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JOURNAL OF

Province of

EDUCATION,

Ontario.

VOL. XXIX

TORONTO, SEPTEMBER, 1876.

No. 9.

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Proceedings of the Education Department.

I. INTERIM REGULATIONS RESPECTING HOLDERS OF THIRD-CLASS CERTIFICATES.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 6th day of September, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 5th of September, 1876, the Committee of Council advise that the annexed Interim Regulations respecting holders of third-class certificates be approved by your Honour.

Certified.

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

7th September, 1876.

I. The respective Boards of Examiners are authorized to renew third-class certificates so as to continue in force till the 1st day of July, 1877, and no longer.

(1.) In the case of Public School teachers who held valid third-class certificates on the 30th of June last, and presented themselves for examination for second-class certificates in July last, and failed to pass such examination, on the certificate of the Inspector that the applicant satisfactorily performed his duties as teacher during his past employment, and on the Board being further satisfied of his general fitness.

(2.) In the case of other Public School teachers who held valid third-class certificates on the 30th of June last, which have not been renewed, on the recommendation of the Inspector stating special grounds, and first confirmed by the Minister, and on the Board being further satisfied as to the general fitness of the applicant.

II. Third-class certificates granted under these Regulations shall not be capable of being endorsed or be valid except in the county or township wherein the respective Boards granting the certificates have jurisdiction.

III. Such third-class certificates shall be subject to the general regulations of the Department in other respects.

IV. No certificate or authority to teach can be validly granted by the Inspector to any holder of a third-class certificate which has expired.

(Signed) ADAM CROOKS.

EDUCATION DEPARTMENT, September 5th, 1876.

2. CERTIFICATES TO TEACHERS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 6th day of September, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 5th day of September, 1876, the Committee of Council advise that certificates as Public School Teachers be awarded as follows:—

CLASS I.—GRADE A.

James McLurg—Gold Medal.
Charles Andrew Barnes—Bronze Medal.
Robert R. Cochrane.
Samuel McAllister.

GRADE B.

Mr. Joseph Summerby.

CLASS II.—GRADE A.

Andrew Agnew,
Smith Curtis,
Miles Ferguson,
Henry Gray,
Wm. John Hallett,

Alex. A. McTavish,
Wm. Tilley,
Alex. E. Wallace,
Charles McP. Gripton.

Certified.

(Signed)

J. G. SCOTT,

Clerk Executive Council.

7th September, 1876.

3. PUBLIC SCHOOL TEACHERS' CERTIFICATES, FIRST-CLASS, 1877.

Subjects of Examination in English Literature, July, 1877.

PRESCRIBED BY THE EDUCATION DEPARTMENT FOR ONTARIO.

I. The Tragedy of Macbeth.—Shakespeare.

II. Ten of Lord Bacon's Essays, namely:—

- No. 1. Of Truth.
- No. 3. Of Unity in Religion.
- No. 5. Of Adversity.
- No. 16. Of Atheism.
- No. 23. Of Wisdom for a Man's Self.
- No. 29. Of the True Greatness of Kingdoms and Estates.
- No. 32. Of Discourse.
- No. 34. Of Riches.
- No. 41. Of Usury.
- No. 50. Of Studies.

III. Ten Essays by Addison, from the Spectator, namely:—

- No. 26. Reflections in Westminster Abbey.
- No. 317. On Waste of Time. Journal of a Citizen.
- No. 329. Visit with Sir Roger de Coverley to Westminster Abbey.
- No. 343. Transmigration of Souls. Letter from a Monkey.
- No. 517. Death of Sir Roger de Coverley.
- Nos. 558 and 559. Endeavour of Mankind to get rid of their Burdens. A Dream.
- No. 565. On the Nature of Man. Of the Supreme Being.
- No. 567. Method of Political Writers affecting Secrecy.
- No. 568. Coffee-house Conversation on the Preceding Paper.

IV. The Lady of the Lake.—Scott.

NOTE.—A suitable edition of Bacon's Essays, with notes by the Rev. John Hunter, M.A., has been published by Longmans, Green,

& Co., at 3s. 6d. sterling. For information with regard to editions of Macbeth, the Spectator, and the Lady of the Lake, students are referred to a letter in the *Journal of Education* for January, 1876. For list of these books see also page 144 of this number of the *Journal*.

4. NORMAL SCHOOLS, TORONTO AND OTTAWA.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 1st day of September, A.D. 1876.

Upon consideration of the annexed report of the Honourable the Minister of Education, dated the 29th day of August, 1876, the Committee of Council advise that your Honour do approve of the accompanying regulations relative to the admission of students to the Toronto and Ottawa Normal Schools respectively.

Certified.

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

4th September, 1876.

The undersigned has the honour to report for the consideration of His Honour the Lieutenant-Governor in Council, the following supplementary Regulations in regard to the Normal Schools, viz. :—

In order to increase the facilities of third-class and other Teachers to better qualify themselves for the discharge of the duties of their profession, the Minister of Education respectfully recommends the adoption of the following additional regulations, relative to the admission of students to the Toronto and Ottawa Normal Schools respectively.

I. Candidates for admission to either of the Normal Schools, at Toronto or Ottawa, shall have the preference for admission in the following order.

- (1). Those who have attended either of the Normal Schools during any former session.
- (2). Those who hold a Public School Teacher's Certificate of any grade.
- (3). Those who hold temporary certificates or permits as teachers or certificates as assistants or monitors in Public or High Schools.
- (4). Those who desire to enter the profession of teaching.

II. The third and fourth classes of applicants mentioned above, shall be required to pass the prescribed entrance examination. Those in the first and second classes shall be admitted without such examination, on presentation to the Principal of the prescribed certificate of good moral character.

III. As the number to be admitted is limited by the capacity of the Schools, vacancies in either of them will be filled by applicants for admission to the other, in the order indicated above.

IV. No admission to the Schools shall take place, except at the beginning of each Normal School Session.

(Signed) ADAM CROOKS,
Minister of Education.

EDUCATION OFFICE,
29th August, 1876.

5. SUPERANNUATED SCHOOL TEACHERS.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 30th day of August, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 25th of August, 1876, the Committee of Council advise that pensions be awarded by your Honour to the applicants named in the annexed report of the Deputy Minister of Education out of the funds provided under the Act 37 Victoria, chapter 28, sections 97 and 98, at the rates therein mentioned.

Certified.

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

1st September, 1876.

SUPERANNUATED TEACHERS.

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

| NAME | Religion. | Country of Birth. | Residence. | Age. | Service in Ontario. |
|--------------------|---------------------|-------------------|------------------|------------|---------------------|
| Blackley, John.... | Episcopal..... | Scotland.. | Tp. Eramosa.... | 70 years.. | 30 years.. |
| Conn, John..... | Presbyterian.. | Ireland.... | Kemptville.... | 52..... | 25..... |
| Hollis, Arthur.... | Congregationalist.. | England.... | Arthur..... | 66..... | 11..... |
| Horne, Duncan C.. | Episcopal..... | Scotland.. | Tp. Leeds & L.F. | 70..... | 27..... |
| Jackson, Thos. E.. | "..... | England.... | Tp. Vespra.... | 43..... | 18..... |
| Kerr, William.... | Presbyterian.. | Ontario.... | Cobourg..... | 54..... | 27..... |
| Leonard, James.. | R. Catholic.... | Ireland.... | Tp. Haldimand.. | 64..... | 11..... |
| Moriarty, James.. | "..... | "..... | Tp. Ellice..... | 61..... | 27..... |
| McKerrow, Wm.... | Presbyterian.. | Scotland.. | Tp. Dalhousie.. | 67..... | 18..... |
| Simpson, Adam.... | "..... | "..... | Tp. Toronto.... | 70..... | 124..... |
| Thomson, J., A.B. | "..... | Ireland.... | Fergus..... | 58..... | 24..... |

(Signed) J. GEORGE HODGINS,
Deputy Minister of Education.

EDUCATION OFFICE,
24th August, 1876.

6. INTERNATIONAL EXCHANGE OF SCHOOL MATERIAL.

Copy of an Order in Council approved by his Honour the Lieutenant-Governor, the 30th day of August, A.D. 1876.

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, dated the 25th day of August, 1876, with reference to the acquisition by the United States Commissioner of Education, of the collection of articles exhibited by the Ontario Education Department at Philadelphia, and advise that the recommendation contained therein be acted upon.

Certified,
(Sd.) J. G. SCOTT,
Clerk Executive Council, Ontario.

31st August, 1876.

The undersigned has the honour to report for the information of His Honour the Lieutenant-Governor in Council, that a desire has been expressed by the United States Commissioner of Education to acquire part of the collection of articles exhibited by the Ontario Education Department at Philadelphia, for the National Museum at Washington.

The undersigned accordingly respectfully recommends that he be authorized to make such arrangements (by way of interchange of articles exhibited) as may enable the Education Department of Ontario to be adequately represented in such proposed museum.

Respectfully submitted,
(Sd.) ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 25th August, 1876.

7. SEPARATE SCHOOL INSPECTION.

Copy of an Order in Council approved by his Honour the Lieutenant-Governor, the 8th day of September, A. D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 29th of August, 1876, the Committee of Council advise that the annexed Regulations for the inspection of Roman Catholic Separate Schools be approved of by your Honour, under the authority of the Act 26 Victoria, chapter 5, section 26.

(Certified.)
(Signed) J. G. SCOTT,
Clerk Executive Council.

8th September, 1876.

DIRECTIONS FOR THE INSPECTION OF ROMAN CATHOLIC SEPARATE SCHOOLS, FOR THE GUIDANCE OF HIGH AND PUBLIC SCHOOLS INSPECTORS.

Under the authority of the 26th section of the Act of 1868 (30 Vic., cap. 5), and the General Regulations of the Education Department respecting Roman Catholic Separate Schools, approved by His Honour the Lieutenant-Governor in Council, 8th September, 1876, the Minister directs as follows :—

1. In cities and towns the Roman Catholic separate schools shall be inspected by one of the High School Inspectors, or by the County Inspector, as the Minister may from time to time appoint.
2. In Townships and Incorporated Villages the inspection shall be made by the County Inspector.
3. (1.) In his inspection the Inspector shall make enquiry and examination so as properly to report upon the condition and operations of the school, and shall report the results to the Department.
- (2.) He shall also state the dimensions and plan of the school building, its condition and accommodation, and the means of instruction therein.
- (3.) He shall state the number of teachers employed, and the certificates or other qualification held by them, and the arrangement of the classes.

(4). He will ascertain how many pupils have been admitted to the school during the year, and require a register to be kept so as to ascertain the attendance of the pupils and number of classes in the school, and will observe the mode of teaching and general management of the school.

(5). He will check the half-yearly returns of the pupils' names and number of days in which they attended during each month by examining the School Registers, and make his report to the Minister of such attendance.

4. This inspection shall be at some time during the month of April or May each year.

5. In ascertaining the average yearly attendance at the Separate Schools the Inspector will report to the Department for its consideration such days on which under the discipline of the Roman Catholic Church, the school is closed, and mention what, if any, equivalents in time have been made upon other days in which the public schools are closed.

(Signed) ADAM CROOKS,
Minister.

EDUCATION DEPARTMENT,
Toronto, August 29th, 1876.

MEMORANDUM of the Minister of Education respecting Separate Schools and their relation to Public School Boards in Cities, Towns and Incorporated Villages.

1. The Act of 1863 constitutes the Roman Catholic Separate School Trustees in Cities, Towns and Incorporated Villages a body corporate, with all the powers of imposing, levying and collecting school rates or subscriptions upon and from their supporters which the Public School Trustees in School Sections possess with respect to the Public Schools (see Sections 6 and 7); and by Section 8 the Roman Catholic Separate School Trustees can obtain from the City Clerk a copy of the Assessment Roll of the City, so far as it relates to Separate School supporters.

2. The Separate School supporters who are exempted from Public School rates comprise such only as on or before the first day of March in any year give to the City Clerk notice that they are such; and on or before the first day of June in each year the Trustees of the Separate Schools are to transmit to the City Clerk a correct list of all such supporters. The names of all such supporters shall then be excluded from liability under the Collector's roll for Public School rates.

3. Under Section 20 each Separate School is entitled to a proportionate share in the Parliamentary grant for the support of Public Schools, and in any grants for Public School purposes, provincial or municipal, according to the average attendance of pupils at such schools during the year next preceding, as compared with the average attendance at the Public Schools. But this right does not apply to moneys raised for Public School purposes by local assessment.

4. To enable the Education Department, under Section 22, to adjust the apportionment of the Parliamentary grant, a half-yearly return, to show the average attendance at the Separate Schools, is to be transmitted by the Separate School Trustees to the Education Department.

5. By Section 26, the Separate Schools are subject to such inspection as may be directed by the Minister of Education, and also to the Regulations of the Department.

6. By Section 27, any disagreements between the Trustees of the Roman Catholic Separate Schools and the Inspectors of the Public Schools or other municipal authorities are to be referred to the equitable arbitration of the Chief Superintendent (now the Minister of Education), subject to appeal to the Lieutenant-Governor in Council.

7. These provisions are in full force, and are in no way affected by the Public School Act of 1874. See Sections 191 and 193, 37 Vic., cap. 28.

8. It follows that the Public School Board of a City has no jurisdiction over the Roman Catholic Separate School Trustees. They are independent corporations with their own respective functions and jurisdiction.

9. While the Public School Inspector appointed by the Public School Board of a City (see Section 105) is subject to its control, he may nevertheless be directed by the Education Department, in the exercise of its statutory authority, to inspect Roman Catholic Separate Schools, and his report being for the information of the Department, is not in any sense within the control of the Public School Board.

10. It is a proceeding quite independent of the authority, and they have no duty to discharge in the matter. The inspection of the Separate Schools and the apportionment of the Parliamentary grant and other matters respecting Roman Catholic Separate Schools, are entirely without any jurisdiction conferred by statute upon the Public School Board of the City, Town or Village, and any control

or regulation which is to affect them resides solely in the Education Department.

10. The Public School Board can rightfully require the Municipal officer to observe the requirements of the law in collecting School rates or other moneys for Public School purposes, and see that no persons liable to assessment are exempt except such as have complied with the provisions of the Separate School Act of 1863. This is not only a power possessed by the School Board of the City, Town or Village, but it is their duty to see to it.

11. While the Trustees of the Roman Catholic Separate Schools may appoint a collector of their own in respect of assessment for School purposes from their supporters, according to the Municipal assessment roll, there can be no objection to the City's permitting the Municipal collectors to collect for the Roman Catholic Trustees such School-rates as are properly payable to them from their legal supporters.

ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, March 21st, 1876.

8. TEACHERS RETIRED FROM THE PROFESSION.

Names of Teachers who have given notice of retirement from the profession, as provided by the School Law. (List continued from the last January Number of the Journal.)

| No. | NAME. | COUNTY. | SUBSCRIPTIONS RETURNED. |
|-----|------------------------|----------------|-------------------------|
| 516 | Allen, John | Huron | \$5, January, 1876 |
| 517 | Adair, John E. | Middlesex | 9, " |
| 518 | Allan, John | Grey | 9, April, " |
| 519 | Brown, W. P. | Northumberland | 4, January, " |
| 520 | Bascom, George W. | Grey | 7, " |
| 521 | Bole, Duncan | Grey | 8, March, " |
| 522 | Brethour, John | Ontario | 10, " |
| 523 | Bush, R. E. | Wentworth | 4, April, " |
| 524 | Bell, Henry S. | Lincoln | 5, May, " |
| 525 | Croll, David | Carleton | 8, January, " |
| 526 | Campbell, James | Huron | 6, March, " |
| 527 | Clark, D. K. | Peel | 8, " |
| 528 | Davey, P. N. | Durham | 9, February, " |
| 529 | Dingman, Thomas | Grey | 8, May, " |
| 530 | Dickson, J. K. | Huron | 8, June, " |
| 531 | Fischebourne, W. P. H. | York | 3, March, " |
| 532 | Fair, Thomas J. | Hastings | 6, April, " |
| 533 | Forbes, John M. | Haldimand | 7, " |
| 534 | Fawcett, S. W. | Middlesex | 9, " |
| 535 | Gardiner, Robinson | Wellington | 8, January, " |
| 536 | Gillespie, Charles | Northumberland | 10, March, " |
| 537 | German, H. S. | " | 10, " |
| 538 | Graham, John J. | York | 8, " |
| 539 | Gosnell, Thomas S. | Kent | 9, April, " |
| 540 | Gane, Rev. W. H. | Huron | 8, May, " |
| 541 | Henderson, William | Bruce | 8, February, " |
| 542 | Harrison, John | Ontario | 10, March, " |
| 543 | Hicks, W. T. | Hastings | 7, " |
| 544 | Hawkins, Amos | Victoria | 4, April, " |
| 545 | Hawkins, John | Perth | 2, " |
| 546 | Hanna, Franklin | Leeds | 3, June, " |
| 547 | Hodges, Seth | Haldimand | 5, " |
| 548 | Henderson, William | Bruce | 1, " |
| 549 | Kirk, David | Huron | 7, March, " |
| 550 | Kerr, George J. | Wentworth | 1, May, " |
| 551 | Loney, Peter | Perth | 9, March, " |
| 552 | Loucks, Archibald | Dundas | 4, " |
| 553 | Lance, Richard | Muskoka | 6, April, " |
| 554 | Lewis, E. Dewart | Peterborough | 3, May, " |
| 555 | Mitchell, Robert | Oxford | 5, January, " |
| 556 | March, Alfred | Lambton | 10, " |
| 557 | Melville, Michael | Frontenac | 4, February, " |
| 558 | Melvin, J. S. | Russell | 6, March, " |
| 559 | Morley, Frank | York | 4, " |
| 560 | Murphy, Lawrence | Frontenac | 6, " |
| 561 | Misener, John C. | Wentworth | 8, April, " |
| 562 | Moore, David B. | Haldimand | 5, May, " |
| 563 | Morisset, T. | Essex | 8, " |
| 564 | Morisset, Diogene | " | 7, " |
| 565 | McLaren, James F. | Bruce | 5, January, " |
| 566 | McGrath, John | Middlesex | 7, " |
| 567 | McKelvey, Alexander | York | 5, March, " |
| 568 | McQuarrie, N. | Oxford | 4, " |
| 569 | McLean, Peter | Simcoe | 6, " |
| 570 | McLachlin, A. G. | Elgin | 9, April, " |
| 571 | McEwen, Jas. | Oxford | 5, " |
| 572 | McLain, Geo. | Perth | 5, " |
| 573 | McKeown, Isaac | Peel | 8, " |
| 574 | McKee, Thos. S. | Hastings | 7, " |
| 575 | McQuarrie, Jno. | Huron | 5, June, " |
| 576 | Nicholson, Walter J. | Elgin | 5, January, " |

| No. | NAME. | COUNTY. | SUBSCRIPTIONS RETURNED. |
|-----|--------------------|----------------|-------------------------|
| 577 | Newton, Geo. A. | Haldimand | 6, February, 1876 |
| 578 | Pritchard, Stewart | Durham | 7, January, " |
| 579 | Radford, Joseph A. | Lanark | 6, March, " |
| 580 | Rankin, Jno. | Kent | 6, April, " |
| 581 | Reesor, Solomon | York | 8, May, " |
| 582 | Rodgers, Joseph M. | Victoria | 5, " " |
| 583 | Riddell, Geo. | Northumberland | 4, " " |
| 584 | Roche, C. F. | Peel | 7, " " |
| 585 | Sinclair, Jno. | Lanark | 81, January, " |
| 586 | Steel, Thomas | Ontario | 7, " " |
| 587 | Summers, Wm. H. | Dundas | 6, March, " |
| 588 | Switzer, J. A. E. | York | 9, April, " |
| 589 | Snell, Elton | Huron | 9, May, " |
| 590 | Scott, Walter W. | York | 7, " " |
| 591 | Tait, Edwin E. | Kent | 2, January, " |
| 592 | Watt, Arven C. | Simcoe | 3, February, " |
| 593 | Wilson, D. W. M. | Northumberland | 10, March, " |
| 594 | Waddell, Geo. | Prescott | 2, May, " |
| 595 | Zimmer, Danl. | Waterloo | 7, March, " |

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

| No. | NAME. | COUNTY. | MONIES RETURNED. |
|-----|---|------------|----------------------|
| 596 | Fergusson, Jno., representative of Colin D. Fergusson | Lanark | \$16 45, Jany., 1876 |
| 597 | Gibson, Mrs. Florence, representative of Jno. M. Gibson | Wellington | 23 25, March, " |
| 598 | McDonald, Mrs. Matilda A., widow of Donald McDonald | York | 4 96, April, " |
| 599 | Roberts, Mrs. Elizabeth P., widow of Richd. Roberts | Haliburton | 6 35, Jany., " |
| 600 | Russell, Mrs. Clarinda, widow of Andrew Russell | Addington | 10 02, May, " |

II. Proceedings of Teachers' Associations.

1. ELGIN TEACHERS' ASSOCIATION.

The Elgin Teachers' Association assembled in the Public High School building to deliberate on questions relating to the profession. C. D. Burdick, president, presided. The syllabus being submitted, a paper on the mode of teaching history was elucidated by Mr. Thomas Leitch, which proved to be interesting and instructive. The afternoon session was largely attended. It was moved by Mr. Miller, classical teacher of Public High School, and seconded by Mr. Black, "That this Association regards the low standard of qualification for third class certificates as very injurious in its effects on the teaching profession, and would urge the earnest consideration of the subject upon the Government, and that a copy of the same be forwarded to the proper authorities." Carried. Moved by Mr. J. W. Cook, and seconded by Mr. Miller, and resolved: "That in the judgment of this Association, a person who, at the expiration of a term of service under a third-class certificate, having shown capacity as a teacher, passes a creditable examination upon second-class papers, should have another third-class certificate granted, such third-class certificate, however, only to be valid until the next meeting of the Examining Board." An animated discussion ensued, in which Messrs. Walker, Black, Butler, Miller, and Cook took an active part. J. W. Cook discoursed learnedly on the method of teaching philosophy, illustrating the same from exercises on the blackboard. In the evening a mass meeting was held in the Court House, when addresses were given by J. H. Wilson, M.P.P.; Mr. Butler, Inspector of Schools; and Mr. Miller, classical teacher of Public High School. The chair was occupied by C. D. Burdick, Esq.—*London Advertiser*.

2. COUNTY DURHAM TEACHERS' PIC-NIC.

On 30th ultimo, the School Teachers of the County of Durham held a pic-nic at the Summit. Mr. Ross, M.P., was appointed chairman, and addresses were delivered by Messrs. Scott, Dr. McLennan, Crooks, and Rosevear, M.P.P. Mr. J. J. Tilley, Inspector for the District, was then presented with a tea service worth \$180, and a very complimentary address. To this Mr. Tilley made the following reply:—"Fellow teachers, words are called signs

of ideas, and language is used by man to give utterance to his thoughts, but we often look in vain for words which shall suitably express the deep emotions of the heart; and were I on this occasion to attempt to express my feelings in words, I should come far short of what they deserve or what I desire. But as this is the only medium available, allow me to express to you my deep and sincere gratitude for this token of your good-will. I shall always prize it most highly, not only for its extreme beauty and intrinsic worth, but more especially since it furnishes me such indisputable proof that I am held in esteem by those among whom and with whom it has been my good fortune to labour for the past eight years. I know but too well that I am unworthy of it, but since you in the goodness of your hearts judge otherwise, then on behalf of my wife and myself I accept it, and assure you we shall ever esteem it as one of the most cherished mementos of earth which it is our privilege to possess. I thank you for your kind allusion to my recent appointment to the Central Committee, and for your well-wishes for the future prosperity and happiness of Mrs. Tilley and myself. I trust that I shall be able in that extended field of labour to assist in still further developing the educational resources of this fine Province. As many of you know I am about to leave the country for a time, that I may better prepare myself for the more efficient discharge of the duties of my office, allow me to commend to you my successor, Mr. Davey. I trust that in his journeyings through the county he may receive the same unmeasured kindness and hospitality that has always been extended to me, and that he may require your cordial and active co-operation in the discharge of duties, many of which are necessarily new to him. In taking leave of you, I am sure you will join with me in the hope that a kind Providence may spare our lives to meet again, and that we may be permitted to renew and cement our friendship while we join our efforts and our hearts in that noble work which calls us here to-day, and in which I am fully assured you are all deeply interested. Allow me again to express my appreciation of your kindness, and to extend to you my heartfelt thanks and reciprocal well-wishes." Books were then presented to the successful competitors by Mr. Crooks, Dr. McLennan and Mr. Scott assisting, and honour cards by the Inspector to those deserving of them. Games of cricket, base-ball, &c., took up the remainder of the day. The band of the 46th Regiment supplied some excellent music during the day. Altogether, the gathering was a most successful one, and a very enjoyable time was spent.—*Port Hope Guide*.

3. PRINCE EDWARD'S TEACHERS' CONVENTION.

A very interesting session of the County Teachers' Association was held on the 26th ult. The chair was occupied by G. D. Platt, B.A., Inspector, and the attendance included most of the prominent Teachers of the County. The programme consisted of explanations of the Questions upon the Second and Third-class Arithmetic papers of the late Examination, by Mr. W. S. Howell, Assistant in Trenton High School; the Natural Philosophy paper, by Mr. S. M. Dorland, Principal of Public School, Cobourg; the Second-class Grammar paper, by the County Inspector, assisted by Mr. B. Rothwell, of S. S. 7, Ameliasburg, and the method of teaching Reading, by W. T. Kinney; S. S. 6, Ameliasburg, exemplified by Misses Conger, Sawyer, Moran and Brown. The election of officers next took place, resulting as follows:—President, G. D. Platt, B.A.; 1st Vice President, James Gibson; 2nd Vice President, W. T. Kinney; Secretary-Treasurer, S. B. Nethery; and an Executive Committee of nine, whose names we are unable to give. A programme was arranged for a Special Meeting of the Convention in September, at the time of the promised visit of the Hon. Minister of Education, after which the Convention adjourned.

III. Local School Administration, etc.

1. COMPETITIVE EXAMINATION IN AMELIASBURGH.

This deeply interesting event took place at Ameliasburg, and was attended by upwards of a hundred children, as well as a large number of teachers, parents and friends. The exercises were under the direction of the County Inspector, who was ably assisted by the following gentlemen as examiners: Messrs. S. B. Nethery, Bloomfield Public School; Thos. Wicher, Upper Canada College; Fred. Manly, Toronto Collegiate Institute; John Kinney, Well; and Geo. McDonald, Student Queen's University. Questions were submitted to the 2nd, 3rd, 4th, and 5th classes, in the subjects of arithmetic, grammar, geography and spelling, and to the 6th class alone in history and algebra, while all were examined in reading. The names of the successful candidates were read by the Inspector.

Inspector, and the presentation of prizes by W. R. Dempsey, Esq., Reeve of the Township and Warden of Prince Edward, followed. About 120 beautifully bound volumes were distributed, which had been purchased by funds contributed by the Warden and Messrs. Nightingale, Johnson and Bonter, of the Municipal Council of the Township, and J. Sprague and W. Delong, Esqs., each having subscribed five dollars. The proceedings were brought to a close by brief speeches from the examiners, Dr. Nash, Wm. Anderson, Esq., and the Warden, with the usual votes of thanks.—*Nation*.

2. COMPETITIVE EXAMINATION AT SMITHVILLE.

The trial of township competitive examinations, recently made in the Township of Grantham, and successfully carried out, has now been repeated in the Township of Grimsby, with very encouraging results to those who have had the responsibility of initiating and conducting it. On Friday, the 19th ultimo, the pupils from ten schools assembled at Smithville for the purpose of engaging in a friendly contest for the foremost place in the honour-list, and nothing could exceed the eagerness of the young aspirants to scholastic fame, which was in no small degree shared by their respective teachers, who were present. From the spirit displayed by the pupils, and the interest taken by the respectable gathering of visitors, there is every reason to hope that this system of competition will, if continued, be productive of very desirable results, in the increased regularity of attendance at the schools—the absence of which has been severely felt hitherto—in the increased demand for experience and efficiency in the teacher in preference to cheapness, and the general awakening of interest by parents and trustees, in the condition and progress of their schools. The examination lasted through the day, and was almost wholly conducted in writing, the examiners being J. B. Gray, Esq., Principal of the Central School of this city; Jacob Hipple, F. H. Moyer, S. S. and W. H. Moyer, of Clinton; and Miss Baily, of St. Anns; Messrs Reid and Morse, of the Smithville High Schools also shared in the work. The four rooms of the building, having been placed at the disposal of the Inspector, he was enabled to announce the result of the examination and distribute the prizes at four o'clock, after which the chair being taken by A. Morse, Esq., many of the visitors expressed in emphatic terms their approval of the system and their satisfaction with its results. The following resolution approving the action of the Township Council, in granting a sum of money for prizes, was also unanimously adopted:—

"We, the visitors at the competitive examination of the Public Schools of the Township of Grimsby, held this day at Smithville, desire to give expression to our feelings of entire satisfaction with the impartial and satisfactory manner in which said examination has been conducted, and would respectfully recommend, in the interest of education in this township, a continuance of the work so successfully inaugurated by the Inspector, Mr. J. B. Somerset, by the aid of our Municipal Council. We feel, also, that the thanks of the public are due to the able staff of examiners, who have conducted the examination."—*St. Catharines' Journal*.

3. TORONTO CITY SCHOOLS.

The following letter on the condition of the Toronto City Schools by the gentlemen charged with the distribution of the Ketchum Grant was, by resolution, inserted on the minutes of the Board of Trustees:—

To the Board of School Trustees of the City of Toronto:—

GENTLEMEN,—Having been appointed by the Directors of the U. C. Bible and Tract Societies to discharge the duty of distributing the Jesse Ketchum Bequest among the most deserving Pupils of the Schools of Toronto, we cannot, at the conclusion of our labours, refrain from expressing to the Board the heartfelt pleasure which we experienced in visiting these Schools. The generally excellent condition of the School-rooms, the air of neatness and comfort which prevailed, the order and discipline which were everywhere apparent, and the bright and cheerful groups of children which were gathered in the larger School-rooms to meet us, rendered the duty which we feared would be fatiguing, if not monotonous, to be delightful and instructive.

We devoted two entire days to visit the eighteen Schools, which are situated in different parts of the city and suburbs, and under the control of the Board. In them all, though under so many different teachers, we noticed the same spirit of subordination and state of efficiency, &c., as that to which we have referred.

Many incidents of a pleasing character occurred during our visits; and many suggestive facts came under our notice during these two days, which isolated visits to Public Schools would never have brought out. We had the rare advantage, which a systematic and

continuous visit to the whole of the Schools at once gave us, of comparing one School with the other; of noting the general condition of each of the Schools; the effect of the prevalence or absence of order and discipline in the daily life of the School; the tone and *esprit* of the pupils; the character of the influence which the teacher exercised in the school; and the effect of that aesthetic culture (even of an elementary character,) which it is to be regretted is not always regarded as an essential part of school training, even by otherwise efficient teachers. We noted, therefore, with the more pleasure, evidence of its existence in the Schools generally, as indicated by the personal neatness and taste of the scholars; the presence of flowers in the School-rooms, either in pots or in bouquets; of mottoes, and other pleasing decorations; or musical skill, and by the marked exhibition of courtesy and politeness on the part of the pupils on our visit to their School-rooms. This was the more observable in the girls' departments.

During our visit, we took occasion not only to address a few brief words of counsel to the pupils generally, so as to impress upon their minds the necessity for the practice of those sterling virtues of punctuality, diligence and good conduct, which the prizes were designed to stimulate and reward; but we sought to make the presentation the occasion of a direct practical application, in the case of each individual recipient, by an additional word of advice.

We were favoured with the presence of individual trustees in many of the Schools. We cannot, however, speak too highly of the admirable arrangements made by Mr. Hughes, the indefatigable Inspector, by which we were enabled to carry out the programme of distribution with punctuality and satisfaction to ourselves.

Taking a brief yet comprehensive view of the Schools, as we did, and of the extensive machinery and appliances for popular education now available in Toronto, we cannot but be deeply impressed with the immense power for good which these Schools possess. Though costing less than the police force, it is to them, under the blessing of God, we must look for a potent means of the prevention of crime in our midst. By their establishment and maintenance, hundreds of children, which would otherwise be left to the demoralizing education of the street, and brought up as city Arabs, are carefully trained in the elements of useful knowledge, and brought continuously under a wholesome discipline, and a humanizing and elevating influence of a powerful character.

Our two days' visit to the Public Schools so impressed us with their excellence and value to the City, that we have felt ourselves impelled thus to express to the Board of Trustees our views and impression on the subject.

We have the honour to be,

Gentlemen,

Very truly and sincerely yours,

J. GEORGE HODGINS,

Hon. Secretary, U. C. Bible Society.

A. T. McCORD, }
JOHN GILLESPIE, } Members of the U. C. Bible and Tract Society.

P. S.—We were also highly pleased and gratified by our visit to the Collegiate Institute and Model School.

4. GODERICH SCHOOLS.

After a recent visit to the County of Huron and the Goderich Schools, the following letter was addressed to the Board of Public School Trustees of the Town by the Deputy Minister of Education:

SIR,—I desire gratefully to acknowledge the courtesy of the Goderich Board of Public School Trustees in deputing its Chairman and other members, with the Inspector, to accompany me on a visitation of the schools of that town, on Monday, the 12th instant.

It may be gratifying to the members of the Board to know that that visit afforded me the liveliest satisfaction, not only in witnessing the results of the efforts which have been so systematically put forth by the Board to afford school accommodation for the youth of Goderich, but also in observing the appropriate architectural style of the buildings and the tidy appearance of the pupils in the several schools of the town.

Although I had necessarily no opportunity of testing the attainments of the pupils, yet from the appearance of general intelligence which characterized each group of children which I saw, and from the admirable discipline which appeared to prevail in the schools, I am sure that Goderich has reason to congratulate itself on the present condition of its Public Schools. This I feel persuaded is due no less to the zeal and diligence of J. R. Miller, Esq., the Inspector, than to the ability and devotion of the teachers employed by the Board.

A pleasant visit which I made to the High School of Goderich afforded me also an opportunity of witnessing the results of the labours of its indefatigable Head Master, Mr. Strong. The intelli-

gence of the scholars and the discipline of the school struck me most favourably.

I may add that a visit to twelve of fifteen schools in the County of Huron, most of them in new school-houses, through the courtesy of J. R. Miller, Esq., impressed me with the conviction that the County has reason to pride itself on its educational advantages and progress as well as on the administrative abilities of its Inspector, Mr. Miller.

A recent visit of a most satisfactory character, which I have also made to several of the Public Schools in the Cities of Ottawa and Toronto, has convinced me that the progress which we have made of late years in educational affairs has been of a substantial and enduring character.

The following reply was received from the Secretary of the Board :

I have the honour to acknowledge on behalf of the Board of Public School Trustees, Town of Goderich, your communication of the 19th June, and in reply beg to say that it was laid before the last meeting, when it was resolved that it be acknowledged with thanks. Also, the hope was expressed that you will always have occasion to express yourself in as favourable a manner with reference to the work of the Board of Trustees and its officials.

IV. Communications to the Journal.

1. SCHOOL VACATIONS.

To the Editor of the Journal of Education.

SIR,—I have noticed for some time past what a desire exists in some quarters to have the Midsummer Holidays extended at the expense of the Easter Holidays. I hope this will not be done. If the Minister of Education and his advisers see fit to extend the Midsummer Holidays to the same length as the High School Holidays, we Public School Teachers will, of course, have no objections, but rather than have the Easter week taken from us, I, for one, would much prefer the present arrangement. It is very pleasant and convenient to have a week's release in the middle of what would otherwise be a long six months' term; and as Good Friday is a legal holiday any way, and must remain so, it takes only four school days to make up the week, and for the matter of four days it would be a pity to deprive the teachers and pupils of the privilege they now enjoy at Easter.

Yours very truly,
JAMES LAWSON.

Mallorytown, Aug. 18, 1876.

2. GREAT WANT OF SCHOOL OUT-PREMISES.

We would invite the earnest attention of Public School Inspectors to the great inconvenience caused by the neglect of Trustees to provide suitable out-premises for Schools, as specified in the following letter. The writer but speaks of an almost universal want throughout the various Counties :—

To the Editor of the Journal of Education.

"HAMILTON, August 8th, 1876.

"DEAR SIR,—I would respectfully beg to draw your attention to a matter in connection with our country schools which requires a prompt and effectual remedy : I refer to the want of those necessary conveniences in the way of out-houses. Although the School Law provides that these shall be erected, there are no particular specifications given ; and the consequence is that many Boards of Trustees, as niggardly with their labour as they are of their cash, comply with the letter while they break the spirit of the law, and in a great many cases disregard it altogether. Some knock a few boards together almost in the worst manner possible—leaning against a fence, or in any other way that will save them the trouble and leave the place without doors or anything else, such as the common deencies of life require. The consequence of all this is, that young girls who are obliged to go to the country as Teachers endure a very serious amount of suffering and danger of illness. What makes the matter worse is, that a great many of the farm-houses are utterly without any pretence of the same necessary accommodation. This matter is spoken of by female country Teachers as the greatest evil they have to endure.

"I have two sisters who have taught in country schools since last New Year, and they both came home at the beginning of the present vacation seriously unwell from the above causes, and have hardly recovered yet ; and this is the principal reason that I have thus written you. I was advised to take this step by our family physician, who says that the matter is fraught with dangerous con-

sequences to the health of any teacher, and that he felt sure that you would apply an immediate and effectual remedy.

"I think myself that every country school ought to be provided with three closets—one for boys, one for girls, and the third for the teacher, which latter should be provided with a lock and key. It is needless to remind you what a state closets are in to which a number of persons have access. There is no person who will see to those of country schools being kept in a state of cleanliness. Some of the male pupils in these country schools are as much as twenty-one years of age. Trusting you will excuse me for the liberty I have taken in thus addressing you, and that you will kindly take into consideration the feelings and health of the female teachers throughout the province,

"I am, &c.,
"W. H. T."

3. JAMES BYRON DIXON, M.A.

Late Principal of Peterboro' Collegiate Institute.

James Byron Dixon, late Principal of the Peterboro' Collegiate Institute, was born in Wicklow, Ireland, August 12th, 1833, and died at Peterboro', July 9th, 1876, at the age of forty-three. When a mere youth he attended the Normal School, Dublin, and obtained a first-class certificate when but sixteen years of age. As a student, he was remarkably diligent and conscientious. Having taught school successfully for a short time in his native land, he emigrated with his father's family to Canada, where he immediately resumed the profession of teaching, and continued in it for two or three years. Being ambitious and eager to advance his educational interests, he went to Victoria College, Cobourg. On leaving college he obtained the Head-mastership of the Brighton Grammar School, which he held for upwards of two years, giving general satisfaction. He next went to Colborne, where for a period of nearly twelve years he met with eminent success as a teacher, raising the standing of the school to a high state of efficiency. In 1868 he obtained the Principalship of the Peterboro' Grammar School, as it was then called, and before long, under his able and judicious management, the Grammar School became a Collegiate Institute.

As a teacher, he exhibited great tact, energy, and enthusiasm, and he made his pupils feel that they ought to work. Being kind and courteous to his pupils, he was in return greatly admired and respected by them, as shown by numerous beautiful presents received by him. He was a good classical scholar and an excellent mathematician.

His explanations were concise, clear, and easily understood, and he had a plain, fascinating and cheerful style of questioning, which gained and kept the attention and interest awake. The dull eye brightened, the listless and careless became interested and eager to answer as the full, clear voice of Mr. Dixon was heard. It seemed natural for him to teach, and when in health it was always a pleasure.

O. S. Fowler, the phrenologist, when on a lecturing tour through Canada, examined his head, and after telling him that he had worked his brain hard for ten years, said that he would make a good teacher, preacher or lawyer. Mr. Dixon was unassuming, genial, kind and obliging, almost to a fault. I have often seen him stop to talk to a child in the street and go away, leaving the little one feeling happier for having been thus noticed and kindly spoken to.

He died a martyr to overwork. In addition to the labour and duties of the Institute, he undertook to teach private pupils and classes, and also write and deliver lectures and speeches. His lectures were characterized by originality and sound sense.—*Con.*

V. University Education in Ontario.

1. TORONTO UNIVERSITY.

REVISED CURRICULUM FOR JUNIOR AND SENIOR MATRICULATION.

Candidates entering at the junior or senior matriculation must have completed the fifteenth year of their age.

All candidates entering at the junior matriculation examination must take the Pass subjects in classics, mathematics, English history, and geography, except that candidates who intend pursuing any of the Honour Courses (other than Classics) may substitute French and German for Greek.

The examinations for senior matriculation (both Pass and Honours) will be held at the same time as the ordinary examination of undergraduates in this faculty.

The ordinary annual examinations for junior matriculation (both Pass and Honours) will commence about the third week in June, and notice of the precise time will be given by advertisement in the first week of January.

Supplemental examinations for matriculation will be held in the latter part of September, at which those who were rejected at the

June examination, as well as new candidates, may offer; but no honours or scholarships will be awarded at such examination, except in the case hereinafter mentioned.

Candidates for entrance must produce satisfactory certificates of age and of good conduct.

The fee for matriculation is four dollars, and must be paid to the Registrar at the time the candidate gives notice of intention to present himself. Candidates who have been rejected at the June examination may present themselves at the supplemental examination upon payment of an additional fee of two dollars. The fee for admission "ad eundem statum" is five dollars, and must be paid to the Registrar at the time of application.

The following scholarships will be offered for competition, namely:—

AT THE JUNIOR MATRICULATION EXAMINATION.

| | |
|---|-------|
| One in Classics, of..... | \$150 |
| “ “ | 100 |
| One in Mathematics of | 150 |
| “ “ | 100 |
| One in English, French, German, and History of | 120 |
| Two for General Proficiency in all the subjects | |
| appointed for this examination, one being of... | 75 |
| And the other being of..... | 50 |

AT THE SENIOR MATRICULATION EXAMINATION.

| | |
|--|-------|
| One in Classics, of | \$150 |
| One in Mathematics, of | 150 |
| Two for General Proficiency in all the subjects, | |
| one being of..... | 75 |
| And the other of..... | 50 |

The examiners, at their discretion, may award among the junior or senior matriculants any scholarship which has not been taken at the preceding matriculation or first year's examinations; or may reserve any scholarship which has not been taken at the senior matriculation to be awarded among the undergraduates of the first year at the succeeding examination.

Any scholarship not taken at the matriculation examinations of June may be offered at the September examinations for competition among candidates then presenting themselves for the first time; and in that case notice will forthwith be given by advertisement of the scholarships thus available for competition.

Every candidate who obtains a scholarship at the junior or the senior matriculation examinations must attend lectures in some affiliated college for the academic year immediately following such examinations; but the Senate may, upon satisfactory reasons being shown, permit such scholar to postpone attendance upon lectures for one year, in which case the payment of the amount of the scholarship shall likewise be postponed. The scholarships are paid in three instalments, viz., 15th November, 15th January, and 15th March, and each scholar is required to send the Registrar a certificate of attendance upon lectures at least three days before the date of each payment.

No Student can hold two scholarships at the same time; but if two or more scholarships have been awarded to him he will be entitled to forty per cent. of each additional scholarship, his scholarship being called a double, triple, &c., scholarship, as the case may be; and the Senate may award the remainder of the value of such additional scholarship to the candidate who was next entitled to it.

No scholarship (except for General Proficiency) will be awarded to any candidate who has been placed lower than the first class in the department, or in any of the departments or sub-departments to which the scholarship is attached.

All scholars must sign a declaration of intention to proceed to a degree in the Faculty of Arts in this University. In awarding the scholarships for general proficiency, every subject upon which a candidate has been examined is taken into account, and the scholarships are awarded to such students as, having obtained honours in at least one department, shall have obtained the highest aggregate number of marks upon the whole examination of the year. In awarding these scholarships, the comparative value of the several departments and sub-departments is estimated according to the following schedule:—

FOR JUNIOR MATRICULATION.

| | |
|----------------------------|-----|
| Greek..... | 220 |
| Latin..... | 220 |
| Mathematics..... | 440 |
| English..... | 150 |
| History and Geography..... | 100 |
| French..... | 100 |
| German..... | 75 |

FOR SENIOR MATRICULATION.

| | |
|------------------|-----|
| Classics..... | 500 |
| Mathematics..... | 500 |
| English..... | 200 |
| French..... | 125 |
| German..... | 125 |
| Chemistry..... | 125 |

A scholarship for general proficiency will not be awarded to any candidate who has obtained any one of the special scholarships.

SUBJECTS OF EXAMINATION.

For junior matriculation the prescribed pass work is as follows:—

CLASSICS.—Anabasis, B. I.; Iliad, B. I.; Pro Lege Manilia; Fasti, B. I. vv. 1.300; Æneid, B. II., vv. 1.317; Latin Prose; Paper on Latin Grammar.

MATHEMATICS.—Arithmetic; Algebra, to the end of Quadratics; Euclid, Bb. I., II., III.

ENGLISH.—A paper on English Grammar; Composition; "Lady of the Lake," with special reference to Cantos V. and VI.

HISTORY AND GEOGRAPHY.—English History from Queen Anne to George III., inclusive; Roman History from the beginning of the Second Punic War to the death of Augustus; Greek History from the Persian to the Peloponnesian War, both inclusive; Ancient Geography, Greece, Italy, and Asia Minor; Modern Geography, North America and Europe.

FRENCH (optional).—Grammar paper; easy French prose; Corneille, Horace, Acts I. and II.

GERMAN (optional).—Grammar paper; Musæus, Stumme Liebe, Schiller, Lied von der Glucke.

The honour work for junior matriculation embraces the following:—

CLASSICS.—Demosthenes, Phil., I., II.; Odyssey, B. IX.; Cæsar, Bell. Gall., B. IV., c. 20-36 and B. V. c. 8-23 (i.e., Bellum Britannicum); Horace, Odes, B. I.; Ovid, Fasti, B. I., from verse 440 to the end; translation from one Latin and one Greek author not specified; paper on Greek Grammar. Latin verse will be optional, and marks awarded for it will not count for honours or scholarships, but a prize of \$15 may be awarded by the examiners.

MATHEMATICS.—Plane Trigonometry (solution of triangles); Algebra, to the end of the Binomial theorem; Euclid, Bb. IV. and VI., and Defs. of B. V.

ENGLISH.—Shakespeare's Macbeth.

FRENCH.—Corneille's Horace, Acts III., IV., V.; Dumas' Tulipe Noire; translation from easy authors not specified.

GERMAN.—Schiller, Neffe als Onkel.

HISTORY AND GEOGRAPHY.—English History under the Tudors and Stuarts; Geography of the British Empire, including the Colonies.

For senior matriculation the pass work is as follows:—

CLASSICS.—Herodotus, B. I. cc. 26-92; Iliad, B. XII.; Livy, B. IX., cc. 1-22; Horace, Odes, B. III.; Æneid, B. VII.; Latin Prose; paper on Latin Grammar.

MATHEMATICS.—Arithmetic; Algebra, to the end of Progressions; Euclid, Bb. I., II., III., IV., and VI., and Definitions of B. V.; Plane Trigonometry, as far as the solution of plane triangles.

ENGLISH.—Composition; History and Etymology of the English language; Rhetorical Forms; History of English Literature in the times of Elizabeth and James I. Books of Reference: Craik's English Literature, B. V.; Earle's Philology of the English Tongue; Bain's English Composition and Rhetoric.

FRENCH.—Grammar paper; De Stael, L'Allemagne, Premiere Partie; easy translation into French prose.

GERMAN.—Grammar paper; Fouqué, Aslauga's Ritter; Outlines of German Literature, 1300-1670.

The following is the Honour work for senior matriculation:—

CLASSICS.—Demosthenes against Aphabus, I., II.; Odyssey, B. XII; Livy, B. IX., c. 23 to end; Cicero in Cæcilium; Virgil, Georgics, B. I.; translation from one Latin and one Greek author not specified; Greek Grammar paper; same conditions in regard to Latin verse as in junior matriculation.

MATHEMATICS.—Algebra, to Properties of Numbers (Colenso or Todhunter); Plane Trigonometry; Analytical Plane Geometry (Puckle).

ENGLISH.—Prosody (Abbott and Seeley's English for English People); Rhetoric (Bain's Composition and Rhetoric); History of English Literature from Chaucer to Surrey (Craik's Literature, Bb. III. IV.; Marsh's English Language and Literature, Lecture:

6-11 inclusive); Prologue to Canterbury Tales; The Nunne Preste, His Tale (Morris, Clarendon Press); Shakespeare's Coriolanus.

FRENCH.—Moliere, L'Avare and Les Fourberies de Scapin; Montalémbert, L'Avenir Politique de l'Angleterre; translation from authors not specified.

GERMAN.—Schiller, Wallenstein's Lager; Chamisso, Peter Schlemihl; easy translation into German.

CHEMISTRY.—Inorganic Chemistry (Roscoe's Elements).

VI. Ontario at the Centennial.

1. INTERNATIONAL EDUCATIONAL CONFERENCE AT PHILADELPHIA.

The proposition was made some time ago to hold this year, at Baltimore, in connection with the National Teachers' Association, an International Congress or Conference. Owing to circumstances which need not now be stated, this plan was abandoned, and instead it was resolved to call a less formal body than a Congress, an International Conference to meet on the Centennial grounds at Philadelphia. The first meeting was held in the Judges' Hall, on Monday, July 17, at 3 p. m. Subsequent meetings were held in the Pennsylvania Educational Building and in the Judges Hall. Some twelve or fifteen different nationalities were represented. A correspondent of the *New York Times* gives the following account of what was done at the first session.

"Hon. John Eaton, United States Commissioner of Education, called the Conference to order at 3 o'clock, and introduced Dr. Laws, President of the University of Missouri, who opened the session with short prayer. Mr. Eaton then read a list of persons invited to act as officers of the Conference, as follows: President, Sir Redmond Barry; Vice Presidents, Hon. William F. Phelps, Hon. J. P. Wickersham, Dr. Da Motta, Brazil; Dr. J. G. Hodgins, Ontario; Hon. F. Tanaka, Japan; Sir William Thompson, England; Prof. Reuleaux, Germany; Senor G. Videla Dorna, Argentine Republic; Dr. Migerka, Austria; Hon. C. H. Hitchcock, Hawaii; Prof. E. Levasseur, France; Prof. Geiger, Switzerland; and Dr. Mejerberg, Sweden. In the absence of Sir Redmond Barry, Mr. Eaton nominated Hon. W. F. Phelps to the chair. That gentleman accepted the position, and in a short speech stated that this was the first International Education Conference ever assembled in this country.

The first topic for discussion was "Courses of Study," and upon this subject the first speaker was Dr. W. T. Harris, superintendent of the city schools of St. Louis, Mo. His remarks were confined entirely to a report of the Committee on "Course of Study, from the Primary School to the University," presented to the "National Educational Association," and embracing a variety of topics. Dr. Da Motta, of Brazil, was the next speaker. Instead of discussing the topic under consideration, he gave a detailed description of the course of public instruction in Brazil. A debate, limited to five minutes for each speaker, was then begun, the first speaker being Dr. J. G. Hodgins, of Canada, who spoke of the difficulty experienced in the province, the courses of study therein "overlapping" each other to such an extent that the hitches are many and somewhat serious. He was replied to by Mr. John Hancock, of Cincinnati. Dr. J. C. Mejerberg, of Stockholm, Sweden, stated that one great cause of complaint in his own and in other European countries, was the system of overstraining, and it is likewise complained of that the boys learn more than the girls. Hon. C. H. Hitchcock, of the Hawaiian Islands, explained the free-school system in that country. Dr. David Murray, of Japan, was the next speaker, who explained at some length, the educational system in that land.

An evening session was held at which statements were made by a number of gentlemen in reference to the teacher in different countries, his preparation, status, salary and tenure of office. Sweden, Brazil, England, Ontario, Japan, Germany and other countries were heard from in this connection.

The Phila. Ledger thus tells what was done on the second day:

"The International Educational Conference reassembled yesterday morning in the Pennsylvania Educational Building, at the Exhibition. Mr. Wm. F. Phelps, of Minnesota, presided, and called upon Dr. Hodgins, of Canada, for an account of the normal schools of that country. Dr. Hodgins stated that they are conducted in essentially the same manner as our own, but each school is provided with a model school, in which the students are afforded a practical knowledge of teaching.

These model schools are so much appreciated, that the one in Toronto has generally from three to four hundred more applicants than admissions. The duties and remuneration of a teacher are clearly defined, and he is protected therein by the law. The Government appropriates money for the support of these schools in proportion to the population, and every male teacher is now re-

quired to subscribe two dollars semi-annually towards the funds for supporting superannuated teachers. In case the subscriber retires from the profession, half of his total subscription is returned to him.

Senor Dorna, of the Argentine Confederation, was next introduced. He said he had come here rather for the purpose of learning than teaching. In the national colleges of Buenos Ayres they do not train teachers. The salaries, he thought, will not compare favourably with any other country in the world. The President or Director receives only \$150 a month, and the Vice President \$70 for a similar period. Then there are twelve professors at \$80 each per month. The ratio of schools to the population in Argentine, is one to every 1,085 persons. The kindergarten system was established in that country by a German, Dr. Boehme. It is supported by the Government, and taught to those who pay for it.

Mr. C. J. Hogman, of Finland, next addressed the audience in the Swedish tongue and his remarks rendered in English by Dr. Mejerberg, of Stockholm. He said that although Finland is a dependency of Russia, yet it is only a personal union, for they make their own laws, and in reality govern themselves. There are three normal schools in Finland, and in two of these the Swedish language is taught and Finnish in the other. When certain teachers are elected in Finland, the Government sends them abroad to visit and study the various educational systems of the world to increase their experience, and that was what he (Mr. Hogman) has visited this country for. The salaries of male teachers in the schools are about 3,700 Finnish marks (there are about four marks to our dollar), but the women receive only half that sum. Dr. Mejerberg, the translator, thought that Finland would, in a few years, attain a high standard in educational matters.

Prof. Wickersham then explained how it is that American teachers are not provided with dwellings. He gave two reasons—First, that it is the policy of the educational directors of this country to have as many teachers in a school as possible, and, secondly, that three-fourths of the teachers are unmarried and therefore need no house. The speaker characterized popular education in America as a creature of the people rather than a creature of the State. In Pennsylvania alone there are 17,000 teachers; and in regard to pensions, he did not believe that over one hundred of those in country schools could claim a term of service of thirty years. Prof. Wickersham pointed out the advantages to be derived from the constant change, in infusing new life into the schools.

Dr. Mejerberg, of Sweden, was next called upon in reference to the control of the schools in Sweden. He said that Sweden is divided into twelve dioceses, and the Bishop and Chapter of every diocese are bound to watch over the management of the schools and to report thereon to the Government triennially.

Dr. David Murray, of Japan, gave a most interesting account of the school system there. He believed that a proper and thorough inspection of schools is the most necessary feature in their administration. The responsible head in Japan is the Emperor, from whom all laws and edicts emanate; under him, and appointed by him, are all the various responsible departments, amongst which that of education occupies an important place. There are three kinds of schools in Japan, one we may call the Government schools, which are under the direct control of the department of education; next come the public schools, controlled by the local governments; and, third, the private schools. The Government schools include the colleges, normal schools and universities at the capital, and are under charge of an officer appointed by the department of education. Inspectors visit the schools at appropriate times to see that all are properly conducted, and are also present at the examinations. Regarding the public schools under the local governments, they are established all over the Empire and are really elementary in their character. An officer is appointed by the local government and is responsible through it to the educational department of the capital. These schools may be counted by thousands, and they are supported in various ways—first, by the Government, which makes an appropriation proportionate to the number of scholars; secondly, a small local tax is levied, and is, in most cases, most cheerfully paid; and a third source of support is the liberal donations of wealthy native princes and merchants, who take a pride in helping to maintain the credit of the community in their district in the matters relating to instruction. The superintendents of private schools are less exact, but they have to obtain permission or license of the educational department before a school can be established. There are seven normal schools of the Government, and they now send out teachers, as soon as they graduate, to the various provincial schools in order to reorganize them and introduce all the improvements. These gentlemen really act as trainers of the different districts. Dr. Murray concluded his remarks by saying that when he looked back at the work done during four years since the new method was adopted and put into force, the result was aston-

ishing even to him. A complete system has spread over Japan in this period, and now he estimated the number of schools at 30,000, and the pupils at two millions. Education in Japan is not yet compulsory, but he thought that the course of human events would have that ultimatum.

In the afternoon session the subject announced for consideration was "Pedagogical Museums or Cabinets," and Dr. J. G. Hodgins, of Canada, was the first speaker. He sketched briefly the growth of the British and South Kensington Museum, in London, and then referred to the one in Toronto, Canada, which is founded on the same plan. It contains, as the result of twenty years' collection, valuable series of educational text-books and appliances, instruments, slabs from Mr. Layard's excavations at Nineveh, galleries of sculpture, paintings and casts, besides a collection of weapons, etc., of the Canadian Indians. The real value of these collections as educators is simply incalculable, while the actual cost of everything has not exceeded \$4,000 a year since its commencement. Schools obtain their books and charts here, and pay about half-price for them.

Dr. Seelhorst, of Germany, called the Industrial Museums, "the children of the International Exhibition." After the first international exhibition, Mr. Semper, a German, tried at the different German governments to find favour for the establishment of an Industrial Museum, but, as none of them would listen to him, he went to England, and Prince Albert started the South Kensington Museum under his supervision. A long time after, Vienna followed, then Stuttgart, Baden, and in 1867 Nuremberg. The last named was founded by Dr. Berg, the commissioner of the exhibition, but owing to his death and the war of 1870, the museum could not be opened until 1872. After Nuremberg, one was founded in Berlin under the direction of Dr. Julius Lessing, one of the greatest scientists of industrial art and a great critic. Dr. Seelhorst, who is one of the directors of the Nuremberg Museum, next explained the difference between his museum and the others in Germany. The object of the Nuremberg Museum is more particularly for instruction in the different branches of mechanics, and for this reason the museum is divided into different groups. First a collection of models, partly original and partly cast; the second is a collection of samples; third, a bureau for information on technical and commercial questions, with which is connected a chemical laboratory; fourth, different shops for theoretical and practical instruction in art and mechanics.

Dr. Migerka, of Austria, was the next speaker, and took for his theme the public school education in Austria, saying that the organization of their education is divided into three classes. First, primary schools. Every little town which has within four English miles, forty children between six and fourteen years of age, is compelled to send the children to school during those years. Second, the high schools or universities; and third, the middle schools. The latter are preparatory departments for the higher schools. The only lady teachers in Austria, even at the girls' schools, are those who teach needlework. In Germany it is quite different. They have already learned from the United States to appreciate the ability of the opposite sex, and there they occupy positions as teachers and directresses of some of the largest and best schools in Berlin.

The closing session was held in the Judges' Hall. The principal business done was the discussion of the question as to the holding of an International Congress in connection with the great World's Fair to be held at Paris in 1878. There was a unanimous expression of opinion as to the propriety of holding such a congress, and the United States Commissioner of Education was authorized to open a correspondence on the subject with European nations.

It should be added that one good result from the Philadelphia Conference is the fair prospect of the establishment of a Pedagogic Museum at Washington. Sweden, Brazil, Belgium, Japan and other countries have offered their whole exhibit, now at the Exposition, to assist in founding such a museum. Of course, our own Government must find a place for it.

2. EDUCATIONAL EXHIBIT OF THE PROVINCE OF ONTARIO, AT THE CENTENNIAL.

England has contributed very little to the educational department of the International Exposition. In other departments she occupies the leading place, both in the extent and quality of her exhibits, but in the matter of education she makes no attempt to show the world what she is doing. This neglect, however, is somewhat compensated for by the fine display made by her vigorous young daughter, the Province of Ontario, Canada. This province has for some thirty or forty years been making efforts to build up an efficient system of public education. At the head of the department of education for nearly the whole of that time, has stood Dr. Ryerson well known in the United States, and distin-

guished alike as a scholar, a gentleman and an enthusiastic worker in the cause of education. As a result of his wise administration, with the co-operation of the most intelligent citizens, Ontario has made such progress in her school affairs as to warrant her appearing at our Centennial Exposition to compete in respect to them with us and with the world.

The Ontario exhibit contains several rotary stands, to which are hung a considerable number of photographs and drawings of school houses. There are in it several specimens of school desks and seats. These we do not like nearly so well as the best ones made in this country. In scholars' work the exhibit is very poor, there being only a few specimens of drawing, map drawing, and writing. This is a great defect. But that in which the Ontario exhibit equals if it does not excel all others on the ground, is its fine display of school apparatus and appliances.

The Ontario Educational Department is well arranged. There is for a background a wall built like an archway, 100 feet long and 30 feet high, covered with maps, relief maps, drawings, charts, illustrations in natural science, engravings, etc. Immediately in front of this wall stand eleven large glass cases filled with the exhibited articles. The general character of these articles is presented in the following extract which we take from a recent issue of a Philadelphia newspaper:

"Two cases are devoted to the display of articles used in object teaching, one of which is employed in the higher grades of schools, and including a collection of Mammalia, birds, reptiles and fishes, all Canadian and American in character. For ethnological instruction, there are busts of celebrated men representing every country, which are constantly before the pupils while they are studying, and help to serve to make firm impressions upon the memories. For botanical tuition, models of flowers and plants are used in connection with Gray's book of botany. For teaching Zoology, Mineralogy and Conchology, small cabinets are used showing specimens of the principal minerals and shells and their applications to the arts and sciences. In the schools where natural history is taught, cabinets containing two hundred specimens of useful substances of food, medicine and clothing are employed, and for the chemical departments another cabinet is used, provided with apparatus for performing two hundred experiments. As an indication of their cheapness, it may be said that the former are disposed of to the schools for \$5, while they would cost £5 in England; and the latter for the same price, while they would bring \$40 at retail here. The kindergarten system is illustrated by diminutive models of bridges, railroads and mining operations, which are beautiful in themselves, and must be highly attractive to the youthful eye. Electricity, magnetism, galvanism and light, are created by instruments displayed in another case, and adjacent to it is one containing pneumatic apparatus, embracing an air pump in which the cylinders are constructed of glass, the movement of the piston thereby being visible, also objects to show the employment of heat and steam, the appliances of mechanics, hydrostatics and hydraulics. In the teaching of geography and astronomy, globes and atlases are freely employed and a full line of these are displayed, as is also a new instrument devoted to instruction in the latter branch of science, entitled the Heliocentric Expositor of Terrestrial Motion, which is esteemed an admirable addition to the improvements being made with such rapidity in Educational pursuits."

The prominence given to the preparation of school apparatus and appliances in Ontario, is owing to the existence of what is called an *Educational Depository* established by the Government at Toronto. From it all the schools of the Province are supplied at half-price, or less, with school books and all articles of school furniture and apparatus. The intelligent officers in charge of the Depository have in the course of years collected and had manufactured, a large supply of the kinds of articles that have been forwarded to the Exposition. This Depository and its working we desire by and by to make the subject of a special editorial in *The Journal*.

That the Canadians are quite well aware of their success at the Exposition will appear from the following paragraph cut from the *Toronto Globe*: "Meritorious as the Pennsylvania display is, it falls far short of our own in some respects, while in general effect it has only the advantages derivable from greater extent and a better opportunity for arranging articles in an artistic fashion. The exhibition of apparatus of every kind from Ontario is far ahead of any exhibit from any other country, and will almost equal the whole of them put together. Of specimens of pupils' work, on the other hand, we make comparatively a poor show, and exhibiting institutions being comparatively few."—*Pennsylvania School Journal*.

CANADA.—*Le Courrier des Etats-Unis*, in speaking of the part taken by the Dominion of Canada at the Centennial Exhibition, expresses itself thus: "The Canadian exhibition or department has, over the American one (to which it can only be compared in

the proportions of the two countries), the advantage of a perfect order, of an intelligent and methodical classification that presents a sort of tabular synopsis of the resources of Canada in all branches of natural or industrial production. One would say it was a book that one opens, where the matters are arranged chapter by chapter, following a logical chain that goes from the simple to the composite, in such a way that, having reached the end, the reader has his memory stored and his mind edified without effort as without confusion." . . . After referring to the different branches of the Canadian department, which it notices with much commendation, and especially to the display of metallurgic specimens and agricultural machines of all kinds, in which Canada is not surpassed by any other exhibitors, the following allusion is made to the branch of public instruction: "Finally, and of this the Canadians have, above all, the right to be proud, the section of public instruction deserves to be studied with particular care, even by nations who pique themselves on possessing the best methods of teaching." "In short, Canada merits the greatest credit for this exhibition of resources, which is besides, a demonstration of the honest, orderly, patient, and laborious character of its inhabitants."

The *Buffalo Christian Advocate* says the Education Department of Ontario, Canada, makes by far the most extensive display of school apparatus at the Centennial of any nation. Seven large show cases in the Main Building are filled with such articles as a selection of some hundred volumes from the school libraries, showing excellent taste, zoological and botanical coloured charts, the objects on the latter greatly enlarged; philosophical apparatus of large size and elegant finish; object-lesson cards, the picture of the animal or plant being accompanied with specimens of cloth, leather, etc., which the animals furnish; prepared specimens in natural philosophy; models of various educational establishments in bristol-board, coloured; section models of steam engines; large anatomical drawings and models; enlarged geometrical figures in cut glass; wall maps "constructed under the authority of the Educational Department of Ontario;" relief wall maps; specimens of furniture, in fact every thing that could be desired in the equipment of a first class educational establishment. Great praise is due to our neighbours over the northern border for this extensive and costly exhibition and for the zeal in a great cause which it indicates.

The *Wilmington (Del.) Republican* says:—No one visiting the Exhibition can fail to notice the magnificent display made by the Dominion of Canada. Its educational department especially is very attractive, showing conclusively that its schools are of the highest order. Where so much attention is given to education, the Dominion must eventually take high rank in the scale of nations. True, it is a dependency of Britain, but instead of benefiting by this connection, the probability is that Britain will be the gainer, if she give heed to the lessons which the liberal and enlightened Canadians will be likely to give from time to time while husbanding their portion of this Continent.

VII. The Morrisburg Investigation.

1. COUNTY OF DUNDAS BOARD OF EXAMINERS.

MEMORANDUM upon the subject of the conduct and proceedings of the County Board of Examiners in the examination for Public School Teachers in July 1874, and at other times.

BY THE HONOURABLE THE MINISTER OF EDUCATION.

I. In consequence of the representations made to this Department, the undersigned appointed a Commission composed of J. George Hodgins, Esq., LL.D., Deputy Minister, and W. R. Bigg, Esq., Inspector of Public Schools for the first division of Leeds, to enquire into and report to me upon the subject of certain complaints made by Mr. Archibald Loucks, a Public School Teacher in the County of Dundas, against the conduct and proceedings of the Rev. William Fergusson, M.A., Public School Inspector and Examiner, and of W. A. Whitney, Esq., M.A., also an Examiner in the County of Dundas, during the years from 1871 to 1875.

II. The evidence was taken under oath, under the authority of a statute in that behalf, and has been returned by the Commissioners to the Department.

III. The proceedings before the Commission commenced on the 16th May, 1876, and were taken down in shorthand.

IV. The parties affected are the Rev. William Fergusson, M.A., who holds a certificate as a Public School Inspector for the County of Dundas, and, *ex-officio*, one of the County Board Examiners; W. A. Whitney, M.A., Head Master of the Iroquois High School, who holds a certificate of qualification as an Inspector and Examiner, and W. M. Elliott, M.A., who holds the position of Head Master

of the Kemptville High School, who holds a certificate as an examiner.

The following witnesses were examined in the presence of these parties, and were subjected to cross-examination by them:

1. Archibald Loucks, who formerly held a third class certificate as a Public School Teacher, but which has expired. He has been teaching under a permit from the Inspector granted last year, but since suspended.
2. James Mallen, Public School Teacher, Morrisburg.
3. James Flannigan, Public School Teacher, No. 11, Matilda.
4. Thomas McNulty, late Public School Teacher, but now insurance agent, Dixon's Corners.
5. Arthur Brown, M.A., Examiner.
6. Dr. Hickey, Examiner.
7. W. Elliott, Teacher, High School, Morrisburg.
8. Irwin Stuart, M.A., Head Master.
9. Jacob Hanes, School Trustee.
10. W. A. Whitney, Examiner.
11. Rev. Wm. Fergusson, M.A., Inspector.
12. Rev. Mr. Robson, Methodist Minister.
13. Allan Weogant, candidate for examination in 1874.

The evidence chiefly refers to the examination which took place at Winchester Springs in July, 1874, and its purport will be concisely stated as given by the different witnesses.

1. James Mallen, a candidate for a third-class certificate, states that he saw the paper on arithmetic on Tuesday evening, being the day next preceding the examination on that subject; he is positive he saw that paper the night before it was examined upon, at his boarding house and in the hands of Mr. Wm. Elliott, one of the County Examiners. It was the same paper as was given the next morning to himself and the other candidates; he had the paper in his own hands and looked over it in the presence of Mr. Elliott; he asked Mr. McNulty (also a witness) to solve one of its problems for him; he also states that Mr. Fergusson opened all the packages containing the examination papers, and assumed to open the arithmetic package, also on the Wednesday of its examination.

2. William Elliott, also a candidate, but not connected with Mr. W. M. Elliott, the Examiner, states that he heard from James L. Holmes, who lives in Winchester, the day after the examination in Arithmetic, that one of the papers had been seen by a candidate.

3. Thomas McNulty, formerly a teacher, states that he was present at Winchester Springs for most of the week during the examination in July, 1874; he worked an example for James Mallen on the evening previous to the examination, and he saw the example the next day in the examination paper.

4. James Flannigan, a candidate at this examination, states that Dr. Hickey was an examiner, in addition to the other three; he saw two papers containing the examination questions, before they were examined upon, in the Victoria House, a boarding-house at the Springs; these papers referred to the second-class examinations, and were upon Arithmetic and Algebra; he saw them in a room, which the evidence shows was Mr. Whitney's, on a trunk or on a bed; he went to the room for the express purpose of finding these papers, upon information furnished by Mr. Whitney to himself and another candidate, Mr. McEwen; this information was given by Mr. Whitney in a conversation away from the house, and Flannigan states positively that it was solely in consequence of what fell from Mr. Whitney in this conversation that induced him to go to the room for the very purpose of finding these examination papers; Mr. Whitney also gave him to understand that the papers had been opened, and that they were to be found in the room in which he sought them; he saw these papers the evening before the examination, and is positive that he was examined upon these same papers; he looked over them, and the next day was examined upon them; he found the papers not in an envelope but lying loose; he did not require this aid so much for himself as for Mr. McEwen and some other candidates, although he admits he derived some advantage from seeing them; he states there were ten questions on the papers, and that he saw eight of them; he asked Mr. McPherson to solve a problem for him, but he did not communicate to Mr. McPherson where he had got the problem; he brought the principal part of the problem written down by him to Mr. McPherson; a conversation with Mr. Whitney took place after tea time, and was on the bank of a stream which runs along by the Spring; Mr. McPherson was the presiding examiner, and five candidates presented themselves.

5. W. A. Whitney, one of the Board of Examiners, and Secretary to the Board states, that at the close of the afternoon of this examination, he was standing near Mr. Fergusson at the table while the second-class candidates were in the room, Mr. Elliott being also in the room engaged in collecting the answers of those candidates who had finished; he then made a suggestion to Mr. Fergusson about opening the Mathematical papers, avowing as his object, that it would expedite business if they could see the questions, and

test them with the answers sent from the Department; Mr. Fergusson, in consequence, broke open the package and drew forth two papers, and remarked that it was a matter of confidence between Mr. Whitney and himself; at the same time Mr. Elliott walked forward to the platform where they were, and took the paper which was in Mr. Fergusson's hands, looked at it, folded it up, and put it in his pocket, while Mr. Whitney got three papers in all, including Arithmetic and Algebra; these papers were alleged to be in one package; in distributing the papers the seals of the envelopes having been opened in this way, Mr. Whitney cannot explain how they got over the difficulty of the regulation which prescribes that the seals must be opened at the time of each examination, in the presence of two examiners and of the candidates; he (Mr. Whitney) states that the paper taken away by Elliott was that referred to by Mallen in his evidence; he does not think the Natural Philosophy paper was opened; he is confident that Flannigan could have succeeded in obtaining the certificate without the assistance received from having seen these examination papers.

6. Reverend William Fergusson, M.A., School Inspector for the County of Dundas, was examined in respect of this examination, and also in connection with certain proceedings relating to the third-class Certificate and the permit granted to Archibald Loucks, the complainant. As to the first question he states that until he heard the evidence he was under the impression that the examination papers had got into the hands of the candidates through carelessness of another party; he states that the Department on the 23rd November, 1874, had the subject of this examination under review, but solely on literary grounds; he states that when he heard that, in some way, the candidates had got information he thought it had been derived from Mr. Elliott's having possession of one of the papers and that he had complained to Mr. Elliott, the witness, of his namesake ransacking his chest; that W. M. Elliott, since the examination, has ceased to be examiner; he states this to have been the first and only occasion in which any irregularity occurred; the opening of the package was for the purpose of expediting the work of the examiners; that the circumstances are exactly as Mr. Whitney stated, and he relied upon them with perfect confidence as honourable men; he considered there was nothing wrong in opening the papers for this purpose; he claims that it was impossible for him to have exercised greater care. Mr. Fergusson was examined at great length on the subject in dispute between him and Mr. Loucks as to the third-class certificate and teacher's permit.

7. A. Loucks, formerly holder of a third-class certificate, and the complainant, states all the circumstances connected with his dispute with Mr. Fergusson relating to his third-class certificate and permits; and Mr. Whitney was also examined on the same subject, as well as Arthur Brown, M.A., one of the County Board of Examiners, as well as Jacob Hanes, a Trustee of School Section No. 1, Williamsburg.

8. Charles E. Hickey, M.D., one of the examiners in July, 1874, states that he knew the rule that, at the time fixed for the examination, the papers were to be opened in the presence of the examiners and of the candidates, and that their attention should be called to the fact, that the papers were opened in different ways, and that, in fact, very many of the seals came to them broken in the larger packages, from their tumbling about; there were times when the witness was not present at the opening proceedings; he noticed at the time that the paper on Arithmetic was opened before the time of the examination; he says we talked about the matter as being beyond the law, but considered among honourable men it was not wrong, as we knew that the secrecy of the papers would be as conscientiously observed by Mr. Fergusson as if they had not been touched; it had been the experience of the Board that some inaccuracies had been found in the answers sent by the Department, and business might be facilitated by their being opened; he thinks this was the only paper opened; that the paper had been opened without his being a party to it; he yielded his consent afterwards; he held afterwards that the paper had been taken advantage of; he then felt that they had done wrong, but it seemed difficult to rectify the evil, and he did not know how to proceed; he only knew by inference of any candidate having got assistance, and it was not until long after it had been done that he inferred this; he feels sure that Flannigan could have obtained his certificate without any aid.

9. Mr. Irwin Stuart, Head Master, High School, Morrisburgh, states that, when acting with Mr. Fergusson in conducting the High School entrance examination, he has on all occasions been careful and conscientious, and has conformed on each occasion to the Regulations, which require the packages to be opened at the time set forth therein, in the presence of all the candidates and examiners.

10. Reverend E. Robson states that he has known Mr. Whitney for twenty years, and speaks favourably of his character.

11. Allan Weagant, candidate for a third-class certificate in July, 1874, examined by Mr. Whitney, states that Mr. Whitney had a large number of pupils there at the time, and that he was as strict with the one as with the other.

The conclusions of the undersigned from the whole evidence are as follows:—

1. That Mr. Whitney intentionally procured the examination paper on Arithmetic and Algebra from Mr. Fergusson, in order that candidates might receive aid from seeing this paper before the examination thereupon.

2. That Mr. W. M. Elliott took the paper with the intention of aiding candidates in the like manner.

3. That Mr. Fergusson was innocent of any such intention, and was evidently misled by Mr. Whitney's plausible reasoning for opening the package.

4. Dr. Hickey cannot be considered, in any sense, as a party implicated.

The duty of the undersigned under these circumstances, therefore, is to recommend to His Honour the Lieutenant-Governor in Council that the certificate of qualification of Mr. Whitney as an examiner be cancelled, and Mr. Whitney to cease to be an examiner accordingly.

That the certificate of the qualification of Mr. Elliott as an examiner be cancelled, and Mr. Elliott cease to be an examiner accordingly.

That Mr. Fergusson is censurable for having assumed, under any pretext, or for any reason, to violate the plain letter of the Regulations, and is censured accordingly. His otherwise careful and conscientious discharge of duty has been considered in dealing thus leniently with his case. From recent occurrences and information brought to the attention of the Department, it is plain that irregularity and laxity in the examination of Public School Teachers are getting too prevalent, and, if it had not been clear that Mr. Fergusson had been innocently misled in this matter, it would have been the duty of the undersigned to have suspended Mr. Fergusson's certificates of qualifications as an inspector and examiner.

With reference to the dispute as to Mr. Louck's certificate, it is not proposed to deal with that question in the present memorandum.

It will be necessary that all of the candidates for second-class certificates at the examination in July, 1874, excepting Flannigan and Mallen, be re-examined on the subject of Arithmetic and Algebra. The exception is made in the cases of Flannigan and Mallen on account of their candour and straightforwardness before the Commissioners, and it being also manifest that they were fully competent to have passed the examination in Arithmetic and Algebra.

(Signed) ADAM CROOKS.

FURTHER MEMORANDUM respecting the investigation on Public School Teachers' Examination for County of Dundas in July, 1874.

1. It now appearing from the further statement of the Reverend William Fergusson, M.A., Inspector, that only three candidates passed for a second-class at such examination, viz.:—D. Cheney, James Flannigan and William Elliott; and that Robert McEwen, failed on that occasion, and took a Third-class at the examination in the year 1875; my decision can only affect the standing of D. Cheney and Wm. Elliott, who are now engaged as teachers. Mr. Fergusson vouches for Mr. Cheney, and Mr. Elliott having in no way been connected with the improper practices brought to light by the recent investigation, I have therefore to exempt Mr. Cheney, and Mr. Elliott as well, from the necessity of any re-examination.

2. I also find that those improper practices were confined to candidates for second-class candidates, and that those for third-class are in no way implicated therein. I have therefore to exempt all of those who obtained third-class certificates at that examination from any re-examination.

ADAM CROOKS,
Minister of Education.

Education Department, June 19th, 1876.

The parties concerned in this case were:—

1. Rev. Wm. Fergusson, M.A., who holds a certificate as a Public School Inspector for the County of Dundas, an *ex-officio* Examiner.

2. W. A. Whitney, Esq., M.A., Head Master of the Iroquois High School, who holds a certificate as Inspector and Examiner.

3. Wm. M. Elliott, Esq., M.A., Head Master of the Kemptville High School, who holds a certificate as Examiner.

The witnesses examined were:—

1. Mr. Archibald Loucks, who held a third-class certificate as a Public School Teacher. His certificate has expired. Complainant: Mr. Loucks received a "permit" from the Inspector last

year, but it was suspended for alleged breach of faith, as detailed in the evidence.

2. Mr. James Mallen, a Public School Teacher in Morrisburg.
3. Mr. James Flannigan, a Public School Teacher, No. 11 Matilda.
4. Mr. Thomas McNulty, late Public School Teacher, now Insurance Agent, Dixon's Corners.
5. Arthur Brown, Esq., Examiner.
6. Dr. C. E. Hickey, Examiner.
7. Mr. Wm. Elliott, High School, Morrisburg.
8. Irwin Stuart, Esq., Head Master, Morrisburg.
9. Mr. Jacob Hanes, School Trustee, No. 1. Williamsburgh.
10. W. A. Whitney, Esq., M.A., Examiner.
11. Rev. W. Fergusson, M.A., Inspector.
12. Rev. Mr. Robson, Methodist Minister.
13. Mr. Allen Weagant, Public School Teacher.

Order of Evidence.

The following is the order in which the evidence was given:—

1. Opening remarks, by Dr. Hodgins.
2. Evidence of James Mallen.
3. " William Elliott.
4. " Archibald Loucks.
5. " Arthur Brown.
6. " William A. Whitney.
7. " Rev. Wm. Fergusson.
8. " Archibald Loucks—recalled.
9. " Jacob Hanes.
10. " Thomas McNulty.
11. " James Flannigan.
12. " Rev. E. Robson.
13. " Allen Weagant.
14. " William A. Whitney—recalled.
15. " Charles E. Hickey.
16. " Rev. W. Fergusson—recalled.
17. " Irwin Stuart.
18. Closing remarks, by Dr. Hodgins.

Report and evidence in the case of Archibald Loucks v. Rev. Wm. Fergusson, M.A., Inspector of Public Schools, and W. A. Whitney, Esq., M.A., a member of the Board of Examiners for the County of Dundas.

COMMISSIONERS.—J. GEORGE HODGINS, LL. D., *Deputy Minister of Education for Ontario.*

W. R. BIGG Esq., *Inspector of Public Schools for First Division of Leeds and Brockville.*

MORRISBURG, May 19th, 1876.

SIR.—By virtue of a Commission under the hand and seal of the Hon. Minister of Education for Ontario, appointing "Dr. Hodgins, Deputy Minister of Education, and W. R. Bigg, Esq., Inspector of Public Schools for the First Division of the County of Leeds, Commissioners to enquire into and report to me, in regard to certain complaints made to me, the Minister, by Mr. Archibald Loucks, a Public School Teacher in the County of Dundas, against the conduct and proceedings of the Rev. W. Fergusson, M.A., Public School Inspector and Examiner in that County, and against the conduct and proceedings of W. A. Whitney, M.A., also an Examiner for Public School Teachers' Certificates in the same County, during the years from 1871 to 1875 inclusive, and other alleged irregularities," and further directing that the evidence shall be taken under oath:

We the Commissioners therein specified, by virtue of the authority thereby vested in us, beg leave to report:

That the Court of Enquiry was duly opened in the Town Hall at Morrisburg, in the County of Dundas, at the hour of ten a.m., on Tuesday, May 16th, 1876, the services of a short hand reporter (Mr. Burgess, of the *Ottawa Times*) having been secured to facilitate the enquiry.

The several witnesses having been duly sworn by W. R. Bigg Esq., their evidence was taken down in short hand by Mr. Burgess, and, when subsequently written out, was read to each of the witnesses and duly signed by each in presence of W. R. Bigg, Esq., and attested by him.

The Commissioners having carefully listened to the entire evidence have formed their conclusions in regard to the merits of the case, which they are prepared to state, if thought desirable by the Minis-

ter of Education. In the meantime they herewith submit the evidence as taken in full.

We have the honour to be, Sir,

Your obedient servants,

J. GEORGE HODGINS,

Deputy Minister of Education,

W. R. BIGG,

Inspector of Public Schools First Division Leeds.

To the Honourable

the Minister of Education.

8. DUNDAS COUNTY SCHOOL INVESTIGATION.

MORRISBURG, 16th May, 1876.

The Commissioners (J. George Hodgins, Esq., LL. D., Deputy Minister of Education, and W. R. Bigg, Esq., School Inspector, Division No. 1, Leeds), appointed by the Hon. Minister of Education, for the purpose of inquiring into certain alleged irregularities in connection with the examination of Teachers by the County Board of Examiners of Dundas, in 1874, met this day in the Town Hall, Dr. Hodgins presiding.

At the request of the Chairman, Mr. Bigg read the Commission issued by the Minister of Education, ordering the investigation to be made.

Dr. Hodgins, in opening the proceedings, said:—Permit me to say a few words with regard to the Commission and the purpose for which it has been issued by the Hon. Minister of Education. I deeply regret the cause of it and trust that, in the interests of all parties concerned, we shall be able satisfactorily to arrive at the facts of the case. In doing so, we propose to call witnesses named by the Complainant to give evidence in the case, with the investigation of which we have been charged; the testimony of each witness will be taken down by a highly competent short-hand writer—question and answer. For this purpose, we have been fortunate enough to engage Mr. Burgess, of the *Ottawa Times*. The evidence will afterwards be written out by Mr. Burgess and signed by each witness, in presence of one of the Commissioners.

In regard to the purpose for which this Commission has been issued, I would like to impress upon all parties concerned, that we have no animus in the matter one way or the other; but as every one must very well understand, it is a prime necessity that there should be (as indeed in all cases there must be) full confidence reposed in every officer in any way connected with the administration of the School Law. It is, therefore, the privilege of every person officially connected with our school system to make any reasonable complaint which he sees fit in regard to the conduct of these officers, from the highest to the lowest. It is the duty of the Department to take cognisance of, and, either by letter or orally, investigate these complaints, and to deal with them as the facts disclosed may justify. Recently we had an investigation, similar to the present one, in Ottawa. I was very sorry for it, because we did not, under the circumstances, expect cases of that nature would arise. In conducting teachers' examinations, the examiners—as you are aware—voluntarily assume a very serious and important duty. They make such a declaration in regard to the manner in which they will conduct the examination, that it is but reasonable to expect they will faithfully fulfill their promise. The Department has framed the Regulations under which all the examinations are conducted, that if the examiners depart from the strict letter of the law in any respect, they inflict a wrong on others and violate the Regulations at their peril. I need not point out to you, what must be obvious, that any infringement of these Regulations involves a very grave injustice to the other teachers who are being examined throughout the Province on the same day. Unless all parties concerned abide by the law in every particular, as it bears upon the way in which examinations are to be conducted, the integrity of the examination itself is imperilled.

The sole object which we have in view in hearing this case, is to give all parties concerned full opportunity of stating the facts. To have these facts brought out is the whole of our duty, and not to pronounce judgment upon them. That duty devolves upon the Hon. Minister of Education, to whom our report will be submitted. Questions will be put to the witnesses through the Commissioners, or with their consent; and with my colleagues and myself it will rest, should occasion arise, to say whether these questions are in order and relevant, or whether they are out of order and irrelevant. Inquiries or remarks which would be unjust or personally offensive will thus be prevented. Our position is almost entirely judicial; and we shall endeavour to follow as strictly as the circumstances will permit, the rules laid down by legal authority in regard to the taking of evidence in cases of this kind. The evidence offered must be direct, and not based upon hearsay. If offered, we may have to

refuse it, and report to the Minister of Education only such information as is within the witnesses' own cognisance.

I am happy to meet my venerable friend, the Inspector for the County. I know that for some years he has endeavoured to do his duty faithfully. I have a good deal of sympathy for any gentleman in his position, and he may depend upon being treated honourably, fairly and courteously throughout the investigation. I may say the same to all other parties concerned.

We shall confine ourselves to the charges just read, and if the Complainant has other charges to make, they must be put in writing.

The order of proceedings agreed upon by the Commissioners is, that Mr. Loucks shall call his witnesses first, when the other side will have an opportunity of cross-examining them. Then the witnesses for the defence will be called, and the same latitude allowed as to their cross-examination.

Mr. Bigg, Commissioner, then read the formal charges lodged by Mr. Loucks with the Department, from which it appeared that the charge made against the Rev. Mr. Fergusson and Mr. W. A. Whitney, was, that the first-mentioned, at the suggestion of the last mentioned, broke the seals of examination papers on the evening previous to the examination, at Winchester Springs, in July, 1874. This charge was first taken up, Mr. Tyrrell, barrister, Morrisburg, appearing by consent of the Commissioners, on behalf of Mr. Loucks.

The prosecution then called upon W. A. Whitney to give evidence.

Rev. Mr. Fergusson, Defendant :

I cannot see that a gentleman who is at the bar of this court to answer to charges which have been preferred against him can be called as a witness. Mr. Whitney is put down in the same indictment as myself, and I object, as a matter of law, to his giving evidence.

Dr. Hodgins, Chairman :

There may be facts in regard to which the party against whom the charge is preferred may give evidence. Mr. Whitney is at perfect liberty to speak with regard to anything affecting his own conduct, and offer whatever explanation he may see fit. There will be no objection to any person giving evidence who has evidence to give in connection with the case. Of course, Mr. Whitney must be sworn, and, while giving evidence, may refuse to answer questions which he deems likely to incriminate himself, or he may decline to give evidence at all, as he chooses.

Mr. Whitney, Co-Defendant :

To make the matter plain, permit me to say I have no objection to giving any evidence.

Dr. Hodgins, Chairman :

If Mr. Loucks has any other witnesses present, it might be as well that he should call on one of them now rather than either of the defendants.

Mr. Tyrrell, Counsel on behalf of Mr. Loucks :

We have no objection to taking the evidence of witnesses in any order that may seem best to the Commissioners. We, therefore, call upon Mr. James Mallen.

James Mallen sworn : examined by Mr. Tyrrell (Counsel on behalf of Mr. Loucks.)

Q.—You are a Public School Teacher? A.—I am, Sir.

Q.—Were you so engaged in 1874? A.—I was—in the fall of 1874.

Q.—Do you recollect an examination of Teachers taking place at Winchester Springs in the year 1874? A.—I do recollect it.

Q.—Were you present at that examination? A.—I was.

By Dr. Hodgins, Chairman :

Q.—Were you a candidate at that examination? A.—I was a candidate, Sir.

By Mr. Tyrrell :

Q.—Do you know Mr. Fergusson, Inspector of Public Schools for this County? A.—I do, Sir.

Q.—And Mr. Whitney? A.—I know Mr. Whitney also.

Q.—Were they examiners upon the occasion to which we are referring? A.—I believe they were.

Dr. Hodgins :

Q.—You must be positive in your evidence. We do not desire to know what you think or believe, but what you are positively aware of. Were they examiners upon that occasion? A.—To the best of my knowledge they were.

Dr. Hodgins :

Q.—But you say you were present at the examination, and surely you know positively who were the examiners, and whether Mr. Fergusson and Mr. Whitney were acting in that capacity or not? A.—The examinations, I ought to say, were conducted partly in the school upon that occasion, and partly in Conner's Hall.

Q.—Were the questions delivered to the candidates in printed form partly in one place and partly in another? A.—They were delivered to us all together in the school-house the first day.

Q.—How did part of the examinations take place in one place and part in the other? A.—Because there was not sufficient room in the school to conduct them all together.

Q.—How, in that case, could the papers possibly be opened in the presence of the examiners and all the candidates, as required by the law? A.—I cannot say as to that.

Q.—Were the papers opened in both places? A.—I do not know, I was not in the hall.

Q.—Were the papers opened in the school and in Conner's Hall too? A.—I do not know as to the hall.

Q.—Before the examinations commenced, were all the candidates in one place, and the envelopes opened in their presence? A.—I think so; and I am under the impression that a portion of them after being so opened was sent to the Hall.

Q.—Can't you be positive; it is no use telling what your impressions and thoughts are? A.—I cannot be positive.

Q.—Is that not somewhat extraordinary, especially as the opening of the papers was a subject regarding which you were presumably, or at least ought to be, somewhat deeply concerned? A.—The seal on the large packet was broken in the school, and to the best of my recollection the teachers were all then present. Afterwards a portion of the papers was sent to the hall, where one section of the candidates was being examined.

Q.—How long was the interval between the opening of the papers and the commencement of the examination? A.—It was very brief.

Q.—Who carried the examination papers from one place to the other? A.—I do not know.

Q.—Who presided at the examination in the lower place. A.—Mr. Whitney.

Q.—Did he distribute the examination papers among the candidates while in the school, or after they went to the hall? A.—I think Mr. Fergusson distributed the papers in the school.

Q.—Mr. Fergusson presided in the one place and Mr. Whitney in the other? A.—Yes, Sir.

Q.—Which examiner were you under? A.—Mr. Fergusson.

Q.—Then the other examiner must have carried the papers in an open condition from the school to the hall? A.—I do not know.

By Mr. Bigg :

Q.—Did I understand you to say that all the papers were opened in the presence of the whole of the candidates? A.—Only one paper, I think.

Q.—Were they sent for from the hall to see the other papers opened in the school? A.—I really could not say positively.

By Dr. Hodgins :

Q.—You surely remember whether you were all collected together when the papers were opened on the different subjects? A.—The teachers were not all together in the school after the first morning. After having been separated the first morning they were separated all through.

By Mr. Bigg :

Q.—And they were not all present when the first paper was being opened? A.—Exactly so, sir.

By Mr. Tyrrell :

Q.—Upon what day of the week did this examination take place? A.—Upon Tuesday, I think, it began.

Q.—Were you at the Springs on the Monday before—that is the day before the examination began? A.—I am not certain.

Q.—Were you there on the Monday evening before the examinations commenced? A.—I think I did go there on Monday evening.

Q.—Did you see Mr. Fergusson on Monday afternoon or Monday night? A.—I could not say positively whether I did or did not see him.

Q.—Do you recollect having seen any of the packages containing the examination papers open on Monday evening? A.—I did not.

By Dr. Hodgins :

Q.—Did you see them at any time during the examination? A.—I saw one paper.

Q.—What paper was it? A.—The paper on Arithmetic.

Q.—When did you see that paper? A.—On Tuesday evening.

Q.—When was the examination on that subject to take place?

A.—The next day after I saw the paper.

Q.—Do you mean to say that the paper upon which you were to be examined on Wednesday, was opened on Tuesday night? A.—I think so.

Q.—Are you not positive? It is important on a point of this nature that you should be certain? A.—I am not positive, but I think this was the night before the examination. To the best of my knowledge and recollection it was.

By Mr. Bigg :

Q.—Are you sure you saw a copy of the examination paper before the time allotted for the examination to take place? A.—I am certain upon that point, sir.

By Mr. Tyrrell :

Q.—You say you are positive you saw the paper before the examination came off—the night before? A.—I am positive.

Q.—Where you present when this packet was opened? A.—You refer to my being present in the school-house, I presume.

Q.—Yes, and I mean the arithmetic packet? A.—I was present.

Q.—Who were present when the first opening in the school-house took place? A.—Mr. Fergusson and Mr. Elliott were present, but I cannot state whether Mr. Whitney was or not.

Q.—Are you sure that Mr. Fergusson was there? A.—Mr. Fergusson was there every morning.

Q.—Who broke this arithmetic packet? A.—That is more than I can tell. It is beyond my comprehension.

Q.—Did you see it broken? I did not.

By Dr. Hodgins :

Q.—Where did you see this paper you speak of? A.—At my boarding-place.

Q.—In whose hands? A.—In the hands of Mr. Elliott.

Q.—One of the county examiners? A.—Yes, sir.

Y.—And that paper was given out next morning to yourself and the other candidates? A.—Yes, sir.

Q.—How did Mr. Elliott get hold of that paper? A.—That I do not know, sir.

By Mr. Tyrrell :

Q.—Did you hear of any other of the Candidates at that examination having seen the paper in question? A.—It was remarked about that some of them had seen it.

Q.—I cannot but ask you whether you heard of any particular persons having seen it? A.—I did not.

By Dr. Hodgins :

Q.—Had any one any conversation with you on the subject? A.—I do not think so. At least not that I know of.

By Mr. Bigg :

Q.—Did you have that paper long? A.—He was present with me while I had it.

By Dr. Hodgins :

Q.—Then you did not have it in your own hands? A.—Oh! yes.

Q.—What did you do with the paper when you got it? A.—Of course I looked over it.

Q.—To see what it contained? A.—Yes.

By Mr. Tyrrell :

Q.—Did you see the paper with any one else? A.—I did not.

By Mr. Whitney :

Q.—You mentioned certain parties who were present when the papers were opened in the School-house yet you did not see it done yourself. Were you present when the envelope was broken? A.—I was present every morning when the papers were opened.

Q.—You say you saw a paper before the time of the examination, and you speak of parties being present when the seals were broken. A.—I cannot tell whether the seals were broken or not, but the papers were opened.

Q.—Did you see the Arithmetic papers opened? A.—I was present when they were opened and distributed among the Candidates.

Q.—According to your statement, then, you consider the packages had been broken open? A.—I did not say anything about that. I could not say so.

By Dr. Hodgins :

Q.—When did you see the paper to which reference has been made? A.—On Tuesday evening.

Q.—Where? A.—At my boarding place.

Q.—That was the first place you saw it? A.—Yes, and the last, until I saw it at the examination.

By Mr. Fergusson :

Q.—Every morning, and every time that packages were opened, in the school-house where you were present at the Springs, did you not see that the different envelopes were opened in the presence of all? A.—I saw them opened.

Q.—Did you not see me give them to Mr. Whitney as he required them? A.—I think I remember you having given him some papers.

Q.—Do you remember the reason of our sending some candidates to Conner's Hall? A.—It was on account of the want of room in the school-house; we had a great number of candidates in both places.

Q.—You saw the opened paper to which reference has been made, in Mr. Elliott's hands? A.—Yes.

Q.—Did you not take a copy of the questions? A.—I did not.

Q.—Did you ask any one to solve a question for you? A.—I asked Mr. McNulty to solve a problem for me?

Q.—Were papers shown to any one candidate more than another? A.—Not that I know of.

Q.—Was I strict enough in looking after the interests of all? A.—So far as I am aware of, you were.

By Dr. Hodgins :

Q.—You stated that part of the teachers were sent to the school-house and part to Conner's Hall. I understand you also to say, that on the morning of the first day they were all assembled in one place, and these papers were broken open, one examiner keeping one portion, and giving another portion to another, who conducted examinations in another place. Can you give us any information with regard to subsequent papers? Were the same formalities observed with regard to the opening of them? A.—After the first morning, the teachers who were being examined in the hall went there, and those being examined in the school-house went to the school-house.

Q.—Then so far as you are aware the seals were not broken in the presence of all? A.—It was just as Mr. Fergusson stated in regard to that.

Q.—Is there any one in the building just now, who was examined in the hall? A.—I think not.

Q.—Or any one in the town? A.—I think not.

Q.—Were you in the place where the packages were broken? A.—I was.

Q.—What was the process observed in regard to the balance that went to the other place? A.—Mr. Whitney brought them down.

Q.—And he carried them open in his hand? A.—I do not know how he carried them.

Q.—What distinction do you make between the papers being opened and the seals being broken? What led you to suppose that the seals were broken in your presence? A.—The papers were opened in my presence, but I cannot say positively whether the ends were torn off or the seals broken.

By Mr. Bigg :

Q.—You are simply aware that they were distributed, but you cannot say whether they might or might not have been opened before? A.—I saw them broken open.

Q.—How then did you see one of the papers the night before? A.—I cannot tell.

By Dr. Hodgins :

Q.—Do you mean to say the process of breaking open the paper you saw, was repeated in the presence of the teachers? A.—The paper might not have been broken open before.

Q.—But the process was repeated? A.—If such a thing as breaking them up the night before took place, then the process was repeated in my presence.

Q.—You saw the process of opening the papers repeated in the morning, after having seen the contents the night before? Do you make that statement? A.—I think that is the fact, sir.

By Mr. Whitney :

Q.—That would seem to imply that the Inspector was opening up a package, or pretending to open one that had been opened before. Do you mean to imply that? A.—I do not mean anything of that kind. It was plain that these packages were broken open before us all.

By Dr. Hodgins :

Q.—Who broke open the papers? A.—Mr. Fergusson, I think.

Q.—Did Mr. Elliott break the packages? A.—No, Mr. Fergusson opened all the papers.

Q.—Then he must have re-opened some of them? A.—I do not know that any of them had been previously opened.

By Mr. Bigg :

Q.—Are you sure it was from any of these packages the paper you saw came from? A.—I do not know where it came from.

By Mr. Tyrrell :

Q.—Did you have the package from which the papers came in your hands? A.—I did not.

Q.—Where were you when you had them handed to you? A.—About the centre of the school-room, and Mr. Fergusson was at the end.

Q.—Which side were the seals on? A.—I cannot say that I saw the seals at all.

Q.—What part of the package did you see? A.—I cannot say. I just saw the packet. I may have seen the seals, but I do not remember.

By Dr. Hodgins :

Q.—You are certain he went through the process of breaking the seals? A.—He did.

By Mr. Tyrrell :

Q.—Did you hear a noise? A.—Yes, I heard a noise.

Q.—Did you hear the noise of the wax seals being broken? A.—I cannot say it was the breaking of seals, or whether it was paper being torn.

By Rev. Mr. Fergusson :

Q.—You may have seen the flap open without the seal being broken? A.—Yes.

By Dr. Hodgins:

Q.—As far as your evidence goes, it makes the thing worse than it was before, because if the paper was open and was re-sealed, it could only have been done for the purpose of deceiving the teachers.

By Rev. Mr. Fergusson:

Q.—Are you sure that the seal was broken, or that the flap was first open? A.—I do not know that either was the case.

By Mr. Bigg:

Q.—I suppose you are not even positive that the paper handed you in the school-house came out of the bundle? A.—I cannot be positive. Of course I thought so.

JAMES MALLEN.

Signed in presence of

W. R. BIGG,
Commissioner.

William Elliott, sworn:—

Examined by Mr. Tyrrell:

Q.—You are a teacher in the High School? A.—Yes, sir.

Q.—Do you recollect the examination of teachers in 1874, at Winchester Springs? A.—Yes, sir.

Q.—Were you a candidate at that examination? A.—I was.

Q.—Do you recollect who were examiners? A.—I do. Mr. Fergusson, Inspector; Mr. Whitney, and Dr. Hickey.

Q.—Don't you recollect that Mr. Elliott was also one? A.—I do not recollect.

By Dr. Hodgins:

Q.—Is this Mr. Elliott you mention any relation of yours? A.—No, sir; no connection whatever.

By Mr. Tyrrell:

Q.—Do you remember being present when the package containing the questions was opened? A.—No, sir, I do not.

Q.—The package containing the Arithmetic questions? A.—I do not.

By Dr. Hodgins:

Q.—You were a candidate, you say? A.—Yes, but I do not remember the opening of the packages.

By Mr. Tyrrell:

Q.—Where were you examined? A.—In the school-house.

Q.—Who were in Conner's Hall? A.—Part of the third-class teachers were there.

Q.—You do not remember the fact of this particular paper being opened? A.—I do not.

Q.—What day was appointed for the Arithmetic paper? A.—I think it was Tuesday, but I do not remember positively.

Q.—Do you remember seeing any of the questions in Arithmetic before the examination? A.—I do not.

By Dr. Hodgins:

Q.—Do you know that they were seen by some of the candidates? A.—I was informed by hearsay that one paper was out, but I have no personal knowledge of the matter.

Q.—From whom did you hear it? A.—I think I heard it from James L. Holmes, one of the candidates; I was informed by Mr. Holmes, told him that one of the papers had been seen.

By Mr. Tyrrell:

Q.—Where does Mr. Holmes live? A.—In Winchester.

Q.—Was Mr. Holmes a candidate himself? A.—No.

By Dr. Hodgins:

Q.—You were examined in this Arithmetic paper? A.—I was examined in the second-class.

Q.—Were all the papers for the second-class opened in your presence? A.—I think so, but I am not positively certain.

Q.—Why not? A.—Because I did not pay particular attention to the matter. I remember that seals were broken on the first morning of the examination, but as to what papers the envelopes contained I do not remember.

Q.—How did your examination papers come into your hands? A.—As far as I remember—

Q.—You must give us the positive facts of the case, and you must surely know them, seeing you were one of the candidates. You must know how the papers came into your possession? A.—One of the examiners passed along and gave us the papers as we were at our desks.

Q.—Out of what did he take the papers? A.—He had them in an envelope, and gave us them from that.

Q.—You say you were not certain about the opening of the envelope? A.—I am not certain how the papers were first taken out of them.

Q.—Did you see the first envelope opened? A.—I certainly did.

By Mr. Bigg:

Q.—You are not aware of any of the second-class papers being opened before the proper time? A.—I have no knowledge of any.

By Rev. Mr. Fergusson:

Q.—You lodged with me at the time of the examination? A.—Yes, sir.

Q.—And generally walked up with me to where the examinations were being conducted? A.—Yes, sir.

Q.—I think you carried up some of the packages in your hand for me. A.—I believe I did.

By Dr. Hodgins:

Q.—Did you or did you not? A.—I cannot say positively.

By Rev. Mr. Fergusson:

Q.—Did you see me exercise great care in looking after the papers? A.—Yes, I did.

By Dr. Hodgins:

Q.—How do you know that he exercised great care? A.—Because he always placed them in a receptacle and locked them up.

By Mr. Bigg:

Q.—Which do you refer to—the examination papers or the answers? A.—Both.

By Dr. Hodgins:

Q.—Do you know that these papers Mr. Fergusson was so careful about were sealed packets? A.—I do.

Q.—Will you describe them, then? A.—In the centre there was a large seal in wax. I think there were two others, but I do not recollect them so distinctly.

Q.—But you saw that one? A.—Yes.

Q.—Where did you see him put the papers? A.—In a trunk.

Q.—Do you know whether, each successive morning, Mr. Fergusson opened this trunk and took them out? A.—I may have gone with him every morning, but I am positive that every time I did go with him he took the papers out of that trunk.

Q.—And locked the trunk? A.—Yes.

By Rev. Mr. Fergusson:

Q.—And you saw me display all care to secure them from the intrusion of other hands? A.—I did.

Q.—You speak of having heard that a paper was in the hands of some candidate. When did you hear of it? A.—The day succeeding that upon which we were examined in Arithmetic.

By Dr. Hodgins:

Q.—You heard it from Mr. Holmes? A.—I am positive, or almost so, that it was from Mr. Holmes I heard it.

Q.—How did the conversation arise? A.—He was a friend of mine, and mentioned it to me in the conversation.

Q.—Can you recollect any of the conversation? A.—As far as I recollect, he stated that this candidate had seen a paper.

Q.—Who was the candidate? A.—I cannot remember.

By Mr. Bigg:

Q.—Were the third-class papers locked in Mr. Fergusson's drawer as well as the second? A.—Yes, sir.

Q.—Do you remember what was upon the envelopes enclosing these papers? A.—I do not remember distinctly, but I think the subjects were written upon them.

WILLIAM ELLIOTT.

Signed in presence of

W. R. BIGG,
Commissioner.

VIII. Books Received.

From Messrs. HARPER BROTHERS, New York; Messrs. HART & RAWLINSON, Toronto:—

History of Intellectual Development in Europe. By John W. Draper, M.D., LL.D. Revised edition, in two volumes.

Early Man in Europe. By Charles Ran. Reprinted from *Harper's Magazine*. Illustrated with numerous engravings.

Stray Studies from England and Italy. By John R. Green. Reprinted from *Macmillan's Magazine* and the *Saturday Review*.

Thomas Gray's Select Poems. Edited, with notes, by Wm. J. Rolfe, M.A. Illustrated with numerous engravings.

Homeric Synchronism: An Enquiry into the Time and Place of Homer. By the Right Hon. W. E. Gladstone, M.P. Reprinted, with additions, from the *Contemporary Review*.

Daniel Deronda. Vol. I. By George Elliot—Mrs. Lewis (Georgina M. Craik).

The Mikado's Empire. Book I.—History of Japan, from 660 B.C. to 1872 A.D. Book II.—Personal Experiences, Observations and Studies in Japan, 1870-1874. By Wm. Elliot Griffiths, A.M., late of the Imperial University of Tokeo, Japan. With numerous (108) illustrations.

The Andes and the Amazon; or, Across the Continent of South America. By James Orton, A.M., Professor of Natural History in Vassar Female College, Ploughkeepsie, N.Y. Third edition, revised and enlarged, containing Notes of a Second Journey across the Continent, from Para to Lima and Lake Pitacaca. With two maps and numerous illustrations.

A General History of Greece, from the earliest period to the death of Alexander the Great; with a sketch of the subsequent History to the Present Time. By Geo. W. Cox, M.A. With maps. "The Student's Series."

The Student's Merivale.—A General History of Rome, from the Foundation of the City to the Fall of Augustulus, B.C. 753 to A.D. 476. By Charles Merivale, D.D., Dean of Ely. With maps. "The Student's Series."

Young Folks' Centennial Rhymes. By Will Carleton, author of "Farm Ballads and Legends." Illustrated.

Comparative Zoology, Structural and Systematic, for Schools and Colleges. By James Orton, M.A., Professor in Vassar College. Illustrated with numerous wood engravings.

M. Tullii Ciceronis Orationes Selectæ XIV. Recognovit Reinholdus Klotz. Editio altera emendata. (Harper's Greek and Latin Texts.)

Annual Record of Science and Industry for 1875. Edited by Spencer F. Baird, M.A., with the assistance of Eminent Men of Science.

From BELFORD BROTHERS, Toronto:—

Memoir of Norman Macleod, D.D., one of Her Majesty's Chaplains. By his Brother, Rev. Donald Macleod, B.A. With photographic likeness.

Getting on in the World (Success and Failure, etc.) By Wm. Mathews, LL.D.

Oliver of the Mill; a Tale. By Miss Charlesworth, author of "Ministering Children."

The Prairie Province. Sketches of Travel from Lake Ontario to Lake Winnipeg, and an account of the geographical position, climate, civil institutions, inhabitants, productions and resources of the Red River Valley. By J. C. Hamilton, M.A., LL.B., with map of Manitoba and part of the N. W. Territory.

The Prime Minister. By Anthony Trollope.

Visitors' Guide to the Centennial Exhibition and Philadelphia. With maps of Philadelphia and of the Exhibition grounds.

Edith Lyle. By Mrs. Mary J. Holmes.

Thompson's Miscellaneous Readings and Recitations; Humorous, Serious and Dramatic.

History of the Grange in Canada; with a List of the Division and Subordinate Granges and their Executive Officers.

From BENJAMIN S. DINGMAN, Montreal:—

Ten Years in South America; Notes of Travel in Peru, Bolivia, Chili, Argentine Republic, Montevideo and Brazil; comprising History, Commercial Statistics, Climate, Products, etc. Benjamin S. Dingman.

From WILLING & WILLIAMSON, Toronto:—

Comparative Zoology, Structural and Systematic; for use in Schools and Colleges. By James Orton, A.M., Professor of Natural History in Vassar College. Harper & Brothers, New York.

Thomas Gray's Select Poems. Edited with Notes by Wm. J. Rolfe, A. M. With Engravings. Harper & Brothers, New York.

M. Tullii Ciceronis Orationes Selectæ, xiv. Recognovit Reinholdus Klotz. Editio Altera Emendata. Novi Eboraci: Apud Harper Fratres (Harper's Greek and Latin Texts).

Harper's School Geography. With maps and illustrations prepared expressly for this work by eminent American artists. Edition 1876. 4to.

From CASSELL, PETER & GALPIN, London:—

Cassell's Family Magazine—The Quiver—Little Folks—Cassell's Illustrated History of the United States—The History of Protestantism—Cassell's Bible Dictionary—Cassell's Technical Educator.

From LITTELL & GAY, Boston, Mass.:—*Littell's Living Age*.

From JOHN DOUGALL & SON, Montreal:—*The New Dominion Monthly*.

From Messrs. BLACKWOOD & Co., London, England:—

Wisdom and Genius of Dr. Samuel Johnson. Selected from his Prose Writings. By W. A. Clouston. With portrait.

Maxims of the Wise and Good. "Dare to do well." With illustrations.

From the CATHOLIC PUBLICATION SOCIETY, New York:—

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September 21st, 1876, St. Catharines.

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