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THE  
**JOURNAL OF EDUCATION**

FOR

**ONTARIO.**

EDITED UNDER THE DIRECTION OF THE  
**HONOURABLE ADAM CROOKS, LL.D., Q.C.,**  
*MINISTER OF EDUCATION,*

BY

**J. GEORGE HODGINS, LL.D., BARRISTER-AT-LAW.,**  
*DEPUTY MINISTER.*

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**VOLUME XXIX.—FOR THE YEAR 1876.**

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**Toronto:**

PRINTED BY HUNTER, ROSE & CO., 25 WELLINGTON STREET WEST.  
1876.

TERMS—ONE DOLLAR PER ANNUM, IN ADVANCE.



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# JOURNAL OF

Province of



# EDUCATION,

Ontario.

VOL. XXIX.

TORONTO, JANUARY, 1876.

No. 1.

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## NEW HIGH SCHOOL PROGRAMME.

His Excellency the Lieutenant-Governor in Council has been pleased to approve of the new High School Programme and Regulations adopted by the Interim Committee of the Council of Public Instruction on the 13th of November, and published on pages 178, 179 of this *Journal* for December. The first intermediate High School Examination, under the approved Programme and Regulations, will be held in June of the current year.—(See Explanation of Programme, &c., on pages 2, 11 and 16.

## SUFFICIENT SCHOOL ACCOMMODATION AND TEACHERS.

THE taking of the School Census in December, under the authority of the Trustees, and as required by law, will no doubt bring under the immediate notice of the School Inspectors the fact that the school accommodation in many sections, and in some villages, towns, and cities, is not at all equal to the requirements of the law, and the school necessities of the neighbourhood. It is to be hoped, therefore, that the Inspectors will see that while, on the one hand, the law requires that each child should receive at least four months' tuition, the Public School Trustees should, on the other hand, fur-

nish, as the law prescribes, "adequate school accommodation for all the school residents of the Section or division." This they have ample powers to do. No public meeting or other parties can deprive them of this power, or interfere with them in its exercise. If the proper accommodation be not provided, parents can plead that neglect on the part of the Trustees as a reasonable excuse for keeping their children at home. Under such circumstances, it will be impossible for the Inspectors or the Department to see to the "due carrying out" of the compulsory clauses of the School Act.

"Free Schools" and "Compulsory Education" are the necessary complement the one of the other ; and the ratepayers, especially those in cities and large towns, have a right to demand that the one part of the Act should be reasonably enforced, while they are prepared to comply with the demands made under the other for the support of Free Schools.

To show the great impetus which the law of 1871 gave to school building, &c., in Ontario, we may mention that in 1870 the expenditure for school sites and buildings only reached the sum of \$207,500 ; in 1874 it was \$650,000, or more than three times as much.

We have, therefore, great reason to congratulate ourselves and the large majority of the School Corporations on the zeal and enterprise with which they have generally complied with the law in regard to school accommodation. Upwards of \$2,000,000 have been expended during the four years (1871-1874, inclusive,) since the new law came in force, in the purchase or enlargement of school sites, and the erection and repairs of school-houses.

As a necessary consequence of increased school accommodation, the employment of a second teacher, when the number of pupils on the roll exceeds 50, is essential. Inspectors have, in some cases, interpreted this regulation to mean "an average attendance of 50 ;" but this is not the provision of the law or regulation on the subject.

To the inquiry of an Inspector on the subject the following reply was sent :—"The interpretation which you have given to the regulations in regard to two teachers, and the average attendance in a school, is one which they do not bear. Such

an interpretation in other counties has led to serious embarrassment and complaint on the part of parents and others. While the Department holds that the regulations should be interpreted as they read, yet it will be happy to act, as far as possible, upon the advice and recommendation of Inspectors in all doubtful cases, where the regulations cannot be carried out, and the circumstances of the locality would warrant a temporary suspension of them; but it is not competent for an Inspector to authorize a departure from the regulations without the sanction of the Department."

### STUDY OF HIGHER ENGLISH IN THE SCHOOLS.

(In connection with the new High School Programme.)

On the introduction of higher English into our schools, J. M. Buchan, Esq., M.A., Inspector of High Schools, has addressed the following letter to the Rev. G. P. Young, M.A., Chairman Central Committee of Examiners. We insert it for the information of all parties concerned, and commend it to their consideration. Mr. Buchan says:—

"In consequence of the action which the Council of Public Instruction has lately taken, in order to promote the study of higher English, you recently requested me to put into a shape fit for publication, any information or advice which I might deem it judicious to give, in regard both to the way in which the prescribed poems and prose writings should be studied, and to the particular editions which would be most suitable. It is difficult to treat the former of these subjects in a satisfactory manner within the brief compass of a letter; but, as the Committee are of opinion that there are a great many teachers and students who will welcome even the slightest indication of the path which they ought to pursue, I shall write a few paragraphs on the topics on which information is most likely to be sought or needed. I shall, besides, give the names of any suitable editions of the works prescribed which have fallen under my observation.

"At the beginning of this year the study of English Literature, as distinguished from that of the History of English Literature, is to be introduced in the Normal and High Schools. Candidates for first-class certificates are to read 'Macbeth,' 'Il Penseroso,' ten Essays from the 'Spectator,' and Johnson's Lives of Milton and Addison; pupils in the higher department of the High Schools are to read 'Macbeth' and 'Il Penseroso,' and pupils in the lower department are to read the 'Lady of the Lake' and Gray's 'Elegy.' Of these three classes of pupils, the first two approximate sufficiently in regard to knowledge, mental training, and ripeness of intellect, to render it advisable that they should be taught in the same way. The third class of pupils will require to have the method of instruction adapted to their less mature years.

"It is impossible, and were it possible, it would not be desirable, to lay down a set of rules for the guidance of teachers in teaching the works named in the preceding paragraph, which would meet the case of every teacher and of every class. Not only do teachers differ in their mental constitution, not only do classes vary in ability, thoroughness of training, and in other respects, but the selections to be read differ in length, in subject, in form, and in character. Some are in prose, some in verse. Of those in verse, one is dramatic, another lyrical. All that I can do is to state the principles which should, in my opinion, be acted upon by teachers of English Literature. The application of these principles must be made by the teachers themselves.

"With all classes of pupils alike, the main thing to be aimed at by the teacher is to lead them clearly and fully to understand the meaning of the author they are reading, and to appreciate the beauty, the nobleness, the justness, or the sublimity of his thoughts and language. Parsing, the analysis of sentences, the derivation of words, the explanation of allusions, the scansion of verse, the pointing out of figures of speech, the hundred and one minor matters on which the teacher may easily dissipate the attention of his pupils, should be strictly subordinated to this great aim. The masterpieces of our literature were written, not to serve as texts whereon exercises of various kinds might be based, but to convey to others, in the most attractive form, an account of the thoughts and feelings which pervaded the minds of their authors: so that if we wish to benefit in the highest degree by their perusal, we must make ourselves at home with their writers, and inhale for a time the mental atmosphere which they breathed. It is essential that the mind of the reader should be put *en rapport* with that of the writer. There

is something in the influence of a great soul upon another soul which defies analysis. No analysis of a poem, however subtle, can produce the same effect upon the mind and heart as the reading of the poem itself.

"O delight  
And triumph of the poet—who would say  
A man's mere 'yes,' a woman's common 'no,'  
A little human hope of that or this,  
And says the word so that it burns you through  
With a special revelation, shakes the heart  
Of all the men and women in the world,  
As if one came back from the dead and spoke,  
With eyes too happy, a familiar thing  
Become divine! 'the utterance!'"

"But though the works of Shakespeare and Milton and our other great writers were not intended by their authors to serve as textbooks for future generations, yet it is unquestionably the case that a large amount of information may be imparted and a very valuable training given if we deal with them as we deal with Homer and Horace in our best schools. Parsing, grammatical analysis, the derivation of words, prosody, composition, the history of the language, and, to a certain extent, the history of the race, may be both more pleasantly and more profitably taught in this than in any other way. It is advisable for other reasons, also, that the study of these subjects should be conjoined with that of English Literature. Not only may time be thus economized, but the difficulty of fixing the attention of flighty and inappreciative pupils may more easily be overcome.

"In order that it may be understood in what way the study of the subjects mentioned in the preceding paragraph may be carried on along with that of an English classic, I shall now detail at some length the work which an advanced class ought to do. I shall give a brief notice of a number of topics which I must mention in some order, but it must not be inferred that the order here given is that in which a class should deal with them. Whether a class should take them up separately, or concurrently, or in groups, must be determined in each case by the teacher, after considering the length and character of the classic about to be read, the training of the class, and the way in which he can do his work to the greatest advantage. I shall indicate the topics the consideration of which may be omitted by junior classes.

"(i.) A synopsis of the contents, plot, or general meaning of the work to be read should be required from each pupil, not only as a proof that he has read it, but also as a useful exercise in composition. This abstract should be first given orally and afterwards committed to writing. In the case of a work like the 'Lady of the Lake,' which cannot be read through at a single sitting, it will be found convenient to require the synopsis to be made out in parts, which should afterwards be combined.

"(ii.) The work should be read aloud, with due attention to elocution. Short poems and the finer passages in long poems should be committed to memory and recited. But no passage should be read aloud or recited in the class before it is tolerably well understood. A classical composition appeals to the ear as well as to the understanding, and much both of its melody and of its meaning will be missed if it is not read aloud. The educative influence of good reading is a subject to which the attention of many Canadian teachers requires to be directed. The teacher or pupil who can read a fine poem with expression, who

"Says the word so that it burns you through  
With a special revelation,"

is a power and a refining influence in a school. Of course, many, on account of natural defects, can never become very good readers, but all can be taught to read with some degree of expression. There are, moreover, always some in a school who can be taught to read well, and the æsthetic benefit of good reading is not confined to the reader—it is shared by the listeners.

"(iii.) The life and times of the author should be studied, and the connection between the characteristic features of the literature of his era and the general history of the period developed. Any illustrations of the modes of thought, manners, customs, political views, etc., of the period that can be drawn from his pages should be brought under the attention of the class.

"(iv.) The attention of the class should likewise be directed to all difficulties in parsing or analysis that occur in the work under consideration. It will serve a good purpose if the regular exercises in parsing and analysis be taken from its pages. As occasion offers, explanations bearing on the history of the grammatical structure of the language should be given to advanced classes.

"(v.) Junior classes cannot be expected to know much more of etymology than the outlines of the history of our vocabulary and the more easy and obvious derivations. The attention of advanced classes should be directed to any words that are interesting on æ-

count of the history of their meaning or on account of the fragments of history which they embody. In any class in which all the pupils are studying some other language, so much of the fundamental principles of the science of language as can be readily grasped by them may be discussed with advantage.

"(vi.) All allusions should be explained, any peculiar use of words should be noticed, proper names should receive their share of consideration, and the meaning of sentences or clauses that present difficulties should be discussed. The explanation of the meaning of difficult passages in verse will be much facilitated if the pupils be required to render them in prose.

"(vii.) If the subject of study be a work in verse, attention should be paid to its metrical construction.

"(viii.) Some attention should be paid to figures of speech by advanced classes.

"(ix.) Advanced classes should attempt to form a critical estimate of the work under consideration. It will be impossible for any pupils except those who have read a good deal, and difficult for them, to do this with even moderate success. But a good teacher may, by judiciously chosen exercises, lead his pupils up to a point at which they can form a critical estimate of greater or less value. They may be required to state in their own language what they consider the author's conception of a particular character to be, or his views on some important point. They may be required to state the impressions produced on them by reading the work, what they think its leading features are, or what they imagine to be the object which its author had in view in writing it. If there be a plot, its probability may be discussed. If the subject of the work be one which has been treated by other writers, the attention of the class should be directed to differences of treatment, and parallel passages should be cited. Numerous topics of a similar character will be suggested by every classical work, and the discussion of some of them, both orally and on paper, will form the best preparation for an attempt at a critical estimate of it.

Those who are acquainted with the admirable suggestions on the teaching of English, prefixed to Hales's 'Longer English Poems,' will see that my views in the main coincide with his. This book is one which every teacher of higher English, and every candidate for a first class certificate, ought to possess. The 'Longer English Poems' are accompanied with notes, and include 'Il Penseroso' and Gray's 'Elegy.' The price of the book is about \$1 35. Several editions of 'Macbeth' have been published at one shilling sterling. The only one of these of which I can recall the name is that of the Rev. John Hunter, in Longmans' Series. There is, in the Clarendon Press Series, a good edition, of which Mr. Aldis Wright, a scholar of some reputation, is one of the editors. It is sold for about forty cents. In Sealey's Cheap School Books there is a volume containing 'Il Penseroso' and other selections from Milton, with notes and an introduction by the Rev. H. R. Hickin, M.A. Its price is eight pence sterling. There is a volume of selections from Milton, likewise including 'Il Penseroso,' in Collins's Series, which contains an introduction and notes by J. G. Davis. Its price is one shilling sterling. The edition of the 'Spectator' which will best meet the needs of candidates for first class certificates is that by Professor Morley, of University College, London. It is sold at five shillings sterling. A cheap edition of Johnson's 'Lives of the Poets' is to be found among the Chandos Classics. Among Chambers' Cheap Reprints of English Classics may be found an Edition of Gray's 'Elegy,' at four pence sterling, and one of the 'Lady of the Lake' at one shilling sterling, in paper covers, with memoirs and notes.

The preceding paragraph contains all the information that I am able to furnish in regard to cheap editions of the English Classics which have been prescribed. I desire it to be noticed that of the books I have mentioned I recommend only Hales's 'Longer English Poems' and Morley's 'Spectator.' All the others contain notes of some value with the exception of Johnson's 'Lives,' in the Chandos Classics, but I do not feel warranted in saying that they are so good as to be entitled to be preferred to other cheap editions. There may be others which contain better notes, but this, after all, is a matter of minor importance. Good notes are a good thing, but the student who puts his faith in notes and neglects the study of the text does not take the course from which he will reap the greatest benefit."

### HIGH SCHOOL INTERMEDIATE EXAMINATION.

To the Editor of the Journal of Education.

SIR,—In view of the fact that there is likely to be a difficulty in obtaining a supply of the proper French Readers at a sufficiently early date to render it possible for the French Classes in the High Schools to read the prescribed work before the June examination, we desire to announce that it is our intention, if the Council of Public Instruction approve of the substitution, to examine candi-

dates at that examination in the Sixth Book of Voltaire's Charles XII., instead of in the Advanced Reader. Candidates who take French at the first intermediate examination will, accordingly, be examined in De Fivas' Elementary Reader and Charles XII., Book VI.

There would obviously be a hardship in requiring all classical pupils to stand an examination in the First Book of Cæsar next June. Many of the pupils in the higher forms are reading Cicero, Livy, or Horace, but have not read the First Book of Cæsar. Some of them are preparing to enter the University or to pass the preliminary examination for some profession, and it would be unwise to insist that they should break in upon their plans to any considerable extent. We accordingly purpose to exempt, with the permission of the Council, from the examination in Cæsar, all such advanced classical pupils as satisfy us at our inspectoral visits that they are entitled to exemption by reason of the quantity and quality of their knowledge of Latin. All candidates in Latin must, however, be examined in the first three hundred lines of the Second Book of the Æneid.

We have the honour to be, Sir,  
Your obedient servants,

J. A. McLELLAN.  
J. M. BUCHAN.  
A. ARTHUR MARLING.

Toronto, 30th Dec., 1875.

### FIRST CLASS CERTIFICATES.

#### NATURAL PHILOSOPHY.

Some teachers, who are unable to attend either of our Normal Schools, have asked for information as to the works on Natural Philosophy which it would be best for them to consult with a view to the examinations for First Class Certificates.

The treatises on Elementary Statics and Elementary Hydrostatics, by Hamblin Smith, and Balfour Stewart's Lessons in Elementary Physics, have been sanctioned by the Council of Public Instruction; and they contain all that is necessary on the subjects of which they treat. It is recommended that particular attention be given to Chapters I., II., III., and to Lesson 16, Chap. IV., of Stewart's work, as they furnish a key to the modern treatment of Mechanics.

A First Book on Natural Philosophy by Samuel Newth, embracing all the subjects on Natural Philosophy required at the matriculation examination of the University of London, may be studied with advantage. It contains a number of happily chosen examples. The part of it devoted to Dynamics is clear and simple.

Students who possess Clerk Maxwell's Theory of Heat (Longman's Text-books of Science, \$1 05) should carefully read Chap. IV., "Elementary Dynamical Principles."

It would be of great advantage to intending candidates to work over the papers in Natural Philosophy that have already been set. Solutions of these have appeared in the *Journal of Education* and in the *Ontario Teacher*.

A friend, in whose judgment I have confidence, has furnished me with the following notes on some works, which are highly spoken of, but which I have not myself seen:—

*First Lessons in Theoretical Mechanics*, by the Rev J. F. Twisden. London: Longmans, Green & Co. \$2 05.—This work is well suited to one unacquainted with Trigonometry. The mathematical knowledge demanded of its readers is thus stated in the preface:—"A very large portion of the principles of mechanics admits of exposition and illustration without demanding of the student a knowledge of more than arithmetic, a few rules in mensuration, enough geometry to make accurate diagrams with compasses, scale and protractor, and enough algebra to solve a simple equation. No more than this is needed for the study of the following pages, with the exception of Chapter VI., on motion in a circle, and a few articles and examples occurring for the most part towards the end of the book." Attention should be given to Chapter V. (including Section 93 on the absolute unit of force) and to Ex. 137, "Newton's Laws of Motion, and proof of the parallelogram of forces." There are 423 exercises for the student and 171 solved examples.

*Principles of Mechanics*, by T. M. Goodeve. London: Longmans, Green & Co. \$1 05.—This is one of Longman's Text-books of Science. The reader is required to have a very slight knowledge of Trigonometry. The introduction, to which special attention should be given, may be substituted for Chapter I. of Stewart's Elementary Physics. The work is peculiarly valuable on account of its illustrations of the application of the principles to the construction of machines.

The advanced student desirous of a purely theoretical work may consult *Todhunter's Mechanics for Beginners*. The work contains 350 exercises in Statics and 253 in Dynamics, many of considerable



difficulty of their kind. A fair knowledge of Trigonometry is required to read this book.

*Elementary Problems in Statics and Dynamics*, by H. Walton. London: Bell & Daldy. \$3 15.—A full collection of examples of methods of solution and of exercises to be solved; these are of all degrees of difficulty. This work might be advantageously consulted by candidates for First Class Certificates, Grade A.

GEORGE PAXTON YOUNG.

EXTRACTS FROM THE REPORT ON ENGLISH ELEMENTARY EDUCATION, 1874-1875.

In the last ten years, the sum of £4,258,099 (to meet Government grant of £5,958,976) has been subscribed towards the maintenance of elementary schools under inspection; and the annual amount derived from this source has risen from £277,760 in 1864 to £616,326 in 1874. The number of subscribers in these two years was respectively 145,856 and 251,185. Voluntary effort in the past year further contributed £172,166 towards the erection of those elementary schools to which building grants were made, and £22,395 towards the maintenance of training colleges under inspection.

The Inspectors found 18,714 certificated teachers at work in the aided schools which they visited, while the 40 training colleges, from which the supply of such teachers is mainly recruited, were attended in 1874 by 2,982 students.

The following table of statistics, abstracted from the reports of the Inspectors on the schools visited by them in 1870, and in each of the last three years, shows clearly the rate of progress in the period which has elapsed since the passing of the Elementary Education Act of 1870:—

ENGLAND AND WALES.

	YEARS ENDING 31ST AUGUST.			
	1870.	1872.	1873.	1874.
I. Estimated Population ...	22,090,163	23,067,835	23,356,414	23,618,609
II. Number of Schools (Institutions) inspected. ....	8,919	10,683	11,846	13,163
III. Annual Grant Schools:—				
Number of Departments—				
1. Day. ....	12,061	14,101	15,929	17,646
2. Night. ....	2,504	2,063	1,395	1,432
Accommodation—				
1. Day Schools. ....	1,878,584	2,295,894	2,582,549	2,861,319
2. Night Schools (not connected with day schools) .....				10,507
Present at examination—				
1. Day scholars. ....	1,434,766	1,607,511	1,811,595	2,034,007
2. Night scholars. ....	77,918	61,168	35,621	36,720
Average attendance—				
1. Day scholars. ....	1,152,389	1,336,158	1,482,480	1,678,759
2. Night scholars. ....	73,375	66,388	45,973	48,690
Voluntary contributions. ....	£418,839	493,385	539,502	602,836
Rates. ....		5,085	61,210	135,991
School pence. ....	£502,022	599,283	688,296	814,283
Government Grants. ....	£587,490	789,689	919,857	1,050,259
IV. Simple Inspection Schools				
1. Accommodation. ....	53,982	83,935	82,917	91,160
2. Present at inspection. ....	39,122	54,260	52,496	59,304
3. Average attendance. ....	16,599	29,798	30,099	32,192
V. Number of Teachers—				
Certificated. ....	12,467	14,771	16,810	18,714
Assistant. ....	1,262	1,646	1,970	2,489
Pupil. ....	14,304	21,297	24,674	27,031
Studying in Training Colleges. ....	2,097	2,618	2,896	2,982

An addition of room in aided schools for 1,105,882 children in five years is satisfactory. \* \* \* The increased accommodation to which we allude has been supplied in several ways. \* \* \*

The school boards have availed themselves freely of the power of borrowing, on the security of the rates, given by the Acts of 1870 and 1873. We have recommended to the Public Works Loan Commissioners to make 986 loans, amounting to £4,179,173 19s. 3d. to 502 school boards, by means of which new accommodation will be furnished for some 370,956 scholars. \* \* \*

The average attendance in aided schools (day and night) has risen from 1,225,764 in 1870 to 1,727,449 in 1874. There were, in 1874, 2,497,602 names of scholars on the registers of inspected schools, of whom 2,070,727 were present on the day of inspection, and this is the number of children (out of some four and a-half millions for whom elementary schools are required) who received more or less of efficient instruction in such schools during the past year. Of these scholars, 916,591 were below and 1,581,011 above seven years of age. \* \* \*

It further appears from the reports of the Inspectors that military drill, which (as distinguished from the ordinary school drill practised in every good school) was introduced by the New Code, is systematically taught, with more or less satisfactory results, to the boys attending 1,137 day schools. \* \* \*

The 12,167 elementary day schools in England and Wales, inspected in 1874, provided accommodation in 17,646 departments, for 2,871,826 scholars. The average daily attendance in these schools amounted to 1,678,759, so that each department, while providing accommodation for 162 scholars, had an average attendance of only 95. It has been calculated that, under the operation of the Education Acts, the average attendance will rise to 120. \* \* \*

The accommodation provided in 1875 by the training colleges under inspection in England and Wales is sufficient for 3,076 students, and 2,975 are in residence. In 1865, the colleges held 2,500 students, and 1,822 were in residence. The colleges can, therefore, at present furnish a yearly supply of some 1,500 teachers who have been trained for two years. \* \* \*

The first object of the Education Act of 1870 was to secure a supply of suitable school accommodation sufficient to meet the requirements of the country. \* \* \*

In the year ending 31st of August, 1874, the number of board schools increased from 520 to 838; while the accommodation in these schools rose from 125,058 to 245,508; and the average attendance from 71,243 to 142,017. \* \* \*

The sum expended by school boards in England during the year under review amounted to £1,825,957, as compared with £1,126,966 in the previous year; and in Wales to £132,168, as compared with £48,029.

About £1,304,004 of the expenditure in England, and about £93,853 in Wales, was incurred in the purchase of sites for schools, and in building, enlarging, and furnishing schools; leaving £521,053 in England, and £38,315 in Wales, as the current expenditure, in contradistinction to the capital expenditure of the year. \* \* \*

EXTRACTS FROM THE REPORTS OF HER MAJESTY'S INSPECTORS OF SCHOOLS.

GOOD EFFECT OF PICTURES, MAPS, AND PRINTS IN SCHOOLS.

The walls are covered with the most recently published maps, and in some cases with excellent prints as well. At one school (Harbridge, near Ringwood), recently built by Lord Normanston, really beautiful engravings—a very good one of "The Queen," amongst others—adorn the room, and give to it an air of comfort and refinement. The "prints" in this instance were the gift, I was told, of Mr. Graves, of Pall Mall. Mr. Graves would be doing a good and great educational work, if he would visit and beautify, in a similar manner, all the schools in my district. For too much stress cannot be laid on the importance of having our school-rooms as clean, as light, and as cheerful as it is possible to make them. Not only are the health and spirits of the teachers and children benefited by these things, but their eyes are also educated to appreciate order and beauty, and to detect and dislike untidiness and dirt.—Rev. W. F., *Treganthen*.

GOOD EFFECTS OF DRILL UPON THE DISCIPLINE OF BOYS' SCHOOLS.

The discipline of boys' schools and of mixed schools under a master, has been greatly improved and strengthened by the introduction of drill. It has tamed down the restlessness and turbulence of many unruly spirits, and has brought about a much greater degree of quiet submission to authority, and a more prompt obedience to orders than any which existed heretofore. Changes of lessons, dismissal, &c., are effected with less noise, and with a smaller waste of time. The task of an examiner is also rendered less troublesome in proportion as the scholars are more steady and obedient in their behaviour. The habits of order, respectful manners towards others, and ready compliance with legitimate commands are invaluable as helping to form the character and promote the welfare of the youth who cultivates them in after life.—Rev. B. J. BINNS.

BOOKS AND APPARATUS.

The supply of books and apparatus is, in many of the schools that fall under my observation, still too limited and imperfect. Local

booksellers and stationers usually keep only a small stock of school requisites on hand, and a considerable time frequently elapses before an order can be supplied. Managers and others seldom have an opportunity of seeing beforehand what they wish to buy, or of making a selection from a variety offered to their notice. The choice of school books is in too many instances left to the teachers alone, and they are apt to be guided in their decision rather by what is easy than by what is likely to prove instructive and useful to their scholars.—Rev. B. J. BINNS.

#### PUBLIC OPINION ON THE SUBJECT OF EDUCATION IS ADVANCING.

I have great pleasure in adducing the testimony of two gentlemen of position in this county (Glamorgan) on the subject. At a meeting of the Maesteg Literary Society, Mr. A. Brogden, M. P., in dwelling on the importance of scientific knowledge for the labouring classes, said, "A man whose mind was sufficiently informed and advanced is a happy man, and has within himself much subject for thought, which gives him a real interest in life. Such a man has a higher range of intellect, and is better able to perform the duties which devolve upon him." Mr. T. Falconer, a County Court Judge, at a meeting of the Cardiff Science and Art Schools, also expressed the following sentiments, which must assuredly commend themselves to every candid judgment:—

"There is no danger in any human being learning too much. The danger is not from getting into deep water, but from being in the shallow. Without correct knowledge and cultivated powers of reasoning, we cannot form a correct judgment, or see, as it were from afar, the consequences of our actions. The truth in most things lies at a distance, but the approach to it is open to every man, and on no man rests the duty to stop the road. And more than this, it is our duty to start every man on the road as well prepared as we can, and it is a universal duty to keep the road open."—Rev. B. J. BINNS.

#### LITERATURE.—WHAT THE EXERCISE IS.—ITS ADVANTAGE.

I find literature, a subject suggested in recent codes, becoming very popular. If two subjects are attempted, it is almost always one of them. The exercise in literature is the saying by heart 200 to 300 lines of some standard English author, with due expression, and the knowledge of the meaning and allusions. Teachers do well who choose this subject. Learning by heart is a grateful, easy task to children. In 300 well-chosen lines of Wordsworth, or Scott, or Cowper, there is a variety of things to master which interest without fatiguing, which awaken curiosity and enlarge the learner's stock of words and ideas; yet this variety is not overpowering, because it is limited by the passage of which the pupil has an exact textual acquaintance. Such work is the key to intelligent as distinct from fluent reading. The intelligence that is expected cannot well be "crammed." It demands a certain knowledge of grammar, and so far it is exact; but it has points of contact with geography, history, and nature, and so has a breadth which none of those subjects, so far as they can be exhibited to children, have by themselves.—Rev. CAPEL SEWELL, M.A.

#### DOMESTIC ECONOMY.—EFFECTS OF EDUCATION ON GIRLS.

"Guiding the house," which is one-half of woman's natural occupation, cannot indeed be learnt to any very useful extent, any more than shoe making, from precept only. But where this subject ranks with the other subjects of instruction in a school, it presses on a girl's attention the most useful and honourable occupation of her sex. Girls yield much sooner than boys to the refining influences of education, but this refinement has a tendency to develop their softer, rather than their more useful qualities. To dress with taste; to read novels and poetry; to be a milliner's apprentice till she marries and mismanages her house;—this is the life story of many a well-educated girl in our primary schools. If domestic service cannot be escaped, it is undertaken as a sad necessity, and its duties discharged with wearisome carelessness and inefficiency. Marriage puts these girls very early in life in possession of homes of their own. Thrift, laborious thrift, industry, intelligence, and thoroughness in house affairs, are no mean qualities in any woman; they are indispensable in the wives of working men, if they are to have well-ordered homes. The lessons in domestic economy may correct the tendency to laziness and fine ladyism which appear to accompany the earlier stages of refinement; at least they serve to bring the child of working parents face to face with the realities of her station in life, and accustom her to the idea of honestly working for her living.—Rev. CAPEL SEWELL, M.A.

#### NUMBER, SITUATION, AND ORGANIZATION OF TRAINING COLLEGES.

I have the honour to present my first report upon the training colleges for school-masters in England and Wales, with the inspection of which I was charged in May last, and which I visited, generally in conjunction with one of my colleagues, in that month, and

in the succeeding months, up to November inclusive. These colleges are eighteen in number. Six of them are situated in London, three in Wales, and the remaining nine are scattered over the various counties of England. The organization of all these institutions is uniform in principle, but varied in details. Their secular and professional studies are directed by a common syllabus, and they annually submit the results of their labours to a simultaneous examination in December, which is exactly the same for all. They are all established upon the family model. The students are boarded, lodged, and carefully superintended; and they engage to continue their residence for a couple of years.—J. BOWSTEAD, M.A.

#### EXTRACT FROM REPORTS OF H. M. SCHOOL INSPECTORS IN SCOTLAND, 1874-1875.

##### THE ÆSTHETIC EDUCATION OF CHILDREN.

I am happy to see that the æsthetic education of our children draws increasing attention. Æsthetic education has been eloquently advocated by Richter, Spencer and Ruskin. John Stuart Mill, in his address as Rector of St. Andrew's University, in sketching the requirements of a thorough education, urged the æsthetic training as "needful to the completeness of the human being" and as "needful to the completeness of the human being, and as deserving to be regarded in a more serious light than is the custom of these countries." Our manuals of school management refer more or less to its principles and their application in schools. It has received elaborate advocacy in an anonymous work called "Hiatus,"\* in which æsthetic training is described as "the void in modern education." Professor Hodgson, at the Norwich Congress, recommended the same "general æsthetic culture, which will yet do much to elevate and adorn the homes of even the poor."

The education of taste is a very broad subject, inasmuch as it should be an element in the culture of every faculty. The active education of taste includes the æsthetic training of the senses and other physical powers of conduct, person, dress, bearing, manner, speech, of the intellect, the imagination, the feelings, the moral faculties, the "sense of beauty," and much more; and this must be systematically given by the teacher. The passive education of taste is carried on by the surroundings of the child; in school, by the school-room, the furniture, the arrangements, the decorations, by the teacher, his fellows, and the insensible effect of the whole work and teaching, all which influences permeate his being and elevate or depress his nature, whether active training is carried on or not. Hence the importance, amongst other things, of making our school-rooms the sweet and tasteful places which they can be made, potent educators of this higher part of our children's nature. Hence the privilege and duty of our school managers, and the immense influence they can wield in raising the general taste of the nation, by decorations specially designed for æsthetic purposes.

Such decorations can be had for very little, and there is abundant material. During the past year, I wrote to the Science and Art Department on the subject of the decoration of our common schools, asking if the Department would allow grants of art materials to all our schools, although not under teachers certificated in art; and I am glad to learn that "this Department will give aid to any public elementary schools under inspection towards the purchase of those examples which we recommend for a parochial school."† Beautiful and artistic examples of work of high art can thus be obtained at very low prices, with which all our school-rooms could be adorned at small expense.

It is to be hoped that when our new buildings are erected, our School Boards will make our school rooms in this way centres of brightest and highest influences. We shall rouse ourselves to the conviction that the most effective field of æsthetic culture and refinement at our command lies in our common schools, and we shall avail ourselves of these centres of wonderful influence. It is beyond doubt, that with our common schools æsthetically adorned, our teachers æsthetically educated, and our children æsthetically trained, a national reformation in taste could be effected; and no national improvement in manner, bearing, habit and taste will be possible except through our Public Schools.—WM. JOLLY, Esq.

##### THE PHYSICAL EDUCATION OF CHILDREN.

We begin slowly to recognise the true idea of education as the training of all the faculties, and very slowly to move towards real-

\* "Hiatus" by Ontis (Macmillan, 1869). It is also shortly treated in an unpretending little work, "The Etiquette of Teaching," by G. B. Healy, (6d.) full of good, practical suggestions. (Office of Irish Teachers' Journal, Dublin.)

† The Department gives aid to from 50 to 75 per cent. See the "Art Directory," which can be got from the Department, or Eyre and Spottiswoode. Lists of the examples referred to are given on pp. 47, 112, and 116.

izing the idea in our school course. Another part of this universal training has been very much neglected, that of Physical Education. This subject has, however, drawn increased attention of late years, thanks more to our enlightened medical men than to our teachers. They have proved that mental vigour and moral life are much more dependent on physical condition than we suspected. They have demonstrated conclusively that certain prevalent evils and diseases are the results of a neglect of physical training, and others, of defective and bad school furniture and arrangements; and the evils thus traceable to school causes form a long and painful list. In short, it is proved beyond question, that much national deterioration of physique and positive disease are the results of preventible causes connected with our schools.

But the effort at reform in this matter should go deeper than it seems to do. We have introduced Physical Training into some of our colleges and higher schools, but we should set ourselves to a problem much wider and more important, because affecting the mass of the people, the *Physical Education of the children* in our public schools. Without this universal training of our children, there can never be any general improvement of our people.

Physical education is much broader than may at first sight appear. It embraces cleanliness; the exercise of the muscular system, by games and amusements, which are educative in many ways, physical, mental, and moral; class drill, military drill, and school movements; the general manners and deportment, which is a training largely physical; and the systematic training of the senses and the other physical powers to accuracy, truthfulness, and delicacy.

But if Physical Education is to be scientific and thorough, we must have Systematic Physical Training. Military drill is valuable in many ways, physical and otherwise, but it is very imperfect as physical training. It exercises only a small part of the body, and that in a very partial way; and this is the opinion of competent judges.

The whole of the muscular system should be exercised regularly and progressively, and this training should be carried on throughout the whole school course. Its aim should be to develop the full physical powers of our children into as perfect manhood and womanhood as they can attain. There are several good systems for this purpose. The one best known to me is that of Mr. Maclaren, of the Oxford Gymnasium.\* It aims at the scientific, gradual, uniform, and universal training of the physique, by skilfully arranged exercises during school life. Feeling the importance of the subject, I have been in correspondence with Mr. Maclaren, and I asked him, some time ago, to frame a modification of his elaborate course adapted to our common schools. He at once entered heartily into the idea, and wrote me an excellent letter, embodying such a course. † Mr. Maclaren is engaged on a text book for this course, giving the fullest details as to its teaching. Such training is not mere "gymnastics," a fashionable accomplishment to be learned or omitted according to caprice or fashion. It is a valuable part of education, it is necessary for full physical development, and it aims at giving, as Mr. Maclaren says, "that amount and kind of physical training which will have tended to make our boys healthy, shapely, and powerful men." It should be introduced into all our schools. \* \* \* I beg respectfully to suggest to the Education Department to offer grants for Systematic Physical Training, according to some approved system. The one advocated has been adopted in our great public schools, and in the army and navy. The expense for the apparatus is small, as will be seen in Mr. Maclaren's letter, and the time required at most only one hour a week. An excellent series of *Free Exercises without apparatus* may also be given, which furnish very good physical training without any expense whatever. ‡ I recommend the subject, thus practically worked out by the highest authorities, to the best attention of the Department and School Boards and managers. §

But the Physical Education of our children, however excellent their training and healthy their physique, would be imperfect, if they left school ignorant of the principles that preserve their bodies in health and soundness. They ought to know the structure and laws of their constitution. Our children should, therefore, be taught *Physiology*, which gives a knowledge of the parts of the body and their functions; and *Hygiene or the Laws of Health*, by which the healthy action of the organism is produced and maintained. It

\* See Maclaren's "Physical Education" (Oxford, Clarendon Press). The introductory essay should be studied by all teachers.

† This letter, with relative plans and estimates, will be found in "The Public School" (p. 44), (Laurie, Edinburgh), which embodies recommendations made by me to School Boards, and to which I would refer those interested in the subject.

‡ See Mr. Maclaren's "Physical Education," and Dr. Roth's "Gymnastic Free Exercises on Ling's System" (Groombridge and Sons, London).

§ I am happy to see that the London Board, which has set such an admirable example in many things, is taking steps to have gymnastic apparatus in connection with their schools, and trees in the playgrounds.

shows how little our education prepares for practical life, that we have left out of our school course this latter subject, on which so much of our happiness or misery depends. \* \* \*

Lastly, Physical Education will never be efficiently taught till our teachers are physically educated, and this should form part of their preparatory course. They should pass through a thorough physical system, be trained in class and military drill, study and practise the habits of good society; know all about games and amusements, and should be trained in Physiology and Hygiene, and be familiar with the symptoms of the common diseases and the treatment of common accidents, as blows, bruises, cuts, sprains, stings, and the other ills incidents to school life.

It is earnestly to be desired that the country and school managers will be roused to a sense of the loss of health, comfort, and even life which our neglect of this part of education entails on our people, and be ready and anxious to promote its universal teaching in our schools. If it were studied there even partially, there is no doubt that it would effect a wonderful improvement in the physique, health, bearing and happiness, and in the mental and moral power of the whole nation.—WM. JOLLY, Esq.

#### THE MORAL EDUCATION OF CHILDREN.

This vital part of true education, of which I treated in my report for 1872, and which has been so little systematically taught in our schools, begins to receive increased attention. One part of the subject, that of physical morality or "the religion of health," has received, of late, abundant advocacy from our medical men and others. Another part of the subject, kindness to animals, has been eloquently urged and practical steps have been taken towards introducing it into schools, notably through the efforts of the Society against Cruelty to Animals, and Baroness Burdett Coutts. It has also been recommended by the Scotch Education Board. At the Social Science Congress at Norwich, last year, the systematic teaching of morals in our schools, as "transcendently important," was earnestly and ably advocated by Professor Hodgson. It was also well recommended by a parish clergyman in Scotland, in an article in the *Contemporary Review* for January, 1874, and by other writers elsewhere. An interesting and unexpected testimony to its importance as a subject in our schools, has lately been borne by the Commissioners in Lunacy in Scotland, on the ground that by its means, combined with physical education, "far more successful results would be achieved in the diminution of insanity, than have hitherto been attained through the operation of asylum treatment."

I hope that school boards will rise to their duty in regard to this important part of education. It would seem to be viewed by some earnest men with suspicion, as in some unknown way antagonistic to religion. Infinitely otherwise, it is religion's chiefest friend, its best assistance, an intimate and essential portion of its life and mission; systematising that part of the wide religious field which deals with our work in daily life, and shedding on it all the light and interest, and attractiveness it can cull from all sources at its command; pointing out the duties we ought to perform in all the daily relations of life, which duties should be performed with all the impulse, emotion, and higher sanction of religion. Its aim is to translate noble precepts into "daily action." The name "religion in common life," puts its nature and purpose in one phrase, and should attract the most sensitive to its systematic and regular teaching. "To consider it a religious duty to study these questions," as Mr. Ellis will say, "with the intention of regulating conduct by the convictions formed, is a great step towards religious excellence."

So pure, so high, so entirely productive of truest gain in the priceless riches of life, so capable of lifting our future men and women from their sad ignorance of their duties in daily life, ignorance for which their educators are culpably responsible, is this vital part of education, that I am sure not many years will elapse before we shall see its universal adoption in our schools. If we are not wise or religious enough to do it, our successors will, with surprise at our delay. To use the words of Cowley, "If I be not abused by a natural fondness to my own conceptions, there never was any project thought upon which deserves to meet with so few adversaries as this. It does not at all check or interfere with any parties in state or religion. The only question is, whether it will find friends enough to carry it on from discourse and design to reality and effect."—WM. JOLLY, Esq.

#### STUDY OF ENGLISH LITERATURE.

No subject deserves more encouragement than English literature, and I am glad to find it is popular with teachers, and likely to become more so. Judiciously selected pieces for repetition will not

\* See the "Religion of Common Life," by William Ellis (Smith, Elder & Co.), an excellent work, which I would specially recommend to all teachers, and to all others interested in the subject.

only improve the pupil's reading and spelling, but will be a stimulus to private reading and study, and will enlarge his stock of words and ideas, while making him familiar with the thoughts of higher minds. For this subject, Scott's facile verse was most frequently selected during the past year. In one instance Goldsmith was chosen, and in another, Wilson. Scenes, characters, incidents, and allusions had been grasped, and the mere repetition of the passages selected may be termed almost perfect. In few instances, however, was the style of repetition worthy of much praise, and the paraphrasing was generally weak.—A. OGILVY BARRIE, Esq., M.A.

I find that during the year every specific subject has been taken up except German, Mechanics, Chemistry, and Magnetism, in the following proportions:—

	Mathematics.	English Literature.	Latin.	Greek.	French.	Animal Physiology.	Light and Heat.	Physical Geography.	Botany.
Presented .....	113	560	346	31	54	68	11	218	20
Passed .....	83	395	282	24	42	40	7	137	15
Percentage of failures	27	29	18	25	22	41	37	37	25

English literature is, as might be expected, and properly, the favourite one. The choice of passages has been generally judicious, but in many cases there has been a wrong conception as to the requirements. Few of the failures are due to lack of memory in repetition, many to want of proper expression, more still to insufficient comprehension and unmeaning paraphrase. The committing to memory, expressive repetition, and thorough understanding of 200 lines of classical poetry is an educational result worth paying for. The mere committing to memory without the other two is valueless, and I have treated it as such.—JOHN KERR, Esq., M.A.

## I. Correspondence of the Journal of Education.

### 1. COMPETITIVE EXAMINATIONS.

Editor Journal of Education.

SIR,—The subject of bringing the work done in our High and Public Schools under uniform examinations is one which is at present engaging considerable attention. We have the examinations for admission to High Schools, and we shall probably soon have the intermediate examinations. The former has already done much in directing the labours of those who prepare pupils for the entrance examinations, and I have no doubt the latter, with its payment by results, will very materially increase the efficiency of High Schools.

A uniform examination will be provided to test the work done in these Schools, and I think a somewhat similar test would be of very great advantage to our Public Schools. During the present year competitive examinations have been held in a few counties with, so far as we may judge from published reports, highly satisfactory results. Our Public Schools are working under a uniform programme, and might very properly be brought under uniform competitive examinations by the Council of Public Instruction prescribing regulations and furnishing printed questions. The examination could be held in two or more places in every county, and the papers examined by the present County Boards or by other suitable persons.

To pupils attaining a certain standing, certificates might be given entitling the holders of them to act as pupil teachers in Public Schools, or to enter a High School. By this means the present entrance examination could be dispensed with, as it is but an examination of Public School pupils. If examinations of this kind were held, the Public Schools would be brought into direct competition with each other, a healthy emulation would be developed, and new life infused into teachers and pupils. I feel confident also that a larger number of pupils would find their way into High Schools; for pupils having passed a creditable examination would feel a new ambition, and their parents would be inclined to give them the advantage of higher facilities. As an evidence of this, several pupils who distinguished themselves at a competitive examination held in this county last spring have already gone to High Schools, and more will go in January. Local efforts for increasing the interest, by procuring prizes for successful candidates, could still be made, and by the means suggested above regularity,

uniformity and increased efficiency would be secured. I believe this subject is worthy of consideration, and that it will commend itself to the active workers in the cause of education, who are disposed to put forth every exertion and adopt every means calculated to bring our progressive School system still nearer to perfection.

Respectfully yours,  
INSPECTOR.

December 2nd, 1875.

### 2. SIMPLIFICATION OF THE ENGLISH LANGUAGE.

Spoken language is natural to man. The ability to develop it more than any other one thing, perhaps, distinguishes man from all other animals. Other animals can reason to some extent, but man alone is able to develop a spoken language whereby thoughts or concepts of the mind are conveyed by articulate sounds. *Instructive reason* differs from the *faculty of reasoning* in this, that the former is experimental only, and confined to those things which more directly pertain to the necessities or comforts of the animal, whilst the latter covers the whole range of knowledge. The distinguishing feature of human reasoning is, that it can, by the use of language, accept a conclusion once gained, and make this the starting point of a new course of reasoning. Thus man is enabled to profit by the experience of former generations, and to convey any newly acquired knowledge to his successors, whilst all the knowledge or experience of other animals is lost, and cannot in this way be transmitted from generation to generation.

Thus we see the importance of spoken language to man, which we are apt to overlook as a matter of course.

Spoken language precedes written language. Indeed there are tribes of people whose language has for the first time been reduced to writing by missionaries in the last generation. Written language however, is an afterthought. It is the result of contrivance in order to preserve that which when once spoken would otherwise be gone, except as it remained in the memory of the hearer. It bears the same relation to spoken language that memory does to thought.

Spoken language, which is first in time, appeals only to the ear. Written language appeals to the ear through the eye, and its development presupposes some degree of cultivation.

The history of written language is full of interest. It shows the processes through which the mind has been experimentally led before reaching that which is now recognised as the true basis of written language, viz.: the representation of the few elementary sounds heard in speech. In Ancient Egypt, symbols were used as the signs of ideas, and even now we find that the eye is used as a symbol of watchfulness, the lamb of innocence, and the lion of strength. All attempts to represent continuous thought by symbols must necessarily be vague and unsatisfactory. To obviate this, we find that very early in history, alphabets were introduced in which the letters more or less accurately represented the elementary sounds of the human voice.

However much language may differ, the elementary sounds are very similar in all languages, because the organs of speech are very much the same in all. The letters used to represent these sounds are, however, entirely arbitrary, and differ very much among themselves, as in the Arabic, the Hebrew, the Greek, and the Chinese languages. The letters used in printing our language are adopted from the Latin language. They are the same in the main with the letters in all the Romance languages, and came originally from Phœnicia. The very name *Alphabet* shows this history, for it is but an abbreviation of the names of the first two letters of the Greek alphabet, *Alpha, Beta*; just in the same way as we sometimes call our alphabet the a, b, c.

This Roman Alphabet was ill suited to represent the numerous sounds of our language, because it furnished but 18 consonants, besides the three redundant letters c, q, and x, to represent the 25 consonantal sounds of the language, and but five vowel letters to represent its 19 vowel sounds. Consequently many modes of compensation and combination were resorted to, differing oftentimes according to the source whence a word found its way into the language. Had our language been originally analyzed into its elements, and a different sign been used to represent each sound, its orthography would have been much simplified. But we have received our language as it is, freighted with its precious treasures of belles lettres, which few scholars are willing to sacrifice to the advantages of a purely phonetic print, however desirable in other respects.

All agree, however, that it is desirable to simplify our orthography in every admissible way. There are but two modes of accomplishing this end. We must either introduce new letters, or use diacritical notation.

I. The introduction of new letters has proven a failure. American and English Phoneticians, working in this direction, discarded

silent letters, and invented new characters to represent sounds not now associated with a separate letter. They struck at the roots of the difficulties, but in a way which neither scholars nor populace would accept; scholars, because it destroyed the history of the language, and the populace because it presented on the printed page a novel and forbidding appearance. They attempted the *right* thing but in a *wrong* way, and hence their failure. This must necessarily have been so, for Phonological Science was not sufficiently matured for so revolutionary a step. Any system of simplification, however well developed, which introduces changes in the shape and appearance of the letters must meet the same fate, because men will never consent to a mutilation of the accepted language, which all see can result in nothing but confusion for a generation, perhaps generations to come.

II. The second mode of simplification is that which has been universally adopted in Lexicography and pronouncing gazetteers, and universally recognised as legitimate. It is the use of *diacritical notation*. But when we say this, we do not intend at all to approve the complex, cumbrous, and incomplete systems of notation now in use.

Here, too, we see the *right* thing attempted but in the *wrong* way. In the systems of notation now used the trouble is this; the marks do not represent sounds but only relations, and the same marks are often used with different forces. The question then arises how can we obviate the cumbrousness and complexity of present systems of notation? The answer is simple. Its solution is gotten from the failure of Phoneticians. The principle of Phonetic notation is a good one. Phoneticians failed because they applied this good principle in a way which men would not accept. Let the marks be *Phonetic* and the whole question becomes simple. Let the same mark, in similar usage, represent the same sound, irrespective of the letter with which it is used, and we get all the advantages of the Phonetic system without its disadvantages. The marks will thus perfectly represent the forces of letters.

But in order to simplify the use of such a system of notation it is well not merely to represent the forces of letters, but also by forming a Phonetic Alphabet to adapt the Alphabet to Phonetics as well as Phonetics to the language.

The true theory of a perfect Alphabet requires that there should be one and but one representative of every sound of the language. This will apply perfectly to the vowels since the sign is the sound irrespective of the letter with which it is used. By placing the sign below consonants and above vowels, a double usage is gained, whereby the same simple signs may be used with both classes of letters without confusion. A single dot placed under any letter shows that it is silent, simple links connecting two letters which together represent one sound, and marks to indicate secondary sounds of consonants are all that are needed.

Then so soon as the Phonetic Alphabet is mastered, the ear will give the sound, whilst the eye learns the word as it appears on the page. The marks constitute so small a part of the word that the eye soon learns the word whether with or without the mark.

The vowel sounds in unaccented syllables may thus be easily represented by using the same sign as in accented syllables, making it in outline, *i. e.*, with a hollow type, whenever there is a slight change of quality as well as quantity caused by rapidity of utterance. When there is no change of quality but only of quantity the absence of accent will sufficiently indicate the pronunciation with the full sign. The application of these principles are seen in the table at the end of this article. I need only call attention to the mode of simplification by an illustration. In the words *lip*, *been*, *busy*, and *women*, the same mark over the letters *a*, *e*, *i*, *o*, *u*, *w*, and *y*, indicates the same sound irrespective of the letters which it is used. Thus all the vowel sounds of the language are arranged in 19 classes. Only eight of the consonantal sounds have more than one regular representative. In four of these eight the sign represents the sound irrespective of the letter with which it is used. In the other four the letter invariably has the same sound; so that in learning by such a system of notation the difficulties of the learner are lessened just in the same way that the difficulty of counting the trees in an orchard are lessened, when the trees are planted in rows both ways, compared with that of counting the trees in a natural grove without arrangement.

The notation applies at once to every word in the language, giving the true pronunciation at a glance, whilst our dictionaries have to render a number of words on almost every page by equivalent spelling. It is so simple in itself and in its applications that it may be easily taught to a child, and so self-consistent and exact, that it completely removes the anomalies which so puzzle and astonish foreigners. The use of such a system of notation gives a premium to distinct articulation, enables the ear and eye mutually to assist each other in learning, and by striking at the root of the difficulties enables us to combine the different modes of teaching in a manner hitherto impossible.

In the representation of vowel sounds the marks may be made to do double, yea, even quadruple duty. Thus in every instance the mark represents the sound irrespective of the letter with which it is used: (2) its *shape*, the *class* of sounds to which it belongs, thus, straight and waved marks, represent *a* sounds; dots, *e* sounds; angles, *o* sounds; and curves, *u* sounds: (3) its *position* relative to the printed line, its quantity: and (4) the *corresponding long and short sounds* by the same sign in different positions. Add to these (5) a combination of elementary signs to represent diphthongal sounds: (6) hollow signs to indicate obscure sounds in unaccented syllables: (7) dots under silent letters: and (8) connecting links between two letters sounded together, and we see at a glance all the means used to produce simplicity, and their adaptability to indicate scientific relations of sounds now generally overlooked.

Such a system cannot but commend itself to educators, and prove of great utility in the school-room, in lexicography, in grammars of foreign languages, in representing the pronunciation of proper names in geography, in teaching foreigners our language, and in rendering practicable the publication of a pronouncing edition of the Bible.

JAMES W. SHEARER.

## II. Miscellaneous.

### 1. CHANGES IN WORDS.

The exits and entrances of words must be constantly going on. Those who have lived through a generation or two must have noted how many have been introduced or have changed their ground in their own time. Allusions to their introductions and changes meet us constantly in our reading. Thus Banter, Mobb, Bully, Bubble, Sham, Shuffling, and Palming, were new words in the *Tatler's* day, who writes, "I have done my utmost for some years past to stop the progress of Mobb and Banter, but have been plainly borne down by numbers, and betrayed by those who promised to assist me." *Reconnoitre*, and other French terms of war, are ridiculed as innovations in the *Spectator*. *Skate* was a new word in Swift's day. "To skate, if you know what that means," he writes to Stella. "There is a new word coined within a few months," says Fuller, "called fanatics." Locke was accused of affectation in using *idea* instead of notion. "We have been obliged," says the *World*, "to adopt the word *police* from the French." Where we read in another number, "I assisted at the birth of that most significant word *flirtation*, which dropped from the most beautiful mouth in the world, and which has since received the sanction of our most accurate Laureate in one of his comedies." *Ignore* was once sacred to grand juries. "In the *interest* of" has been quoted in our time as a slang phrase just coming into meaning. *Bore* has wormed itself into polite use within the memory of man. *Wrinkle* is quietly growing into use in its secondary slang sense. *Muff* we have read from the pen of a grave lady, writing on a grave subject, to express her serious scorn. Most of these words are received as necessities into the language. Some, like "humbug," are still struggling into respectability. In the middle of the last century it was denounced as "the uncouth dialect of the Huns, the jargon of the Hottentots." Another writer puts it into the mouth of a party of giggling girls, who pronounce some one—whom he suspects to be himself—an *odious*, *horrible*, *detestable*, *shocking* humbug. "This last new-coined expression," he observes, "sounds absurd and disagreeable whenever it is pronounced; but from the mouth of a lady it is shocking, detestable, horrible, and odious." Yet so pointedly does it hit a blot in humanity, so necessary has it become to the vituperative element in our nature, that neither mankind nor womankind can do without it. The fastidious De Quincy is eloquent in its praise: "Yet neither is it any safe ground of absolute excommunication from the sanctities of literature, that a phrase is entirely the growth of the street. The word *humbug*, for instance, rests upon a rich and comprehensive basis; it cannot be rendered adequately either by German or by Greek, the two richest of human languages; and without this expressive word we should all be disarmed for one great case, continually recurrent, of social enormity. A vast mass of villany that cannot otherwise be reached by legal penalties, or brought within the rhetoric of scorn, would go at large with absolute impunity were it not through the Rhadamantian aid of this virtuous and inexorable word."

And so words come in, so for no obvious reason they go out. Why has that excellent word "parts" become obsolete—

"The rest were rebels, but to show their parts?"

Why is "merry" quaint, and scarcely to be used in its best genial sense of friends in cheerful converse? And "gust" for "taste"?

why did it not hold its ground? And again, "distaste," one of the words that has gone down. Barrow writes, "It is our duty to be continually looking inward upon ourselves, observing what it is that we love and readily embrace, what we *distaste* and presently reject." The latest use we know of it is by the Yorkshire local preacher, "There are three things that I distaste—Pride, Flattery, and Hypocrisy." Why does "coarse" sound uncouth in the refined Addison's lines—

"We envy not the warmer clime that lies  
In ten degrees of more indulgent skies;  
Nor at the coarseness of our heaven repine,  
Though o'er our heads the frozen Pleiads shine."

Why, on the other hand, do epithets and illustrations that to Dr. Johnson's ear debase a noble passage, accommodate themselves so easily to our modern taste? "The dunest smoke of hell," "The keen knife," "The blanket of the dark," expressions which alternately wake his contempt, change his terror into aversion, and excite his risibility. Some words, indeed, are so obviously made for a state or temper of the national mind, that when the temper changes the word must go out of fashion or fall into contempt. Such is "genteel"—

"So mild, so good, so gracious, so genteel."

There was a time, we must conclude, when no pathos was felt in pairing the constituents of happiness thus:—

"For that which makes our life delightful prove,  
Is a genteel sufficiency and love."

As a maxim it stands the test of time, and, indeed, was never more universally accepted; nor could the truth be more tersely and exactly put; but our ear expects to be humoured by more pretentious epithets—vague as regards the question of income, but going deeper into the nature of things; "Genteel" is superficial. For something the same reason the fashion of language toward scenery—especially Alpine scenery—has entirely changed. Once it was surveyed simply with the eye of a traveller, to whom it might well seem "rugged," "horrid," "inhospitable;" now when difficulties of transit are overcome, or hailed for the difficulties' sake, description expatiates in the whole gamut of rapture from tender and lovely to sublime. In every point we aim more at the emotional; at reaching the heart of things. Our authoresses find great and strange wonderful mediums for awakening these emotions. In our ordinary conversation we admit words now which were once thought above the tone of common talk; and we may any day hear, in a party collected for purposes of mere relaxation, words which forbid such occasions. "Equally with bosom," he says, "are prescribed the words *affliction*, *guilt*, *penitence*, *remorse*, from the ordinary current of conversation among mere acquaintances, because they touch chords too impassioned and profound for harmonizing with the key in which the mere social civilities of life are exchanged." Strength is the general aim—we do not say effect—in the talk of the present day. Our slang and current epithets all show this. The youth of every period has had, no doubt, a list of epithets as short and as unmeaning, for passing judgments on persons and things, but not necessarily inspired by the same intention. It strikes us now that whatever inclination there exists toward variety lies on the side of vituperation. Loathing is more eloquent than liking. It was not always so: "Heavenly," "pretty," "fine," "sweet," were once as lavishly misapplied as the terrors of our present custom. Formerly, when a speaker wanted to convey his meaning by mere brute strength, a familiar objection too readily presented itself; leaving fancy some range when he set himself to seek secular terms of disparagement. Happily swearing is out of fashion (as far as we are here concerned), but it is impossible not to feel how certain words—a certain word—come into general use, which once would have been inadmissible, supplies a need, fills an irksome void left by its profane predecessor. "Beastly," which we hesitate to write, is not wrong; but it is rude, and imparts to the speaker some of the blind satisfaction of an oath, without the sin.—*Blackwood's Magazine.*

in large bold letters, so as to catch the eye at once, without wearying the sight in distinguishing it from the rest of the text. The other feature is the insertion of the various spellings of each word—including the English and Websterian method. Our former objection to Webster's Dictionary was chiefly based on the attempt to make the Websterian mode of spelling disputed words the standard in Canada. In the present edition this objection has been removed. We will now proceed to notice the various features of this admirable Dictionary.

1. *Etymology*.—Dr. Webster, in his great work, made many important and original contributions to the science of English etymology; but in the thirty years which have elapsed since he essentially completed his labours, very great progress has been made in this department of human knowledge—especially in Germany. The publishers, therefore, secured the services of Dr. C. A. F. Mahn, of Berlin. As the result of these labours, the etymological portion of the present edition, we believe, will be found to be a most important contribution to English philology.

2. *A Brief History of the English Language*, by Professor Hadley, of Yale College.—This will be found to be an excellent summary, and will be of great value to all who have occasion to teach or study the structure and growth of our mother-tongue.

3. *The Vocabulary*.—Dr. Webster's original work, as stated in his Preface, embraced a vocabulary of from 70,000 to 80,000 words. The "Pictorial Edition" of 1859 increased that number to 99,798 words, while this present revision of Webster contains upwards of 114,000 words.

4. *Definitions*.—In this, Dr. Webster's aim was to give a thorough knowledge of the root meaning of every word.

5. *Special Departments*.—Definitions of words relating to special subjects have been revised by eminent men in the several professions. Among these are (a) Captain Craighill, lately a Professor in the United States Military Academy at West Point, by whom the *Military Words and Terms* have been carefully revised and perfected, with the addition of many new terms. Captain Craighill also furnished over fifty drawings or copies for the Pictorial Illustrations of Military terms. (b) Hon. J. C. Perkins, recently of the Massachusetts Bench, and a well-known editor of various law books, by whom the *Legal Terms* have been revised with great care. (c) Prof. J. D. Dana, of Yale College, who has treated of the terms in *Geology, Mineralogy, Natural History, &c.*, and whose name, it will be allowed, is hardly second to any other in those departments. (d) Professor R. Cresson Stiles, having charge of the *Medical* department. (e) A. L. Holley, Esq., of New York, a distinguished civil engineer, *Mechanics and Engineering*. (f) Dr. Lowell Mason and John L. Dwight, Esq., who have revised the definitions of words or terms in *Music*. Others might be mentioned.

6. *Orthography*.—A valuable table is furnished in the Introduction, presenting several hundred important words in regard to which a differing orthography is sometimes employed; and, where current usage recognises more than one, the various forms are usually given in their appropriate places in the Vocabulary, with the necessary cross-references.

7. *Pronunciation*.—Special attention has been given in the present revision to this department. In this edition the *pronunciation of the words of the English language*, as used in this country, Great Britain and her colonies, is more correctly and fully given than in former editions. Several new diacritical marks have been employed, as will be seen by an inspection of the Key, recognising some distinctions not before marked by Dr. Webster and others. Another distinguishing and important feature is the marking of the secondary accent, where it occurs, with a lighter stroke, and thus indicating the distinction from the primary. The "Synopsis of Words differently Pronounced" exhibits at one view the pronunciation of a particular word as given by eight of the most eminent modern orthoëpists. The list embraces upwards of thirteen hundred important words, in regard to which there has been diversity of opinion and usage.

8. *Synonyms*.—The valuable feature of Synonyms, occupying seventy-two pages by themselves in the "Pictorial Edition," is here incorporated into the body of the work, each article under its appropriate word. In addition to this, the present edition furnishes, preceding each of the articles, a list of synonymous words, without explanation. Like lists are presented under several hundred other words through the Dictionary.

9. *Pictorial Illustrations*.—These illustrations, over 3,000 in number, have been selected and engraved with great care.

10. *Tables*.—These are, (a) *The Explanatory and Pronouncing Vocabulary of the Names of noted Fictitious Persons, Places, &c.* (b) *Pronouncing Vocabulary of Scripture Proper Names.* (c) *Pronouncing Vocabulary of Greek and Latin Proper Names.* (d) *Etymological Vocabulary of Modern Geographical Names.* (e) *Pronouncing Vocabulary of Modern Geographical and Biographical Names.* (f) *Pronouncing Vocabulary of Common English Christian Names of Men and Women, with their signification, &c.* (g) *Quotations, Words, Phrases, Proverbs, &c., from the Greek, the Latin, and Modern Foreign Languages.* (h) *Abbreviations and Contractions used in Writing and Printing.* (i) *Arbitrary Signs used in Writing and Printing.* (j) *Ancient, Foreign, and Remarkable Alphabets.*

We have now given a summary of the chief features of this most valuable Dictionary, and would strongly recommend it to our readers.

*Webster's National Pictorial Dictionary.*

This valuable dictionary extends to 1040 pages octavo, and has 600 engravings on wood. The work is really a most useful and excellent dictionary. It is published by G. & C. Merriam, Springfield, Mass., and is an admirable abridgment of the royal octavo edition, which we have just noticed. It is in compact, handy size, and contains all the practically useful parts of the larger work.

### III. Papers on Practical Education.

#### 1. FREE-HAND DRAWING.

The State of New York has determined upon opening a School in each City of the State, in which free-hand drawing will be taught without charge.



WEBSTER'S UNABRIDGED AND PICTORIAL ROYAL QUARTO DICTIONARY.—We have had this admirable Dictionary on our table for some months, but have been prevented until now from giving it the notice in our *Journal* which we had desired to do. In its new and revised state, we conceive it to be one of the most important and valuable dictionaries ever

published. The present edition extends to 1,840 royal quarto pages, and is illustrated with over 3,000 appropriate wood engravings. In addition to other features of this great work (to which we will presently refer), we are much pleased to notice two important improvements in it as compared with the former edition. The first is that each word in the Dictionary is printed

The object is a wise one and of great interest to mechanics, who will thus obtain a knowledge not only of drawing, but also of elementary mechanics. We are annually spending large sums in our Public and High Schools for mental culture, but no attempts are made towards giving pupils instruction of a practical character. Our neighbours have evidently discovered the folly of such a course, hence they have established schools where practical engineering and mining are taught, not theory alone, but a systematic knowledge of professions of the greatest benefit, not only to individuals but also to the State. Skilled labour is one of the principal foundations upon which the prosperity of a nation rests in the nineteenth century.

In our Central School we employ a large staff of teachers, who are no doubt doing their work faithfully and thoroughly, but the trouble is, the programme is not practical enough in its nature. Every large town and city in Canada should possess a school in which telegraphing, a knowledge of the steam engine (acquired from a model of good size capable of doing work), the use of lathes for wood and iron, the art of framing wooden buildings, lessons in architecture, cooking, sewing and music should be taught by practical men and women.

We do not claim that such a school would turn out mechanics skilled in the highest degree, first class architects, excellent cooks, and finished musicians; such results could not be expected.

On the other hand, we could confidently predict that when our sons and daughters leave school, they would not be, as is the case at present, incapable of earning a livelihood. They would face the battle of life from a vantage ground which would prove of the greatest benefit to them. Having acquired the rudiments of a trade and learned the laws which govern the construction of machines, but half the time now spent would be required to become master mechanics.

The workman thus turned out would be in every respect superior to those who have learned their trade under the old system.

The same beneficial results would also apply to the girls, who, while learning a few French phrases, might at the same time acquire a knowledge of the mysteries of roasting beef and compound-ing a pudding.—*Ex.*

## 2. MUSIC IN THE PUBLIC SCHOOLS.

The teachers of the State of Michigan have lately been in session, and the *Detroit Tribune* gives us some of the subjects that engaged their attention. Among the principal was that of music as a part of the exercises of each day, and the position that ought to be assigned to it in every well-regulated school. Professor Smith, of East Saginaw, read an eloquent and forcible plea in favour of the claims which this part of the course of study has upon the public, and among other things urged that—"Music stands pre-eminent among the arts, and never fails to reach the heart. The Church needs it; the State requires it; society demands it." We believe there are few countries in which so much has been done for popular education as in Ontario, where so little attention has been paid to the subject of vocal music. It is difficult to remedy this defect in the system in country schools, in which nothing in the way of combination can be effected, and therefore, unless the teacher understands the subject himself, this branch, interesting and useful as it is, must be overlooked. No teacher, whose skill in this art amounts to even that of an ordinary amateur, would be so blind to his own interest, to his ease and comfort in the management of his classes, as to neglect the application of so powerful an agency in the government of children. But those who can employ this aid to discipline are only few comparatively speaking, and the increase in the number so gifted will, we fear, be only slow. But this forms no excuse for the neglect of this branch in town or city schools. In all such places it is easy to obtain the service of competent teachers of music, who might give a lesson or two in the week to the pupils of the different schools, or at least to those whose teachers entirely neglect the subject. Every public examination held in this city reveals this fact, if nothing more, that there is a very large amount of musical talent among the young people who attend our public schools, which only requires a little cultivation to make an excellent display, and which it is the duty of those in authority to take steps to cultivate, not only for the sake of the schools but for the sake of society also. Since every day is making it more plain to practical educationists, that less time and pains must be taken in presenting facts to the minds of the students, and more of both devoted to the cultivation of the faculties—the examination of why they are facts—it seems difficult to tell why this particular faculty should be deemed unworthy of attention, and why its cultivation should be overlooked in any scheme of national education. All are agreed that the practice of music has an excellent effect upon the disposition—has a direct tendency to tone down and refine some of the more rugged features of the mind, and render man a more amiable

member of society. It is surely the duty, then, of those upon whom devolve the responsibilities of carrying our school system into effect, to make proper provision for teaching a subject which may be made a most powerful agency in moral culture, not only in the class-room, but in the family circle also, where it may be made to exercise attractions strong enough to keep some members of the household from seeking enjoyments surrounded with dangers and temptations difficult to be resisted.—*London Free Press.*

## 3. ORNAMENTATION OF HOUSES AND SCHOOLS.

"We have something to do for beauty's sake in ourselves and in things around us." And this is just the time for preparation. Gather every variety of grains and grasses while yet green, dry them carefully in the shade with the heads down, and keep them for winter bouquets. Crystallize a few in alum. Prepare skeleton leaves and blanchéd ferns. Gather the dry mosses from old logs and fence-rails. Start boxes of growing ferns and green mosses. Make a few rustic boxes and shelves out of knotty limbs. A small bracket-saw, with a number of pretty patterns, costs but a trifle; and any lady or boy can make innumerable articles for beautifying a room. Prepare mottoes in "spatter-work" or coloured paper, crochet a few mats of bright worsted. In short, keep your school-room's and your pupils' needs in mind, as well as your own, and gather, as you have opportunity, the trifles all along your way. Believe me, these seemingly valueless things will bring you a world of comfort by and by.—*K. B. F. in Michigan Teacher.*

## 4. SCHOOL-GIRLS IN SOCIETY.

A question is started by the *Churchman* which has some bearing in the smallest towns as well as the largest cities. It is probably a trying question in many a household, now that school and society have both begun the year, how far school-girls can be allowed to attend parties and mingle in society. Misses not yet emancipated from school have learned to fill an important place in society, and they desire to keep up their relations with both. The *Churchman* considers that school may be taken as a matter of course; but its claim to undivided attention will be sorely contested when the social entertainment offers. That any such question should arise, is a curious gloss upon our domestic life. Americans visiting English households, for instance, are frequently amazed and embarrassed at finding the nursery and school-room still keeping under restraint the girls who in America would be dancing the German at two in the morning, and carrying their headache and books to school seven hours later. School-girls get the name of being fast and silly on this account, and we draw unfavourable comparisons between them and their English or French sisters. But where do the responsibility and blame belong? Assuredly with parents. What can the girl know of the foolishness of this course? and if in after years she looks back with regret, it would often be with more or less conscious reproach of her parents. It is so easy to yield to the plausible persuasion that one's daughter ought to "have a good time;" so difficult to make and enforce a decision which is only appreciated by experience. There has been much talk now and then of girls breaking down in school-work. If such cases were inquired into carefully, it would frequently be found that two incompatible things—society and study—were pursued at the same time.—*London Advertiser.*

## 5. THE FALLEN GREAT OF 1875.

The sickle of death has been unusually busy the past year among the ranks of the honoured and distinguished. Breaches have been made among the patrons of the arts and sciences, politics, theologians and authors, which will be hard to fill. It seems but just to pay a parting tribute to genius, and thus we gather up a few facts regarding the fallen great.

Among authors, several distinguished men have the past year laid down the pen. The great American publishing house of Harper Bros. suffered a serious loss in the death of John Harper, the senior partner of the firm. A life devoted to literature endears him to the memory of his wide constituency of readers. Two of the most distinguished authors of which France could boast are gone, Edouard Quinet and M. Charles de Remusat. The latter spoke so eloquently for the liberty of the Press that Napoleon III. exiled him for a season from his beloved France. Germany has lost Heinrich August Ewald, one of the greatest living Orientalists, and a fine political and theological writer. The children will miss Hans Christian Andersen, the Copenhagen wonder-weaver. In England the loss of an essayist like Sir Arthur Helps, a historian as Rev. Connor Thirlwall, whose work on Greece is standard, and a novelist

such as Charles Kingsley, is severely felt. Kingsley has left treasures in *Alton Locke*, *Hypatia*, and *Hereward, the Last of the Saxons*.

Science has lost several passionate devotees. Claude Louis Mathieu no longer scans the stars, and helps to perfect astronomical researches. Phrenology will miss Samuel R. Wells, for so many years associated with Fowler in their investigations of the human head. Geographical pursuits engrossed the attention of Jean Frederic de Waldeck up to his death at the advanced age of 105 years. Geological science mourns the decease of two master-minds. The one, Sir Wm. Logan, belonged to our own Dominion, and has rendered to it incalculable service by his surveys, and his records of our vast mineral resources. The other, Sir Charles Lyell, was one of the foremost English geologists. His *Elements of Geology* are the best volumes extant on the subject. For his scientific labours he received the honour of Knighthood in 1848.

From the circle of *clergymen* many renowned men have passed. Bishop Richardson, of the M. E. Church, died full of years and honours. The anti-tobacco reform has lost the presence of George Trask, who inaugurated it. The Diocese of Kingston was in mourning over Edward John Horan, for years the successful bishop of that see. Dr. George B. Porteous was drowned while out on a fishing excursion. French Protestantism lost a gallant defender when Athanase Jose Coquerel passed away. The Rev. Charles G. Finney, one of the most noted Christian reformers and successful revivalists of this century, has left a vacancy in Oberlin which it will be hard to fill.

Death has been busy too among *rulers* and *politicians*. China lost her Emperor, the young and promising Tsai Shun. Ferdinand I. of Austria threw that nation into mourning. Andrew Johnson, the ex-President of the United States, was scarcely cold before Henry Wilson, the Vice-President and colleague of Grant, was borne away from Washington to his Northern burial plot. For transparency of life and honesty of purpose, the example of Henry Wilson will long remain. John Mitchel, the most restless spirit of the age, the great Irish Home Ruler, passed away close upon his election to the British Parliament. Sir Francis Bond Head, at one time Governor of Canada, and Lieutenant-Governor Crawford, of our own Ontario, have this year helped to swell the roll of death.

From business circles there have gone William B. Astor, the richest man on this continent; Isaac M. Singer, of sewing machine notoriety; William H. Aspinwall, and Darius Wells, the inventor of wood types. Of honourable women deceased, the chief have been Lady Jane Franklin, the relict of the Arctic explorer; Celia Barleigh, the genial authoress; Anita, the devoted wife of Garibaldi; and Mrs. Emily Bliss Gould, the great benefactress of suffering children. What seems a long list would have been incomplete without the mention of these philanthropic and large-hearted women.—*London Advertiser*.

#### IV. School Matters in Ontario.

##### I. THE REVISED PROGRAMME, AND THE REGULATIONS FOR THE APPORTIONMENT OF THE GRANT.

APPROVED BY HIS HONOR THE LIEUTENANT-GOVERNOR IN COUNCIL, JANUARY, 1876.

###### 1. Revised Programme.

N.B.—Instead of a fixed amount of work for each Form, the Council 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 Council of Public Instruction; \* Composition—the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes;—generally, the

\* For 1876, 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.

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; Per-cent-age 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.

(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 death of Nero.

(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 Council of Public Instruction; \* Composition, Reading, and Elocution: the subject generally, as far as required for Senior Matriculation with Honours in the University.

GROUP B.—*Mathematics*.—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, etc., as far as required for Senior Matriculation with Honours.

(c) Geometry: Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with exercises.

(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; Voltaire, Charles XII, Books VI, VII, and VIII; Corneille, Horace, Acts I and II; De Stael, *L'Allemagne*, 1<sup>re</sup> Partie; Voltaire, *Alzire*; Alfred de Vigny, *Cinq-Mars*; Translation from English into French; Conversation.

\* For 1876, Shakespeare's Tragedy of "Macbeth" and Milton's "Il Penseroso" have been prescribed. They have been ordered for the People's Depository.



(b) German : Grammar and Exercises ; Schiller, Das Lied von der Glocke, and Neffe als Onkel ; Translation from English into German ; Conversation.

GROUP D.—*Ancient Languages*.—(a) Latin : Grammar ; Cicero, for the Manilian Law ; Virgil, *Æneid*, Book II ; Livy, Book II, Chaps. I. to XV. inclusive ; Horace, Odes, Book I ; Ovid, *Heroides*, I and XIII ; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honours.

(b) Greek : Grammar ; Lucian, Charon and Life ; Homer, *Iliad*, Book I ; Xenophon, *Anabasis*, Book I, Chaps. VII, VIII, IX, X ; Homer, *Odyssey*, Book IX, etc., as far as 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 ; Liquefaction ; 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 and 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 to take only the subjects prescribed for such examination.

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

Beginning with the first half, or July payment of 1876, 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 inspection, account will be taken of the following :

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

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

(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) Chemistry, Natural Philosophy 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 (or by 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. It will, accordingly, be expedient to reject, without further examination, any candidates who shall fail to make forty per cent. in any one of the following subjects : English Grammar, Dictation, History, Geography, Arithmetic, Algebra, Euclid ; these subjects will therefore 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 5000).....	5,000
III.—Sum to be apportioned on report of inspectors.....	10,000
IV.—Balance to be distributed on results of intermediate examination.....	14,600
Total.....	\$72,000

\* At the Intermediate Examination in June, 1876, papers will be set in English Grammar and Etymology, including the prescribed Authors, 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. The paper in Natural Philosophy will not involve a knowledge of Trigonometry ; the style in which the subject should be prepared may be seen by referring to the papers set by the Central Committee for second-class teachers' certificates. In view of the difficulty of procuring the "Advanced French Reader" in time, the sixth book of Voltaire's Charles XII will be substituted for it at this examination. Candidates who select Latin as their optional subject, and who may be reading Horace, Livy, Cicero, Ovid, or some book of *Cæsar*, other than the one prescribed, 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.

Although music and drawing will form no part of the Intermediate Examination in June, 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.

2. RETIRED TEACHERS IN ONTARIO.

STATEMENT showing the Names of Teachers who have given notice of retirement from the Profession, as provided by the School Law. (Continued from the October Number of the Journal for 1875.)

	NAME.	COUNTY.	Subscriptions returned, and when.
439	Bingham, J. W.	Oxford	\$8, Sept. 1875.
440	Barrowclough, Nelson	Durham	8, Oct. "
441	Bingham, Hugh S.	Do.	6, Nov. "
442	Bryden, John	Bothwell	7, " "
443	Benson, David M.	Prince Edward	42, Dec. "
444	Bruce, William	Wellington	8, " "
445	Black, John	Bruce	9, " "
446	Churchill, Benj.	Huron	3, July, "
447	Clark, Edward J.	Wellington	9, Sept. "
448	Campbell, John F.	Elgin	4, Oct. "
449	Campbell, Duncan	York	5, Dec. "
450	Donnelly, R. A.	Simcoe	6, July, "
451	Davidson, Bryce T.	Frontenac	5, Aug. "
452	Deroche, W. P.	Lennox	9, Sept. "
453	Dinsmore, Andrew	Perth	4, " "
454	Dickie, Noble	Northumberland	5, Oct. "
455	Dixon, John	York	4, Nov. "
456	East, Caleb	Middlesex	4, " "
457	Ferris, Arthur	Ontario	9, Oct. "
458	Forrest, David	Do.	4, Dec. "
459	Geddes, James H.	Bruce	6, July, "
460	Garrepy, Joseph	Essex	5, Aug. "
461	Guthrie, Isaac N.	Dundas	7, " "
462	Groh, John W.	Waterloo	8, " "
463	Gilmour, John F.	Durham	3, Dec. "
464	Hodgins, Frank	Huron	5, July, "
465	Hodgins, Wm. S.	Do.	7, Sept. "
466	Hart, Christopher	Stormont	7, " "
467	Irwin, James	Huron	5, Oct. "
468	Johnston, David	Hastings	3, " "
469	Johnson, Daniel	Wentworth	4, " "
470	Johnson, J. Enoch	Essex	5, Dec. "
471	Kidd, Peter E.	Peterborough	4, Sept. "
472	Kinnee, Caleb	Essex	9, Oct. "
473	Laing, Douglas	Oxford	4, Dec. "
474	Montigny, A.	Essex	8, July, "
475	Markley, Arthur	Dundas	1, " "
476	Moore, Wm. F.	Bruce	5, " "
477	Morgan, Jno.	Frontenac	6, Aug. "
478	Madden, Wm. H.	Ontario	5, Sept. "
479	Maitland, R. R.	Huron	9, Oct. "
480	Moore, Neil D.	Do.	7, Nov. "
481	McLachlan, James	Wellington	5, July, "
482	McSween, James	Kent	7, " "
483	McGill, Anthony	Wentworth	7, " "
484	McDonald, John	Grey	7, " "
485	McArthur, J. C.	Bruce	6, Aug. "
486	McDonald, John A.	Middlesex	7, Sept. "
487	McNabb, Finlay	Victoria	9, Oct. "
488	McShea, T. B.	Hastings	8, " "
489	McMullan, James	Lennox	9, " "
490	McTaggart, Alex.	Elgin	5, " "
491	McCannel, Donald	Frontenac	4, Nov. "
492	McDonald, Alexander	Oxford	8, Dec. "
493	McNichol, John	Carleton	9, " "
494	McArthur, George	Frontenac	5, " "
495	Macdonald, Rev. D.	Middlesex	6, " "
496	Odlum, E.	Northumberland	4, " "
497	Philip, William	Grenville	3, " "
498	Robin, Edmund	Prince Edward	6, Sept. "
499	Shilton, James W.	Wentworth	2, July, "
500	Sheppard, Daniel E.	Halton	7, Sept. "
501	Shoff, Elgin	York	5, Sept. "
502	Stanley, U. M.	Middlesex	4, " "
503	Stark, Alexander	Frontenac	2, Dec. "
504	Terwilligar, William	Lennox	7, Sept. "
505	Weese, Redford C.	Hastings	6, Aug. "
506	Williams, Thomas F.	Algoma	8, Oct. "
507	Wallace, A. E.	York	4, Nov. "
508	Wisnes, Marshall A.	Do.	9, " "
509	Wallace, Benj.	Hastings	6, Dec. "
510	York, Alexander	Russell	6, Aug. "

3. CHARGES AGAINST THE CHAIRMAN OF THE OTTAWA BOARD OF CITY EXAMINERS.

Sometime ago a Commission was appointed by the Chief Superintendent to investigate certain charges brought against the Public School Inspector of the City of Ottawa, in connection with the mode of conducting the examination of candidates for Teachers' certificates. The Commission took evidence on the spot and under oath, and on the strength of that evidence the Chief Superintendent has sent to the Ottawa Board of Trustees the following documents:—

EDUCATION OFFICE,  
TORONTO, 3rd January, 1876.

SIR,—I have had under consideration the report of the Commissioners to investigate certain complaints against the Rev H. J. Borthwick, M.A., Inspector of Public Schools, and member of the Board of Examiners in the City of Ottawa. By virtue of his office of Inspector, he is Chairman of the City Board of Public School Examiners.

It is against Mr. Borthwick's conduct, as member of the Board of Examiners, that the complaints were made. It was charged that, among other irregularities, Mr. Borthwick had opened the examination papers received from the Education Department before the appointed hour, contrary to official instructions, which require in all cases that each Chairman of the Board of Examiners, or other presiding examiner, shall open such papers only at the legally appointed hour of commencing the examination of candidates for certificates as teachers, and in the presence of the Board of Examiners and of the candidates to be examined. It was also charged that these and other irregularities had been practised by Mr. Borthwick from 1871 to 1875 inclusive, whereby certain teachers in Ottawa had received assistance or advantage in their examinations not enjoyed by other candidates in the several counties and cities of the Province of Ontario. These complaints having been made to me in proper form, by a responsible public school teacher, I felt it my duty—imposed upon me by law—to institute an investigation of them. For this purpose, I appointed three Commissioners, Dr. Hodgins (Deputy Superintendent of Education), Mr. H. L. Stack, M.A. (Public School Inspector of the County of Lanark), and Mr. P. Le Sueur (Member of the Ottawa Board of Public School Trustees, and Chairman of their School Management Committee). These gentlemen met in Ottawa, on Wednesday, the 1st of December, and at successive sittings during three days—employing able and reliable short-hand writers to take down fully the evidence and proceedings. The Commissioners have presented to me their report, with the evidence, occupying altogether 227 pages of foolscap.

The Commissioners have merely reported to me their proceedings and the evidence taken by them, without expressing any opinion, but offering to do so should I desire it. But I have not thought it advisable to impose upon them so painful a task in a matter in which I am officially responsible. I have, however, referred the papers to the Central Committee of Examiners, on whose recommendation the certificates of some of the teachers concerned in this case had been awarded, and in order to obtain the aid of their judgment in my dealing with the certificates irregularly and unfairly obtained. The Central Committee of Examiners have discussed the whole question, and its bearings upon examinations of teachers throughout the Province. I herewith enclose for your perusal a copy of their admirable report; but at present I shall deal with the case of Mr. Borthwick, which of course did not come under the consideration of the Central Committee.

I need not recapitulate the evidence taken by the Commissioners. The substance of it was published in the newspapers, and is known to all parties concerned. I will simply state the conclusions at which I have arrived from the perusal and consideration of the whole evidence.

1. From the evidence and admissions, it is clear that Mr. Borthwick unlawfully opened and showed one or more of the examination papers before the appointed hour, or even day, of examination.

2. It is also clear from the evidence and admissions that Mr. Borthwick wrote, or caused to be written out on the black-board, and put into the hands of candidates, slips of paper containing the answers to several questions of certain examination papers.

3. It is likewise shown by the evidence, as it might be naturally inferred, that, by these helps and promptings, the candidates were more or less assisted in preparing their answers; some of them apparently more than others; and one of the candidates (who was awarded by the Central Board of Examiners the highest honours) confesses to have been materially aided in preparing answers to some of the questions by information received the night before the examination, through Mr. A. Smirl, [now] a County Board Examiner, to whom Mr. Borthwick had shown one or more of the examination papers. Mr. Smirl's conduct was so reprehensible, that I must sug-

STATEMENT showing Moneys returned to Widows and Representatives of deceased Teachers.

511	Curry, Mrs. Elizabeth, widow of Thomas Curry	Huron	\$12.20, Nov. 1875.
512	Duff, Alex. A., representative of Robert G. Duff	Lanark	18.17, Aug. "
513	Gleason, Mrs. Almira, widow of Alvin Gleason	Welland	11.76, Oct. "
514	Jackson, Mrs. Ann, widow of Edward Jackson	Grenville	5, July, "
515	Park, Mrs. Fanny, widow of Alex. Park	Kent	20.81, Oct. "

gest to the County Council of Carleton not to continue him as examiner.

It is obvious from these facts and circumstances that the examinations of candidates for certificates of qualification as teachers of different classes have not been conducted according to law, and with fairness, since 1871; that the certificates thus obtained are of inferior value to certificates fairly obtained in other cities and counties; that injustice is thereby done to teachers in other parts of the Province, if not even suspicion created as to the fairness and thoroughness of examination by County or City Boards of Examiners.

I do not notice minor irregularities complained of and proved, as to the manner of conducting the examinations in question in the City of Ottawa; nor do I attribute any corrupt motives to Mr. Borthwick, who seems to be very energetic and faithful in his duties as Inspector of Schools. But he has evidently desired to confer special favours upon teachers and candidates within his own jurisdiction, yet in reality injuring them; and other members of the examining Board appear to have been consenting, and therefore responsible parties to several of the irregularities of the chairman in these examinations.

Under these circumstances, I feel myself compelled by duty, but with great pain and deep regret, to decide that Mr. Borthwick cannot any longer be recognised as School Examiner for the City of Ottawa; and, I would respectfully suggest to the Board of Public School Trustees for that city, that they do, for the time being, as did the Board of School Trustees for the City of Toronto some time since, appoint no Board of Examiners for the city, but let the candidates for certificates go before the County Board of Examiners. It seems useless and needless expense for two Boards to meet in the same building, and do precisely the same work; and I suggest it as appropriate for the Board of Public Schools, in the City of Ottawa, to adopt the County Board of Examiners who meet in their city as their own Board of Examiners.

I have the honour to be, Sir,  
Your obedient servant,  
E. RYERSON.

TORONTO, 20th December, 1875.

SIR,—I have the honour to acknowledge the receipt of a minute from the Education Office, in which the opinion of the Central Committee is desired on certain questions connected with the recent investigation at Ottawa.

1. We are asked, *first*, "whether any action is necessary respecting the certificates of the candidates who are shown to have had access to the examination papers before the examination.

In the opinion of the Committee, candidates who availed themselves of the opportunity afforded them of becoming acquainted with the contents of the examination papers before the time fixed for the examination, must be held to be accessories to a grave offence, and their punishment should be signal. It is recommended that the certificates which may have been awarded to them at the examination in connection with which the offence was committed, or at any subsequent examination, be at once cancelled, and that the candidates be reduced to the standing which they held as teachers prior to the date of the offence. In the event of their hereafter offering themselves as candidates for first-class certificates they should not be allowed to compete for medals. Any medal which may have been awarded to a teacher guilty of the misconduct above described, but which may have not yet been bestowed, should be forfeited.

2. The opinion of the Central Committee is desired next, in regard to the candidates who are proved "to have been furnished with answers to the problems."

These candidates stand in a very different position from those previously referred to. It is quite conceivable that, when the presiding Examiner wrote the answers to certain questions on the black-board, or furnished the answers on slips of paper, the students thus favoured may, without any intention to commit a wrong, have carelessly assumed that he had authority for what he was doing. It is a pity that the slips were not refused, and that a protest was not raised against the action of the Examiner in writing the answers to the problems on the black-board; but, to regard the students who failed to pursue such a course as having deliberately made themselves parties to a dishonourable act, might, in some cases at least, be a cruel injustice. At the same time it would be unfair to other teachers to recognise an examination in which the answers to the questions were improperly furnished as altogether valid. The recommendation of the Central Committee is, that the candidates concerned be allowed to hold their present certificates till the next examination of Public School teachers; and that they be required then to submit to re-examination.

3. The opinion of the Central Committee is desired in regard to

candidates who may have been assisted in other ways than those already specified.

I presume that what is here referred to is the assistance alleged to have been given to some of the candidates by hints regarding the questions in Physiology. The opinion of the Central Committee is, that the candidates affected by the charge should be dealt with in the same way as those who were supplied with the answers to the problems.

4. We are asked whether, in the event of a re-examination being necessary, it should extend to other candidates than those proved to have been assisted.

This point is one of considerable difficulty. The examinations conducted by the Ottawa Board have been so loose, that a measure of suspicion hangs over all the certificates granted by the Board. At the same time, it would be hard to punish candidates who have earned their certificates fairly, and, as the irregularities are alleged to have extended over several years, it might be extremely inconvenient, as well as unfair, to require a general re-examination of the candidate in all these years. On the whole the Committee are of the opinion that the re-examination should be limited to the candidates who are shown to have had the answers furnished to them, or to have been otherwise assisted.

I have the honour to be, Sir,  
Your obedient servant,  
(Signed) GEORGE PAXTON YOUNG,  
Chairman of Central Board.

## V. Short Critical Notices of Books.

HARPER & BROTHERS, NEW YORK; HART & RAWLINSON, TORONTO.—  
*Nooks and Corners of the New England Coast*, by S. A. Drake. With numerous illustrations:—A chatty, pleasant work by a gentleman who has made himself thoroughly acquainted with every "nook and corner" of the coast between Newport and Mount Desert Islands. There is just a spice of antiquity in a hundred years ago to give additional interest to American history, and the author has made the most of the incidents and accidents of the revolution. One of the most delightful trips that can be imagined is, as the now famous motto of the book says, in Gen. Grant's language, "on this line, if it takes all summer." The illustrations are very graphic, and there is no lack of them, giving a much better idea of the scenery than is usually got from woodcuts.

*The Character and Logical Method of Political Economy*, By Prof. J. E. Cairnes, LL.D.:—This work, by the Professor of Political Economy in the University of London, is most important both as a speculative treatise and as one in which various economic theories are discussed. In the present day, in view of the practical shape which almost all the problems of this science assume, an enquiry, such as the one before us, can scarcely fail to be of great service in setting forth the true principles which should determine the ultimate conclusion arrived at, on each of the important questions of the science of Political Economy.

From HARPER & BROTHERS, New York. Hart & Rawlinson, Toronto.  
*Oliver Goldsmith's Select Poems*. Edited by William J. Rolfe, A.M., formerly Head Master of High School, Cambridge, Mass.

This is uniform in appearance with Messrs. Harpers' edition of some of Shakespeare's Plays, edited by Mr. Rolfe. It contains Macaulay's Essay on Oliver Goldsmith, and selections from the memoirs which have been written of Goldsmith by William M. Thackeray, George Colman the younger, Campbell, John Foster, and Washington Irving. The poems which have been chosen for this edition are only three—"The Traveller," the "Deserted Village," and "Retaliation"—to each of which are appended lengthy notes. Several good engravings are added, illustrating the poems.

*Dialogues of Plato*. Translated by Henry Cary, M.A., of Worcester College, Oxford.

Another valuable work added to Harpers' Classical Library, which now comprises twenty-four volumes. The translation before us contains, among others, the "Apology of Socrates," "On Friendship," "On the Beautiful," "The Duty of a Citizen," and "The Immortality of the Soul."

*The Might and Mirth of Literature*. By J. W. V. Macbeth. A Treatise on Figurative Language.

The object of this admirable work we cannot indicate better than in the author's own words. It "embraces a complete survey, on an entirely new plan, of English and American literature, interspersed with historical notices of the progress of the language, with anecdotes of many of the authors, and with discussions of the fundamental principles of criticism and of the weapons of oratory, and in which upwards of six hundred writers are referred to. Its object is to discuss figures of speech far more thoroughly than has been done, to present a wide review of American and English literature, and to make the whole subject as amusing and laughter-exciting as it is instructive." This the author has done, and we heartily commend his most valuable and original volume. It gives a very complete list of English and American authors, with examples of their writings and an analysis of their style, while illustrating the various figures of speech—Etymology, Syntax, and Rhetoric:

*Healey: A Romance*. Another volume of the Select Library of Fiction.  
*Miss Angel*, by Miss Thackeray, author of "Old Kensington," &c.  
*The Lady Superior*, by Eliza F. Pollard.

*Iselle*, by the author of "Vera," &c.

*Playing the Mischief*, by J. W. DeForest.

*Ward or Wife: A Romance*.

MESSRS. ROBERT CARTER & BROTHERS, NEW YORK:—

*Testimony of the Rocks*, by Hugh Miller:—This work, the last that the great geologist penned, and the final effort of an expiring reason, will be read with great interest. Originally written in the form of lectures, they were collected and arranged for publication just before the author's lamented death. Not the least interesting portion of the book is that in which Mr. Miller avows his conversion to the theory which reconciles the Mosaic and geological accounts of the Creation. Approaching the subject with the belief of a Christian and the conclusions of a practical geologist, he rejoices in being able to trace the finger of God, writing again for us on the tables of stone the story which Moses wrote. The "memorials" detail the melancholy story of his death—"a mighty vessel foundered in the calm."

*Twelve Months in Madagascar*, by Joseph Mullens, D.D.:—The visit to Madagascar which is here described was undertaken by Rev. Dr. Mullens, Foreign Secretary of the London Missionary Society. It is therefore chiefly devoted to a review of the work, and an outlook at the prospects of the missions in that Island. We are glad to learn that Dr. Mullens regards the hold that Christianity has obtained there as real and permanent. Desirous of a more extended geographical and personal knowledge of the country, Dr. Mullens went prepared to observe the natural features of the island, and to learn something of the natives. He has brought back, and embodied in this book, some very valuable information, and has made extensive additions to our present knowledge of the country. He has compiled a large new map, beautifully engraved, and which accompanies the book, of the central and less known portions of the Island. There are also several excellent illustrations in the book. The deputation was well received by the Queen of Madagascar and her Government.

*Four Years in Ashantee*, by the Missionaries Ramseyer and Kuhne:—This account of life in Ashantee will be found very interesting. The writers, missionaries of the German Basel Society, were taken prisoners by the Ashantees and only released when Sir Garnet Wolseley took Coomassie. Their experience was long and painful, and is told in graphic language. Their captivity, however, afforded the devoted missionaries abundant opportunities of gathering knowledge and experience for their special work, which they appear to have amply profited by. The preface is written by the distinguished Dr. Christlieb, Professor of Theology at Bonn. Apart from the narrative of suffering experienced by the captive missionaries, this book contains a graphic account of the Ashantee war from an inside point of view.

*Nurses for the Needy*, by L. N. R., Authoress of the "Missing Link":—This book contains a most interesting record of seven years of nursing work by Bible women in the houses of the London poor. Its purpose is to show the want as well as success of Mrs. Ranyard's second "missing link," in the shape of "nurses for the needy," which it is shown are required scarcely less than the first Bible women "link."

*All about Jesus*, by Alexander Dickson:—This is a deeply devotional work by one whose earnest, loving study of Holy Scripture has led him (taking the 10-16 verses of Canticles as his motto) to collect all the texts relating to the person and character of Jesus, and to show forth from them the exceeding beauty, grace and glory of the Saviour.

To show his high appreciation of this work Mr. Robert Carter, the head of the publishing firm in New York, adds these words: "May the Master make this book as sweet to others as it has been to me."

*The Golden Chain*, by Miss Marsh:—This is another delightful little work from the pen of Miss Marsh, the authoress of "English Hearts and Hands," "Victory Won," "Headly Vicars," &c. The motto of the book is—"Trial and blessing, peace and pain, are links in Mercy's golden chain." The book contains five touching and beautiful sketches by the writer.

*Conyng Castle*, by Agnes Giberne:—An historical tale relating to Sir John Oldcastle, in the times of Henry V.

*Floss Silverthorn, or the Master's Little Handmaid*; and *Pieces of Silver*.—Two beautiful religious tales for girls, by Agnes Giberne.

*Alice Neville and Riversdale*:—Two interesting stories of English life, by C. E. Bowen.

*Doors Outward*:—A sterling tale, by the author of "Win and Wear."

*Sceptres and Crowns and the Flag of Truce*:—Two admirable stories by the well-known author of "The Wide, Wide World."

*Bleamor's Visit and Mabel Walton's Experiment*:—Two well-told stories by the author of the "Bessie Books."

*Little Brothers and Sisters*:—Two excellent stories by Emma Marshall.

*An Eden in England and the Little Maid and Living Jewels*, by A. L. O. E.:—The whole of these books form a collection of most interesting and instructive juveniles, admirably adapted for Sunday School Libraries.

The names of the various authoresses quoted, with titles of the books, are a sufficient guarantee for the worth and excellence of them. Beside, some but the best kind of juveniles are published by the noted firm of

Carter, Brothers, of New York.

MESSRS. A. S. BARNES & Co., NEW YORK:—

*Practical Ethics*, by Matilda Fletcher:—Written for American Schools. As a primary work it brings before the mind of the student, in a catechistical form, those cardinal moral principles which lie at the foundation of all true character.

*Manual of Algebra*, by Prof. Wm. G. Peck, LL.D.:—This is one of the series of mathematical works by Prof. Peck, whose books are being now extensively used in the U. S. It is printed with clear type.

*Pooler's Test Speller*:—For the use of Teachers' Institutes and other spelling classes.

*School Hymn and Tune Book*:—By J. D. Bartley. Containing a collection of national, anniversary and parting hymns, as well as a variety of tunes composed by popular authors, or arrangements from classic composers.

*Teacher's Hand Book*:—By Wm. F. Phelps, M. A., Principal of State Normal School, Winona, Minn. An exhaustive review and discussion of educational questions, both in regard to the duties and attitude of education to the masses, and of the relation of the State to the educational system. This is coupled with a course of instruction mapped out by Mr. Phelps, going over the ground minutely, while Part II. is devoted to Teachers' Institutes, their origin, organization and object.

*The National School Singer*, containing many popular songs, as well as song lessons.—A very useful publication.

From J. R. OSGOOD & Co., Boston.

*Victorian Poets*. By E. C. Stedman.

Poets, great and small, who figure in what Stedman calls the Victorian age, are reviewed in this work. It is written as a philosophical criticism on the style, form, quality, and tendencies which the verse of British poets exhibit, and is, at the same time, a historical review. This serves to give a compactness and sequence to the book which renders it of some value as a literary volume of reference. American poetry Mr. Stedman regards as being as it were in its infancy, and as not having acquired a definiteness which would render it a consideration of value as regards characteristic style and form. Those British poets who are regarded as types are Lauder, Hood, Proctor, Browning, Tennyson, Buchanan, Swinburne, Morris. Mrs. Browning is the only lady whose position in literature is asserted as aspired.

From BELFORD BROTHERS, Toronto.

*Farm Legends*. By Will Carleton.

This is a very handsome Canadian edition, containing, in addition to the "Farm Legends," other poems, and two of the most popular of the well-known Farm Ballads. The enterprise of Belford Brothers in bringing out so very tasty an edition of a most popular and useful book deserves every encouragement. The moral as well as the social influence of the Legends will be most salutary. The "Ballads" have proved themselves so, and in "holding the mirror up to nature" in farm life they have rubbed the rough corners of many points of rural life, and have corrected many social errors and mistakes.

*Betty's Bright Idea*. By Harriet Beecher Stowe.

This little volume contains three excellent stories, written in Mrs. Stowe's characteristic style:—*Betty's Bright Idea*, a touching Christmas story; *Deacon Pitkin's Farm*, a beautiful Thanksgiving Day story; and *The First Christmas in New England*, a capital sketch of the good old Puritan times. The three stories are sold by the publishers for 25 cents, and are admirably adapted for children's reading.

*We and Our Neighbours*. By Harriet Beecher Stowe.

This novel contains the records of an unfashionable street, and is a sequel to the writer's "My Wife and I," though it is complete in itself. It is written in Mrs. Stowe's genial, hearty style, and is eminently readable.

*Sermons Out of Church*. By the Author of *John Halifax*.

This delightful volume contains so-called "Sermons out of Church," by Miss Mulock, on—1. "What is Self-Sacrifice?" 2. "Our Often Infirmities;" 3. "How to Train Up a Parent in the Way He Should Go;" 4. "Benevolence or Beneficence?" 5. "My Brother's Keeper;" 6. "Gather up the Fragments." These "Sermons" have nothing of the sermonizing style about them, but are written in a practical, popular style. They deal with the many "blisters of humanity" in a kindly, loving spirit, and cannot but have a good influence on those that read them.

*How to Live Long*. By Dr. W. W. Hall.

This is a useful yet unique medical book, written in a somewhat "proverbial philosophical" style, inculcating, by "numerous examples," that "Fun is better than Physic." The practical and proverbial sentences in the book number 1,408, and are admirable. Belford Brothers have really done good service in reprinting so many useful books.

From COPP, CLARK & Co., City.

*Science and Art of Teaching*. By George V. Le Vaux.

Several of the chapters in this valuable contribution to school literature have already appeared in this *Journal*, others in the *American Educational Monthly*, in English and Irish papers, and in an *Australian Journal of Education*. The writer deals with "First Principles," including a "Chronological Essay," "Responsibilities of the Teacher," "Spirit and Habits of the Teacher," "Characteristics of a Good Teacher," &c., &c. Part II. is devoted to "School Management." Part III. to "Methods of Teaching," &c., &c. We strongly commend this excellent treatise.

From HUNTER, ROSE & Co., Toronto.

*Canadian Official Postal Guide*. No. 1.

This useful publication contains an alphabetical List of Post Offices in Canada, the chief regulations of the Post Office, rates of postage, and other information. It is revised, and will be published quarterly by authority of the Postmaster-General.

## VI. Departmental Notices.

### HIGH SCHOOL PROGRAMME, INTERIM COMMITTEE.

The Executive Committee of the High School Section of the Ontario Teachers' Association recently passed the following resolution:

"That in the opinion of this Committee, the recent action of the Interim Committee of the Council of Public Instruction, in adopting the revised Programme for High Schools, when so few members were present, and particularly in the absence of their representative, was inexpedient and unsound in principle."

This resolution is both misleading and unfair. The Interim Committee had full power to adopt the programme, which had been carefully prepared and revised by the High School Inspectors under the direction of the Regulations Committee of the Council of Public Instruction.

The details of the plan of "Payment by Results," as recommended by the Inspectors, and on which the whole programme is based, were unanimously adopted at a very full meeting of the Council on the nineteenth day of May last, thirteen members having been present on the occasion. The programme itself in its general features was also approved at the above date.

It was also some months ago approved as a whole by the "Regulations Committee" of the Council with the exception of one or two matters of detail, respecting which the Committee desired the Inspectors to be again consulted. This was done; and the programme came back from the Inspectors in its present shape. It was then formally adopted, without change, by the Interim Committee, under the authority of the High School Act, and of the Regulations of the Council contained in its minutes of the first and third days of September, one thousand eight hundred and seventy-four, as published in the *Journal of Education*. Its early adoption has been the more necessary, as the scheme of apportionment on which the programme is based had been sanctioned last May, and was designed to come into force in one thousand eight hundred and seventy-six. It was therefore desirable that no further time should be lost in giving effect to the entire scheme of High School reform.

The absence of the High School representative from the Interim Committee was his own act. He and the other Toronto members were duly notified of the meeting, and were informed that the programme (a copy of which was sent to them) would be presented for adoption. To defer action under the circumstances, when a legal quorum of the Council itself was present, would indeed have been "inexpedient and unsound in principle."

By reference to the first page of this *Journal*, it will be seen that His Honor the Lieutenant-Governor in Council has approved of the Programme and Regulations.

### AUTHORIZED TEXT-BOOKS.—SPECIAL NOTICE.

In reply to inquiries on the subject, we desire to say that no books have been struck off the authorized list of text-books, except the following:—

Peck Ganot's Natural Philosophy.  
Davidson's Animal Kingdom.  
Collier's English Literature.

The Geographical text-books are undergoing revision, but no change is yet authorized in that subject, or in the French.

The list of new books authorized for Public and High Schools will be found in the *Journal of Education* for May and September, 1875, pages 69 and 144. New lists will be furnished by the Department on application.

It is not intended to enforce the change of text-books either in High or Public Schools during the first year, or without the consent of the Trustees and of the Inspectors.

It will thus be seen that, with the exception of the three books named above, the same series of text-books prescribed or authorized for use in the Schools have been continued; and that even in the case of the additional books which have been

authorized (not prescribed) none of them can be introduced into any School except *with the concurrence of the Trustees and of the Inspector*. Teachers, therefore, will have to act very prudently in introducing even the newly authorized books in any School. No unauthorised book can, under any circumstances, be introduced by a teacher.

Inspectors are specially required by law (clause ten (a) section one hundred and twelfth):

"To prevent the use of unauthorised, and to recommend the use of authorised books in each School."

### SCHOOL CENSUS OF 1875 THE BASIS OF APPORTIONMENT IN 1876.

As the School Census of 1875, which the School Trustees are required by law to take, will likely be the basis of the Legislative School apportionment of 1876, it is most important that the Inspectors should see that it is accurately taken in every School Section, incorporated village, town, and city.

### TRUSTEES' SUPPLEMENTARY RETURNS.

1. The Supplementary Return relating to blind persons in Ontario, accompanying the Blank Forms for 1875, which were recently sent to the Inspectors, is intended to be forwarded by them to the Trustees, in order that the fullest information on this subject may be obtained. When returned to the Inspector by the Trustees, they should be (such as are filled up only) transmitted to J. Howard Hunter, Esq., M.A., Principal of the Blind Asylum, Brantford. City, Town and Village Boards of School Trustees, who will receive their Forms at the close of the year, are requested to do likewise.

2. The Supplementary Return relating to the School Census and School attendance, also sent to the Inspectors for distribution, should be filled up by the Trustees and Teachers in every particular, and returned to the Inspectors with the report. Inspectors will please see that these returns are duly made to them, so that the "compulsory education" portion of our School system shall be properly and faithfully carried out.

CORRECTION.—James A. Duncan, reported in December No. of this *Journal* as having received a Second Class A Certificate should have been printed John A. Duncan.

## VII. Advertisements.

JUST PUBLISHED.

The Canada Educational Directory and Year Book for 1876.

Edited by ALEXANDER MARLING, LL.B.

CONTAINING an account of the Elementary, Normal and Secondary Schools, and the Universities and Colleges, with their Staffs and their Courses of Study; Separate Schools; Professional Schools; Schools for the Deaf, Dumb and Blind; Reformatory and Industrial Schools, etc.; together with annals of Legislation, and Digests of the existing School Laws and Regulations; the provisions for Religious Instruction, for School Inspecting, and for the Examination of Teachers; Lists of Certificated Teachers, and the Members of Educational Bodies and Authorities; with Miscellaneous School Statistics for Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, British Columbia and Manitoba.

25 Wellington Street, Toronto.

HUNTER, ROSE & CO., Publishers.

### SCHOOL HOUSE ARCHITECTURE.

In the Press, the Second Edition (revised and greatly improved) of

#### THE SCHOOL HOUSE:

Its Architecture, External and Internal Arrangements, with numerous illustrations. Edited by Dr. HODGINS, Deputy Superintendent of Education.

47 Front Street, Toronto.

GOPP, CLARK & CO.