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# JOURNAL OF

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# EDUCATION,

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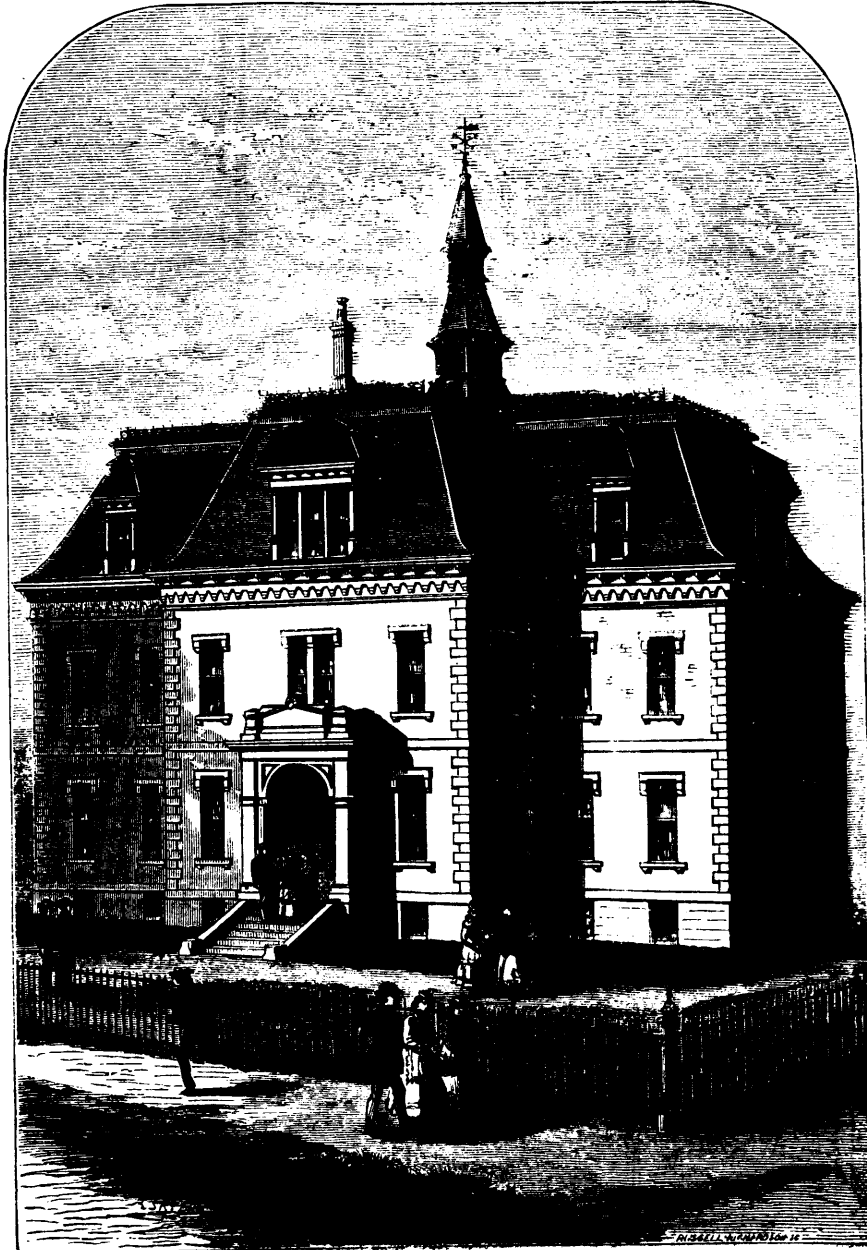
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## HIGH SCHOOL-HOUSE, DORCHESTER.

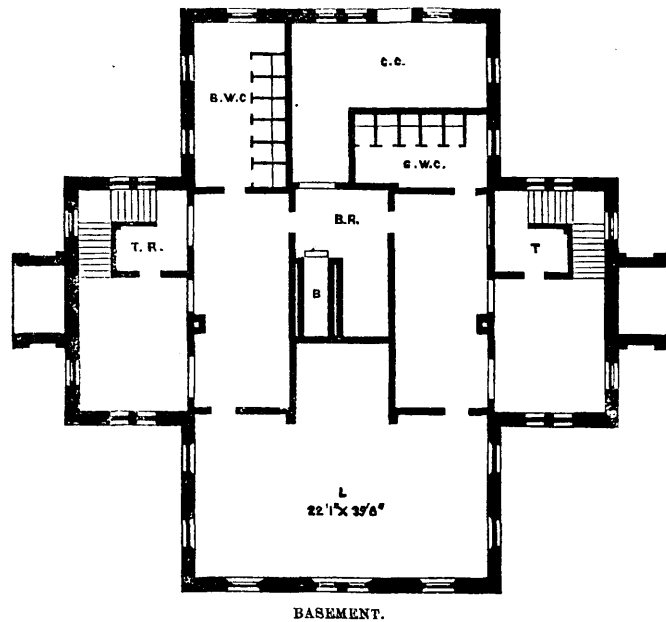
### DESCRIPTION.

THIS beautiful structure had been commenced and was well advanced in its construction when Dorchester became a part of the city, January, 1870, after which time the finishing and furnishing were carried out under the direction of the Committee on Public Buildings. The site of the building is at the corner of Dorchester Avenue and Centre Street. The structure is two stories high, exclusive of basement and attic. The walls of the superstructure are of brick, faced externally with pressed bricks. The trimmings of the doors and windows, and also the angle quoins, are of Nova Scotia freestone. The basement is, externally, about five feet high above the ground,

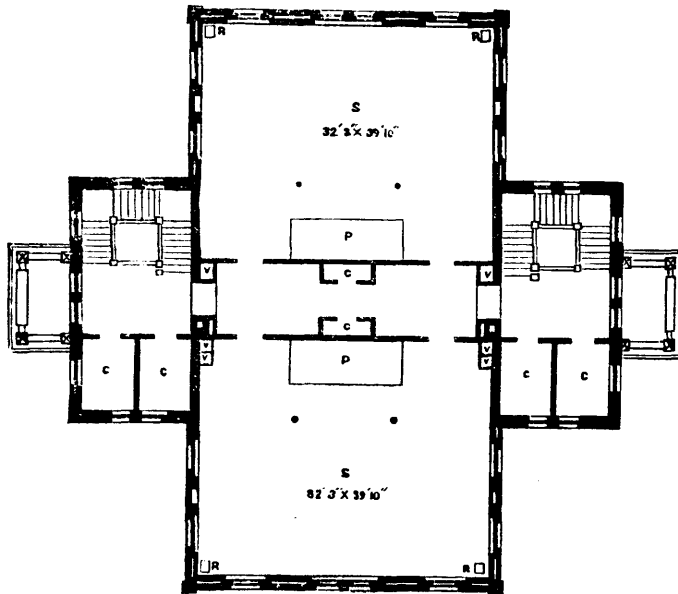


and is of granite. The walls are finished with a handsome cornice, composed partly of stone, and partly of wood and bricks, with copper gutters. Above the main cornice is a high Mansard roof, which is surmounted by an ornamental ventilating turret, about thirty feet high. The main building is eighty feet by forty-three feet. Projecting from the middle of each of the two longer sides is a wing, sixteen feet by thirty-four feet, and in front of each wing is a brick and stone porch, or vestibule, about seven feet by twelve feet. The wings are occupied by the staircases and cloak-rooms. In the basement is a chemical lecture-room and laboratory, a room for the steam-heating apparatus, coal-room, and a room on each side of the building for dry-earth closets,

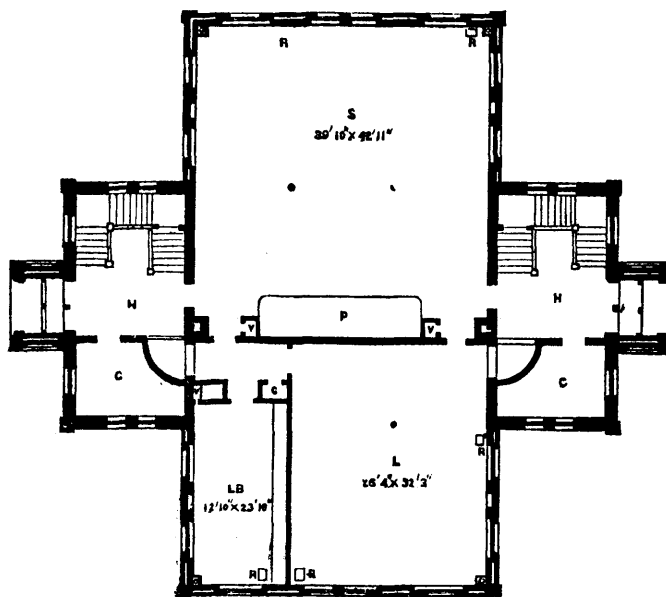
HIGH SCHOOL-HOUSE, DORCHESTER, MASS.



BASEMENT.

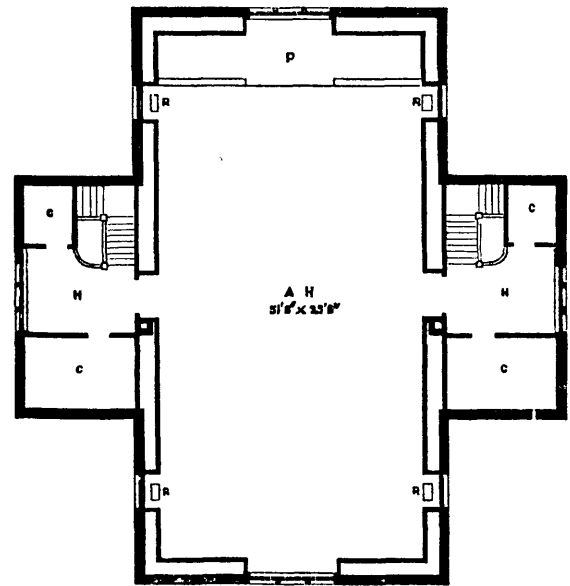


FIRST STORY.



SECOND STORY.

On the first floor is a large class-room, a lecture room, and library. In the second story are three class-rooms. The whole of the attic story of the main building is devoted to an assembly hall. The basement is finished ten feet high; the first and second stories fourteen feet high, and the assembly hall sixteen feet high. The interior is finished throughout with ash. The furniture is of oak. All of the modern improvements have been supplied, and the whole interior is as convenient and pleasing as any structure of the kind in the Commonwealth. The building will accommodate about two hundred pupils.



THIRD STORY.

The final working plans were prepared by George Ropes, architect; William Sayard was the contractor for the mason work, and Edward McKechnie for the carpenter work. Cost of the land and building, \$92,580.51.

**RULES FOR STUDY.**

1. Take a deep interest in what you study.
2. Give your entire attention to the subject.
3. Read carefully *once*, but think often.
4. Master each step as you go.
5. Think vigorously, clearly, and connectedly.
6. Let study, recreation, and rest be duly *mixed*.
7. Study systematically, both as to time and method.
8. Apply what you learn.

The student will do well to keep these rules before him until their observance becomes a life habit. Right habits of study are vastly more important than the knowledge acquired. *How to learn*, is the important lesson to be mastered by the young.

Teachers may safely place these rules over their desks, and train their pupils into the habits of observing them; school life will then mean more than the mere knowledge of a few branches—it will fit for real life.

**FREE PUBLIC SCHOOL LIBRARIES AND PRIZES.**

We present in this number of the *Journal* our annual statement of the operations of the Educational Depository for 1872. From the accompanying tables, it will be seen that the number and value of books sent out for libraries and prizes, maps and apparatus, have been unprecedentedly large.

The facts shown in these tables are most gratifying, and demonstrate the continued and growing popularity and importance of this branch of our educational operations:—

(b)

TABLE showing the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department from 1853 to 1872 inclusive.

No. of volumes sent out during the year.	Total volumes of library books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy & Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales & Sketches, Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	.....	432	.....	28659
1856	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	2557	32390
1858	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	8045	15632
1859	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	.....	172	12089	21397
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	20194	29266
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	26931	33419
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	.....	112	29760	35359
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	32890	39164
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	57	33381	36742
1865	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	58	44601	48483
1866	6856	1144	217	56	125	81	55	282	26	19	291	652	776	784	2200	.....	148	58871	65727
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	.....	66	64103	69529
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	979	736	2211	150	52	54715	61288
1869	6428	1148	268	51	96	91	36	198	18	19	162	499	1172	882	1237	491	60	54657	61085
1870	5024	865	162	28	68	64	36	156	14	.....	159	367	527	610	1542	374	52	60655	65679
1871	4825	830	152	12	46	41	35	145	18	1	149	366	581	524	1591	297	37	60420	65245
1872	6015	866	235	49	90	64	57	188	18	.....	132	540	850	568	1671	366	323	63721	69736
Totals...	253512	43889	15662	2872	6244	4877	2169	13485	1576	795	9873	24178	22420	29067	71415	1678	3312	627590	881102
Volumes sent to Mechanics' Institutes and Sunday Schools,.....																			18563
Deduct volumes returned for exchange, &c.,.....																			899665 616
Grand Total, Library and Prize Books despatched up to 31st December, 1872, .....																			899049

(a)

TABLE showing the Value of Articles sent out from the Education Depository during the years 1851 to 1872 inclusive.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.	Total Value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851	.....	.....	1,414	1,414
1852	.....	.....	2,981	2,981
1853	.....	.....	4,233	4,233
1854	.....	.....	5,514	5,514
1855	51,376	.....	4,389	56,890
1856	9,947	4,655	5,726	18,991
1857	7,205	9,320	6,452	22,251
1858	16,200	18,118	4,077	38,395
1859	3,982	11,810	6,972	22,764
1860	5,805	11,905	6,679	24,389
1861	5,289	16,832	5,416	27,537
1862	4,084	16,251	4,894	25,229
1863	3,273	16,194	4,844	24,311
1864	4,022	15,887	3,461	23,370
1865	1,931	17,260	4,454	23,645
1866	2,400	20,224	3,818	26,442
1867	4,375	27,114	4,172	35,661
1868	3,404	28,270	7,419	39,093
1869	4,420	25,923	4,793	35,136
1870	4,655	24,475	5,678	34,808
1871	3,396	28,810	6,175	38,381
1872	3,300	30,076	8,138	41,514
	4,421	42,265	10,481	57,167

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or School apparatus) imported into Ontario and Quebec:—

Year.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850	\$101,880	\$141,700	\$243,580	\$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,060
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
1860	155,604	252,504	408,108	8,846
1861	185,612	344,621	530,233	7,782
1862	183,987	429,234	613,221	7,800
1863	184,652	276,673	461,325	4,085
1/2 of 1864	93,308	127,233	220,541	4,668
1864-5	189,386	200,304	389,690	9,522
1865-6	222,559	247,749	470,308	14,749
1866-7	233,837	273,615	507,452	20,743
1867-8	*224,582	*254,048	478,630	12,374
1868-9	278,914	373,758	652,672	11,874
1869-70	220,371	351,171	571,542	13,019
1870-71	146,435	411,518	557,953	13,078
1871-72	212,644	477,581	690,225	20,315

OPINIONS OF SCHOOL TRUSTEES AND OTHERS AS TO  
THE BOOKS AND REQUISITES SENT OUT.

(OPINIONS RECEIVED IN 1872-73.)

- Township Trafalgar.*—"Both children and parents were well pleased with the selection they received last year."
- Township Zorra West.*—"I may state that the selection of prize books made in December for the school by the Department proved highly satisfactory."
- Township Innisfil.*—"Those (prize books) you sent have given such good satisfaction that we will soon send again."
- Inspector, County Haldimand.*—"I was very much pleased with the prize books sent by the Department, and will urge Trustees to apply to you for semi-annual supplies of them."
- Township Zorra East.*—"We should like the same care taken in selection, and books of the larger size, averaging from thirty to eighty cents each."
- Township Normanby.*—"Accept our sincere thanks for the books and cards received from the Education Office, especially for the German books, which are very interesting, useful and instructive."
- Township Dorchester, N.*—"The globes are everything that could be expected; they are a credit to the makers."
- Township Bruce.*—"We feel very well satisfied with the selection you made for us."
- Township Colborne.*—"The selection made for me by the Department has always been most satisfactory."
- Townships Crosby, N. and S.*—"The selection made by the Department last time was so excellent that it is again left to it—only suggesting that a few toys, instead of books, would be as well for the smaller pupils."
- Township Essa.*—"We were well satisfied with your selection last year."
- Colborne.*—"Your last selection was very satisfactory."
- Township Chinguacousy.*—"In the selection of books that you sent us in March last we found several excellent books, and we therefore leave the selection to the Department again."
- Township Thurlow.*—"We leave the selection of the books, &c., with you, for those we received last year were all that could be desired, and you selected them."
- Township Blandford.*—"The selection being left with you as you have suited us by your selection for the last four years."
- Township Nissouri, W.*—"Having seen a selection of prize books sent from your Depository I feel confident you will select books as good as possible at the price."
- Township Yonge Front.*—"The maps and T. R. Lessons I purchased at the Depository in October last, I am glad to say, have given not only satisfaction to the trustees, but a real pleasure to the teacher and scholars. The Tablet Reading Lessons are certainly necessary for small children reading the first book."
- Township Wellesley.*—"The selection we leave to you, as that you made for us for two years previously was better than we could have made ourselves; and the books you sent gave complete satisfaction to all."
- Township Minto.*—"The packages of prize books we have previously got from the Department have given us great satisfaction."
- Ottawa.*—"We were very much pleased with the Department's selection for "Teacher's Library," and therefore leave the choice of this prize lot entirely to yourself."
- Williamstown.*—"We will leave, as on former occasions, the selection of the books to your superior judgment."
- Township Beverley.*—"As the selections heretofore made by the Department have given satisfaction, we leave them to be made as on former occasions."
- Township Vespra.*—"The Trustees desire me to say that the packages they received in the year 1870 gave good satisfaction."
- Township Fitzroy.*—"The selection you will please make yourself, as we were well pleased with books, &c., sent us in March last."
- Farmersville.*—"We are highly pleased with the maps, apparatus &c., sent to our school at the beginning of the present year. The maps, in particular, give universal satisfaction. We have no sympathy whatever with those who speak and write disparagingly of the praiseworthy efforts of the Department."
- Township Bayham.*—"You gave good satisfaction in answer to similar order last year, and I feel confident that you can do better than if I attempt to select from the catalogue myself."
- Township Innisfil.*—"We leave the selection to you. We were well satisfied with those you sent last year."
- Township Mariposa.*—"We got a package (prizes) last year, and it was better than those we could select."
- Township Moore.*—"The selections of former years were entirely to our minds; therefore, we leave the matter wholly in your hands."
- Township Saltfleet.*—"We have been getting prize books some seven years, and have always been satisfied before."
- Township Brock.*—"Your last selection gave entire satisfaction."
- Township Mariposa.*—"We are highly pleased with the prizes we get from the Department. There are some excellent books among them. Our school is very prosperous this year—I believe partly due to competition for prizes by merit cards."
- Ottawa*—(Inspector P. S.)—"I have much pleasure in expressing my satisfaction with the selection of works made by the officers of the Department, both in the Teachers' Library and the Christmas prizes."
- Township Mara.*—"We leave the choice of the articles to you. We did so before and were well pleased at the result."
- Township Raleigh.*—"We offer you our thanks for the very suitable prize-books we received in November last, which gave general satisfaction."
- Township Townsend.*—"Your last selection was so suitable and appropriate that we leave the choice again in your hands."
- Township Williams West.*—"The last library we procured contained books, chiefly on *Adventures in Hunting*, &c., which appeared to excite an interest for reading in the section, and satisfied all parties."
- Township Fenelon.*—"We thought the last assortment was beautifully selected."
- Township Keppel.*—"The books you sent have arrived safe and in good order, and we were very well pleased with them."
- Township Whitby West.*—"Your selections in previous years for our school have given satisfaction, and we prefer leaving it with you again, to making our own selection."
- Township Williamsburg.*—"I received your merit cards, and was well pleased with them."
- Township Grantham.*—"The books you sent us last year gave satisfaction."
- Township Manvers.*—"We are well satisfied with what we received before, and again leave them (Prize Books) to your selection."
- Township Sydenham.*—"The library books we obtained last year gave great satisfaction."
- Township Gloucester.*—"We received the package (prizes) last year, and were well pleased with them."
- Township Puslinch.*—"The package of prize books and the map of the world sent from the Department were in every respect found to be satisfactory."
- Township Esquesing.*—"Last year you selected the books for us; the selection giving good satisfaction."
- Township Dereham.*—"Though we did not receive all the books we sent for, still those selected in their places were very appropriate."
- Township Egremont.*—"We leave you to make the selection, as we have always got satisfaction in the past."
- Township Marmora.*—"I think it is seven times I have gotten prize books from the Department, and always with good satisfaction."
- Township Petewawa.*—"You will please accept our thanks for your very good and appropriate selection of books, and the many little pleasing extras you so kindly put in, which I feel sure will all help to elevate our schools still more."
- Township Haldimand.*—"The books and papers ordered at your office give the best satisfaction, for which accept our thanks."

## SEVENTEEN FACTS AND INFERENCES TO BE CONSIDERED.

1.—*City and Town Boards of Trustees authorized to establish a Depository for their Schools.*

That the law authorizes (and provides facilities for) each Board of School Trustees, in Cities, Towns, &c., to establish and maintain what is equivalent to a Depository, or School depot, for the supply of its schools with approved books, stationery, &c., of all kinds, and authorizes the charge of a fee for its maintenance.

2.—*Educational Depository, a City and Town one, on a large scale.*

That the Depository connected with the Education Department, is nothing more than such a City or Town School depot on a large scale, and under Provincial control, out of which to supply all the Schools of the Province.

3.—*What is right and proper for a City and Town Board to do is not wrong for the Education Department to do.*

That what is right and proper for a City and Town Board of Trustees to do (under the sanction of the Legislature), cannot be wrong for the Central Depository of the Education Department to do on a large scale, under the same sanction.

4.—*Educational Depository exists solely for the schools.*

That the Educational Depository exists solely for, and in the interest of, the schools alone, and that it has never supplied private parties with books, or interfered with private trade in any way.

5.—*Principle of the Depository acted upon by the Dominion and Provincial Governments, &c.*

That the principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery Offices, Queen's Printers, Post Offices, Army and Navy supply, etc.

6.—*To abandon the Depository principle would be to create two evils.*

That to abandon the principle of the Educational Depository would be either to confer a monopoly of high prices upon a few individual booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious as well as the good, as we shall demonstrate by incontrovertible testimony and examples.

7.—*Examples and warnings of others not to be disregarded.*

That the examples in our own country, and the warning of our American neighbours (which we quote below) should not be disregarded by us, but should be carefully pondered.

8.—*Not one of our 5,000 schools has asked for change in Depository system.*

That after an experience of twenty years, not one of the nearly 5,000 school corporations have asked for any change in the Depository system, but numbers of them have regarded the Depository as a great boon, and have so expressed themselves.

9.—*None but interested parties wish to destroy the Depository.*

That none but interested parties have ever petitioned the House of Assembly against the Depository; that even they have not done so for years, and that during the last session several petitions were sent in asking the House to authorize the Department to supply poor schools with maps and apparatus, as part of the grant made to them.

10.—*The gift of books and maps identical in principle with the gift of money, &c.*

That if the Government, under the authority of the Legislature, has a right to give money and provide trained teachers for the schools, it has also a right to give books and maps to them, and there is not a shadow of difference in the principle of the one gift and the other.

11.—*Great success of the Depository for 20 years.*

That the Depository has now been in successful operation for twenty years, has sent out (or, at the end of this year will have sent out) nearly 900,000 volumes of approved books, for libraries and other reading, and (including maps and apparatus) articles, during the same time, to the value of nearly \$600,000.

12.—*No article costs a school more than half a reduced price.*

That all the books and maps for the schools are purchased from wholesale booksellers and others, at the lowest wholesale rates, and are sold (on an average) at currency for sterling rates, or about 25 per cent. less than the usual current retail prices, and that no school has to pay more than one-half of this reduced rate.

13.—*Development of Home Trade by the Depository.*

That the Depository has developed new branches of home manufacture and industry in Ontario, and has largely increased the demand for books, of which the booksellers have reaped the benefit.

14.—*Alleged interference with book trade disproved.*

That the alleged interference of the Depository with the book trade is the reverse of truth, as the "Trade Returns" will show. It has, on the contrary, largely developed this trade, by sending books into every corner of the land. The value of books (not maps and apparatus) imported into the Province of Ontario, in 1850, was \$141,700, and, in 1870, \$351,000, while the average import of books by the Department has not been five per cent. of this latter sum.

15.—*Entire text-book trade in the hands of booksellers.*

That the entire text-book trade is in the hands of the booksellers, as the books are all named and known, and no departure from the lists can take place; but that, with the large and constant influx of new books, no such supervision could take place over the supply by booksellers of prices and library books.

16.—*Legislative aid to Depository develops local effort.*

That, of the \$398,408 granted by the Legislature to the Depository since 1851, \$153,692 have been returned to the Provincial Treasury, as the proceeds and evidence of local effort to supply the schools with books, maps and apparatus.

17.—*Depository has fully paid its own expenses.*

That the Depository has fully paid its own way, and has not cost the Province one penny for its management for twenty years.

## THE BOOK TRADE OF TORONTO, 1872.

In no department of Canadian commerce has there been, of late years, a more satisfactory and gratifying growth than in the business of book-selling. The expansion of the trade, during the last five or six years, particularly, is as remarkable to the statistician as it is encouraging to the active firms engaged in the business. Nor is its bulk the only feature of note. Any one accustomed to frequent the book stores of the country will find that there has been also a marked improvement in the character of the trade's importations. While in former years much that was offered in the way of literary pabulum was the raw product of the neighbouring markets—either in the shape of the crude piracies of English copyrights or the gilt gingerbread of American centre-table literature; now, the shelves and counters of the booksellers display substantial and tasteful editions of English production. The gradual popularizing of literature in England—both standard and current—and the advantage, as to cost of production, being on the English rather than on the American side, has had much, of course, to do with this change. Yet, there can be no question, and it is due to the trade to acknowledge it, that while there has been a very decided improvement in the reading taste of the community, which naturally created the demand for a superior class of literature, there has also been a very perceptible influence exerted, by the many intelligent members now in the trade, in favour of a superior and more wholesome class of reading, and that of honest and *bona fide* authors' editions. Moreover, thanks also to native enterprise, much in the way of works of elementary instruction for school purposes, as well as many books of a more professional character have been manufactured for our wants, instead of having to draw our supplies from abroad. Any one familiar with the manner in which English history used to be re-served, in American editions of school class-books, for the young attitudinizing disclaimer of the otherside of the line, will appreciate the importance of this change. And with the growth of our population and the extension of our educational system, no doubt, our publishing houses will be induced to do more in this way; provided always, that we have a Council of Public Instruction discerning enough, and sufficiently actuated by motives of fair-play and impartiality, to give encouragement to such enterprises.

It is gratifying also to note that many ventures, of a more ambitious character have been made by the trade during the year, and with very encouraging results. Not only have reprints been undertaken to a considerable extent by our home firms, and by arrangement with the authors, but many native works in several departments of literature, and all of more than passing interest, have issued from the press. Further announcements of forthcoming works, of interest to Canadian readers, indicate also the growing extent of this trade. The establishing of "*The Canadian Monthly and National Review*," in the present year, cannot be overlooked as an event, in connection with our young publishing trade, which must awaken and fan the national life of the country. Its enduring establishment, while it so creditably represents the higher literary life and culture of the country, should be a matter of personal effort and pride on the part of every person of intelligence in the Dominion. And referring to this periodical suggests another mark of the progress of the publishing trade in Canada, which we should be unjust to overlook. We refer to the mechanical perfection in the

printer's art amongst us. No one, be he Colonist, Imperialist, Republican, or Cosmopolitan, but will admit that the pages of this national magazine, as well as those of several recent productions of our Toronto men satisfactorily show that we have at last emerged from the old Colonial type of workmanship, and that rarely is there better printing to be seen in the most important centres of the publishing trade of the world.

Altogether, whether we look to the rapid development of the book trade in the last few years, to the surprising extent of its importations, to the value and bulk of its home manufactures, or to the character and importance of its operations, we have ample room to felicitate ourselves and congratulate the country upon its many gratifying results. Figuratively, the value of English importations alone for the past year, as nearly as can be approximated, has been close upon a half-million of dollars. This amount, it is no less worthy of note, is fully one-third the value of the exports of the same class of stock from England to the markets of the United States. The value of the importation of American reprints, &c., from the other side the lines, and the amount of the trade in native book manufacture, when added to the above, would show a very handsome amount as representative of the doings of our Canadian book trade for 1872.—*Mail Report.*

### BOOK TRADE OF BRITAIN.

The London *Times* has the following item as to the book trade of Great Britain with foreign countries :

In the article of printed books our trade with foreign countries and the colonies has shown a very great increase in the last few years. Our exports and our imports of books in the year 1871 were both of them more than double those of 1861. The export of books from the United Kingdom reached 62,210 cwt., of the declared value of £719,042, and these figures will prove too low to represent the export of 1872. Our imports of books from ports beyond the seas are always much below our exports. In 1871 our imports amounted to 14,507 cwt., of the value of £158,429. Our largest customer for our books is America. Thither went, in 1871 22,611 cwt., of the value of £244,665, for the United States, and 7,243 cwt., of the value of £71,465, for British North America, so that nearly half our export must have gone to the New World. Our imports of books come chiefly from Europe. In 1871 we imported from Germany, Holland and Belgium 7,257 cwt., of the value of £71,625; from France, 3,932 cwt., of the value of £54,324; from Spain, 402 cwt., of the value of £5,672; from the United States, 1,166 cwt., of the value of £11,632.

## II. Papers on Books and Reading.

### 1. SALE OF OLD BOOKS.

In this age of cheap literature, it is a little wonderful to find that the very highest prices yet realized, are paid for the early specimens of the printer's craft. But so it is. There was a sale very recently in London, of a small collection of rarities belonging to Mr. Perkins. The catalogue numbered but 865 lots, yet it was confidently predicted that the proceeds of the sale would reach twenty thousand pounds sterling, and even this enormous total was considerably exceeded by the actual result. The great feature of the sale was the submission to competition of two copies of the famous Mazarin Bible, one on vellum, and the other on paper. The Mazarin Bible gets its name from the fact that the copy first known to bibliographers was discovered in the library of Cardinal Mazarin. It has the double distinction of being, probably, the first edition of the Latin Bible, and the first book printed with metal types by Guttenberg and Faust. As it has no date (the first edition with a date is 1462), the year of its production can only be stated conjecturally, as not earlier than 1450, nor later than 1455. "There can be little doubt," says a London correspondent, "that this book was printed at Mayence, and we have the usual roundabout testimony that before the sheets were worked off the cost of it had reached 4,000 florins. Whether on paper or on vellum it is one of the finest books and rarest in the world, and one of the finest as well as earliest specimens of printing. One can almost agree with the cataloguer that "in contemplating this work the mind is lost in astonishment that the inventors of printing should, by a single effort, have exhibited the perfection of their art." The price which the copy on vellum brought was £3,400 and the copy on paper £2,690. These are the highest prices ever paid for a printed book, the highest price on record previous to this sale being £2,260 at the Roxburgh sale by the Marquis of Blandford for a unique Valdarfer Boccaccio of 1471.

### 2. MODERN LITERATURE.

When one looks on the ever-increasing multitude of books, he can but ask, who in the generations to come will read them? Supposing literary productiveness to continue as active as now—and it bids fair to increase rather than to diminish—how can future readers do more than keep up with the literature of their own day? What will they do with the innumerable writers of the past? What with the many products of the present generation? Of course, by degrees, the fifth, fourth, third-rate authors disappear from public sight, and their names live only in antiquarian catalogues. But what of those whom we are used to class as first and second-rate—the men of genius and of pre-eminent ability—the Scotts, the Dickenses, the Thackerays, the Bulwers, the Brownings, the Tennysons—not to speak of those renowned as theologians, metaphysicians, historians, scientists? Will they be read fifty years hence?

It is not easy for a man of one age to judge what a coming age will admire and deem worthy of preservation. There is, indeed, an ideal standard of excellence; and in proportion as this is reached, the chances of immortality increase, but the literary artists who work for posterity are very few. Not one writer in a thousand aspires higher than to please the popular taste, and thus acquire an immediate reputation. Literature is more and more a trade and a means of livelihood, and must therefore address itself to the topics of popular interest, and aim to treat them according to popular tastes. No one can reasonably find fault with this. But it shows us that popularity is no pledge of permanent reputation. Time works great changes in the relative position of authors. The names that the world will not willingly let die, were, in not a few instances, among the obscure of their own day.

It is a question whether this great literary fecundity is favourable to the highest results. It might seem that when such great numbers are authors, the probabilities are augmented that a certain number of them will do work of the highest kind. Where there are hundreds of Jameses and Trollopes and Mulochs, there is greater likelihood of being one Thackeray, or one George Eliot. Perhaps this is so. But setting aside genius—which is always a law to itself, and comparatively little affected by its surroundings—the highest order of talent is quite as likely to be smothered as to be stimulated by the warm and murky atmosphere in which it now lives. Like trees in a thick forest which check each other's growth, so these numberless *litterateurs*, by mutual action and reaction, are kept in a mediocre condition, and each becomes a kind of facsimile of the other. That full development of one's own individuality, which gives to books their charm and power, is scarcely possible to one who does not live a somewhat isolated intellectual life. A man whose daily food is from the newspapers and magazines and reviews, and who measures himself by his contemporaries, will scarce be heard of a quarter of century hence.—*Churchman.*

### 3. TIME FOR READING.

"I have no time to read," is the common complaint, of those whose occupations are such as to prevent continuous book perusal. They seem to think, because they cannot devote as much attention to books as they are compelled to devote to their avocations, that they cannot read anything. But this is a great mistake. It isn't the books we finish at a sitting which always do us the most good. Those we devour at odd moments, half a dozen pages at a time, often give us more satisfaction, and are more thoroughly digested than those we make a particular effort to read. The men who have made their mark in the world have generally been the men who have in their boyhood formed the habit of reading at every available moment, whether for five minutes or five hours. It is the habit of reading, rather than the time at our command, that helps us on the road to learning. Many of the most cultivated persons, whose names have been famous as students have given only two or three hours a day to their books. If we make use of spare minutes in the midst of our work, and read a little, if but a page or a paragraph, we shall find our brains quickened and our toil lightened by just so much increased satisfaction as the book gives us. Nothing helps along the monotonous daily round so much as fresh and striking thoughts, to be considered while our hands are busy. A new thought from a new volume is like oil which reduces the friction of the machinery of life. What we remember from brief glimpses into books, often serves as a stimulus to action, and becomes one of the most precious deposits in the treasury of our recollection. All knowledge is made up of small parts, which would seem insignificant in themselves, but which, taken together, are valuable weapons for the mind and substantial armour for the soul. "Read anything continuously," says Dr. Johnson, "and you will be learned." The odd minutes, which we are inclined to waste, if carefully availed of for instruction, will, in the long run, make golden hours and golden days that we shall ever be thankful for.—*Scribner's for August.*

—READ AN HOUR A DAY.—An English paper tells of a lad who at the age of fourteen was apprenticed to a soap-boiler. One of his resolutions was to read an hour a day or at least at that rate, and he had an old silver watch, left him by his uncle, which he timed his reading by. He stayed seven years with his master and said that when he was twenty-one he knew as much as the young sire did. Now let us see how much time he had to read in seven years at the rate of an hour a day. It would be 2,555 hours, which, at the rate of eight reading hours each day, would be forty-five weeks, equal to twelve months,—nearly a year's reading. That time, spent in treasuring up useful knowledge, would pile a very store. Surely it is worth trying for. Try what you can do. Begin now. In after years you will look back upon the task as the most pleasant and profitable you ever performed.

### III. Papers on Education in Various Countries.

#### 1. N. Y. STATE TEACHERS' CONVENTION—LIBRARIES.

This year the teachers of New York State held their annual convention in Utica. As usual, essays were read on topics which seemed to require the special attention of educators, and these were followed by discussion and comment. Mr. Edward Danforth, Deputy State Superintendent, of Albany, presided, and in his opening address gave a statistical account of the use, progress and present condition of public school instruction in the State. The report of the Standing Committee was replete with suggestions of radical changes or reforms. It recommends such legal action in the matter of District School Libraries as will make the library system more efficient. If this cannot be done, it then recommends that the library system be abolished, and the funds now squandered on it appropriated to some useful department of public instruction. Another suggestion is that the filling of the office of School Commissioner be removed out of the sphere of local politics, and that the appointment be made hereafter by the State Superintendent, or by an appointing board chosen by the Governor; and, further, that the salary of the Commissioner be so increased as to secure competent men, who will devote their whole time to the duties of the office. The report, in addition, condemns the present duality in the supervisory department of Public Education at Albany, because it separates the academies from the public school system, and presents one of the great obstacles to a united system of public instruction. One or the other department should be done away with.

During the three days' sessions, there was time for the reading of quite a number of papers, and there was a corresponding variety of subjects considered. Mr. H. Smith, of Waterton, took up the "Academy," and showed why it ought to be treated as an organic part of the system of public education.

Superintendent Beattie then read a paper on "Supervision in Cities." Its leading points were, that Superintendents ought to be men of commanding ability and educational culture; that they ought to be set apart to their work, and not permitted to combine administrative duties with supervision, instancing cases where Superintendents were Presidents of Boards of Education; and that women should frequently be chosen as Superintendents. The paper by Commissioner Selden, Genesee County, maintained that the present system of supervision through commissioners of public education in the country districts had failed to fulfil the expectations of the friends of that arrangement, and that in very many cases the commissioners are selected on account of their availability for political uses. Major Stourtz, of Buffalo, said that supervision, whether by principals, commissioners or superintendents, no longer means teaching; that commissioners or superintendents untrained as teachers cannot wisely supervise, because they cannot even advise as to the best methods, and that it is by no means uncommon to find young men fresh from college placed as superintendents and experienced teachers.

Among the other speakers before the association was Mrs. Nellie Lloyd Knox, of the Brockfort Normal School, who arrested the attention of the audience by her clear presentation of the subject of Primary Education. Prof. Cooley, of Albany, put in a claim for Natural Science as a part of Common School instruction.

The convention closed with an informal gathering on Thursday evening, after electing Superintendent Andrew McMillan, of Utica, President for the ensuing year.

#### 2. THE JESSE KETCHUM MEMORIAL FUND, BUFFALO.

This fund, established during the year by B. H. Brennan, Esq., is intended to found an appropriate and enduring memorial of that endeared and venerated man, the late Jesse Ketchum, so well

known in Toronto. The correspondence, bearing upon this important matter, is herewith furnished, and also the accompanying deed, giving in detail the motives actuating the donor in bestowing upon the public schools, this munificent gift,

The following is the letter and deed referred to :

BUFFALO, Sept. 29, 1871.

Hon. Alexander Brush, Mayor of Buffalo :

SIR.—In pursuance of a long cherished purpose unavoidably delayed, I herewith transmit a deed of trust to the City of Buffalo, designed to establish a memorial in honor of the late Jesse Ketchum, and for the benefit of the public schools of Buffalo, and respectfully request that such action may be taken thereon as may appear proper.

I also transmit herewith my check for the amount mentioned in the deed.

I have the honor to be, sir, very respectfully, your obedient servant.

B. H. BRENNAN.

THE DEED.—KNOW ALL MEN BY THESE PRESENTS, that I Barnabas Hazlet Brennan, of the City of Buffalo, in the County of Erie, and State of New York in honor of Jesse Ketchum, late of said city, deceased, for the benefit of the public schools of said city, and to create and perpetuate a trust fund, to be known as the "*Jesse Ketchum Memorial Fund*," have given, granted, assigned, transferred and delivered, and by these presents do give, grant, assign, transfer and deliver unto the City of Buffalo, a municipal corporation, created and existing under and by virtue of the laws of said state, the sum, of *Ten Thousand Dollars*, lawful money of the United States, to have and to hold the same unto the said, the City of Buffalo for-evermore, in trust, always for the uses and purposes and subject to the conditions and provisions hereinafter set forth and expressed, that is to say :

The said sum of money, and all additions to be made thereto, as hereinafter directed, shall be always held, managed and controlled as the capital of the fund aforesaid, by five trustees, of whom, the Mayor, and Superintendent of Education, of said city for the time being, shall *ex officio*, be two, and Arthur Cleveland Coxe, Nathan Kelsey Hall and James Murdock Smith, citizens of said city, and their successors to be nominated and appointed as hereinafter provided, shall be the other three. All vacancies in the office of trustee occurring by the death, removal from said city, resignation or otherwise, of either of the three trustees last named, or their successors, shall be filled by the common council of said city upon the nomination of the Mayor.

The capital of said fund shall be invested by said trustees, and by them always kept invested in the bonds of said city or of said county, or of other safe interest bearing securities, and not less than one-third nor more than one-half of the income of said fund for each successive year for ever, shall be added to and remain a part of the capital thereof; and they shall make an annual report to the common council of said city of the condition and investment of said fund and the income thereof and their disbursements there from. The unfunded balance of income for each year, being not less than one-half nor more than two-thirds of the whole income for that year, shall be expended by said trustees in providing gold and silver medals, books or other suitable prizes presentation to meritorious pupils of the public schools of said city under such rules and regulations as said trustees shall, from time to time prescribe, but not less than one-half of the total amount expended for prizes in each year, shall be expended for gold and silver medals. These medals shall be made of standard gold or silver of the same fineness and purity as gold and silver coins of the United States, and weigh not less than the double eagle—to wit: 516 grains each. All of said medals shall be struck in honor of the late Jesse Ketchum, and bear on their obverse, his name and portrait and the year of his birth and death, together with such other devices, legends and inscriptions on their obverse and reverse as said trustees shall direct. They shall be made and finished in the highest style of the art, and those of each class or kind numbered successively. Every Medal shall have a suitable case, and be accompanied by a certificate on parchment, vellum or other suitable material, setting forth the class or kind and number of the medal, to whom awarded, and when and for what, with the number and other designation of the school in which the medal was awarded, and such other particulars as the trustees may deem proper, and such certificate shall be signed by or on behalf of the trustees and countersigned by the principal of the school in which the medal was awarded, and by the Superintendent of Education of said city, and the name of every pupil, to whom a medal may be awarded, and the class and number thereof, shall be duly reported by the trustees to the common council, and their report shall be recorded, preserved and published with the minutes and proceedings of the common council.



The system of public instruction has for its grand object and design to make worthy citizens, and this implies the culture of the mind, the morals and manners, and the object and design of this trust is to promote that three-fold culture in just proportions. The medals and other prizes are intended as incentives to diligent study, correct deportment and good behaviour. They are intended to promote a faithful application to prescribed studies, a cheerful obedience to all the rules and regulations of the school, a respectful demeanor towards the teachers, a strict attention to the proprieties, which distinguish polite intercourse of refined society, and a supreme regard for "whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report." All of said medals and other prizes shall be awarded by the trustees or by judges appointed by them, who shall make the awards under such instructions, as the trustees may give as the principles which shall govern them in making the awards, and as to the means they shall take to ascertain and determine who are most worthy, and they shall report to the trustees. All medals and prizes awarded in any one year, shall be presented by the trustees, or under their direction, to all pupils, entitled thereto, on some public occasion.

The words "public schools," as used in this instrument, shall not be construed to exclude the Normal School, now being established in the city, situate on the block of land, granted by Mr. Ketchum to the city for educational purposes or other schools in immediate connection therewith, situate on said block, but shall be construed to exclude all schools under the ecclesiastical control of any church, sect or religious denomination, and all other schools, which are not placed by law under the exclusive management and control of the City of Buffalo, save and except only the said Normal and its associate schools.

The trustees shall have power to do all things necessary or proper, to give full effect to the intentions and purposes of the trust hereby created.

By this act I hope to found an appropriate and enduring memorial of that revered and venerated man, the late Jesse Ketchum, whom the people of Buffalo delighted to honor, and whose memory is now embalmed in their hearts. But no memorial would be appropriate for him whose life was spent in doing good, if not unceasingly beneficent in its operation, nor would any memorial be altogether appropriate for Mr. Ketchum, if its beneficence failed to reach the children of the public schools of Buffalo. During a period of twenty years preceding his death, in addition to his incessant labors of a philanthropic, benevolent and religious character, he visited the public schools of Buffalo in due course with unflinching regularity, dispensing gifts with a liberal hand, encouraging both teachers and pupils, enlisting the sympathy and efforts of others in their behalf, and contributing largely by his exertions and great influence to build up the system of public instruction which has already attained such eminent success. Whenever he visited a school the usual exercises were suspended, and these visits were always anticipated and remembered as occasions of great pleasure and profit, and wise counsels. With characteristic earnestness he enforced the great lessons of practical wisdom in the conduct of life, and with affectionate solicitude, sought to win every heart to the love of virtue and religion.

He loved the children with a fatherly love, and their love for him found expression in the name by which he was universally known and recognized, "Father Ketchum."

The long-cherished but unaccomplished desire of his heart to found a prize fund for the public schools of Buffalo, is accomplished in this his memorial. Mr. Ketchum was born in Spencertown, Columbia Co., N. Y., March 31st, 1782, and died at his residence on North street, in said City of Buffalo, September 7th, A. D. 1867. I attest the execution of these presents by my hand and seal hereto, this seventh day of September, in the year of Our Lord, one thousand eight hundred and seventy-one.

B. H. BRENNAN. L. S.

The above documents were transmitted by His Honor, the Mayor, to the common council, October 7th, 1871, and referred to the committee on schools, together with the mayor, city attorney and superintendent of education. This committee presented the following report, at a meeting of the common council, held November 26th, 1871, recommending the acceptance of the trust, which was adopted:

The committee, to whom was referred the deed and letter of B. H. Brennan, Esq., by which he conveys to the City of Buffalo the sum of ten thousand dollars, in trust, for the purpose of establishing a memorial fund in honor of the late Jesse Ketchum, respectfully report that we have examined the deed of Mr. Brennan, and

are of the opinion that the trusts therein created are valid and authorized by law, and that the acceptance of the same would be highly advantageous to the cause of education in the City of Buffalo.

We therefore recommend the adoption of the following resolutions:

*Resolved*, That the City of Buffalo accepts the deed of trust and gift of B. H. Brennan, Esq., referred to in his letter of Sept. 29, 1871, addressed to the Mayor of this City, and will undertake and perform the trust by said deed created.

*Resolved*, That we hereby tender to Mr. Brennan the thanks of this council for the large liberality displayed by him in this munificent gift, and trust that the same will remain not only a perpetual memorial of the late Jesse Ketchum, but a lasting monument to the munificence of Mr. Brennan himself.

*Resolved*, That the City Clerk be directed to transmit to Mr. Brennan a copy of these resolutions.

ALEXANDER BRUSH, Mayor, A. T. PATCHIN,  
BENJ. H. WILLIAMS, City Attorney, JACOB SCHEU, } School  
THOS. LOTHROP, Supt. of Education, ISC. I. VAN ALLEN, } Committee.  
LEWIS M. EVANS.

The foregoing letter and deed, noble testimonies of the generosity and wisdom of their author, show the origin and purpose of this memorial fund. By this gift, the family of the late Jesse Ketchum strive to perpetuate the memory and virtues of their venerated head, among the pupils of the public schools, with whom he so intimately mingled during his lifetime.

The example of Christian excellence he placed before the youth of our city, with the words of counsel and encouragement he delighted to speak in his visitations at the several schools, will be appropriately repeated from year to year, by the distribution of medals, bearing the image and name of this aged patriarch, to those pupils, whose scholarship and deportment merit the honor.

The ultimate influence or effect of the system of awarding prizes in our schools will depend upon the manner in which this important trust is administered, and it is a matter for deep and sincere congratulation, that the board of trustees, by which this system is to be inaugurated, is composed of gentlemen of high character and enlightened views, who will strive to make this munificent gift productive of the greatest good to the youth of our city.

Recognizing a difference in the natural aptitude of pupils in acquiring knowledge, it seems to be wisely provided in this trust that it is designed to inspire a love of excellence, rather than of excelling, and to be an incentive to stimulate to the most diligent use of the means provided for the education of the young. The conscientious performance of duty among pupils, in the faithful observance of the wishes of teachers, and the rules of the school, will here find a suitable reward.

It is reasonable to anticipate the most gratifying results in the department, from the institution of this new feature in our school system. Judiciously administered, the trust will yield returns to both the donor and the public, which will forever bless the noble man, whose excellencies of character it is designed to commemorate, and inspire the young with renewed zeal to acquire habits, both of thought and action, to fit them for the higher duties of life.—*Report, City of Buffalo.*

—In France all corporal punishment in the primary schools is prohibited. In Germany the regulations of school discipline provide for a strict limitation, though not an absolute prohibition of the power of the teacher to administer bodily chastisement. The school ordinance of Prussia, adopted in 1845, provides that no punishment shall be administered exceeding "the bounds of moderate parental discipline," and that the teacher may be prosecuted for any punishment which exceeds the statute. Most Russian educators favour the total abolition of corporal punishment in schools, but questions of discipline are referred to local boards for decision. In England there seems to be a strong determination to stick to the old-fashioned system of school flogging.

The Germans have established no university for the last half century. Their plan is to strengthen those they have, not to found new ones. Prussia has eighty-eight normal schools, five of which are training colleges for female teachers. It has even schools for booksellers and printers. . . Instruction in the science of politics is now a feature of the general educational system of France. A Free School of Political Science has been under way in Paris during the past year. . . Saxony has just made attendance of young artisans and others upon evening schools for three years compulsory.

## 3. TORONTO NORMAL SCHOOL.

A gentleman writing to the *League Journal* an account of his visit to Canada says of the Toronto Normal School: "The Normal School was well worth the visit we paid to it. Although not in session we saw the interior of the class-rooms, and have no hesitation in saying that the whole arrangements for the comfort and convenience of the scholars and teachers were superior to anything to be found in similar institutions at home. The rooms were airy and well lighted, and the desks and seats were constructed so as to secure the greatest possible comfort. This air of comfort is to be found in the schools of Canada and the States, and is far superior for the health of the scholars and teachers. At home we have small, ill-ventilated rooms with a stuffy smell, the air poisoned with the exhalations from the lungs, and the teachers often have a wan look, not so much from real work, as from bad air constantly inhaled into the lungs during school hours. In Canada and the States the schools I visited were large, high in the ceiling, the seats were all arranged with backs, and in some cases in a semicircular form, and only made to hold a few scholars, so that they could be the more easily controlled. The poorest girls were clean washed, and their dresses, if plain and cheap, were clean, and generally of a light colour, so that when you enter a school in America, you are at once struck with the light, airy, cheerful aspect of the whole place. I do hope, when our new School Boards erect new schools, they will look to the health of the scholars, and not forget that it is one branch of education sadly neglected in this country, viz., attention to the physical laws necessary to a sound body, and one of these is pure air. Perhaps I have digressed a little here, but I could not help making a remark about what I saw of schools in the New World, and I only state the simple truth when I say that they stand in favourable contrast with those at home."

## 4. MISCELLANEOUS EDUCATIONAL ITEMS.

—There are now in the United States 114 Normal Schools with 445 teachers and 10,922 pupils. . . . The following statistics from the forthcoming report of the U. S. Bureau of Education are published: "Total school population, states and territories, 12,828,847; total enrolment, 7,379,656; average attendance, 28 states and 4 territories, 4,110,526; not registered, 34 states and 6 territories, 4,608,803; private schools, 18 states and 5 territories 364,282; number of teachers in 32 states and 7 territories, 217,239. Total amount of school money raised by taxation, \$54,889,790.31; total amount by taxation and other sources, \$72,630,269.83; total amount expended in United States for public schools, \$70,891,981.83; total amount of permanent school fund \$65,850,572.93. A few states fail to give reports, so that the full amount is more than the table shows. The greatest expenditure in any state for all purposes is in New York—amount, \$9,607,903.81; next largest, Pennsylvania, \$8,333,032.98; next largest, Illinois, \$7,480,890; next largest Ohio, \$6,817,358.20." . . . Not less than four hundred persons have applied for admission into Harvard College at the approaching examinations. This is unexampled in the history of collegiate examinations in this country. . . . Mr. C. W. Golloupe, of Swampscott, has presented to Prof. Agassiz's school on Penikese Island a fully equipped eighty-ton yacht, worth \$2,000. The applications for membership in the school have already far exceeded the accommodations. The Professor desires to throw open to women all the educational institutions and facilities under his control. . . . Mr. Elizur Wright proposes that there shall be a revised common school edition of the Bible, from which edition everything should be left out to which a good citizen of any or no religious creed could object. . . . The Legislature of Texas has just passed, by a two-thirds majority, over the veto of the governor, an Act abolishing the Free School System. An exchange says that thus "over 127,000 children are turned out to attend dog fights." . . . At the recent celebration of the twentieth anniversary of the Young Men's Christian Association at Washington, it was stated in the discussion that there were 10,000 children in that city not attending school, 20,000 adults who could not read, 24,000 who could not write, and a saloon for every forty. . . . The new law in Illinois, doing way with discriminations as to sex in the election or appointment of school officers, takes effect on July 1st. . . . The State Board of Indiana at its last meeting took the initiatory steps for the holding of several State Institutes during the summer vacation. County Superintendents were chosen last month in the several counties of the State. . . . Indianapolis has given its high school a fountain in flowing order. . . . The experiment recently made in Ohio of placing women at the head of all the schools below the high schools is pronounced decidedly successful. . . . A class in journalism has been established in the Wesleyan University of Iowa. . . . Under an Act passed by the Kentucky Legislature, in April last, an Industrial College is to be found

ed at Louisville. . . . In South Carolina, a private citizen has opened a school for the gratuitous education of the destitute orphans of Confederate soldiers, and to the institution is attached an agricultural and mechanical department. . . . Regarding educational matters in Nebraska, the present Governor thus speaks: "We already have more organized schools, more school-houses erected, and those of superior character, more money invested in buildings, books and apparatus, than were ever had before by any state of our age. We have a land endowment embracing one-eighteenth of the entire area of the state. The value of local buildings ranges from one thousand to two hundred thousand dollars each. I am of the opinion that our whole educational system from common school to university, can, with sound and careful management, be made entirely independent of State aid within a few years." . . . The English "National Union for Promoting the Higher Education of Women," has undertaken to establish courses of lectures on physiology, in London and the suburbs, for ladies and teachers in girls' private schools. High authorities aver that a generation of women, educated to understand and act in accordance to hygienic laws, would do more for the promotion of a higher standard of health than a whole army of doctors. . . . Woman's Rights have received a signal triumph in the City of Mexico. In a recent competitive examination for the vacant Professorship of English in the Female College, Calle Santa Catharina, Senoritta Anglea Lozana carried off the prize triumphantly from six male competitors. She is the first lady in Mexico to fill such a position. . . . Several practical school teachers stationed at Berlin are about to petition the Prussian Minister of Education on the subject of school age, which they are unanimously of opinion, ought not to begin before the seventh year. . . . A dreadful state of things is declared by Dr. Schwabe, President of the Statistical Board at Berlin, to exist in that intelligent city. "Children," he says, "though much improved by public instruction, are strangely deficient in the knowledge of nature and natural phenomena. From about 1,000 children examined before being admitted into school, 777 never saw any rainbow, 633 a field of potatoes, 602 a butterfly, 583 the sunset, 462 the rising of the sun, 460 a meadow, 406 a cornfield, 387 a flock of sheep, 364 a forest, 264 an oak tree, and lastly 167 had never heard the song of a lark." . . . Feminine emancipation progresses rapidly in Switzerland. One hundred and nineteen female students have entered at the Zurich University, this spring, as candidates for matriculation and the books are not yet closed.—*Michigan Teacher.*

## IV. Education of Farmers.

## 1. PRACTICAL EDUCATION OF FARMERS.

At a recent meeting of the Farmers' Club of Markham Township, John Gibson, Esq., the President, said that the question intended for discussion (that of "Education as applied to rural districts,") was so generally known to the members of the Club to be the one for discussion on this occasion, that they would all be prepared to take it up to-day. The question of establishing a model farm and agricultural college was already settled, and he supposed the Government was too strongly supported by the people to be affected by any discussion relative to its usefulness. In the matter of high schools, he thought the question was one of such importance as to be discussed at a public meeting called especially for that purpose. A short discussion might now prove instructive and profitable. He would call on Captain Crosby to open the discussion.

Captain H. P. Crosby, M.P.P., understood that the question for discussion to-day included all branches of education, that immediately affected the education of farmers' sons, which would include the model farm and agricultural college, and also the high schools. He did not think the question of whether the Government did right in removing that institution from Mimico to Guelph came within the scope of the subject for this discussion. It was simply which was the best system to educate farmers' sons to make farmers, and to make farming a profession. He believed that farmers should have colleges established for the sole benefit of educating their sons to follow farming, as well as others to have colleges to educate their sons for doctors, lawyers, ministers, and mechanics, or merchants. There were colleges established in Canada for the education of all the professions, and he hoped that farming would be elevated to a profession, that farmers' sons might become proud of the calling, and they be induced to stick to it as a profession; then instead of its being considered a low calling, it would be one of the very noblest of professions. The farmers were the bone and sinew of the country, and should demand their inalienable rights. They should have the means to educate their sons to represent their own constituencies in the legislative halls, and be prepared to fill all the places of public trust in rural constituencies. The better

people were educated the better citizens they became, and there was no class of the population of Canada that were more entitled to a higher education than farmers' sons. The press throughout the land advocated it, and the majority of the people demanded it, hence the Sandfield Macdonald Government had established the agricultural college and model farm, and the present Government were carrying through the measure begun by them, and he hoped that soon the curriculum would be such as would give those attending a thorough knowledge of scientific farming. Many farmers' sons at present felt that the calling of a farmer was low and undignified, and too frequently sought to get education enough to get behind the counter, into a warehouse, or some other business more honourable. This was a great mistake. Just see the number of failures that occur in these classes, as only about one in fifty succeeded. Educate our sons to believe that farming is one of the noblest callings, as it is, and many that would otherwise despise it will become proud of it, and stick to it as a profession. An agricultural college, with degrees to confer and honours to be won, will have that tendency. If, as was anticipated, only a few of the many received the advantages to be derived from this college, they would exercise a wonderful influence in the neighbourhood in which they located. Some would follow their example, others would try to excel the college farmer, and a spirit of emulation would be created that could not fail to be beneficial. Competition was healthy and good. Our ploughing matches and agricultural fairs had a tendency to foster this spirit of emulation, and had proved a blessing to the country. Old country farmers coming in and introducing their system of farming, had proved a great blessing, by setting good examples, and scientific farming would still increase the profits of farming, and elevate it to a profession. So soon as farming became popular, we would find men going into it and following it, and becoming successful. He did not think the agricultural college and model farm would be so much used as a stock farm, but more for educating, in testing seeds, manures, and treatment of soils, farm engineering, draining, &c. There are so many good farmers in the business of breeding and importing of stock, and doing it successfully, that the Government would not interfere with them, as they had already proved a blessing to their country and to themselves. As with other educational institutions, when established, this college and farm would develop the branches the most desirable to be taught, and the discussions produced would draw public attention to farm education, and thus prove beneficial in that way. It would also keep pace with the times, as our common schools have done. The system of teaching and the text books have been greatly improved within the past few years. The high school was only a link between the common schools and colleges, but a very necessary one, and should be nourished and supported rather than crippled by the county council.

Captain Milne said, when he proposed this question for discussion, seconded by the Hon. D. Reesor, he thought it one of great importance to the farmers, and a very proper subject to be discussed by this Club. He had long felt that our sons were not receiving at our high schools an education of practical utility to farmers. Other branches of industry or professions required a preliminary study, and he thought such a course fully as desirable to learn farming as in any other business. Retired merchants or manufacturers frequently, in after life, go to farming, and many fancied that any person could run a farm or country newspaper. It was a mistake. As he had before stated, farmers required a practical education. He did not consider the dead languages of much service to farmers. He would prefer to see Dr. Ryerson's Agricultural Chemistry taught in the common and high schools. It should not only be taught in schools, but was worthy of a place in every farmer's library, and he regretted that it was not more generally read and studied by farmers. Alderman Mechi, Horace Greeley, and others, had written works on farming, but they were either too expensive or too theoretical for general application and use. This little book contained all the information required in a preliminary education, and would prove much more useful than the classics to farmers' sons.

The President said that he had never approved of the establishing of an agricultural college and model farm; could not see that it would be of much advantage to the farmers' sons. If we have to educate our children through universities, it would be rather expensive; it was not only the cost in money, but the time required to graduate was also a serious item, four or five years, at a time when our sons would be the most useful on the farm. Altogether it was, in his opinion, too expensive for many to reap much benefit therefrom. The high school was an educational institution that was adapted to the requirements of farmers' children, and he approved of the introduction as a study, of Dr. Ryerson's Agricultural Chemistry, instead of the dead languages. One year at the college would be useless to learn farming. Men had worked farms for fifty years, and still could learn much. Boys should be taught

the elementary branches in the high schools. He feared young men would not care to study these branches at universities, but would want to carry off greater honours. Farmers' sons can get a good and useful education in rural districts, surrounded by home restraints and home influences. Time is wasted in sending sons to universities, and services lost to the country. Education is soon forgotten unless utilized. He thought it was useless to expend \$50,000 to establish this college and model farm, and folly to change its site without a better reason than simply reports of members of a selfish committee. As it is established, he thought it best to drop the subject. The high schools were more beneficial to farmers, and should be encouraged; the trustees were not fairly dealt with; they were appointed by the county council, and empowered to employ efficient teachers, &c., and their districts made so small that it was impossible to raise the necessary funds. He could not blame councillors for trying to keep down extravagance, but could not see that any good would be derived from the passing of the by-law to make villages only high school districts. He thought it was imposing too much on them to compel them to furnish high school accommodation. Let the high schools be well managed, and they would prove more beneficial than any agricultural college. He admitted that it was difficult to legislate so unselfishly and justly as to give all equal rights, but if the Government would legislate more for the maintenance of high schools, and less for agricultural colleges, in which rich men's sons were to be educated, and the poor farmer taxed to pay for it, their educational policy, he thought, would give more general satisfaction.

Mr. Crosby contended that the farmers were as much or more entitled to proper educational institutions than any other class in Canada. Colleges were established for educating and conferring degrees on mechanics, lawyers, doctors, ministers and professors, and why should not farming be elevated to a science? He could not see that young men would be more likely to learn vicious and indolent habits at an agricultural college than any similar institution. He did think that one year spent in attending lectures delivered by professors, with laboratories to demonstrate, would have a beneficial influence on the agricultural education of farmers' sons. It would be to the high school what the high school is now to the common school. We have four high schools in the county, which should be supported by the county. He could not understand the action of the county council. They were intelligent and liberal, but he thought they made a mistake in passing the by-law making villages high school districts. High schools were as much, or more, of a benefit to the children of the poorer classes than to the rich, and much cheaper and better than could be obtained at the U. C. College, especially when good and efficient teachers were employed, such as now conducted the Markham high school. He did not think the county would withhold a grant for so laudable an object as that of high schools. Dr. Crowle and Mr. Reesor were doing all they could to advance the interest of the school, and spent hours out of the schoolroom in preparing lessons, so as to give the students the germ only. The council did appear to object to sustaining the high schools, but he thought they would not do anything to cause the county to lose the benefit of the Government endowment.

Mr. Milliken said he had not given much attention to the agricultural college and model farm question; he however had met Americans who lived adjacent to similar institutions who pronounced them failures. Mr. Hicks, who formerly lived in Canada, and now lived in Ohio, told him that their western agricultural schools were not as beneficial as was anticipated. It might be because their professors were not efficient. He thought that the study of agricultural chemistry might be very useful to farmers; but a knowledge of the quality of the soil, the best seed to use, and the right time to put it in, could best be practically taught on the farm. He did not think it would pay to send boys to college to learn to cultivate thistles, &c. He thought farmers' sons, intended for farmers, could get all the education they required at our common schools. Relative to high schools, he advocated the sustaining of them; but owing to the extravagance of some of the trustees, especially in the Richmond Hill high school district, the council decided to restrain them by throwing them on to the villages; another grievance was, that all who had to pay taxes could not enjoy equal privileges. Another reason was, that the law compelled the trustees to employ a second teacher, at a high salary, where the attendance was only sufficient for one. It was found by obtaining advice, that high school trustees had not the power to assess a district for funds to erect buildings. The ratepayers were finding fault, and the council had to take some action, hence the two by-laws. He contended that the villagers were the only parties who derived any benefit from them, and thought Messrs. Gibson and Crosby were selfish in arguing in favour of them being sustained by the county.

Mr. D. Eakin followed in much the same strain of argument, claiming that to make advantages equal, the villagers should board students from a distance gratuitously. He did not think that the farmer, outside, should assist in educating rich men's sons in villages. Thought college education did not benefit farmers. Education was a stepping stone to something higher. How many farmers' sons will follow farming after having received a high education? Mr. Tran did not think farmers required a commercial education. He had only attended school three months, and he knew of fifty others in Markham who were good farmers, and made money at it, that could only read, write, and add market accounts. Mr. Marr argued in favour of farmers receiving a superior education. The discussion was kept up in a spirited manner until tea was announced.—*Markham Economist*.

## 2. THE BETTER EDUCATION OF FARMERS.

We are apt to take too much of a dollar-and-cent view of the question of agricultural education. In so many years, a young man could earn so much money; will it pay him to give this up in order that he may get an education which will enable him in later life to make more money than he could without it? Will any education that can be gained at school make a better money-getter of a boy than would the same amount of time and attention given to learning the practical operations of the farm?

Without stopping to answer the propositions—which are foreign to our purpose—we desire to call attention to other considerations that must have weight with all thoughtful persons. The greatest prosperity of farmers, as a class and individually, must come from causes which will advance farming as an occupation. No permanent and satisfactory prosperity can attend any calling which is not held in good repute, and no calling in these modern days can be held in good repute which is not represented by at least a fair proportion of men of education and intelligence. In the so-called “professions,” in mechanics, and in trade, the tendency is toward better and better education and a more and more cultivated intelligence, and the degree of respect in which they are severally held is in all cases proportionate to the intelligence of its representative men.

In the future allotment of honour and influence, and consequently of prosperity, that calling will take the lead whose representative men are the most distinguished for education and cultivation, and that will fall to the rear in which there has been the least progress in these respects. The road of the future is an ascending one, and progress over it is to be secured much more by the aid of mind than by the aid of matter. Those who take and keep the lead in the race will do so because of their brains rather than of their bodies, and the leadership will imply control over those who are behind (and therefore beneath) them. How far their rule will be merciful will depend on conditions which we cannot now foresee, but that they will rule is as certain as that mind has always ruled over brute force. If farmers can take the lead, farming will be a favoured and fortunate occupation. If they must fall to the rear, it will be a degraded and an unfortunate one. Whether it is one or the other, depends on the extent to which farmers are educated and enabled to stand a fair chance in the “struggle for the lead,” and our successors will be the lords of the land or a down-trodden peasantry, according as they are educated or not. We assume, of course, that prosperity and intelligence will go hand in hand, and that as we gain in education we shall gain in wealth. At the same time, we believe that the best chance for the future of our craft lies in the ability of its representatives to take a high stand for education and intelligence. Believing this, we long for the better general education of farmers; not of those of the farmers' sons who are destined for other occupations, but especially for those who are to stay on the farm. Let us bring better trained brains to the performance of our work, and shed the light of cultivation and refinement over our hearthstones, and we may confidently look for a success which mere wealth could not secure.—*American Agriculturist*.

## V. Papers on Practical Education.

### 1. EXPERIENCE vs. INEXPERIENCE IN TEACHERS.

Messrs. Editors—Having noticed in the May No. of THE JOURNAL an article entitled “Our Country's Hope,” we were struck with the propriety of certain statements made therein. The writer says that the average age of teachers in the State is about twenty-three. If that is correct, many of the teachers must be much younger than twenty-three, for there are many aged and middle-

aged teachers who are constantly employed in our schools. There is an idea in some sections of the country, that seems to be gaining ground, namely—that young, inexperienced teachers, “fresh from the schools,” are preferable to those of middle-age, who have spent many years in the study of the science and the practice of teaching. As soon as a teacher's locks show signs of turning grey, we frequently hear such exclamations as “old foggy,” “behind the times,” “unfit to teach,” etc. When asked why such expressions are used, their reply is, “No such old persons should be employed to teach.” Now we readily admit that such remarks may not be out of place, when made in reference to those who have not taught school for ten or fifteen years, or who have paid no attention whatever to school affairs. But when applied to teachers who are constantly studying, frequently teaching, attending institutes, etc., they lack both point and force. We take the view that experience is as necessary in teaching as in medicine, law, divinity, or any other calling in life. We are aware that some teachers succeed very well at the first trial; but, as a general rule, experienced teachers have better schools than those who are without experience. Young teachers must frequently be employed as a matter of necessity; but, in the opinion of the writer, large or difficult schools require teachers of mature age and special training, or much experience.—*R. Chadwick, in Pennsylvania School Journal*.

### 2. TOO MUCH OF STUDY.

Dr. C. N. Agnew, not long since in a public address, attacked the cause of disease, especially of the brain, the eye, &c, and wisely denounced the practice of overtasking the minds of school-children. He tells of a child twelve years of age who was brought to him with diseased eyes; he found that she had for a long time had an average of five daily tasks to prepare and recite; that these tasks filled the early part of the day, from nine to two, and absorbed most of the afternoon and evening; that she had shewn some appearance of being fagged, until finally her teacher, desiring no doubt to apply an additional stimulant, had added to the ordinary lessons the four following questions to be answered on the next Monday, this being Friday: 1. The names of the principal rivers in the United States. 2. The names of the principal colleges in the United States. 3. The coral islands of the Pacific. 4. The recent earthquakes in South America. Nor is this an unusual case. Fifty schools in New York, and thousands over the country, make similar excessive demands of pupils. It is all wrong, but parents love to have it so, and disease, pains, chronic infirmities, often premature death, are the results. Dr. Agnew does well to warn the public, but who will heed?—*Am. Paper*.

### 3. HOW I MADE MY SCHOOL-ROOM ATTRACTIVE.

I had a fine large house in the country, well lighted and ventilated, good desks, stained and varnished; a vestibule, closet and cellar; an A B C, and a multiplication card. These were my advantages. My drawbacks were discoloured, old-fashioned, ragged maps; a worn-out, tottering, rusty stove, with pipe, scuttle, shovel and zinc to match; and a black-board—minus the black.

My first movement towards reconstruction was to roll up the maps and put them under the cellar steps. My next, to meet the directors and ask for new ones. They bought them, and I hung them nicely, placing over each a green wreath, or a bunch of spruce or pine. After some persuasion, a director came and renovated the black-board, and I next attacked the stove. I depicted in glowing colours how we sat by that stove in blanket-shawls and overcoats, and nearly froze; and one bright day a new one was vouchsafed. I have kept it blackened ever since, and in summer we garnish it with flowers. It hasn't a pencil mark on it, and the nice square of zinc is washed daily. Then came a new scuttle and shovel, basin, cup and bucket, and I donated the leaky old ones to the boys, to help to build mill-dams and fortifications.

Meantime, I had cleaned the cellar; and the floor being hard and dry, it made a capital place for my merry band to play, in wet weather. I gave them the disgraceful old maps, and they used them for wigwams and tents, for flags and Indian blankets; and, with a few turkey feathers in their hats, and a few war-whoops, they rival the Modocs.

My children sing well. So one evening we sang for the public. I had my melodeon on the platform, and Nilsson was in the background that night. With the proceeds we bought spelling charts and an elocutionary chart.

The walls lost their blank look, and we began to draw long breaths of satisfaction, and to think it time to besiege the board again. The result was a magnetic globe and two chairs. My dignity hav-

ing suffered from a broken chair, I enlarged the pile of kindling with it. A carpenter, at work on some benches, made me a clock shelf, and on it I put a little clock, which cost a dollar and a quarter. I consider that clock a good investment, and to-day the crispest, freshest five-dollar bank-note could not buy it.

Then I collected among the children, and sent for some mottoes. Over the clock I put, "Lost time is never found again," and the rest I hung around the room.

I needed curtains. I scalloped and pinked some newspapers. After awhile I made a statement of grievances to the directors, and they bought me buff oiled linen. I made the curtains by sewing in pieces of lath, top and bottom, then fastening a long piece of black tape to the top lath, enabling us to roll them to any height.

I collected again, always encouraging the children by heading the list with my own name, and we bought a looking-glass and four towels, a jumping-rope and a ball. They take turns in having the towels washed, and, as we have combs and soap, there is no need of any one's being untidy.

Then a good, dear lady sent me a large corn-husk door-mat, a towel and a scrubbing-brush, and another sent me a large bunch of turkey feathers and wings for dusting. I began to be vain. Our school was steadily gaining a reputation for neatness and attractiveness, and I was complimented by visitors, directors and superintendent. The last suggested a school library. I began the work at once. Unfortunately, I could not handle a saw or plane very creditably, but I had a nephew who could; and, being deluded by a new necktie into believing that Aunt Bell was the best girl in Bucks county, he made me three nice hanging shelves. These I put up with red cord, tying the top with a broad ribbon that once did duty on a bonnet.

I collected books from parents and friends, and the work still goes on. The children have the use of the books at noons or to take home. In vacation, I visited in the family of a gentleman who superintended the putting up of signal stations, so I fancied he could make shelves also. He humoured my fancy by trying, and I triumphantly carried home in my trunk three nice shelves, which I hung on the opposite wall, and filled with my own library. Around these I hung my "SCHOOL JOURNAL," "The Educator," "Youth's Companion," &c., and gave the pupils the privilege of looking at any of them, at proper times, if their hands were clean. A book firm sent me two sets of drawing cards, and we collected and bought three sets more, also two flags, which are used by the children on election days and other great occasions. They differed so in politics, it was necessary that each party should have a flag.

I collected pictures from first-class illustrated papers, and every other available source, and covered the walls. Some I framed with straw, some I hung with scarlet yarn, and some I fastened with small tacks. I have a nice framed picture of the superintendent, and over a hundred other steel engravings, portraits, wood-cuts, and small chromos.

These pictures meet the eye at all times, and often at noons and on rainy days a little band will go all around the room and comment on them. I have never had a picture torn by a child. When the room is cleaned, I put them all carefully away. I made two capital scrap-books by pasting pictures on the plain pages of a number of illustrated papers, and also by using one of Vick's Catalogues in the same way, using small pictures. When tired of work, the little ones spend many a happy hour in looking over these and a number of Sunday-school papers which I sewed together.

I wanted carpets. I invaded my sister's store-rooms and lofts, and even coaxed some pieces off their floors, and made my own more presentable. Our last collection was a serious affair. We wanted an unabridged dictionary. I made out an alluring paper, stating our great need, and sent it around the neighbourhood. It was a success, and we had enough money left to buy a numeral frame and a magnet. I have beautiful flowers brought me, and very often I put a little bouquet on the vacant desk of a dear boy who left us two years ago for the happier world. His picture hangs on the wall, and the girls made three pretty crosses and placed around the frame. To-day my dead darling sleeps under the flowers he loved so well.

I have some bouquets of dried grasses, flowers, and autumn leaves; also a curiosity box, in which are Indian arrows, some beautiful shells and curious things from foreign lands. In my desk I keep camphor, cotton, sticking-plaster and old linen—and wounds, toothaches and bruises are cured magically. I keep peppermint and sugar, too, and the aches that juvenile flesh is heir to are speedily dispelled thereby. In connection with all other blessings, we have a rag-bag, pin-cushion, and mouse-trap. For the last we are truly grateful.

After vacation we are promised new writing charts. I have more pictures to frame, and shall make further improvements. I want my school-room second to none in the county. I have invested a

very little money, but a great amount of time and enthusiasm. I love my work; still better, I love my little workers. By their confidence and affection I am fully repaid for all my labours of love in their behalf.—Annabell Lee, in *Pennsylvania School Journal*.

#### 4. ILLUSTRATIONS IN EDUCATION.

Herbert Spencer announces an important educational principle in the following words:—"Up to a certain point, appliances are needful for results; but, beyond that point, results decrease as appliances increase." Primary education, in all its departments, has need of objects, experiments, exhibitions, illustrations; but there is a point in every well-planned course of study beyond which all these are mere rubbish that cumber the way. A child learns to count on his fingers or with his playthings; but how soon in the study of mathematics they are thrown aside as useless, and the student revels in a world of pure thought. The great naturalists begin their studies with plants, animals, rocks, stars; but they soon rise far above them, and enrich their minds with the broad generalizations that form the heart and soul of all science.

### VI. Correspondence.

To the Editor of the Journal of Education:

DEAR SIR:—In the January number of your excellent Journal I find the following wise remarks:—"The preservation of health should be considered of prime importance in the erection of every school-house. Every thing else, including cost, comfort, and convenience, should be subordinated to this. Unless our children can be educated in a way compatible with the preservation of their health, it were better at once to tear down our school-houses, and abolish our school system. Minds refined, however highly, in broken-down and sickly bodies, are of very little practical value in this world. Again, in every school-house, without proper means of ventilation, there is a slow and subtle poison, which enters the blood and brains of the pupils, and saps the very foundation of life. There can be no escape from its deleterious influences; for exposure to it is a violation of one of God's laws. It seems also, from an examination of the schools in Detroit, no better state of affairs obtains in the United States: now all this is very sad. Instead of our children growing up to be stalwart men, and healthy and well-developed women, we see sickness around in every shape and form of disease, until it may truly be said, that America wants health. And so fearful is this state of things in the neighbouring Republic that it is generally conceded in a few more generations the American race would become extinct, were it not for the infusion of the foreign element, consisting of English, Scotch, German, &c. Now I believe we may justly fear a like result here, if we continue to neglect and despise, and break all the laws of health; and especially to permit our children both at home, in school, and in church, to breathe a vitiated atmosphere. Having been myself a teacher for twenty years, and suffering from such causes, I feel more deeply on the subject. I was very much pleased to find in your valuable Journal an extract from the *Montreal Gazette*, concerning Mr. Rawlinson's method of ventilation, since it throws additional light on a subject very imperfectly understood. I find an article in an English paper, stating that even the Parliament House in London is very badly ventilated; now one would expect, that here, at least, science and money would combine to produce something perfect, but unhappily such is not the case. I have been a constant reader of the *Journal of Education* for upwards of twenty years; and I feel pleased to see more attention paid to this affair. But until physical science is more efficiently taught in our schools, we cannot expect much. Wendell Phillips, in his lecture on the "Lost Arts," says, "That the ventilation of the Pyramids was the most perfect and scientific that could be found." He further says "That in Egypt, in ancient times, every question affecting the social happiness was discussed to rags." Would it were so now! Again, the most eminent physicians of England recommend that no teacher ought to be permitted to teach a public school without understanding the structure and functions of the different members of the human body, and a general knowledge of the laws of health. This is much wanted; there is only one serious objection. The number of branches already taught in our public schools is too great.

By inserting this in your valuable Journal, you will oblige

Yours, &c.,

HYGIENE.

5th May, 1873.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for JUNE, 1873.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—J. M. Buchan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., L.L.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, WARM-EST DAY, COLDEST DAY, MONTHLY MEANS. Includes stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Approximation. a On Lake Simcoe. e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. A On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes stations like Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

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: CORNWALL—Solar halo, 2nd. Lunar halo, 4th. Thunder, with rain, 16th. Lightning and thunder, with rain, 11th. Lightning, 27th, 28th, 29th. Lightening and thunder, with rain, 16th, 20th, 30th. Wind storms, 16th, 30th. Rain, 2nd—5th, 11th, 16th, 17th, 20th, 21st, 30th. BARRIE—Lightning and thunder, with rain, 27th. Wind storms, 27th. Rain, 4th, 10th, 14th, 19th, 23rd, 28th, 30th. On 20th, a bright band of auroral light at 10 p.m., extending from N. W. horizon to Zenith. HAMILTON—Lightning and thunder, with rain, 14th, 16th, 27th. Wind storm, 19th. Crops injured by drought.

23rd, 30th. Rain, 4th, 6th, 10th, 14th, 22nd, 23rd, 27th, 30th.

SIMCOE.—Lightning and thunder, with rain, 4th, 23rd, 29th. Wind storm 19th. Rain, 4th, 5th, 23rd, 24th, 25th, 29th, 30th. Month on the whole pleasant. Rain in cataracts, 24th and 29th.

WINDSOR.—Lightning, 13th, 14th, 25th, 26th, 30th. Thunder, with rain, 10th. Lightning and thunder, with rain, 4th, 14th, 22nd, 23rd, 24th, 29th. Rain, 4th, 6th, 10th, 14th, 22nd, 23rd, 24th, 29th, 30th. Meteor 16th in Z. towards N., and 18th in E. towards N., 20th in E. towards N.E., on 30th in S. towards H.

## VIII. Biographical Sketches.

### THE HON. W. B. ROBINSON.

William Benjamin Robinson was born at Kingston, 22nd December, 1797, the youngest son of Christopher Robinson, and brother of the late Sir John Beverley Robinson and Peter Robinson. He was married on 5th May, 1822, to Eliza Ann Jarvis, daughter of Secretary Jarvis. She died on 20th February, 1865, leaving no children. Mr. William Robinson entered Parliament in 1830, and continuously represented the County of Simcoe for a quarter of a century, from 1830 to 1857, with the exception of two sessions. He was Inspector-General in 1854-5; but resigned, feeling compelled to vote against his colleagues on the University Bill. In 1846-7 he was Commissioner of Public Works. In 1850 he concluded a treaty for the Baldwin Government, by which the surrender of the Indian lands on the north shores of lakes Huron and Superior was carried out. In 1852 he was appointed a Commissioner of the Canada Company, and on Mr. Widder's death, in 1864, succeeded to the Senior Commissionership, Senator Allan being thenceforth associated with him in the management. But possibly of all the public capacities in which the late respected gentleman figured, that which will most appeal to the interest of the present generation, is his introduction of the Act for the first macadamising of the York Roads—i.e., Yonge Street, Dundas Street, and the Kingston Road. This Act was passed on 13th February, 1833, and it recites that the inhabitants of the town of York and of the Home District will be much benefited by the contemplated improvement. A loan of ten thousand pounds to be secured on the tolls was arranged, of which £4,000 were at once to be expended on Yonge Street, £1,500 on Dundas Street, and £2,000 on the Kingston Road. On the 20th April, 1836, the Act 6 William IV., Cap. 30, was passed, reciting the thorough success of the previous expenditure, and empowering a further loan of £3,500; and the next year a third Act was passed providing for the expenditure of £100,000 on these roads. In 1837 Mr. Robinson went to St. Catharines, where he resided till 1844, busied with the superintendence of work in connection with the Welland Canal. He had for many years lived at Newmarket, where he owned the mills and stores once the property of Mr. Elisha Beaman, who, if we mistake not, had married the widow of Mr. Christopher Robinson. Says Dr. Scadding in his book, "Toronto of Old": "Most gentlemen travelling north or north-west brought with them, from friends in New York, a note of commendation to Mr. Robinson, whose friendly and hospitable disposition was well known:

'Fast by the road his ever-open door,  
Obliged the wealthy and relieved the poor,'

Governors, Commodores, and Commanders-in-Chief were glad to find a momentary resting-place at a refined domestic fireside. Here Sir John Franklin was entertained for some days in 1835, and at other periods the Arctic travellers Sir John Ross and Capt. Back."

In private life Mr. Robinson was the incarnation of the fine old English gentleman. Possessed of rare humour and wonderful geniality, a joke ever came ready to his lips. He was kind, thoughtful, and remarkable for an urbanity and politeness of address but too seldom seen. Only a few years ago—in 1867—he paid his first visit to Europe, and enjoyed the sights of all that had by hearsay been familiar to him for half a century, with the zest of a youth on his come-of-age travels. It was, in fact, his extraordinary youthfulness in thought as well as movements, that made him one of the most delightful companions that old or young could desire. His familiar figure will be missed, and his kindly voice lamented in a large circle of friends and relatives.—*Mail*.

### T. D. HARRIS, ESQ.

The deceased gentleman came to this city a great many years ago, and by his business industry and integrity he established himself as one of the foremost hardware merchants in Upper Canada. He took an active part in every public matter that had a tendency to add to the importance of Toronto, and justly gained the warm esteem of his citizens. A few years ago the deceased gentleman

retired from active business and accepted the important position of harbour-master, in the possession of which office he departed this life. His many friends will hear with deep regret of his departure from among them; because he was always found to be a true friend to those needing assistance, an obliging neighbour, and a most devoted advocate of those principles which tended to elevate humanity and foster a spirit of loyalty to his Queen and country. His end was peace; and he has been gathered to his fathers in the full hope of a bright immortality. The flag of the York Pioneers—of which the deceased gentleman was a member—was flying at half-mast yesterday, from the dome of St. Lawrence Hall, as a mark of respect to his memory.

### 3. BARON LIEBIG.

Baron Liebig, the great German chemist, died on Friday, at Munich, aged 69 years. His reputation as a scientific investigator dates from his twenty-first year, when he read before the French Institute at Paris a paper on the chemical composition of fulminates, which attracted the attention of Humboldt and other high authorities. His whole life was devoted to scientific researches of a practical nature, which have resulted in a vast number of discoveries tending to increase the comfort and welfare of the human race. His investigation of the subject of animal and agricultural chemistry, and of the chemistry of food, have made his name famous throughout the world.

## IX. Educational Intelligence.

—MCGILL UNIVERSITY.—At two o'clock on Friday, the 2nd ult., the members of Convocation of McGill College met in the Library. The Chancellor being absent, the chair was taken by Mr. George Moffatt, Senior Governor. The meeting was opened with prayer by the Venerable Archdeacon Leach. After the Affirmation the graduating class was presented for the degree of B.A., which was conferred by the Vice-Chancellor. A well-written Valedictory was then read by Mr. D. C. McLeod. He adverted in proper language to the high literary training afforded by McGill, and exhorted his fellow-graduates to preserve a memory of their sojourn there. The graduating class of Applied Science having duly pronounced the affirmation, were presented for the conferring of the degree of Bachelor of Applied Science, which was conferred by the Vice-Chancellor, after which another Valedictory was read by Mr. J. F. Torrance, B.A. This discourse, on the advantages of scientific culture, was written with much elegance and delivered with feeling. The farewell to Professors and fellow-students was affecting. Then followed an eloquent address by Ven. Archdeacon Leach, LL.D. The prevailing idea of the speech, replete with wise counsels and erudite observations, was the gradual progress of McGill University from humble beginnings to its present high and commanding position. It stood now, by universal consent, one of the first institutions of the land. The degree of M.A. was conferred by announcement. The recipients of the honour were John Hindley, Montgomery Jones, John McIntosh. The Registrar announced that the degree of D.C.L. in course had been granted to Professor Laflamme, Professor Lafrenaye, and Professor Kerr, Q.C. After the signing of the Registration Book, the degree of D. C. L. was conferred on the two latter gentlemen, Professor Laflamme not being present to receive the degree. The Vice-Chancellor then delivered the following address:—

MR. CHANCELLOR.—The retrospect of the past year, more especially with reference to that Faculty to which this meeting of convocation properly belongs, presents a few salient and pleasing features, to which I may be excused for inviting the attention of members of convocation and our friends. One is the increased number of our students in Arts, which has in the present session risen to 112, making with those in the other faculties no less than 300 students actually in attendance on the classes of the University; and I believe when on the occasion of the recent visit of His Excellency the Governor-General we had all these men assembled in this hall, we had probably a larger number of actual students than any other University in this country has been able to boast. Further, our students are not merely residents in this city, or even in the Province of Quebec. The majority of them are from other Provinces, and some from places beyond the limits of the Dominion.

The increase in the number of our students in Arts is, it is true, partly owing to the institution of our Department of Applied Science, and partly to the connection with us of affiliated Theological Colleges whose students attend our classes as regular or partial students; but though we would desire a larger increase in the number of undergraduates in Arts, it is still true that those who take even partial courses of study derive inestimable educational advantages; and our students in Applied Science must be held to be as important to the welfare of the country as any class of men that we can train. The special feature of this meeting of convocation is, indeed, that we now confer for the first time, not only here but in Canada, the Degree of Bachelor of Applied Science. In providing for such a degree we are not only following in the wake of the greatest and most successful Universities abroad, but are doing a work specially demanded in this country at the present time. Canada has pledged itself to the world to cultivate and utilize wild regions more vast in proportion to its own means and population than those of any other country. This work cannot be done by mere traders and labourers. It requires all the resources of modern culture and science. But it requires not that culture which fits for literary leisure, but that which fits to tame the wildness, to utilize the hidden treasures of the earth, and to remove obstacles and open up channels for the current of civilization. This

is the kind of culture which can be given by schools of Applied Science. One remarkable feature of this effort is that our peculiar position in the Province of Quebec seems to shut us out to a great extent from that public aid which elsewhere is now so liberally given to that practical education which fits for the higher branches of scientific work. Here a School of Practical Science rises under the impulse of private liberality. This, while a just ground of pride to the citizens of Montreal, is after all a condition of things which should if possible be improved; and I hope that ere many years our success will call down a golden recognition from the legislature of our country. That success will depend much on the influx of zealous and well-prepared students; but the value of our course of study, and the openings to useful and profitable work which it secures, should ensure us a large influx of such students. Already the inquiries which have reached me portend a large increase in the numbers next year, and the fact that our classes have already attracted men from very distant parts of the Dominion is of happy augury. While our own growth has been thus encouraging, we have also reason to congratulate ourselves on the success which has attended the affiliation of colleges with the University. Morin College, more especially, sends us a satisfactory report. One graduate in arts represents it in our lists to-day, and two undergraduates who have passed their intermediate; but it returns nine regular students, and has had special classes in literature and science in the past winter, which were attended by no less than 164 additional students. Principal Cook and the other friends and supporters of Morin have just reason to congratulate themselves on this success, and the city of Quebec has good reason to be thankful for their efforts. One of our affiliated Theological colleges has realized a handsome endowment, but is erecting an elegant and commodious building in the vicinity of the University, and has, in the past season, more than forty students. This great success, though it has depended mainly on the exertions of Principal McVicar, is undoubtedly in part attributable to the educational advantages of the University, and should encourage other religious bodies to avail themselves of these great advantages toward the education of a cultured and efficient ministry, able to cope with the difficulties and controversies of our time. To return to the Faculty of Arts, the centre and nucleus of our College work, I have now to congratulate the Dean and Professors on the close of a successful session. To the former, who has now for 27 years been connected with this University, and has been a witness alike of its early struggles and present success, it must be pleasant thus to see the growth of an institution with which he identified himself when it was small and despised, and which has vindicated his wisdom and forethought as an educationist working, as he long did, in advance of the ideas of the time. In the coming session the Faculty of Arts will be enabled, for the first time, to take possession of and occupy the whole of the space prepared for it in the College Buildings, and thus to provide more effectually for the accommodation of its enlarged classes. A few years ago we had to thank our most liberal benefactor, Mr. William Molson, for the thoughtful gift of a fund for the enlargement of the library. We now have to acknowledge a similar benefaction to form a museum fund. Such aids I regard as of great value. The library, museum and apparatus of a university are not like a building, set up to remain. They are like a tree planted, to grow and bear fruit, and if not tended and nourished, they become dwarfed and die. Constant growth and care-taking are essential conditions of their useful existence. Hence such funds as the William Molson library and museum funds are of the utmost value, and there is ample scope for many such benefactions. But the crowning benefaction of the educational year is one which we are permitted to announce only to-day—the endowment of the John Frothingham Chair of Mental and Moral Philosophy with the sum of \$20,000, by a daughter who thus fittingly desires to enshrine the memory of a revered parent, a zealous promoter of education in its early struggles in this city, and a former Governor of the University. Such benefactions are, as Lord Dufferin well said in his recent visit to the University, the true patent of our Canadian nobility—which will hand down to all time, through successive generations of teachers and students, the honoured names of those who are inscribed on the roll of University benefactors. In closing my review of the session, I should notice the fact that we send out from our classes this year no less than sixty graduates in Law, Medicine, Arts and Applied Science; that fourteen students have been deriving benefit from the scholarships and exhibitions founded by Mr. McDonald, Mrs. Redpath, Mr. Alexander, Mr. Taylor, the Board of Governors, and the Caledonian Society; and that fourteen of these aids are offered for competition in the next session. We should also notice with satisfaction the evidences of healthy life manifested by the University Literary Society in its courses of public lectures, the formation of two companies of volunteers among the students, through the zealous exertions of Mr. Barnjum, and the effort of the undergraduates to establish a college Gazette. Such spontaneous efforts of the younger members of the University are, I think, always to be hailed with pleasure when they take the character of educational, literary and scientific progress, or of active patriotic exertion. And now, with much feeling of short-coming and deficiency, but with much gratitude to the Father of mercies, who has smiled upon our work, and with sincere prayer for his continued blessing on all connected with the University, we bring its fortieth session to a close. The proceedings closed with the benediction pronounced by the Rev. Dr. McVicar.

The following is a list of prizes, honours, and standing, as read by Prof. Johnson:—

**FACULTY OF ARTS.**—Passed for the degree of B. A., in Honours (Alphabetically arranged).—James G. Allan, Charles J. Fleet, Richard L. MacDonnell, Duncan C. McLeod, Charles H. Murray, Herbert L. Reddy, Arthur F. Ritchie, Simon J. Tunstall. Morrin College Ordinary—Hamilton Cassells. Passed for the degree of Bachelor of Applied Science. Course of Civil and Mechanical Engineering (in order of relative standing).—Donald A. Stewart, Henry H. Wicksteed, Clement H. McLeod, Robert J. Brodie, George T. Kennedy, M. A. Course of Mining and Assaying.—John Fraser Torrance. Passed in the intermediate examination. *McGill College.*—Class I. George H. Chandler, Elson J. Rexford, Class II.—Alexander Donovan, David F. Hawley, Robert H. Eagles. Class III.—W. F. Ritchie, Finlay Malcolm. *Morin College.*—Class I.—Gustavus Stuart; Class II.—A. G. Elliott. Bachelors of Arts proceeding to the degree of M. A. in Course.—John Hindley, Montgomery Jones, John McIntosh. **PRIZES, HONOURS AND STANDING,**—

*Graduating Class*—B. A. Honours in Classics—Richard A. MacDonnell—First Rank Honours and Chapman Gold Medal; Arthur F. Ritchie, First Rank Honours. B. A. Honours in Mathematics—Duncan C. McLeod, First Rank Honours, Anne Molson Gold Medal and Anne Molson Prize. B. A. Honours in Natural Science—Charles H. Murray, First Rank Honours, Logan Gold Medal and Logan Prize for collection of Fossils. B. A. Honours in English Literature—James G. Allan, First Rank Honours and Shakespeare Medal; Simon J. Tunstall, First Rank Honours; Herbert L. Reddy, First Rank Honours; Charles J. Fleet, First Rank Honours.

The assets of the College at the date of the report were distributed as follows:—Endowment Fund, \$23,888.36; Scholarship Endowment Fund, \$924; Library and Fixtures, \$9,000; Balance on hand from ordinary annual revenue, \$1,012.69; Balance on hand from Library Fund, \$96.91; Special subscriptions for ordinary revenue extending over a period of four years, \$8,000; Subscriptions for College Building Fund, \$35,500; Total \$79,097.84. The number of students was reported to be 47. The Board observed with pleasure the large number of students in the graduating class of the session, and the cheering prospects of the French department. The state of the several funds charged with current expenses was very satisfactory. At the instance of several of the largest contributors towards the supplementary subscriptions for ordinary revenue, the sum of \$500 was voted to the purpose of making an increase in Dr. MacVicar's salary. In last year's report it was stated that an eligible site for College buildings, adjoining McGill University, had been purchased, and subscriptions procured for this purpose to the amount of eighteen thousand dollars. The Board now begged to report that the buildings were in course of erection, and would be completed before the spring of next session; and while the canvass is not yet finished, the amount subscribed is thirty-five thousand five hundred dollars. The Board made the following recommendations for the approval of the Assembly:—1. That the Rev. J. M. Gibson, M. A., be appointed lecturer in Exegesis for next session. 2. That the collection for the training of French students and for French evangelization be taken up, as last year, in all the congregations of the Church. 3. That the Assembly appoint a Professor of Church History and Apologetics, and the Board expressed an earnest desire that the overture of the Presbytery of Montreal for the appointment of Rev. John Campbell, M. A., be granted. 4. That the Rev. Dr. MacVicar be appointed Principal of the College. 5. That the temporary addition made to his salary be confirmed. 6. That the recommendation of the French Evangelization Committee for the increase of Professor Coussirat's salary to sixteen hundred dollars per annum be concurred in. 7. That in case lecturers be required for next session, the Board be empowered to appoint such.

The correspondence between the Senates of Montreal and Toronto Colleges relative to the retirement of Messrs. Johnson, Currie and Stuart, three students from Knox College, without leave from the Senate, and their subsequent admission into the Montreal College, was also submitted and read by Rev. Mr. Gibson.

The annual report of the Board of Examiners of Montreal College was presented and read. An overture was read from the Montreal Presbytery, praying that Dr. MacVicar be appointed principal of Montreal College; also, an overture praying for the appointment of a Professor on Church History and Apologetics. The papers read relative to Knox and Montreal Colleges were received. A discussion ensued on the case of Messrs. Johnson, Currie and Stuart, and a motion was carried that in so far as the papers from the Montreal and Knox Colleges refer to the case of Messrs. Stuart, Currie and Johnson, the Assembly sustains the action of the Senate of Knox College, and further remits the case of these students to the Senate of Knox College, to be dealt with as in their judgment may seem best, and should the Senate thereafter see fit to grant certificates to these students and their standing, they shall accordingly be so admitted, and in the case of any of these students who may have finished their studies, any Presbytery to which they shall present the certificate of the chairman of Knox College, shall take such students on trial for license.

**MORRIN COLLEGE.**—The report of the Governors of Morrin College to the Church of Scotland Synod was read, of which the following is a synopsis:—175 students were on the roll, including members of ladies' classes. Six students were preparing for the Church; one had received degree of B. A. in McGill University, and two had passed the intermediate examination. By receiving an additional grant from the Provincial Government, the authorities had been enabled to engage Mr. George Dawson as lecturer in chemistry, whose services had been very valuable. The attendance at the evening classes had been very encouraging. Rev. Dr. Cook, Principal of the College, expressed his confidence in its future, although owing to the small number of Protestants in Quebec, where the College is situated, a great increase in the number of students could not be expected. A vote of thanks was passed to Rev. Dr. Cook for his services to the College. Mr. McCall and Mr. Lindsay were appointed Governors of Morrin College, in room of the two retiring Governors.

**KNOX COLLEGE.**—The annual report of Knox College was read by Dr. Topp in the General Assembly of the Canada Presbyterian Church. The number of students had been fifty-six—forty-one in the theological department, and fifteen in the literary department. A considerable number of young men looking forward to the ministry are passing through a university course. The income of the past year from all sources had been \$9,226.90, and the expenditure was \$9,307.84; leaving a balance against the fund of \$80.94, instead of \$365 as last year. The Endowment Fund was now \$5,192.10. The Bursary Fund received \$569.04, being the balance from last year—\$1,199.70 in donations and interest, and investments repaid \$1,300. The expenditure was \$1,750 invested; bursaries and scholarships, \$1,186; printing and stationery, \$42.89, with a balance of \$90.45. It was agreed that while the thousand dollars received from the Alexander bequest be in the meantime used for current expenses of the College, that sum should be a first charge upon the income for the present year, and that the action of the Board in this matter be reported to the General Assembly. Had it not been for this sum of \$1,000 having been added to the income, there would have been a considerable deficit in the fund for the current expenses. The appointment was recommended of an additional professor with a lecturer, and also a day of special prayer for the College. \$40,400 had been subscribed towards a new College building, and arrangements had been made for a larger and more advantageous site.



—Rev. W. McLaren, of Ottawa, was appointed Professor of Systematic Theology, of Knox College, and Rev. Mr. Campbell was appointed to the Chair of Church History at Montreal.

—MONTREAL COLLEGE.—Rev. J. M. Gibson presented and read the annual report of the Board of Management of the Presbyterian College of Montreal.

—ALBERT UNIVERSITY.—The seventh annual Convocation at Albert University, was held in the afternoon of Wednesday, June 18th, in Ontario Hall, Belleville. A large audience was in attendance. The platform was crowded with the Professors and Senators of the University, amongst whom was the venerable Bishop Richardson. Convocation having been opened in due form, and prayer having been said by the Bishop, the proceedings were commenced by the admission of matriculants. The newly admitted students having gone through the necessary formalities, were addressed by the Chancellor of the University on their duties to the institution, to themselves and to their country. Prizes and honours were then awarded as follows, several reverend gentlemen, Dr. Nichol, of Montreal; A. F. Wood, Esq., of Madoc; the Mayor; A. Diamond, Esq.; — Warner, Esq.; Prof. Dawson, and other gentlemen representing the fortunate winners: MATRICULANT PRIZEMEN.—A. M. Morris, the Macdonald Bursary and Professors' Prize in Physiology. B. R. Wolever, Second Proficiency Prize. R. I. Warner, the Holden Prize in English. MATRICULANT HONORMEN.—First Class.—*Mathematics*.—A. M. Morris, J. A. Campbell. *Classics*.—A. M. Morris, B. R. Wolever. *History and Geography*.—A. M. Morris, R. I. Warner, B. R. Wolever, P. Badgley and J. A. Campbell, equal. *English*.—R. I. Warner, A. M. Morris. SECOND CLASS.—*Mathematics*.—F. W. Merchant, P. Badgley. *English*.—B. R. Wolever, Mr. A. M. Morris then delivered the Latin Salutary and Mr. Warner a humorous English oration, after which Dr. Frazer's anthem, "Domine Salvum Fac," was sung. The Divinity Testimonium was then conferred upon Rev. Erastus Irvine Badgley, who subsequently received the degree of B. D. Theses for B. A. were delivered by Messrs. T. W. Crother, on "Expediency;" J. B. Barton, on "The Moral Cycle," P. L. Palmer, "Thought;" and E. F. Chamberlain, "Privilege of Parliament;" this gentlemen also pronouncing in an eloquent voice the valedictory of the graduating class. As literary efforts, the theses of Messrs. Crothers, Palmer and Chamberlain were highly creditable; the language of the first-named being especially well chosen and the delivery evincing the possession by the speaker of a considerable amount of natural power. Mr. Barton's reading was unfortunately inaudible throughout the greater portion of the hall.

ADMISSION TO DEGREES.—B. A.—Peter Leving Palmer, Edmund Lewis Chamberlain, Thomas Wilson Crothers, Jesse Billings Barton, M. A.—Charles Augustus Kingston, B. A. Daniel Caswell McIntyre, B. A. L. L. B.—Roger Conger Clute. B. D. Rev. Erastus Irvine Badgley, M. A. UNDERGRADUATE PRIZEMEN.—SENIOR SOPHISTERS. P. L. Palmer, the Scott Prize for General Proficiency; P. L. Palmer, the Hamby Prize in English Prose; E. L. Chamberlain, the Sills Prize in English Prose; E. L. Chamberlain, the Senate Prize in Mathematics; T. W. Crothers, the Professor's Prize in Oratory; T. W. Crothers, the President's Prize in Metaphysics. SENIOR FRESHMEN.—J. W. Wright, Harry Nichol Memorial Prize for General Proficiency; B. M. Brisbin, the Gould Prize in Natural Science. JUNIOR FRESHMEN.—W. P. Dyer, the Burdett Prize for General Proficiency.

UNDERGRADUATE HONORMEN.—*First Class*.—CLASSICS.—J. W. Wright, Sen. Fresh. MATHEMATICS.—E. L. Chamberlain, Sen. Soph. METAPHYSICS.—T. W. Crothers, Sen. Soph.; P. L. Palmer, Sen. Soph. *Second Class*.—MATHEMATICS.—P. L. Palmer, Sen. Soph. Just previous to the close of the proceedings, President Carman made a few remarks with reference to the endowment of the University after which the benediction was pronounced and the audience separated, the Convocation having been the most successful ever held by the University.—*Intelligencer*.

X. Departmental Notices.

ADMISSION OF PUPILS TO THE HIGH SCHOOLS.

With reference to the circular from this Department, dated the 4th July, and published in the last number of the *Journal*, the Council of Public Instruction has thought proper, in consequence of representations as to the shortness of the notice, and the difficulty of holding the examinations for admission to High Schools, at the close of the Midsummer vacations this year, to adopt the following minute, which has been approved of by His Excellency the Lieutenant-Governor in Council:—

"Ordered—That in order to afford the amplest opportunity for notice and preparation for the first uniform examination for admission of pupils to the High Schools, that part of the

thirteenth regulation, which requires the entrance examinations to the High Schools immediately after the close of the summer vacation, be suspended for the current year, and that these first examinations this year take place the first two days of the autumn term of the High Schools, namely, the thirteenth and fourteenth of October next."

COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO.

The vacancies in the Council of Public Instruction having been filled up by His Excellency the Lieutenant-Governor in Council, the members of that body as now constituted are as follows:—

- REV. E. RYERSON, D.D., LL.D., Chief Superintendent.
- VERY REV. H. J. GRASSETT, B.D.
- REV. JOHN JENNINGS, D.D.
- MOST REV. JOHN J. LYNCH, D.D.
- REV. JOHN MCCAUL, LL.D.
- HON. W. MCMASTER.
- VENERABLE T. B. FULLER, D.D.
- WILLIAM MCCABE, Esq., LL.D.
- HAMMEL M. DEROCHE, Esq., M.A., M.P.P.
- JAMES MACLLELAN, Esq., M.A., T.C.

EXAMINATION PAPERS.

The sets of Examination Papers used in the Normal School during the 20th, 21st, 22nd, 23rd and 24th Sessions can be sent free of postage on receipt of 30 cents each. Those of the 25th, 26th, 27th, 28th, 31st, 33rd, 36th, 38th, 39th, 40th, 41st, 42nd, 43rd and 44th Sessions, at 40 cents each, and those of the 45th, 47th and 48th Sessions, at 50 cents each.

The entire sets of Examination Papers for First, Second and Third Class Teachers for July 1871, or July 1873, neatly stitched, can be sent free of postage on receipt of 60 cents per set. Those used at the County Examinations for Second and Third Class Teachers for July 1871, July 1872, December 1872, or July 1873, can also be sent, free of postage, on receipt of 50 cents per set.

SCHOOL REQUISITE SPECIALTIES.

- Myer's Zones of the Earth. A set of 10 Coloured Tablets, shewing the productions of the Zones. In Portfolio, with Descriptive Handbooks, price ..... \$5 00
- Pictures for Elementary Instruction—Useful Plants—in two parts. Book form, with Handbooks ..... 4 00
- Balfour's Botany. Set of 4 Charts ..... 10 00
- Prang's Natural History Series for Schools. A set of 206 Pictures of Animals and Plants, represented in their Natural Colours, and arranged for instruction with Object Lessons. 10 50
- Oliver & Boyd's Object Lesson Cards on the Vegetable Kingdom. A set of 20 cards, with Mounted Natural Specimens. Price in box..... 5 50
- Hawkins' Comparative View of the Animal and Human Frame. In book form. Price..... 1 95
- Cutler's Anatomical Plates. Set of 8 Coloured Charts..... 10 00
- Do. Do. Do 10 Do. Do. .... 12 50
- Human and Comparative Anatomy. A set of 9 Charts. Price..... 14 00
- Johnson's Indestructible Charts. Set of 10 Philosophical Charts, with Illustrated Key..... 20 00
- Chart of the Solar System..... 3 50
- Morrison's Skeleton Chart of Ancient History..... 2 00
- Taylor's Sovereigns of England..... 1 50
- Malcolm's Royal Family of Great Britain ..... 1 50
- Mechanical Powers. Hardwood frame, having 3 sets of Pulleys, 2 sets Brass Weights, Levers, Capstan, Screw, Inclined Plane, Wedge in Sections, &c. Price, with Descriptive Card and Box ..... 17 50