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## ONTARIO SCHOOLS AND THE AMERICAN CENTENNIAL EXHIBITION.

The Chief Superintendent has just issued the following Circular to the various School Trustees and Inspectors:—

"It having been deemed desirable and fitting that the Education Department, as well as the various Schools of the country (whether public or private), should have an opportunity of taking part in the proposed Centennial Exhibition in Philadelphia next year, the Government have assented to a proposition which I made to the Honourable Adam Crooks, M.P.P., Provincial Treasurer, on the subject, as follows:—

"I have the honour to state, that since conversing with you on the expediency of this Department taking part in the proposed American Centennial Exhibition at Philadelphia next year, I have thought it desirable to make some practical suggestions to you on the subject. In doing so, I would enclose for your information the copy of a pamphlet on the educational features of the proposed Exhibition, received from General the Honourable John Eaton, United States Commissioner of Education at Washington, containing suggestions from the National Board of Education "respecting the Educational Exhibit at the International Centennial Exhibition, 1876." This Bureau, I may remark, has been designated by the Centennial Commission as "the Central agency" for carrying out the plans for the Educational department of the Exhibition and as the organ of communication on the subject.

"1. I would first suggest that a suitable selection of the maps, globes, charts, apparatus, and other School appliances and illustrations, manufactured in this Province under the direction of this Department, or elsewhere, as well as the Text-Books of the Schools, be sent for exhibition at Philadelphia.

"2. That the various Boards of School Trustees be requested to send to this Department two photographs each (of a prescribed size) of their school buildings and fittings, &c.

"A selection of the photographs received could then be made for the Exhibition, and the duplicate copies received might be arranged for our own museum.

"3. That the Trustees be also requested to send to the Department a selection of "pupils' work in drawing and penmanship." From the samples sent a selection could be made for the Exhibition.

"4. That three models of approved primary and intermediate school-houses, out-buildings, and grounds, &c., to be made under the direction of the Department, for the Exhibition.

"5. That large photographs of the Department and of the Normal Schools at Toronto and Ottawa, be made.

"The whole to be suitably mounted and prepared for the Exhibition.

"I would also respectfully suggest that Dr. Hodgins, the Deputy Superintendent, be appointed an Educational Commissioner to the Exhibition on behalf of the Department, and that he be specially authorized to carry out the foregoing suggestions, if approved by the Government."

"To this letter the Hon. Mr. Crooks made the following reply:—

"In reply to your letter of the 3rd instant, I beg to state that an appropriation will be asked from the House to cover the necessary expenditure in connection with a proper representation of the Educational Department at the Philadelphia Exhibition. Your suggestions appear to be such as will secure that object. The Deputy Superintendent will receive the authority he desires for enabling him to carry out your suggestions."

"In accordance therefore, with the foregoing letters, I would suggest that any School desiring to aid the Department in promoting the Educational success of the Province at the proposed Exhibition would send to the Department as soon as convenient, the following:—

"1. Two photographs, giving a perspective view from the most striking point, for not less than fifty feet distance, of the exterior of the School Buildings alone. Each photographic sheet of a one-story building to be exactly 7 x 9 inches in size, and the building itself in the photograph to be 6 x 4 inches. Each sheet of a two or three-story building to be exactly 10 x 12 inches in size, and the building in the picture 6 x 8 inches. In all cases the photographs are to be sent unmounted, with the name of the School pencilled on the back. A description of the building, its size and date of erection, should also accompany the photographs.

"2. Two plans in Indian ink of the school-rooms on each floor of the building. These plans to be exactly drawn to a scale of seven inches to the foot.

"3. One plan in Indian ink of the whole School premises drawn on the scale of thirty feet to the inch, and showing position of out-buildings, etc.

"4. Such specimens of pupils' work as are enumerated below:—

(1) Writing books Nos. 4 and 6, of the authorized Departmental series (published by Copp, Clark & Co., Toronto), to be completed by a boy and a girl. The selection of completed copy books to be sent to the Department might be made by competition in each School or separate department of a School, under the direction of the Trustees or Managers. The name, age and class of pupil, and length of attendance, should be written on the first page of the copy book.

(2) Two Drawing books of the authorized series (Vere Foster's), and of the following numbers; to be completed one by a boy and one by a girl. The selection by competition may be made in the same manner as the writing books. As a minimum, any two of the following Drawing books may be selected for each School or separate department of a School:

C<sup>2</sup>—Familiar objects—Advanced.  
D<sup>2</sup>—Leaves and simple Flowers.  
G<sup>1</sup>—Garden Flowers.  
I<sup>3</sup>—Freehand ornament.

M<sup>2</sup>—Marine Subjects.  
O<sup>1</sup>—Domestic Animals.  
O<sup>2</sup>—British Song Birds.  
Q<sup>1</sup>—The Human Figure.

“Drawing from objects may be substituted, provided they are from objects similar to those in the books.

“Each specimen is to be accompanied by a certificate in the following form, which will be provided by the Department, and supplied on application :—

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Done in the <small>PUBLIC OR HIGH SCHOOL</small> of <small>PLACE</small></li> <li>2. Class to which the pupil belongs in the school.</li> <li>3. First draft or copy?</li> <li>4. Time allowed?</li> <li>5. Age and sex of the pupil.</li> <li>6. Time the pupil has been under instruction in drawing.</li> <li>7. Is it a selected specimen from a number?</li> <li>8. Is it one of the regular lessons with usual time?</li> <li>9. Date of the performance.</li> </ol> | <ol style="list-style-type: none"> <li>10. A copy, or original design.</li> <li>11. If a drawing, whether from a copy or an object?</li> <li>12. Whether done for the exhibition or taken from the ordinary routine work?</li> </ol> |
|--|--|

N.B.—It is essential that a certificate from the teacher should appear at the foot of each drawing, to the effect that the work was done entirely by the scholar named, without any touches from another hand.

“(3) Two specimens (one by a boy and one by a girl) of map drawing, of the same sized sheet as a page in Lovell's General Geography. The Map itself to be at least 7 inches by 9.

“(4) Specimens of girls' hand work, both plain and fancy.

“(5) Any other example of School instruction or specimens of pupils' work which the Trustees might think desirable to send in a neat and presentable form.

“In order to obtain the fullest information in regard to classification, character and style of educational articles which it is proposed to send to the proposed Exhibition, the following letter was addressed to General the Honourable John Eaton, United States Commissioner of Education, whose bureau is ‘the Central Agency for carrying out the educational plans of the Exhibition’ :—

“I have the honour to state, that as this Department intends, with the consent of the Government, to take part in the proposed Centennial Exhibition at Philadelphia next year, the Chief Superintendent would feel greatly obliged if he could obtain from your Department 75 copies of No. 5 of your Bureau circulars for distribution among our School Inspectors in connection with a circular on the subject. If sent by express, the Department will gladly meet the expense.”

“To this request the following gratifying reply was received, dated ‘Department of the Interior, Bureau of Education, Washington, D.C., Nov. 5th, 1875 :—

“I am interested in your letter of the 3rd instant, requesting seventy-five copies of Circular No. 5, 1875, published by this office. I take pleasure in complying with your request, and will forward the parcel by express.

“As you seem interested in the subject, I also enclose with this letter some further development of one portion of the project, being suggestions for the institutions for superior instruction.

“If you should find these useful, I can supply you with a limited number of them.

“I am very happy, indeed, to learn of the determination of your Department to be represented at Philadelphia.”

“Of the documents thus kindly furnished to the Department by General Eaton, a copy has been sent to each High and Public School Inspector, so that local reference can be made to it, if necessary.”

“Contributions from Private Schools, in accordance with this circular, will be gladly received by the Department, and after selection, as intimated above, forwarded to Philadelphia, with those received from High and Public Schools.

“The photographs, plans and specimens should be sent to the Department not later than the 15th February, 1876. The selection of articles to be made by the Department, for the Exhibition, cannot be deferred longer than that date, and it will be made from the contributions received up to that time.

“Fuller information in regard to details, and lists of some materials for girls' work will be furnished by the Department, &c., on application.”

#### REPORT OF PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION.

No. 391.

COUNCIL ROOM,  
Education Office, 2nd November, 1875.

The Council met, pursuant to notice, at three o'clock p.m., and His Grace the Most Rev. J. J. Lynch, D.D., as senior member of the Council, was appointed to take the Chair :

PRESENT :—The Chairman *pro tempore*,  
The Chief Superintendent of Education,  
The Right Rev. T. B. Fuller, D.D.,  
The Rev. S. S. Nelles, D.D.,  
The Rev. Bishop Carman, D.D.,  
Goldwin Smith, Esq., M.A.,  
David Mills, Esq., LL.B., M.P.,  
Daniel Wilson, Esq., LL.D.,  
Ramsay Wright, Esq., M.A.

1. The Council adjourned to half-past seven p.m., when the following resolution was adopted :—

2. Resolved—That in view of the fact that four vacancies in the Council have not been filled, it is inexpedient to proceed to business, and that the Council do now adjourn.

3. Adjourned.

(Signed) + J. J. LYNCH, Archbishop of Toronto,  
Chairman *pro tem.*

#### INTERIM COMMITTEE—SPECIAL MEETING.

No. 392. COUNCIL ROOM,  
Education Office, 13th November, 1875.

The Committee met, pursuant to notice, at ten o'clock a.m. His Grace the Most Reverend J. J. Lynch, D.D., in the Chair.

PRESENT :—The Chairman *pro tempore*,  
The Deputy Superintendent of Education,  
Ramsay Wright, Esquire, M.A.

1. The following communications were laid before the Committee :—

13723. From the Registrar of University College, Toronto, reporting the election of Professor Ramsay Wright, M.A., as a member of the Council of Public Instruction, in place of Professor Cherriman, resigned.

11362. From the Scrutineers, reporting the election of Professor Daniel Wilson, LL.D., by the High School Masters, and of David Mills, Esq., M.P., by the Public School Inspectors.

11318. From the same, applying for payment for their services at the election.

12887. From Mr. Joseph Martin, Ottawa, with reply to the same by the Chief Superintendent.

12548. From the Central Committee of Examiners, recommending certain candidates for Second Class Grade A certificates, and the candidates' applications.

12152. From the Secretary of the Examiners, County of Elgin, on Mr. Woodworth's certificate.

12720. From the Examiners, County of Norfolk, on the teaching of Reading, and Examinations thereon.

12927. From the Chairman of the Central Committee, reporting on the above.

13189. From the same, with a recommendation on examinations in History for First Class candidates—“That selected portions of the works of eminent historians, in which important periods are treated in detail, should be prescribed, and that candidates should be expected to master these thoroughly.”

14274. From the Inspector of East Victoria, on Public School Teachers' examinations in Writing.

12247, 13904. From the High School Inspectors, on the Interim Examination and revised Programme.

11243. From the Examiners, County of Carleton, on increasing the stringency of the examinations for Third Class certificates in certain subjects.

11242. From the Examiners, County of Huron, on the same subject.

Also letters from the Governor-General's Secretary to the Principal of the Normal School and Masters of the Model School, on the subject of the medals presented by His Excellency.

2. Ordered—That the reply sent to Mr. Joseph Martin's application be approved.

3. Ordered—That the recommendation of the Inspector of East Victoria be referred to the Central Committee for their opinion.

4. Ordered—That, with respect to the recommendation of the County Boards of Carleton and Huron, the local examiners are authorized under the regulations to increase the stringency of the examinations, but that due notice of their intention to require a certain minimum number of marks in certain subjects should be given.

5. Ordered—That the recommendation of the Central Committee on the examination in the subject of History, for First Class certificates, be approved, an examination in the Elements of General History having been already passed by the candidates at their competition for Second Class certificates; the new scheme to come into operation in 1877. The Committee to be requested to recommend

to the Council the authors and portions of their works on which it is proposed that the candidates shall be examined.

6. *Ordered*—That the following candidates for First Class certificates at the July examination, recommended by the Central Committee for Second Class Grade A, be awarded such certificates accordingly:—

William Carroll.	Alexander McTavish.
James A. Duncan.	Henry Richardson.
Miles Ferguson.	Templeton C. Robinson.
William John Hallett.	George Sharman.
Samuel Hicks.	James Slater.
William Johnson.	James Wilson.
Nicholas Kellett.	Esther E. Montgomery.
Rev. Hugh Lamont.	

7. *Ordered*—That the recommendation of the Central Committee on the resolution adopted by the Examiners for the County of Norfolk, on the teaching and examinations in the subject of Reading, be approved, and communicated to the Principals of the Normal Schools, and be also published in the *Journal of Education* for the information of examiners generally.

8. *Ordered*—That with reference to a previous communication from Mr. W. B. Hamilton, Toronto, as it appears from the letters of the Governor General's Secretary, that the Medals granted by His Excellency were to be awarded "according to the wishes of the Principal or Masters," the Council find that the matter is left by His Excellency in the hands of those gentlemen.

9. *Ordered*—That the revised High School Programme, recommended by the High School Inspectors, having been fully considered, be now approved and adopted, as follows:—

#### REVISED PROGRAMME FOR HIGH SCHOOLS.

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

#### LOWER SCHOOL.

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

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

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

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

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

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

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

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

(b) Greek, Optional.

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

GROUP F.—*History and Geography*.—(a) Leading Events of English and Canadian History, also of Roman History to the Death of Nero.

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

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

(b) Practice in Writing.

(c) Linear and Free-hand Drawing.

(d) Elements of Music.

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

#### UPPER SCHOOL.

GROUP A.—*English Language*.—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries to be prescribed from time to time by the Council of Public Instruction; \* Composition, Reading, and Elocution; the subject generally, as far as required for Senior Matriculation with Honours in the University.

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

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

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

(d) Trigonometry, as far as required for Senior Matriculation with Honours.

(e) Natural Philosophy, Dynamics, Hydrostatics, and Pneumatics.

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

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

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

(b) *Greek*: Grammar; Lucian, Charon and Life; Homer, Iliad, Book I; Xenophon, Anabasis, Book I, Chaps. VII, VIII, IX, X; Homer, Odyssey, Book IX, etc., as far as required for Senior Matriculation with Honours.

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

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

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

The Atmosphere—its constitution, effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel. Water—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.

(b) Botany: An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower,

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

\* For 1876, Shakespeare's Tragedy of "Macbeth," and Milton's "Il Penseroso" have been prescribed.

Mint, Nettle, Willow, Arum, Orchis, Lily, and Grass Families; Systematic Botany; Flowering Plants of Canada.

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

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

(b) Geography, Ancient and Modern.

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

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

10. *Ordered*—That the Government be recommended to allow \$5 a day for each of the scrutineers while occupied in receiving the votes for members of the Council of Public Instruction.

11. The following applications for pensions from the Teachers' Superannuation Fund were approved:—

Alexander Best,	Buxton,	for 15 years' service.
Nathan Bicknell,	Camden East,	" 13½ "
Alexander Canning,	Cookstown,	" 14 "
Jane S. Chadwick,	Clifton,	" 18½ "
Margaret Cozens,	Cornwall,	" 15 "
William Earney,	Gorrie,	" 16 "
James Hodgson,	Yorkville,	" 18 "
William Johnston,	Dixon's Corners,	" 18 "
James Joyce,	Clayton,	" 13 "
Elizabeth Murray,	Ottawa,	" 24 "
Jno. McAdam,	Clandeboye,	" 30 "
Jno. McIntyre,	Paisley,	" 14 "
James Ovens,	Paudash,	" 23 "
Jno. Paul,	Weston,	" 14 "

12. The following applications were considered and deferred:—

Dorothea Flavelle,	- - -	Peterboro'.
W. H. Meredith,	- - -	Toronto.
John Thomson, A. B.	- - -	Fergus.
John Anderson,	- - -	Kinloss.

13. The following applications were considered and declined:—

David M. Benson,	- - -	Ameliasburgh.
Daniel Wright,	- - -	Craighleith.
John Sinclair,	- - -	Wyandott.
R. Eward,	- - -	Kingston.

14. *Ordered*—That in the case of Mr. Kingston, the Council can only allow for the time he taught in schools under the authority of the Public School Law.

15. *Ordered*—That the protest in the matter of T. McQueen's pension be referred to the County Inspector for his report.

16. The Minutes were read and confirmed.

17. Adjourned.

(Signed) † J. J. LYNCH,  
Chairman pro tem.

(Certified) ALEX. MARLING, C. C.

## I. Public Schools in New Townships.

### (1) SCHOOLS IN THE ALGOMA AND PARRY SOUND DISTRICTS.

(REPORT OF THE VISITS OF INSPECTORS LITTLE AND MILLER.)

In the following sketch of the visit of Mr. Miller and myself to the Parry Sound and Algoma Districts, as few references as possible are made to the duties performed by us, as these have been minutely reported to the Chief Superintendent. In a sentence or two, however, the extent of our duties may be summarized. In the Parry Sound District, one of the divisions of the Muskoka region which stretches from the Severn to French River, our inquiries extended to fourteen townships, twelve of which were visited. In this district there are twenty-two sections. In the Algoma District, extending from the mouth of the French River to Pigeon River, there are twenty sections, eight of which are on the north shores of Lakes Huron and Superior, and twelve in the islands of Manitoulin and St. Joseph. In these two districts we visited forty-one of the forty-two sections (fifteen of which we organized), inspected

the schools in operation, and examined fifteen candidates for teacher's certificates. In the performance of these duties we travelled 2,500 miles.

We left Collingwood on Saturday, the 14th August, by steamer "Waubmo," and after a run of about eight hours arrived at the village of Parry Sound. The scenery surrounding the entrance to the channel is magnificent. As our vessel rounded "Bob Island," which lies between the large and small bay, we saw two lads rowing in a boat. One of them waved his hat to us, having recognised his old schoolmaster. On the wharf we were greeted by another pupil, the wife of the Rev. J. Cookman. We found we were not so far from home as we expected. My former pupil and his companion rowed us across the bay to the residence of an old friend, Mr. Charles Symon. A warm and hearty reception made us feel at home at once. A lovely view is obtained from the house of our host. Directly opposite is Bob Island, to the west of which are Oak and Rosette Islands, lying in front of Parry Island. The latter is 27 miles long and belongs to the Indians, many of whom are pagans.

Parry Sound is a village of about 800 inhabitants, situated in the Township of McDougall, at the mouth of the Saugeen River. It is the County (!) Town for the district, and contains the Registry Office, Court House, Crown Land Agency and Custom House. There are several stores, a telegraph office, a grist mill and a temperance hotel. No intoxicating liquors are sold in the place. It supports the "North Star" weekly newspaper, which is not behind its contemporaries in the older counties. The chief industry is the manufacture of lumber. About 35 million feet are prepared for the market every year. There are three saw-mills, one owned by Mr. Beatty, another by the Parry Sound Lumber Company, and a third by the Guelph Lumber Company. The Guelph Company's mill was erected this year, at a cost, including the machinery, of over \$30,000.

In the evening we attended a camp-meeting of whites and Indians. The scene was very impressive. The large camp fires lit up the leafy canopy, and shed a brightness on the faces of the attentive audience as they listened to the earnest appeals of the speakers. In different tongues, but in unison of heart, the two races worshipped the same God.

After visiting P. McCurry, Esq., Stipendiary Magistrate of the district, and Mr. Beatty, from both of whom we received valuable information respecting the educational wants of the people, we spent the greater part of Monday in tracing maps of the townships to be visited, Mr. McMurray, Crown Land Agent, having kindly placed those in his office at our service. This work was continued till nearly midnight. After packing our "impedimenta," consisting chiefly of educational documents for distribution on our journey, we snatched a few hours' sleep preparatory to an early start on the following morning. On Tuesday, the 17th August, we visited the schools in the Township of Foley. The first eleven miles we journeyed on foot, the last five on the stage, which runs on alternate days between Parry Sound and Rousseau. For about ten miles from Parry Sound the road is good; the rest, except from Ashdown to Rousseau, is not recommended to persons afflicted with a nervous system. Next day was spent by my colleague in organizing School Sections in the Township of Christie. After a hard day's work he had the misfortune to lose his way, and reached a camp late in the evening, having walked twenty-three miles. The writer visited the Schools in Humphrey. Next morning he started from Ashdown for Maganetawan, distant 31½ miles, on the Nipissing Colonization Road. For about ten miles it is pretty good; after that it is worse than one could wish. At Seguen Falls, 15 miles from Rousseau, my colleague met me, having crossed from Christie into the Township of Monteith. Never idle he had obtained the requisite number of signatures for a United School Section between Monteith and Spence. The country in general is rough in Monteith. The soil is productive, but there is too little of it. In passing through the Township I gathered two stalks of corn; each of them measured about six feet. One of the heads contained 135 grains. Two miles from Seguen Falls, in the Township of Spence, is the "Half-way house," where we rested an hour and a half, and made an attempt to organize a School Section. Seven miles further, and we come to Spence, at the junction of the Nipissing Road and a road running eastward from McKellar Falls to Doe Lake in the Township of Ryerson. Here we are delayed by a heavy rain-storm, and employ the time in revising the boundaries of United School Section No. 1 Spence, and Ryerson. Seven miles more over the roughest part of the road, and we reach our destination, Maganetawan, a small village midway between Rousseau and Lake Nipissing. Including stoppages, we had been twelve hours in going 31½ miles. Next day we visited "Distress Valley" in the Township of Chapman, five miles from Maganetawan. The name is a misnomer, originating with a band

of lumbermen who suffered severely from a scarcity of provisions during a winter of extreme severity. The land is of excellent quality—none better in the district. Oats are the chief crop and a most prolific one. In one instance I counted nineteen stalks springing from one root, and as a specimen of the fertility of the soil plucked the four ears now in the Education Office. In the bunch there could not have been fewer than 2,000 grains. After organizing two Sections, we made the voyage to the foot of Ah-mik Lake in a "dug-out." The lake is an expansion of the Maganetanwan River, and for picturesque scenery can scarcely be surpassed. As we paddled over its clear waters, lovely views were continually opening up to our delighted gaze. Too soon our "Charon" landed us in the Township of Hagerman. A walk of nearly four miles through a sparsely settled district brought us at dusk to Newcombe Post Office where we spent the night. Close by is Whitestone Lake, abounding in excellent trout, bass and pickerel. Even an impatient man can here have good success as a fisher.

Next morning, through rain and along muddy roads, we "plod our weary way," but are at length compelled to take shelter in a way-side house until the storm abates. At one o'clock we reach McKellar Falls, ten miles from Newcombe. The formation of a School Section five miles distant from the Falls, and the examination of two candidates for teachers' certificates, complete the week's work.

Refreshed for the rest of the Sabbath, we start on Monday, the 23rd August, for Waubamik, seven miles off. Thence a rapid walk of five miles eastward brings us to the School at Hurdville, near Manitowabin Dam. After inspecting the School, and examining two candidates for certificates, we return after dark to Waubamik. Next day we reach Parry Sound. On Wednesday, Mr. M. inspected the School in Carling, eleven miles distant, and the writer attended to the Parry Sound School and other duties. We left the district with very favourable impressions. The settlers are intelligent, sober, industrious and contented. Though struggling with the difficulties incident to all new settlements, they are mindful of the education of their children. Their School-houses are on the whole highly creditable to them, and there is no difficulty in obtaining a site of the required area. A tax of twelve mills in the dollar for School purposes is not unusual, and shows the desire for Schools and the need of the liberal aid of the Department in supporting them. Such aid is deeply appreciated. If assistance could be granted to build School-houses an immense impetus would be given to the cause of education in new Townships. To a few settlers engaged in clearing their farms, the expense of erecting a School-house and paying the salary of a teacher is a heavier burden than they can well bear.

On the evening of the 26th August we again left Collingwood, this time by the "Frances Smith," and arrived the following afternoon at Killarney, a small village in the Township of Rutherford, on the north shore of Lake Huron. Here Mr. M. remained to organize a School Section. A run of about two hours from Killarney took me to Little Current, in the Island of Manitoulin. Grand Manitoulin is said to be the largest island in the world in fresh water. It extends in extreme length, from east to west, almost as far as from Collingwood to Hamilton, and in extreme breadth, from north to south, nearly as far as from Hamilton to Toronto. It contains a dozen townships between Lake Wolsey (part of Bay Field Sound), on the west, and Manitowaning and South Bays on the east. The Indian Reserve lies to the east of these bays, which are separated by an isthmus between two and three miles across. Deep bays indent the shores of the island. Besides those named, there are on the north Honora, Mudge and Gore Bays; and on the south, Michael's, Providence and Portage. At all these points there are settlements. The lands in the interior are also being rapidly taken up. The great drawback to still more rapid settlement is the want of good roads. The principal highway leads from Little Current, through Howland and Shequiandah, to the Village of Manitowaning, thence through Assiginack and Tehkumamah to Michael's Bay. There are several large lakes in the island, the principal being Ka-ga-wong, Min-demo-ya and Manitou. The last named is the largest. It has no feeders but a considerable stream (Manitou River) flows from its southern point to Michael's Bay. The summer evaporation must be very great. Its elevation above Manitowaning Bay is 150 feet. Notwithstanding its losses, it maintains its level. How is it supplied with water?

After leaving Killarney, Mr. Miller visited Mudge and Gore Bays, and the settlements at Spanish and Thessalon Rivers, on the north shore, and Hilton and Sailors' encampment in St. Joseph's Island. He returned to Little Current with Capt. McGregor, of the "Seymour," who had in some instances kindly waited for him until he made the necessary arrangements for organizing a Section. We proceeded together to Manitowaning, a small village on a deep bay of the same name. After conferring with the Trustees of two Sections, we left for Sims' Cove, on South Bay, about seven miles distant, but

stayed overnight with a settler four miles on our way. Next day it took us ten hours to sail eighteen miles in a straight course. In going down South Bay we tacked five times. Mr. M. returned by land the following day through the Townships of Tehkumamah, Sandfield and Assiginack. The road was obstructed with stones and logs, and his "Rosinante" was an obstinate raw-boned animal possessed with a determination to crush his rider's legs against the trees or dash his head against the overhanging branches. The return voyage was very exciting. The lake was very rough, and the wind dead ahead. Our open boat was heavily laden with lumber, salt, fish, furniture and passengers. The first attempt to reach the lake failed, the owner of the boat, an old sailor of the Royal Navy, deeming it prudent to tack into the Lighthouse Cove. A second attempt made in the afternoon was successful, and we went bounding over the waves at a spanking rate until we were half-way up South Bay, when the wind died away, and we had to finish the voyage with oars. After an interview with Mr. Stewart, the teacher of No. 1 Assiginack, I accompanied the Rev. Mr. Finlay, a fellow "voyageur," to his boarding-house, which we reached at 11 P.M. Next morning met my colleague at Manitowaning, and after copying a map of the island, kindly lent us for that purpose by Mr. Phipps, and organizing a Section, we walked to Manitou Lake, and after dinner set sail for the Township of Bidwell. The wind failed us, and we did not land till 10 P.M., after rowing about seven hours. Two or three biscuits and a drink of lake-water sufficed for supper. Our boatman's son and a young lad then guided us through the woods with torches to the nearest farm-house, where we spent the rest of the night. The prospect next morning was not a cheerful one. The rain was pouring down, and we had a walk of several miles through the clearings and woods before us. We tried to meet our fate with a cheerful face. We visited several of the settlers but were not successful in establishing a Section. At noon the weather cleared up, and we hired a wagon to take us to Little Current, ten miles distant. The road was wretched, but a warm sun dried our clothing, and brightened our faces as well as the landscape. The quality of the land through Bidwell and Howland is various, some being excellent and some very inferior. By hard driving we arrived at the Current in time for the writer to leave by the "Frances Smith" for Bruce Mines. Mr. M. remained, to take the "Seymour" to St. Joseph's. After a stormy passage, Bruce Mines was reached early in the morning of the 4th Sept. We landed in darkness and rain, and had some difficulty in finding the hotel. As we passed through the village we wondered at what we supposed to be immense banks of sand. Daylight showed them to be hills of pulverized quartz, from which the copper had been extracted. The mines are worked by the West Canada Mining Company of England. The manager, B. Plummer, Esq., kindly showed us over the works, and explained the various steps in the preparation of the ore for transportation to Swansea, where it is smelted. The shafts extend to the depth of seventy fathoms. Mr. M. had joined me at the Mines, which we left on the 7th Sept. in a sail boat for the south end of Sugar Island, where I stayed. Mr. M. rowed sixteen miles farther to Sailors' Encampment, in St. Joseph's, and returned at 11 P.M. We slept that night on board the American steam barge, "Egyptian," and after a run next morning of about five hours through Bear Lake and Lake George, saw the two towns of Sault Ste. Marie. The rapids between the towns are half a mile wide and three-quarters of a mile long, with a descent of 22 feet. The canal by which the rapids are avoided is on the American side. Close to it a great lock, 515 feet long, 80 feet wide, and 18 feet lift, is in course of construction. Our Sault Ste. Marie is the capital of the Algoma District. It is a scattered town. His Honour Judge McCrae and the Anglican and Roman Catholic Bishops reside here. A large R. C. cathedral of stone is in course of construction. We regretted being unable to visit the Shingwauk Home, an Indian school under the management of the Rev Mr. Wilson. After inspecting the school in the village and in the Township of Kerah, we left by steamer "Chicora" for Prince Arthur's Landing. The passage was very stormy, and we felt inclined to be quiet. We touched at Silver Islet. The island where the celebrated silver mines are worked lies about a quarter of a mile from the shore. It is owned by an American Company, and is reported to yield about \$4,000 worth of ore a day. A run of about twenty miles and we pass the great headland of Thunder Bay, towering 1,350 feet above the water. Passing between Thunder Cape and Pie Island, which has an elevation of 850 feet, we enter Thunder Bay, and our staunch vessel soon glides up to the dock of Prince Arthur's Landing—the "Silver City" of the north shore. It is the County (?) town of the municipality of Shuniah, which comprises the Town Plot of Prince Arthur's Landing, seven townships, and the adjacent islands. It is beautifully situated on a gradually rising slope facing the south. The population is about a thousand. There are several churches, a considerable number of stores, a couple of banks and a Court house. It supports a lively local newspaper, the Thun-

der Bay "Sentinel." It also supports an astonishing number of saloons and taverns, there being one for about every forty of the inhabitants. Silver mining is the chief attraction of the place, and forms an unending topic of conversation. The last School visited is situated a short distance above Fort William, on the left bank of the beautiful Kaministiquia River, which discharges by three mouths into Thunder Bay. The little tug in which we go enters the largest of these, which is about 300 feet wide, and soon lands us at the Fort, one of the oldest, and formerly one of the most important posts of the old Hudson Bay Fur Company. Two small cannons taken up by Lord Selkirk more than half a century ago, guard (!) the entrance. The Company's store, warehouses and dwelling-houses form three sides of a square. The place is very attractive, with its white walls, grass lawns and blooming gardens. Two miles above the Fort, and on the opposite side of the river, is an ancient Roman Catholic Mission, with its old church surrounded by houses occupied by Indians and half-breeds. Above the mission, but on the same side of the river as Fort William, is the Government wharf, on which are piled numerous coils of telegraph wire and immense quantities of steel rails for the Canada Pacific Railway, the eastern terminus of which is placed here. Near the wharf, on a site surrounded with trees, a \$10,000 hotel is in course of construction. On our return trip we stop at the residence of Mr. McKellar, one of the Trustees of the School we have come so far to see. He has a very beautiful garden. The borders of the beds are unique, being composed of specimens of quartz and other mineral-bearing rocks collected by Mr. McKellar in his prospecting tours. Several rockeries composed of quartz, amethyst, and minerals bearing copper, silver, iron or lead, form an attractive feature of the scene. The examination of two candidates for certificates concluded our work at Prince Arthur's Landing. We left on Monday, the 13th Sept., at 10 P.M., and after a stormy voyage landed at Goderich on Thursday, the 16th at 7 A.M.

The Thunder Bay *Sentinel* says:—"The late visit of eastern School Examiners has aroused a spirit of inquiry as to the actual condition of our Schools. It is too true that the present arrangement is not up to the requirements of the growing population, and we are pleased to learn that the School Trustees are moving with the object of utilizing Waverly Park, between the churches upon the hill, by placing as soon as possible thereon a suitable School-building. Steps have been taken to secure a sketch of a building, with probable expense. Here is an opportunity for our Council to initiate a movement for a town hall over the school; and in the course of years the hall will be required for increased school room, and by that time our town may be bordering upon a city, or at least with sufficient inhabitants and importance to demand a first class hall for our Courts and Council Chamber. This is a subject worthy of the early consideration of those in authority. At present lumber is cheap and labour easily secured, and no better time could be had to undertake so desirable a work as a school-house and a Council Chamber. It is only a question of time, and the sooner the better."

## (2) RESUME OF THE VISITS AND LABOURS OF MESSRS LITTLE AND MILLER, INSPECTORS OF PUBLIC SCHOOLS IN THE DISTRICT OF ALGOMA AND PARRY SOUND.

I. In Algoma we organized nine sections, examined four teachers, endorsed six certificates, and examined seven Schools. In all there are eighteen legally organized school sections, and at least three others will be organized within a short time.

II. In the Districts visited, we have examined fifteen teachers, endorsed seven certificates, examined thirteen Schools, organized fourteen sections, re-organized two sections, formed one union, and made the necessary arrangements for organization of sections in four localities.

III. In performing these duties we have spent thirty-eight days, travelled respectively 2106 miles (Little), and 2522 (Miller), the former attending chiefly to the examination of the Schools and teachers, and the latter chiefly to the organization of new sections.

IV. In the two Districts there are forty-one legal sections, to which may be added Schools in operation at Fort Francis, Silver Islet, Nipissingan. Several sections are in a semi-organized state, and are likely to be fully formed within a few months.

### Recommendations to the Chief Superintendent.

The Inspectors respectfully recommend:—

1. That in new or unorganized townships in any County or District, the Stipendiary Magistrate or the Public School Inspector thereof, be authorized to act with the Reeve of an organized municipality in forming a Union School section.

2. That in municipalities composed of more than one township, but without County organization, there shall be a Board of Trus-

tees for the municipality whose duty it shall be upon petition of at least five heads of families to provide adequate school accommodation for the children of petitioners.

3. That after the third year of the existence of a new municipality, the aid granted to Public Schools therein, be based on the value of the assessed property of each section, or (in case No. 2 be adopted) of the municipality.

4. That the appeals against the assessment of section made by Trustees be heard by the Stipendiary Magistrate or Judge of the District.

5. That school moneys granted by the Department in aid of a poor School be paid to the *Teacher only* (who must hold a certificate recognised as valid by the Inspector), on order signed by the Trustees.

6. That upon the formation of a School section in an unorganized Township, and the establishment of a School therein, the maps and apparatus purchased by the Trustees within a year be supplied at under cost.

7. That in Schools in new and unorganized townships or Locations in which two departments may be required, each department be counted as a School in granting aid in support thereof.

8. That a sum be set apart for distribution half-yearly among the Schools in new and unorganized townships, the distribution to be based upon the average attendance of the pupils for the half year.

9. That (in case No. 8 be adopted) the Trustees of the various school sections in each district be instructed by the Department to send their half-yearly returns and annual reports to a designated Inspector or Inspectors whose duty it shall be to make the appointment, and compile the returns for the Department.

10. That the annual examination be held at suitable points for said Districts, under the Departmental Regulations.

11. That in granting aid to Schools in new districts, we would respectfully urge that the grants be made as liberal as possible, as in many places the settlers though anxiously desirous of giving their children a good education are, as yet, altogether unable to defray the expenses of supporting a School. We believe that good Schools would be powerful inducements to the rapid settlement of the Districts, and prove excellent immigration agencies.

12. That where there are Indian settlements (as at Parry Island), Schools to be under the control of the Ontario Government, and the supervision of the Education Department be established for the Indians, as we believe that their educational wants will be best promoted in this way.

All of which is respectfully submitted by, Reverend Sir,

Your Obedient Servants

The Reverend E. RYERSON, D.D.,  
L.L.D., Chief Superintendent of Education.

(Signed) R. LITTLE,  
(Signed) J. R. MILLER,  
Public School Inspectors.

## (3) SCHOOLS IN THE COUNTY OF THE NIPISSING.

Report of a visit by the Rev. E. H. Jenkyns, Inspector of Schools for the County of Renfrew.

The Education Department of Ontario having requested me, in the interest of Education, to visit the schools at present in existence in the new and remote townships and districts outlying the County of Renfrew, I now have the honour to give you a detailed narrative of my journeys, and also a few general remarks on the present state of education in those places which I have visited. I was well aware of the degree of exposure and privation to which I would necessarily be subjected in making long canoe voyages, and long tramps through the forest; yet the novelty of many of the scenes through which I passed, and which are seldom visited by the pioneer lumberman, and never before by any person in the interest of education, were sufficient inducements for undertaking the journey.

I left Pembroke on board the steamer *John Egan*, on the morning of August 17th. From the moment a traveller leaves the Town of Pembroke some new landscape constantly breaks upon the vision. The bold and rocky ridges on the Quebec side are every now and again relieved by ridges covered with pine trees. On these mountain sides the sun, like a true artist, makes wonderful use of clouds, mists and rains. Not a moment but some new landscape is brought to view, and a glory dies, and some new glory born in its stead. Then again the whole scene is relieved by a tract of comparatively level country gently sloping to the water's edge, and dotted here and there with the log houses of the pioneer settlers. Amid such scenes the traveller approaches the celebrated Oiseau Rock. It rises abruptly and almost perpendicularly from the water, and presents a scene which fairly rivets the attention of the traveller. There it towered in front in its bold and sullen

grandeur, flanked by other eminences of the same ridge. The long dorsal ridge of which it forms a part, with its graduated succession of notches, greatly contributes to the impression it conveys of a height beyond its actual dimensions. The crown of the rock covers but a small area, and quietly nestling in its hollow is a small lake, which, I am told, abounds with trout. The view from the top is exceedingly fine and varied, with its distant panorama of lakes and mountains. At noon we reached the village of Des Joachim, situated at the foot of the rapids of this name. It consists of several hotels, two churches, a collection of several neat dwellings, and, I am happy to say, a school-house. But the village being situated in the Province of Quebec, it lies outside of my jurisdiction. From this place we had to make a portage of two miles, when we reached the steamer *Kippeva*. The scenery which we enjoyed from the deck of this steamer is both fine and varied. The most exciting part of the trip on this steamer was enjoyed when we came to the Maribean Rapids. At the foot of the rapids the steamer was stopped under the lee of a small island, situated in the middle of the rapids. A small boat manned by four men, and having a long coil of rope on board, then put out from the steamer, and by dint of hard rowing, the use of poles, and pulling with a rope, managed to reach the smooth waters above the rapids. During the whole of this process it was very exciting to witness the men going into the rapids and in imminent danger of being swept away. They, however, succeeded in securing the rope to a pier situated above the rapids. The steamer once more faced the rapids, the rope was immediately caught and attached to the steamer's shaft, and we succeeded in getting above the rapids. After leaving this boat we had to make a portage of two miles to get to the steamer *Deux Rivières* which brought us as far as the rapids of this name.

On the following morning we crossed the portage—some four miles long—and found that the distance between this portage and the Mattawa had to be made in a row-boat, or, as it is generally called, a "bun." The distance from the portage at the head of the *Deux Rivières* Rapids to the Mattawa is only some twenty miles, and yet it occupied us from day-light in the morning until dark at night in making it. The river for nearly the whole of this distance is one continual succession of rapids, which have to be surmounted by hard rowing, the use of poles, and frequently by sending a man ashore to pull with a rope.

At last, tired and worn out with the fatigue of the day's work, we reached the Village of Mattawa. This village is situated on a point of land formed by the junction at the Mattawa with the Ottawa River, and was in the palmy days of the Hudson Bay Company a fort of considerable importance. As a depot for the lumbering operations which are being extensively carried on in the bush in all directions around this place it is of considerable importance. It consists of quite a collection of houses, two hotels, several stores, one Roman Catholic church and mission station, and a school-house. The school is taught by Miss Gunn, and is, I am happy to say, in a very flourishing condition. Here may be seen pupils with the pale, clear complexion of the Anglo-Saxon race, the darker hue of the French, and the many shades of the Indian half-breed, down to the darkest specimen of the Algonquin race. They were all neat and clean in person and dress, and, with their books in their hands, presented a very interesting scene. Their intelligence is of no mean order, and they passed a very creditable examination in reading, spelling, writing, and arithmetic. The general language of conversation is either French or Indian, and with most of the pupils the English language has to be acquired. I am happy to be able to bear testimony to the great interest which the Trustees and parents generally take in educational matters. There are some sixty pupils of school age in the section, and on the day of inspection there were thirty-five present, most of whom were in the 1st and 2nd classes.

On my trip upwards I was joined by Messrs. H. Lloyd and C. Chapman, of Pembroke, who, when they found out that I was on my way to Lake Nipissing, determined to accompany me on my expedition. We arranged with an Indian of the name of Joe Langevin to take charge of our canoe, and also to act as guide; we secured a good serviceable 2½ fathom canoe from Mr. Gorman, a young merchant of Mattawa, to whose thoughtful consideration I am indebted for many courtesies, and left Mattawa on the morning of August 21st. To me there is an indescribable charm in this kind of travelling, which is in harmony with the scenes through which we passed. The rapid stroke of the paddles in perfect accord has a very pleasing effect, and the *voyageur* moves along as if in dreamland. We paddled our canoe for some miles up the Mattawa River, until we came to Bang's mills, where we had a short portage to make. When we reached the head of this portage we entered on the waters of Lake Champlain, which is six miles long. Its waters are very deep, and contain but few fish. The hills on both sides rise abruptly from the water, and are clothed from the margin of

the lake to their very summit with a very fine growth of pine, birch, poplar and maple, and present a remarkably fine scene. Joe, our Indian guide, who was constantly plied with all sorts of questions, greatly edified us by telling that this lake was called after a man of the name of Champlain who, many years ago, was drowned in its waters. But Joe's knowledge was here slightly at fault. For we find that the great Champlain, in his explorations up the Ottawa River, followed the tributary waters of the Mattawa under the impression that he would reach China and Japan by way of the Hudson Bay. Winter coming on earlier than he expected, he was frozen in, and compelled to camp on the point of land on the north shore. It made this lake all the more interesting to us to know that some 260 years ago the great Champlain with his dusky Indian allies, pursued his voyage on its waters, and that this beautiful lake, as a memorial of his discoveries, still bears his name.

At the head of Lake Champlain we came to another portage, which having crossed we came to the river again, and after paddling for quite a distance we came to another portage, where we camped for dinner.

We once more took our canoe, and pursued our way across a lake called by the North-West *voyageurs* Lake of the Needles, whose waters abound with lotus or water-lilies. It is a shallow lake, and is dotted with a number of rocky and wood-clad islets. From this lake we pursued our way through a narrow passage in the gorge of the mountains, and, after considerable exertion and a few bumps on the rocks, forced our way up swift rapids and entered what is called Deep River Lake. This lake is four miles long, and in no place is it more than a quarter of a mile wide. Its waters are very dark and deep, and make a clear sweep off the shore. It is surrounded with high ridges of perpendicular rocks, which towered aloft at an immense height, obscuring the sun from our view, and casting a sombre shadow over the lake. The stillness and solemnity of the whole scene was almost oppressive. It seemed like a voyage in drearland, with our canoe moving along on a windless sea, and the *voyageur*—

"Lulled in the poet's dreamy mood,  
In wild and dreamy solitude,  
Silence herself here seems to sleep,  
Wrapped in a slumber long and deep."

On both sides of the lake there are continuous ridges of jagged spires and battlements, reminding one of the towers of some ancient castle or temple. The north shore presented the curious phenomenon of a huge natural cave, apparently cut out in the face of the rock, and which, Joe informed us, penetrated under the rocks for a considerable distance.

Having traversed this lake, and having made several portages, the next lake of any importance we came to was Pemessee Lake. This lake on the north shore is magnificently wooded, but on the south shore is shut in by prodigious bristling crags, rocky, rugged, and precipitous. At the head of this lake we had to make another portage, which having crossed we came to Lac du Talon. This lake is six miles long, and abounds in trout, white fish and herring. It is so called in honour of the French Intendant of this name, who, in 1670, organized several expeditions to secure the fur trade of the Hudson Bay Indians and of the Nipissing. The expedition sent out to the country of the Nipissing camped on the shores of this lake on a point of land, where Mr. Shields, an enterprising settler, has since built his house. A cup bearing date of Paris, 1616, was found on the shore some few years ago by Mr. Shields, but is now in the possession of Dr. McConnell, of Ottawa. This cup had been probably dropped by the Du Talon expedition or by the earlier expedition under Champlain. We stayed at night at Mr. Shields' house, where we were most hospitably entertained.

On the following morning we were once more in our canoe, pursuing our way to the head of Lake Talon. At the head of the lake we had a long and difficult portage to make. Our chief difficulty in making the portage arose from the necessity of going round the prostrate giants of the forest and the huge rocks and boulders which lay in our path. We had nothing for it, however, but to fight our way through as best we could. At the head of the portage we came to Point Lake. Its waters are very shallow, and dotted with a number of islands, some of them tiny, others large, but all of them clothed with picturesqueness and glory. Having crossed this lake we came to another portage, and then entered a muddy creek, abounding in water-lilies, through which, with considerable difficulty we had to push our canoe. This creek brought us to Tortue or Turtle Lake. This lake is about five miles long, and seemed literally alive with fish, principally black bass. In the morning, when we set out from Mr. Shields', the day was beautiful and calm, and the waters of the lake seemed to have forgotten their undulations. But this unbroken and almost supernatural tranquillity did not continue long after we had paddled some distance on Tortue lake, for over the summit of a mountain about a mile away we could see the

folds of a dark cloud becoming visible, and at the same moment a hollow roar came down upon the winds, as if it were the sound of waves in a rocky cavern. To escape the gale was impossible, and our canoe was soon fairly deluged with water. But as the song says :

"Never sit down with a tear or a frown,  
But paddle your own canoe."

Having surmounted the rapids at the head of Tortue Lake, we pursued our way across Trout Lake, which is nine miles long and three or four miles wide. It is a beautiful lake, with many curves and indentations. Some of these indentations form very pretty bays with narrow gate-like entrance, which affords splendid breeding grounds for the wild duck. The coasts are hilly, and between the hills we could see huge gorges, and whichever way the eye turns there is a picture which fairly enchants. At the head of the lake we found the water very shallow for a considerable distance, and we had to wade in the water to get our canoe ashore. We then pursued our way through a narrow creek, until we came to a sheet of water which rejoices in the fiery name of Brandy Lake. Its waters are the colour of Brandy. At the head of this lake we came to a portage which forms the height-of-land on the water-shed—the water on the one side falling into Brandy Lake and on the other into the Vaase. This portage which is only three-fourths of a mile across, is the only obstacle in the way of the whole Province of Ontario and a portion of the Province of Quebec being formed into an island. I have no doubt but that when lumbering operations are carried on in the neighbourhood of Lake Nipissing, the interesting feat will be performed. Beyond this portage we came to a muddy creek, abounding with water-lilies, and where the mosquitoes seem to have absolute control. Any *voyageur* who enters this creek will not tarry long to admire the lilies. At the end of this creek we came to a portage one and a quarter mile long. We had to pursue our path as best we could over fallen logs, tangled-underbrush, and tall grass, which grew so luxuriantly that we could not see each other as we waded our way through. At the head of this portage we entered the River Vaase, a beautiful placid stream. It winds and twists within the narrowest limits. A long fringe of bush skirts its banks on both sides with scarce a break. Having paddled down this stream for a considerable distance, and whilst we were still under the shadow of the bush, a bend in the river brought to our view the great Nipissing in all its wild magnificence. We felt something like Cortez on a peak in Darien.

Lake Nipissing is ninety-six miles long and thirty-six miles wide, and is covered with quite a number of islands. We find that in the year 1615 Champlain pursued his explorations as far as this lake, and that he stayed two days with the Nipissings. It appears from the account given by Champlain of those Indians, that they enjoyed an unenviable sort of repute amongst the neighbouring tribes for witch-craft and magic. Champlain crossed the lake and passed through French River down to the Georgian Bay.

From the mouth of the Vaase we had to canoe for quite a distance along the margin of the lake, in order to get to the house of a solitary settler of the name of Smith. We stayed here over night. Early the next morning we were again in our canoe, and had to paddle some fifteen or twenty miles across Lake Nipissing to get to the mouth of South River. It was a beautiful tranquil morning, without a breath to disturb the surface of the lake. But after we had been out for some time the wind freshened, and we began to experience what Lake Nipissing could do when lashed to fury. We had been repeatedly warned to beware of being caught on the lake in a breeze, for the least breath of wind seems to rouse it to fury. Our light canoe was tossed up and down on the bosom of its waves like a cork, the waves every now and again making a complete wash of our frail bark. We soon found it necessary to alter our course and seek shelter under the lee of one of its many islands. The boiling tides, the green and white billows, the pillars of foam which are thrown aloft when the waves dash on the rocky coasts of its many islands, form a scene of wild grandeur which must be seen to be fully appreciated. We camped for dinner at one of its islands. From this point on the lake we could see the dark, ragged rampikes on distant islands standing around like ghosts, as if charged with some wearily ancient secrets of which they cannot disburthen themselves.

At noon we reached South River. We paddled up this stream at our leisure, enjoying the beauty of its scenery. The land appears to be of a good quality on both sides. At last we reached the South River Settlement, where we were most hospitably entertained by Mr. and Mrs. Beaty. On the following day I visited the school, and found not only the pupils but also their parents—in fact the whole settlement had turned out. A good many of the pupils speak French and Indian, and in these respects the teacher encounters the same difficulties as the teacher at the Mattawa. The school had been in operation about one year, and is under the charge of Mr.

Edward Grier. There are twenty-five children of school age in the section, and these presented a very neat and clean appearance. They passed a very satisfactory examination in reading, writing, spelling and arithmetic. Having got through with the pupils, I next addressed my remarks to the parents, representing the claims of education, and encouraging them to take a lively interest in everything calculated to promote the welfare of their children.

This settlement promises in a few years to become a place of considerable importance. The land for many miles around South River is of a good quality, and presents a very enticing field for the immigrant. Some of the fields of grain presented a very fine appearance, one field of oats through which we travelled fairly brushing our faces. Mr. Shaw has built a saw mill some distance up the river, and I visited a very fine saw-mill recently erected by Mr. Beaty. Yet notwithstanding these advantages, the settlers have to put up with a great many inconveniences on account of their isolated position. The Ontario Government is about completing the colonization road from the Maganetewan to South River, thus affording the settlers an additional means of communication. The forest around Lakes Nipissing, Trout and Tortue are almost in their primeval state. This being the extreme limit of my journey, and having to return by the way I came, I must now bring my narrative to a close by paying a just tribute to Joe, our Indian guide. He beguiled the way by imparting all the knowledge in his possession, and with many a tradition of Indian story learnt by the watch-fires of the camp. We found him for many a day a faithful and kindly guide; and no one who seeks the scenes of the Upper Ottawa, or makes a voyage to the "great waters" need fear to place himself under his guidance.

Pembroke, September 15th, 1875.

#### FURTHER REPORT ON SCHOOLS IN OUTLYING TOWNSHIPS.

No. 2. *Hagerty*.—On the 15th September, I travelled as far as the Village of Eganville, where I stayed over night. On the following morning I took my own conveyance, and travelled by a very rough road as far as the Township of S. Algona. I was frequently compelled to make a detour into the bush in order to avoid dangerous and broken down corduroy bridges. I stayed over night at the house of a man of the name of Green. On the following day I took a boat and rowed some distance up a very beautiful lake, which has been very appropriately called Golden Lake. I then had to make my way for seven or eight miles through a brulé or burnt bush. I was accompanied by an enterprising fellow of the name of Ryan, who undertook to show me the way through to the School-house. Having crossed this brulé, our way was intercepted by a marshy creek. This we had to cross on a small float, or pieces of board thrown across each other. I here met the Trustees of No. 2 Hagerty. They informed me that the teacher was absent from her school that day, having received leave of absence in order to attend her sister's wedding. I went with the Trustees to the School-house, which I carefully examined, and gave all necessary information to the Trustees as to the complete equipment of the same. They have built a very commodious School-house, 30x24 and 10 feet high between floor and ceiling, and is provided with four large windows. The Trustees spoke in the highest terms of their teacher Miss Winters, who seems to have given entire satisfaction. There are about fifty children of school age in the Section and about fifteen of an average attendance. Considerable difficulty has been experienced in the Section on account of location of School-house. The northern portion, composed almost entirely of German settlers, is anxious to have the School-house located much nearer to their settlement than it is, whilst the southern portion, composed almost exclusively of Irish settlers, is anxious to keep the School-house where it is. I quite agree with Judge Doran, who approved of the School-house being built where it is, as being in the most central part of the whole Section. I think in the course of a few years, if Trustees and parents remain faithful to the educational welfare of their children, that this will be flourishing Section.

No. 1. *Hagerty*.—In order to reach this School-house I had to travel by way of Brudenell Corners. I left my buggy at this place and pursued my way on horse-back. After having been out for some time the rain came down in torrents, which made it very disagreeable. My way lay for fifteen or twenty miles through a primeval forest, in which I was often at a loss as to which trail to follow. I managed however to make my way through. When I got to the clearance beyond this bush I had to cross a very dangerous corduroy bridge, some of the cross-logs of which were broken. My horse missed his footing and dropped down, and was only extricated after great exertions and the removal of part of the bridge. Having crossed this bridge, my way lay through a "brulé," where I was constantly impeded by the black trunks of fallen trees. When I got to the School-house I was greatly amused by the teacher remarking that my face was as black as a nigger's. This school is taught

by an old teacher of the name of James Doyle who has grown old in the profession, and who is doing good work in their new and remote Section. There are about fifty pupils of school age in the Section and on day of inspection there were seventeen present. The school has only been a short time in operation and yet the reading of pupils in the 1st, 2nd and 3rd books was very fair. The pupils also passed a very satisfactory examination in Spelling, Writing and Arithmetic. The Trustees have not yet provided a black-board or maps. The Inspector pointed out the absolute necessity for these school requisites, and the Trustees promised to secure them as soon as possible. The School-house is not a very satisfactory building being too small and too low. The Trustees are anxious to build a proper School-house, but do not feel justified in doing so, because the Polish settlers in the Section are anxious to have a school of their own.

No. 1. Jones.—I was on my way to visit this School when I met the teacher and one of the Trustees coming down towards Sherwood. The teacher was going down to the County of Lanark to take his wife; &c. up. They informed me that Mr. McIntosh, the Inspector for Hastings, had already visited their School, so I did not consider it necessary to visit this School.

#### 4. NEW SCHOOLS IN KALADAR, ANGLESEA, &c.

F. Burrows, Esq., the Inspector, thus reports his visit to the Schools in the rear of his County :

I beg to express my sincere thanks for the continuation of the liberal grants made to the poor Schools of our backwoods, as indicated in your notice of the 8th instant.

I spent the first two weeks of this month in visiting the Schools of Kaladar, Anglesea, Denbigh, Abinger and Ashby, and in holding a Teachers' examination, in accordance with the regulations lately made.

I found all the Schools (eight) in operation except the one in the Prussian settlement, which became vacant last month on account of the Teacher becoming insane. It will be re-opened as soon as another Teacher can be obtained. Several German families, numbering thirty-five persons in all, left this settlement last spring for Manitoba.

As no new settlers have taken their places, those who remain will find it difficult to sustain the School.

The weather during my trip was extremely unpleasant, especially for travelling on horseback, being very wet and cold. The Schools, in consequence of the bad weather and the bad roads, were but thinly attended.

I examined only four candidates for special certificates. The examination was conducted both orally and in writing. I gave certificates to the four candidates, believing them quite competent to teach the Schools with which they are entrusted.

In connection with the examination, I gave instructions in the approved modes of teaching the ordinary branches.

I found two settlements—one in Abinger and the other in Anglesea—without Schools. I gave the people all the encouragement I could, and they promised to take immediate steps to obtain School facilities.

The Township Council of Denbigh, Abinger and Ashby divided \$300 of the apportionment from the Municipal Loan Fund among the School sections, for the purpose of improving the School premises in each. The Council of Kaladar gave each of its Schools \$25 for the same purpose.

The poor settlers have now strong encouragement to keep their Schools open, and I am sure, from the great interest I have seen manifested, that self-denying effort will not be wanting on their part.

The present serious depression in the lumber business will materially affect those back settlements, as this business creates the only available market for the produce raised there.

The kind assistance rendered by the Department is very much appreciated by the settlers.

Napanee, 20th October, 1875.

## II. Items of Canadian History.

LORD SEATON, AND REV. DR. HARRIS, EX-PRINCIPAL OF UPPER CANADA COLLEGE.

To the Editor of The Mail.

SIR,—On a late visit to England I was requested by several old and attached friends of the late Lord Seaton's family (and among them some pupils of Upper Canada College), to make inquiries after and to present to the surviving members of it their affectionate regards. Circumstances prevented me from visiting their abode in Devonshire, but I wrote the Rev. Dr. Harris (who it will be remembered, was intimately connected with the family), and was

favoured with the following reply. \* \* \* The elder pupils of Upper Canada College will, I am sure, be glad to hear good tidings of their old principal, and to be assured that he does not forget them. If some one of them had leisure to go over the list of those at College during his time, and note their history, it would prove a highly gratifying memorial to the Doctor in his old age; or, better still, as the College has now been nearly half a century established, a brief record of its progress and present status (and it has no mean record to give), would be a pleasing *souvenir* to its numerous friends.

Yours, &c., SALTERN GIVENS.

"SOREL, TORQUAY, Aug. 6th, 1875.

"DEAR MR. GIVENS,—Your letter of the 1st inst. was an agreeable surprise and revivator of memories of nearly half a century old. Mrs. Harris and myself would have been glad to see you had you been able to extend your journey thus far west in England. \* \* \* You do not say when you return to Canada, but I hope not so soon as to prevent your receiving this letter. It is pleasant to hear of the kindly remembrances of my old Canadian pupils to which you refer, and that the College whose infancy I reared is holding its ground and doing good work for the colony. I do not know who is now its head. My immediate successor, I believe, resigned after a few years, and became attached to the University of King's College. \* \* \* Of the late Lord Seaton's family, all survive except the second daughter, Cordelia, who died some time before her father at Beechwood, Devon. \* \* \* The present Lord Seaton has much interest in his Parliamentary duties, dividing his time principally between London and his seat, Beechwood. \* \* \* Francis, now Major-General Colborne, is military commander of the English troops at Hong Kong and Japan. Graham has been rector for many years of a very prettily situated village on the banks of the Dart, called Dittisham, about five miles from Torquay. Edmund is married, and lives abroad with his wife. John, the youngest son, has left the army, and occupies himself in experimental pursuits. Of the daughters, the eldest remains unmarried; the third, Jane, was married in Ireland to Captain, now Colonel, Moore, with whom she is in India. He being in command of the 4th Hussars there. \* \* \* Mrs. Harris and myself are both feeling the increase of years; and though I still retain my incumbency, I am obliged to leave a large proportion of active work to my curates. I have held the living of Tormohun (the mother church of Torquay) for nearly twenty-seven years, and can hardly hold on much longer, even should my life be prolonged. We have called our house *Sorel*, in remembrance of Canadian associations, and it was within two houses of this that Lord Seaton died, and soon after his daughter-in-law. \* \* \*

"It is some time now since I have seen any U. C. C. pupils. \* I think the last old Canadian pupil I saw was Col. George T. Denison, who came some distance, for only part of a day to see me, which was very gratifying to me. I think I have since heard of his death. I shall be obliged by your saying to any old collegians of my day you may meet, when you return home, that I do not forget them. I have seen Dr. Scadding here three or four years since. \* \* \*

With kind remembrances

"I remain, sincerely yours,

"JAS. H. HARRIS."

## III. Miscellaneous.

### CHIEF JUSTICE HARRISON ON INDUSTRY AND LABOUR.

In reply to a recent congratulatory address from the Western Bar, Chief Justice Harrison thus referred to his own career. He said: "His present position had not been reached without industry; the books which he had compiled had cost him much labour; and whatever may have been the case in former years, he could safely say that now there was no Royal road to the Bench. At one time patronage might have ensured promotion, but now the force of public opinion was so strong, that no one could reach the Bench on account of his politics. It was not whether a man had supported this party or that which ensured judicial preferment, but whether or not he was best fitted for the position. So long as that rule prevailed, he was satisfied there would be perfect security for the administration of justice. Industry was necessary for the attainment of any preferment, and little genius and much industry were more likely to ensure success, than much genius and little industry. Every road had its milestone of labour, and earnest work above all things was needed. He trusted that the words coming from him as the result of his experience would induce some to greater exertion than before, and he had often felt that if his career from the Bar to the Bench should induce one young man to work harder than he would have done otherwise, his life would not have been spent in vain.



12 occasions in the month. The greatest daily range 710, which occurred during the storm of 29th-30th. On 29th, at 1 p.m., thunder and lightning in N. and N.W., with rain at intervals, and barometer falling slowly till 3 p.m., when it fell rapidly till after midnight, and so on till 7 a.m. on 30th, when it stood at 29.012, after which it rose slowly during the day. From 9 30 p.m. on 29th till 12 30 a.m. on 30th the lightning was very vivid and the thunder very loud, the rain falling in frequent showers of remarkable violence, the total rainfall during the storm being 1.144 inches. On 30th, at 9 30 p.m., auroral arch of light smoky appearance, stretching from N.E. to N.W., and about 15° in altitude, with thin perpendicular streams pale blue in colour. Thermometer 37° and growing colder.

PETERBORO'.--Hail, 29th, 12 40 to 1 p.m. Lightning with thunder, 6th, 9th. Lightning and thunder with rain, 29th. Very large circle round moon, 13th. Frost, 6th, 10th, 17th (hard), 23rd, 24th, 27th, 28th, 30th. Wind storms, 3rd, 6th, 9th, 10th, 16th, 20th, 26th, 30th. Fog, 13th. Rain 3rd, 4th, 10th, 16th, 19th, 20th, 25th-27th, 29th, 30th.

GOBERICH.--Hail, 122nd. Lightning with rain, 3rd. Thunder with rain 16th. Lunar halo, 13th. Wind storms, 4th, 20th. Rain, 3rd, 8th, 9th, 15th 16th, 19th-22nd, 24th-26th, 28th-30th.

STRATFORD.--Lightning with thunder and rain, 3rd, 29th. Thunder with rain, 9th. Hail, 29th. Thunder, 2nd. Frost, 18th, 20th, 22nd, 23rd. Fogs, 7th, 13th. Rain, 3rd, 9th, 16th, 17th, 19th, 20th, 28th-30th.

Difference of Mean Daily Temperature from normals.

Day.	Difference.	Day.	Difference.	Day.	Difference.
1	+10° 0	13	+ 0° 1	25	-5° 0
2	+10 1	14	+ 3 5	26	.....
3	+12 7	15	+ 4 5	27	+2 6
4	+ 0 3	16	- 2 6	28	-2 5
5	.....	17	-13 5	29	-5 0
6	+ 0 9	18	-12 4	30	-8 3
7	+ 0 2	19	.....		
8	+ 9 3	20	-11 2		Excess of Mean
9	+11 8	21	-14 2		Monthly Tempera-
10	- 8 8	22	-14 2		ture over average of
11	- 8 6	23	- 9 4		14 years' -2° 87.
12	.....	24	- 2 5		

HAMILTON.--Frost, 23rd. Rain, 2nd, 10th, 16th, 27th, 29th.

SIMCOE.--Lightning and thunder with rain, 5th, 30th. Lightning, 3rd. Meteor in N. passed East, 2nd. Lunar halo, 11th. Frost, 18th, 23rd. Wind storms, 3rd, 26th, 27th, 30th. Fogs, 3rd, 13th. Rain, 5th, 9th, 16th, 19th, 25th, 30th. Thunder storm on 5th; very severe lightning, struck two buildings in the town.

WINDSOR.--Lightning, 5th, 29th. Meteor, 1st in S.W., 20th in S.E., 23rd in N., 24th, two in S., 26th, one N. and one S. Lunar halo, 16th. Solar halo, 18th. Frost, 21st, 24th. Wind storms, 10th, 26th. Rain, 3rd, 9th, 10th, 16th, 19th, 25th.

V. Departmental Notices.

COLLECTION OF SUPERANNUATED TEACHERS' MONEY.

As the law makes Public School Inspectors responsible for the collection and transmission of the Superannuated Teachers' money to the Education Department, they should take steps to have it promptly placed in their hands by the local treasurers for this purpose. The 95th Section of the School Act declares that:—

“Every male Teacher of a Public School, holding a certificate of qualification under the School Act, shall pay into the fund for the support of superannuated School Teachers, through the Public School Inspector, the sum of at least four dollars annually, in half yearly sums.”

Under this Section of the Act it is clear that every teacher holding a Public School certificate is required to pay into the fund at least four dollars annually in half yearly sums. In other words—so long as he holds a certificate, and whether he teaches for a longer, or shorter period in the year—say a month, six months, or the entire year—he becomes indebted to the fund at least four dollars for that year, payable half yearly.

As to the duty of the Inspector, the law prescribes that he shall:—

“Give to any qualified Teacher . . . a cheque . . . for any sum of money apportioned and due to the Section, after deducting the Teachers' superannuation moneys payable by the male Teachers of the Section.”

Thus it is clear that it is the duty of the Inspector, at any time before giving a cheque “to any qualified Teacher” (male or female), to deduct from the money due the Section for the time during which a male Teacher may have taught in it, the sum payable by that male Teacher who may have taught in the section during the period for which the money is payable. It matters not whether the male Teacher concerned was previously paid in full by the Trustees or not, the money must be deducted by the Inspector.

The municipal treasurer is, by the 102nd Section, required to:—

“Pay over to the order of the Inspector the amount of money . . . which said Inspector has deducted, as required by law . . . or which is due and payable by any male Teacher to the fund.”

In order to insure punctuality and regularity in collecting and transmitting this superannuation money to the Department the simplest and most satisfactory plan for the Inspector to adopt is:—to make out at the end of each half year, a list of the male Teachers under his jurisdiction, with the names of the Sections or School Divisions in which they may have taught in, whether or not such Teachers may have taught one, two, or six months of such half year. The Inspector should then send this list with his order to the municipal school treasurer for the whole amount of superannuation money due by the Teachers mentioned on that list. Should the Treasurer neglect or refuse to comply promptly with the request or order of the Inspector for this money, he should without delay take measures to compel the Treasurer to comply with the provisions of the law on the subject.

As in cities, towns and villages the law makes it the duty of the Inspector to sign all cheques payable to Teachers for salaries, he has it in his power to ensure a prompt transmission, through the local agency of the Bank of Commerce or Bank of Montreal, of the superannuation money due and payable to the Department at the end of each half year.

THIRD-CLASS TEACHERS' LENGTH OF SERVICE.

A practice neither contemplated nor authorized by law has sprung up in certain High Schools, to which the attention of Public School Inspectors is specially called. The regulations provide that “a Teacher holding a third-class certificate may be eligible, in less than three years for examination for a second-class certificate on the special recommendation of his County Inspector.” The intention of this regulation was that when an Inspector in visiting Schools found that a Teacher in actual service, holding a third-class certificate was really an efficient Teacher, and competent to govern a School well, such Teacher might be permitted before the three years' probation had expired, to prepare himself for examination for a higher grade. It was also designed to meet the special cases of Teachers of some experience coming from other countries, to whom a three years' probation as third-class teachers would be an unnecessary hardship. In these two classes of cases alone were Inspectors authorized to exercise a wise discretion and to permit such Teachers to compete for a higher rank in their profession in Ontario, before the expiration of three years the probation fixed by the regulations.

In some cases, however, which have come under the notice of the Department, Inspectors have not acted on this view of the case, but have allowed pupils of High Schools holding third-class certificates to compete for second-class certificates, apparently on account of what additional literary qualifications they may have been able to acquire during a brief attendance at such a High School. Sometimes such pupils have been permitted to act as monitors for a short time, &c.

The rule to be observed in future in all these cases, must be that none but third-class teachers in actual service, of the required age, and who evince in their Schools special aptitude for teaching and government, shall be eligible for recommendation by Inspectors for second-class certificates, before the expiration of their three years' probation.

PROVINCIAL CERTIFICATES GRANTED.

In addition to the list already published, the following gentlemen received Second Class, Grade B. Certificates:

- Thomas O. Allan . . . . . Simcoe.
- Thomas C. Atkinson . . . . . Simcoe.

OTTAWA NORMAL SCHOOL, JANUARY ADMISSIONS.

As the classes in the Ottawa Normal School are not filled, additional students will be received after the Christmas vacation.

Candidates will be required to be sufficiently proficient

take up the work of the respective classes at the stage that will at that time be reached by the present students.

Candidates who hold first or second-class Provincial certificates may be admitted without examination. All others will be examined on the subjects of the course of study in the junior section of the second division, as set forth in the Prospectus, which may be had on application to the Principal at Ottawa, or to the Education Office, Toronto.

Applicants for admission will present themselves on the 12th or 13th January, or they cannot be received.

The Normal School at Toronto being full (and greatly overcrowded), no admissions can take place in January.

OTTAWA NORMAL SCHOOL STAFF.

- John A. McCabe, Esq., Principal and English Master.
- W. R. Riddell, Esq., M.A., Mathematical Master.
- John Gibson, Esq., M.A., Science Master.
- Mr. Hector McKay, Teacher of Writing and Book-keeping.
- Mr. W. C. Foster, Teacher of Drawing.
- Mr. H. G. Workman, Teacher of Vocal Music.
- Mr. E. B. Cope, Clerk.
- Wm. Brethour, Engineer, Caretaker and Gardener.
- Luke Williams, Assistant do
- Richard McCann, Janitor.

TRUSTEES' SUPPLEMENTARY RETURNS.

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

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

HIGH SCHOOL PROGRAMME.

The attention of the High School authorities is directed to the new Programme, page 179. The first Intermediate Examination will take place in June, 1876.

VI. Advertisements.

Canada Educational Directory for the Year 1876.

Edited by ALEXANDER MARLING, LL.B.

It is proposed to publish, under the above title, a compendium of information respecting the various Educational Institutions of the several Provinces of Canada.

By the Act which forms the charter of our Confederation, Public Instruction—excepting those branches pertaining to the Military and Naval Services—was placed under the control of the Local Legislatures. During the eight years that have since elapsed, the laws have been materially improved, and the scholastic institutions have rapidly developed, so that in no other particular has the national progress been more active. In the proposed Directory, the Provincial systems of elementary, secondary, and superior instruction, including the provisions for inspection and examination, will be succinctly described, and an account will be given of the several Universities, the Collegiate, Normal, Professional, Commercial and chief Special and Private Schools, with their courses of study, teaching staff, &c.

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