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# JOURNAL OF

Province of



# EDUCATION,

Ontario.

VOL. XXIX

TORONTO, OCTOBER, 1876.

No. 10.

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## I. Proceedings of the Education Department.

### I. THE AMENDED HIGH SCHOOL PROGRAMME, AND THE REGULATIONS FOR INTERMEDIATE EXAMINATION.

(Approved by His Honor the Lieutenant-Governor in Council, October, 1876.)

#### I. AMENDED PROGRAMME.

N.B.—Instead of a fixed amount of work for each Form, the Department prescribes the subjects of study, and the amount to be done in each subject in the Lower School and in the Upper School respectively; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the Schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

#### LOWER SCHOOL.

GROUP A.—*English Language*.—Review of Elementary Work; Orthography; Etymology and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Education Department;\* Composition—the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes;—generally, the Formation of a good English Style; Reading, Dictation, and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

GROUP B.—*Mathematics*.—(a) Arithmetic, Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

(b) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities; Easy Quadratics.

(c) Geometry—Euclid, Books I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces.

\* For 1876 and the former half of 1877, Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter poem, but the questions set will be based mainly on Cantos v. and vi.

(d) Natural Philosophy—Composition and Resolution of Forces; Principle of Moments, Centre of Gravity; Mechanical Powers; Ratio of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and Modes of determining it; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

GROUP C.—*Modern Languages*.—(a) *French*: The Accidence and Principal Rules of Syntax; Exercises; Introductory and Advanced French Reader; Re-translation of easy passages into French; Rudiments of Conversation.

(b) *German*: The Accidence and the Principal Rules of Syntax; Exercises; Adler's Reader, 1st, 2nd and 3rd Parts; Re-translation of easy passages into German; Rudiments of Conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin*: The Accidence and the Principal Rules of Syntax and Prosody; Exercises; Cæsar, De Bello Gallico, Book I,\*\* and Virgil, Æneid, Book II, vv. 1—300; Learning by heart selected portions of Virgil; Re-translation into Latin of easy passages from Cæsar.

(b) Greek, optional.

GROUP E.—*Physical Sciences*.—Chemistry: A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature.

GROUP F.—*History and Geography*.—(a) Leading Events of English and Canadian History, also of Roman History to the end of the second Punic War.†

(b) A fair course of Elementary Geography, Mathematical, Physical, and Political.

GROUP G.—*Book-keeping, Writing, Drawing and Music*.—(a) Single and Double Entry; Commercial forms and usages; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free-hand Drawing.

(d) Elements of Music.

☞ An option is permitted between (i.) Latin; (ii.) French; (iii.) German; and (iv.) Natural Philosophy, Chemistry, and Book-keeping.

#### UPPER SCHOOL.

GROUP A.—*English Language*.—Critical Reading of portions of the works of Authors of the Sixteenth and Seventeenth Centuries, to be prescribed from time to time by the Education Department. For 1876 and the former half of 1877, Shakespeare's Tragedy of "Macbeth" and Milton's "Il Penseroso" have been prescribed. They have been ordered for the People's Depository, and will be kept for sale. Composition, Reading, and Elocution: the subject generally, as far as required for Senior Matriculation with Honours in the University.

GROUP B.—*Mathematics*.—(a) Arithmetic: The Theory of the Subject; Application of Arithmetic to complicated business transactions; such as Loans, Mortgages and the like.

(b) Algebra: Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, Properties of Numbers, etc., as far as required for Senior Matriculation with honours.

\*\* Book V will be substituted for Book I in 1877.

† There will be no examination in Roman History before June 1877.

- (c) Geometry: Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with Exercises; Analytical Plane Geometry.  
 (d) Trigonometry, as far as required for Senior Matriculation with Honours.  
 (e) Natural Philosophy, Dynamics, Hydrostatics, and Pneumatics.

GROUP C.—*Modern Languages* (a) *French*: Grammar and Exercises; Corneille, Horace; Dumas, Tulipe Noire; De Staël, L'Allemagne, Première Partie; Molière, L'Avare and Les Fourberies de Scapin; Montalembert, De l'Avenir Politique de l'Angleterre; Translation from English into French; Conversation etc., as far as is required for Senior Matriculation with Honours.

(b) *German*: Grammar and Exercises; Musaeno, Stumme Liebe; Schiller, Lied von der Glocke, Neffe als Onkel, and Wallenstein's Lager; Fouque, Aslang's Ritter; Chamisso, Peter Schlemihl; Outlines of German Literature 1300-1670; Translation from English into German; Conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin*: Grammar; Cicero, Pro Lege Manilia and in Caecilium; Ovid, Fasti, Book I, exclusive of vv. 300-440; Virgil, Æneid, Books II and VII, and Georgics, Book I; Cæsar, Bell. Gall. Book IV, c. 20-36, and Book V, c. 8-23; Horace, Odes, Books I and III; Livy, Book IX; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honours.

(b) *Greek*: Grammar; Xenophon, Anabasis, Book I; Homer, Iliad, Books I and XII; Odyssey, Books IX and XII; Demosthenes, Philippics I and II, against Ahabus, I. and II; Herodotus, Book I, cc. 26-92, etc., as far as is required for Senior Matriculation with Honours.

GROUP E.—*Physical Science*.—(a) *Chemistry*: Heat—its sources; Expansion; Thermometers—relations between different scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquification; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation, and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus, and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution, Effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.

(b) *Botany*: an introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.

(c) *Physiology*: General view of the Structure and Functions of the Human Body; the Vascular System of the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing, and Sight; the Nervous System.

GROUP F.—*History and Geography*:—(a) *History*; The special study of the Tudor and Stuart Periods; Roman to the death of Nero; Grecian, to the death of Alexander.

(b) *Geography*, Ancient and Modern,

☞ Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every pupil in the Upper School must take Group A, Arithmetic, Algebra as far as Progression, History, and two other subjects from those included in Groups C, D, and E. In cases of doubt, the Master shall decide. Candidates preparing for any examination shall be required only to take the subjects prescribed for such examination.

## II. THE SEMI-ANNUAL APPORTIONMENT OF THE GRANT, ACT 37 VICTORIA, CAP. 27, SECTION 66.

The grant will be distributed as follows:—

I. *A part in the payment of a fixed allowance to each School, in order that the smaller schools may be assured of a certain degree of stability.*

### II. *A part on the basis of average attendance.*

Each High School will receive a grant per unit of average attendance, equal to the grant per unit of average to the Public Schools. At present the annual grant per unit to the Public Schools is about *one dollar*; to the High Schools heretofore about *sixteen dollars*.

### III. *A part on the results of inspection.*

The sum of say *ten thousand dollars* will be distributed amongst the schools, according to their efficiency as determined by the report of the Inspectors. In classifying the schools with a view to the distribution of the part of the grant which it is proposed to apportion on the results of the inspection, account will be taken of the following:

(a) School accommodation, condition of school premises, general educational appliances (maps, apparatus, etc.)

(b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, etc.

(c) Character of the work done between the two limits mentioned below; so that any school which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work which it may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit, i.e., by those pupils who shall continue their studies in the higher course prescribed for those who pass the intermediate examination.

(e) Government, Discipline, General *Morale*.

### IV. *A part will be distributed on the results of an "Intermediate Examination,"\* of the nature following.*

(1) This examination will be instituted at a point about midway between the beginning and the end of the High School course, for promotion from the lower to the upper forms. It will, on the whole, be equal in point of difficulty to that which candidates for second-class certificates now undergo. Pupils that pass this examination will form the Upper School; while those who have not passed it will form the Lower School, in any high school or collegiate institute.

(2) Candidates for promotion from the Lower School to the Upper School will be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches or groups:—

(a) Latin; (b) French; (c) German; (d) Natural Philosophy, Chemistry and Book-keeping.

(3) The part of the grant which it is proposed to distribute on the results of this "Intermediate Examination" will be apportioned on the basis of the average daily attendance of the pupils in the upper school, it being understood that in every case pupils passing the "Intermediate" are to be regarded as having been admitted to the upper school at the beginning of the half year in which they pass such examination.

(4) The intermediate examination will be held in June and December of each year, at the time fixed for the entrance examination.

The questions will be prepared by the High School Inspectors, transmitted to the Department by the Chairman of the Central Committee, and sent under seal to the public school inspectors. The public school inspectors, or their substitutes (who should in no case have any connection with the schools to be examined), will alone be responsible for the proper conduct of the examinations. The answers of the candidates will be sent to Toronto, to be read and valued by the high school inspectors, or by sub-examiners acting under their supervision. In order somewhat to lighten the labour of examination, it is proposed to make certain branches test subjects.

The test subjects will be grouped in the following manner:

(a) Arithmetic, Algebra, and Euclid.

\* At the Intermediate Examination in December, 1876, papers will be set in English Grammar and Etymology, English Literature, Dictation, Composition, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, Latin, French, German, Chemistry, Natural Philosophy, and Book-keeping. No candidate must take more than one of the four optional subjects referred to in IV (2) at this examination. All Candidates, whether male or female, must take Euclid.

Candidates who take French will be examined in De Fivas' Elementary Reader and the Sixth Book of Voltaire's Charles XII. Candidates who select Latin as their optional subject, and who may be reading Horace, Livy, Cicero, Ovid, or some book of Cæsar or Virgil other than the one presented with a view to a University or professional examination, need not be examined in Cæsar at the Intermediate Examination, provided they satisfy the visiting Inspector that their knowledge of Latin is sufficient to justify him in accepting their work in that subject as equivalent thereto. All classical candidates will, however, be examined in Virgil, Latin Grammar, and translation into Latin; and no exemption granted during the former half of the current year will be valid unless renewed.

Although Music and Drawing will form no part of the Intermediate Examination in December, 1876, yet the schools in which these subjects are properly taught will receive credit therefor in the report on results of inspection referred to in III (c) and (d) of the above.

(b) English Grammar, Composition and Dictation.  
 (c) History, Geography, and English Literature ;  
 and candidates who obtain 40 per cent. of the total in each group, and not less than 20 per cent. in each subject, shall be considered as having passed the examination in these subjects, which therefore will be read first.

The High School grant (say \$72,000) will accordingly be distributed as follows :

I.—106 schools receiving a minimum of \$400 each .....	\$42,400
II.—One dollar per unit of average attendance (about 5,000) .....	5,000
III.—Sum to be apportioned on report of inspectors .....	10,000
IV.—Balance to be distributed on results of intermediate examinations .....	14,000
<b>Total .....</b>	<b>\$72,000</b>

**2. RULES AND REGULATIONS OF THE EDUCATION DEPARTMENT RESPECTING THE INTERMEDIATE HIGH SCHOOL EXAMINATIONS, 18—21 DECEMBER, 1876.**

**I. MODE OF CONDUCTING THE EXAMINATIONS.**

1. Every Head Master shall send to the Education Department, before the 1st December, a list of the names of those who intend to present themselves for examination, and a statement of the optional subjects selected by each candidate. To each name so sent the Department will affix a *Number*, which must be employed by the candidate instead of his usual signature throughout the entire examination.
2. The Department will provide envelopes, of convenient dimensions, to be sent out with the examination papers—one envelope with each paper.
3. The Public School Inspector of the district in which the High School is situate shall preside, and be responsible for the proper conduct of the Examinations ; but in case of any inability to attend, shall send to the Education Department, for the approval of the Minister or Deputy, not later than the 1st December, the name of the person whom he intends to appoint his substitute at those Examinations at which he himself cannot preside.
4. When more than one room is required for the Candidates, an Inspector's substitute must be appointed for each room to preside in his stead.
5. The Public School Inspectors and the persons appointed by them, with the approval of the Minister, or Deputy, to act as their substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional rooms, shall be entitled to a fee of \$3 per day, with mileage at 10c. a mile, to be paid by the High School Board. None may act as a substitute unless approved by the Minister, or Deputy, and the Inspectors are required to send their nominations to the Department forthwith.
6. No Trustee, Master, or Teacher of the school concerned can be appointed as such substitute, and no Master or Teacher of the School can be present during the examination, in the room with the Candidates.

**II. DIRECTIONS FOR PRESIDING EXAMINERS.**

1. Places must be allotted to the candidates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination to be removed from the room.
2. All these arrangements must be completed, and the necessary stationery (provided by the High School Board) must be distributed and placed in order on the desks of the candidates at least fifteen minutes before the time appointed for the commencement of the examination.
3. No candidate shall be allowed to leave the room within one hour of the issue of the examination papers in any subject ; and if he then leaves, he shall not be permitted to return during the examination of the subject then in hand.
4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.
5. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in immediately their answer papers, duly fastened in the envelopes.
6. The Examiner, at the close of the examinations, will sign and forward, with the answers of the candidates, a solemn declaration (in a form to be provided by the Department) that the examinations

have been conducted in strict conformity with the Regulations, and fairly and properly in every respect.  
 7. The Examiner, at the close of the examinations on the 21st of December, will secure in a separate parcel the fastened envelopes of each candidate, and on the same day will forward by express to the Education Office the package containing all the parcels thus separately secured.

**III. RULES TO BE OBSERVED BY CANDIDATES.**

1. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate will be permitted on any pretence whatever to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.
2. Any candidate detected in copying from the papers of another, or in improperly obtaining assistance from any person whatever, or in any manner whatever, will at once be dismissed.
3. Every candidate is required to write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle ; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.
4. If the candidate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.
5. Candidates, in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right-hand corner. Having written their distinguishing numbers on each page, and having arranged their answer-papers in the order of the questions, they will fold them once across, place them in the envelopes accompanying the question-papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

**IV. PROGRAMME OF EXAMINATION.**

The Examinations shall begin on Monday, 18th December, 1876, and shall be conducted as follows :—

- Monday, December 18.*  
 2 to 2.15, P. M.—Reading the Regulations.  
 2.15 to 5.15, P. M.—(1 and 2) Natural Philosophy and Chemistry, or (3) Latin, or (4) French, or (5) German.
- Tuesday, December 19.*  
 9 to 11, A. M.—(6) Algebra.  
 11.15 to 12.15 P. M.—(7) Book-keeping.  
 2 to 4, P. M.—(8) Grammar and Etymology.  
 4 to 4.30, P. M.—(9) Dictation.
- Wednesday, December 20.*  
 9 to 11, A. M.—(10) Arithmetic.  
 11.15 to 12.15, P. M.—(11) English Composition.  
 2 to 4, P. M.—(12) English Literature.
- Thursday, December 21.*  
 9 to 11, A. M.—(13) Euclid.  
 11.15 to 12.30, P. M.—(14) Geography.  
 2 to 4, P. M.—(15) History.

**V. SUB-EXAMINERS.**

- The following gentlemen are appointed to act as sub-examiners :
1. John C. Glashan,\* *Public School Inspector, City of Ottawa, Member of the Central Committee.*
  2. John J. Tilley,\* *Public School Inspector, Durham, Member of the Central Committee.*
  3. Alfred Baker, M.A., *Mathematical Tutor, University College, Toronto.*
  4. J. E. Bryant, *Student of the fourth year, University of Toronto.*
  5. G. B. Sparling, B.A., *University of Victoria College, Cobourg.*
  6. F. E. Seymour, M.A., *Examiner in the University of Toronto.*

**VI. INTERMEDIATE EXAMINATIONS FOR 1877.**

The subjects for the Intermediate Examinations for 1877 are to be the same as in 1876, with the following modifications :—

1. The Fifth Book of Caesar will be substituted for the First.
2. Candidates will be examined in Roman History to the end of the second Punic War.
3. In English Literature, the University Examination for 1876 will determine the books to be read for the second Intermediate Examination in 1877.

\* Messrs. Glashan and Tilley will not preside or be present at the High School Examinations in their Counties, substitutes being appointed for that duty.

## VII. CERTIFICATES.

Certificates will be granted by the Minister of Education, or Deputy Minister to all candidates who succeed in passing the Intermediate Examinations, according to report of Central Committee.

## 3. EXAMINATION IN HISTORY FOR FIRST CLASS CERTIFICATES, JULY, 1877.

*General History.*—Freeman, Chaps. 1-5 inclusive.

*Ancient History.*—Special and more detailed study of a particular period:—History of Greece to the close of the Peloponnesian War (Schmitz's Ancient History, Book II., or History of Greece by Dr. W. Smith), may be consulted.

*Modern History.*—Special and more detailed study of a particular period:—History of England; the Tudor Period (Freer's Short History of the English People, and Macaulay's History of England, Chap. I.), may be consulted.

## 4. HIGH SCHOOL ENTRANCE EXAMINATION.

The Examination for admission will be held on Tuesday and Wednesday, the 9th and 10th December, in accordance with instructions issued.

## 5. CERTIFICATES OF NORMAL SCHOOL STUDENTS.

On the Report of the Central Committee of Examiners as to attainments, and of the Principals: (a.) That they have given regular attendance during the session at the Normal School lectures, and performed their work to the satisfaction of the Principal and Teachers; (b.) That they have sufficient aptitude to teach; (c.) That, in the opinion of the Principal, they are qualified to compete for such certificates; (d.) That they are of good moral character, the Honorable the Minister of Education has granted the undermentioned certificates to students of the Normal Schools under the Act 37 Vic., cap. 27, sec. 31 (12).

## CLASS I.

## Grade A.

- 3652.....Geo. K. Powell,.....Silver Medal.  
3653.....Jno. E. Tom,.....Bronze Medal.  
3654.....\*Robert R. Cochrane.

## Grade B.

3655. \*Wm. Joseph Summerby. 3656. Bella Isles.

## Grade C.

3657. Neil Moore Campbell. 3659. Kate Grant.  
3658. Daniel Cornell.

## CLASS II.

## Grade A.

## (1.) Obtained on 1st Class Papers.

3660. William Alford. 3662. Annie Amelia Gray.  
3661. James Brown. 3663. Martha E. Hunt.

## (2.) Obtained on 2nd Class Papers.

3685. George Munro. 3665. Lilla Stuart Dunlop.  
3664. James Francis White.

## Grade B.

3666. Edward Bruce. 3676. Lizzie Foulds.  
3667. Daniel Burke. 3677. Lizzie Gellatly.  
3668. Geo. S. Gfroerer. 3678. Mary Horsburgh.  
3669. Lewis Elwood Hambly. 3679. Mattie Head.  
3670. \*Henry Kenyon. 3680. Eliza Jane Jarvis.  
3671. Saml. N. McCready. 3681. Emily Madora Lyon.  
3672. Chas. Ambrose Winter. 3682. Emily Lillie McCredie.  
3673. Maggie Laing Alexander. 3683. Mina Ross.  
3674. Marjory Curlette. 3684. Elizabeth Y. Sams.  
3675. Margt. Stephen Edwards.

## 6. TORONTO NORMAL SCHOOL.

The Session of the Normal School was formally opened yesterday. The pupils were assembled in one of the lecture rooms, where there were also present the Rev. Dr. Davies, Principal; Hon. A. Crooks, Minister of Education; Dr. J. G. Hodgins, Deputy Minister of Education; and members of the staffs of the Normal and Model Schools.

\* Students of Ottawa Normal School, the others being Students of Toronto Normal School.

Note.—The names of Robert R. Cochrane and Wm. Joseph Summerby should not have appeared in the list of certificates published in September number of *Journal*, as they were Normal School Students.

The Principal read an address to the students on the regulations of the school.

Hon. Mr. Crooks then congratulated the Principal and students on the satisfactory commencement of another session. Great value had been attributed to the certificates of students who had gone through the curriculum of the Normal School, and this was satisfactory first as an indication of a feeling which he was glad to see becoming more prevalent in the Province, the desire to get the best qualified teachers for our Public Schools; and in the next place as showing that the Normal School was a valuable aid in securing to the schools duly qualified teachers. There had been able masters of Normal Schools in the past whose labours, through those trained under their hands, were still yielding fruit; and he felt that this Normal School, as well as that at Ottawa, would in future years continue to bring forth fruit, as this institution had done since its establishment in 1847. Not only were trustees now able to appreciate most highly those who held Normal School certificates, but trustees and ratepayers alike were becoming more prepared to adequately remunerate teachers who possessed the higher qualifications. After pointing out the especial advantages which they enjoyed in entering the Normal School, Mr. Crooks alluded to the fact, that one of the first elements of a Normal School was, that it should devote itself to training in the art of teaching, rather than assume to instruct in those matters which might be learned elsewhere. The High Schools could give all the instruction necessary to enable a pupil to obtain the different classes of certificates, but when it became necessary that a pupil should be trained in those different methods and principles of instruction on which the success of a school so much depended, something more than the training of a High School was required. It was within those walls that teachers who might otherwise be able to pass satisfactorily for second and third-class certificates could supplement the instruction they had received, by being practically trained in the improved methods and principles of teaching. His purpose was, however, rather to point out those deficiencies in connection with our educational system, which in his short experience had struck him as being difficulties which at the earliest moment proper means should be discovered for overcoming. The number of teachers holding certificates in this Province were 5,736, upwards of 3,000 of whom held third-class certificates. Only 215 held first-class, and 857 second-class. The number of schools now opened amounted to 4,758. The holders of third-class certificates were, it was plain, only partially prepared for discharging their duty as teachers of the Public Schools. The examination was rather in the nature of a matriculation into the profession than a final test of qualification, and the subjects of examination were intended rather to encourage the students entering the teaching profession than as an indication of the standard which the schools properly ask and the country be satisfied with. The holders of third-class certificates should be best looked upon as the apprentices in the profession, and in every way in which they could be encouraged to improve their position by passing the second-class examination and gaining additional experience, to so much a higher standard would the schools of the country have attained. The number of teachers who have been admitted to certificates in four years reached nearly 7,000, and the removals from the profession must have been very numerous when they found that in 1874 the whole teaching staff of the country was 5,700. The problem had been how to fill up the vacancies caused by removals, with the best possible material. It was plain that the Normal School, with its small capacity, with its inability to admit more than 200 in each session, would manifestly fall short of supplying the schools requiring a higher qualification than a third-class certificate. It would take years of Normal School operations before this very large body of teachers holding third-class certificates could obtain the higher training which the Normal School could confer. It had been said that more Normal Schools should be established to meet the difficulty, but even with the addition of one or two Normal Schools, it would be difficult to add materially to the number of first and second-class teachers. The number who were better qualified through the Normal Schools from time to time, would only be adequate to supply the number which from time to time the profession lost from various causes. Some other more ready means must therefore be considered of perfecting the training of teachers, and those means seemed almost to exist ready to their hand, if by proper management they could take advantage of them. They had, in the shape of Teachers' Associations throughout the different counties, the nucleus of an institution which in every county would afford to those engaged in the work of teaching better opportunities for understanding the most approved methods of teaching. The experiment had been tried in many of the States of the American Union, where in almost every district they found Teachers' Institutes established. These Teachers' Institutes could, under a proper system of arrangement, be made so available as in some degree to afford advantages equivalent to those which were

received in that institution. They would supply all that information in connection with practical training [which the Teachers of the Province, as a whole, were now ignorant of. Teachers' Associations had already done much good, by affording an opportunity for teachers to communicate to each other the benefit of their experience and for the Inspector of the district to impart the information which he possessed. He believed that with Teachers' Institutes properly established under a proper system, it would be possible without much lapse of time to improve generally the whole standard of teachers throughout the Province. He was glad to find that of 190 applicants, 154 had been admitted to this Normal School—the larger number being females—and he was pleased to remark the important feature that no less than 129 were admitted upon certificates. He found that 33 High Schools had sent applicants for admission, and that as many as 32 counties were represented. He concluded by expressing his pleasure at being present.

Dr. Hodgins expressed his sympathy with those who were engaged in performing the arduous and difficult duties of a teacher. He pointed out that not only had they the distinguished position of inspector to look forward to, but that there was a larger field open to them. The present Chief Superintendent of Education of British Columbia was formerly a student in that institution, and the favourable impression of our educational system made by the Province of Ontario at the Centennial Exhibition was such as it devolved upon every teacher to maintain.

The Principal thanked the Minister and Deputy Minister for their attendance, and the proceedings then terminated.

#### 7. LIBRARY AND PRIZE BOOKS SANCTIONED.

Lists of Library and Prize Books numbering 1370 have been sanctioned by His Honor the Lieutenant-Governor in Council, which will be printed in full in the next number of the *Journal*, and in the meantime the books may be obtained.

#### 8. MORRISBURGH INVESTIGATION.

MEMORANDUM.—The publication of the evidence in this matter is discontinued, it being regarded by the Hon. the Minister of Education as unnecessary, in view of the résumé given in his memorandum pp. 138, 139 of the *Journal of Education*.

## II. Proceedings of Teachers' Associations.

### 1. TEACHERS' ASSOCIATION, COUNTIES OF LENNOX AND ADDINGTON, SEPTEMBER 9TH.

ADDRESSES BY HON. ADAM CROOKS—VACATIONS AND TOWNSHIP BOARDS.

The Teachers' Association deserves credit for having afforded the public an opportunity of hearing the Hon. Minister of Education upon the present condition of educational matters. The Hon. Adam Crooks came into town by the midnight train on Friday, and remained until Saturday afternoon as the guest of His Hon. Judge Wilkinson. On Saturday morning a deputation composed of W. S. Williams, Esq., Mayor of Napanee; Geo. Striker, Esq., M.P.P., and Mr. Platt, P.S.I. of Picton; Mr. Dorland, Head Master, Newburg High School; Mr. Stout, Head Master, Bath Public School; John Hogle, Esq., Warden of the County; F. Burrows, P.S.I.; R. Matheson, M.A., Head Master, Napanee High School; J. J. McGee Esq., W. Tilly, Esq., J. C. Spafford, Reeve of Ernestown; T. W. Casey, of the *Express*; Mr. Yokome, of the *Beaver*; and Mr. Elliott, of the *Standard*, occupying three carriages, escorted him to the High School Building. On the platform were F. Burrows, Esq., Judge Wilkinson, Geo. Striker, Esq., M.P.P., John Hogle, Esq., J. Dorling, Esq., W. S. Williams, Esq., A. C. Davis, Esq., L. C. Spafford, Esq., J. J. McGee, Esq., Mr. Platt, and Dr. Bristol. Mr. Burrows, as President of the Teachers' Association, presented the following address:

ADDRESS.

To the Honourable Adam Crooks, M.P.P., Minister of Education, Province of Ontario.

SIR,—On behalf of the Teachers' Association of Lennox and Addington we give you a cordial welcome, and thank you for the promptness with which you have accepted our invitation to be present with us on this occasion. Your visit is not only a source of gratification and encouragement to us as Teachers, but it will, we are confident, impart a healthy stimulus to the cause of education in this county. Our school system has, since its inception, been a just source of pride to ourselves, and its varied excellencies have commanded the admiration of educationists in other countries. It would be difficult, if not impossible, to find in the history of any country, a parallel to the progress we have made within the last

thirty years, in extending the benefits of education to the masses; and not only is this remarkable progress largely due to the ability, the energy and the patriotism of your distinguished predecessor at the head of the Education Department, but it is equally creditable to the liberality and intelligence of the people of this Province. Although, owing to its narrow front, this county has more than an average proportion of sparsely settled district, yet the progress that has been made in its educational facilities compares favourably with that in other counties that are more advantageously circumstanced. In common, of course, with every other county in the province, the most marked improvement has been made since the important Act of 1871. Since that date forty-six new school-houses have been built, which, added to those previously in existence, make a total of one hundred and ten in the county. The improvement in the surroundings, and in the external and internal fitting up of these has been very great indeed. In almost every case the requirements of the departmental regulations have been fully complied with by the Trustees. As might have been expected, the more excellent scheme for the examination and qualification of Teachers has vastly increased the efficiency of our schools in this county; and, while we are happy to say that salaries are on the advance, we may be permitted to hope for a still further improvement in this respect. Inasmuch as there is no department of the public service, in the administration of which the people are more deeply interested, we are glad, and we believe all friends of education throughout the country are glad to see the important department of Public Instruction receive the recognition to which it is entitled. In no branch of our national institutions subject to state control does the democratic element more largely prevail than in connection with our school system, and hence, we believe that the appointment of a Minister of Education, responsible to the people, will not only have the effect of securing a still larger measure of public confidence, but will beget and keep alive an interest in the cause of education such as we have not hitherto seen. We embrace this our first opportunity to congratulate you, sir, on your appointment to this very important office; and we congratulate the country on securing the services of one, whom universal opinion deems so eminently qualified to carry on the great work begun by Dr. Ryerson. As the interests of education and the interests of the teaching profession are inseparable, we hail every one engaged in promoting the former as our friend. We shall, therefore, receive the suggestions that may be embodied in your address to us, or in your replies to any of our number who may seek information, not merely as coming from one having authority, but as the expressions of one who is sincerely desirous of promoting our welfare and happiness.

F. BURROWS, President.  
WM. TILLEY, Secretary.

#### Lennox and Addington Teachers' Association.

Hon. Adam Crooks, in reply, expressed himself much gratified with the address which the President of the Teachers' Association had just presented. He had taken an early opportunity since becoming Minister of Education, to make himself conversant with the important duties of the office, and at the same time, endeavouring, by accepting invitations to meet with Teachers' Associations, to acquire such practical information of the requirements of the country, as could only be obtained from those personally engaged in the work of teaching. He had already met Teachers' Associations in the West which, from being in old and wealthy parts, are able to show remarkable success. Among others he had visited the Associations of Middlesex, Oxford, North York and South Huron, all of which presented most successful examples of the progress of the last thirty years. At those visits he had found some questions under discussion which he also observed in the programme of to-day. The address referred to the difficulties to be encountered in this county, but a reference to the reports showed that as much had been done here as elsewhere, as the large number of qualified teachers showed how they had been succeeding, and in the performance by Trustees of the requirements of the Law. The address referred to parts of the county being sparsely settled, but for the schools in those districts, the department had a fund, from which to make appropriations, and he hoped the grant for that purpose would be larger in the future. There were other important topics in the address, and he would express his own views of the relations of those engaged in the work of education. All were called upon to perform duties having an important bearing on the future in producing increased prosperity in the country. He would feel that his labours were lightened if he merited and could maintain the confidence which they had expressed in the address. His position occupied only a small part of the general machinery which must be kept in motion by the hearty co-operation of its different parts. The greater responsibility rested upon the trustees and parents in properly aiding the teachers in the discharge of their important duties. All the appliances which exist, after so large an expendi-



ture, would be ineffectual unless the duties beginning with the parent and child, and ending with the teacher, were clearly understood, and resolutely executed. The Department desired to present a better class of qualified teachers, and would offer such rewards as would induce third-class teachers to improve their position. The Normal Schools offered the best means for training teachers, but it was impossible to accommodate all the 3,000 teachers now holding third-class certificates, and some other means of improvement must be found. Next to these, Teachers' Institutes had been found the best means of improving the qualifications of teachers. These would impart much practical information which it would be impossible to give by any other means outside the Normal Schools. He was sensible that other inducements must be held out to third-class teachers to improve their position than those which now existed. It should be thoroughly understood that the regulations were probationary in their character, so as to lay the foundation of future prospects. But of what value were highly trained teachers or the proper appliances unless the children were brought into contact with them? A complete system of education should include every child in the country, and unless all were brought in and none allowed to grow up in ignorance, the system could not be considered national. In Scotland, Germany, Belgium, and many of the States, measures had been adopted with this end in view. When in London (Ont.), he had occasion to point out the exceedingly low percentage of actual average attendance as compared with the aggregate number of children on the roll. Out of 500,000 children, between the ages of 7 and 12 years, 490,000 or all except 10,000 attended school, but the average attendance was very unsatisfactory. Only about 199 out of every 1,000 attended more than 100 days. Five per cent. attended less than 50 days in the year. Twelve and a-half per cent. between 50 and 100 days. Ten per cent. between 100 and 150 days. Eight per cent. 150 and 200 days, and only a fraction attended the entire year. The law here requires four months or 80 attendances, while in England 250 attendances either morning, afternoon, or night are required for five years. Here the attendances are for all day, so that 160 would be our minimum as compared with England's 250. In England an indirect, and in Scotland a direct compulsory law is in effect. In the former country it is unlawful to employ the labour of a child between ten and fourteen who cannot produce a certificate of having attended school the required time. We have two clauses in our Act which compel trustees to report the names of all children not attending school at least four months in the year, and the penalty is the imposition of a rate bill upon the parent, or by other means. But the remedy is not to be found so much in the law as in parents thoroughly understanding that they are throwing away money unless they get an equivalent in the education of their children. The law was of little effect unless it made the parent ready and willing to understand the duty of having his children attend school. Parents should work up to the law instead of remaining amenable to its action. Two millions of dollars were annually raised by direct taxation for educating the youth, and this should secure months of regular attendance instead of the present desultory attendances. The labours of the late Chief Superintendent were very properly referred to in the address. For thirty years he had devoted himself to the improvement of the school system, for in it there could be no finality. There was no system which could not be improved, and scarcely a civilized country which was not engaged in improving what they had. He referred briefly to the success of the Ontario Education Department at the Centennial, directed attention to the Japanese, French, and English Commissioners now engaged in studying our system, as an evidence of the high character it had won abroad, and advised teachers to go on with the improvement. He hoped that his position might result in good to the country, and again thanked the Association for the address which he said would nerve him to go forward in the course marked out for him. The Hon. Minister sat down amidst the applause of the entire audience, which by this time filled the commodious school-room.

Mr. Burrows said he was sure they were all gratified by the address they had just heard from the Minister of Education. He was glad he so thoroughly appreciated the difficulties with which they had to contend. He announced the first subject—Teachers' Institutes.

Moved by Mr. Tilley, seconded by Mr. Bowerman, that this Association, being convinced that the value of the work done under our present school system will depend largely upon the knowledge which the teachers possess of the best modes of teaching, of the most improved systems of school organization, and the various minor details, in connection with, and of the greatest importance to, the teaching profession, would strongly recommend to the Provincial Government, the expediency of establishing Teachers' Institutes throughout the Province, so that by this means the teachers may

be better fitted for their work, and a more correct knowledge of the requirements of National Education be disseminated throughout the country.

After an animated discussion in which the mover, seconder, Mr. Matheson, Mr. Platt and Prof. Dawson, of Belleville took part—the motion was put and carried.

Moved by Mr. Matheson, seconded by Mr. Stout, of Bath, that this Association considers it would be conducive to the best interests of Education in the Province to have the Easter vacation (except Good Friday) discontinued for all schools, and to have all vacations alike for both High and Public Schools—Carried.

An amendment to include the week after New Year's in the number to be discontinued, was lost.

Moved by Mr. Magee, seconded by Mr. L. C. Spafford, that a vote of thanks be tendered to the Minister of Education for his kindness in meeting this Association, and also for his address and interest in educational matters.—Carried.

The President presented the thanks of the meeting to Mr. Crooks, who made a brief acknowledgment, and the meeting closed.

#### PUBLIC MEETING.

In the afternoon, on Saturday, a public meeting of those interested in educational matters was held in the Town Hall, which was well filled by a very influential audience of ladies and gentlemen.

John Hogle, Esq., warden of the County, was called to the chair, and on the platform were the following gentlemen: Hon. Adam Crooks, Judge Wilkinson, G. Striker, Esq., M.P.P., J. T. Grange, Esq., M.P.P., H. M. Deroche, Esq., M.P.P., Mr. Platt, P.S.I., Hon. John Stephenson, Mayor Williams, Prof. Dawson, Jas. Johnson, Esq., P.S.I., A. L. Morden, Esq., R. Matheson, Esq., M.A., and J. Dorland, B.A.

Mr. Hogle briefly introduced Hon. Adam Crooks to the audience.

Hon. A. Crooks was received with applause. He said he had occasion this morning to express gratification at the invitation he had received to be present to-day. Since becoming Minister of Education he had endeavoured by personal attendance to increase his knowledge of a great many questions which sprung up for consideration. To-day questions of great importance were to be discussed. He proceeded to discuss the qualifications of teachers, the importance of which was shown by the large amount expended for the maintenance of Public Schools. He said the endeavour was to bring things to a satisfactory result by various stages of progress. He referred to the perfection of local and municipal institutions, and argued that scholastic institutions would yet be so perfected that no child should grow up in ignorance. The moral and intellectual culture of the youth was of as much importance as the physical wants of the country with which the municipal councils were charged. The duty of providing for the expenditure for school purposes rested with the ratepayers. He found that a larger amount was expended than for other purposes, and the meaning was that the people had got full note of the idea that every child should have a free education. The Education Department had the responsibility of putting into motion the regulations for qualifying teachers and of impressing upon trustees the necessity of providing accommodation for all the wants of their sections. The weak point was how to get all the children into the schools. Another great question was, how to provide the best qualified teachers. The present standard was, not a permanent one, Associations and Teachers were prepared to assist in raising it. First and second class certificates were issued by the Department; the great bulk of certificates were issued by the County Boards, and were only intended to have local effect. In 1874, there were 216 first-class teachers, 857 second-class, and 3069 third-class. So that three-fourths of the teachers were third-class. From 1871 to 1874 there were 13,882 applicants for certificates, of whom about 6,000 were successful. 152 applied for first-class, and fifty males and two females were successful, 2145 applied for second-class, and 910 were granted—669 to males and 214 to females, while of the third-class there were 2500 males and 3400 females. The third-class must understand their certificates were probationary, they must go on and qualify for taking second-class. The Normal School accommodation was not sufficient for one-tenth, and other means of improvement must be adopted, which they hoped to provide by means of Teachers' Institutes. He continued for some further time to discuss the standard of qualification which he indicated would be the subject of early consideration, and closed by thanking them for their kindness and attention, and declaring that whatever strength he had would be devoted to the educational interests of Ontario.

Mr. Burrows, Public School Inspector of the County, moved, "That in the opinion of this meeting the present system of rural school section divisions should be abolished and be replaced by Township Boards, which will secure uniformity of taxation for school purposes in each township, and afford a remedy for many of

the difficulties inseparable from the present system." He supported his motion in a speech full of argument. Mr. Ezra Spencer, of Richmond, seconded the motion. Then followed a discussion of great length, much feeling and interest. Messrs. Morden, Deroche, Hoffman, of Camden, and Hon. John Stephenson, opposed the motion, which was supported by Messrs. Burrows and Matheson, and Prof. Dawson, of Belleville. On being put to the meeting it was declared lost.

## 2. THE GRENVILLE TEACHERS' ASSOCIATION.

A meeting of this body was held in the Prescott High School Room, on Friday afternoon, with a view to the proper reception of the Hon. Mr. Crooks, Minister of Education, whose coming on the 7th inst. had been announced, and for the transaction of other business.

The President, Rev. Geo. Blair, M.A., took the chair, and opened the proceedings with an address of an hour's length, in which he dealt with a variety of subjects, pertinent to the occasion.

After some routine business, the subject of a fitting welcome to Mr. Crooks, was cordially taken up. After various remarks, a draft of the address proposed to be presented to the hon. gentleman was agreed to.

The election of office-bearers and routine business then occupied the meeting till the hour of adjournment.

Mr. Wm. Thompson read a very good essay on corporal punishment in schools, favouring it in some cases, when all other methods of reform have failed.

Miss Palmer read an essay on Object Lessons, pointing out their great usefulness, and the method of giving them.

Mr. Burchill read an essay on Education in Canada, as it was and is. He compared the old buildings, school laws, text-books, and former qualifications of teachers with those of the present day, also the old and new systems of inspection, demonstrating the great improvements effected in all respects.

It was decided to hold the next meeting in Kemptville.

Miss Haggarty read an essay in Arithmetic for beginners, with illustrations on the calculator and the black-board. It elicited much discussion.

Mr. R. W. Hicks read an essay on the Teaching of Writing, advocating the commencement of the teaching of this art to the pupil as soon as he entered school, to give him variety of employment, and facilitate his other studies.

The resolutions of welcome having been presented to Mr. Crooks, he gave a rapid sketch of the growth of the school system of Ontario, noticing its extraordinary improvement of late years, in all important respects, including the increased knowledge of the teachers, and the extended area of its operations, so as to embrace nearly every child in the country, the better text-books, and the opening of the schools to all free of charge. Only about 10,000, out of half a million children, of school age, appeared separated from the influences of instruction, eighty-four per cent. of the whole attending school. But the amount of instruction they were receiving was not satisfactory. Why should our system be doing less than half its work? One hundred attendances under our system were not equal to the minimum requirement for a grant under the English system. What was the sense of getting only half the benefit due for our large expenditure? However strict and satisfactory the law might be, it would but remain a dead letter so long as the parent did not do his duty to his child and the community, by sending him to school. There should be some mode of securing a better attendance, by something like a modification of the principle upon which the legislative grant is applied. He was glad to see the people of Ontario resolved that the physical health of the pupils should be provided for, in the school buildings and other means and arrangements, as well as their mental and moral training. A great improvement had taken place in the qualification of teachers, and there was now uniformity in the examinations, secured by a separate disinterested body. The present large teaching staff of 5,000 occupy the most important position, we should take every care, therefore, that they possess the proper qualifications for the training of our children. The Normal Schools accommodated only 350 teacher students, while two thousand teachers a year presented themselves. The Teachers' Association had, therefore, pronounced in favour of training-schools, and we are arriving, to some extent, at a similar conclusion. Three million dollars were spent annually on our schools, and we should get the best value for our money, an inferior costing as much as a superior article. These Teachers' Associations offered us an opportunity for reform, of which we should zealously avail ourselves. Mr. Crooks next spoke of the need of improved text-books, and the duties of local organizations in regard to the proper working of the school machinery. Our system should

enable any youth of talent, no matter how poor or humble, to reach the highest intellectual and social position. Here mediocrity, or material acquisitions, should not content us; national progress demanded also moral and intellectual growth. We were fortunate in possessing such a valuable system of high schools, which deserved encouragement as much as the lower. All knew of the rivalry among the leading European nations, at present, in education, which was felt to be essential to a foremost position. We must take up the subject, also, look around and see where we are, with a view to all possible improvement. He preferred our educational system to that of the States as respects moral results, and he had been much pleased to notice how well the teachers whom he had met appreciated their duties as to the moral training of the children, in conjunction with their physical and intellectual culture. This question to him (Mr. Crooks) was a most interesting one. In conclusion, he said his object in his visits here and elsewhere was to understand the operation of our educational system, and to learn the views of all concerned in it. The hon. gentleman's address, lasting an hour and a half, was well received throughout, and warmly applauded at the close also. The Rev. Mr. Lewin moved a vote of thanks to Mr. Crooks for his interesting speech, seconded by Rev. Mr. O'Donnell and carried.

## 3. RESOLUTIONS PASSED BY THE GRENVILLE TEACHERS' ASSOCIATION, ON THE 7TH OCT., 1876.

Inasmuch as skill and experience are regarded as indispensable requisites to success in almost all callings and professions; therefore, be it resolved:—

1st. That the security of our country and the highest interests of society demand, that those who are intrusted with the education of the rising generation should be thoroughly instructed in the theory of education, and trained in the most successful and approved methods of imparting instruction, before they are authorised to assume so important a position.

2nd. That our Normal Schools, as now constituted and conducted, do not give the time and attention to this subject which its importance demands.

3rd. Teachers' Institutes, if properly conducted, would be very beneficial in giving some training to teachers generally, but more especially to those who have not had the advantage of any previous training.

4th. That these resolutions be submitted to the Hon. A. Crooks, Minister of Education, as the expressed opinion of the Grenville Teachers' Association.

RESOLUTIONS adopted at a meeting of the Educational Association of the County of Dundas, held in Morrisburgh, September 8th, 1876.

That it is the opinion of this Association there should be two grades of Third Class Certificates, A and B.

That the subjects of Examination for Third Class, grade B, remain as at present.

That for Third Class grade A, teachers be examined in the subjects already laid down for Third Class, and also in Algebra to end of simple Equations, Euclid, Book I, and Book-keeping.

That for each grade of Certificate a minimum of fifty per cent. be required in the subjects of Arithmetic and Grammar.

That each grade of Certificate be valid for two years.

That each grade of Certificate may be renewed once, provided that the Candidate for renewal of Certificate obtain sixty-six per cent. of the total number of marks, and also sixty-six per cent. of the number of marks assigned to the subjects of Arithmetic and Grammar, and that renewed certificates should be so marked.

## 4. NORTHUMBERLAND TEACHERS' CONVENTION.

The Annual Convention of the Teachers' Association of the County of Northumberland, took place at Cobourg, on the 28th ult.

The President, E. Scarlett, I.P.S., took the Chair, and called on Mr. Dorland, the subject being Percentage. Mr. Dorland stated that this department of study might be earlier introduced to pupils, by the Analytic system, now generally pursued in our Public Schools, than it was placed in our Text Books. After dwelling some time on the nature of Percentage, at the request of some teachers, he took up the Examination Paper on Arithmetic, for Second Class Teachers for the present year, and solved most of the problems, giving very neat solutions by the principles of Analysis. The time having expired for this subject, Mr. Brown, Inspector of Public Schools for the County of Peterborough, passed a high encomium



on Mr. Dorland for the neat matter in which he handled the solutions, and calculated that, if the different subjects now taught in our Public Schools, were taught with such efficiency as this one had been treated, he thought there would be less complaint of idleness and immorality in our schools. He also drew the attention of the teachers to the fact that it was highly beneficial to the pupils to get by rote the different factors of all numbers up to one hundred, showing, at the same time, how the pupils could construct tables for themselves.

The next subject taken up was the Moral Training of children in our Public Schools, which was discussed until the adjournment at 5 o'clock. From the greater part of the teachers present participating in the discussion, we could see that they felt a great deal of interest in the matter, and should judge that morality, in our schools, generally, was well attended to. In the evening, Professor J. Macoun, of Albert College, Belleville, lectured on the "Far West." The Professor entertained a respectable audience for about two hours, with a lecture full of instruction and fully reliable information, for which he received a most cordial vote of thanks, to which he very appropriately replied.

The next subject taken up was by Mr. Dorland, viz., The Examination Paper on Natural Philosophy, for Second Class Teachers for 1876. Mr. Dorland went through the paper, solving all the problems in a masterly and easy manner by the application of Analysis, for which he received the thanks of the Teachers.

Next subject on the programme:—"Township vs. School Section Board of Trustees." The Convention felt themselves indebted to Mr. Tilly, P.S.I. for the County of Durham, for his able and lengthy explanation of the working of Township Boards, and the great advantages to be derived therefrom. He had no doubt but that Township Boards would of necessity sooner become law than many expected, as it would prevent in a great measure the too often change of teachers in rural sections, which was detrimental to the progress of education in those sections; and that in accordance with the great improvement made in our school system lately, it was a natural sequence that we ought to have Township Boards. After a number of other speakers on the subject, Mr. David Johnston moved the following resolution, seconded by S. M. Doland,—*Resolved*, that in the opinion of this Association, the system of Township Boards of Trustees would be a great improvement upon the present system. Passed unanimously.

Mr. Bartlett was next introduced to the Convention to give his exposition on the subject of "The Analysis of the English Language," and the best method of teaching it. The teachers present were much pleased with Mr. Bartlett's discourse on this subject, which he illustrated by some passages from Sir Walter Scott's "Lady of the Lake." The lecture being very instructive throughout, elicited from the Convention a unanimous vote of thanks, which was moved by Inspector Brown, of Peterborough, and seconded by Inspector Tilly, of Durham. It was then intimated that Mr. Johnston had received a telegram from J. G. Hodgins, Esq., Deputy Minister of Education, stating that no reply had been received at the Education Department to the Minister's letter of the fourth of September, requesting reply as to fixing date. It then became evident that the reply, comprising a letter enclosing a printed circular and posted in Cobourg, had not reached the Education Department. The Convention forthwith passed a resolution to the effect exonerating the Minister of Education and the President of this Association from any blame in the matter. Resolution passed unanimously.

Mr. Johnston moved, and Mr. Bartlett seconded the following:—*Resolved*, that the President be instructed by this Convention to ascertain from the Minister of Education if it would be possible for him to meet with the Teachers of the County Northumberland, in the Town of Cobourg, on some Saturday between this and the end of the year.—Passed.

The subject next introduced was the "Best method of Teaching Geography," which was taken up by Professor Macoun, of Belleville, and disposed of in his usual masterly and humorous style; advocating the Sullivan method of teaching Map Geography by Association, and showing that much information could be imparted to very young pupils by this method,—both Physical and Political, might be conveyed,—by imprinting on the mind of the pupil more thoroughly the location of respective places on the earth's surface. The Professor, on retiring to his seat amidst great applause from the teachers, thanked them for their unremitting attention to him during the long time he had kept them.

The Officers for the next year were chosen:—

*President*,—EDWARD SCARLETT, I. P. S.; *Vice-President*,—WM. BARTLETT; *2nd Vice-President*,—M. A. JAMES; *Secretary*,—DAVID JOHNSTON.

*Executive Committee*,—EDWARD HAYWARD, MARTIN GORMLY, EDWARD McEVERS, GEO. ASH, WILLIAM DIXON, JOSEPH SERVICE, J. H. WARD, WM. SCARLETT and DAVID EWING.

*Committee of Finance*,—EDWARD HAYWARD, DUNCAN McCOLL. It was moved and seconded by resolution, that the Executive Committee, be a Committee to revise the constitution of this Association, and report at the next Annual Convention. The proceedings closed.—*Sentinel*.

## 5. EDUCATION IN EASTERN ONTARIO.

During the presence in the city of the Hon. Adam Crooks, Rev. John May, Inspector for the County of Carleton, and Mr. J. A. McCabe, Principal of the Normal School, inaugurated a grand educational meeting for Eastern Ontario, which took place at the Court House on the 29th ult. There was a large attendance of the educational element of this section of the country, including a large sprinkling of ladies.

Shortly before 10 o'clock the meeting was formally organized, when Mr. Bigg, of Brockville, was elected chairman of the preliminary meeting.

The Chairman stated that the circulars which had been sent out recommended the forming of an Inspectors' Association at the close of the present meeting. Instead of doing this, however, they would meet and form a Teachers' Association for Eastern Ontario.

Rev. Mr. May explained that he had received a notification from the hon. Minister of Education that he would be present and address the teachers of the county on educational matters to-day. He had afterwards decided to make the notice more general, and have a general meeting of the principal educators of Eastern Canada. He concluded by moving, seconded by Mr. McCabe, that His Worship the Mayor take the chair.

His Worship, on taking the chair, said he had to express his very great thanks for the unexpected honour done him in inviting him to preside over so important a meeting as the present. He regretted that he had not received longer notice, as he scarcely felt prepared to discharge the duties of the position. He felt the meeting to be important, because he saw before him the representatives of the educational interests of the country. In reference to our city institutions, he said he believed they would compare favourably with those of any other city in the Dominion, and the same remark was applicable to the teachers. He looked to the teachers as the most important component in the country, as they were largely responsible for the future prosperity of our country. He believed that, considering their important duties, the remuneration was altogether too small.

Rev. Mr. May now presented the following address, which was handsomely illuminated and engrossed by Mr. Medley, of this city. Hon. Mr. Crooks entered at 10 o'clock, and was then presented with the following address:

"To the Hon. Adam Crooks, M.A., M.P.P., Minister of Education for Ontario.

"SIR,—We, the Inspectors of Schools, Normal School Professors, High School Masters, and Public and Roman Catholic Separate School Teachers of Eastern Ontario, beg leave to extend to you, on the occasion of this your first official visit to our part of the Province, a most cordial welcome.

"We have all, Sir, been gratified by your elevation to the high and honourable position of Minister of Education for Ontario, so long and so creditably filled by the Reverend Egerton Ryerson, D.D., under a different title; especially because we recognise in you one of the most distinguished graduates of our great Provincial University, and, therefore, well qualified to form a correct estimate of the results of our educational labours.

"And we pray that you may be long spared to occupy your high position with credit to yourself and advantage to the educational interests of the country.

"Giving you once more a hearty and unanimous welcome to Eastern Ontario,

"We have the honour to be, Sir,

"Your obedient servants.

"Ottawa, September 30, 1876."

### MR. CROOKS' REPLY.

Mr. Crooks, in reply, said he had to thank the Teachers' Association of the County of Carleton for the address presented to him, and also to thank those interested in the education work of Eastern Ontario for the very gratifying reception which had been extended to him. He had been but recently appointed to the duties of Minister of Education, but he had since that time been endeavouring to qualify himself for the duties of the position. He was much pleased to see the formation of Teachers' Associations throughout the country, as it afforded the teachers an opportunity of becoming acquainted with each other, with the practical workings of the educational institutions, and the wants of the different sections of the country. He (Mr. Crooks) was at present engaged in meeting the

associations throughout the Province, in order that he might better understand the work and necessities of the different sections. Yesterday he had addressed a very important meeting of the teachers in the adjoining County of Lanark, at Carleton Place, and in being before them to-day he recognised the important position occupied by Ottawa as the educational centre for Eastern Ontario, and the necessity of having the workings of the educational system properly understood. He found in these meetings of the teachers that many modes of instruction were imparted from one teacher to the other, thereby enabling them to arrive at the best modes of imparting instruction to the young. It had been his custom in the evening to devote his attention to our educational institutions as a whole, to point out its workings, and to show any points where defects might be observable. On the present occasion, as the audience was not composed entirely of teachers, he would not be as specific as he might otherwise be, and would make a more general address. No country in the world had made more material progress than the Province of Ontario, and in no department had greater progress been made than that of education. For the very proud position they occupied to-day much credit was due to the late Chief Superintendent of Education, Rev. Dr. Ryerson. In Ontario a more favourable condition of things was found than in England, Germany, Scotland, or Switzerland. Commencing with elementary schools and going on to the High School and Provincial University, a pupil was able to go in at the lowest class and come out at the University. Great difficulty had been found in England in arriving at a similar position—viz., to allow a youth of humble origin to pass on to the highest sphere through our educational system. There were no classes or sects in Canada, and it would be a disgrace to the country if our educational system debarred any one from enjoying its advantages. Our educational system, then, was complete. Our Public School system was most important, as upon it devolved the duty of protecting the community against crime, to relieve it from all the unhappiness that results from crime, and to free it from the large drain upon our resources in the punishment of crime. A satisfactory system of public education, which brought every child under its influence, would prevent crime at its outset. Crime was the result of ignorance, and all history showed that a society which was to be true to itself, to be free from all debasing influences, must rely on the educational institutions of the country. By successive stages in this country we had arrived at the position which all statesmen laid down as the basis of a popular system of education. The speaker next instanced several public men in England, who, late in life, were now arising to the importance of devising some system which would bring all classes of the country under its influence. He referred to the systems adopted in England, Germany and Switzerland, saying that it was difficult to apply in these older countries principles which were correct in themselves. It was not so in this country. We had a universal system of education. It was truly national, universal, and was also based on economy. It was universal because, by our local machinery, every child was brought into our schools, and the maintenance of them depended upon the raising of a local rate for school purposes. To be universal, the attendance must be general, and this result had been achieved. Then, in regard to efficiency, the speaker stated that in Ontario the feature of placing the schools under a central authority had arrived a little later than in other countries. He thought, however, that it had come just in time. In England, in 1870, a member of the Privy Council had been appointed Minister of Education, and the idea had been copied in Canada. The local organizations were now under the control of the general Government, through some of its responsible members. It seemed to be anomalous that the most important system of the country should be under the control of an irresponsible authority. In regard to efficiency, they depended on the local bodies, who were, in turn, responsible to a central authority. The latter were obliged to understand the requirements of a proper school, and, consequently, they had the power to compel the trustees to build schools of a suitable character. Often, owing to the ignorance of trustees, the schools had not been as they should be. He was pleased to see from the returns that there was a marked improvement of late, however, in the matter of school accommodation. Thus, in 1874, some \$250,000 had been expended in the erection of new school houses. The greatest requirement, however, was the furnishing of proper qualified teachers. The want of a system which would secure proper qualified teachers, was greatly felt in the United States. In Canada the central authority established the qualification of teachers. To afford a proper instruction, the central authority had the power of seeing that the means of instruction in the hands of the teachers—the text books—were what they should be. They had thus the three requisites—proper school accommodation, efficient teachers, and suitable means of instruction. Speaking of the Inspectors, he said they had adopted the same system which had found favour in England.

Much of the success of our institutions depended upon our local inspectors, and he should make it a point to make this branch of the service still more effective. Taking up the question of economy, the speaker stated that in Canada we were not burdened with a pauper class, but rather with the instruction of the children of the owners of the land contained in our country. It was desirable, therefore, that the rate should be made as small as possible on the ratepayers. One of the features of the economical system, therefore, was to see whether they were raising too much, or not enough, and whether any of the money thus raised was not properly spent. With regard to the whole expenditure, the department had the fullest detail of the expenditure in every particular. The ratepayers themselves determined to a large extent what amount of money would be expended on our educational institutions. He believed they had attained a system of economy, as he found from the returns that the cost per pupil was less than \$6, as compared with 30s. sterling, or upwards of \$7 in England. He claimed, therefore, that they had the three essentials of a public school education, viz., a universal, effective, and an economical system. In one respect, however, our system was defective—in not securing a universal education. Thus in 1874 there were in the registers a school population of 511,000, while of that number only 443,000 were in attendance at the schools. The attendance which the children were assumed to give were the full days, running over the entire year, saving the holidays authorized by the law. In England, their system of attendance was based on three sessions—the morning, afternoon and night sessions, so when we find 200 attendants in England it would mean about 100 attendants in our country. In England, the requisites of obtaining a public grant was 400 attendances, or about 200 attendances in Canada. It was also stipulated before a boy could be employed, he should have attended school for 5 years at an annual average of at least 200 attendances. In Canada taking the attendance above 200, we find an attendance of  $\frac{1}{2}$  per cent on our whole school population. Of the number between 150 and 200, the attendance was 7 per cent; from 150 down to 100, 21 per cent. In other words, only 58 per cent of our whole school population were in attendance on our schools. In other words, our maximum attendance was less than the minimum attendance allowed in England in applying for grants for the public schools. For this lamentable fact the Government was in no way responsible. The neglect lay entirely with the parents, nor could a remedy be found unless the parents awake to a true sense of the responsibility of their position. One parent in a school section, not sending a child to school, did much to counteract the influence of nine others who sent their children to school. He did not see why parents should not demand the full equivalent of the school tax, as they did for water rate or any other tax. The law now required that the minimum attendance in our public schools should be 80, and an average attendance of four months in the year. Fifty-eight per cent of our schools, however, showed a less percentage in point of attendance of the minimum rate the law required. It was very desirable that in this Educational Centre of Eastern Ontario they should understand that as a community they were not getting a proper value for the money they were called upon to pay for public school rates. If in Ontario, they were able to point to a system of public schools possessing all these advantages, they could point with equal satisfaction to their secondary schools. The growth of our high schools had been gradual, like that of our public schools. The founders of our school system were evidently far-seeing men, as land had been set apart in order that the future generations should be provided with a higher school education. They were now enjoying the advantages of their foresight, and while they were doing that they must take care that they were not going back. The high school system was not working satisfactorily. Our County Councils seemed to think that the high schools belonged to the towns and not to the entire County. A satisfactory system could not prevail, unless the county high school was the next graduation step between the public schools and our University. In Scotland, there was scarcely a youth who had not gained more than the rudiments of an education, and in Canada, if the high schools received that support from the counties which they should, he could claim a similar position here. There was no reason why the youth of our country should not avail themselves of all the educational advantages within their power. It was their duty and their right to do this. In some counties, he had found a disposition to avoid the responsibility of high schools. He instanced the case of Prince Edward County, where the County Council had placed the whole burden on the town of Picton, although deriving greater advantages than the latter place. Our University system was next taken up, the speaker stating that, like the high schools, this was provided for by the foresight of the early legislators of our country. Any youth, with industry and perseverance, was now able to enter the public schools, pass through the high school, and probably come out

at the university a distinguished scholar. This was the result of a proper public school system. The Provincial University suffered in the same way as high schools. It was impossible with the present endowment to increase the number of scholarships. If the counties, taking proper interest in the high schools, were to establish moderate scholarships at the University, a great career would be opened out to the high school pupil. He trusted his visit here would have two effects. He was enabled to meet all the educational instructors of this section, and to extend his sympathy to them in their work. He was also anxious to obtain sympathy from them in his work, and hoped they would aid him in placing before every child in the country that education which it was its privilege and right to enjoy. Their system was even now in a transition state, and they must be careful to see that in each part of the Province it was working with the fullest efficiency. The greatest responsibility, however, rested with the trustees and parents, and on them devolved the task of seeing that their present efficient school system in the Province of Ontario was not allowed to degenerate.

Mr. R. Cummings, Warden of the County, in a few appropriate remarks, now moved a vote of thanks to the honourable lecturer.

Mr. O'Reilly, Inspector of separate schools, in seconding the motion, also made a few brief remarks, in which he compared the present condition of the educational system in Ontario with that of 25 years ago.

Hon. Mr. Crooks briefly responded, and afterwards

His Worship the Mayor made a few brief remarks, after which the Rev. Mr. May announced a meeting at 1.30 o'clock, for the purpose of organizing an educational association for the Eastern part of the Province.

Mr. Thorburn was called upon to make a few remarks. He expressed great pleasure at the address he had heard from the Minister of Education, and approved of the great interest shown by that gentleman in the educational work of the Province. He referred to his recent visit to the Centennial, saying that he came to the conclusion that so far as our secondary schools were concerned, we were far ahead of the United States. He touched briefly on our public school system, and closed by expressing his pleasure at listening to the remarks of the hon. gentleman.

Rev. Mr. May made a few further remarks in regard to the formation of a teachers' association, after which

A vote of thanks was passed to his Worship the Mayor, and the meeting adjourned.—*Ottawa Free Press.*

At a subsequent meeting of the Inspectors and Teachers assembled at the Convention, Mr. Bigg, I.P. S., for Leeds, was called to the chair, and Mr. Cochrane acted as Secretary. The Rev. Mr. May briefly explained the object of the meeting. Mr. Thorburn, Principal of the Collegiate Institute, said that it was very desirable that an Association, such as that advocated by the Rev. Mr. May, should be organized as soon as possible. He had assisted in forming like associations before, and would lend all the aid he could in that direction, as he was fully convinced of its utility and its power for furthering the interests of education. Mr. McCabe, Principal of the Ottawa Normal School, advocated the formation of the Association in an eloquent speech. He said the eastern part of the Province was not represented in the Ontario Teachers' Association to any extent, and by organizing one of our own, we would be simply taking steps that were absolutely necessary without offering any disrespect to the Association which held its meetings in Toronto. There would be no cause for ill-feeling in the formation of a like body, having Ottawa for a centre, and no antagonism should exist between the two. He for one strongly recommended the creation of an "Eastern Educational Association," and believed if once formed, it would be a complete success and produce results highly beneficial. After a few remarks by Mr. Smirle, Mr. Slack, Inspector of Lanark said he was one of the agitators of the present movement. Many of the teachers of east and centre Ontario to his knowledge were anxious for the success of the movement, and he expressed it as his opinion that the Association should not confine its meetings to Ottawa, but that Kingston, Belleville, Perth, and other places equally important and central, should be chosen in turn as places of meeting.

It was moved by the Rev. Mr. May, seconded by Mr. Riddell, "That in the opinion of this meeting it is desirable to form an Educational Association for Eastern Ontario."

After some discussion the Chairman remarked that the motion before the meeting only referred to the desirability of forming an Association. It was to be followed by a resolution creating a committee to establish the organization. The Ontario Teachers' Association was not convenient for the teachers of the eastern districts of the Province, and he recommended the change strongly. He then put the motion which was carried.

The following motion was then put and carried:—

Moved by the Rev. T. D. Philipps, seconded by Mr. O'Reilly,

"That a committee be appointed to communicate with educationists in Eastern Ontario and is warranted by the encouragement received to draft a constitution for the proposed organization, to be submitted to a meeting of all interested at a future time to be named by the committee:—Messrs. McCabe and Riddell, of the Normal School; Messrs. Thorburn and McMillan, of the Collegiate Institute; Messrs. May and Glashan, Inspectors; Messrs. Smirle, Parlow, Duncan and Lee, of the Public Schools, together with the mover and seconder."

## 6. COUNTY OF HALDIMAND TEACHERS' CONVENTION.

A Convention of the Teachers of the County of Haldimand was held at Cayuga on the 30th ult., in the lecture-room of the High School. By the unanimous consent of the teachers present, G. Moses, Esq., County Inspector, was called upon to occupy the chair. After a few preliminary remarks from the Chairman, stating the objects for which the Convention was convened, the proceedings opened as follows:—Mr. Clark, assistant master of the Caledonia High School, being called upon, read a very interesting and instructive paper on school punishment. As this is a subject upon which a diversity of opinion exists, especially among teachers, a somewhat lengthy discussion ensued, Mr. Clark's views being well supported. Mr. Hammond, head master of the Selkirk Public School, being next on the programme, took up the subject of Arithmetical Analysis, which he very cleverly illustrated on the blackboard by a series of well selected problems.

In the afternoon the Convention was regularly organized, when the following officers were duly elected:—C. Moses, President; R. Harcourt, M.A., 1st Vice President; Mrs. Slaven, 2nd Vice-President; J. McNiven, Secretary and Treasurer; W. S. Wood, Corresponding Secretary; Miss Murdock, Messrs. Hewson, Hind, and Dr. King, Executive Committee.

After the election of officers, Mr. Wood, head master of the DeCewsville School, gave his views on the present system of granting certificates, which elicited considerable discussion.

Dr. King, Principal of the Caledonia High School, delivered the opening address in the afternoon. His address was able, impressive and eloquent. He pointed out in most beautiful terms the very great benefits and advantages which are derivable to teachers generally from their connection with such Conventions. He then passed by an easy transition to the great and paramount importance of education, which had for its object the development of the moral and intellectual capacities; how it served to expand the minds of the young, to awaken and cherish a love for the beautiful and good, to elevate them in the scale of being, and eventually to fit them to discharge all the duties of life and enable them adequately to appreciate and faithfully to improve their highest moral and religious nature, and which would contribute in the highest possible degree to their happiness and well being hereafter. Dr. King also, in our opinion, proved demonstratively that the strength and prosperity of a nation depend on a well educated community, and that there was nothing which proves so much the progress that a people are making in intelligence, wealth and in everything that contribute to their social, moral and political greatness, as the attention which they devote to a higher standard of education in the public schools, and the erection of neat and substantial school edifices. The analysis of the constitution of man as a sentient, intellectual and moral being was depicted with great beauty and force of expression. In conclusion, the Doctor expatiated on the intellectual nature of man, its attainments in the field, the sciences and the manufacturing arts, while soaring above the mental sphere of enjoyment, the moral nature borne on the wings of a steady faith, inhaled its aspirations at the fountain of immortality. At the conclusion of Dr. King's address, R. Harcourt, M.A., late Inspector, rose and complimented the lecturer on his able and eloquent address, which was fully endorsed by those present.

Many thanks are due to Mr. Grant, M.A., President of the Norfolk Teachers' Association, and Mr. Courtland, the Secretary, who were present and rendered able assistance.

It being generally understood that Dr. Hodgins, Deputy Minister of Education, was to deliver a lecture during the evening, long before the appointed time the room began to fill, and by the time the Doctor had arrived was literally crowded. Dr. Baxter was then called upon to occupy the chair, and in a few appropriate remarks introduced the lecturer of the evening. Dr. Hodgins spoke for nearly two hours on the "Harmonies and Incongruities of our present School System." The lecture was able and impressive, and proved conclusively that though some discontent is often manifested with the workings of the Education Department, yet that Department has always aimed at advancing the educational interest of the country at large, irrespective of sectional feeling. The Doc-

tor's remarks elicited the general approval of all present, and on resuming his seat was loudly applauded.

After Dr. Hodgins had finished his lecture, Mr. Harcourt, late Inspector, delivered a very able and eloquent farewell address to the teachers, which was well received. Rev. Messrs. Grant and Black then made a few pithy and well-timed remarks, after which Mr. Harcourt was presented by the teachers of the county with a massive gold watch, valued at \$180, together with a highly complimentary address.

## ADDRESS.

To Richard Harcourt, Esq., M.A., late Inspector of Public Schools for the County of Haldimand.

DEAR SIR,—We, the teachers of the County of Haldimand, having regard for your earnestness in the cause of education, especially in the untiring efforts which you have always put forth to elevate teaching as a profession, consider you worthy of some acknowledgement at our hands, as an indication of our appreciation of your valuable services.

We, as teachers engaged in the work of instructing the young, already realize the great benefits which your labours have conferred on education, by removing many of the difficulties which have hitherto beset teachers and which frequently caused them to change their spheres of labour.

As a gentleman, your dignified bearing and urbanity of manners have won for you a host of friends that you shall not soon be forgotten. It is with heartfelt regret we contemplate the thought of losing one who has manifested so much interest in our welfare, yet we trust the change on your part is for the best, and we wish you every success in your new sphere of labour.

We embrace with pleasure this opportunity of presenting you with this Watch as an acknowledgement, in a small degree, of our esteem and appreciation of your kindness to us at all times, and we trust that you will accept and ever wear it as a *souvenir* of the teachers of the County of Haldimand.

In conclusion, we trust that the blessings of the Most High may accompany you and your estimable lady to your future career of life.

Signed on behalf of the teachers of the County of Haldimand,

WM. HIND,  
MRS. SLAVEN,  
KATE ROWELL.

To which Mr. Harcourt made a very touching and admirable reply.—*Grand River Sachem.*

TEACHERS' INSTITUTE IN CAISTOR.—Recently at the request of the School Inspector, the teachers of Caistor Township met at the Abingdon school for the purpose of mutual improvement and consultation. All the teachers, as well as pupils of the school were present, and discussions took place on the improved methods of discipline, the care of school premises, and the supervision by teachers of the conduct of pupils in the play ground and on the way to and from school. Illustrations of the teaching of reading, grammar, geography and arithmetic were given by the Inspector and by Messrs. James Nugent and F. Davis, and many points of interest and importance were brought out for the instruction of the younger and less experienced of the teachers. Arrangements were made for quarterly meetings, and an agreement entered into that each member should have a special subject prepared for these occasions. This is the second of these Institutes that has come under our notice, and it is gratifying to see the interest displayed by the teachers in them.

## 7. MADOC TEACHERS' INSTITUTE.

The regular meeting of this Association was held on September 30th.

Before the discussion of the programme was entered upon, the President made some remarks suggested by a recent visit to the schools of Philadelphia, and an inspection of the educational exhibits made by several States of the Union at the Centennial.

The liberality of the people of Philadelphia in educational matters was characterized as unsurpassed. The teachers are well paid; the school-houses commodious, conveniently arranged on the whole, and supplied with every necessary appliance.

In the Primary, Secondary, and Grammar Schools (the three corresponding to our different grades of Public Schools,) the government and discipline were excellent. Mutual confidence and affection evidently existed between Teachers and pupils. Notwithstanding these and other pleasing features, Mr. Mackintosh had no hesitation in saying that in the qualifications of its Teachers, in the educative value and thoroughness of the work done in its Schools,—in short, in everything that distinguishes really good Schools from

those in which the work done is but showy and superficial for the most part—mere educational veneering—the Schools of Ontario excel those of the United States. Although more than ten times more populous than Toronto, the "Quaker City" has no Public School which even approximates, in excellence, to the Ontario Model School, at Toronto.

In concluding his remarks, Mr. Mackintosh paid a high compliment to the teachers connected with the Philadelphia Teachers' Institute for their unbounded kindness and courtesy. In these qualities they cannot be excelled.

The subject of Algebra was then discussed by Mr. Johnson, Bridge-water, in a manner that betokens careful preparation and an intimate acquaintance with the matter in hand.

Mr. Seymour followed with solutions of some of the problems set for second class candidates at the July Examinations. The neatness and brevity of his solutions, and the clearness of the accompanying explanations were very satisfactory.

In this connection Teachers, particularly those preparing for examination, were recommended by the Inspector to procure Barnard Smith's Explanation Problems in Arithmetic, and Robertson's higher professional Arithmetic.

A general discussion on "Irregular Attendance—its causes and cure" then took place. Animated and well sustained, this was a very interesting part of the proceedings, and it was participated in by Messrs. Minchin, Swoles, Sine, Nichol, Seymour, Elliot, Cronk, Fuller, Ballard and Johnson. At the close of the discussion the opinions elicited were summed up by the President, who made an earnest appeal to Teachers to put forth every effort in their power to check an evil so ruinous in its influence in our schools.

As to the means to be adopted for lessening the evil, the use of prizes, a proper system of keeping class registers, visiting parents, etc., were recommended. The opinions expressed may be summarized as follows: Everything that tends to make the school cheerful, and the instruction given in it really valuable, will diminish irregular attendance. Let Teachers prepare, in the most thorough manner, for each day's work; let the hours of opening and closing be rigidly adhered to; let Teachers themselves be models of regular attendance and punctuality; let order and system obtain in everything. In short, let Teachers prove to pupils and parents by their cheerfulness, energy, thorough preparation, orderly habits and unflinching enthusiasm, that they are devoted to their work,—that their hearts are in it—that the prosperity of their schools occupies the most prominent place in their minds, and irregular attendance will, gradually it may be, but certainly, decrease.

Trustees can do much to aid in this work. School-houses can be made more comfortable. With dirty, rarely washed, untidy and uncomfortably-seated school rooms, irregular attendance is not to be wondered at. Make the school-house and its surroundings tasty and homelike; make the out-houses something different from the disgraceful pens too many of them are, and more children will love to attend School.

The arithmetical rule of discount was next discussed by Mr. Mackintosh. His treatment of it was inductive, and the solutions given purely analytical, and independent of rules.

This terminated one of the most successful meetings yet held, in point of attendance and interest.

The Institute will meet next on November 11th. The following programme will be discussed:—

- I. Algebra, by Messrs. Fullen and Seymour.
- II. Euclid, by W. Mackintosh.
- III. Exercise LVI, advanced Arithmetic, by W. Sine.
- IV. Method of teaching the simple rules of Arithmetic, by W. Mackintosh.

## 8. SOUTH HASTINGS TEACHERS' ASSOCIATION.

To the Editor of the Journal of Education.

BELLEVILLE, August 19th, 1876.

DEAR SIR,—Please insert the following resolutions which were adopted at the last meeting of the South Hastings Teachers' Institute.

It was moved by Mr. Howell, seconded by Mr. Sangster that the following resolutions be adopted. Carried unanimously:—

- I. That in the opinion of this Association there should be two grades of third-class teachers' certificates, viz: a grade A tenable for five years, and a grade B, tenable for three years. That the holders of grade B be allowed to present themselves for grade A at any time during the validity of their certificates, said grade A to be valid for five years after the date thereof, but that holders of third-class certificates of either grade be permitted to present themselves for second-class at the end of three years from the issue of said third-class.



II. That holders of third-class grade B certificates just expiring, competing for grade A and failing to obtain it, may, if qualified, be awarded grade B, valid for one year but no longer.

III. That the first book of Euclid, exclusive of all deducibles; Algebra to simple equations; Mensuration of plane surfaces, and the elementary portions of book-keeping be added to the list of subjects for third-class certificates.

IV. That the History for third-class certificates be Canadian History and the Guelph period in English History, and that two-thirds of the marks given on the third-class History paper be for Canadian, and the other third for English History.

V. That the vacations for Public Schools be of the same length as that for High Schools.

VI. That teachers holding Provincial Certificates be permitted to be re-examined in any one or more subjects that they may previously have failed in, or that they may wish to be examined in at the Annual Teachers' Examination, and that the results be suitably appended to their existing certificates, but without altering the grade thereof.

VII. That a copy of these resolutions be sent to the Hon. A. Crooks, Minister of Education.

C. H. SANGSTER,  
Secretary, South Hastings Teachers' Association.

### III. Legal Decisions.

1. IN THE MATTER OF THE PUBLIC SCHOOL TRUSTEES OF SECTION NO. 6, IN THE TOWNSHIP OF SOUTH FREDERICKSBURGH, IN THE COUNTY OF LENNOX AND ADDINGTON, AND THE CORPORATION OF THE TOWNSHIP OF SOUTH FREDERICKSBURGH.

*School Trustees—Application for mandamus to levy rate.*

The trustees of a township school section sent to one of the councillors a notice signed by them addressed to the Reeve and councillors of the township, as follows: "Gentlemen,—You will please levy the sum of \$460 on the ratable property of school section No. 6, South Fredericksburgh, for the school purposes of said school section." This notice had no date. It was handed to one of the councillors, and the affidavits were contradictory as to its having been formally presented to the council, but the trustees were informed that the council would not act upon it, as it had no date.

*Held*, that such an application should be made through the township clerk: that the demand for a lump sum, simply for the school purposes of the section, is insufficient, for the corporation have a right to know particularly the purposes for which the money is required; and *semble*, that the absence of a date would alone have been a fatal objection.

A mandamus to compel the corporation to levy the amount was therefore refused, but as the affidavits filed on showing cause were unnecessarily long, the corporation were allowed only half their costs.

In Michaelmas term, November 18, 1875, *W. A. Reeve*, obtained from *Wilson, J.*, a rule *nisi*, calling upon the corporation to shew cause why a writ of mandamus should not issue to the corporation, commanding them to levy by assessment on the taxable property in the said section the sum of \$460, required for the school purposes of said section, pursuant to the application of the said public school trustees to the said corporation, at its meeting in August last; and why the corporation should not pay the costs of the application.

In support of the application, affidavits of each of the three trustees were filed, from which it appeared that on the 26th August, 1875, the trustees, at a regular meeting, after discussion, determined that \$460 was necessary, over and above the funds then on hand, to defray the usual and current expenses of the school for the current year, besides paying for the erection of a wood-shed erected during the year. The wood-shed cost \$40, and the balance was intended to meet the teacher's salary, fuel, and minor incidental expenses. The trustees thereupon decided to apply to the corporation to raise that sum, and a notice in writing was drawn up with that view, and given to one of the councillors, *Mr. Ball*, to lay before the council at its next meeting. The council met on the 26th of August, and the trustees afterwards were informed that the council did not consider the notice legal, as it had no date, and refused to act upon it.

The notice was as follows:—

"To the Honourable Reeve and Councillors of the township of South Fredericksburgh, Co. of Lennox and Addington.

"Gentlemen,—

"You will please levy the sum of four hundred and sixty dollars on the ratable property of School Section No. 6, South Fredericksburgh, for the school purposes of said School Section.

Yours, &c.,

"PETER BRISTOL, } Trustees  
"W. F. GAMON, } S. S. G, S. F.  
"A. O. FRASER." }

[C.S.]"

On behalf of the council, the affidavit of *Mr. Ball*, the councillor to whom the notice was given, stated that the notice was given to him by a boy about 10 or 12 years of age, son of a trustee, without any request to present it to the council, or any instructions as to what he was to do with it; that he had it at the meeting where some of the members of the council saw it privately, but he never presented it to the council, and the council were never in fact asked to provide the money, nor was any note of the application entered on the minutes. A copy of the minutes, filed by the trustees, showed that no note was entered of the application.

Other affidavits were filed by the trustees and the council, on the one hand, with reference to statements made by *Ball* at public meetings and elsewhere, that he had presented the notice, and on the other hand denying that he made any such statements.

January 11, 1876, *Delamere* showed cause. The affidavits show that the notice was never presented to the council even informally. To be effectual it should be presented through the township clerk. The want of a date is also relied on. It is also defective in not giving the particulars for which the money is required.

*F. Oster*, contra. On the affidavits it is contended that *Ball* did in fact present the notice, and the council were aware of it, and should be bound as much as if it had been formally presented. It must be presumed that the sum was required for the expenses of the current year, and the absence of the date is of no consequence.

January 18, 1876. *HAGARTY, C. J. C. P.*—I have read over all the papers filed.

I think the application should have been made to the council through the township clerk, their proper organ. Had this course been taken all the present difficulty might have been avoided. The clerk has fixed statutable duties, and is responsible for the custody and management of all papers, and of the minutes of the proceedings of the council.

Had the council, as the applicants insist, only objected to the requisition because it wanted a date, there would perhaps have been a strong ground for objecting on that score alone.

I do not read the Act of 1874 as permitting a requisition of a single sum of money simply "for the school purposes of the section." I think the council have a right to know what these purposes are. 37 Vic. ch. 28, sec. 46, directs the council to levy, &c., such sums as may be required by the trustees thereof for the purchase of a school site, the erection, &c., of a school-house, &c., &c., (specifying several matters), and salary of the teacher, assistant or monitor as may be determined by such trustees.

Sec. 47 enacts that the council shall not levy during any one year more than one school section rate, except for the purchase of a school site, or erection of a school-house, &c.

This shews the importance of seeing for which year and for what purposes the money is required.

On this requisition there is no date whatever, nor any statement of the year or the purposes for which the money is required.

Sec. 26, sub-sec. 14, directs the trustees to apply to the township council for the levying and collecting by rate, &c., all sums for the support of their schools, purchase of site, &c., and for any other school purpose authorized by this Act.

I hold that the council of the township has a right to know the purposes for which the money is required by the school trustees.

The case of *In re Port Rowan High School*, in 23 C. P. 11, was on a different Act, and was not the case of a public school.

As to costs. I think the township council either never had the requisition presented to them, or if they rejected it, it was so insufficient that it ought not to have been acted on without explanation and date. I think they ought to be allowed some costs. But as they have followed the evil example of the applicants in indulging in a quantity of useless statements, I direct that only half the costs of their affidavits be taxed to them.

As to the applicants, they have run into the most extravagant exuberance of affidavit.

*Rule discharged.*

2. IN RE THE NIAGARA HIGH SCHOOL BOARD AND THE TOWNSHIP OF NIAGARA, AND THE REEVE, ETC., OF THE SAID TOWNSHIP.

*High Schools—37 Vic., ch. 27, O.*

*Held*, under 37 Vic., ch. 27, O., that the High School Board for a district consisting of two municipalities, a town and township, could call upon one of the municipalities of the township, to contribute towards the erection of a school-house in the other municipality, and not merely towards its maintenance.

In Michaelmas Term, *James A. Miller* obtained a rule calling on the parties above named to shew cause why a writ of mandamus should not issue, commanding them forthwith to raise the sum of \$2008.47, the amount or proportion required to be raised and paid by the said township for the purpose of providing for school accommodation for the Niagara High School, as required by the de-



mand of the said Board, in pursuance of the powers given to them by The Consolidated High School Act of 1874.

*McMichael*, Q.C., shewed cause. The township can only be called upon to assist in the maintenance of the school, as the school-house is not in the township. The municipality in which the school-house is must provide the school accommodation: 37 Vic. ch. 27, sec. 45.

*J. A. Miller*, contra. 37 Vic. ch. 27, secs. 38, 39, 40, 41, 43 and 46, shew that High School districts may be formed, the municipalities comprising which will be responsible both for school maintenance and accommodation. He referred also to secs. 42, 61, 66, et seq.

January 7, 1876. *WILSON, J.*—The question is, whether the High School Board for a district consisting of two municipalities, the Town and Township of Niagara, can call upon one of the municipalities to contribute towards the erection of a school-house which is built, or is to be built, in the other municipality?

The statute in question is the 37 Vic. ch. 27. The applicants rely on the 46th section chiefly, which enacts that "The council of any municipality, or the councils of the respective municipalities, out of which the whole or part of such High School districts is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such municipality or part of the municipality, from the whole or part of the municipality, as the case may be."

That section certainly assumes that a High School district may be formed out of respective municipalities; and secs. 38, 39, 40, 41, 43 directly sanction and assume also that a High School district may be so formed.

It was contended also by the counsel for the township, that as the school-house is not in the township, but in the town, the township can be called on by the Board to contribute towards the maintenance only of the High School, and not towards its maintenance and accommodation.

The Act provides for cities, and for towns separated for municipal purposes from the county, being counties by themselves, for all High School purposes: sec. 42.

A town separated from a county may also have attached to it the whole or any part of an adjoining township or townships "so as to form a High School district; and the whole of such district shall be within the jurisdiction of the Town Council and High School Board for all High School purposes": sec. 43.

By sec. 44 provision is then made for the accommodation and support of High Schools in cities, or in towns withdrawn from the jurisdiction of the county.

Then follows sec. 45, upon which the township contends for exemption from liability for providing for the accommodation of the High School. It reads as follows:—"In the case of a High School in a town not withdrawn from the county, or in an incorporated village or township, one-half of the amount paid by the Government shall be paid by the Municipal Council of the County in which such High School or Collegiate Institute is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and school accommodation of the said High School, shall be raised by the council of the municipality in which the High School is situated, upon the application of the High School Board; or, in the event of the county council forming the whole or part of a county into one or more High School Districts, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School district, upon the application of the High School Board; such sums shall be raised in the manner provided in the next section."

The next section is the 46th section, before given.

By the 45th section, which applies to a High School in a town not withdrawn from the county, or in an incorporated village or township, reference is made to those sections of the Act, from 66 to 71, by which the Government is to pay certain sums, but which do not apply to building of school-houses. Then the county council pays at least one-half of the amount which the Government pays.

Then follows the portion of the section which creates the contention: "And such other sums as may be required for the maintenance and school accommodation of the said High School shall be raised by the council of the municipality in which the High School is situated." That assumes that the High School district is coterminous with the municipality in which the High School is situated. If that was not so, it would be at variance with the 46th and other sections of the Act, and be more particularly at variance with what immediately follows the last quotation as part of the same (45th) section: "Or in the event of the county council forming the whole or part of a county into one or more High School districts, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School

district, upon the application of the High School Board. Such sums shall be raised in the manner provided in the next section."

The two cases provided for by this section are, that such other sums which are "required for the maintenance and school accommodation of the said High School" beyond the amount which the Government and county council contribute, is to be raised by the county council of the municipality "in which the High School is situated,"—that is, as I construe the Act, in case the High School district is coterminous with the municipality in which the High School is situated.

The language is not, I admit, very precise, and it may be said it is improbable that a town not separated from a county, or an incorporated village, or a township, will alone constitute a High School district.

The other case is, that in the event of the county council forming the whole "or part of a county" into one or more High School districts, "then such other sums," that is, besides those the Government and county council contribute, shall be provided by the High School district, "as may be required for the maintenance of the said High School," omitting the words "and school accommodation," as in the previous part of the section—which omission I look upon as an inadvertency, and not as intentional, and which omission is sufficiently supplied so as to add the burden of school accommodation to that of maintenance, if the word maintenance be thought not to include both terms.

It never could have been intended that the municipality in which the High School stands should build, at its own expense, the High School for a larger district, in which other municipalities should participate equally without contributing more than its share of the maintenance of the building, and the small proportion which should fall upon it as the one-fourth part of the charges which the Government and county did not pay.

The same section says that in the event last mentioned, just as has happened, two municipalities, part of a county, formed into a High School district, "such sums shall be raised in the manner provided in the next section."

And the next section provides that the councils of the municipalities shall "raise the proportion required" by the High School Board by each municipality. That *proportion*, it was argued on behalf of the township, meant its proportion for the maintenance only.

I think it does not. The meaning is a proportionate part of the total sum required for the district. And sec. 61, sub-sec. (a) shows that.

On a just consideration of the purpose and intent of the Act, and of the different provisions affecting this question, I am of opinion the Township of Niagara is bound to contribute towards the maintenance and school accommodation of the High School erected in the district of which the township forms a part, although the High School is situated in the Town of Niagara, and that the rule must be made absolute for a mandamus to issue as moved for.

*Rule absolute.*

### 3. COUNTY BY-LAW TO ANNEX TO A SECTION A PORTION OF THE TOWNSHIP WHERE THERE WAS NO SCHOOL.

The County Judge of the County of Norfolk has given judgment in a school case which possesses both interest and importance. The Municipal Council of the Township of Walsingham has passed a by-law attaching Long Point on Lake Erie to one of the existing school sections of the township. The Long Point Company refused to pay their school tax, and the section entered an action to recover the amount. It was admitted by the plaintiff's counsel that the part of Long Point nearest to Port Rowan, the site of the school, is distant four miles, communication being by water, and that the part furthest off is twenty-five miles. The by-law was declared by the Judge to be both *ultra vires* of the Council, and contrary to the intention and reasonable interpretation of the School Acts. The by-law was held to be beyond the competence of the Council to pass, because, although the School Law confers upon township councils the right to form into school sections portions of the township where no schools have been established, and to unite two or more sections into one at the request of a majority of the assessed freeholders and householders, it nowhere authorizes a Council to annex a portion of the township where there is no school to another portion where there is one. It was further held that the manifest intent of the school law is to bring the means of obtaining an education within the reach of all, and that the Act itself contains provisions guarding against the creation of insurmountable physical obstacles to the attendance of the children of the section at school. This intention was completely frustrated by the by-law in question, the great distance between the Point and the mainland being of itself sufficient to preclude attendance at Port Rowan school. A verdict was, therefore, entered for the defendants, with costs.

## IV. Matters of Local Administration.

### 1. SCHOOL INSPECTION.

PARRY SOUND, Sept. 11, 1876.

Mr. R. Little, Public School Inspector of Co. Halton, Town of Milton, Town of Oakville, and Acting Public Inspector of the Districts of Parry Sound and Algoma, has just completed his inspection of the schools of this District. The Parry Sound School, which had been left till the last, was examined on the 1st inst. Of 184 scholars on the roll only 64 were present, and we only regret that every pupil was not there. The Inspector, who is well qualified for the important position which he occupies, threw out some valuable hints with reference to correct writing, &c. We are convinced that such visits cannot fail to benefit the young and advance our educational interests. In a new District like ours—so far removed from the front—we not only need but appreciate such exhibitions of training as those just witnessed. By such examinations our teachers are initiated into all the latest and most approved methods of teaching, and a fresh impulse is given to the work of training the young. We cannot speak too highly of the manner in which the examination was conducted, although we regret that the answering was not equal to what we expected—being only a little over fifty per cent. It is gratifying to know that the interests of education are not neglected by the pioneers of this new country, and that the Government has nobly assisted in this important matter. In this District there are now twenty-four schools legally organized, sixteen of which are in operation. In addition to these, we find that four new school houses have been built, which are nearly ready for opening, and the erection of others is in contemplation. We find that the attendance at school during the past year has doubled itself; still we cannot overlook the fact that there is great room for improvement in this respect, for in our own school during the past six months the average attendance was only sixty-four, being about one-third of the number on the roll. The five best schools for average attendance in the District are as follows:—

- S.S. No. 1. McDougall.
- S.S. No. 1. McKellar.
- U.S.S. No. 4. Fergusson & McDougall.
- U.S.S. No. 1. Carling & Fergusson.
- S.S. No. 2. Foley.

Anything that will add to the effectiveness of our schools should not be overlooked by the trustees. A vast responsibility rests upon them in the position which they occupy, and it is imperative that they should discharge their duty faithfully. We have heard some complaints, which we fear are not without foundation. No school can be successfully conducted without proper furniture and equipments, and yet this is sometimes sadly overlooked. Not only is this the case in poor and remote sections, but in those best able to provide such apparatus. It is surely not too much to ask that every school should be furnished with *needful* maps, tablet reading lessons, and other essential requisites. The cost is so trifling that no possible objection can be raised, and would not exceed seven dollars, as the Government give one hundred per cent. on all remittances of not less than five dollars. The comfort of the children is another very important consideration in this work, and yet how little judgment is sometimes manifested in the design and construction of the seats and desks that are frequently in use. Let everything be done by the trustees to promote the comfort and facilitate the education of the young and rising generation, and they will do much to elevate society and bless posterity. It has been thought desirable that the standard of the attainment of teachers should be raised higher than it generally is. This has already been brought before the notice of the Department, and will again be urged. If this should be adopted an annual examination of teachers would be held in the month of July, which would tend very much to improve the quality of teachers.—*Parry Sound North Star*.

## V. Biographical Sketch.

### 1. THE LATE JOHN GIBSON, B. A.

The subject of this obituary sketch, John Gibson, B. A., F. G. S., F. B. S. E., &c., was born in Galt, Ont., in 1851. His father, the Rev. Hamilton Gibson, M. A., was for some years Minister of the Presbyterian Church in Galt, in connection with the Church of Scotland. Young Mr. Gibson received his early education in the public school in Bayfield, and prepared for the university in the Clinton high school. He obtained on matriculation into the Toronto university, first-class honours, besides a high place in other branches. He kept up classics until the end of the third year, ob-

taining the prize for Latin verse, which is seldom given. (His excursions into the realm of poetry were not, moreover, confined to this elegant piece of Latinity—some of his English stanzas have been published and widely copied.) In his third year he read the honour work in metaphysics, ethics, and civil polity, in addition to taking the complete course of scientific agriculture. He graduated B. A., in 1872, taking the gold medal in natural sciences. During his undergraduate course, he made many investigations in the field of botany and geology. The paper on the "Geology of the County of Huron," for which he received the McMurrich gold medal, and which was published in a slightly altered form in *The Canadian Naturalist and Quarterly Journal of Science*, of Montreal, Vol. VII, No. 1, shows how carefully he examined and reported the facts. For one summer he accompanied and assisted Professor H. Alleyne Nicholson, M. D., D. S., &c., in a dredging expedition on Lake Ontario, during which several new species of leech, etc., were discovered and described. After his graduation, Mr. Gibson continued to investigate and write. He contributed articles to the best American and Canadian scientific journals, one of which—that on "The Salt Deposits of Western Ontario" (*Am Jour. Sci & Arts*, Vol. V, No. 59, May, 1873)—attracted great attention from American scientists and capitalists. He was elected a Fellow of the Geological Society of London, Dec. 16th, 1864; and a Fellow of the Botanical Society of Edinburgh, Feb 12th, 1875; Local Secretary of the latter in 1876. He was for some years examiner in mineralogy and geology in Toronto University. In connection with Prof. Macoun, of Albert University, he published, through the Botanical Society of Edinburgh, several parts of what was intended to be a complete "Flora Canadensis." These monographs are of great value, and contain much that is entirely new. The same gentleman contributed to the *Canadian Journal* articles on "The Plants of the Eastern Coast of Lake Huron and their distribution through the North and West portions of North America." In the pursuit of his favourite studies, Mr. Gibson made many long, lonely and perilous journeys in the unsettled parts of Ontario, notably Manitoulin Island. The immediate cause of his death was typhoid fever, contracted during a scientific tour on the western coast of Lake Superior. The positions which he filled during his short career were the Head Mastership of Almonte High School, a Professorship in Albert University, Belleville, and the Natural Sciences mastership in the Ottawa Normal School—in all of which he proved himself a thoroughly-informed, energetic and successful teacher. He was, too, a genial companion and a true, warm-hearted friend.—*Ottawa Times*.

## VI. Educational Intelligence.

### 1. LAW SOCIETY PRIMARY EXAMINATIONS FOR STUDENTS-AT-LAW AND ARTICLED CLERKS.

TO THE BENCHERS OF THE LAW SOCIETY:

THE COMMITTEE ON LEGAL EDUCATION beg leave to submit the following report:

Your Committee have had under consideration the representations made from time to time to the Benchers, and referred to your Committee, respecting the different courses of study prescribed for Matriculation in the Universities, and for Primary Examination in the Law Society, and now recommend:—

1. That after Hilary Term, 1877, candidates for admission as Students-at-Law (except Graduates of Universities) be required to pass a satisfactory examination in the following subjects:

#### CLASSICS.

Xenophon Anabasis, B. I.; Homer, Iliad, B. I.; Cicero, for the Manilian Law; Ovid, Fasti, B. I., vv. 1—300; Virgil, *Aeneid*, B. II., vv. 1-317; Translation from English into Latin; Paper on Latin Grammar.

#### MATHEMATICS.

Arithmetic; Algebra, to the end of quadratic equations; Euclid, Bb. I., II., III.

#### ENGLISH.

A paper on English Grammar; Composition; An examination upon "The Lady of the Lake," with special reference to Cantos v. and vi.

#### HISTORY AND GEOGRAPHY.

English History from Queen Anne to George III., inclusive; Roman History, from the commencement of the second Punic war to the death of Augustus; Greek History, from the Persian to the Peloponnesian wars, both inclusive; Ancient Geography—Greece,

Italy, and Asia Minor; Modern Geography; North America and Europe.

Optional subjects instead of Greek.

FRENCH.

A paper on Grammar. Translation of simple sentences into French prose. Corneille, Horace, Acts I. and II.

GERMAN.

A paper on Grammar. Musæus; Stumme Liebe. Schiller, Lessing, Von der Glocke.

2. That after Hilary Term, 1877, candidates for admission as Articled Clerks (except Graduates of Universities and Students-at-Law), be required to pass a satisfactory examination in the following subjects—

- Ovid, Fasti, B. I., vv. 1-300,—or
- Virgil, Æneid, B. II., vv. 1-317.
- Arithmetic.
- Euclid, Bb. I., II., and III.
- English Grammar and Composition.
- English History—Queen Anne to George III.
- Modern Geography—North America and Europe.
- Elements of Book-keeping.

3. That a Student of any University in this Province who shall present a certificate of having passed, within four years of his application, an examination in the subjects above prescribed, shall be entitled to admission as a Student-at-Law or Articled Clerk, (as the case may be) upon giving the prescribed notice and paying the prescribed fee.

4. That all examinations of Students-at-Law and Articled Clerks be conducted before the Committee on Legal Education, or before a Special Committee appointed by Convocation.

THOMAS HODGINS,  
Chairman.

OSGOODE HALL, Trinity Term, 1876.  
Adopted by the Benchers in Convocation, August 29, 1876.

J. HILLYARD CAMERON,  
Treasurer.

2. TRUANCY IN NEW YORK.

We have before us the first report of Alexander M. Stanton, Esq., Superintendent of Truancy of the city of New York. The office of Superintendent of Truancy was established by the Board of Education, for the purpose of carrying into effect the compulsory Educational Law passed in 1874.

Mr. Stanton is assisted by eleven regular agents, whose duty it is to hunt up the truants in their respective districts and return them to school. When other efforts fail, they arrest them and take them into court. The agents meet twice a week at the office of the superintendent. In addition to the agents regularly employed as truant officers, special details of policemen were at times sent out to assist them. He says:—

"The delicate and arduous duties of the agents call for much care and discretion in their discharge. They have frequently to investigate cases requiring some skill in their management, as in the hasty judgment of the teacher the child is often classified as a truant, when, in fact, the parent is at fault, or unfortunate circumstances prevent the child's attendance at school.

"The causes of absence are numerous, and as the agents cannot always accept the representations of the child as valid, they must visit the parent and endeavour to ascertain the cause, relying upon their own judgment to arrive at a just conclusion. They are thus often led into abodes of wretchedness and crime, and it is here they have to exercise no ordinary judgment and discretion. Drunkenness, the parent of vice and misery, often baffles their efforts and denies their authority. The work of the agents is various, and the results are not always visible. They are called upon by both teacher and parent to reprimand and warn children who are inclined to truancy, or who have been disorderly in their conduct. Frequent changes in the residences of children, and the search after those, who when traced are discovered to be over or under the age prescribed by law, consumes much of their available time.

"In other cases the child, warned by companions of their intended visit, is found to have returned to school; this, though not apparently the consequence of the agent's work, is nevertheless accomplished by it. In some instances, frequent visits, much time, and great amount of moral suasion are required to induce the child to attend school.

"Much time is also consumed in frequent visits to school and diligent search of information, and 'out at work' is frequently

the reply to the oft-repeated search after the parents, while the child is probably 'running around' unknown to them who suppose it to be in school.

"The result of all these visits shows inadequately the amount of effort and time bestowed, and as the districts of some of the agents cover a large extent of territory, much patience must be used and plodding work done.

"Instances of opposition on the part of the parents to the law, or the efforts of the agents, are extremely rare; but rather do they regard them as welcome visitors and valuable auxiliaries; their authority and suasion being earnestly solicited for the reformation of the child. Not unfrequently they are called upon to do the missionary work of relieving destitution by enlisting aid of the charitably disposed, to provide clothing and other necessaries for the deserving. While their sphere of action in this respect is necessarily limited, yet some good has resulted from their efforts; their kindness and encouragement to the parents and children popularizing the law with the people.

"When kind endeavours have failed, then, and then only, is the aid of the law invoked, and the child brought into court."

The following table shows the nature and extent of the work done among truants and absentees from school:

Total number of cases investigated .....	10,189
No. of children kept home by parents.....	2,279
"    "    "    sickness.....	1,520
"    "    "    poverty.....	506
No. of children whose residence could not be found..	1,690
Total number not classed as truants.....	5,995
No. truants returned to school.....	2,015
No. habitual truants returned to school.....	587
No. non-attendants placed in school.....	1,121
No. children withdrawn from school.....	385
No. destitute children supplied with clothing, and thereby enabled to attend school.....	26
No. children committed to the Commissioners of Charities and Correction.....	44
No. children committed to the Society for the Reformation of Juvenile Delinquents.....	16
Total number placed in and withdrawn from school..	4,194
Total.....	10,189

Under the operation of this system the number of children registered in the public schools has increased in the year from 106,546 to 112,732, and the average attendance from 93,825 to 100,914. The increase in the industrial schools during the same period was 1,099. Some of this increase is of course attributable to the natural increase of population. The Superintendent recommends as necessary to make the work in which he is engaged effective—

1. That an annual census of the school children be taken.
2. That each child of school age be required to be accounted for at the public school of the district in which he resides.
3. The establishment of a truant school or home, to be under the management of the Board of Education.

As the necessity for the establishment of homes for friendless children has pressed itself very strongly upon the school men of Pennsylvania, we quote his arguments in favour of similar institutions in New York:

"Much as I am opposed to multiplication of public institutions, I cannot but feel that every dictate of humanity, and every consideration for the educational interests of this city, demand the establishment of some institution, the object of which shall be the reformation of those who, through utter neglect, are allowed to grow up in ignorance, and without any salutary control to become the pests of society, and eventually the inmates of poor-houses and prisons.

"If education has any power to lessen pauperism and crime, it would seem to be peculiarly fitting that those to whose care has been confided the sacred duty of educating the people should allow no consideration to stand in the way of conferring upon society so great a benefit.

"It is one of the duties of the Board of Education to provide means for the education of all children, and while giving that care and attention which is eminently just and proper to the establishment of colleges and schools of the highest order, the necessity that exists of providing a place for those who should, but will not attend school, should not be overlooked. Unfortunately, it is necessary to enforce the stern provisions of the law against them, but while so doing we should ever be mindful that the aim is reformation and not punishment. They are guilty of no crime; they are as much sinned against as sinning; and no stigma should ever be placed upon them.

## 3. FROEBEL AND THE CHILDREN.

Half a dozen boxes of children's toys, with innumerable pamphlets and fly-sheets descriptive of how to use them, have been placed in our hands by Herr E. Steiger, of New York, a manufacturer of the articles used in the Kindergarten system of instruction. Though by no means a new thing, the system of directing the play of young children so as to minister to their education is uncommon and deserves description in detail. Friedrich Froebel was a German who had been brought up without maternal care, and like most children he found the restraints of early school life very irksome. He devoted a lifetime to perfecting a system of instruction for boys and girls from three to seven years of age, having adopted for his motto the pretty phrase "Kommt latzlatz uns unsern Kindern leben." Judging very rightly that neglect or mistakes in the nursery endanger health and happiness in after-life, he sought to direct the mental and physical energies of children in the right path from the time they were able to receive impressions and classify them. Cramming the memory with indigestible facts was the shoal to be avoided, and children's natural tendency to play was the characteristic to be utilized. Through play the faculties of mind and body are developed, and when properly directed, habits of industry, perseverance, order and regularity are acquired. Amusement and instruction are to be combined in the use of Froebel's "gifts," as he calls the implements of his system. In Germany many Kindergartens are established, and in parts of the United States the system is viewed with favour. It is even proposed to engraft it upon the public school system.

The toys are simple and unexpensive, yet capable of infinite variations. There are little sticks of various lengths, perforating paper, a slate for drawing, paper of various colours cut into lengths for plaiting and weaving, &c. With this, children seated at a table, divided off on the top into squares of one inch, are set to work. Patience and adaptation to the business are necessary for the teacher, who must possess the confidence of the children to be able to direct their movements. Of the effect upon the little pupils, observers say that the Kindergarten develops a capacity for quick and clear perception of form, size, colour and sound: it trains all the senses, gives skill to the fingers, health to the body, cheerfulness to the mind, trains the moral faculties, and is a primary school for design, where the artistic tendencies of the child are cherished and cultivated, so as materially to increase the means for his future usefulness and happiness. None of his faculties are allowed to die out through disuse.

Perhaps an idea of the system can be given better by the account of a visit to a Kindergarten than by seeking to impress what most thinking persons will readily admit—the strength of the impression a child receives at an early age while at play. A visitor narrates that he found the children forming a pretty star-shaped figure upon the tables in front of, being guided by the teacher, who told them where to place each piece. Each was then told to produce figures of his own invention, using all the pieces, the result being some wonderful combinations. We clip a continuation of the description:—

"This is the method with all the occupations; first, the little ones are led, then they are allowed to go alone. Then came some very simple and easy exercises upon slate, marked off in squares like the blackboard, from which they copied their work. They each made such picture as pleased them best. In all their work they had the sympathy and encouragement of Miss Held, praising them when it was done well, and helping on those who needed assistance.

"After this occupation was concluded, folding doors were opened into a room still larger, also sunny and bright, and the children marched in to the music of a pretty song, in which all joined. There for half an hour a series of games were played, uniting singing, simple gymnastics, and sport, to the intense delight of the participants, and the by no means slight enjoyment of the lookers-on. These games have all a meaning and an object, and are arranged with a view to the harmonious and healthy growth of the child's mental, moral and physical nature.

"After a short lunch the occupations were resumed. When they first gathered around the tables, it seemed not unlike the assembling together of quite a number of ladies at a tea party, the conversation was so brisk and sociable, but in three or four minutes each child was intently engaged in sewing in and out with coloured worsteds. It was not like a school, there was no repression, no enforced silence, no fears of the raw hide or the teacher's frown, no books, no punishments; it was rather like a cheerful workshop where each was absorbed in his work, not as a disagreeable task, but rather as a delightful occupation. Strict silence was by no means enjoined, and if after a few minutes of employment a happy thought occurred to any little worker, he was encouraged to speak it out, and when any one was pleased, he was allowed to laugh.

While the rest were at work, it occurred to a bright-eyed little fellow that he would like to recite a verse; leave was granted, and we undoubtedly got the benefit of his last exercise at the Sunday-school. A little girl followed with a verse that was evidently original, and none the less interesting for that; and then one volunteered a song. The charming innocence and unconscious simplicity displayed in their little interludes, were fascinating. There was apparently no thought of showing off, nothing got up beforehand for the occasion, but they were spontaneous outbursts of their happy childish natures, mingled with an evident desire to do something that should meet with the approval of their friend, Miss Held. Still the work went on and the beginning of very pretty designs was wrought out. The children seemed happy but not boisterous, attentive to their play work, but not stunned into stupid apathy. It was order, and such order as seemed the outgrowth of the individual of each child. And yet they had only been two or three months together at longest, and most of them a much less time. How such order could be wrought out of the chaos that must have existed on the first day, is a mystery which one could hope to solve only after frequent and prolonged visits.

"The occupations are varied every day, and we only regret that our stay was too short to permit us to see the 'Building,' 'Weaving,' 'Folding,' 'Peas Work,' 'Moulding in Clay,' and other works which they do."—*London Advertiser*.

## VII. Advertisements.

## THE JOURNAL OF EDUCATION FOR ONTARIO.

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4. Legal decisions on educational points.
5. Proceedings of Teachers' Institutes, Associations and Conventions.
6. Matters connected with local administration.
7. Communications (See Notice).
8. Extracts from periodicals, &c., upon educational subjects.
9. Acknowledgement of books.
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ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT,  
Toronto, 15th March, 1876.

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(See Page 129 of this Journal.)

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