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ages aforesaid under his care shall attend some school, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act;

(a) Nothing herein shall be held to require any Roman Catholic to attend a Public School, or require a Protestant to attend a Roman Catholic School.

CENSUS OF CHILDREN SHALL BE TAKEN.

157. It shall be the duty of the trustees of every Public School:

(1) To ascertain before the thirty-first day of December in every year, through the assessor, collector, or some other person to be appointed for that purpose, and paid by them, the names, ages, and residences of all the children of school age in their school section, division, or municipality, as the case may be—distinguishing those children between the ages of seven and twelve years inclusive—who have not attended any school.

NOTIFICATION TO PARENTS—CONSEQUENCES OF NEGLECT.

158. It shall further be the duty of the trustees of every Public School:—

(1) In case, after having been so notified, the parents or guardians of such children continue to neglect or violate the provisions of the said one hundred and fifty-sixth section of this Act;

(2) It shall be the further duty of the trustees either to impose a rate-bill on such parents or guardians not exceeding one dollar per month for each of their children not attending school; or,

(3) To make complaint of such neglect or violation to a magistrate having jurisdiction in such cases, provided by the one hundred and fifty-ninth section of this Act, and to deliver to said magistrate a statement of the names and residences of the parents or guardians of such children.

DUTY OF POLICE AND OTHER MAGISTRATES IN THE MATTER.

159. It shall be competent for the police magistrate of any city or town, and for any magistrate in any village, township or town where there is no police magistrate, to investigate and decide upon any complaint made by the trustees, or any person authorised by them, against any parent or guardian for the

COMPULSORY EDUCATION—CENSUS RETURNS.

It was a great and notable step in advance which the Legislature took in 1871, in embodying in the School Act of that year those two most important principles to which we have referred, viz.:—"Free Schools" and "Compulsory Education"—or in other words the guarantee of an open door to every school-house in the land, so that the poorest child might enter and claim such an education as would fit him to fill with respectability and credit any ordinary position to which he might be called, and also the inalienable right secured by statute to every child in the Province, that suitable instruction shall be provided for him at the hands of his parents or guardians for at least four months of the year.

In order to secure to the parties concerned, every facility for availing themselves of these beneficent provisions of the law, the School Act of 1874 contains some important supplementary provisions, which not only enable trustees (but require them) to give practical effect to the compulsory provisions of the Act of 1871. The whole of the provisions of the law on this subject, as thus supplemented and consolidated, are as follows:—

RIGHT OF CHILDREN TO ATTEND SCHOOL.

156. Every child from the age of seven to twelve years inclusive, shall have the right to attend some school, or be otherwise educated, for four months in every year; and any parent or guardian who does not provide that every child between the

violation of the next preceding sections of this Act, and to impose a fine not exceeding five dollars for the first wilful offence, and double that penalty for every subsequent offence; which fine and penalty shall be enforced as provided in the one hundred and seventy-seventh section of this Act;

(a) The police magistrate or justice shall not be bound to, but may, in his discretion, forego to issue the warrant for the imprisonment of the offender as in said section is provided.

160. It shall be the duty of the police magistrate, or any magistrate, where there is no police magistrate, to ascertain as far as may be, the circumstances of any party complained of for not sending his child or children to some school, or otherwise educating him or them, and whether the alleged violation has been wilful, or has been caused by extreme poverty, or ill-health, or too great a distance from any school; and in any of the latter cases the magistrate shall not award punishment, but shall report the circumstances to the trustees of the rural school section or division in which the offence has occurred.

It will thus be seen that the duty of the Trustees of every Public School in regard to the "Compulsory" provisions of the School Act, is imperative in itself, and that it is of a three-fold character:—

First.—They are required to employ a suitable person to take a school census of the section, division, or municipality, once a year.

Second.—The person who takes the census must distinguish in the census roll the names of the children who have not been sent to school or otherwise instructed for at least four months of the year then next preceding.

Third.—The Trustees must either:

(1.) Summon before a magistrate the parent or guardian of the children who have not been sent to school or who have not been otherwise educated during those four months, to answer for such neglect; or they must,

(2.) Impose and collect a rate-bill of not more than one dollar per child for every month of neglect.

We have thus pointed out the duty which the law imposes upon every public school corporation in giving effect to the compulsory provisions of the newly consolidated School Act. We trust that they will not fail to perform this duty faithfully and effectively. Should they refuse or neglect to do so, they will render themselves personally liable at the suit of any rate-payer, for the amount of money lost to the school section or division, either from the non-attendance at the school of the absent children, or from the failure of the Trustees to impose and collect the prescribed rate-bill for such non-attendance.

We may mention that Messrs. Copp, Clark & Co., of this city, have provided, at a small cost, blank forms of the required census returns.

I. Public School Teachers' Certificates.

THE TEACHERS OF ONTARIO.

The October number of the *Journal of Education*, the official organ of the Department, gives the full results of the July examination for the licensing of teachers. If we may take this result as a fair criterion of what has been done on similar occasions in this connection before, then it must be confessed that Ontario is not too rich in well qualified teachers. When it is considered that in the full cycle of twelve calendar months only twenty teachers of the first class have been added to the professional list, the evidence is conclusive that the agencies at work are not sufficient to meet the wants of the country. While the population, the wealth, the number of schools, and the number of scholars are rapidly increasing in the province, and the voluntary expenditure by the people for the promotion of this good cause goes on, *pari passu*, with our advancing means, there is no corresponding increase in the number of teachers who show their ability to enter the front rank of the profession. In fact this number of twenty will hardly fill up the vacancies that have been made by the withdrawal from the field of teachers similarly qualified for the work. We believe the statistics published by the Department annually will show, that teachers possessing first-class certificates, in place of increasing with the wants of the country, are rather declining in numbers—evidently leaving the profession for other more lucrative and more agreeable pursuits. This must soon tell upon the Public Schools of Ontario, and convince our legislators, educationists and public men generally,

that the cause requires to be investigated and a remedy applied. From the *Journal of Education* already alluded to we learn, that the candidates for first-class certificates numbered 46; for second class 709; and for third-class 3,109; the candidates who succeeded in obtaining first-class in all three grades, were only 20; second-class 185 males and 90 females,—276 in all; and third, 654 males and 979 females—1633 of both sexes. Nothing more than this is necessary to prove that the education of the youth of the Province is rapidly passing into the hands of incompetent and inexperienced teachers. When it is considered that the remuneration of teachers is so exceedingly small—so ridiculously small—when compared with the attainments required for a first-class certificate, and the responsible nature of the employment, there is one cause, and a very efficient cause, made out to account for the depletion that has to be annually recorded as taking place in the ranks of our best qualified teachers. The insecurity of their position, the incessant changes that are made by the school trustees in rural sections, and the avidity with which many of these will avail themselves of the services of inferior teachers, who are willing to accept of any salary that is offered, are additional reasons why good men should carry their merchandise to some better market. A remedy might be found for some of these evils, were the present system of leaving the trustees of each section, the independent arbiters of the teacher to be selected and the salary to be paid in their respective districts, brought to an end, and the system of township boards introduced in its stead. One board acting for a whole township could and would correct many of the glaring evils that exist under the present system. With a larger body of trustees to deliberate, with a wider field of action before them, with greater independence of petty local influence and with an increase of corporate powers in some respects, we might expect to see more intelligence displayed and more liberal views prevail in the management of their educational affairs. The smaller sections would not have to put up with an inferior teacher through the dread of a heavy tax to be laid upon the residents, and the grumbings of those who are unwilling to pay it. When legislation for a whole township, and when the sphere of their duties was widened, their powers and responsibilities increased, one might expect, in most cases, that the best man available would be selected for the office of trustee. The change would be beneficial for the teacher in respect to all the grievances we have pointed out, and the public interest would undoubtedly be promoted by the change. Our Public Schools never can be what they ought to be, and what the Legislature of Ontario designed they should be, until the proper means be taken to supply the Province with a sufficient number of well qualified teachers, and stop the leak by which the country is losing the services of those we have. To meet the former want the number of Normal or Training Schools in the Province will have to be increased. Every means must be taken to increase the number of such schools, and render as effective as possible those already in existence. Many were of opinion that the three years of probation allowed by the law for the teacher, holding a third-class certificate, to prepare himself to take a higher grade, would have resulted in stimulating the younger members of the profession to exert themselves, and follow out a consistent course of self-improvement. There is some reason to fear that the success of the scheme has been but partial, and therefore nothing remains but to fall back upon the other agency,—that of additional Normal Schools. Even three Normal Schools will scarcely be sufficient to turn out the number of first and second class teachers wanted, and with nothing lower than these, except as mere pupil teachers, ought any board of trustees to be satisfied.

—*London Free Press.*

ISSUE OF SCHOOL CERTIFICATES, 1871-1875.

One gratifying fact attesting the wisdom and value of the School Bill passed under the auspices of the late Mr. Sandfield Macdonald's Government has been demonstrated in the great success which has attended the mode of examining and licensing Public School Teachers which it prescribes. Formerly every County Board of Examiners could frame their own questions for first, second, and third class certificates. They could then, each for themselves, fix the value of the individual answers to the individual questions proposed. This system involved three palpable defects, apart from the injury inflicted upon the country and the injustice to individual teachers. First, the questions were prepared by thirty-five or forty Boards, without the slightest reference to uniformity—although the legal value of the certificates given was uniform throughout the country. Secondly, even if the character of the questions proposed made an approach to uniformity, yet the answers received in each county, and to every variety of questions, made no pretensions whatever to reaching, or even aiming at, a uniform standard of merit. Thirdly (and the most fatal defect in the system of all) was

that in some counties a smattering knowledge of grammar, or arithmetic, or of the two subjects alone, was considered sufficient to entitle the fortunate candidate to the highest as well as (in degree) to the lowest class of certificates, as the case might be, or as individual opinion, or more frequently personal preference and friendship, might decide. In fact, almost every one who went up for examination received a certificate. Under the Sandfield Macdonald Act such a state of things was happily put a stop to; although there is yet room for improvement, in restricting the issue of first and second class certificates (which has equally a legal value in every county of the Province,) to a central authority. From the following table, compiled from official sources, we learn that in five years 17,747 persons (some more than once) have gone up for examination as Public School teachers. Of this number only 8,857—or less than one-half—obtained certificates. Of those holding first and second class certificates the great preponderance are males (925 to 333 females), while the large proportion of those holding third class certificates are females, viz. : 4,375 and 3,224 males.

Year.	NO. WHO APPLIED FOR.			WHO OBTAINED.								
	1st Class.	2nd Class.	3rd Class.	1st Class.		2nd Class.		3rd Class.				
1871.....	34	599	3,066	M.	16	204	75	M.	786	1,816		
1872.....	55	659	3,339	F.	2	204	67	F.	996	1,982		
1873.....	36	455	3,142	M.	8	118	46	M.	960	1,831		
1874.....	27	432	2,039	F.	14	143	53	F.	654	1,299		
1875.....	46	799	3,109	M.	20	186	90	F.	979	1,929		
Total.....	198	2,834	14,095	70		2		855		3,224	4,375	8,857

TOTAL NUMBER OF PERSONS WHO APPLIED FOR AND WHO OBTAINED CERTIFICATES, FROM 1871 TO 1875, INCLUSIVE.

Municipality.	No. of Schools.	No. of Candidates for 3rd class.	Successful.
Halton.....	55	31	26
Hastings.....	171	131	66
Huron.....	173	97	51
Kent.....	105	82	36
Lambton.....	126	90	47
Lanark.....	118	124	88
Leeds and Grenville.....	229	147	103
Lennox and Addington.....	106	43	28
Lincoln.....	71	43	21
Middlesex.....	211	192	48
Norfolk.....	103	56	34
Northumberland.....	109	40	40
Ontario.....	116	91	60
Oxford.....	107	77	12
Peel.....	79	48	15
Perth.....	102	116	36
Peterboro.....	79	69	24
Prescott.....	65	29	18
Prince Edward.....	80	44	20
Renfrew.....	76	54	11
Russell.....	53	27	11
Simcoe.....	193	122	93
Stormont.....	74	50	14
Victoria.....	124	69	36
Waterloo.....	91	74	41
Welland.....	84	38	19
Wellington.....	185	151	56
Wentworth.....	80	48	39
York.....	173	107	79

"It appears that in some counties the number of successful candidates for third class alone amounted at last examination to more than half the number of schools, and as very few of these were re-examined, while schools were supplied before, it follows that in these municipalities a large number of teachers must be left unemployed. In some instances the number of successful candidates was so small as to give rise to some doubt whether some of the schools may not be left without teachers. And lastly, the different percentages of successful candidates in different counties leads irresistibly to the conclusion that either the material to work upon is very diverse, or there is a great lack of uniformity in the standard adopted by different Boards."

II. Education in Various Countries.

EDUCATION IN QUEBEC AND ONTARIO.

At a late convention of teachers, held in Quebec, a paper was read entitled "The disadvantages under which a country teacher labours, and how they might be lessened." The writer of the paper recounts his eight years' experience as a high school teacher in the rural districts of that Province, and asserts, that during the whole of that time he "has never been inside a school-room that was suitably furnished with apparatus." But this condition of affairs, he affirms to be better than in the common schools. The following extract from the paper to which we refer, will, perhaps, best describe the incompetency and indifference that exists in connection with school-house accommodation in Quebec:

"The teacher is told to go early, for the room will need sweeping, as at present it is just as the plasterers left it. As there is no broom, she is told to go and borrow one from the nearest neighbour. It is probably a cold, rainy day in November, and furthermore, told she can pick up enough shavings and pieces of wood, left round the building by the workmen, to make a fire, as the farmers have not yet brought in any firewood for the school. Enter the room, and you find it fitted up with seats and desks—and, that is all. A chair for the teacher is frequently borrowed from the same unlucky neighbour who lent the broom, and by subscription of one penny from each pupil, augmented by five cents from the teacher, enough money is raised to purchase a water-pail and a tin cup. In the case of the building being an old one, matters are in a worse plight still. It is impossible to keep the room warm, as the plaster has in many places dissolved partnership with the wall, sundry windows are broken, and the door never shuts tightly. Cases have occurred where the teacher has been under the necessity of moving her classes from one part of the room to another, in order to avoid the rain which descends through the leaking roof. But the most serious matter of all is the want of accommodation in many of our schools. In England where sanitary precautions are so much more closely consulted (as of course they are also so much more needed), each district must fulfil the requirement of the law, by providing accommodation in proportion to the number of pupils. Here, the room is as closely packed as possible, sometimes to overflowing."

Whether religious intolerance fetters the progress of educational

On the same subject the *Globe* remarks:—"There has for some time past been reason to suspect that the number of third-class teachers is beginning in some localities to be in excess of the demand. Should this become general the effect on salaries and the general status of the profession would be very injurious, and would go far towards neutralizing the benefits traceable to the introduction of the new system. The subjoined table will throw some light on this point. It exhibits the number of schools in active operation in each county municipality, together with the number of candidates, successful and unsuccessful, at the examination of 1875, as follows:—

Municipality.	No. of Schools.	No. of Candidates for 3rd class.	Successful.
Brant.....	61	45	23
Bruce.....	145	116	69
Carleton.....	136	62	23
Dundas.....	82	42	6
Durham.....	99	47	29
Elgin.....	106	119	58
Essex.....	87	41	27
Frontenac.....	140	63	20
Glengarry.....	73	38	16
Grey.....	208	138	85
Haldimand.....	94	29	22
Hamburton.....	23	9	9

matters in the adjacent Province, or that there is lack of interest evinced in a matter of such vital importance to the country, we know not; but the comparison between the Provinces of Quebec and Ontario, in connection with their respective systems of public instruction, cannot but result to the detriment of the one and the credit of the other. The Province of Quebec, with (according to the last census) a population of 1,191,516 reports in 1873, 3,381 as the total number of schools in existence, whilst Ontario, with a population of 1,620,851, had in 1874—one year later—4,650 schools in successful operation; and, in the matter of school-house accommodation alone, there has been an expenditure in Ontario, during the last three years, of \$440,000. It will thus be seen, that we have good reason to feel proud of a system of public instruction, effectively and wisely administered. The Ontario Bureau of Education insists upon adequate school-house accommodation being provided, and the law in this respect is rigidly enforced by the Inspector, who has power to withhold the Government grant to any delinquent school. It is the duty of the trustees to make provision for the cleaning of the school-house, and it is not compulsory upon the teacher to do aught else than his professional capacity requires. "The General Regulations for the organization, government and discipline of the Public Schools" render it imperative upon the school trustee corporations to provide necessary school furniture and apparatus, viz: desks, seats, blackboards, maps, library, presses, books, &c., required for the efficient conduct of the school, and the Inspector is especially directed to see whether the law and regulations have been complied with in this matter. With such wise provisions for the extension of a universal system of free education throughout the Province, a rigid adherence to detail in the administration of beneficial enactments, and an active co-operation from all parties, without respect to creed or politics, Ontario may justly boast of possessing one of the best plans for public instruction in the world.

Whatever else may be said, it is not to be laid to the charge of the Chief Superintendent, that the system is not invariably in practice, from force of circumstances, so perfectly as in theory. All thanks are, however, due to that distinguished officer for his efforts on behalf of the cause of education during a long course of official life. The system he has founded, which has now, in part, been copied in England, will be a monument to his honour when his life shall be ended.

But while deficiencies of the kind noted in the extract given above are complained of, it would seem, that in the higher levels serious deficiencies also exist. Mr. Hobart Butler complains, that a very serious deterioration has taken place in High Schools and Academies. The tests of learning are reduced and unnecessary exemptions made. Any "ecclesiastic" may teach by virtue of his profession, no matter whether he has, or has not, the "mechanical skill to be the author of his own autograph." Mr. Butler very properly points out the need of a sound knowledge of the Classics as a portion of general education. He says, and very truly:

"As disciplinarians, the Latin and Greek furnish a greater amount of valuable stimulus to the mind than a half dozen modern spoken languages. He who knows them, especially the former, is almost a master of the languages of the Latin stock, the Spanish, Portuguese, Italian and French. A celebrated writer says:—'In studying Latin one will of necessity get more correct ideas of the structure of language than in studying English. Our own language we learn by rote, more or less correctly—oftener less than more—and in attempting a systematic study of it, we have this previous inaccurate knowledge to contend with; while in regard to Latin, we have previous ignorance in our favour. The Latin is in a more complete state of development than are the modern languages, for the reason that the pride of learning, and the efforts of a superior order of writers have united to bring it into such a state of development.'"

The annual report of the Public School Inspector of Prince Edward to the County Council is an interesting document. He regrets to have to state that no great amount of progress was visible during 1874, and offers, as the most favourable classification possible, the following:—Schools excellent, 10; good, 25; middling, 27; poor, 18; this, compared with 1873, shows seven fewer good schools and seven more poor ones. He complains in strong terms of the irregular attendance of the pupils, and urges, by implication, the operation of the compulsory clause in the School Act. The average attendance during 1874 was only 43 per cent. of the number on the roll, and in 1873 only 41. After irregularity of attendance, the next most serious drawback is the lack of experienced teachers. Time does not seem to make much improvement, as the most successful teachers are annually leaving the profession. Of the teachers in the county during 1874, seventeen taught for the first time, thirty had taught less than three years, and only thirty

had been in the profession more than five years. This state of affairs is the more singular, inasmuch as the salaries paid are comparatively liberal. During last year four teachers received \$500; four received between \$450 and \$500; and eleven between \$400 and \$450. The average salary of male teachers was \$373, an increase of \$21 over 1873; the average for females \$218, a decrease of \$15. Many of the school premises are yet inadequate and inconvenient. Only four new school-houses were built during the past year, and ten are promised for the current one. There is a gradual discontinuance of the practice of changing teachers. The average time during which the schools were kept open is 11 months and 7 days, an increase of 25 days over 1873. The report closes with the expression of the opinion that the standard of educational attainments is gradually rising in the county, and that the foundation is being laid for a broad, liberal culture in the minds of a majority of its youth.

EDUCATION IN MASSACHUSETTS, 1874.

The thirty-eighth annual report of the Board of Education of the State of Massachusetts contains the usual statistics and other documentary matter, the whole constituting a very valuable addition to the literature of education. The number of public schools in the State is 5,425, being an increase for the year of 120. The number of children between five and fifteen is nearly 300,000. The number of pupils of all ages attending the public schools is 297,026, with an average attendance during the year of 210,548. There are 1,078 male and 7,637 female teachers. The aggregate expense during 1873-4, of the public schools, exclusive of building and repairs, was \$4,533,553, and for building and repairs \$1,646,670. In addition to the public schools there are 209 High Schools, of which the General Agent says: "The importance of this grade of school cannot be too highly estimated, in opening to all classes the gratuitous benefits of an advanced course of study, in elevating the character of the lower grades, and in their tendency to perfect and diffuse all that is valuable in our school system." There are five Normal Schools, with a capacity for 1,050 pupils. Of free public libraries there were, at the last returns, eighty-two, with a total of 564,479 volumes.

The year 1874 was signalized by the establishment of a Normal Art School, the average attendance at which is 146. Great progress has been made in individual art education, which has been further stimulated by annual exhibitions of drawings in Boston from the free industrial evening classes.

DR. McCOSH'S SUCCESS IN PRINCETON.

Dr. McCosh, the venerable and esteemed President of Princeton University, who has completed the seventh year of his connection with that institution, has just been giving a very interesting account of his stewardship. He begins by reminding the students of the physiological theory that every particle of matter in the body is renewed every seven years, and he thinks by an analogous course of reasoning that he may now fairly consider himself an American, which he declares he feels every inch. He disclaims, in offering a short review of the progress of the University under his guidance, any desire or intention to demand any merit for himself or his colleagues, except that they have devoted themselves thoroughly to their work. To those who by their wise counsels and liberal benefactions had sustained and encouraged the institution, all the credit of its success belonged, he contended, and in proof of what had been done in this way, he quoted the fact that about \$1,250,000 in the shape of donations had been received within the seven years. The number of buildings had been doubled, two fine museums completed, and over \$4,000 worth of books had been added to the library. There were six new professorships established, and twelve new branches of study in the various departments of science and literature. The status of the University had been raised, and so had the standard of the entrance examinations, and an extensive system of fellowships and prizes, inaugurated, to which about \$5,000 a year had been devoted. One hundred and seventy-four students have up to the present, this year applied for entrance, which was not anticipated in view of the greater difficulty of passing the examinations, and more are expected to come yet. Half a million more money is wanted to complete the plans which have been laid, part of which are the addition of two professorships, a tutor and the necessary buildings, but where the money is to come from the venerable principal says he does not yet know. However he feels certain it is going to come, and he points to the fact that whereas in the past the greater portion of the funds contributed have gone to the erection of new departments, in the future they will be aimed solely at the direct promotion of learning. The record is a good one, and the ex-

perience of the past fully justifies Dr. McCosh's hopes of liberality towards the college on the part of the American public.

ILLITERATE PEOPLE IN ENGLAND.

A return just issued by order of the British House of Commons gives the proportional number of men and women who, between 1866 and 1872, signed the marriage register with marks, in the counties, parliamentary boroughs, and districts not containing parliamentary boroughs, throughout England and Wales. The facts are interesting and some of them very suggestive. The marriages throughout the kingdom numbered 1,293,895; 261,346, or 20.2 per cent. of the men, and 359,460, or 27.8 per cent. of the brides signed the register with marks. In North Wales the marriages numbered 20,322; in South Wales, 43,715; and in Monmouthshire, 12,861. In North Wales, 6,118, or 30.1 per cent. of the bridegrooms, and 8,315, or 40.9 per cent. of the brides; in South Wales, 13,196, or 30.2 per cent. of the men, and 20,616, or 47.2 of the women; in Monmouthshire, 4,650, or 36.2 per cent. of the men, and 5,507, or 42.8 per cent. of the women, signed the register with marks.

III. Education Intelligence.

—UNIVERSITY COLLEGE.—At the recent Convocation of University College, His Honor Governor Macdonald, in his capacity as visitor, presided. Professor London, according to established custom, delivered his inaugural address immediately after Convocation, and the warm reception accorded the new Professor by the undergraduates is evidence of his popularity amongst them. The attendance of visitors was large. The proceedings of the Convocation opened with the presentation of the prizes by His Honor the Lieutenant-Governor. The recipients were presented to his Honor by the Professors of their respective classes, and as each came forward, his Honor greeted them with a few kind words of congratulation. On the conclusion of the distribution of prizes, the President, Dr. McCaul, said it was usual for the presiding officer to deliver an address at the close of the proceedings. It was not his intention to conform to the custom on that occasion, in the first place because there was an officer of higher rank than himself present, and in the second place, because he thought they were all impatient to hear the inaugural lecture of Professor London. He would also dispense with the usual recapitulation of the results of the year, because the main facts had already been given in the paper. He would not, however, deny himself the pleasure of expressing to his Honor, how much gratification his presence there afforded them (applause) as it showed his Honor took a deep interest in the progress of the College, and in the advancement of education as an important element in national greatness. Next to the righteousness which exalteth a nation he considered the spread of education of vital importance, especially in such a country as this, where, owing to the existence of the utmost political liberty, it was absolutely imperative that the people should be educated in order that they might exercise their right of franchise with intelligence. The system of education established in this Province, free and unfettered, he believed to be the best adapted to such a country as Canada, because out of the public funds it supplied the means whereby the son of the humblest man, whatever his politics, religion, or nationality, could pass from the common schools to the grammar schools, thence to the Colleges and Universities, and perhaps fill the highest office in the land—even as high as that of his Honor, the Lieut.-Governor—and be enabled to discharge the duties of that exalted station with credit to himself, honour to the place where he was educated, and with benefit to the community. (Cheers).

His Honor, who was greeted with loud applause, then rose to acknowledge the enthusiastic welcome he had received. He assured those present that never in his whole life had he felt so embarrassed. Surrounded by men of the highest culture and refinement, he felt that he not had the advantages they possessed. If, in order to discharge the duties of Lieutenant-Governor it had been necessary to have received a university education, he would not have occupied the position he did. The students whom he saw before him were happy in having secured the services of men who could impart to them that knowledge that would be the best passport for their future progress in almost any position they would be called upon to fill. Not having obtained a university education he was the better able to judge of what was required by those who appeared there that day, in order to fit them for offices of public trust. For himself, he might say that when he accepted the position of Lieut.-Governor, he and politics parted company, and he should discharge the duties of the office without prejudice or favour. (Loud applause.) In conclusion, he assured them that no one had more at heart the educational and general interests of the country than himself. (Cheers.) The proceedings then terminated, and his Honor shortly after left.

—KNOX COLLEGE OPENED.—Knox College, a very handsome theological institution in connection with the Canada Presbyterian Church, was opened on the 6th ult. Very Rev. Principal Cook D.D. (of Morin College, Quebec) Moderator, presided. The speakers were the Very Rev. Principal Cavan, D.D., Very Rev. Principal Snodgrass, D.D., of Queen's College University, Rev. President McCaul, of University College, and Rev. Mr. Scrimiger, of Montreal College. The College staff is as follows:—The Rev. W. Cavan, D.D., Principal, and Professor of Exegetical Theology; Rev. W. Gregg, M.A., Professor of Apologetics and Church History; Rev. W. McLaren, Professor of Systematic Theology; Rev. Dr. Proudfoot, Lecturer on Homiletics and Pastoral Theology; A. M. Hamilton, M.A., and W. A. Wilson B.A., Classical Teachers; Professor Travermer, Teacher of Elocution. The history of the College, like that of the Presbyterian Church, has been one of slow but steadily increasing growth and prosperity. Established

thirty years ago in a most humble way, the institution has increased with the advance of Presbyterianism in Canada, until it can boast of handsome buildings and able Professors. The date of its birth is October 14th, 1844, when the Synod of "The Presbyterian Church of Canada" adopted a minute in favour of appointing a Professor of Divinity and a Professor of Literature and Science for conducting the studies of young men desiring to enter the ministry, Toronto being made the home of the incipient educational institution. The first session was attended by fourteen students, four of whom had been students at Queen's, Kingston, before the disruption. The classes were conducted by the Rev. Andrew King, a deputy from the Free Church of Scotland, and the Rev. Henry Esson, of Gabriel-st. Church, Montreal, Professors of Divinity and of Literature respectively, in a modest apartment in Mr. Esson's house in St. James-st. The staff was, however, almost immediately supplemented by the addition of the Rev. C. Robert Burns, of Paisley, pastor of the newly organized Knox Church, who was appointed to fill the chair of Theology. The classes continued their work without an event of interest occurring until two years afterwards when the Synod appointed a committee to consider the desirability of incorporating the College and to report a scheme for its establishment on a broader and permanent basis. The result of this action was that the institution was named Knox College, and an Academy or High School was added, the latter being placed under the charge of Rev. A. Gale, formerly of Hamilton, assisted by Rev. T. Wightman, formerly of Camden. The more ambitious institution found a home in Ontario Terrace, in premises since enlarged and now forming the Queen's Hotel. Valuable assistance in the work of teaching was rendered about this time by Rev. R. McCorkless, of St. Ninians, Scotland, and Rev. W. Rintoul, the latter conducting the classes in Hebrew and in Biblical criticism. In 1847 the Synod, in consideration of the increased number of students requiring the undivided services of a Professor, resolved to separate the Professorship of Theology in Knox College from the Pastorship of Knox Church in this city, the two positions having been held by Dr. Burns. A deputation was sent to Scotland to confer with the Colonial Committee of the Free Church, and secure, if possible the appointment of a Theological Professor. The result was the appointment of the Rev. Dr. Willis, who continued to teach theology with distinguished success during twenty-three years. With a view of promoting the efficiency of the College, the Synod appointed during the following year the Rev. Wm. Rintoul as Professor of Hebrew, the permanency of the appointment being made dependent upon the provision that might be made for Oriental literature in what was then King's College, now the Toronto University. Mr. Rintoul occupied the position with credit during several years, when, in consequence of changes in the University, it was considered no longer necessary to maintain a Professorship of Hebrew in Knox College. Among the many ministers who rendered important service to the institution from time to time at this period of its history, may be mentioned the Rev. Wm. Lyall, afterwards connected with the Divinity Hall at Halifax, N.S., and Rev. Ralph Robb, of Hamilton. The death of Professor Esson, in 1853, was followed by the appointment of the Rev. George Paxton Young, of Knox Church, Hamilton, to the vacant post. In the following session it became necessary to remove from Ontario Terrace, and accordingly Elmsley Villa, formerly occupied by the Earl of Elgin when Governor-General, was acquired, and enlarged so as to afford accommodation for the classes and boarding department. The staff was also enlarged by the appointment of Rev. Dr. Burns to the department of Church History and Evidences, while that of Exegetical Theology was assigned to Professor Young. An Act of Incorporation was obtained from the Legislature in 1858. From the first establishment of the College it was not intended that permanent provision should be made for instruction in the literary branches. After Professor Gale's retirement and death, which took place in 1854, Rev. John Laing and subsequently Mr. James Smith, acted as teachers in the preparatory department. Instruction in this department has since been given by senior students, except during three sessions, when Professor Young, who had resigned his position on the College staff in 1864, took charge of the literary classes by desire of the Synod. After Professor Young's retirement, the Rev. W. Gregg, of Cooke's Church, and Rev. W. Cavan, of St. Mary's, acted as lecturers on exegetical theology during two years, when the latter was placed in charge of the department. Dr. Burns having resigned his position as Professor of Church History in 1864, became Emeritus Professor but continued to render service in the classes until his death, in 1869. During the following year Dr. Willis resigned his position, and was followed by Rev. Dr. Inglis, of Hamilton, and Rev. Wm. Gregg, of Cooke's Church, Toronto, the latter of whom now fills the chair of Apologetics. The Rev. Wm. McLaren, of Knox Church, Ottawa, was assigned the Professorship of Systematic Theology, thereby completing the staff of Professors.

Knox College embraces the theological institution of the United Presbyterian Church as well as that of the Presbyterian Church of Canada, the two colleges being merged into one at the union in 1861. A few words respecting theological education as conducted in the United Presbyterian Church previous to the union will, therefore, be opportune. In 1845 the "Missionary Presbytery of the Canadas" recognising the importance of providing for a native trained ministry, adopted a scheme for the establishment of a theological institution, and the Rev. Wm. Proudfoot, of London, was appointed first Professor of Theology. The curriculum of the institution which was located at London, embraced classics, mental and moral philosophy logic and rhetoric, as well as systematic theology, Church history, and Biblical literature. Commencing in the fall of 1845, the entire work of teaching devolved upon Mr. Proudfoot for two years, at the expiration of which time Rev. A. Mackenzie, of Goderich, was appointed to teach Hebrew. After the lapse of two more years, the institution was removed to Toronto, and, owing to King's College being erected into a Provincial institution, it was resolved to limit the teaching given at the institution to theology. Mr. Proudfoot died shortly afterwards. He was succeeded by the Rev. Dr. John Taylor, of Auchtermuchty, Scotland, who discharged the duties of Theological Professor during the eight succeeding years, when he returned to his native country. When the Union was effected, in 1861, ten students were taking their theological course in connection with the United Presbyterian Church, and these all entered Knox College. This representative institution has continued the work of affording theological training with vigour and success. About four hundred young men have passed through it

classes since its opening, and of these about two hundred are working in the cause of the Canadian Presbyterian Church. With the increasing prosperity of the College under Principal Cavan, the necessity of commodious and suitable buildings for College purposes became manifest. Two years ago the College Board, with the consent of the Assembly, made an appeal to the friends of Presbyterianism for aid in the erection of a new home for the College, which appeal was shortly responded to, and the work soon afterwards entered upon. The result of the energy of the College Board and professors, and of the liberality of friends of the cause, is seen in the handsome edifice which was opened yesterday.

The College building occupies a splendid site on the Crescent, which occupies the centre of Spadina avenue, just north of College-street. The design is Gothic. The block is planned in the form of the letter E, and is built of white brick, with stone trimmings. An exceedingly effective and artistic appearance has been obtained by relieving the outline of the building with a handsome tower, 130 feet high flanked on each side with stone pillars, carved stone capitals, tracery heads, and surmounted with moulded peditments and carved stone finials. The facade fronting the avenue has a length of 230 feet, and there are wings running north, each 150 feet long. The main entrance lobby, under the tower, is 15 feet wide, the floor covered with encaustic tiles, the roof being grained with oak moulded ribs resting on carved stone corbels. To the right and left of the main entrance are corridors ten feet wide, with arches at intervals, leading to the various classrooms, Professors' rooms, lecture-room and dining-hall. Of the class-rooms two are constructed to accommodate eighty students each, and two for fifty each. On the ground floor are also the Secretary's room, four rooms for Professors, Senate room, Visitors' room, kitchen, laundry, and other domestic offices, over which are servants' rooms. With a view to safety, the boiler room is placed outside the central portion of the main building, and is in connection with the cellars. Passing up a heavy oak staircase the first floor is reached. In a central position is the Library, 50 feet long by 30 feet wide, with reading rooms opening into it. Over the library is the museum, with handsome timbered roof. The lecture hall is a handsome apartment, high and well ventilated. Opposite the platform at the east end is a gallery approached by a stair running up in a tower over the east entrance, and also from the first floor. The hall has a rich, open timbered roof, and the windows are decorated with tinted glass. The building contains thirty-six rooms for students, each room averaging fourteen feet by twenty feet, thus affording accommodation for about eighty resident pupils. The bath rooms, etc., are very complete. The heating will be done by steam, and the different apartments will be ventilated by a system of flues connected with the boilers. The roof is covered with slates laid on felt. The work has been carried to a successful completion under the direction of a committee connected with the college.—*Globe*.

EDUCATIONAL ITEMS.—James Loudon, Esq., M.A., Mathematical Tutor in University College, Toronto, has been appointed Professor of Mathematics in the University of Toronto, *vice* John B. Cherriman, Esq., M.A., appointed General Inspector of Insurance Companies in Canada. Alfred Baker, Esq., M.A., Mathematical Master of U. C. College, takes Mr. Loudon's place as Mathematical Tutor of University College.—The Montreal Presbyterian College was recently opened with an address by the Rev. Prof. Campbell on a "Lost Race," and the Montreal Wesleyan Theological College was also opened about the same time, with an address on the "Relation of Methodist Theology to Progress," by Rev. James Roy, M. A.—At a recent meeting of the South Hastings Teachers' Institute, Mr. Gardner gave some timely and valuable hints upon organizing school government and teaching. Mr. Shannon gave his method of teaching the tablets and second part of first book, and also the limit to which pupils should be taken in arithmetic while in these books. Prof. Dawson followed, and gave an excellent discourse upon the amount of assistance to be given pupils in the different classes, advising teachers to assist those who are just beginning, and gradually withdraw this help as pupils become able to help themselves.—At the recent meeting of the West Durham Teachers' Association arrangements were made for competitive examinations next year, and suggestions regarding teachers' certificates and the superannuation fund. The Rev. Mr. Doxala, of Port Hope, delivered a highly entertaining lecture on Thomas Arnold in the evening.

AT BRANTFORD, after receiving an address from the Corporation, the Lieut.-Governor visited the Institute for the Blind. Here he was shown over the building by the courteous officials, and minutely inspected the many improvements made for the comfort and convenience of the inmates, expressing himself highly pleased with its excellent arrangements. After partaking of lunch, he was conveyed to the Young Ladies' College. He was received by the directors and they, in company with the faculty and students, presented him with an address, as follows: "In the name of the directors, faculty and students of the Young Ladies' College, we heartily welcome your Honor to this College, both as representative of our most Gracious Queen in this Province, and as occupying a high place in the esteem and affections of its people. We recognise your deep interest in and your earnest desire to promote the welfare of all our educational institutions. We believe that you will countenance and encourage, by every means which your high station permits, the furtherance of collegiate learning in the Province. Not less will you, we trust, give the weight of your interest to such efforts as ours to promote the higher education of women. For this end this College obtained a charter of incorporation from the Legislature. Its avowed aim is to provide for young ladies whose means and opportunities of learning are not encouraged in our national universities, although they are as capable as their brothers. We are happy to say that our College received the approval of His Excellency the Earl of Dufferin, Governor-General of the Dominion, and that the dedication stone was

laid by Her Excellency the Countess. We have much pleasure in calling your Honor's attention to the beauty of the location and the surroundings of the College, and to the elegance and arrangements of the buildings. These make it a beautiful and attractive home for young ladies while pursuing their studies within its walls. While the College is under the guardianship of the Presbyterian Church in Canada, it is yet, in its course of instruction, in the fullest sense unsectarian. Since opening last year it has met with so much favour from the community at large, as to warrant the conviction that its success is now beyond a doubt. Your Honor is now surrounded by a band of intelligent young ladies, whose desire to obtain the higher learning and accomplishments which this College affords to its students is itself an evidence that such institutions as this are both wanted and appreciated in this Province. We sincerely thank your Honor for your gracious visit to our College. We wish you great prosperity in the administration of the public offices entrusted to your care. We earnestly hope that the Divine blessing may rest on your Honor's government, person, and household." After making suitable replies, His Honor was escorted to the station.

At Guelph the Lieut.-Governor visited the Agricultural College. The College is at present full, having about thirty resident students, but when the increased accommodation is provided there will be room for at least twenty more. The Agriculture and Arts Association is building a Veterinary School adjacent to the College building. On reaching the Study Hall, his Honor was received by the assembled students, one of whom, Mr. J. A. Campbell, presented him with the following address:—"We, the students of the Ontario School of Agriculture, take the liberty of addressing you on the occasion of this visit to our Farmers' College, the youngest of your public institutions. We are proud, on the one hand, of having the privilege of welcoming a distinguished Canadian as the representative of our Sovereign, and on the other, of our connection with an educational institution which, in our humble opinion, is one of the most important the Province possesses. Established as it was for the purpose of training such as we are in the science and practice of Agriculture, and conducting experiments at the public expense, which, single handed, no one in this new land could undertake, we are enabled to testify that in our humble judgment it will speedily attain that end, and thus, by indirectly increasing the quantity and quality of agricultural products, greatly augment the material wealth of our country. Whilst your Honor may observe the results of our physical labours in the improvements in which we have assisted, we well know that years must elapse ere the results of our technical training can be appreciably felt. Taking this visit as a pledge of your interest in our institution, we would respectfully ask you to remember us in your yearly appropriation by a liberal provision. And although it may be the rosy dawn read by youth's eyes on the cloud of the future, we nevertheless firmly believe that the objects for which this institution was established will be attained, and can only promise that every action of ours will be directed towards the attainment of so desirable an end." His Honor said he was exceedingly obliged to the students for their address. This was the first visit he had ever paid to an institution of this kind, and he hoped that if required others would be established throughout the country. He should assist as far as possible in making them successful. He was not quite a stranger to agricultural pursuits, and so would be able to form an opinion on what he should see on the farm. He should be always ready to sign any document which was designed to carry out the wishes expressed by the students.

WOODSTOCK LITERARY INSTITUTE.—During the recent visit of the Premier of Ontario to Woodstock, at the opening of the Port Dover and Lake Huron Railroad, the following address was presented to him by the authorities of the Literary Institute:—

"The professors and teachers of the Canadian Literary Institute most cordially welcome you on this your first visit to the Institute, and most sincerely thank you for the honour you have done to the school under their charge. We are here laying the foundations of a good education, as broadly and strongly as we are able, and are confidently anticipating, as the demands before us increase, that the means of carrying the structure yet higher, and of perfecting its details, will be provided. We depend entirely upon voluntary contributions, and we have never asked or received Government aid in any form. As citizens of this great country we simply ask "Fair play and no favours." We are prompted to make this brief confession of our faith on this occasion by the conviction that we are addressing one who not only strongly sympathises in our work, but who cordially supports the principles upon which it is conducted. We are enjoying a privilege in being permitted to address a gentleman so highly distinguished, not only by position, or by his great general services rendered to this country, but by signal services rendered to the cause of education, to which our lives are pledged. And should the Hon. Mr. Crooks become Minister of Education, as currently reported, we are fully persuaded that yet greater service will be rendered to that cause which lies at the foundation of our country's welfare. In addressing you upon an occasion like this we cannot forget that our lot is cast in "old Oxford," which proudly claims to be central in position, to be accessible from all quarters, to be healthy in climate, liberal in sentiment and progressive in spirit, and which, over and above all this, has covered herself with honour by electing the foremost men in the Government of Ontario. We are proud of our representatives, and we are proud of old Oxford for standing by them so grandly. In conclusion, as teachers of the Institute, we strongly sympathise with our fellow

townsmen in their unanimous desire to have the Normal School for the western part of Ontario located in this town—as a permanent source of good to the town and county at large on the one hand, and as a memorial on the other, that the Government deems a county which has for many years been so liberal and so loyal, worthy to watch over and foster at least one of the institutions of our country.

“Expressing our highest esteem for and confidence in you as a public man, and again thanking you for the honour you have done us, we subscribe ourselves, on behalf of the faculty of the Canadian Literary Institute.”

Mr. Mowat replied in general terms, and on behalf of his colleague, Mr. Crooks, and for himself, he returned hearty thanks for the words of good-will contained in the address. He spoke of the great progress the Institute has made since its commencement, and hoped it would go on and prosper in the future as in the past—a wish in which he was sure all true Canadians, who had the welfare and proper training of the young at heart, would share. He, in conclusion, paid a high compliment to the faculty.

—QUEEN'S COLLEGE.—At the recent opening of the 34th session of Queen's College, the Reverend Professor Mowat addressed the convocation on the subject of the “Connection of Religion and Learning.” The rev. gentleman's eloquent address was too long to give to-day and to give a digest of the argument would be to greatly detract from its beauty and force,

—ALBERT COLLEGE.—The Rev. Dr. Jacques, of the United States, has succeeded Bishop Carman as President of the Albert College University.

—ANDERSON SCHOOL HOUSE, LONDON.—On the 8th ulto. the new school in London East was opened under the most favourable auspices. On the motion of Mr. Murray Anderson, Chairman of the Trustees, the Reeve of the village (Mr. A. M. Ross), was called on to preside.

The chairman, congratulated the villagers on the acquirement of such an excellent school-house; the trustees certainly deserve great credit for the taste they had displayed in the get-up of the building, and that at a very cheap rate, too. From the position he held in the community for the past year, he had always endeavoured to keep down the taxes as low as possible; but he held that whatever they paid for they should pay for schools, and for the provision of a good education for their children, most cheerfully. That was a tax, when judiciously laid on, as in the present case, that he never regretted. It is but right to educate our children thoroughly, and thus to prepare them for their being able to battle with the world, and take their proper part in it. The Reeve then referred to the large sum required by the County of Middlesex for the Administration of Justice—a sum about equal to that required for educational purposes—and maintained that with plenty of education for the rising generation, that sum might soon be greatly reduced, and the cells in the prison become tenantless. He trusted that such a consummation was not far distant. But a school-house like this is not only an advantage to education—it has a tendency to elevate the tastes of the young, tending to their refinement, and preventing that slovenliness which an untidy, ill-kept school house was always sure to promote. There was a great difference between the Schools of Canada now-a-days, and those to which he was accustomed in his young days. While he was very young his father settled in the Township of Adelaide, then an almost unknown district. That was in 1832, and for 10 years after there was not a single school-house in the neighbourhood. In 1843 the speaker was sent to a school. It was not a splendid building like that in which they were now assembled; but one constructed of round logs, piled above one another, and from roof to ceiling was only some 6½ feet in height. The floor was of bass wood logs, hewn down, cut in two, and, in their rough state, laid. The seats were made of the same material, and were set round the sides of the building, the faces of the children to the wall, their backs to the schoolmaster. (Laughter.) He did not believe there was a dozen nails used in the entire construction. There was no Government or County aid to education then; and the teachers made a living in rather a novel way; they went round from one family to another, boarding a week at each place. (Laughter.) He related several laughable incidents of school life in those days; and gave a description of the rather primitive text-books then used, and whilst Lord Metcalfe was Governor. In 1844, things took a change. Dr. Ryerson in that year, seeing the necessity for an improvement in this rather backward state of matters, visited the state of Massachusetts, in order to produce a better system of education for the children of the country. He was not pleased with his investigations there, and he afterwards visited Ireland and Germany; on his return he recommended one series of lesson books—a proposal which was adopted, and afterwards, through his efforts, the Normal School at Toronto was erected, and a subsidy granted by the Government of the day for the promotion of education. From that day to this the educational facilities of the country had gone on increasing, and were likely to do so for the future. The speaker credited Dr. Ryerson with being the means of introducing the free system of education into the country, of which system he spoke in glowing terms. So much had the mother country thought of it, that they had in 1866, when the Committee on Education was sitting in England, sent for Dr. Ryerson to get his advice in reference to the best system of national education for Britain. In conclusion, he impressed on the parents present the necessity of giving their children not only a good secular education, but to imbue their minds with religious principles, and thus prepare them worthily to

fill the place of their fathers. If they went on in their work of building school-houses, providing them with good teachers, and thus securing to their children the heritage of a good sound education, there was no fear of the future of London East. Mr. Ross then introduced His Worship, Mayor Cronyn, who expressing himself happy at being present, congratulated the Trustees on their energy in erecting such an excellent building, in so short a time after their appointment. It was certainly an achievement, considering the comparatively short time which had elapsed since the entire district surrounding the edifice was a forest and a wilderness. From the good which would likely accrue from the erection of the school, he was sure they would be willing to bear their share of the taxation, even although it might press rather hard upon some of them for a time. He had always thought differently from some of the other members of the City Council in regard to the acquiring of the suburbs of the city. He believed it was better for the city and better for such a community as London East that they should remain separate; and they had given evidence, from the spirited way which they had set about improving the village, that such a course was inadvisable under the circumstances. They had great reason to be proud of their municipality, and of the gentlemen who so ably represented them, as well as of their school-house. But where many schools were found, it was also necessary that there should be trained teachers; and he expressed a hope that, with this purpose in view, the Council in London East would do all in their power to assist the City Council to have the proposed Normal School for the West, promised by the Government, located in London. He did not think the Government could any longer ignore the claims of London East to have that school erected in London. His Worship went on to say that the chairman had referred to his late father. For many years education was the delight of his beloved father; and it would certainly have amazed and pleased him to have seen the building in which they were now met erected in what in comparatively recent times was a wilderness, and the locality in its neighbourhood settled. It certainly showed great enterprise on the part of the inhabitants. Mr. Manville, Chairman of the city school Trustees, next spoke, remarking at the outset that he was deeply interested in anything which had the promotion of the education of the mass as its aim, and that was the reason he accepted the invitation to be present. In the course of his remarks he argued that to make men intelligent is to make them good; the question is not whether man will be led blindly on in despotism, but whether he will be capable of taking an intelligent, solid, logical view of a subject and having done so, not to shrink from it. To illustrate this he referred to the tenacity with which the Scotch clung to Protestantism, even to the giving up of their life for it. He asked, Why did they do so? Because, said he, they were educated to it and believed in it. And this is the power which makes nations and makes men. Let the young mind be brought under the influence of proper training, and it brings its proper influence to bear on the world and on time. He proceeded to caution his young hearers against the popular error of thinking they went to school to learn what to think; they merely went to school to learn when to think. He next impressed on parents the duty of doing all they could to help the teachers, by home training, &c. They had all need to rejoice that the policy of the country was the diffusion of the greatest possible knowledge amongst the greatest possible number; and that, unlike the dark ages of days gone by, they had a system of education destined to raise our country to such a state of culture as will permit of few countries being like this Canada of ours. Councillor Waterman next spoke. After a few preliminary remarks, he enlarged on the excellence of their national system of education. This is a country, said he, in which every one can give his child a fortune, and that fortune is a good education. If he has a good training, no matter where he goes, he is sure to be able to make his way in the world, and secure a livelihood. He impressed on parents the necessity of compelling their children to attend regularly at school, and of giving them a religious training. He referred to laxity in attendance, and the Prussian compulsory system, of making the parents responsible for the attendance of the child every day, except when sick; such an arrangement might be profitably adopted here, judging by the many children whom he saw running about the street during school hours. He congratulated the villagers on the school now opened, and trusted they would soon be able, through the increase of their population, to have a central school in the village, where the higher branches would be taught. Rev. Messrs. Gordon and Parker followed, giving short addresses in a similar vein to those who preceded them. Mr. Murray Anderson, Chairman of the village School Trustees, next spoke, confining himself principally to giving an account of the proceedings taken to get the school now opened erected, and concluding by remarking that he thought the villagers had got a very good bargain, and that their school-house, as furnished, was second to none of the kind in the Province—statements which the audience bore out by their applause. Rev. Mr. English made a few remarks on the progress made by London since he went to school. 45 years ago, the only school in London was an old log house, which not only served that purpose but was made to do duty as church, town hall, temporary prison, &c. Things had greatly improved since then, and their meeting to-night was another evidence of that. After some further remarks, he concluded by stating that their new school was the neatest and best furnished school he had seen in the Dominion, and he had travelled a good deal. Councillor Gough made a very seasonable address, in which he touched on the many privileges now enjoyed by the community, compared with the early days of the pioneers, concluding with a number of well-timed hints to parents. He moved a

vote of thanks to the Trustees for the energy and economy displayed by them in erecting the building, which was seconded by Mr. Waterman, and unanimously agreed to. At this stage a collection was made for the purpose of procuring a bell to the building. The sum was more than made up. It was afterwards agreed that the building should be named "The Anderson School-House," as a memento of the chairman's arduous labours.—*London Free Press.*

—THE LATE WILLIAM MERCER WILSON, LL.D.—At the recent session of the Board of Examiners of the County of Norfolk, it was moved by James Coverton, Esq., and seconded by Augustine J. Donly, Esq., and resolved—"That it is incumbent upon the members of this Board to take the first occasion of their assembling after the death of the late Judge Wilson, to express their deep regret at that much-deplored event, and to record their belief that the Educational interests of this county have sustained thereby a severe loss."—*Com.*

IV. Papers on School Hygiene and Gymnastics.

DR. MARSDEN, OF QUEBEC, ON SCHOOL HYGIENE.

Dr. Marsden, who took the chair at the recent meeting of the Quebec Protestant Teachers' late convention, read an able paper on School Hygiene. The *Montreal Gazette* reports it and the discussion as follows:—

He said the teacher should be an autocrat in his own dominion, though subject to appeal; he should be kind and sympathizing, and have all other requisites to make the pupil what he ought to be. The natural powers of the pupil should not be overtaxed, for there was sure to be a reaction in consumption and other diseases. Science said that the habits of man are those which are to blame for many diseases, from a want of ventilation, and other manifest sanitary precautions. He alluded to a report recently made at the British Medical Association, calling attention to and demanding the protection of the health of children in public and private schools. After dwelling on the subject of hygiene in schools, the speaker instanced a matter that had come under his own observation—Pres de Ville School—saying that a ventilation of the matter in the press had finally closed it up. He further spoke of the incipient disease engrained in the frames of young children by a too close observance of dogmatic rules by the scholastic pedagogue. The teacher was never to interfere with the eating and drinking habits, or other natural wants of the scholar. The teacher must also know the limit of brain power of the pupil; better let a healthy child grow up a healthy man, than rack his system by hard mental training, which destroys his digestion and leaves him infirm, mentally and physically. Co-ordinate development of the mind and body was what the teacher had to look to. The question with the teacher was how to do this. Parents should assist them by sending their children well in body and mind, and strive to arrange that their mental training should not sacrifice physical health. Needless discipline was capable of doing vast harm, and teachers who neglected natural exercise, almost always became thin and sickly, and often broke down, and so with over-taxed pupils. Mr. Wilkie, of the Quebec High School, said that, in his opinion, no pupil should be interfered with in any of his necessary natural functions, and he was in favour of not only sending air into the building, but also sending bad air out of the building. He alluded to the desire of boys for fresh air, and expressed his opinion that his system of ventilation should commend itself to all. A shaft-hole was built about two feet from the floor, and the fresh air obtained from an open door. Some said the door was to be left open, and the vitiated air would go of itself, but the bad air must be forced out, and heat must be employed to force it out. Mr. Frank Hicks, of Montreal, congratulated the Association on the able paper read before it by the Chairman. He agreed with the Chairman in almost every respect, but would himself, as a teacher, disclaim as far as possible any responsibility as to providing for the hygienic wants of invalids or exceptional scholars. The teacher was bound to consider first, the case of the average scholar—average in health and strength and in capability, and then provide for exceptional cases. With respect to ventilation the present system of assembling the entire school in one large room every half an hour or so, and then dispersing the different classes to their recitation rooms, would by the intermittent motion of so many scholars, and the opening and closing of all the doors, provide to a large extent for the ordinary want of air. As to prizes, he differed from almost all the elder teachers of his acquaintance. They condemned the giving of prizes for various reasons, but for his part he thought that the boy who had learnt properly to compete for prizes in the school-room, had learnt a lesson which would be very useful in his subsequent career when he strove with men for more important prizes. As to punishment, he was not altogether op-

posed to the system of keeping from an occasional meal—that is, as regarded the average scholar. The average scholar could well stand the deprivation, and it was a less hurtful and perhaps less humiliating punishment than many others. Still, however, the teacher would have to use careful judgment in this as in all other means of punishments. Rev. W. C. Watson advocated fresh air and exercise, and deprecated over-work. He had known many a gold medalist who never amounted to anything after taking the reward, and held that the system of prize-giving was pernicious when carried to that extent. Dr. Wilkie, Rector of the Quebec High School spoke in favour of ventilation as a necessity, and gave an illustration of how he expelled the foul air, which he said must be expelled. To do this, science was called in, and hot air made to do the work.—*Montreal Gazette.*

PROTECTION FOR CHILDREN.

Among the many prudent and commendable suggestions made by the British Medical Association at its recent meeting was one calling for legislative action to secure the health of children attending public and private schools. Pointing out the manifest deficiency of sanitary arrangements, especially in the majority of private schools—the unfitness of the buildings themselves, the lack of cubic space and ventilation, the absence of playgrounds or other means of physical training, etc.—it is proposed that all persons acting as teachers be required to obtain from an educational examining board a certificate of their competence including some knowledge of the laws of health; that no premises be allowed to be used as schools unless certified by a surveyor and medical officer of health as in every respect adapted to educational purposes;—that the maximum number of children to be admitted to each school be fixed, and that the Medical Officer of Health have access for inspection at all reasonable hours. That a similar reform is still more urgently needed in this country, is known to most all persons who have paid any attention to such matters. Many of the schools throughout the country, public as well as private, are models of what schools ought not to be. In the construction of many such buildings no attention whatever seems to have been paid to ventilation, and when crowded with pupils the air for inhalation is fairly poisonous, being tainted with the exhalations of the inmates. In the warm weather ventilation can be had by keeping the doors and windows open; but in the winter months, and it is then that the schools are crowded, these are shut and the children wedged still closer. Many of the schools in the country are but little better than pens, and in such health-destroying and life-sapping institutions thousands of children pass the day. Many a parent who looks with anxiety at the pale faces of his children, attributes the pallor to over-study, when it is only the result of the most gross abuse of the laws of health. In many such cases the child is kept from school for a time in order to recruit; but when the bloom returns to the cheek and the eye again grows bright, the little one is returned to the care of the pedagogue who knows or cares little for hygiene. His duty he feels is to "advance" the pupils, not to study how to build up their constitutions. In a matter of such vital importance to the future welfare of the country, it is time some action were taken to remedy the evils we have briefly referred to. We should at least treat our offspring with as much consideration as we show our convicts, by requiring certain specified sanitary conditions in the places of their confinement, and fixing the minimum allotment of cubic space for each.—*St. Catharine's Journal.*

PHYSICAL EDUCATION, OR YOUNG MEN'S AMUSEMENTS.

It is only of late years that the advantages of physical education have begun to be understood in this country. In this respect the Greeks and Romans were far in advance of us, for we find that their systems of education were arranged in such a manner as to carry out, at one and the same time, the improvement of the mental and the development of the physical powers. Physical strength, when combined with mental vigour, in our day, carries with it quite as much respect as it monopolized in the days of Achilles and Ajax. What has been termed impious slang, "muscular Christianity," would seem to have for its object the development of the physical powers for the sake of themselves alone. But physical education, properly so-called, has, or ought to have, a very different aim. It ought to be pursued on the principle that, existing as there does, a mysterious sympathetic connection between body and mind, whatever tends to benefit one will contribute to the advantage of the other. The History of the Olympic games has a moral which may still be useful to the athletes of our more civilized age. It is this:

Exercise should be general, not particular, unless for a particular defect. It may be asserted that athletic excellence, considered by itself, is of little use, that the occasions are few on which society requires us to leap over a five-barred gate, or to climb a pole. Though this be true, it is apparent to every one, that health is generally found in conjunction with strength, and that strength is without doubt increased by muscular exertion. Life and health walk hand in hand. Physical exercise will not under all circumstances be successful, but *ceteris paribus*, it will be in creating fine men—by which expression is not to be understood plump or fat men, for that fatness is the result of ease rather than of labour may be gathered from a visit to a cattle show. We have said before, exercise should be general. A game at ball known to the Greeks under the name of sphocromachy, a game in which Nansicaa with her maidens was engaged when disturbed by Ulysses at the river-side, seems to have been admirably adapted for exercising almost the whole order of muscles in the human frame; and this game, we in the nineteenth century play, under the name of cricket—the national pastime in England, of which she is so justly proud. Those who regard physical education as one of the remedies for some of the “thousand ills that flesh is heir to,” must be gratified at the impetus given to cricket during the past two years. This delightful exercise is becoming the especial favourite of the young men on both sides of the line.—*Ottawa Times*.

V. Papers on Practical Education.

PROF. FAWCETT ON LOOSE EDUCATION.

It has been often asserted, that the tendency of modern education is in the direction of superficialism. What, it may be asked, granting for argument's sake that the charge is correct, is the cause of this? We are inclined to think, that at least, so far as British education is concerned, it is the lack of discrimination as to the student's ability. Of course, every scholar must be grounded in certain rudiments, without which he cannot pass into other and simple branches of study. But the remark of Pestalozzi to the effect, that it takes a wise man to teach a child, might with equal force be applied to the teachers of children of larger growth than those to whom the Swiss teacher referred. The student's particular bent and strength in this or that branch of study is seldom noted by a teacher, and still more seldom applied for his benefit. Such may, by college rules, be compelled to spend valuable time learning matter positively distasteful to him and utterly useless in after years, while losing opportunity of developing his strong points. The result of this is necessarily a general looseness and shallowness in the majority of cases. To this evil, which has been frequently noted by scholastic reformers of modern times, Professor Fawcett called attention in some very forcible remarks recently at the distribution of prizes for the local university examinations in England. He addressed himself especially to those students who, he observed, had taken eight or ten subjects for examination. It is easy to understand what would be the result of such a course upon the pupil's examination. In no course could he answer satisfactorily, and the advice given by the Professor is certainly of the wisest nature. “Excellence in a few subjects ought to be regarded as a much greater distinction, and is certain to prove of more permanent benefit than mediocrity or showy superficialism in various subjects. A little chemistry, a little physiology, a little political economy, a smattering of mathematics, Latin, Greek and the modern languages, may be no doubt served up to present a somewhat imposing array; but two or three subjects carefully thought out and thoroughly mastered will give a strength to the mind and a soundness to the judgment which cannot be looked for from a mental training less thorough and complete.” These words of Mr. Fawcett are well worthy of the consideration of all who teach. But he also, in the course of his remarks, approaches a subject very important, but so difficult, that it is, perhaps, fortunate it seldom attracts the attention of the occupants of scholastic positions. “Let,” said Mr. Fawcett, “the mind of the pupil, be as far as possible, actually gauged, and let him confine himself to those subjects in which he is likely chiefly to excel.” Very frequently a teacher himself has mistaken his own *forte*, and not thoroughly knowing himself, he cannot be a fair judge of others. It is in the earlier stages of education that this observation of faculty must be made, though it is, unfortunately, too rarely made. Some system of mental registration will have to be instituted, by which a judgment can be formed as to youthful tendencies before the “gauge” of Mr. Fawcett can be brought into practice. How is this to be done? The “wise man” of the observant Pestalozzi is not to be depended on, because all teachers do not answer to his description. Suppose again the case to stand in Toronto. There, the schools are so crowded that, it is said, the children almost have to sit in one another's laps. What

kind of opportunity would the teacher have of “gauging” a pupil's temperament, mental inclination and disposition in such a case? None whatever. The student would then enter the world with his heterogeneous smatterings, and possibly go before the occupants of University chairs, who, of course, can have little opportunity of “gauging,” and after much flourish enters the world half-educated.—*Leader*.

HOW TO STUDY LANGUAGES.

Scribner's has a word of encouragement for timid linguists. The writer does not believe that a boy can get a fair notion of Latin or Greek poetry by reading a translation, even though it be the work of a skilful and competent scholar. There are ideas in every language which can be understood but cannot be translated, and the beginner is compelled to partially think in the language he is studying. The translator undertakes to give the meaning of the author, and to do this exactly he violates the moods and alters the wording, leading the reader off on false scents and not helping him back. The case is fairly put by one who says “you might understand the original if it were not for the translation.” The strongest impressions of an author's sentiment are sometimes given while wading slowly and with difficulty through the page, by the constant aid of a dictionary. Students, directed by their teachers, often make a mistake by neglecting to get any good from a language till they have studied it for some years. Like Irving's Dutch tumbler who took a start of three miles to jump a hill, they want to be perfect in French grammar before they will look beyond an exercise book, whereas they might be deriving much entertainment from Dumas or Eugene Sue, or even from the Montreal newspapers. So with German, the boy who spends a year at straightening out “ich habe gehabt,” before he ventures to read Hackländer's “Letzte Bombardier,” makes a mistake and wastes precious time. The dictionary is worn out too soon by many students. Take a boy who is put through an ordinary High School course, preparatory to college. He has a few years of Latin and a year of Greek, before he begins the modern languages. There is no need for a boy so trained, if his eyes are open and his wits at work, to run to his dictionary two hundred times while he is acquiring the French language. The idioms he must of course study and translate. The resemblance to their Latin roots will give him the meaning of most French words, and the similarity to English derivatives will give many more, enough between these two sources to form a solid frame-work for the language. The sense and connection will show the meaning of the rest of the words, and the practice of translating a dozen novels and a daily newspaper will perfect his knowledge of the language. This mode of acquiring another language will doubtless be condemned by those scholars and teachers who are so devoted to the grammar as to have earned the title of “grund-grinders.” Their knowledge cannot be depreciated, for it must be satisfactory to know that one belongs to the small army who can tell without guessing the difference between pluperfects and second aorists, but the study of the grammar alone, without any accompanying literary recreation, seems like a useless hardship for the student. Why can he not be allowed a glimpse of the beauties of the literature he is slowly and painfully approaching? It would cheer him through many difficulties to know by experience that there was something better to read than the fable of “the ass and the lion.” Returning to the same “word of encouragement” which suggested these thoughts, we find the lesson that many modern teachers become crazy about grammatical accuracy. They cannot appreciate English poetry, and they are not to be expected to take pleasure in Greek poetry, but they insist upon strict accuracy of translation according to the letter of grammatical law. The ridiculous effect of adherence to a cast-iron rule will be seen from the story of the old professor who was devoted to the notion that he had discovered the delicate shades of meaning in the particles. But let *Scribner's* tell the story:

Some association of particles he made us translate by the expression: “Then thereupon;” another by the expression: “If, then, for the matter of that.” A boy was musically reading the passage in the “Hecuba,” of Euripides in which the old Queen of Troy is beseeching of Ulysses the life of Polyxena, her only surviving child, whom he is leading to sacrifice on the tomb of Achilles. He came to the particles and skipped them, for which he was bantered and persecuted for the rest of the hour by the Professor. The instructor had on hand a stock of jokes which he had been making during some forty years, and which were really formidable from their quantity and the vocal volume with which they were announced. The silent youth bore all with a sort of impassive disdain, only remarking, when pushed by the Professor: “Hecuba is down upon the ground praying for her daughter's life; clasping the knees of Ulysses, and I don't think that a woman in such a position would be apt to say: ‘Then, thereupon;’ or, ‘If, then, for the matter of that.’”

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for August, 1875.

Correspondents: Pembroke—Archd. Thomson, Esq.; Cornwall—James Smith, Esq.; A.M.; Barrie—H. B. Spotton, Esq.; M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—R. Dawson, Esq., B.A.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Rev. George Grant, B.A.; Windsor—A. Sinclair, Esq., M.A.

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

On Lake Huron. A On Lake Ontario. B On the Ottawa River. C Close to Lake Erie. D On the Detroit River. E Inland Towns. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. k On the Detroit River. l Inland Towns.

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

Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. REMARKS: BARRIE.—Lightning and thunder with rain, 5th, 6th, 10th, 11th. Rain, 3rd, 8th, 10th, 12th, 17th, 19th, 20th. BELLEVILLE.—Lightning and thunder with rain, 6th, 11th. Wind storms, 7th, 20th, 21st. Fog, 3rd, 31st. Rain, 3rd, 4th, 6th, 11th, 13th, 18th, 20th. The weather during the first week of this month was unsettled, with general indications of rain; but after a heavy

showers at intervals, till 11 p.m. Rainfall, .962 inches. On the 11th, a slight thunder storm, with lightning and slight showers. On the 7th, following the thunder storm of the 6th, had very high wind from the S.W. in the morning, changing to the W. during the day, and blowing again with increased force from the W. at night. On the 20th and 21st, about noon, high winds from the S.W. and W. On the morning of the 31st, thick fog, followed by clear bright weather during the day.

PETERBOROUGH.—Rain on 3rd, 4th, 5th, 6th, 7th, 8th, 11th, 13th, 14th, 16th, 19th, and 21st. Fog on 5th, 13th, 14th, 18th, and 21st. Wind storms on 2nd, 7th, and 17th. Frost on 21st, 22nd, and 23rd. Single clap of thunder on 8th at 4:05 p.m. Thunder and lightning at 6:40 p.m. on 11th for a half-hour; lightning afterwards alone. Thunder on 19th. Hard thunder and sharp lightning with hail (3.30 to 3.40 p.m.) on 21st. Raspberry picking season lasted from July 15th to August 23rd, an unusually long period, owing to rain and chilly weather.

GODERICH.—Thunder, 10th. Wind storm, 11th. Rain, 2nd—7th, 11th, 15th, 21st.

STRATFORD.—Lightning and thunder with rain, 6th. Rain, 3rd, 5th—9th, 15th, 18th, 20th, 21st.

Difference of Mean Daily Temperature from Normals.

Day.	Difference.	Day.	Difference.
1.....		17.....	+2° 6
2.....	-5° 5	18.....	-2 7
3.....	-7 6	19.....	-1 0
4.....	-1 6	20.....	-3 5
5.....	+1 0	21.....	-4 3
6.....	+0 1	22.....	
7.....	-6 5	23.....	-9 5
8.....		24.....	-5 4
9.....	-2 4	25.....	-1 6
10.....	+1 9	26.....	+2 3
11.....	+2 3	27.....	+2 1
12.....	+2 9	28.....	+3 1
13.....	+2 3	29.....	
14.....	+2 5	30.....	+3 9
15.....		31.....	+4 8
16.....	+1 6		

Excess of Mean Monthly Temperature over average of 14 years, -1° 78.

HAMILTON.—Lightning and thunder with rain, 17th, 18th, 19th. Rain, 2nd, 4th—7th, 17th—19th.

SIMCOE.—Lightning and thunder with rain, 6th, 15th, 19th. Thunder, 20th. Wind storm, 21st. Fog, 12th. Rain, 2nd, 3rd, 6th, 15th, 17th, 18th, 19th, 21st.

WINDSOR.—Lightning and thunder with rain, 6th, 18th, 21st. Wind storms, 1st, 2nd, 6th. Fog, 3rd. Rain, 1st, 2nd, 4th, 6th, 9th, 13th, 18th, 19th, 21st. Meteor in N., 26th.

VII. The Veterans of 1812.

THE VETERAN LOYALISTS.

The Dominion Parliament passed an Act at its last session making a grant of a small sum each to those still surviving veterans who went forth in defence of their country in the American War of 1812-1815. The Militia Department of the Government has sent out a circular, containing questions to be answered by all applicants, with blank certificates to be filled up and attested by competent witnesses, and before prescribed authorities. One of these circulars was recently sent to the Rev. Geo. Ryerson, eldest brother of the Chief Superintendent of Education. His answers to the questions proposed are an historical curiosity and full of interest, as they bring up the names of some old inhabitants of the country who were companions in their day, and whose children, grand-children, and great-grand-children now reside in different parts of the country.

Mr. Ryerson is a member of a long-lived family. His mother died in 1850 at the age of eighty-four, and his father died in 1854, at the age of ninety-four. He was the first Sheriff of the old London District, appointed in 1800; but resigned in the course of a few years, and was succeeded by his son-in-law, the late Colonel John Bostwick, of Port Stanley, who at one time, with the late Colonel Mahlon Burwell, represented the County of Middlesex in the Parliament of Upper Canada. Sabine, the American author of "United Empire Loyalists," states as follows:—

"Joseph Ryerson, of New Jersey, one of the five hundred and fifty volunteers who went to Charleston, South Carolina. For his good conduct in bearing despatches one hundred and ninety-six miles into the interior, he was promoted to a lieutenantancy in the Prince of Wales Volunteers. Subsequently he was engaged in six battles, and once wounded. At the peace he went to New Brunswick, thence to Canada, where he settled and became a colonel in the Militia. In the war of 1812 he and his three sons were in arms against the United States. He died at Victoria, Upper Canada, in 1854, aged ninety-four, one of the last of the old United Empire Loyalists."

Dr. Canniff, in his valuable "History of the settlement of Upper

Canada, in the special reference to the Bay of Quinte," after quoting the above passage from Sabine, adds the following:—

"One of Capt. Ryerson's old comrades (Peter Redner, of the Bay), says he was 'a man of daring intrepidity, and a great favourite in his company.' He represented Capt. Ryerson as being one of the most determined men he ever knew. With the service of his country uppermost in his mind, he often exposed himself to great danger to accomplish his desires."

The Chief Superintendent of Education, we may remark, seems to have inherited much from his parents—as his mother is said to have been as decided a Methodist as his father was a resolute warrior.

Rev. George Ryerson, though a man eighty-five years of age, is still hearty and vigorous, with memory and other mental qualities as unimpaired as when he was fighting the battles of his country more than fifty years ago.

The following are the questions of the Militia Department and Mr. Ryerson's answers above referred to:—

Your name in full? George Ryerson, aged 85.

In what Battalion did you serve? 1st Regiment Norfolk Militia.

In what Company? 1st Flank Company.

What was your rank? First Lieutenant.

What was the name of the Commanding Officer of your Battalion? Colonel Joseph Ryerson, London District.

What was the name of your Captain? John Bostwick, Sheriff of the London District.

Names of officers and non-commissioned officers of your Company? George Rolph, 2nd Lieutenant. I do not remember the names of the non-commissioned officers.

Where and when were you enrolled? Early in the spring of 1812, at Turkey Point, and drilled under Major Bowen.

Where and when were you discharged? As soon as my wound would permit, I enlisted men for a Lieutenantancy in the Incorporated Militia of Upper Canada, and served on the Niagara Frontier during the summer of 1813, under Captain James Kerby; with the late James Hamilton, Sheriff of London, Lieutenant, and George Kerby, Ensign. When the companies from all parts of the Province were embodied in one regiment in Toronto under Colonel (late Sir John) Robinson in the winter of 1813 to serve during the war, my Captain was A. A. Rapelge, Esquire, John Applegarthe, Ensign. In this regiment I served, and was discharged at the conclusion of the war of 1815.

At what battle were you present? Was at the capture of Detroit under General Brock. On our return was stationed first at Sugar Loaf under Captain Bostwick, and then removed to Fort Erie, where I was wounded in repelling the Americans. In the Incorporated Militia was on guard on the right wing at the battle of Stoney Creek. In the advance I took part in the capture at Beaverdam; was in the battle of Lundy's Lane, and that of Fort Erie, when invested by General Drummond, and in various affairs there and on the Niagara frontier.

Were you wounded? Severely wounded near Fort Erie, 28th November, 1812, and though maimed for life received no pension, as the wound was not certified to be equivalent to the loss of a limb or an eye. My teeth were knocked out and my under jaw broken and partly carried away, and my speech permanently injured.

Have you received marks of distinction, such as medals or honorable mention for your services? Was entitled to a medal at the taking of Detroit, but omitted to apply for it while they were being distributed.

Here give your address in full. George Ryerson, Esquire, or (by courtesy and custom) Reverend George Ryerson, 17 St. Vincent street, Toronto.

Furnish all the papers you have relative to your enrolment or discharge or any in connection with your service in the Militia. All my papers relating to the years referred to in the above answers were unfortunately burned with my house in 1861.

REMINISCENCES OF THE RYERSONS AND BOSTWICKS.

Squire Oakes thus gives a sketch of his times in the *St. Thomas Home Journal*. He says:—

About the year 1792, Samuel and Joseph Ryerson, with a few other families, came from New Brunswick, where they had taken refuge at the close of the American war, and settled at what is now Port Ryerse. In 1795, Hon. Peter Russell was made Lieutenant-Governor of Upper Canada. In '97, Samuel Ryerson (misspelled Ryerse in the commission) was appointed Colonel of Militia, and in 1800, Joseph Ryerson, father of Egerton, was made Magistrate and Judge of the County Court by Lieutenant-Governor Hunter, who succeeded Russell. Col. Ryerson built the first mills, 70 miles west of the sparse settlement on the Niagara River.

At an early day of the settlement, to break the dull monotony of life, Samuel Ryerson, a son of the Colonel, passed the word that on the following Sabbath there would be a meeting at his father's house. At the appointed time the neighbours arrived and silently took their seats. After waiting a while an explanation took place, and it was discovered that Sam. was the author of a hoax. Being summoned to answer the charge, he said that the call was in perfect good faith, as he expected about that time his mother's nose and chin would meet! And when he took a sly look at the fountain head of the joke Sam. was commended for his idea, and an afternoon's gossip made all right.

Wm. Hamley, a surveyor, brought the fourth family to the new settlement, he having an engagement to survey the new territory. He brought with him two orphan boys, John and Henry Bostwick, and to John, the eldest, he taught the art of surveying. This was the late Colonel Bostwick, founder of the village of Port Stanley, Henry was sent abroad and studied law until he was in a position to wear a gown and plead at the bar. He married, but died young.

As soon as the settlement could muster men enough to form a company, Colonel Ryerson appointed Peter Walker, a German, to act as captain. Peter offered to give a yoke of oxen if the appointment was altered, but the Colonel was inexorable. He, however, provided his newly made officer with a book so that he might instruct himself and drill the men scientifically. At the first muster, while passing through the manual exercise, Captain Peter came to the order "Ground arms," which was done. Then came the next order, "March." "No," said the sergeant, "it will not do to leave our arms." "Put I say you must," said Peter, "for 'tis so in ter book. Put I spose tis is ter orter ven tey are vhipt and hef to run. Put hold on, holt on poys! I have turnt ofer two leafs!" As soon as the laugh subsided the men were dismissed, and this was the end of Peter's military career.

Peter lived near Patterson's Creek, and had a brother Daniel, a small lad, who frequently saw otters in the creek. One day he procured a gun and engaged Andrew Kelley, an Irishman, to shoot the otters. They went to the creek and sat down to watch, when soon an otter put his head out of the water. Kelly took aim, but hesitated, when Daniel said:—"Kelly why don't you fire?" "Hould yer whist, ye blabberin fool," said Kelly, "How could I? Don't you see that other bloody thafe of an otter put his head in the way?" But the otter did not take an interest in the dialogue and disappearing, left the hunters to settle their own differences.

Some may say, "Hold on: this is too trifling to reproduce in this age of progress." True, it may appear a trifling affair to notice incidents like the above. But only take a mental view of a few settlers squatted in the wilderness, where there is nothing to alter the sameness of every day life, and compare it with the facilities for recreation at the present day, and it will appear that the noticing of every trifle that tended even to create a feeling of mirth was excusable, as it was enjoyed by the poor pioneers from one limit of the settlement to the other, as heartily as an excursion by rail or a provincial show by their children and their children's children of 1875.

G. O.

SURVIVING VETERANS OF 1812-13.

At the suggestion of the present Lieut.-Gov. of Ontario (Hon. D. A. Macdonald) and S. Brouse, M.P., the Dominion Government appropriated \$20,000 for the payment of the veterans of 1812. At the gathering of these old warriors in Toronto to receive their pensions, His Honor the Lieut.-Governor addressed them. He said that he was himself descended from the same stock of early defenders of our country and flag to which they belonged, and felt a great interest in their welfare. He might say, without revealing any Cabinet secret, that when he had the honour of being a member of the Government, he was the member of it to propose that the veterans of 1812 should be remembered in this way, and he was very glad to tell them that he had the support on that occasion of every one of his colleagues. He was only sorry the amount voted for the veterans was so small; but at the time the grant was made the returns indicated that there were only between five and seven hundred of the veterans of 1812 living, whereas no less than 2,500 or 2,800 applications to participate in it had since been made to the Government. He was far from regretting that so many veterans were still living; he hoped they would still live long as an example to the youth of the country, and that the Government would not forget to increase the grant to them next session, so that the amount they received might be doubled or trebled.

The amount paid to each veteran was very small, only \$20; but no doubt the Government will henceforth pay them a certain sum annually as a pension.

Notwithstanding their extreme age a majority of the men who were paid yesterday were far from looking like dying. A very

large proportion were six feet and upward in height, and when in their prime must have had fine physiques, several of them, however, were rather feeble and doting, and their sight and hearing are very much impaired.

The following is a list of those paid:—

Francis Button, Buttonville, aged eighty-one years; served in the York Cavalry as private under Col. Graham and Capt. John Button; carried dispatches; and was not in any battle.

Job Wells, of the Township of King, aged eighty-one; served in the York Militia as a private under Col. Allan and Capts. Ridout and Hamilton; was at the battle of York; was drafted for six months, and served about sixteen months, until the close of the war; was principally engaged in bringing up supplies and taking provisions to Kingston along with others, among whom was John Montgomery.

Richard Titus Wilson, Holland Landing, aged eighty-two; served both in the Cumberland and in the York Militia under Col. Peters, of Northumberland, and Col. Graham, of York; his Capts. were Capts. Ward, Arnold, Selby, Richardson, and Travis; was in no battle; served in the Commissariat Department.

Luther Draper, Keswick; served in the York Battalion as private under Col. Graham and Capt. Jeremiah Travis during the war; was not in any battle.

Cornelius Van Nostrand, aged seventy-nine; was drafted on 4th June, 1812, and was attached to the Incorporated Militia on the 10th of that month; served as a private in Col. Chewett's regiment, and Capt. Samuel Ridout's and Capt. Duncan Cameron's companies; was in the battle of York, on the 27th April, 1813. After the fort was taken by the Americans he was allowed to go home on parole. In the summer of that year he was sent with others to serve in open boats on the lake, between Kingston and Little York. On the 4th June, 1814, was drafted and attached to the York Regiment of Incorporated Militia. In the summer of 1814 fifty young men were wanted for the lake service, and Mr. Van Nostrand volunteered with others, and served on the lake until the close of navigation. During the winter of 1814-15 he helped to convey stores on sleighs from York to Penetanguishene, under Commissary-General Cruikshank.

Martin Snyder, Eglinton, aged seventy-eight; served in the York Militia from June, 1814, till the end of the war, as a private, under Col. Allan and Capt. Heward; was in the battle of York; was not wounded.

Isaac White, Toronto, aged eighty-three; served as a private in the Grenadier Company, under Capt. Heward at Detroit, and under Capt. Duncan Cameron at Queenston Heights; Gen. Brock was his commanding officer; was enrolled in 1812, and discharged in 1815; was in the battles of Detroit, Queenston Heights, and Little York; was not wounded.

James Crosby, Markham, aged eighty-four years; served in the York Militia as a private under Col. Graham, Major Allen, Capt. Fenwick, and Capt. Mastard, from 1812 to 1814; was not in any battle.

Frederick Quantz, Thornhill, aged ninety-three; served in the York Battalion as a private under Major Allen and Capt. John Batton; was enrolled in 1810 and discharged in 1815; was present at the battle of York; was not wounded.

Jacob Kaiser, Edgely, aged eighty; served as a private in the 3rd Regiment of York Militia under Major Allen and Capt. Dennis; was not in any battle.

Samuel Morton, Vechell, aged eighty-six; served as a private in the York Militia under Capt. Selby; was in charge of a batteau most of the time carrying ammunition between Little York and Fort George, Niagara; was not in any battle.

John Wells, Township of King, aged eighty-four; served as a private in the York Light Company under Col. Allen and Capt. Stewart; was enrolled in 1812 and discharged in 1815; was present at the battles of Little York, Queenston, and Detroit; was not wounded; received a medal.

Darius Mitchell, Vechell, aged seventy-nine; served in the York Militia as a private, first under Capt. Travis, and then until the end of the war, between three and four years, under Capt. Heward, into whose company he volunteered; was not in any battle.

Lyman Herrick, Markham, aged eighty-two; served in the 3rd Battalion York Militia as a private, under Major Allen and Capt. Thos. Hamilton; was drafted in 1812; was not in any battle.

Richard Graham, Queensville, aged eighty-five; served under Col. Chewett and Capt. Duncan Cameron; was enrolled at Little York on 18th June, 1812, and was discharged at Brown's Point in the end of December of the same year, after the battle of Queenston, in which he participated, as well as in the battles of York and Detroit; was not wounded.

John Perkins, Uxbridge, aged seventy-seven; served as a private in the Incorporated Militia, under Col. Wm. Robinson and Capt.

Garvey; was enrolled at Little York, about the last of May, or the beginning of June, 1814, and was discharged at Fort Erie in the fall of that year; was present at the battles of Chippawa, Lundy's Lane, and Fort Erie; was not wounded, but his coat sleeve was shot through, the brass plate on his cap struck by a bullet, and his musket stock shot off.

Joseph Hough, Scarboro', aged eighty-two; served as a private in the York Volunteers, under Col. Chewett and Capt. Ridout, from 1812 to 1815; was in the battle of Lundy's Lane; was not wounded.

Thos. Mosier, Newmarket, aged eighty-seven; served in the Incorporated Cavalry and Militia, as a private in the cavalry and as a corporal in the militia; Col. Cartwright was his commanding officer in the cavalry; the officer commanding his company in the cavalry was Capt. Andrew Adams, and in the militia Capt. Macklem; was in active service at Kingston, Ogdensburg, and Oswego; was slightly wounded.

James Jones, Scarboro', aged ninety; served in the 3rd Regiment as a sergeant under Col. Stewart and Capt. Cameron; was in the battle of Little York, where he was wounded on the right arm by a scythe.

Peter Stoner, Moslem, aged eighty-four; served as a corporal under Capt. Cameron and Capt. Wm. Jarvey, from 1812 to 1815; was in the battles of Queenston, Fort Erie, Chippawa, Detroit, and York; was not wounded; received a medal.

David Redford, Columbus, aged eighty-two; served as a private under Col. Wm. Allen and Capt. John Burns, from June, 1812, to January, 1813; was not in any battle.

Jacob Shook, Brampton, aged eighty; served in the militia under Col. Baisley and Capt. Wm. Thompson, for six months as a private; then volunteered into a horse company, and carried the express for two years under Capt. Hephourn; was on guard at Queenston Heights at the time of the battle of Fort George, but not in any battle.

Rev. George Ryerson, Toronto, aged eighty-five; served as First Lieutenant in the flank company of the 1st Regiment Norfolk Militia, under Col. Joseph Rye and Capt. John Bostwick; was enrolled in the spring of 1812, and discharged at the conclusion of the war in 1815; was at the capture of Detroit; after the battle, was stationed at Sugar Loaf, and thence removed to Fort Erie, where he was wounded in repelling the Americans; was on guard on the right wing at the battle of Stony Creek; took part in the capture at Beaver Dam; was in the battle of Lundy's Lane, and in that at Fort Erie when the place was invested by General Drummond; also in the various affairs there and on the Niagara frontier; in the battle of Fort Erie his teeth were knocked out and his under jaw broken, and his speech permanently injured; was entitled to a medal for the part he took in the capture of Detroit, but neglected to apply for it.

Henry Ouderkirk, Raymond, aged seventy-eight; served in the Incorporated Militia as a private, under Col. Sherman and Col. Robinson, from February, 1813, to 1815; was at the taking of Ogdensburg, at Lundy's Lane, and at Fort Erie; lost his right eye.

James Ostrander, Brampton, aged eighty-three; served successively as private, corporal and sergeant under Sir Isaac Brock and Capt. Robert Hamilton, from June, 1812, to February or March, 1814, was in the battles of Queenston Heights, Chippawa, Black Rock, Lundy's Lane, Beech Woods, Black Creek, and Fort Erie; was not wounded.

Francis Stiver, Unionville, aged eighty-two; served as a private in a flank company of the Artillery Dragoons, from 1812, to March 1815, under Capt. James Crooks, Wm. H. Merritt, and Amos McKenzie; was in the battle of Lundy's Lane, and at the taking of Niagara by the Americans, as orderly to Col. Coffin; was not wounded.

John H. Stiver, Buttonville, aged eighty; served as a private of dragoons under Captain Hamilton Merritt, from 1812 to 1815; was at the battles of Queenston and Stony Creek; was not wounded.

Samuel Cochran, Whitby Township, aged eighty-two; served as a private first under Captain Heward, and afterwards was transferred to the Grenadier Company. He also served under Col. Allen and Capt. Jarvis; was enrolled on June 29th, 1812, and discharged in March, 1814. After serving some time in 1812-13, he was discharged; he was subsequently drafted three times during the war for short periods—the last time to go with constables in January or February, 1814, to press sleighs; was in the battle of Detroit; was not wounded.

Abram Stoner, Dunbarton, aged eighty-five; served from 29th June, 1812, to January, 1813, as private in the Light Company of York Volunteers, Captain Heward; was at the taking of Detroit, for his conduct in which he received a medal; and also in the battle of Queenston Heights. In the latter he was in the front with the 49th regulars; was not wounded.

Amos Wilcox, Cooksville, aged eighty-two; served as a private

under Col. Baisley and Captain John Chisholm; was at Queenston, Detroit, Stony Creek, and also at the taking of the "Irish Greens" at Black Rock; was very slightly wounded; received a medal.

Philip Kester, Markham Township, aged eighty-two; served as a private under Col. Allen and Capt. Silby from May or June, 1812, to the fall of 1814; was not in any battle.

Joseph Hartt, Vechell, aged eighty-two; served as a private under General Coffin and Capt. Gibbons; was not in any battle.

John Boyle, Mongolia, aged eighty-one; served through the war as a private under Col. Allen and Col. Graham, and under Capt. Heward; was not in any battle.

Robert Ross, King Township, aged seventy-eight; served as a private under Colonel Chewett and Captain Hamilton from 1813 to the close of the war; was in the battle of York; was not wounded.

Alex. Boadwin, Woodville, aged eighty-six; served as a corporal under Col. Robin and Captain John Carr; was in the battles of Chippawa, Lundy's Lane, and Fort Erie; was not wounded.

Richard Thomson, Ellismere, aged eighty; served as a private in the Grenadier Company of the York Volunteers under Colonel Chewett and Captain Cameron from June 12th, 1812, to 1815; was in the battle of Detroit; was not wounded; received a medal.

John Heron, Danforth, aged seventy eight; served in the Incorporated Militia under Colonel Coffin and Captain Jarvis from June, 1814, to September, 1814; was in the battle of Lundy's Lane was not wounded.

Jacob Miller, Lansing, aged eighty-six; served in the Grenadier Company of the York Volunteers under Colonel Allen and Captain Cameron, for about a year; was in the battles of Detroit, Queenston Heights, and Chippawa; had his nose cut by a shot, his coat, vest, and shirt torn off his shoulder by another shot, and the centre of the sole of his boot cut away by another; received a medal.

Jacob Hollingshead, Collingwood, aged eighty-six; served as a private in one of the flank companies of the 1st Regiment, under Capt. Lilly, from June, 1812, till the Fall of 1813; was in the battles of Queenston and York; was not wounded.

John Palmer, Duffin's Creek, aged eighty; served as a private in the 3rd Regiment of York Volunteers, under Col. Allen and Capt. Cameron, from December, 1812, to April 28th, 1813; was in the battle of York, in which he was taken prisoner; was not wounded.

Moses Martin, Oshawa, aged ninety-seven; served as a private under Capt. Robinson; was in the battle of York; was not wounded.

John Hays, Pine Orchard, aged seventy-eight; served as a private in the Incorporated Militia, under Capt. Kirby; was in the battles of Little York, Lundy's Lane, and Fort Erie; was wounded in the shoulder.

John Bright, Toronto, aged eighty-two; until the battle of Lundy's Lane served as a private in an independent company under Capt. D. Cameron; subsequently his company formed part of a regiment raised in York called the 3rd Buffs; was in the battles of York, Queenston, Lundy's Lane, and Fort Erie; was not wounded but had his clothes pierced by bullets nine times.

THE DAYS OF YORE.

It is rather a pity that some enterprising photographer was not present at the Court House on Tuesday with a camera, to group all the old veterans assembled there, and preserve their likenesses. We have no doubt it would gratify many to obtain and preserve a picture of this kind as a sort of memorial of the past. The sight of so many old people tottering, as it were, on the verge of the grave, was one calculated to call up many reflections, and to take the memory back to the time when this section of Canada was a wilderness and invaded by an armed force bent on conquest. These men, some of them sons of United Empire Loyalists, went forth to battle with the foe and aid the handful of British Regulars to drive the enemy back to his own country, and to die if need be in the defence of Canada, the land of their birth or adoption. Success eventually crowned their efforts, and they then turned their attention to hewing the forests and tilling the soil, until now the Niagara District is well named the Garden of Canada. Some of these old veterans had not met for years before, and it was a most exhilarating sight to see them grasp each other's hands, and with moistened eyes detail to willing ears the deeds of the past. But a few of them were under 80 years of age, and with but two or three exceptions, weak-kneed, tottering and bent with years of toil. The finest looking man of the party was old Major Clement, still erect, notwithstanding his weight of years, and the smartest was Col. Konkle, who was as spry as a kitten, and signed his name to the papers without the aid of spectacles, although 84 years of age. Most of these men must have possessed constitutions of great vigour to have weathered the storms of life so long. It was noticeable that none had reached the age of 90, though no doubt many of them will do

so, judging from present appearances. Yet none were under 70. It was remarkable, also, that while most of them had seen hard service, and passed through several battles, they had escaped unhurt. This may have been due to some extent to the inferior arms used at that period, though all we spoke of told of hair-breadth escapes from shot, shell, grape and cannister. Indeed, when once a conversation commenced, it was a difficult matter to break it off, as the old boys had no idea of the value of time, or that the interest of their various adventures in the field would flag in the ears of their listeners. They remembered only the past; the present seemed a sort of misty film to them; they could hardly realize that time, with its ever changing kaleidoscope, had altered the art of war, or that the implements of death to-day are superior to those they were best acquainted with. One old gentleman gravely told us that he came near being riddled with grape-shot, and that on the battle-field he smelled the smoke of the enemy's big guns. Another regaled us with the story of his emotions as he lay on the battle-field of Lundy's Lane after the carnage was over, waiting for death to put an end to his sufferings; and yet he survived, he said, through God's blessing and a good constitution, to sing "God Save the Queen." Poor old fellows, we have no doubt when the country needed their services they gave them cheerfully, and with patriotic hearts. We honour them for what they have done, and hope that when the time comes for them to cross to the unknown land, their lines may be cast in eternal rest. It is to be regretted that the Government grant was so small as to only allow a dividend of \$20 each. It was supposed at the time that the number of surviving veterans was small, and that each could get at least \$100, but the opposite was found to be the case. We hope, however, that the grant will be continued during their lives, which will be a more adequate compensation, and more in keeping with the honour and gratitude of the country to its war-scarred veterans.—*St. Catharines Journal*.

VIII. Biographical Sketches.

RECENT CANADIAN DEATHS.

MR. W. J. SCOTT, father of the Hon. R. W. Scott, Secretary of State, died yesterday in Prescott, at the age of eighty-five years. Deceased had formerly held the position of a surgeon in the British Army, and served during the Peninsular campaign under Wellington. Shortly after the close of the war, the late Mr. Scott came with his family to Canada, and for the most of the time resided either in Prescott or Bytown, as Ottawa was formerly called. At Yarker, there died one of the pioneers of Frontenac, Mr. Henry Shibley, father of Messrs. S. Shibley, M. P., and J. A. Shibley, of Yarker. He is the oldest settler in Portland, having been born near Kingston, and has done the country a long service as a leading agriculturist and public-spirited gentleman. At Cookstown, Mr. Thomas Duff, one of the two who first settled in this section of country some fifty years ago, died, aged eighty-one years. His friend, Mr. Dinwoody, still survives him. At Guelph, Mr. Congalton, an old resident, and known all over the country as an enthusiastic curler, died. At Montreal, Mrs. Hall, ninety-two years of age who resided all her life in the city, being in fact, a walking compendium of its history for the last seventy years. At Belleville, Rev. James Mockridge, M. A., Rector of the new St. George's Church, (Church of England). He had laboured for about two years with much success in the Station District, and by his exertions had succeeded in gathering together a numerous congregation.

MR. HUGH CHISHOLM was born on Christmas day, 1767, at Scott's Bush near Johnston, on Mohawk River, New York. At the time of the breaking out of the American Revolution his father moved his family to Glengarry, Canada. The deceased told the writer he could remember, when a boy, of the American Revolution then going on. Deceased took part in the war of 1812, on a gunboat, under Capt. Macdonald then at Kingston. He was several times wounded; once shot in the left knee, and one broke his collar bone; another broke his jaw, and twice he was slightly wounded in the side. He received some of his wounds at Goose Creek. He never received any reward for his services. He had scarcely a grey hair in his head, but he lost the last of his teeth about 14 years ago. About that time his house was burnt, when all his papers perished, including proof of his birth. There is a gentleman living in Glengarry who is over eighty, and who says when he was a boy, Chisholm was a man of about forty or thereabouts.—*Orillia Packet*.

MR. PHILEMON PENNOCK was born in the County of Grenville in 1799, and was one of the first Liberals appointed a Commissioner of the Peace. He served in this capacity in his native county for

many years. He also held a commission in the Militia, receiving various marks of approbation in the way of promotion, and retiring latterly retaining his rank as major. For a number of years he was connected with one of our railways as clerk, but on the approach of old age he received an appointment in the Dead-Letter Office in this city, having been nominated by the late Hon. James Morris, then Post Master-General, and one of Mr. Pennock's warmest friends.—*Ottawa Times*.

ISAAC PRESTON, ESQ., was born near Market Hill, County Armagh, Ireland, on the 1st day of January, 1777. He was particularly noted for his strong Conservative principles, and unwavering attachment to British institutions. In his native land he served for five years in a regiment of dragoons which was dismembered by the treaty of Amiens in the year 1802. In the same year he emigrated to America, and settled in Amsterdam, United States. Not feeling at home or happy under republican institutions, he crossed over to Canada, and was one of the earliest settlers of Amherst Island. It is here where, during the Rebellion of 1837, he and his worthy family suffered very great hardships. Both himself and his six sons took an active part in quelling the Rebellion. Their house was broken into and plundered by the rebels, and the father and some of the sons seriously wounded—indeed narrowly escaped with their lives. He left the Island in 1854, and settled with his son James in the Township of Manvers, with whom and his family he lived until the day of his death.—*Port Hope Times*.

GEORGE EDWARD CLERK, ESQ., was the second son of the late Right Hon. Sir George Clerk, of Penicuik, Scotland, for several years M. P. for Edinburghshire, and a Privy Councillor. Sir George was succeeded by his son, Sir James, who died in 1870, leaving the title and estates to his eldest son, the present baronet. The late Mr. Clerk was born in 1815. He served for some time in the Royal Navy, after retiring from which he came to Canada in the year 1844. Although he had been educated in the Protestant religion, he found it a conscientious duty to join the Roman Catholic Church. Soon after his arrival in this country he started the journal with which his name was identified till the time of his death. He was a man of great intellectual powers, a deep student, especially of theology and its kindred sciences, a brilliant and forcible writer. In the conduct of his paper, however, he never departed from the golden rule of justice and courtesy, in this particular, indeed, setting an example which many so-called religious journals would do well to follow. In private life, Mr. Clerk was a true gentleman in every sense of the word. Modest and unassuming in demeanour, righteous in his dealings, generous towards those who differed with him, a staunch friend, pious, charitable and honourable. Except in his own domain of journalism, he did not meddle in public affairs, and his circle of friends and acquaintances included persons of all creeds, political and religious. But through life he was a consistent Conservative. Among his most intimate friends he numbered some of the most distinguished in literature and science, both clerical and lay, which our city has produced. Surrounded by such chosen associates, it was his delight to discuss the questions of high import with which his mind was generally occupied, and those who knew him best will recall with regret the many pleasant hours they have thus spent in his company. He was exceedingly fond of fishing, and in this sport he generally passed his summer holidays. He was, also, an ardent admirer of natural beauty, and would descant very pleasantly on any scenery which charmed him. It will be long before those who shared these pleasures with him, or who had the privilege of enjoying his always instructive and delightful conversation, will cease to miss him. They have the solace, however, of knowing that he always did what his conscience suggested to be his duty, and that he is gone to his reward, "where the wicked cease from troubling, and the weary are at rest."—*Montreal Gazette*.

COL. EDWARD GEORGE O'BRIEN was one of the first settlers on Lake Simcoe, where he had charge of the settlement made by Sir John Colborne, and he was the only settler on the Lake Shore who retained to the last his grant from the Crown. In early life he served his country both by sea and land, and was active as a Magistrate, when in the Commission of the Peace. He also held the rank of Colonel in the Militia, in which he served at the time of the Rebellion. He was warmly attached to the Church of England, and was chiefly instrumental in building and endowing the Church at Shanty Bay. His age was seventy-seven years.

HANS CHRISTIAN ANDERSEN, the Danish author, was born in Odens, April 2, 1805, of very humble parents, but from his father inherited

a taste for literature. He was still receiving a scanty education at a charity school when, in 1814, his father died. Shortly afterwards he was received into the house of a clergyman's widow, where his desire for books was stimulated by his occupation to read aloud for the family. After a short sojourn in a factory he returned home, and was by his mother apprenticed to a tailor. Having an agreeable voice and some ambition to become an actor, in 1819 he sought an engagement in an humble capacity in the theatre at Copenhagen. Though rejected he succeeded in obtaining musical instruction at the Royal Conservatory to fit him as a singer for the stage, but his voice failed him in a few months. By the assistance of the poet Goldberg he was enabled to struggle on in poverty for several years, now studying, now employed in the theatre, producing several plays, which, though they commanded some attention, were never put on the stage. He was finally admitted free into a Government school, where he completed his education and began his literary career. Thence he went to the Royal College, where, in 1829, he produced his first book, "A Journey on Foot to Amak," which made him many friends and a reputation. A royal stipend four years later enabled him to travel, and in 1845 he received a pension that insured his comfort for life. He had travelled extensively and was a charming describer of foreign peoples, scenes and customs, and as a reader of his own works was to Denmark much what Dickens was to England. His fame, however, will rest upon his charming fairy tales for children, which have been translated into every language of the civilized world, and more universally read and affectionately regarded than any other works of a similar character that ever were produced.

IX. Miscellaneous.

AUTUMN IN CANADA.

When Erin's famous bard, Tom Moore, visited Canada, it was confidently expected that he would write a poem on Niagara, but on beholding the mighty cataract he declared himself struck dumb. He felt that no words of mortal man, unless his lips had been touched with celestial fire, like those of the prophet, could do justice to such a theme. In his "Canadian Boat Song" he has left us an abiding memorial of his visit, but he made no attempt to poetize Niagara. Other poets of far inferior powers have been more presumptuous, and have bestowed on it many high-sounding phrases, and much far-fetched imagery, but of its wondrous majesty and beauty no true image or adequate description has appeared. The painters have not succeeded much better than the poets, and it remains, and probably will forever remain, undescribed, unpainted and unpaintable.

Neither can that other glory of our land, the fall, as autumn is poetically called in Canada, ever be truly depicted. No poet's words could convey the slightest idea of the richness and vividness of its tints, the infinite variety of its colours, to those who have not seen them; no painting gives the faintest reflection of the clearness, the purity, the intensity of radiant light which adds the crowning glory to the brilliant hues of royal October. Painters try it, of course, over and over again, but their best efforts seem but a coarse and lifeless parody of the ethereal splendours of a Canadian fall. Had Turner, with his intense love of colour, and his passionate desire to put upon the canvas the brilliant dyes and effulgence of light in which he delighted, ever seen the flaming tints of Canadian woods in Autumn, he would surely have broken his brush and thrown away his palette in despair. Still more might a pre-Raphaelite painter go mad at the sight of those multitudinous streaks and spots and subtle gradations of hue which every leaf or every tiny plant and little shrub and mighty tree displays, and which all Holman Hunt's realistic art could never truthfully depict. It is, indeed, the infinite variety of hue and shades of colour that makes the chief wonder of the magnificent colour-spectacle presented to us in the fall.

In early October, when Jack Frost, that greatest of nature's painters, has done his work deftly and gently, and in a night or two solved all those mysteries of colour-painting which for ages have been the despair of mortal artists, go to some narrow gully or ravine, of which one side may be a grassy slope, the other thickly clothed with forest trees, and where a tiny but never failing creek or watercourse in the bottom keeps the shrubs and plants that grow in profusion round it in full leaf and flower till late in autumn; seat yourself on some mossy stone or log of wood, in some "coign of vantage," and then number the different tints and shades of tints brought together in the picture before you, if you can. You will find there every shade of red, from pink and pale scarlet to a crimson as dark as the heart of a Tuscan rose; every shade of yellow, from brilliant orange to delicate primrose; every shade of green, from the softest apple or pea green

to the invisible green of the hemlock pine; every shade of brown, from the darkest bronze to the lightest cinnamon. Down in the hollow you will see clumps of sumachs, with their beautiful red tufts turning to a golden bronze, and their graceful leaves freshly dyed a bright crimson, or spotted with crimson and gold; rich wreaths of Canadian ivy blazing in the same brilliant colours; thickets of golden rod and purple asters; red bunches of bitter-sweet berries, and wild vines bearing purple clusters of ripening grapes. Then raise your eyes to the rich masses of colour above. See the great oaks, with their splendid leaves of glossy green and glowing red; the golden-leaved hickory and butternut, the pendulous purple leaves of the black ash, the yellow and brown leaves of the poplar and soft maple, and monarch of all, true king of our forests, the glorious sugar-maple, in robes of pale pink, glowing orange, flaming scarlet, and bright green. See in every little opening tufts of golden or bronze ferns; look at the dark pines and hemlocks wreathed with the leaves and berries of some bright coloured creeper; mark how the brown, grey and black trunks come out every now and then to rest the eye; look at the lovely blue sky and golden October sunshine, the atmosphere so radiant, yet so ethereally light and transparent, and then say if the most gifted poet could fitly describe such a scene, or any painter's art portray it!

Now climb the hill and gaze on the broad expanse spread beyond. Catch the blue gleams of the lake in the far distance; notice the swamp with its rich colouring of yellow reeds and pink and crimson grasses; see the fresh green of the young fall wheat, the yellow stubble fields, the brilliant woods, with clumps of pine and hemlock intermixed; watch the rosy afterflow flooding earth and sky; then you will know something of Canadian autumnal colouring—something of the glories of the Canadian Fall.

English poets love best to write of spring, of April's charming skies, and May's early flowers; autumn in their songs is generally russet, sere and brown. Arthur Clough gives us, perhaps the brightest picture of autumn scenery to be met with in English poetry:

"The gorgeous bright October,
Then when brackens are changed, and heather blooms are faded,
And amid russet of heather and fern green trees are bonnie;
Alders are green and oaks; the rowan scarlet and yellow;
One great glory of broad gold pieces appears the aspen,
And the jewels of gold that were hung in the hair of the birch-tree
Pendulous, here and there, her coronet, neck-lace, and earrings,
Cover her now o'er and o'er; she is weary and scatters them from her."

This is a bright and pretty bit of word painting, but it would be all green and gold and brown—the green of the alders and oaks, the brown of the heather and fern, the gold of the aspen and birch—if it were not for the scarlet berries of the rowan, or mountain ash, which gives one flash of deeper colour to the picture.

With us in Canada, October has a choice of royal reds and purples to mix with the gold he wears; like Sardanapalus, he gathers his richest treasures and most gorgeous robes to drape his funeral pyre, and dies in a blaze of glory.

Towards the middle of October, last year, the writer travelled from Hamilton on the Air Line Railway, which is cut through and along the side of a mountain. It was late in the afternoon when the train started, and the sinking sun threw its level rays on the beautiful valley lying below, on the pretty farm-houses, with groups of many coloured trees, gardens and orchards, and on the gorgeous hues of the woods beyond. The cars wound slowly along the edge of the precipice, and the hill rising above them gleamed red in the evening light, and mingled its deep tints with the rosy hues of sunset. In the valley beneath every tree flamed as if it had been decked with gigantic red rubies and yellow or purple amethysts; every little cottage glowed in a halo of light and colours as if it had been an enchanted palace. The glorious sunset and the lovely valley soon vanished, as he travelled on until the scene was lost in gloom and darkness.

TO PRESERVE AUTUMN LEAVES.—First, gather the leaves from the trees just as they are ready to fall, or as soon as possible after they have fallen; press them immediately for a week or more until they are perfectly dry. Get half a pound of yellow beeswax, put in a tin vessel, and place the vessel in a spider containing a little water, which must be kept constantly boiling on the top of a stove over a steady fire. Take each leaf by the stem and dip into the hot wax. Once dipping is usually sufficient. If the wax gathers on the edges touch the places lightly with the hot tin. The leaves dry instantly, and all the bright natural colours are preserved, and will remain for a year. By piercing the leaves near the stem with a doubled thread wire you can weave them on coarser wire, or on a large cord into any description of garlands.

X. Departmental Notices.

MEETING OF THE COUNCIL INTERIM COMMITTEE.

No. 390. COUNCIL ROOM,
Education Office, 11th September, 1875.

The Committee met, pursuant to notice, at ten o'clock a.m. Professor Goldwin Smith, M.A., in the Chair.

PRESENT:—The Chairman *pro tempore*,
The Deputy Superintendent of Education,
The Reverend J. Ambery, M.A.,
Daniel Wilson, Esquire, LL.D.

1. The Report (12,190) of the Central Committee on the examination for First Class Certificates having been read, it was
2. *Ordered*. That on the recommendation of the Central Committee of Examiners, First Class Certificates of qualification be granted as follows, and that the Provincial Medals for 1875 be awarded to the persons undermentioned:—

GRADE A.	
Solomon M. Dorland	Gold Medal.
William O'Connor	First Silver Medal.
David McArdle	Second Silver Medal.
William Edward Sprague	First Bronze Medal.
Joseph Martin	Second Bronze Medal.

GRADE B.	
Charles Andrew Barnes,	Archibald Lee,
James Bruce,	Samuel McAllister,
John Wesley Cook,	James McKenzie,
William Anderson Duncan,	James McLurg,
William Blackley Harvey.	

GRADE C.	
Cassius Campbell,	Alexander Petrie,
William Clark,	Albert R. Pyne,
John Cushine,	Neil Robertson.

Ordered. That Mr. Harvey's Certificate be issued in the usual form, but with permission to appeal to the Council if he thinks himself entitled to a fresh examination.

Ordered. That Mr. Martin's Certificate is granted subject to the production of satisfactory evidence of the required term of service in the profession.

The minutes were read and confirmed, and the meeting adjourned. Adjourned.

(Signed) GOLDWIN SMITH,
Chairman pro tem.

(Certified) ALEX. MARLING, C. C.

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 to 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.

ERRATA.

In the List of Female Second Class Certificates published in the October number, the A and B Certificates were by mistake of the printer incorrectly divided. The following is the corrected list:—

FEMALE.

A.	
Adair, Margaret	Bruce.
Armstrong, Mary	Ontario.
Ballantine, Maria	Wentworth.
Beall, Laura	Ontario.
Beatty, Bessie	Leeds and Greenville.
Beith, Frances	Grey.
Creasor, Mary	Grey.
Darcho, Louise	Lincoln.
Forgie, Agnes	Lanark.
McMaster, Isabella	Ottawa.
Ramsay, Mary	Ontario.

Scales, Hannah	Frontenac.
Westman, Mary A.	Toronto.

B.

Baldwin, Jennie	Elgin.
Ballantyne, Kate	Kent.
Baxter, Isabel	Grey.
Baxter, Sophia	Ontario.
Bennitto, Ellen	Hamilton.
Bissell, Elizabeth	Frontenac.
Bissell, Lydia J.	Frontenac.
Bollard, Susan A.	Frontenac.
Boon, Isabella C.	Middlesex.
Boyle, Jennie	Peel.
Brown, Alice L.	Elgin.
Browne, Elizabeth	Durham.
Cheney, Frances A.	Prescott.
Church, Eliza J.	Toronto.
Clarke, Laura	Lincoln.
Coburn, Mary	Lennox and Addington.
Comfort, Etoile	Elgin.

Comfort, Emma	Elgin.	Neill, O. Maggie	Huron.
Cook, Athelia J.	Stormont.	Oliver, Marion	Perth.
Cowie, Agnes	Wentworth.	Richardson, Gemima	Stormont.
Crozier, Mary	Middlesex.	Robinson, M. Jane	Hamilton.
Flett, Minnie	Hamilton.	Sims, Bertha	Toronto.
Foot, Annie G.	Wellington.	Sims, Florence	Toronto.
Fulton, Amorette	Dundas.	Sinclair, Margaret	Brant.
Gardiner, Lucy W.	Hamilton.	Sliter, Ella	Leeds and Greenville.
Grant, Georgina	Frontenac.		
Gross, Lucretia J.	Lincoln.	Smith, Annie P.	Grey.
Hall, Lizzie	Elgin.	Smith, Jennie E.	Wellington.
Hale, Aggie	London.	Smith, Minnie	Grey.
Halligan, Mary A.	Brant.	Smith, M. E.	Elgin.
Harrison, Maria	London.	Smyth, Margaret	Ontario.
Head, Martha	Brant.	Stuart, Lizzie	Middlesex.
Hetherington, Eunice E.	Durham.	Stewart, Sarah	Ottawa.
Hortin, Annie	Brant.	Tandy, Harriet	Frontenac.
Howard, Abbie	Middlesex.	Taylor, Agnes	Lambton.
Jessop, Amietta	Ontario.	Taylor, S. Louisa	Huron.
Laird, Annie M.	Lennox and Addington.	Thompson, Sarah A.	Durham.
		Thomson, Helen	Huron.
Livingston, Ellen	Elgin.	Todd, Janet	Lanark.
Mahaffey, Mary S.	Grey.	Tomlinson, Susie	Ontario.
Malcomson, Maria	Hamilton.	Trainor, Matilda	Huron.
Marshall, Margaret A.	Durham.	Utter, Edith	Hamilton.
Martin, Victoria	Hamilton.	VanCamp, Loretta	Middlesex.
Mustard, Christina	Huron.	Watson, Jane	York.
McColl, Bella	Middlesex.	Young, Frances E.	Frontenac.
McCormack, Louise	Elgin.		
McGarvey, Josephine	Simcoe.		
McGeary, Rachel	Simcoe.		
McKenzie, Margaret	Welland.		
McMenemy, Annie	Hamilton.		
McPhail, Sarah	Ontario.		

Note.—Mr. Thomas S. Green, of Ontario, is entitled to a Second Class A Certificate. Mr. Joseph Martin, of Carleton Place, is entitled to a First Class A Certificate and Medal, granted conditionally on production of evidence as to time served in teaching.

XI. Advertisements.

ST. CATHARINES' COLLEGIATE INSTITUTE.

SPECIAL Classes organized in all the subjects required for First and Second Class Provincial Certificates. A large number of teachers at present in attendance. School well equipped. A staff of eight experienced masters. Board from \$3 to \$3 50. For prospectus apply to the Head-master. October, 1875.

University of Trinity College.

(INCORPORATED BY ROYAL CHARTER.)

MEDICAL DEPARTMENT—WINTER SESSION 1875-76.

FACULTY:

- E. M. HODDER, M.D., Eng.; F.O.S., Lon.; Dean of the Faculty, and Consulting Surgeon Toronto General Hospital and the Burnside and Diseases of Women and Children.
- W. B. BEAUMONT, M.D., F.R.C.S., Eng.; Consulting Surgeon Toronto General Hospital. Emeritus Prof. of Surgery.
- NORMAN BETHUNE, B.A., M.D., Edin.; M.R.C.S., Eng.; F.R.C.S., Edin.; F.O.S., Lon.; Physician to the Toronto General Hospital, and Burnside Lying-in-Hospital. 24 Gerrard Street East. Prof. of Surgery and Clinical Surgery.
- WALTER B. GEIKIE, M.D., F.R.C.S., Edin.; L.R.C.P., Lond.; F.O.S., Lond.; Physician Toronto General Hospital.—Corner Gould and Yonge Streets. Prof. of Principles and Practice of Medicine.
- J. FULTON, M.D., M.R.C.S., Eng.; L.R.C.P., Lon.—334 Yonge St. Physician to the Hospital for Incurables and Hospital for Sick Children. Professor of Physiology and Sanatory Science.
- W. COVERTON, M.D., M.R.C.S., Eng.; Professor of Pathology and Medical Diagnosis.
- JAMES BOVELL, M.D., L.R.C.P., Lon.; Consulting Physician to the Toronto General Hospital, and the Burnside Lying-in-Hospital.—118 St. Patrick Street. Professor of General Pathology.
- J. E. KENNEDY, A.B., M.D., F.O.S. Lon. Prof. of Materia Medica and Therapeutics.
- J. ALGERNON TEMPLE, M.D., M.R.C.S., Eng.; F.O.S., Lon.; Attending Physician, Burnside Lying-in-Hospital.—144 Bay Street. Prof. of Medical Jurisprudence and Toxicology, and Assistant Lecturer on Obstetrics, etc.
- W. H. ELLIS, M.A., M.B., L.R.C.P., Lon.; Instructor in Chemistry, College of Technology. Prof. of Chemistry—General and Practical.
- H. ROBERTSON, M.B., M.R.C.S., Eng.—24 Shuter Street. Prof. of Anatomy—Descriptive and Surgical.
- J. FRASER, M.D., M.R.C.S., Edin.; L.R.C.P., Lon. Demonstrator of Anatomy.
- A. J. JOHNSTON, M.D., M.R.C.S., Eng.; F.R.M.S., Lon. Microscopy.
- THOMAS KIRKLAND, M.A., Lecturer on Chemistry, Botany, etc. Normal School.

The session will commence on FRIDAY, the 1st October, 1875, and continue for Six Months. The Lectures will be delivered in the new College building, close to the Toronto General Hospital. Full information respecting Lectures, Fees, Gold and Silver Medals, Scholarships, Certificates of Honour, Graduation, &c., will be given in the annual announcement.

E. M. HODDER, Dean.
W. B. GEIKIE, Secretary.