He was admitted to the Bar in 1824, but previous to that time had been Collector of Customs at this port, an office which he held until September, 1872, considerably over 50 years, when he was superannuated. Mr. Whitehead always took a great interest in church matters. He was one of the building committee when the old Parish Church was built, over 50 years ago; was churchwarden for many years; and was affected to tears on the day when the old church he loved so well was after being closed for four years, once more opened for divine service.—*P. H. Times*.

PETER PEARCE, Esq.—For over twenty years, at least, he has been the prominent man in municipal matters in the three townships of Asphodel, Dummer and Belmont, and for the greater portion of that time he has represented first the whole, and subsequently one of these townships in the County Council, and of which latter body he was several times warden.

VI. Mathematical Department.

Solutions of questions in the Feb. No. of the Journal.

1. Find the compound interest of \$200 for 1, 2, 3, 4 months &c., at 7 per cent.

$$200(1.07)^{\frac{1}{12}} - 200 = \text{interest for 1 month.}$$

$$200(1.07)^{\frac{1}{6}} - 200 = \text{interest for two months, \&c., \&c.}$$

2. $x^2 + \sqrt{x} = 18$; transpose, and

$$x^2 - 16 + \sqrt{x} - 2 = 0$$

$$\text{or } (x-4) \times (x+4) + \sqrt{x} - 2 = 0$$

$$\text{or } (\sqrt{x}-2) \times (\sqrt{x}+2) \times (x+4) + \sqrt{x} - 2 = 0$$

$$(\sqrt{x}-2) \times \left\{ (x+4) \times (\sqrt{x}+2) + 1 \right\} = 0;$$

$$\therefore \sqrt{x}-2 = 0, \text{ and } x = 4,$$

$$\text{or, } (\sqrt{x}-2) \times (x^2 + 2x + 4x\frac{1}{2} + 9) = 0;$$

$$\text{hence } x = 4.$$

3. $A+B-C : A+C-B :: 11 : 7$

$$\therefore A : B-C :: 9 : 2$$

$$\text{Again } A+B+C : B+C-A :: 19 : 1$$

$$\therefore B+C : A :: 10 : 9$$

$$B-C : A :: 2 : 9$$

$$\therefore B : A :: 6 : 9; \text{ consequently,}$$

$$A's \text{ time} = 9 : B's = 6, \text{ and } C's = 4$$

Their stocks are now easily found to be 7, 5, and 3.

4. Let x = the weight required; g = gravity = $32\frac{1}{2}$
 $w = 5$ lbs; $S = 3$ feet, and $t = 2$ Seconds

$$\text{Then } f = \left(\frac{w-x \sin 30^\circ}{w+x} \right) g =$$

$$\therefore S = \frac{1}{2} \left(\frac{w - \sin 30^\circ x}{w+x} \right) \times g \times t^2 = 3 \text{ feet}$$

From this equation, we find $x = 8.72 +$ lbs.

Correct Solutions received.

H. A. Jameson, Glenmorris, solved 1, 2, 3, 4; J. W. Henstridge, Collins Bay, 1, 2, 3, 4; Martha Daniels, Prescott, 1, 2, 3, 4; J. S. Bellamy, Colborn Harbour, John Darrach, Parkhill, and Jennie Labor, Woodbridge, solved 3; Edwin W. Pillar, Russell, 2 and 3; Wm. Needlands, Massie, 2.

We respectfully request answers to the following questions.

Address A. Doyle, Ottawa.

1. Find a multiplier which will make $\sqrt{11} - \sqrt{7} + \sqrt{5} - \sqrt{3}$ a rational quantity.
2. Henri Mondeux, the shepherd of Touraine, a French youth of extraordinary powers of mental cultivation, having visited Jersey in order to exhibit these powers, and when asked the following question, answered it almost instantaneously.
3. A merchant bought a cask of spirits for £48, and sold a quantity exceeding three-fourths of the whole by two gallons at a profit of 20 per cent. He afterwards sold the remainder at such a price as to clear 60 per cent. on the whole transaction; and had he sold the whole quantity at the latter price, he would have gained 175 per cent.; find the number of gallons contained in the cask.
4. The magnitude of a piece of dry oak is 12 feet, and specific gravity 8, that of water being unity; it is plunged into a vessel of fluid whose specific gravity is .932; with what force will it ascend?
5. A rectangular parallelogram whose length is 20, is perpendicularly immersed in water; its breadth being just in contact with the surface; it is required to divide it by lines parallel to the horizon, into 6 parts sustaining equal pressures; find also the distance of each point from the surface of the water, and respective distances between the several points.
6. A beam AB 12 feet long rests horizontally on its ends, and is harmonically divided in points D and C; a weight of 500 lbs breaks it at C, what weight sufficient to break it at D, and in the middle?
7. There is a right cone whose specific gravity is s , radius of base = b ; altitude = a ; what is the least force applied at the vertex, requisite to cause the cone to float with the vertex downward and axis vertical?
8. The sum of the squares of two numbers, minus their sum = 14; and their product added to their sum is 14; find the numbers.

VII. Miscellaneous.

I. COURTESY.

"Shepherd, I take thy word,
And trust thy honest offer'd courtesy,
Which oft is sooner found in lowly sheds
With smoky rafters than in tapestry walls,
And courts of princes, where it first was named
And yet is most pretended."

Webster says "Courtesy is etymologically that modification of politeness which belongs to courts," that "it displays itself in the addresses and manners, is shown more especially in receiving and entertaining others, and is a union of dignified complaisance and kindness."

Now, although the term courtesy had its origin in courts, and was originally manifested in bows, "courtesies,"—kissing the hands and even the feet of rulers—and other sundry acts of reverence, humility and condescension; yet the principle is not confined to place or position, however high or low, but as the poet has said, "Oft is sooner found in lowly sheds than where it first was named," &c.

To be polite requires a knowledge of the established rules of etiquette, to be polished in manners and address; but to be courteous requires only a simple and generous heart; a disposition to please by showing deferences and granting privileges to others beyond any special claims. It is that principle, which, under certain circumstances, secures strangers more attention than acquaintances, or even special friends are wont to receive. But courtesy, to yield to its full results, should be confined to no class or circumstances, time or place—should be shown on all occasions in the family as well as in the social circles; in our business relations as well as in our pastimes; where alike it becomes the social conservator, promoting domestic happiness and strengthening the ties of love and friendship. Nor let it be thought that the cultivation of a courteous bearing and pleasant demeanor is limited in benign influences on others. It is a duty which we owe to ourselves; it is an indispensable means of improving our dispositions, ennobling our feelings and sentiments, and rendering ourselves truly socially happy. Yet there are many persons, otherwise seemingly well

meaning enough, who seem to regard the small amenities of life as undignified and undeserved attentions, and repressing natural warmth and geniality, cultivate cold and formal manners, thus clouding the sunshine of their lives, impairing their otherwise usefulness, and depriving themselves of, and diminishing in others, pleasures that cost so little, yet add so much to the stock of social happiness.

William Wirt in a letter to his daughter, said in the following beautiful lines, about all that need be added on this subject: "I want to tell you a secret. The way to make yourself pleasant to others, is to show them attention. The world is like the miller at Mansfield, 'who cared for nobody—no, not he, because nobody cared for him.' And the world would serve you so if you gave them cause. Let every one see that you do care for them by showing them what Sterne so happily called the small courtesies, in which there is no parade, whose voice is too still to tease, and which manifest themselves by tender and affectionate looks and little acts of attention, giving others the preference in every little employment, at the table, in the field, walking, sitting and standing."

2. PRESERVE THE TREES.

In his annual address just delivered at Toronto, the President of the Agricultural Association pointed out, as has often been done in these columns, that the summer droughts so frequent of late years are largely the results of a too sweeping destruction of our forests. It is the absence of trees that makes the deserts, and in desert places where trees have been planted verdure is beginning to appear. Moreover, we need trees, he remarked, as shelter for buildings, animals and crops, and the forests of the country are becoming so reduced that it is high time we began to think of our future timber supply. This object, he thought might be promoted by the offer of premiums for the largest area planted each year with trees, and for the most thrifty looking plantations. It might also be advisable for the Provincial Association to offer a premium for the best essay on tree planting—its importance and the best methods of doing it. These suggestions are well worthy of earnest consideration.

3. EARLY STEAMBOATING IN CANADA.

Capt. Troop, in a letter referring to the recent death of Capt. Childs, of Ogdensburg, gives the following information about early steamboating on the St. Lawrence and Lake Ontario: "Captain Childs commenced his steam-boating as commander of the steamer *Telegraph*, running between Ogdensburg and Genesee river, in the year 1837. He was running the steamer at the time of the Bill Johnson raid on the steamer *Sir Robert Peel* in 1838, which steamer was burned in the upper narrows, five miles above Alexandria Bay during the Patriot war. While he was in command of the *Telegraph* it was employed by the government, with United States officers and troops, watching the St. Lawrence river among the Thousand Islands, for the capture of Bill Johnson and his associates.

"During the season of 1839, after the burning of the *Sir Robert Peel*, he commanded the steamer *Oneida*, which boat took the place of the *Telegraph* in the employment of the government, watching among the Thousand Islands. These boats while in the employ of the government were actively employed under the immediate command of Colonel, since General, W. J. Worth, who then had charge of the active military operations on the St. Lawrence, and whose head-quarters were at Sacket's Harbour, where his regiment, the U. S. Infantry was stationed.

"In 1840, the *Oneida* went on to the lake and river route as a passenger boat, between Ogdensburg, and the Genesee river, running as far as the Niagara river after 1842. He continued in command of the *Oneida* until 1845, when the steamer *Niagara* came out under his command. He continued in charge of the *Niagara* until the steamer *Northern* came out in 1850, remaining in command of that steamer until the close of the season of 1857, which was the last year of the operations of the Ontario and St. Lawrence Steamboat Company. In 1858, Captain Child ran the steamer *New York* on the direct line through the lake from Lewiston to Ogdensburg.

"During the season of 1859, the first season of the Ontario Steamboat Company, he commanded the steamer *Bay State* from July to close of the season, which ended his connection with steamers on the lake and river St. Lawrence. Before he commenced steam-boating he had charge of a number of sail vessels."—*Brockville Review*.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for MARCH, 1876.

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

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Range, and Daily Range.

* New Minimum Thermometer obtained 20th March.
Approximation. dOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. hOn Lake Ontario. i On the Ottawa River. jClose to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, and Amount of Rain and Snow.

Where the clouds have contrary motions, the higher current is entered here.
Velocity is estimated, 0 denoting calm or light air, 10 denoting very heavy hurricane.
REMARKS.
Pembroke.—Lightning with thunder, 14th. Snow, 1st, 2nd, 5th, 6th, 10th, 12th, 14th, 24th, 26th. Rain, 15th.
Cornwall.—Wind storms, 1st, 3rd. Snow, 1st, 2nd, 4th, 6th, 10th, 12th, 15th, 17th, 18th, 20th, 24th, 26th. Rain, 16th, 27th. Robins seen 3rd.
Barrie.—Lightning and thunder with rain, 14th. Wind storms, 1st, 2nd, 5th, 6th, 10th, 12th, 14th, 24th, 26th. Rain, 15th, 16th, 18th, 20th, 24th, 26th. Snow, 1st, 2nd, 6th, 10th, 12th, 14th, 16th, 18th, 20th, 24th, 26th.

GODERICH.—Wind storm, 16th. Snow, 1st—3rd, 5th, 9th—11th, 16th, 17th, 23rd, 26th. Rain, 11th, 14th, 15th, 26th. Crows and other spring birds first seen and heard, 14th.

STRATFORD.—Wind storms, 1st, 3rd, 16th, 17th, 18th, 24th, 26th. Fog, 6th, 15th. Snow, 1st, 3rd, 4th, 9th—11th, 16th, 17th, 19th, 20th, 23rd, 24th. Rain, 14th, 15th, 26th. Lightning and thunder with rain, 14th and 15th. Crows seen 13th. Robins and spring birds seen 27th. Difference of monthly temperature from average of 14 years:—4°.64.

HAMILTON.—Lightning, 14th. Snow, 1st, 3rd—5th, 9th, 10th, 16th, 17th, 20th, 24th, 25th. Rain, 11th, 14th, 15th, 26th.

SIMCOE.—Lightning and thunder with rain, 14th. Hail, 5th. Wind storms, 1st, 3rd, 15th, 16th, 17th, 19th, 20th. Fog, 15th, 30th. Snow, 1st, 3rd, 5th, 10th, 16th, 18th, 19th, 23rd, 24th. Rain, 11th, 14th, 15th, 26th. Lunar halo, 12th, 18th. Solar halo, 18th, 29th. Robins first heard, 27th.

WINDSOR.—Lightning and thunder with rain, 14th. Wind storms, 15th, 16th. Fog, 15th. Snow, 1st, 3rd, 5th, 13th, 16th, 17th, 19th, 20th. Rain, 11th, 14th, 15th, 23rd. Six meteors in S. W., 7th. Meteor N. W. on 10th. Solar halo, 18th, 29th.

IX. Short Critical Notices of Books.

The British Quarterly Review for April, 1875. Leonard Scott Publishing Company, New York: Hart & Rawlinson, Toronto.

The essay on "The Higher Pantheism" is neither a review nor a reply, but simply a discussion of the theory of Pantheism, as set forth in Mr. Picton's book. Each standpoint of the work is taken up separately, and exposed to the strong light of the Bible. In conclusion, the writer remarks that Mr. Picton "has yet to learn the further lesson of the weakness, not the strength, of human powers, which may make him glad 'to grasp,' as Burns confesses he was, 'at revealed religion.'"

"Ultramontaniam and Civil Allegiance." This paper begins by defining Ultramontaniam, as explained by Archbishop Manning, and then sets forth the growth of Papal power, and its claim to supremacy over Civil power, in cases where the two conflict. This power of the Church rests its claim upon the Dogma of Infallibility, and the relationship of those who accept that dogma to the Government cannot be the same as formerly, because, "if the Infallible assure a man that obedience to the throne involves the loss of the soul, and disobedience to the throne is everlasting life and reward, it is easy to see what a devout spirit, ambitious of notoriety and martyrdom, who believes what the Vicar of Christ enjoins, is likely to do."

"Mr. Gladstone's Retirement from the Liberal Leadership." In this essay the principles of Liberalism, the administrative talent necessary in a statesman, and the duties of prime ministers and cabinets, are discussed, as well as Mr. Gladstone's particular action, and his papers on the Vatican decrees, with the several answers they have called forth.

In the last article, the authorship of the "Ode to the Cuckoo" is commented on at some length, and the number closes with the usual notices of Contemporary Literature.

The Edinburgh Review for April (reprinted by The Leonard Scott Publishing Co., 41 Barclay Street, N. Y.: Hart & Rawlinson, Toronto).

The "Wellington Despatches" furnish the material for an account of the Duke's career from the battle of Waterloo to his death. In Article II. we find a comprehensive view of the "Geology of India." The third article is divided into two parts—*first*, a "Sketch of the Life of Malouet," who was recognised by Louis XVI. as "one of the most sincere and constant of his friends; and *second*, a comparison between the National Assembly of the great revolution and that of the present day. The paper on "Modern Architecture" explains how the civilization of a country is exhibited by its edifices. VI. "Arctic Exploration." This paper is devoted to a summary of those that have been sent out from time to time by various countries, and the results they have achieved. VII. "Supernatural Religion" is a review of this work. It gives an account of the plan and objects of the author, who is throughout handled with great severity. "Papal Rome and Catholic Reform" is a dissertation on the Gladstone "Exposition," and the replies thereto of the old Catholics, and the points upon which the Liberal Catholics differ from the ordinances of the Council of Trent.

The London Quarterly, Edinburgh, Westminster, and British Quarterly Reviews, and Blackwood's Magazine, are supplied at \$4 a-year each, or only \$15 for all, and the postage is prepaid by the Publishers.

Modern History. By M. Michelet. Translated by M. C. M. Simpson. London and New York: Macmillan & Co. Toronto: Adam, Stevenson & Co.

A very useful summary of the events of the last three centuries in Europe, by the distinguished French Historian, Michelet. The work is divided into four periods. The second is occupied chiefly with an account of the Reformation, and its effects in the different countries. It also contains an account of the various voyages of discovery undertaken by Spain, Portugal, and England. The third period is devoted to the French and Continental wars; while the last section gives an account of Napoleon's career, and the events in both the Old and New World down to A. D. 1874.

A Short History of the English People. By J. R. Green, M.A. London edition: Macmillan & Co. Toronto: Adam, Stevenson & Co. New York edition: Harper & Brothers. Toronto: Hart & Rawlinson.

We have received two editions of this work—one from each of the publishing firms in London and New York, through their Toronto Agents. Mr. Green, in writing this History, designed it to be a record of the "social, intellectual, and constitutional" progress of the English people. In this he has, on the whole, admirably succeeded. Its value is, therefore, greatly enhanced, as too many histories are mere records of wars. Mr. Green's History will therefore be welcome to many, and to the student especially.

English Grammar. By Dr. R. Morris. Macmillan & Co., London. Adam, Stevenson & Co., Toronto.

These are part of a series of primers, edited by J. R. Green, M.A., and published by Messrs. Macmillan & Co., London and New York. They seem to be admirably condensed summaries in these days of diffusive text books.

French Dictionary. By Gustave Masson, Aast. Master at Harrow. Macmillan & Co., London and New York. Adam, Stevenson & Co., Toronto.

This is a compendious French-English and English-French Dictionary, preceded by condensed Chronological Tables of the History of French Literature from the earliest period to the present day, and other most valuable tables, also a list of Etymological roots of French words. A Geographical, Mythological, and other Dictionaries are added. The leading words are in antique, and the type is clear and beautiful.

Social Life in Greece. By Rev. J. P. Mahaffy, M.A., Fellow of Trinity College, Dublin. Macmillan & Co., London and New York. Adam, Stevenson & Co., Toronto.

We are so accustomed to Greeks in the Forum, on the field of battle, that Greeks "at home" is certainly something new. We have first Homer's Greeks; and in presenting his picture of their mode of life, the author points out that the poet has given us an ideal vision of those old heroes. After contrasting the style of the "blind old bard" with that of the lyric poets, Mr. Mahaffy gives us some very interesting chapters on Attic Greeks as the representatives of life in Greece. Their culture and philosophy, their religious feelings, business and social habits, are all depicted—the whole forming a remarkably interesting history of Attic times.

Economic Geology. With Illustrations. By David Page, LL.D. Wm. Blackwood & Sons, Edinburgh and London.

Dr. Page, who is Professor of Geology in Durham University, has contributed a really valuable text book upon Geology in its relation to arts and manufactures, and has compressed the subject into a neat handy volume. After discussing the composition of Rocks and the Soil, the author touches upon the various building stones, limes, and mortars, explaining their uses, and pointing out their locations. Road making, railway and canal construction, docks and harbours, the water supply, and mining, are treated in a very practical and interesting manner. The comparatively lesser industries—such as glass making, pottery, &c., have a considerable portion of the work devoted to them. Definitions of the many salts, saline earths, precious stones and metals, and their uses, complete this very readable and instructive book on "Economic Geology."

Persius. By B. L. Gildersleeve, Ph. D., Professor of Greek in University of Virginia. Harper & Brothers, New York. Hart & Rawlinson, Toronto.

This book contains the "Satires of A. Persius Flaccus," with an account of his life; to which are added copious notes by Dr. Gildersleeve. It is a well-printed book, with clear type on good paper.

Man and Beast, Here and Hereafter. By Rev. J. G. Wood, M.A., F.G.S. Harper & Brothers, New York. Hart & Rawlinson, Toronto.

The subject of this book is one on which Mr. Wood ought to be particularly at home. He makes use of his great familiarity with Natural History to advance and strengthen with many arguments the theory that animals will share with man his immortality hereafter. Into the question we shall not enter. By Mr. Wood, however, his position is supported by the negative assertion, that the Scriptures do not deny a future life to the "beasts that perish," but chiefly by the argument that, since various faculties and qualities which man possesses are shared in no small degree by the lower animals during life, consequently their retention is certain in a higher state after death. It is one of those points which turn to a great degree on the interpretation of various texts of Scripture; and though somewhat interesting as a matter of speculative inquiry, it is hardly probable that it will be of any practical moment to any one.

Three Feathers. By William Black, Author of "A Princess of Thule," "In Silk Attire," &c. Harper Brothers, New York. Hart & Rawlinson, Toronto.

English Grammar. By E. Stone Wiggins, B.A., LL.D. Copp, Clark & Co., Toronto.

This manual is intended to elucidate the difficulties of English Grammar to take up knotty points not thoroughly discussed in ordinary School Grammars. In this respect, we have no doubt, it will prove useful to a great number of teachers throughout the Province. Its author was formerly Principal of the Institution for the Blind, Brantford. The binding is uniform with other Educational works published by Messrs. Copp, Clark & Co.

Preparing to Teach. Presbyterian Board of Publication, Philadelphia.

"In view of the wide-spread and growing interest in the training of Sunday School teachers, the undersigned, Christian workers, who have given the subject special study, and acquired experience in its methods, unite in recommending the formation of normal classes in connection with Sunday Schools and seminaries of learning for the benefit of those who would become proficient Bible teachers." In this sentence, which we extract from the preface, may be seen a rather novel but very admirable idea, which is endorsed by gentlemen of various denominations:—John Hall, D.D.; E. P. Humphrey, D.D.; William N. Green, D.D.; Francis L. Patton, D.D.; and J. Bennet Tyler. There are a great number of Sunday School teachers who feel the want of some compilation to aid them in preparing their work, and there is no doubt that such an outline as is given here will just supply their need. Evidences of Christianity, Bible History, the Geography and Archaeology of the Bible, are each treated of by the various gentlemen mentioned, and "How to teach the Bible" is explained in twelve lessons.

X. Educational Intelligence.

—E. MIDDLESEX TEACHERS' ASSOCIATION.—The 12th meeting of this Association was held in London on the 21st ult., J. Dearness, Esq., Inspector, in the chair.—The following subjects were introduced and ably discussed: Map Drawing, by Mr. Scott; Grammar and Measurer and Multiplier, by Mr. Dearness; Spelling, by Mr. Sutherland; Use of Globes, by Mr. McQueen; Writing, by Mr. Stilwell; Art of Questioning, by Mr. Maxwell. During the Session Prof. Goldwin Smith, delivered an address on the Thirty Years' War; subsequently he addressed the Teachers on the work of the Council of Public Instruction. The Professor spoke of several subjects, but dwelt particularly on "text-books," showing the difficulties encountered in selecting suitable text-books, and referred at considerable length to those on grammar, geography, and history, concluding his remarks on the last named subject by treating of the philosophical method of teaching it, comparing the learning of dry condensed details and drier dates to "eating sawdust," and reviewing and criticising the theories of Comte and Buckle. Other subjects were discussed, such as: The establishment of optional text-books—the Book Depository—the standard for third class certificates, which, to a certain extent, leads to the injustice of a teacher being obliged to leave a school, after having taught three years, on account of inability to show enough book knowledge to entitle him to a second class certificate, the vacated place being supplied by one of his pupils; the advisability of granting all provincial certificates by one examining board, quarterly examinations, etc. The following resolution was unanimously passed. "That we, the Public School Teachers of the Association, express our entire confidence in Prof. Goldwin Smith as our representative, having noticed with pleasure the manner in which he has identified himself with the teaching profession, and so thoroughly studied our interests and requirements."

On motion, Mr. Smith was petitioned to represent to the Council the necessity of a Normal School in the West, with a view of their urging the Legislature to action in the matter.—*Communicated.*

—OTTAWA TEACHERS' INSTITUTE.—Inspector Borthwick, has kindly forwarded to us a copy of the proceedings of an interesting Teachers' Institute which was recently held in the City of Ottawa. From these proceedings we hope to make several extracts in our next. Want of space has prevented us doing so in this number.

XI. Departmental Notices.

SUMMER VACATION.

The Statute requires that for Public Schools, the vacation shall be from the 15th July to 15th August, inclusive; and for High Schools, from the 1st July to 15th August, inclusive.

The Regulations provide that where the High Schools and Public Schools are united, the High School vacations shall be observed in both.

The Council of Public Instruction have resolved to ask the Government to recommend the Legislature to legalize the same vacation for Public Schools as for High Schools, but until a change in the law takes place, the vacations remain as above stated.

COUNCIL OF PUBLIC INSTRUCTION.

ELECTION OF REPRESENTATIVES.

The Chief Superintendent of Education hereby gives notice, that an election of a member of the Council of Public Instruction, by the legally qualified Masters and Teachers of Collegiate Institutes and High Schools, will take place on Tuesday, the 17th day of August next.

The Chief Superintendent also gives notice that the election of a member in place of S. C. Wood, Esq., M.P.P., representative of the Public School Inspectors, who has resigned his seat in the Council, will take place on the same day.

The members then elected will continue in office for two years, to be reckoned from the time of their election, and until their successors are elected.

COUNTY EXAMINATIONS FOR GRANTING CERTIFICATES TO PUBLIC SCHOOL TEACHERS IN ONTARIO, JULY, 1875.

In accordance with the Statute, and the General Regulations adopted by the Council of Public Instruction, the Annual examination of Candidates for Public School Teachers' Second and Third Class Certificates, for the year 1875, will be held (D. V.) in each County Town of Ontario, commencing on

Monday, 19th July, at 1.30 P. M., for Second Class; and on Tuesday, 20th July, at 9 A. M., for Third Class.

The Examination of Candidates for First Class Certificates, will be held at the same place, commencing on

Monday, 26th July, at 1.30 P. M.

Forms of the notice to be previously given by the Candidates, can be obtained on application to any Inspector.

Candidates should notify the Inspectors not later than 23rd June, of their intention to present themselves for examination.

OTTAWA NORMAL SCHOOL.

APPOINTMENT OF MASTERS.

The Council of Public Instruction hereby gives notice, that application will be received until the 1st of July next, from Candidates for Mastership in the Normal School at Ottawa, which will be opened (D. V.) in September of the current year.

The applications, with testimonials, must be addressed to the Chief Superintendent of Education, Toronto.

PRICES OF PRIZE AND LIBRARY BOOKS REVISED.

After the First of March, and until further notice, it has been decided.

TO SUPPLY ALL THE BOOKS.

enumerated in the two Official Catalogues of Prize and Library Books issued last year by the Education Department at the rate of EIGHTEEN CENTS on the shilling sterling of retail cost (being also at the rate of NINETY CENTS for a five shilling sterling book, at retail cost), instead of the rate of Nineteen and Ninety-five cents respectively, as mentioned in these Catalogues.

After that date, therefore (1st March, 1875), and until further notice, the Books enumerated in the two Catalogues named will be supplied from the

PEOPLE'S DEPOSITORY OF ONTARIO.

to Municipal and School Corporations at the revised official prices named above.

XII. Advertisements.

NOTICE TO SCHOOL TRUSTEES.

NOW READY.

Catalogue of Prize Books

Authorized to be supplied to High and Public Schools in Ontario.

The Government Grant of Fifty Per Cent. is allowed to School Trustees on all orders taken from this Catalogue amounting to Ten Dollars or over, if sent through any Bookseller in Ontario, or to

JAMES CAMPBELL & SON,
Publishers, Toronto.

N.B.—Copies of the Catalogue sent Post Free on application.

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To sell Dr. CHASE'S RECIPES; or Information for Everybody, in every county in the United States and Canada. Enlarged by the publisher to 648 pages. It contain over 2000 household recipes, and is suited to all classes and conditions of society. A wonderful book, and a household necessity. It sells at sight. Greatest inducements ever offered to book agents. Sample copies sent by mail, Postpaid, for \$2.00. Exclusive territory given. Agents more than double their money. Address Dr. Chase's Steam Printing House, Ann Arbor, Michigan.

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The price charged to the Schools for Books is at the rate of 18 cents on the 1s. sterling of retail cost, being nearly 35 per cent. lower than the current retail prices of these Books.

Catalogues sent on application.

Printed for the Education Department by HUNTER, ROSE & Co., Toronto.