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THE
JOURNAL OF EDUCATION

FOR

Upper Canada.

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REVEREND EGERTON RYERSON, D.D., LL.D.,
CHIEF SUPERINTENDENT OF EDUCATION,

BY

J. GEORGE HODGINS, LL.B., F.R.G.S.,
DEPUTY SUPERINTENDENT.

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THE COUNTY SCHOOL CONVENTIONS.

We are glad to see that attention has been called by the press generally to the importance of the School Conventions which are now being held by the Chief Superintendent of Education in each County of Upper Canada.

The topics brought under the notice of the Conventions have, on the whole, been discussed in a fair and practical spirit by the press, as may be seen by reference to two editorial articles from the *Hamilton Spectator*, and some short notices from other journals, which we insert in this number of the *Journal*.

The progress of our school system has, thus far, been very satisfactory. And although prejudice was excited against it at first, it has lived down these prejudices, and has had the good fortune to carry with it for many years the public sentiment of the country. It has further, by its success, commended itself to the intelligent educators of other countries. Many of the chief features of the Upper Canada system have been incorporated in that of Victoria (in Australia), and latterly in that of the sister province of Nova Scotia. British Columbia has also profited by our school experience, and within the last month the State Librarian of Tennessee, in a letter to the Department, says:—"Col. Borson, member of the Senate, has introduced into that body a Bill for the thorough reform of the educational system of our State, and has drawn a great deal of most valuable information from your documents."

The reasons for the popularity and success of our school system, although well known to those among us who have given any attention to the subject, are not so apparent to strangers. We were much struck by a remark made by the Hon. Mr. Shannon, of Nova Scotia, at the dinner given in this city to the commercial delegates from the maritime provinces. He said: "They were endeavouring, in Nova Scotia, to model their school system upon that of Canada West, and to obtain the sanction of the people to the necessary taxation it would incur; and they had been anxious to see Dr. Ryerson to learn from him how to gild the pill, and to know how he had made taxation to go down with the people of this country."

Now, the true secret of "gilding of the pill" in Upper Canada is found in the fact that the law leaves it to the rate-payers themselves, in the primary meetings of their rural sections, to determine, without let or hindrance, whether or not their school shall be supported to a greater or less extent by a rate self-imposed upon the property of the section—that is, the rate-payers have the sole right to tax themselves for the support of their school. This is the true spirit of the law, and this may be fairly taken as a specimen of the general scope and intention of the Act.

There are, however, several features in the law which are susceptible of modification and improvement. But before making any material change in its provisions, it has been the policy of the Department to hold free consultations on the subject with the people themselves at County School Conventions. The topics brought before the present meetings are sufficiently indicated in the official circular on the subject, published in the last number of this *Journal*. The most important change proposed is the substitution of Township for School Section Boards of School Trustees. Experience in the working of the present system has shown its inherent defects, which time has not remedied; and the almost unanimous adoption of the Township system in several of the neighbouring States, prove that public opinion there has pronounced largely in its favour. On this point, we would direct the attention of our readers to the information on this subject, which is given in the *Journal of Education* for July, 1864, and which contains the recommendations and experience on this subject of the school authorities in the States of Massachusetts, Connecticut, Pennsylvania, Ohio and Indiana. The system was tried with success some years ago, in the District of Niagara, and it has been working well for several years in the Township of Enniskillen, now so famous for its rich oil wells.

2. COUNTY SCHOOL CONVENTIONS.

The Chief Superintendent has issued a Circular calling the attention of all interested in educational affairs—and who is not?—to his proposed visit to the different Counties of Upper Canada. These visits of the Superintendent are of the greatest importance, and should not be overlooked or neglected by any intelligent voter, more especially those directly interested in the management of school matters.—*Canada Christian Advocate*.

The Chief Superintendent of Education for Upper Canada, Dr. Ryerson, has issued a circular intimating his intention to hold County School Conventions, in each County in the Province, during the present and following months. There is much in his circular for serious thought and reflection on the part of those who have had any experience in school matters or in the management of our public schools, and we hope to see a large attendance.—*Belleville Intelligencer*.

3. PRIZES IN SCHOOLS.

The first subject suggested by Dr. Ryerson, in his circular announcing the holding of conventions throughout Upper Canada, on the subject of the School system and its improvement, is "To consider any suggestions which may be made for the amendment of the School law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize-books and public libraries." This subject takes a very wide range, and may, in fact, be said in its terms to include all the other topics suggested. Under it, almost all subjects connected in any way with the School system of the country might be introduced, and we doubt not that the discussions upon it will prove of very general interest.

We purpose, however, to-day to notice that particular suggestion which has relation to the distribution of prizes in the schools—a subject which has excited a good deal of attention among educationists, and upon which the weight of evidence is pretty equally divided. There is no question that those who oppose the giving of prizes to those scholars who, in a competitive examination exhibit the greatest proficiency, are not without solid argument by which to maintain their views. It is contended that very often the lads who are really the hardest workers, and who make the best figure in the world in the long run, are not the most successful at those examinations; and that mere smartness often takes the prize from the more industrious and meritorious; and that, in such cases, the tendency is to discourage that spirit of plodding industry which at school, as in the sterner duties of after-life, are the most to be encouraged. Where the prize is awarded solely to the most successful at the competitive examination there is no question that this is too often the case. At school, as in life, mere self-possession, we might perhaps say the force of impudence, often carries off the prize against merit and modest worth. The reports of local superintendents of schools, published in the annual reports from the Educational Department, bear evidence that this fact has often militated against the usefulness and fairness of the prize system.

But these arguments, after all, apply rather to the mode of distributing prizes than to the system of prizes itself. The great danger to be avoided is in ignoring the general conduct of scholars during the entire term, and leaving to the accident of the examination the determination of the question of merit. Distributed upon a well-considered principle, which would recognise fully the steady every-day industry and attention of the pupil, they are undoubtedly of great advantage. It is simply carrying out in the school the principle which obtains through life. We all work for prizes. It may be that the particular prize which is sought after and daily struggled for may differ, in the case of different men. But all who are not mere useless drones have a prize which they keep steadily in view, and to which, with plodding labour, they daily aspire to. It furnishes the incentive to exertion, and when attained constitutes its sweetest reward. And as the great object of any educational system must be to fit boys and girls for the duties of men and women, the earlier this spirit of emulation is implanted in their minds the better. The prize at school furnishes the incentive in many cases to that exertion which ultimately becomes a part of the scholar's very nature, the habit of his every-day life, and fits him all the more for the performance of the more practical and severer duties of life's great battle. Many a lad has been impelled to exertion by the prospect of the distinction which the prize confers, who would, without that motive, remain inert and careless in his studies; and the habit acquired in the hard work of the term will become to him the capital for future usefulness and proficiency.

But how to distribute the prizes so as to secure this object is the practical question for discussion in connection with this subject. To be useful, it must, as we have said, have reference not merely to what may be the accidental success on examination day, but to the entire every-day conduct and studious proficiency of the term; and it may even be questioned whether, with that object well at-

tained, the examination as a test of merit, and a basis for the distribution of the prizes, might not with advantage be dispensed with altogether. This subject, we are glad to know, has occupied the earnest thought of the indefatigable head of the Educational Department; and the suggestion which is contained in a recent circular, that the use of merit cards would accomplish this object, is well worthy the attention of School Trustees. These cards are divided into four classes, one, ten, fifty and one hundred merit cards, and the mode of distribution is as follows:—"The one merit cards should be given daily or weekly, at the discretion of the teacher, to pupils who excel in punctuality, good conduct, diligence, or perfect recitation. Ten of the single merit cards entitle the holder to a ten merit card; five of the ten merit cards to a fifty merit card; and two of the fifty merit cards to a hundred merit card. If given daily no pupil should be entitled to a certificate or prize at the quarterly examination who had not received at least fifty merits of all classes; if given weekly, from fifteen to twenty should be the minimum number of merits of all classes, which would entitle the holder to a certificate or prize at the end of the quarter. The value of the prize should in all cases be proportioned to the number or class of merit cards of all kinds received during the quarter."

We learn that this system is practically that which is adopted in the schools of this city. These merit cards are distributed, somewhat upon the principle laid down in the above extract, and at the end of the term, twelve scholars from each division, who have attained the greatest number of them, and by that fact may be presumed to be the most deserving, are selected for examination. On the result of that examination depends the distribution of prizes. But we would suggest to the Trustees that on this an improvement might perhaps be made. The value of a prize does not consist so much in the mere money worth of it, as in the distinction which it confers. The danger of the examination as a test is, that even with the care taken to select only such as during the previous months have shown the greatest proficiency, is that still the scholars of really greatest merit may be omitted altogether, simply from constitutional inability to acquit himself well at a competitive examination. It seems to us that the boys who have, by their general good conduct and industry, entitled themselves to the privilege of appearing before the examiners, should all receive some practical recognition; and the certificates prepared by the department, which are exceedingly neat, afford a good mode of granting such recognition. These certificates would be prized as highly by the recipient of them as if they were of far greater intrinsic value. They would be to them the mark of distinction, showing that their labour had not been in vain, and spurring them on to renewed diligence for the future. Altogether, the subject is one of very great importance; and is well worthy the consideration of such conventions as those proposed to be held.—*Hamilton Spectator*.

4. TOWNSHIP BOARDS vs. SCHOOL SECTIONS.

The second subject which the Chief Superintendent of Education suggests for the consideration of the approaching school Convention in this city, is "whether or not it would be desirable to have one Board of School Trustees for each Township as there is one Board of Trustees for each city, town, and incorporated village; and whether the Township Council should not be such Board of School Trustees."

We think there can be very little question that the change from half a dozen to one Board of School Trustees in a Township would be a very great advantage. The plan of school sections was perhaps advantageous in the earlier history of the school system.—It brought the system more immediately home to each ratepayer, and by limiting the area of each separate little school principality, tended to excite in the system a more general interest. But with the progress of the system, the school sections have we fear developed in very many instances into a nuisance. Quarrels between different school sections have arisen; and in many instances real hardship has been inflicted upon parents in compelling them to send their children to the section school, perhaps a mile or two distant, when the school of the adjoining section was almost at their door. In some cases this inconvenience has been found so great, that union between sections has been formed with a view to avoiding it.

And perhaps the most important object to be attained by means of the abolition of the school sections and the creation of a Township Board, will be the greater permanency which it will give to the situation of teacher. There is nothing more to be desired in connection with our school system than this. If we would encourage really clever men to take the office of teacher, and make of it a profession, we must attach to it some greater degree of permanency than has hitherto obtained. With reference to the female teachers the difficulty does not perhaps exist to the same extent, for with them teaching is a mere convenience until marriage comes to give them the more congenial and lasting duties of home life. But it is a fact

which is deeply to be regretted that the want of permanency, the fact that teachers are at the mercy of Boards, often composed of ignorant and unsympathetic men, drives out of the ranks of the profession into other callings many of those who possess in an unusual degree the practical common sense, as well as the mere scholastic learning necessary to ensure success. The change which is proposed would obviate this to a great extent. Instead of six or eight Boards in a Township there would be but one; and that one would have the oversight of all the schools of the Township. Often local difficulties, perhaps with some of the parents, compels the removal of teachers, and under the present system, there is no means of preventing this. If but one Board existed, having the management of all the schools, an exchange of teachers would meet the difficulty and secure the great object of permanency, which should, above all other things, be made to attach to the office.

Then in the matter of expense the saving would be something, not perhaps sufficient in itself to justify any change in a system which had worked well, but an important consideration as an incident to a change which on other grounds commends itself. All corporate bodies, however small in themselves, are a source of expense. It is one of the prerogatives of corporations to spend money, the more so as it is other people's money they are charged with the duty of spending; and sometimes they exercise the prerogative rather too freely. And it is impossible that half a dozen of these soulless bodies can be rolled into one without the expense being materially lessened. So that on all these grounds we are inclined to think that Doctor Ryerson will find the conventions quite ready to accept his suggestion that the school sections should be abolished and the principle of township boards substituted in their place.

The other suggestion which he makes will perhaps not be so readily acquiesced in. We cannot say that we think it would be an improvement to entrust to the Municipal Councils the duties of the boards of school trustees. We greatly fear that the effect of this change would be to lessen the character and efficiency of the schools by subjecting them to the control of these bodies. There are two objects which Municipal Councils will be found, by those who have studied closely their peculiarities, to keep very carefully in view. The one is to spend as much money as possible in ordinary local improvements, so that they can use the fact as an argument to secure their re-election; and the other to make the aggregate expenditures of the body appear as light as possible.

In some cases, if we mistake not, the duty of collecting the school rate has been cast upon the trustees, and the additional expense of a separate collector, separate Rolls, &c., incurred simply because of the unwillingness of the Municipal Council to present so large a bill to those whose suffrages they must soon ask. And the general unwillingness evinced by municipal bodies to do anything for the schools which involves outlay, is but another evidence which goes to show how dangerous it would be to entrust the entire school system to their keeping. Rely upon it, when the estimates of the year came to be made up, the expenses of the school would afford a tempting item for retrenchment, especially if some teacher should by any chance be offering his services at a lower figure than that paid to the master employed.

The change from school section Boards to Township Boards is undoubtedly a good one, but it would be unwise to go any further. The interests of education are sufficiently important to be entrusted to a body elected with special reference to them. To make the care of the school system a mere incident of the duties of Municipal Councillors, would be most seriously to jeopardise its success and efficiency. And we therefore sincerely hope that the chief superintendent will not urge this change upon the attention and support of the approaching conventions.—*Hamilton Spectator*.

5. EDUCATION AND THE CHIEF SUPERINTENDENT.

Whatever opinions may be entertained as to the value of some of the features introduced into our School system by the Rev. E. Ryerson, Chief Superintendent of Education for Upper Canada, all who are familiar with the confused state of the Common School system when he entered upon the duties of his office, with the various conflicting interests of the Province, and with the many real and imaginary difficulties to be removed, will readily grant that to him is due the gratitude of the whole people, for the perfection of the system introduced under his supervision, for the vitality breathed into our Common Schools, and for the untiring energy and zeal which has been ever manifest in his operations. He has recently issued a circular announcing that, in accordance with a part of his plan when, in 1844, he began to apply himself to establish and mature the present system of public elementary instruction, he will visit each County in Upper Canada, "in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own system of public instruction, and the best means

of improving and adapting it to the institutions and wants of the country."

It is now six years since Mr. Ryerson passed through the country on a similar tour. He proposed at first to visit foreign enlightened countries once in five years, to acquire as much information as possible concerning the nature and progress of their systems of education. It was also the intention of the Chief Superintendent to visit the various Counties of the Province every five years; but he was prevented from doing so last year owing to feebleness of health and the excited state of public feeling on the Confederation question. This he thinks will be his last tour, as the effects of age are very much impairing the vigor of his constitution.

The objects of the Convention are most decidedly important. It has long been felt to be a sad evil that many parents do not send their children to School, when, in many instances, there is no positive advantage in keeping them at home; but whether compulsion will effect anything remains to be seen. When Mr. Ryerson was on the Continent, he must certainly have had an opportunity of witnessing the effects of such a measure in some of the European nations. As to the change in the Board of Trustees, there are arguments both in favour of and against it. It would require quite a number of years to have it thoroughly introduced in the Province; and the only question to decide is, whether the change will effect a sufficient amount of good to justify the necessary expense and trouble of introducing it. We sincerely hope these Conventions will be numerous attended by all interested in the educational institutions of our country.—*Woodstock Times*.

II. Papers on Grammar Schools.

1. GRAMMAR SCHOOLS IN UPPER CANADA.

An act for the further improvement of Grammar Schools in Upper Canada was passed last session, and received the Royal assent on the 18th of last September. * * * Such are the chief provisions of the new Grammar School improvement act. For the information of mayors of cities, wardens of counties, mayors of towns, and reeves of incorporated villages in Upper Canada, the Chief Superintendent of Education in Upper Canada has despatched circulars, in which he points out the advantages of the new act, and the mode in which these advantages can best be attained. With regard to the cities to be effected by the act, he suggests to the county council that, as it, jointly with the city council, appoints the trustees, each council should provide one-half of the amount required to be raised from local sources. This, he points out, may be done by making an appropriation from the clergy reserves moneys, or from the general funds of the municipality. The Grammar School, he contends, under this act and the recently revised programme of studies, ought to become the High School of the city—the intermediate school between the Common Schools and the University. Notwithstanding that our citizens are largely taxed to provide for the accommodation and support of Common Schools, many of them never send their children to those schools. In justice to this class, it is urged that a portion of the future school assessments in cities should go to provide for the support of public Grammar Schools. With such cogent arguments, Dr. Ryerson lays the new act before the public. Relying upon the co-operation of the corporation and councils he has addressed, he concludes by announcing that he will pay the apportionment to the Grammar Schools in 1866, without waiting for the proportionate sum required by law to be provided from local sources.—*London Prototype*.

2. THE GRAMMAR SCHOOLS.

The Chief Superintendent of Education for Upper Canada has just issued circulars embodying the new Grammar School Act, to the various Municipal Councils of this section of the Province, urging upon them the importance of extending to these Schools a portion of that support which has been so liberally and intelligently extended to the Common Schools of the country. No one who has had any experience in the working of our School system, can have failed to be struck with the want of success of this most important branch of the system. The Common Schools have met with a success beyond what could have been anticipated by the most earnest and enthusiastic promoter of the School laws. The people having full control over their own School matters, a control extending even to the right of refusing to avail themselves of the system altogether, have yet with singular unanimity organized Schools under the law, taxed themselves, sometimes very heavily for the erection of school houses, the employment of competent teachers, the providing of maps and apparatus, the establishment of school section libraries, in a word, for all the minutiae of the system, until to-day the country presents, as to its educational facilities and progress, a spectacle in the highest

degree gratifying to the patriotic Canadian, and the result not of legislative coercion, but of purely voluntary and patriotic effort on the part of the people themselves. As to the Common Schools, it may fairly be accomplished within a very short time.

The Grammar Schools have not met with equal success. The mode adopted in the apportionment of the Grammar School grant, and the almost unchecked right of schools to demand it without conditions, has tended very greatly to lessen the character and efficiency of the schools themselves. Unfortunately there existed no provisions by which the Municipal Councils were required to grant any assistance to these schools. They were required to depend for their support upon the government grant, and such sums as could be raised by way of fees from pupils, and the provisions of the law which gave to the Municipal Councils the right to create an additional county Grammar school, so soon as the government grant exceeded a certain sum, three hundred dollars, if we remember rightly, has tended greatly to lessen the character and efficiency of the schools. The testimony of the Chief Superintendent of Education—and indeed it is the testimony of all who have watched the working of our school system—is to the effect that these schools in many instances, while drawing a portion of the Grammar School grant, and thus lessening the means of support to the other and older schools, are actually inferior to some of the Common Schools of the country. After stating the fact that out of 131 Grammar Schools in existence last year, only 49 received any assistance whatever from the Municipal Council. Dr. Ryerson, in his circular, says: "It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodation and efficiency, inferior to the Common Schools in the same town or village." A system which has produced these results, which has frittered away a fine endowment, without even inadequately fulfilling the objects which it was designed to promote, unquestionably called for amendment. Ever since 1862 Dr. Ryerson has sought to secure that amendment, but the party trouble which harassed the country, precluding as they did all useful legislation, prevented this Bill from passing; and it was not until the August session that it became law. It is not the least of the advantages for which we have to thank the Coalition Government, and the cessation of party strife which has resulted from its formation, that a measure so imperatively demanded in the interests of the higher education of the country has been placed, by it, upon the Statute Book.

The great feature of this Bill, the one feature which, in importance overtops all others, is that it provides for the assistance of the Grammar Schools by the Municipalities, and makes it a condition precedent to the receiving of any portion of that grant that this aid shall be voted. Dr. Ryerson forcibly says, in his circular, that "The progress, institutions, professions, and employments of our country, together with the influx of many well educated persons from other countries, render these intermediate schools an indispensable necessity if our native youth are to maintain their proper position in society, and if our country is to maintain its rank in comparison with other educating and progressive countries. But the Grammar Schools cannot accomplish the object of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such schools ever did fulfil their mission by mere fees of pupils and a small Legislative grant, without liberal local support, unless they had a large independent endowment—which is not the case with the Grammar Schools of Upper Canada. The county Councils have, of late years, created a large number of Grammar Schools; and the authors of any offspring ought not to leave it to languish and starve for want of support."

And that the County Councils, and City Councils as well—for the purpose of this act cities are made counties—will gladly contribute to the maintenance of these schools, and thus maintain the high reputation which they have heretofore earned for intelligence and liberality in all matters affecting the educational interests of the country.

The amount which the Municipal Council will be required to contribute, although as to each one of them a comparatively small sum, will in the aggregate make a most important addition to the Grammar school endowment fund of the Province. It is provided by the sixth section of the Act, that "no Grammar School shall be entitled to share in the Grammar School fund, unless a sum shall be provided from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as said fund," that is for the payment of teachers salaries, and another provision of the Bill, will in all probability thus further increase, not the aggregate endowment, but the practical usefulness. It is provided that no Grammar School shall be entitled to share in the Grammar School fund which has not proper accommodation provided for it, and an average attendance of at least ten pupils in one, of the language, for teaching which, that fund was originally created. We have our mind now on some grammar schools, of the character

described by Dr. Ryerson, and which we fear are but too common in this country, that will hardly come up to this standard. The locality which cannot sustain a school with the qualifications of the Act, is better without one. It can hardly be of a character to advantage greatly the locality where it has been established, and it lessens the efficiency of other schools by withdrawing from them a portion of their resources.

The Chief Superintendent appeals to the Municipal Councils to aid in giving practical effect to the provisions and intentions of this Bill. After enumerating some of its more salient points, he adds:

"Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodation and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your citizens have never sent their children to the Common Schools, though their property has been largely taxed to provide for the accommodation and support of those Schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School assessments should go to provide for the accommodation and support of your public Grammar School."

We are certain that the appeal will not be made in vain. There is no subject upon which the Canadian people, as a body, feel more sensitive than upon that of their school system. They have, by their own voluntary exertions, brought it up to the high standard which it has attained, and they are justly proud of the result of their efforts. They will not stop short now when asked to place that feature of the system which looks to the higher education of the youths of the country in a state of efficiency. Dr. Ryerson promises that, trusting to their liberality and patriotism, he will apportion the grant for 1866 without reference to the grant from local sources required by the Act. The confidence will not be misplaced. On the contrary, we are certain that under the authority of this Act, the Council will, as they have done in the case of the Common Schools, limit their money grants, not by the limitations of the statute, but by the necessities and the efficiency of the schools.—*Hamilton Spectator*.

3. MUNICIPAL LIBERALITY TO A GRAMMAR SCHOOL.

We are pleased to learn from a letter received at the Educational Department, that in accordance with a suggestion, made by the Chief Superintendent in his recent circular, the Council of the United Counties of Huron and Bruce, at their session held early last month, granted the sum of two hundred dollars towards the salary of the teacher of a Grammar School in Clinton, on condition that the Council of the Village of Clinton would grant a like sum, which the council by a unanimous vote pledged itself to do.

4. VAGRANT CHILDREN IN OUR CITIES.

We commend to the attentive perusal of our readers the following extract from a charge lately delivered by Judge Hagarty in Toronto to the Grand Jury. It shows that although a country may have all the privileges of a secular education it will not prevent crime, but, if unaccompanied by religious training, rather increase it:—

"Criminal statistics have, until the last few years, been almost wholly neglected amongst us, but the various reports of the Board of Prison Inspectors, who periodically examine and report on all the prisons and asylums in Upper and Lower Canada, present us with much valuable information.

It appears that in the year 1864 a grand total of 6,361 prisoners had been confined in the Upper Canada common jails, of whom 1,595 were in the Toronto jail. The greatest number imprisoned at any one time was 763, of whom 217 were in Toronto jail. Of the whole number for Upper Canada, 2,268 were for other than first offences.

The whole expense of the Upper Canada common jails for 1864 was \$81,134, the Toronto jail's share being \$14,755.

It is stated that both in the penitentiary and common jails there was a considerable diminution in the number of prisoners in 1864, which is attributed to the large emigration of a certain loose class of our population to the United States, attracted either by war bounties or high rates of wages. This diminution, it is feared, can only be regarded as temporary.

Under the head of "Produce of labor of prisoners," the report gives for Upper Canada, in six counties, \$693. No portion of this trifling sum comes from Toronto jail.

The darkest item in this black catalogue is that relating to young prisoners. In Upper Canada, in 1864, there were committed to jail 311 boys and 103 girls, under the age of sixteen years.

Out of this aggregate the Toronto jail furnished 90 boys and 40 girls, or nearly a third of the entire number in Canada West.

Thus it appears that last year 130 children under sixteen were prisoners in Toronto jail, a most melancholy fact for the consideration not only of the Grand Inquest but of every Christian man in the community.

This picture is further darkened if we turn to the number of prisoners over 16 and under 20; and we find 84 males and 94 females—in all 178 youths of both sexes at this most impressible and perhaps most dangerous period of life. In all, over 300 prisoners in one year, under 20 years of age.

A glance at the jail statistics for the past five years gives us no reason to believe that the evil is decreasing. The total number of prisoners in each year varies slightly till 1864, when the number was lowest, thus:—

Total Prisoners.	Children under 16.	
1860	2,054	155
1861	1,815	73
1862	2,091	104
1863	1,971	129
1864	1,595	130

For the last four years we find the number of children in our jail steadily increasing, with but little change in the city population. Last year, though the total prisoners were nearly 400 less than in 1863, the children prisoners were slightly more numerous. During the last five years nearly 600 children, male and female, under 16, have been confined in the Toronto jail. We need hardly ask what may be the probable after-life of those who begin the world under such degrading conditions. We may ask, firstly—Is such a state of things without a remedy? Secondly—If there be a remedy have we sought to apply it? Toronto has not neglected to provide for her children the blessings of education. On the contrary, in no city in the world is a better education offered freely to all. We have noble school-houses, excellent teachers, and a sound English education, at a cost to the ratepayers of many thousands of pounds each year.

But are our street vagrants reduced in number? Is our jail burdened with fewer boy and girl criminals? Is the *dangerous* class of society reached, the under darkness of vice and ignorance pierced by the light of instruction? There are few subjects on which men differ more widely than the manner in which this admitted evil can be dealt with.

Many persons insist that the common school system is not designed to meet, and cannot properly be expected to meet, the case of the vagrant children who will not accept the free education offered.

Others argue that compulsory attendance, under a truant or vagrant Act is the proper supplement to compulsory taxation.

Another class contend that as the law compels them to support common schools, they ought to see at least a portion of their rates expended in a vigorous attempt to reach and educate the only class from whose ignorance and destitution they apprehend danger to the peace and prosperity of society—and they argue strongly that it is a grave thing even to talk of applying portions of the rates to establishing high schools for boys and girls or to expend our energies in raising the standard of education; at least so long as vigorous efforts are not made to reach the vagrant classes—by working *downward*, as it were, instead of upward—and trying to get hold of the forlorn little creatures who fill the ragged schools and shoeblack brigades of which we hear so much in the old country cities.

I have no intention to discuss the soundness of these differing views. I only desire to invite attention to things as they are and as they ought not to be.

We may feel pleasure in noticing that of late the subject seems to be attracting more attention than formerly, and it seems an evidence of a more healthy public opinion that the expression of a doubt as to the perfect working of our present system, no longer calls down ungenerous charges against the doubter of being an enemy to the cause of free education.

With the jail statistics of the last few years before us, it is not easy to suggest a more fitting topic for the consideration of a city grand jury than the possibility of extending the healthy influence of education to the class of children by whom our streets are infested and our jails burdened.

As already remarked, no place offers greater educational advantages than Toronto—a most excellent English education is obtained for a mere trifle

The school assessment is two cents in the dollar—say five pence in the pound. An annual value of £25 or £30 will comprehend the dwellings of perhaps a majority of the ratepayers and of respectable and comfortable citizens, and on such the school rate would be ten or twelve shillings annually, and for this any number of boys and girls can receive an excellent education.

The school report for 1863 (the latest I have seen) states that 1,632 children within school age (of whom 1,165 were Protestant and 467 Roman Catholic) neither attended school nor were taught at home.

The classes most in want of instruction, and the most dangerous to society, are always those on whose ear the invitation to come and be taught falls unheeded.

Often filthy and unwholesome in appearance and ragged in clothing, they are rarely to be found in the clean and orderly ranks of our schools. It is quite possible, and perhaps natural, that many respectable parents have but little desire to see these unfortunates mixed with their own clean and well cared for children.

It is, of course, the interest of all who use the schools to elevate their character and efficiency, and it is doubtless an advantage to the community to have all its members thoroughly educated. It may still be a matter of profound regret that year after year is passing away, and a generation of children ripening into crime in our midst, and refusing to avail itself of our noble provision for the free teaching of all.

It is for others to decide how a remedy is to be applied, whether by legislative action or the voluntary efforts of the ratepayers and citizens generally. It is to be earnestly hoped that some attempt may be made to work downward to reach the grade of children, apparently below the influence of our present system, to gather them in their rags and squalor (if necessary), apart from those of their own age who shrink from their contact. Those who know the poor can testify how they, too, shrink in their filth and tattered clothing from church and school. It is idle to discuss the soundness of their reasoning on such a subject—it is enough that the feeling exists.

I am painfully sensible that this is an unpleasing subject to many ears, but it is one constantly forcing itself on the consideration of a judge, who has before him so often the sorrowful spectacle of the young criminals left alone in their sin and misery, in the midst of a Christian community.

No subject more important from its terribly close connection with the state of crime amongst us, can be suggested for your consideration.

From the figures which I have quoted, it is clear that juvenile crime is not decreasing in our city.

I am sure, gentlemen, that you will join me in the earnest hope that some means may be devised to lessen, what all must admit, to be a most dangerous symptom in our social state."

REPLY OF THE GRAND JURY.

"Every Christian man and woman in our city must feel the deepest sorrow at the present life and probable fate of what may be termed the substratum of our juvenile population—the little outcasts who hang around the post office—the post office lane—and those who are daily applicants for charity at our doors. According to the precepts of our Christian faith, for these the Saviour died—notwithstanding their rags and poverty, 'of such are the kingdom of Heaven.' Your Lordship has pointed out the fact that during the last four years the number of children imprisoned under sixteen years of age has been steadily increasing.

It was mainly with the view of reaching the depraved and dangerous classes of the community that the respectable inhabitants of this city consented to be taxed so largely. It was thought that the common schools being made free, these Arabs of the streets would be induced to attend; but judging by the result of an extended experiment of fifteen years, it would appear that making the schools absolutely free has not been entirely successful in the main object, for not only has juvenile crime increased, but we learn from the report of the Local Superintendent for 1864 that the attendance under the free system has been less in proportion to population than it was under the rate-bill system; for it appears that under the rate-bill system the attendance was as 1 in every 20½, while under the free system, it has been only 1 in 23. The attendance is also stated to have been more irregular and unreliable under the free system than it was under the rate-bill. The Superintendent's report for 1865 states the daily absences as 722, or about one-fourth of all on the roll, besides, 150 half day absences. By the same report the grand jury learn that 5,550 children received some amount of instruction during the year, yet so irregular and desultory has the attendance been that no less than 756 attending less than twenty days, 1,296 from fifty to one hundred days; in other words, out of the 5,550 children, no less than 3,157 attended less than one hundred days, a period much too little to be of any real utility, either for their own good or the good of the public.

The free system has been very costly to the rate-payers as compared with the rate-bill system, for it appears from the annual School Report for 1864, that the annual average taxation for school purposes under the rate-bill system, including rent, was only \$7,400, to educate about 1,200 children, while under the free

system, during many years, it has not been less than \$20,000 annually, to educate an average attendand of about 2,200, and this is exclusive of an additional sum of about \$5,000, as interest on school property as rental.

If, therefore, the present system has partially failed to reach the dangerous classes—if the attendance has not only not been increased, but somewhat diminished—if at the same time it has proved costly, and if the burden has fallen chiefly on those who do not avail themselves of the school, it appears to the grand jury that some modification of the present system should be adopted, which should remedy, if possible, its defects, and equalize the burden of taxation.

In your lordship's charge, you state that 1,632 children of school age attend no school and receive no instruction at home; and that 143 juvenile delinquents—taken mainly, we believe, from this number—were confined in the jail during the year.

The result of these prison statistics and of our school system cannot be separated. With proper cultivation of the mind and attention to the body, we believe the dawning life of these 143 boys and girls might have been the commencement of a career of usefulness to the community and of honour to themselves.

Where, then, is the remedy? How are we to extend the hand of Christian sympathy to these little ones, and rescue them from the inevitable fate awaiting them?

We are strongly of opinion, that to feed and clothe their bodies must accompany any attempt at educating their minds.

It is obviously impossible to extend to them the benefits of our present school system without attending at the same time to their personal wants. We should respectfully suggest the establishment of one or two schools, in which the children of the lowest and degraded could not only be taught free, but where some small amount of decent clothing and food could be provided when necessary, together with the appointment of one or more outside officers, whose business it should be to visit the houses of absentees, ascertain the causes of absence, and endeavor to influence the parents to the performance of their duty. It appears to the grand jury, that in order to accomplish this without additional expense to the city, and in view of the partial failure of the free school system to reach the classes whose good was principally contemplated, it would be expedient to place a very small rate per week, or say three cents per pupil, upon the junior divisions of the city school—a somewhat larger rate, say five cents, on the intermediate divisions, and say ten cents on the senior divisions.

This very small rate would produce a sum of about \$5,500 per annum, quite sufficient to carry these proposed schools for the very poor into successful operation. With the formation of the schools, and of high schools for the more advanced pupils, our school system would, we believe, be as nearly perfect as it is possible to make it.—*Canadian Churchman.*

III. Papers on Practical Education.

1. MINOR POINTS IN SCHOOLS.

Careful consideration given to minor points and matters of detail frequently constitute a good school. For be sure that the teacher, who is painstaking in small things, will not be careless in those of greater import. To have a cleanly-swept floor, a tidy room, windows bright and whole, everything in its place handy for use at any moment, bespeak a thoughtful teacher, and give sure indication of a good school. It is attention to such things that impresses upon children their first lessons in habits of thoughtfulness and cleanliness. These minor points do not entail upon teachers any extra amount of labour; they entail nothing but a little forethought. In fact, by seeing after little things, much not only of time but temper is saved. A bad school, subject to many derangements and useless expenditure of time, is that where there is not "A place for everything, and everything for its place." Many precious minutes are lost, and many evil habits implanted, in those schools where, as soon as a lesson begins, one lad runs to the proper place (say) for the reading books. He brings a part: "Oh, I saw them so-and-so," says one; "Fetch them," replies the teacher. They are brought; the number is still insufficient. Then a child or two is sent to look for the rest under the desks and in various cupboards. Thus the lesson commences after a needless expenditure of half the time and much irritation to the teacher, of which the children soon, perhaps, feel the effects. This is not a picture of every school, but how many are there where such a proceeding is a daily occurrence? Be sure that things like this, while they ruffle the teacher's temper, sow the seeds of future indolence and negligence in those to whom the schoolmaster has undertaken to give lessons in carefulness and diligence. A sensible person, pondering on the failings of others, will learn a lesson, and go to his own school and immediately note what he himself can mend. If he visit a school

where the only thing that strikes him as being amiss is dirty windows, he should go back and look at his own. This illustration is given because all are more prone to observe faults than excellencies. Many will say, "We can't attend to every little matter of detail ourselves; if we do we fail in something." Certainly you will not succeed in everything you undertake or attempt, neither can you, as a reasonable being, expect to do so. The poet has said:

I hold it true whate'er betide,
I feel it most when sorrows fall;
It's better to have loved and lost,
Than never to have loved at all.

Yes, disappointment and failure teach wholesome and salutary lessons. It is good to have met with rebuffs; it is healthy to have experienced a disarrangement of our plans in life. He who has failed in what he has attempted, will be better enabled to make allowances for the shortcomings and faults of others. His sympathies and better feelings will oftener prevail and soften the asperities of his character, and enable him to make greater allowance for the failings of others. We must persevere in trying to do good in conveying lessons of order or cleanliness; but we must also know where to stop. The following anecdote will elucidate what is meant:

Bob is a sullen, big, and, perhaps, an evil-disposed boy. He habitually came to school with dirty shoes. At first, gentle persuasion was used, and his attention called to those of his classmates. He still came with them dirty. He was next sent home to clean them: occasionally he came back with his shoes a trifle cleaner than when sent home; but more frequently his mother sent him on an errand and back again to school in the afternoon with them still dirty. Next, threatening was resorted to; that failed. He was kept in and a task set; he was equally callous. Next he received corporal punishment. The very next day his master was sitting at his window, watching the boys in the playground, as it wanted a few minutes to nine. Bob was amongst them, leaning with his back against the school wall, and his feet pushed a little out. Every now and then a slight movement of his head was made forward, caused by endeavouring to spit upon his shoes. Out of a dozen expletions, perhaps one would hit the mark, then the spot was as lazily burnished on his trousers. Thus he performed the finishing touch to his toilet with ten times more time and trouble, in his laziness, than he would have taken had he properly polished them at home. The master gave up Bob's clean boots from that hour, believing that he was incorrigible, and not worth the necessary expenditure of time and labour, whatever effect his untidy ways might have on the others, which it was believed would be the less, as he was unpopular with the school. In such cases as this, teachers must learn when they have failed, and not unnecessarily provoke wrath and render themselves unpopular at their own expense.

Much may be done in minor matters in school by personal neatness. Always remembering that immaculate boots, untouchable broad-cloth, and a loud style of dress, bespeak a foolish man, and one who does by his "elegant manners" a vast sight more injury by example than he can ever do good by precept. That a teacher should be in his place ready to commence work always a few minutes before time, is not a minor point, but one of essential importance. Children knowing well that their teacher is invariably punctual, cannot have the opportunity of ever saying, "Oh, don't be in a hurry, master may be behind this morning." To be ever at the proper post in time, whilst constantly reminding children of their duty, is the most effectual way of teaching punctuality and amending (if it can be mended at all) irregularity.

How much better it is for a teacher to continually shew the children, by his own example, and by his constant reverence in all things, how to behave themselves during their religious exercises, and the proper posture in which they should place themselves, than by everlasting precept. By making children kneel and assume a reverential posture during the devotional part of school work, whilst the master himself stands, is but to ensure that they will do as he does, when freed from their teacher's control. This seems but a thing of trifling moment, but its influence is vast, and, perhaps, never ceasing. A really more useful lesson will have been taught by that teacher who endeavors to make his children copy his devout manners, than by him who compels and persuades.—H. E., in *Papers for the Schoolmaster.*

IV. Papers on Education in Canada.

1. EXPENDITURE OF THE UNIVERSITY OF TORONTO.

Just before Mr. Brown's resignation, an order in Council was passed, introducing a very important reform into the management of Toronto University. Our readers are aware that for some time the expenditure of this institution has exceeded its income. The

managing body of the University frequently protested against the continuance of this error, and have earnestly desired Government action for the purpose of acquiring a reform. Long delays took place, however, and it was now a cause of congratulation that the question has been brought to an issue.

The Bursar's office has hitherto been conducted at an expense entirely disproportioned to the amount of labour done, and the money which passes through it. The Bursar has now been entrusted with the entire control and appointment of the clerks under him, and a fixed sum has been given him to defray expenses. The amount is \$4,000 a year—a sum quite sufficient for the purpose; but as the expenditure has hitherto been about nine thousand dollars, the saving will be a very important one for the interests of the College.

The Agricultural chair of the institution has not been sustained by the farming community with the zeal which was anticipated when it was created. Sometimes only one or two students have been in attendance at the lectures; and the amount of \$1,400 per annum, which has been hitherto appropriated for the support of the chair, is disproportioned to the amount of benefit derived from it. The Government were not desirous, however, of abolishing the lectureship altogether; and have contented themselves with ordering a reduction of the salary to \$400 per annum.

The Professor of Meteorology, Mr Kingston, has also the charge of the Observatory in the Queen's Park. His lectures secure the attendance of but a very few students; and, indeed, the chair was created more with the idea of providing a salary for the head of the Observatory than of making the students weather-wise. This injustice to the University the Government have remedied by referring the support of Mr. Kingston to the fund devoted to the Observatory—thereby effecting a saving to the College of \$680 per annum.

It has been for some time felt that the teaching of modern languages in the University might be managed more efficiently and at less expense than has been the case. This chair, filled by Professor Forneri, has been abolished, in consequence, and the Senate has been empowered to appoint lecturers in French and German, whose support will be afterwards provided for. Professor Forneri receives two years' salary on his retirement.

The Order of Council also fixes the annual expenditure of the institution at \$45,000. When the amount is exceeded, a deduction will be made from the salaries of the Professors. If within five years the expenditure falls below the amount fixed, the Professors will then be repaid what has been deducted.—*Toronto Globe*.

2. THE MEDICAL COUNCIL OF UPPER CANADA.

A bill of considerable importance to the present members of the medical profession passed the Legislature during the last session of Parliament. It makes some radical changes. The old Medical Board is entirely swept out of existence. The several schools now empowered to grant degrees are not interfered with so far as their powers in this respect are concerned, but the act materially affects their relations with the student-class, as will be seen from the following summary of its contents:—The act is to take effect on the first January next. The new council is to be styled "The General Council of Medical Education and Registration in Upper Canada." It is to consist of one person from each of the following bodies, chosen from time to time in such manner as the several bodies shall provide:—The University of Toronto, the University of Queen's College, the University of Victoria College, the University of Trinity College, the Toronto School of Medicine, and "by every other college or body in Upper Canada, by law authorized or hereafter to be authorized to grant medical or surgical degrees or certificates of qualification to practise medicine, surgery, or midwifery, or either," and of twelve persons to be elected from among the registered practitioners of Upper Canada. For the purpose of election, the Upper Province is divided into twelve electoral divisions, each consisting of two of the electoral divisions established for the election of members of the Legislative Council. Every medical practitioner registered under the provisions of the act will be entitled to a vote at the election (registration, of course, not being required at the first election), which is to take place by open public meeting in the electoral division in which he resides. The members of the Council are to be chosen for a period of three years. The first election is to take place at such time as the Attorney-General West may appoint. The officers of the society will be a President, Registrar, and Treasurer. Any person entitled to be registered under the act, but who shall neglect or omit to be registered, will not be entitled to any of the rights or privileges conferred by its provisions.

So much as to the formation of the Council. Now as to its powers. It is empowered to establish a uniform standard of matriculation for the admission of students to all the schools, and to make by-laws and regulations for determining the admission and enrolling the students. It shall also have power to determine from time to time a curriculum of studies to be pursued by the students. The

several colleges and bodies named shall, when required by the Council, furnish such information as they may require as to the course of study and examination to be gone through in order to obtain the certificate of qualification which they are entitled to grant; and "any member or members of the Council, or any person or persons deputed for this purpose by such Council, may attend and be present to see that such curriculum is duly pursued, and the examination duly held." Any attempt of a college or school to evade these provisions will be severely dealt with, a clause in the bill providing stringent measures for dealing with obstreperous bodies. Every year the Registrar of the Council shall publish a current register of medical practitioners, which shall be *prima facie* evidence in all courts that the persons therein specified are registered according to the provisions of the act. Any registered medical practitioner who shall have been convicted of felony in any court, will forfeit his right to registration. The act also provides that registered practitioners may sue in open court for "reasonable charges for professional aid," and the cost of medicine and surgical appliances rendered to their patients; those not registered shall have no such powers. Stringent clauses are inserted for persons pretending to be registered when they are not. There are several other clauses of a less important character.—*Leader*.

3. TESTIMONIAL TO MR. LOCAL SUPT. SCARLETT.

A large number of influential friends of education, met in the Town Hall at Castleton, on Saturday November 25th. for the purpose of presenting Edward Scarlett, Esq., Local Superintendent of Education for the County, with an address for his valuable services in raising the standard of education there.—The address was as follows:—We, the Teachers and friends of Education in this County, have great pleasure in presenting to you this purse, containing One Hundred Dollars, as a slight token of our personal esteem, and also of our appreciation of your labors in the useful calling in which you have for so many years been engaged. When ten or twelve years ago you were appointed to the office which you now hold, the schools of this County were in a very backward state. Indeed the Schools were very far below the position in which they are to-day; and while educational progress throughout this Province has been extraordinarily rapid, no County, we are confident, has advanced with a steadier pace than that over which you have the honor to preside. In comparing our County with others, we are more than ever satisfied with the bold, novel and judicious proceedings of our Counties Council, in abolishing the office of Township Superintendent of schools, at a time when the success of any other system was highly problematical, and in making an appointment, in the person of yourself, at once so useful to the cause of education and so satisfactory to all parties who have in view the welfare of our County. While other Counties are following our example, one by one they are proving the inadequacy of the Township system and the superiority of the system that appoints one well qualified man to take charge of the schools of a whole county. It must be gratifying to us all to know that the Provincial Association of Teachers, strongly urges from year to year, the necessity of appointing thoroughly educated practical men to act as County Superintendents. In a few years more, no doubt, every County in Canada West will have its Superintendents to aid in making our schools worthy of the position we hold as a free and enlightened people, thoroughly alive to all the great interests involved in the dissemination of sound learning amongst the masses of our people. The ability to think clearly is a rare and invaluable attainment; and it has ever been your high and noble aim to inspire our teachers to rise completely above the Text-book to the full comprehension of the subject in all its principles and bearings. In part at least through this very means, we are at this day enabled to look with justifiable pleasure and pride on the position of many of our schools, in which the power of the young, instead of being dwarfed as is often the case are developed in harmony with the laws of their being. It must be a source of sincere gratification to know that between our Grammar Schools and the Common Schools under your charge the greatest harmony prevails, and that while the former send out many qualified teachers, the latter repay them by sending them in return well disciplined and thoroughly prepared pupils. To your friendly aid, and the deep interest manifested towards both ourselves and our pupils, we owe in a great measure the marked success of our Teachers' Association, as well as the smaller ones in the different townships as the larger one for the whole County. We are well aware that you have attended them, and aided in their formation often at great inconvenience and personal sacrifice; and we trust they are doing a good work for all who engage in them, and that they will be instrumental in making us more thorough in the great work of education and inspiring us with zeal in the discharge of our duties. Nor are teachers alone benefitted by these Associations. Their influence extends to the smallest School Section in the County, and often benefits

them to a degree which it would be difficult to estimate. To the enlightened friends of education the action taken by one of the "Boards of Public Instruction" in this County in refusing to grant Third Class Certificates, except in special cases, must be a source of extreme pleasure. First to move in this direction, that Board has given to the Province an example worthy of imitation, and one which we hope, before long to see acted upon by many others. But while we have much to rejoice at we regret exceedingly that the Counties Council has not as yet made the emoluments of your office sufficient. A suitable addition to your salary would be no more acceptable to you than pleasing to us. The amount of labor performed by you, as well as the dignity, importance and respectability of your office, should procure for you an addition to the amount hitherto granted, and we are confident that there is liberality and enlightenment enough amongst our Councillors and the people, to procure for you this desirable object, especially as prosperity has again visited our country. May Providence spare you for many years to preside over the educational destinies of this County, grant you the privilege of seeing realized your highest ideal, and enable you to persevere in assisting the honest laborious seeker after knowledge, make you instrumental in dispelling ignorance and therefore in lessening crime, and in enlarging the sphere of human perceptions, and give you the power of moulding wisely the rising intelligence of this young and rapidly developing country. And at last, when reviewing the past career, and when about to enter on a higher and holier life, may you enjoy the consciousness of having faithfully fulfilled your important mission, and a pleasure of looking back over a life spent in the honest and successful attempt to make mankind purer, nobler and more intelligent.

In reply, Mr. Scarlett said,—I thank you for this substantial token of your approbation. Altho' I feel great pleasure in receiving from you so valuable a gift, I experience a still higher pleasure from the knowledge that you appreciate my services, and the pleasing consciousness of your approbation of the course pursued by me, as expressed through your very flattering address. Public men, in the faithful discharge of their duty, require the sympathy of their fellow men; and in no office, I presume, is it more needed than in the one which I have the honor to fill. For years I have stood between two opposing parties, the intelligent and the unintelligent,—the one clamoring for cheap teachers without regard to their standing, the other requiring qualified men at any reasonable salary. Without yielding to the one I have endeavoured to meet the demands of the other, on all occasions struggling against the downward current of popular prejudice. In the diffusing of knowledge much has been accomplished through the agency of conventions, school lectures, and teachers' improving classes; but I know of no means attended with such excellent results as our township meetings for the receiving of School reports. I have invariably observed, in those municipalities whose leading men have taken a lively interest in these meetings, that our schools are in a very prosperous and rising condition; nor is this to be wondered at when we consider that here, teachers, trustees, and others of influence and experience, untrammelled by formalities and unfettered by preconceived designs, meet in friendly conference, and discuss school matters of most grave and vital importance. To attain a high intellectual and moral standing should be the ambition of a people, the development of whose wealth and resources may yet give them a prominent position among the nations of the earth. Is it too much to hope that the Canadas, with the Maritime Provinces, may yet attain such a position? If otherwise, let us trust that it may not be the fault of Canada, so far as her institutions of learning can contribute to such a desideratum. It rests with ourselves to give effect to the excellent educational system of Canada. If we do our duty in this respect, who can reckon the amount of good resulting to the rising youth of our country, and to posterity? Let us then have a class of teachers worthy of themselves, worthy of our children, worthy of our fine country, and worthy of the high position which we trust she is destined to occupy. The aphorism "Shew me the company you keep and I will tell your character," may fitly be applied to school teachers. Shew me the men who have charge of the youth of a country and I will tell you the national characteristics of that people. There is an imperceptible influence, independent of book knowledge, exercised by our teachers over the expanding intellects of children—bright bulbs of promise that may be blasted in the spring-time, or by a skilful hand matured to beauty, fragrance, and delicious fruitage. Children are imitators—living wax; how true then should be their model, how accurate the seal by which they are impressed. Teachers, you stamp imperishably the impress of your living selves on our youth. How carefully, then, should you enquire, "What manner of spirit are we of?" In the words of one who has done much to elevate your position, "Respect yourselves if you would have others to respect you." Act as men who have a great work to perform. Be strong, morally and intellectually, and your memory will live in the great heart of your country. The advice of

the Chief Superintendent to the Boards of Public Instruction, if acted upon, would be attended with excellent results. It would not only be a safeguard to the interests of our youth, but would promote the welfare of qualified teachers. I regard our grammar schools as a great link in the chain of our excellent educational system. They are really miniature training institutions for our common school teachers. I cannot refrain from alluding to the Grammar School in Colborne; it is an excellent and efficient institution. Its influence over the adjacent townships is unquestionable, our best teachers in this County having passed through this seminary of learning.

In conclusion, let me thank you for the very deep interest you have taken in my welfare. I trust that my future course in the discharge of the duties of my office may continue to be such as to merit the approval of men whose esteem cannot be measured by gold.

4. ENGLISH SCHOOL COMMISSIONER IN CANADA.

On the 5th ultimo last we had the pleasure of hearing the Rev. Mr. Fraser, Assistant Commissioner under the Royal "Middle Schools Inquiry Commission." For convenient reference, schools in England are arranged in three classes. In the first class are included the great public schools, such as Eton and Westminster, Harrow and Rugby, which, in form as well as degree, are next to the Universities of Oxford and Cambridge. In the lowest class are comprehended all the elementary schools in which children are instructed in the rudiments of knowledge, from the A, B, C, to the Rule of Three. Between these are the Middle Schools—a class embracing seminaries of every degree of excellence, from those which, both in efficiency and in status, are really little colleges, down to the establishments of which Dickens presented a caricature in his well known "Do-the-Boys' Hall."

The systems of education and internal government pursued in the great first-class schools were recently subjected to a thorough investigation by a Royal Commission. A similar commission has been appointed to inquire into the general working of the Middle Class Schools. To the members of said Commission it appeared that additional light might be thrown upon the subject of middle class education by inquiries, instituted on the Continent of Europe and in the United States, if the services of competent commissioners could be secured for such a work. After due deliberation, Mr. Matthew Arnold, well known in literary circles by his poems and Essays on Criticism, was deputed to the Continent to prosecute the necessary inquiries. The Rev. Mr. Fraser, an accomplished scholar, and a high authority in educational matters, was appointed to discharge the same duty in the United States.

This gentleman, having finished his work in the Republic, is now engaged in visiting some of the grammar schools of this Province, previous to his return to England. He will thus be enabled to present a more full and accurate report of the general state of education in North America. Mr. Fraser expresses himself as having been surprised at the school buildings provided by the municipal authorities in American cities. Of some of these the terms "neat" and "commodious" do not suffice to convey any accurate idea; they require to be described as "magnificent." No such school-buildings and furniture are even yet to be found in any part of England.—*Ottawa Citizen.*

V. Biographical Sketches.

No. 1.—HON. JAMES MORRIS.

Mr. Morris was born at Paisley, Scotland, in the year 1798. He died on Friday evening last, the 29th September, thus having nearly reached the promised "three score years and ten." In 1801, his father emigrated to Canada, having been sixty-three days on the passage from Greenock to Quebec. For a time he settled in Montreal, but afterwards came to Elizabethtown, and settled near Brockville, where he and other members of the family for many years carried on business as general merchants. Mr. Morris, after retiring from mercantile life, fulfilled the duties of cashier to the branch of the Commercial Bank established in Brockville. In Morgan's "Celebrated Canadians," we find that Mr. Morris received the latter part of his education at the academy of the late Mr. Nelson, of Sorel, the father of Dr. Wolfred Nelson of Montreal. On leaving school, Mr. Morris devoted his attention to mercantile pursuits in Brockville, in connection with his brothers the late Alexander Morris, of Brockville, Esquire, and the late Honorable William Morris, of Perth, and latterly of Montreal. He early devoted a portion of his attention to public matters. In July, 1837, he was returned to the Upper Canadian House of Assembly as one of the members for the county of Leeds, and has ever since continued to be a member

of one or other of the branches of the legislature. In 1838, he was appointed a commissioner for the improvement of the navigation of the river St. Lawrence, and served as such until the completion of the St. Lawrence canals. In 1841, he was again returned for the county of Leeds to the Parliament of United Canada, the government being then administered by Lord Sydenham. In 1844, he was called to the Legislative Council, under the administration of Lord Metcalfe. In 1851, Mr. Morris was called to a seat in the Executive Council, under the administration of Lord Elgin, and was also appointed postmaster-general, being the first incumbent of that office after the transfer of the department from imperial control to that of Canada. Immediately upon his appointment he proceeded to Washington, and there negotiated with the American government a postal treaty with the United States. He also introduced a uniform postal letter-rate of five cents, the average rate previously having been sixteen cents or thereabouts. In 1853, Mr. Morris vacated the post-office department, and was appointed speaker of the Legislative Council, which office he held until the retirement of the Hincks-Morin administration, in the autumn of 1854. In 1858, he was appointed a member of the Executive Council and speaker of the Legislative Council, on the advent to office of the Brown-Dorion administration, and retired with that administration on the governor general (Sir Edmund Head) refusing to dissolve the house. When Sandfield MacDonald formed his government, Mr. Morris was again called on, and filled the office of Receiver General till his failing health, in 1863, compelled him to resign, and leave public life altogether, very much to the regret of his political friends, and greatly to the loss of the country generally. Since then M. Morris has lived in retirement, his gradually failing health giving evident token that soon the place which knew him now, would know him no more. At last, in the bosom of his family, and surrounded by his friends, he has "passed the bourne from whence no traveller returns," followed by the love, respect, and esteem of the whole community.—*Brockville Recorder*.

No. 2.—WILLIAM NOTMAN, ESQ.

Mr. Notman, the member for North Wentworth, died on the 19th, at Dundas, after a long and lingering illness. Mr. Notman was a prominent member of the Reform party. He has been in Parliament for a great many years, having represented the United Counties of Halton and Wentworth during the reign of the Baldwin-Lafontaine government. In 1857, he again entered Parliament, having defeated the Hon. Robert Spence, then Postmaster General, and has ever since represented North Wentworth in Parliament. Although a man of good abilities, an earnest energetic speaker, and a great favorite with his party, he was doomed to witness from time to time greatly inferior men elevated to positions of ministerial responsibility. He was frequently mentioned in connection with office, especially during the existence of Mr. Sandfield Macdonald's government; and at the opening of the present Parliament, was said to be a candidate for the speakership. But in every case other men were preferred before him, and he died without having received at the hands of his party those political appointments which usually fall to the lot of party men of ability. Personally, Mr. Notman was very generally esteemed, and his death will be truly felt by a large circle of sympathising friends of both political parties.—*Spectator*.

No. 3. JOSEPH CARY, ESQ.

Mr. Joseph Cary, late Deputy Inspector General of Canada, died recently, at his residence, near Paris, aged 80. He first entered the civil service in 1804, as a clerk in the office of the Surveyor General of Lower Canada. He was appointed Deputy Inspector General in 1841, and held the office till 1855, when, in consideration of his long services, he was permitted to retire, with the understanding that he should be allowed to enjoy his full pay. In 1863, however, he was dismissed from the service, and deprived of his salary by the Holt-Dorion government, without the slightest recognition of his services. Though he had served his country long and faithfully, he was made one of those victims of that so-called "Retrenchment policy," which deprives the old and useful public servant of a pension in order to reward the political supporter of the hour. Mr. Cary died in retirement, at an advanced age, but as long as there is a record of the public accounts of Canada, his name will live in connection with the establishment of system and order in the important department of which he was so long the working head.—*Quebec Mercury*

No. 4.—REV. WILLIAM HAYDEN.

The late Rev. William Hayden was born at Marten, in Kent, England, on the 2nd of May, 1789. When about eighteen years of age, he was led to attend an ordination among the dissenters, it being the occasion on which Rev. Arthur Tidman, D.D., now Foreign Secretary of the London Missionary Society, was set apart to

the pastorate of a church in the metropolis. He soon united with the church at the Tabernacle, Moorfields, (built by Rev. G. Whitefield,) of which Matthew Wilks was then the minister. After receiving a course of private instruction from his pastor, Mr. Hayden entered the academy at Hackney, where the Rev. George Colverson filled at the time the office of theological tutor. In 1835, Mr. Hayden came to Canada by the advice of Drs. Reed and Matheson, and on his arrival, established himself at Cobourg, where the present chapel was soon built. The townships of Manvers, Clarke, Darlington, Keene, Asphodel and Otonabee, and the villages of Brighton and Pleasant Bay, were travelled over almost every month. Throughout this extensive district the name of "Father Hayden" became a household word in many a log cabin of the early pioneers. After about ten years' residence in Cobourg, he resigned the pastorate of the church in that town and removed to Cold Springs. During the last twenty years of his life, therefore, he did not travel much, but as long as he was able, and even beyond his power, he delighted to preach the gospel in the little chapel adjoining his own residence. When he could no longer stand to preach the gospel, he spoke from his chair. But finally it became evident even to himself that his work was done, and he resigned his pastoral charge on the 5th of June, 1864. From that time, step by step, he went downwards to the grave. For the last fifteen months he was confined to his bed, growing helpless, lamenting much that he could preach no more, and towards the end, suffering from the decay of his senses and mental powers. He fell asleep in Jesus, September 6, 1865, in the 77th year of his age, and the 49th of his ministry.—*Canadian Independent*.

No. 5.—GENERAL LAMORICIERE.

Foreign files announce the death of General Lamoriciere, well known by his campaigns in Algeria, and later, as Commander-in-Chief of the Papal army. Christophe Leon Louis Juchalt de Lamoriciere was born at Nantes, February 6, 1806, and was descended from an old legitimist family. After receiving a military education, he joined the corps of Zouaves in Algeria, at the time of its formation (November, 1830.) He took an active part in most of the brilliant exploits of the French army against the Arabs, and the celebrity of the Zouaves for superior organization was chiefly his merit. On the departure of Bugeaud, in 1845, he became Provisional Governor General of Algeria; but, hoping to exercise a greater influence upon the destiny of Algeria in the French Parliament, he went, in 1846, and became a member of the Chamber of Deputies, which position he retained until 1848. During the revolution of 1848, he unsuccessfully exerted himself, first, in favor of forming a new administration under Louis Philippe, and next in favor of a regency of the Duchess of Orleans. He was a prominent member of the Constituent and Legislative Assemblies; was conspicuous in June, 1848, in the fight against the insurgents in Paris, and officiated as Gen. Cavaignac's Minister of War until December, 1848. He was a strenuous and unwavering opponent of Louis Napoleon, and, after the *coup d'etat* of December 2, 1851, was arrested, and detained until January 9, 1852. In April, 1860, he was appointed, by Pope Pius IX., Commander-in-Chief of the Papal troops. He hoped to make a head against the army of the King of Italy, and prevent the unification of that country, but he was defeated by the Italians at Castelfidardo, and his troops of volunteers dispersed. Since then he has lived retired, and not taken a prominent part in any political movement.

No. 6.—A. M. J. J. DUPIN.

The China brings news of the death of Andre Marie Jean Jacques Dupin, a well-known politician of France, and ex-President of the National Assembly. He was born February 1, 1783, bred to the bar, defended Marshal Ney in 1815, and has filled a great number of public trusts. After the revolution of 1830 he was chosen President and Speaker of the Assembly, and won considerable fame as a presiding officer. At the great exhibition in London, in 1851, he was President of the French Commission of the International Jury. Although not an active participant in the *coup d'etat* of Louis Napoleon, he has ever since been a supporter of the government of the Emperor, and latterly held important offices under it. In 1857 he was made Procureur-General of the Court of Cassation, and at the time of his death was Senator.

No. 7.—MARTIN BOSSANGE.

The London *Reader* says that the oldest book-seller in Europe, Martin Bossange, died in Paris on the 27th of October, aged ninety-nine years. He began business in Paris on the eve of the revolution of 1789, and was the first exporter who established efficient trade intercourse with continental and American houses shipping

French literary productions, and maintaining to the last a high character for the firm that bears his name. He recently received the decoration of the Legion of Honor. M. Bossange supplied the Educational Department of Upper Canada with most of the French busts and books now in its museum. He lately visited Toronto and other cities in Canada.

No. 8.—ISAAC TAYLOR, Esq.

Isaac Taylor, the writer, who died last year, was the author of the "Natural History of Enthusiasm," at the advanced age of 77. Originally trained as an artist, Isaac Taylor, at an early age, abandoned his profession for that literary career in which so many members of his family had attained distinction. His father, the Rev. Isaac Taylor, of Ongar; his uncle, Charles Taylor, the learned editor of "Calmet;" his sisters, Ann and Jane Taylor, the joint authors of "Original Poems and Hymns for infant minds;" his mother, Aun Taylor, and his brother Jeffreys Taylor, were writers. Isaac Taylor was born at Lavenham, in Suffolk, August, 1787. His education was received at home. After his "Natural History of Enthusiasm," the most popular productions have been: "Fanaticism," "Spiritual Despotism," and "The Physical Theory of Another Life;" though for calm beauty and a cheerful hoping tone, he has written nothing superior to "Home Education," "Saturday Evening," and "Spiritual Christianity." His "Ancient Christianity" completely demolished, by its erudition and argumentative power, the position taken by the Tractarians. Besides the works already named, he is the author of "Loyola and Jesuitism," and "Wesley and Methodism." He is somewhat peculiar in his style, but evinces in all his works a great originality and depth of philosophical inquiry.

CANADIAN NECROLOGY FOR 1865.

In addition to the list of noted names of those who died in 1865, and which will be found in the index to the last volume of this Journal, we insert a few particulars of the following persons whose names have been accidentally omitted:

ATKINSON, Henry, died at Paris, May 14th. He was born in England, June, 1793, and settled in Quebec in 1812, engaging very successfully in operations in timber. He retired about thirty years ago, purchased Spencer Wood, subsequently travelled in Europe, and in 1854 returned once more to business, in which he continued up to the time of his death.

COFFIN, W. C. H., died December 30th, aged 66. He had been Prothonotary and Clerk of the Crown in Three Rivers, and came to Montreal in 1844 as Prothonotary, which office he held up to the time of his death. His colleague, Mr. Monk, died in March.

DEMERS, Ed., died October 17th, aged 65. Mr. Demers was an old and faithful servant of the Corporation of Montreal, occupying the office of City Treasurer for about nineteen years, with the greatest credit to himself and advantage to the city.

DES RIVIERES, Henry, died Nov. 12th. He was a descendant of one of the old French families, and was a member of Parliament in Lord Sydenham's time.

MCCORD, Mr. Justice, died June 28. He was one of the Superior Court for Lower Canada. He was born near Dublin, June 18, 1801. His father came to Montreal in 1806. Judge McCord was admitted to the Bar in 1822. He was on the Bench 23 or 24 years, and in that time did judicial duty in every portion of the old district of Montreal.

MILNE, James, Bible Depository, Montreal, died December 10. He was a native of the North of Scotland, and managed the Depository of the Montreal Bible Society for nearly 25 years.

MCLEAN, Hon. Archibald, died at Toronto Oct. 24th, 1865, aged 75. By diligence, ability, and that high rectitude which was so eminently a characteristic, Mr. McLean attained eminence in his profession; and passing from the bar to the bench, he was equally successful. Judge for many years, and then Chief Justice, he was latterly President of the Court of Error and Appeals.

MOFFATT, Hon. George, died in Montreal February 25th, aged 78. Formerly engaged in politics, but latterly well and most favourably known as a member of the extensive mercantile firm of Gillespie, Moffatt & Co.

JOHN HARVEY, ESQ., was one of the early pioneers to the banks of the Otonabee, ere the first tree was cut on what is now the site of the town of Peterborough. He was a native of Roxboroughshire, Scotland, and about the year 1816 emigrated to Canada. After a short residence at Quebec, and likewise at Kingston, Mr. Harvey finally settled in Smith, on the spot where he has since resided, until the period of his death.

DR. SEWELL, Son of Solicitor General, and nephew of Chief

Justice Sewell, both late of Lower Canada. A resident of Ottawa for many years he took a lively interest in its prosperity.

COL. W. J. MCKAY was a native of Canada, and served as a sub-altern of militia in the war of 1812, under his grandfather, Col. Johnston, and was afterwards promoted to the colonelcy of the 2nd Lennox and Addington militia. He was out in active service with his battalion during the rebellion of 1837-9. For the last 23 years Col. McKay has held the appointment of assistant emigrant agent in Toronto. He was 73 years of age and was long well known as an active leading public man in his native counties.—*Leader*.

JAMES LOGAN, ESQ.—Mr. Jas. Logan, of Montreal, died recently in the 71st year of his age. He was one of the most amiable men who ever lived; and to know him was to love him. He led, moreover, a most useful life. We particularly refer to the improvements he introduced into agriculture. He, and the late Mr. Dods, had the model farms of all Lower Canada, if not of all Canada, which it was a pleasure to the eye to see. These farms have demonstrated what can be done by improvement of agriculture in Lower Canada. Mr. Logan was, we believe, the first to introduce thorough under draining amongst us, importing his tiles, at heavy expense, for that purpose; and his fields soon demonstrated the importance of his step. He saw the importance of improved breeds of stock, and went to very heavy expense for the importation of both horses and kine. The prize lists of Agricultural Exhibitions, local and provincial, both in Upper and Lower Canada, well know his name for these many years. And his improved breeds have long benefitted others besides himself. In fact, we may almost say, that what his brother, Sir William E. Logan, has done for geology, he has done for farming in Lower Canada. He has well earned the public thanks. Mr. Logan was not brought up a farmer; but, connected with commercial pursuits, he found in agriculture a pursuit in which to invest his means, and to absorb the taste and leisure of his later years.—*Telegraph*.

DR. CAREY was an old resident of Napanee. From one of them we extract the following: The deceased was born at Aglass, County Cork, Ireland, in the year 1814. He came to Quebec in 1845, having, at the same time, the charge of a regular troop ship. He soon after proceeded to Upper Canada, and, meeting a number of friends upon Amherst Island, he was persuaded to commence his practice there. He moved to Newburgh in 1847, and finally to Napanee in 1850, where he has spent fifteen years of earnest, faithful effort, not only as a professional man, but in every possible way, to advance the best interests of his adopted place of residence. He was foremost in those undertakings calculated materially to improve our town, especially, we may say, in connection with our educational establishments. He was an active member of the trustee board during his entire residence here, ten years of which he occupied the position of chairman. The doctor was pleased to notice progress in every direction; but, as before remarked he had a special interest in our schools. Herein he proved himself truly faithful; his seat at the board, and visits to the school were by no means neglected, while it afforded him especial pleasure to reward the pupils for their progress. Upon these occasions he always recommended a suitable course of conduct to the young. In political affairs he took a very straightforward course. He was a loyal conservative, a firm adherent to the British Crown, and a zealous supporter of the existing happy allegiance to the mother country.

EZRA PARNEY, ESQ., at his death, was the oldest inhabitant of the township of Townsend, County of Norfolk. At the age of about 14 years he emigrated to this country from the state of New Jersey, possessed of no property except a vigorous constitution and his axe with which to make his mark upon the future history of Canada. As an agriculturalist but few men have been equally successful in obtaining from the soil so large a recompense for industry. For the period of about 70 years previous to his death, deceased owned and occupied his beautiful farm of 300 acres, a short distance north of the village of Waterford. No man was ever characterized by a greater amount of kindness and love in his domestic circle, or more straightforward honesty in his transactions with his neighbors. His attachment and loyalty to the British Crown was most constant and sincere.—*Norfolk Messenger*.

VI. Miscellaneous.

1. THE FALLING SNOW.

(From Selections from Canadian Poets, by Rev. E. H. Dewart.)

I.

Snow, snow—fast-falling snow!

Snow on the house-tops—snow in the street—

Snow over head, and snow under feet—
Snow in the country—snow in the town,
Silently, silently sinking down ;
Everywhere, everywhere fast-falling snow,
Dazzling the eyes with its crystalline glow !

II.

Snow, snow—beautiful snow !
How the bells ring o'er the fresh-fallen snow !
How the bells ring, as the sleighs come and go !
Happy-heart voices peal out on the air,
Joy takes the reins from the dull hand of care ;
Singing and laughter, and innocent mirth,
Seem from this beautiful snow to have birth.

III.

Pure, pure, glittering snow !
Oh ! to look at it and think of the woe,
Hidden, to-night, 'neath this mantle of snow !
Oh ! but to think of the tears that are shed
Over the snow-covered graves of the dead !
Aye, and the anguish, more hopeless and keen,
That yearneth in silence o'er *what might have been* !

IV.

Snow, snow—chilling, white snow !
Who, as he glides through the bustling street,
Would care to follow the hurrying feet,
Crushing beneath them the chilling, white snow—
Bearing up, fiercely, their burden of woe,
Till, weary and hopeless, they enter in,
Where food and fire are the wages of sin ?

V.

Snow, snow—wide-spreading snow !
No haunt is so cheerless, but there it can fall,
Like the mantle of charity, covering all :
Want, with its suffering—sin, with its shame ;
In its purity breathing the thrice-blessed name
Of one who, on earth, in sorrow could say—
"The sinning and poor are with you always."

VI.

Oh ! brothers who stand secure in the right ;
Oh ! sisters with fingers so dainty and white ;
Think, as you look on the fast-falling snow ;
Think, as you look at the beautiful snow ;
Pure, pure—glittering snow—chilling, white snow ;
Think of the want, and the sin, and the woe,
Crouching, to night, 'neath the wide-spreading snow !

VII.

Give of your plenty to God's suffering poor,
Turn not the lost one away from your door :
For his poor He prepareth blest mansions on high ;
Rich in faith, they inherit bright crowns in the sky.
The lost ones, though sunken never so low,
Christ's blood can make them all whiter than snow ;
Pure, pure—glittering snow—beautiful snow.

JENNIE E. HAIGHT.

2. HER MAJESTY QUEEN VICTORIA.

The London (Eng.) *Times* recently censured the Queen for persisting in mourning for His Royal Highness Prince Albert, and her visit to Cobourg. The New York *Express* thinks differently of the matter, and speaks as follows :—

"Her Majesty, on this occasion, was surrounded by her children, and the scene, as portrayed by eye witnesses, was one of the most beautiful and touching description. It was characteristic of Queen Victoria that, it having been intimated to her that more than one royal personage was desirous of being present, she replied the occasion being one of strictly domestic interest, the presence of stranger, would be unacceptable. There was a touch of the wife and mother in this reply now, as well as of 'Her Majesty' the Queen. These few but expressive words, on such an occasion, we think, afford a key to the salient points of her character—an ardent attachment to home, a constant longing after domestic tranquillity, a motherly love for her offspring, with their counterparts, a dislike of ostentatious display, and a positive aversion to the pomp and pageantry of public life. These certainly are not qualities which respond to the popular conception of the regal magnificence, or the awe-inspiring splendors of the first Court in Christendom, but, nevertheless, they are something better and higher ; they are the inspirers of real love

on the part of her subjects, and of respect of all the world else. These, we believe, are possessed by the Queen of England to-day to a degree entirely unknown heretofore, to any, even the most beloved, of the long line of her 'illustrious predecessors.' If the historian of her reign will have nothing brilliant to record, he will at least have the satisfaction of bearing testimony to this truth, that her subjects were contented and happy. Conspiracies, or rebellions, against her authority, he will have to add, were things unknown—for with everybody contented with her mild sway, nobody has had any provocation to, or pretence for, seeking to shake it off. The annalist of her times, however, will find little of the picturesque or the brilliant to illuminate his story. The inventive genius of a Macaulay or a Thackeray even would be at his wit's end to discover a Court scandal, such as was associated with the butterflies who fluttered around the 'glorious Queen Anne,' or obscured the reigns of the Georges. Brilliant Court receptions, grand levees, dazzling pageants will be rare—and there will be scope therefore but for the driest and prosiest delineations of every-day life at Windsor Castle and Buckingham Palace. But if the annalists of such a reign will fail to captivate the senses or please the mere admirer of earthly vanities, we suspect these will not be wanting in charms for those who can admire virtue in high places—or place a becoming value upon a noble example. To know the real character of such a Sovereign, one must look away from the glittering palace life of Windsor and London to the secluded dales and mountain nooks of the highlands of Scotland—to the little village church of the Rev. Mr. Caird—to her numerous unostentatious charities—and to that rigid seclusion to which we have referred, of all but the members of her own family from the recent tribute of affection, to the memory of a husband and a father, at Cobourg. In short, to be good rather than to be great—as the world esteemeth greatness—seems to have been, and to be, the aim of Victoria's life, in public and in private. Hence, in speaking of her, one is inclined to think much less of the Queen than the woman, the wife, and the mother."

3. THE QUEEN AND HER SPINNING WHEEL.

The Paris correspondent of the Cincinnati *Gazette*, after announcing Queen Victoria's departure for Germany, relates this piece of gossip : "Before leaving, she took a fancy to spinning, and ordered a mechanic of Spitalfields to make her a spinning wheel. He finished one of so exquisite workmanship, that she ordered one for each of her palaces and castles. The good royal matron resumes the occupation of the simple ladies of old and unaffected times, and, be sure, her example will not be lost on the crinolined and jewelled ladies of our age. The inclinations and fancies of queens dictate the fashion at the spinning wheel as well as the court toilet."

4. THE CONFEDERATE SURRENDER.

Immediately that General Lee was seen riding to the rear, dressed more gaily than usual, and begirt with his sword, the rumor of the imminent surrender flew like wildfire through the Confederates. It might be imagined that an army which had drawn its last regular rations on the first of April, and harassed incessantly by night and day, and been marching and fighting until the morning of the 9th, would have welcomed anything like a termination of its sufferings, let it come in what form it might. Let those who idly imagine that the finer feelings are the prerogative of what are called the 'upper classes,' learn from this and similar scenes to appreciate 'common men.' As the great Confederate captain rode back from his interview with General Grant, the news of the surrender acquired shape and consistency, and could no longer be denied. The effect on the worn and battered troops, some of which had fought since April 1861, and (sparse survivors hecatombs of fallen comrades) had passed unscathed through such hurricanes of shot as within four years no other men had ever experienced—passes mortal description. Whole lines of battle rushed up to their beloved old chief, and choking with emotion, broke ranks and struggled with each other to wring him once more by the hand. Men who had fought throughout the war, and knew what the agony and humiliation of that moment must be to him, strove with a refinement of unselfishness and tenderness which he alone could fully appreciate, to lighten his burden and mitigate his pain. With tears pouring down both cheeks, General Lee at length commanded voice enough to say, "Men' we have fought through the war together. I have done the best I could for you." Not an eye that looked on that scene was dry. Nor was this the emotion of sickly sentimentalist, but of rough and rugged men familiar with hardship, danger, and death in a thousand shapes, mastered by sympathy and feeling for another which they had never experienced on their own account. I know of no other passage of military history so touching, unless, of the melo-dramatic coloring which French historians have loved to shed over the scene, it can be found in the *Adieux de Fontaineblau*.—*Fortnightly Review*.

5. GENERAL LEE'S INSTALLATION AS A COLLEGE PRESIDENT.

General Robert E. Lee was installed President of Washington College, at Lexington, Va., October 2nd. There was no pomp of parade. The exercises of installation were the simplest possible—an exact and barren compliance with the required formula of taking the oath by the new president, and nothing more. This was in accordance with the special request of General Lee. The installation took place at nine, a.m., in a recitation room of the college. In this room were seated the faculty and the students, the ministers of the town churches, a magistrate and a town clerk, the last two officials being necessary to the ceremonial. General Lee was inducted into the room by the Board of Trustees. At his entrance and introduction all in the room rose, bowed, and then became seated. Prayer by the Rev. Dr. White, pastor of the Presbyterian Church, directly followed.

The prayer ended, Judge Brockenbrough, chairman of the Board of Trustees, stated the object of their coming together, to install General Lee as President of Washington College. He felt the serious dignity of the occasion, but it was a seriousness and a dignity that should be mingled with a heart-felt joy and gladness. Passing a brief eulogy upon General Lee, and congratulating the board and the college, and its present and future students, on having obtained one so loved and great and worthy to preside over the college, he said he could say a great deal more, had it not been voted against speech-making. During the delivery of these few words—and they came, despite the prohibitory voting, very near culminating to the dignity of a set as well as eloquent speech—General Lee remained standing, his arms quietly folded, and calmly and steadfastly looking into the eyes of the speaker. Justice W. White, at the instance of Judge Brockenbrough, now administered the oath of office to General Lee. For the benefit of the curious to know the nature of this new oath to which General Lee has just subscribed, and as it is brief, I give it entire. It is as follows:—

"I do swear that I will, to the best of my skill and judgement, faithfully and truly discharge the duties required of me by an act entitled, 'An act for incorporating the rector and trustees of Liberty Hall Academy,' without favour, affection, or partiality. So help me, God."

To this oath General Lee at once affixed his signature, with the accompanying usual jurat of the swearing magistrate appended. The document, in the form stated, was handed to the county clerk, for safe and perpetual custodianship; and, at the same time, the keys of the college were given, by the rector, into the keeping of the new president. A congratulatory shaking of hands followed, and wound up the day's brief, but pleasing, impressive and memorable ceremonial. President Lee, and those of the trustees present, with the faculty, now passed into the room set apart for the former's use—a good-sized room, newly but very plainly and tastefully furnished.

General Lee was dressed in a plain but elegant suit of grey. His appearance indicated the enjoyment of good health—better, I should say, than when he surrendered his army at Appomatox Court House—the first and only occasion, before the present, of my having seen him.—*London Weekly Prototype.*

6. SEBASTOPOL AS IT IS.

The *London Times* of a recent date, in the course of a review of Tottleben's work on "The Crimean War," by its correspondent, W. H. Russell, Esq., contains the following sketch of Sebastopol as it is to-day:—

"The scientific New Zealander who may have completed his sketches of St. Paul's, and have wandered over the ruins of that modern Babylon which sent out General Cameron to conquer his Maori forefathers, will probably be driven by his thirst for knowledge to extend his explorations, and to visit scenes made famous by the people who civilized his race. The Romans were almost as much interested about the site of Troy and the history of the great siege as were the German and English professors of the last century. In his rambles the Maori *savant* may be shot out of a pneumatic tube, or descend by his private parachute, on a little angle of the world whereupon just ten years ago was turned the gaze of the great English people. What he will see we cannot pretend even to conjecture. The traveller would now behold widespread ruin, and the solitude and calm which succeed the tempest of battle. Great ruins never die. The Tartar araba and the official's drosky roll over the plateau where the fresh springing vines rise up amid a rude necropolis. Stately forts still frown over the deep calm fiord in which lie the bones of a navy as if waiting for its resurrection, and crumbling quays, shattered towers and broken shells of houses mark the margin of waters on which once floated the armament of a giant aggressive power. A few grey-coated soldiers clamber over the heaps of broken masonry, and creep in and out of the dilapidated

barracks and shot-riven buildings. Listless flat-capped and booted citizens saunter slowly through the city of the past. A group of boats in the centre of the harbor is engaged in endeavours to raise to the surface the hull of some rotted ship. All semblance of power is departed. Encircling this scene of desolation and violent decay, rounded knoll and deep ravine, and undulating plain all seamed and dented with grass-grown earthworks, spread from the sea to the great cleft in the plateau through which rolls the stream of the Tchernaya. Within that narrow front once white with the tents of Western powers, where the thunder of the cannon never ceased day after day, and the lightning of battle flashed from cloud to cloud and leaped from hill to hill for long, long months, the herdsman now peacefully tends the flocks which browse fatly in the enriched ravines, and all that strikes the ear is the plover's whistle mingled with the lowing of the kine."

7. THE LATE COLD WEATHER.

Quebec, Utica, and Ottawa seem to have been the towns most severely pinched by the recent cold weather. In the former place on Monday, 8th January, the mercury on Cape Diamond fell to 34° below Zero, while the other two towns escaped with 31°. The cold term appears to have had a remarkably wide range, stretching from Halifax in one direction, where the mercury fell to 5° below zero, to North Carolina and Alabama on the other, where a strong north wind prevailed, and it was freezing in the sun—a most unusual proceeding in those favored States. New Brunswick and portions of Maine in the East, and Michigan and other portions of the Western States, escaped the extreme cold, the thermometer not marking below zero. The barometer all over the northern half of the continent appears, from the telegraphic despatches from a very wide radius, to have been unusually high, the mercury reaching, as here, its very highest point. The cold, however, was by no means so severe as it has been on several occasions, even within a few years, only it had a longer continuance. We know that the mercury fell to 46° below zero in Quebec in 1859 or '60, to 50° below zero in Montpelier, Vermont, a couple of years ago, and to 38° below zero in this very city a year or two since.—*Montreal Gazette.*

VII. Educational Intelligence.

CANADA.

—UNIVERSITY COLLEGE ANNUAL CONVOCATION.—The annual convention of University College, Toronto, for the admission of students and distribution of prizes, took place on Friday last, 27th inst. in the Convocation Hall of the University buildings. The attendance was large, as usual, and a deep interest was manifested in the whole proceedings. The President, Rev. John McCaul, LL.D., occupied the chair, and the Professors occupied seats on the platform. The prizes, which are usually won against the strongest competition, were distributed to the successful competitors with the usual expressions of satisfaction with their attainments. Of the nine scholar-ships offered for competition at the recent examination for matriculation, five were obtained by the pupils of Upper Canada College, one of whom, Mr. Ryrie, carried off three. This institution has been most successful in preparing young men for the University.

The Macdonald Bursary was given to W. McDonald, 2nd year, for general proficiency. It is to be hoped that many of our capitalists will follow the noble example of the member for Toronto, and establish a large number of similar bursaries for the encouragement of those student whose circumstances are such that they are unable to compete with others who have had a thorough preparation, but whose industry and perseverance should not be left without reward and encouragement.

The President, after referring to the inadequacy of most of our Grammar Schools to prepare pupils up to the proper standard, and the recent general depression, as causes for the small number received this year, proceeded:—"Through the goodness of the Almighty, we had already seen a silver lining to the dark cloud which overhung us. He had crowned our year with plenty; our gardens were filled with produce, and our grain and other products were in demand at unusually profitable rates. Another reason for the diminution which I have alluded to—and one which was also temporary—was the introduction of new subjects for examination—many being no doubt, hindered from coming forward for this reason. At the close of last year the whole curriculum was revised, and changes were made which I have no doubt, experience will show to be improvements; but while these changes were made, the grand principles on which the University course was established in 1854, had not been touched. At that time I rejoice that I had the opportunity, in preparing this curriculum, to give that importance to the studies of Modern Languages and Natural Sciences to which they

were justly entitled. In these branches the course pursued in this institution will be the same as in other countries, so far as they are adapted to us. It is idle to speak of educational institutions being established for the benefit of the country, if they are not suited to it. And when we prepare our young men here for the duties of life in their own country, it should be by such a course that, whenever called on, they should be qualified to discharge these duties. If we were to ask a graduate of any of the institutions of other countries as to his University guides, he would point to a long line of illustrious men. We, in consequence of the infancy of the institution, cannot point to such an illustrious line. But even already we can point with pride to some, educated here, who are now discharging important duties, with credit to themselves and honour to the University. Nor can there be any better test of the efficiency of the institution, than this. When we send forth our young men, we prepare them for the honourable discharge of duties in this Province. But I trust they will yet go forth and take their places in that great Confederation of the British North American Provinces, which, I hope, will shortly take place. Then, I trust, our young men may be able to hold their own with more numerous competitors, and most sincerely do I trust that opportunity will soon be presented. I look on the Confederation of the Provinces favourably, not merely because the result of that great scheme will be a development of our internal resources—a strengthening of ourselves for defence against external oppression—a means of fostering our commercial and agricultural interests—but because it will lay the foundation of a great and powerful nation. It will be powerful from its extent of territory—geographical position—from the character of the soil—from the variety and richness of its products—and from the wonderful facilities which these colonies possess for the transport of their commodities. By such a Confederation the nation that will arise will possess the third commercial rule in the world. It will be a nation to be powerful, too, on account of its population. They will be honest industrious and enterprising, and above all, imbued with that love of liberty which gives to every man his true place. It will be a nation powerful also from the protection of the glorious empire of which it forms a part. There are those who believe that if this Confederation—or nation—or whatever else it may be called—be realized, it will be by separation from the Mother Country. Unquestionably this was not the most general view. The time may, and doubtless must come, when, in the natural course of things, there will be such a separation between the colonies and the Mother Country as come between parents and children, when the latter grow up and set up independent establishments. But I believe that nine-tenths of the population of these colonies, it not more, hope that even such a day may be far distant. And I believe that if ever a separation is hurried on, it will not be by the words or acts of the colonists themselves; but will most likely be produced by the irritating sneers of ill-tempered politicians who cavil at the colonists for not performing impossibilities. Or it may proceed from the adoption of the wild theories of visionaries, who advocate the cutting off of the extremities, forgetting that they too have most important functions in the general economy. It may proceed from men such as those who wish to delude the public into the belief that England, if she separates from her colonies, will be still more glorious; men, who, forgetting the lessons of history, which show that England's greatness was due not merely to her ships and her commerce, but also to her colonies, and who forget that the result of carrying out such a policy would be that England, with her distant possessions removed from her—stripped of their vast resources—would dwindle down into a second or third rate power, cooped up within the narrow limits of two small islands. Our duty—and I am sure all whom I address feel it to be so—is earnestly to pray that such results may not prevail—not for our own sakes merely, but from the feelings of affection and gratitude we owe to that old Mother Country, which is ever watching our interests with a parent's care, and still guards and guides us.”—*Woodstock Times*.

— TRINITY COLLEGE.—The annual meeting of the convocation of the University of Trinity College was held at the usual time in the College Hall at 10 o'clock. After the usual prayer on the opening of convocation, the following gentlemen were admitted to degrees:—B.A.—Fletcher, Joseph; Matheson, C. A.; Forneri, James; Jarvis, Salter Mountain; Bond, William; Mockridge, Charles Henry; Cleary, Richard; Ballard, John McLean. M.A.—Henderson, James; Drinkwater, Rev. C. H. M.B.—Jukes, Augustus. B.C.L.—Benson, Charles Ingersoll; Miller, James Andrews; Paterson, Charles William. B.D.—Davies, Henry William. *Eundum Gradum*.—Drinkwater, Rev. C. H. B. A., St. John's College, Cambridge; Cartwright, James Strachan, B.A., Balliol College, Oxford.

The prizes were then distributed by the Chancellor. Mr. Wilson recited a latin essay, after which the following students were matriculated:—Ford, Ogden Patteney; Clark, William Hayes; Nichols, Wilmot Mortimer; Roberts, Josiah Thomas; Anderson, Allen; Clarke, Christopher; Greene, Richard; Hamilton, George W.; Jones, Charles Jerome; Jones, Henry Osborne; Walker, —. The Chancellor then addressed the convocation. He said it gave him much pleasure to find that the University stood in an infinitely better position than during preceding years. (Cheers.) Not only had they not fallen off as a University, in any particular, but the average of those who had matriculated that day was greater than the average of years past, although there were not quite so many in number as last year. He was quite satisfied that the prejudices with regard to the college would be removed before long, and that they would be as successful as could be wished. With regard to what had taken place that day, there were some things on which he could not but express regret. There were no competitors for the prizes in Latin and English verse, nor any candidates for the University prize. Hereafter there would, he hoped, be greater competition. One would imagine, seeing only one come forward for the Latin prize that day, that it was so arranged that only one should go up at a time. He hoped this would not be the case, but that there would always be the keenest competition. While speaking on that point, he could not help noticing the case of Fletcher, who, he was sure, had taken his honor in a way which must have been highly satisfactory to all connected with the College. (Cheers.) He (the Chancellor) could not help also referring to one who had gone out from the College, and on whom, in another place, he had had the satisfaction of conferring a scholarship. The gentleman he alluded to—Mr. S. Kennedy—had obtained the law scholarship for the third year from the Law Society of Upper Canada, and had completely distanced all his competitors. (Cheers.) It was a subject of increasing satisfaction, when the students went outside the University and commenced the real struggle of life, to find that they went forth continuing to bring with them the same high character, energy, and persistency of purpose which had marked their college career, and which would establish a name for them throughout the length and breadth of the land, and show that the University of Trinity College was second to none in the British Colonial Empire. (Loud cheers.) There were, too, other things tending to place the University in better condition and greatly increase its usefulness. He alluded to the establishment of collegiate schools in Weston and elsewhere, which were to act as feeders to Trinity College. (Cheers.) In Ontario, the Bishop was making great efforts for the establishment of similar schools; and from these sources they would, no doubt, soon recruit the ranks of Trinity College. (Hear, hear.) Nay, more, he trusted that the College ranks would be swelled by additions from the diocese of Huron as well. (Loud applause.) There would, he trusted, be better thoughts and feelings between them; and it would yet be found that men would come from that diocese, who would be too glad to be enabled to call Trinity College their *alma mater*. (Applause.) All these things would tend to place the College in a proud position, and give her a name not inferior to any name of any similar institution in any part of the world. The benediction was then pronounced by His Lordship the Bishop, and the proceedings closed.

— MCGILL UNIVERSITY.—We are happy to learn that Laval University has conferred the Honorary degree of Doctor of Laws on the Hon. C. D. Day, Chancellor of McGill University. This appreciation of the legal learning which he has shown alike during his long career upon the Bench and as a Commissioner for the Codification of the laws is well merited, while the good feeling shown to a sister University enhances the gracefulness of the tribute to the man.—*Montreal Gazette*.

— TALBOTVILLE SCHOOL.—On the evening after the close of the examination, which was highly gratifying, an exhibition was held. The school-room was beautifully decorated with evergreens and artificial flowers with several mottoes. Over the teacher's desk was a motto deserving notice, 'Education, a debt due from present to future generations,' a motto embodying a great deal of truth and worthy to be printed in letters of gold over the door of every educational institute in Canada. After music followed a number of dialogues and declamations all of which gave entire satisfaction. The proceedings were brought to a close by the performers uniting and singing that beautiful and appropriate piece, 'When shall we all meet again.'

— SCHOOL HOUSE OPENING, 14 SOUTH WOLD.—Wednesday Evening the 22nd ult., the new brick school house, in No. 14 section, which has lately been erected was opened. Arriving at our destination we found

the school house brightly lighted and well warmed. The school house was commenced in June of the present year and was finished and opened at the date of this festival. It cost about \$300, which has been raised by assessment in the section; it is a model of convenience. The choir from St. Thomas, having arrived, proceedings commenced by moving John King, Esq., into the chair. After singing grace, refreshments were served and they were the best we ever saw at a Tea meeting—we grow hungry as we reflect. Now came the speaking interspersed with singing. The chairman in opening the meeting gave a very able and impressive speech, dwelling upon the liberal advantages afforded, educationally, in the present day, compared to those he had enjoyed in that very section in his youth. No gift which a parent could bestow upon a child ever could equal the gift of a good education. Property might be squandered away and misimproved, but the advantages of a good education would always last. Mr. King concluded his able remarks amidst applause. The Rev. Geo. Cathbertson, then followed in a speech warmly and justly condemning those who would interfere with the teacher in his important duties, showing that frequently teachers were dismissed for no good reason, but simply on what 'Jimmy, Johnny, or Tommy, or Harry might say.' We trust that the gentleman's advocacy of the teachers' rights will be remembered and attended to. After some music by the choir, the Rev. Dr. Caulfield addressed the meeting, dealing some pretty severe blows at the evils of examinations in making the teacher display his dexterity in mental cramming for a special occasion to the great detriment of true education. He dwelt upon the advantages comparatively of ours and of the American Educational System, and wisely arrived at the conclusion that our own was more thorough and better. After the usual votes of thanks, eliciting more jokes and speaking, the meeting closed.—*Canadian Home Journal*.

— **PRESENTATIONS TO TEACHERS**—At the last Christmas Examinations of Our Grammar and Common Schools, so unusual a number of presentations to the teachers took place that we are unable to insert an account of them or of the examinations in the *Journal*. The Examinations at St. Catharines, Hamilton, and Woodstock, Brockville, and one or two other places, seem to have been of a peculiarly interesting character.

— **HISTORY OF CANADA**—At the Examination of the Common School at Barrie, a Special Prize was awarded for the best Essay on the History of Canada. The competitors were all girls. Rev. Mr. Checkley awarded the prize to Miss Elenor Ross, who is under 14 years of age. We hope soon to give extracts from this essay in the *Journal*. The second best essay was written by Miss Jane Saunders.

— **CHURCH OF ENGLAND SCHOOL FOR GIRLS**—Archdeacon Hellmuth, having succeeded in establishing a college for boys at London, is now turning his attention to the education of girls. He proposes to establish a girls' collegiate institution for the accommodation of young ladies living in the western section of Canada.

— **DEAF AND DUMB INSTITUTION, HAMILTON**—His Excellency the Administrator of the Government, has been pleased to appoint Rev. Drs. Ryerson and Ormiston, the Mayor of Hamilton, County Judge Logie, E. Stinson, and J. McEon, Esqrs., and Dr. Ryall, to be a Board of Commissioners to supervise and manage the Deaf and Dumb School at Hamilton. Dr. Ryall, the Medical Superintendent, is also Secretary to the Board of Commissioners.

— **OPENING OF A NEW SCHOOL AT THE NORTH-WEST**. On 12th July the people of Kildonan parish had quite a celebration ceremony in connection with the opening of their new school. In a quiet place like this, the affair was regarded with deep interest, and, in truth, there was ground for it. The school house is a most tasty edifice—spacious, commodious, and finished in the best style. The designer was the Rev. James Nisbet, formerly of Oakville, Canada. It is built of white limestone. The dimensions are—length, 50 feet; breadth, 28; height of wall, 12. The cost has been about \$1,200, two-thirds of which was contributed by friends and Sabbath schools in Canada. This is, unquestionably, the best school-house in the colony, and would be creditable to any place in Canada. It is attached to the Presbyterian Church, of which the Rev. John Black is the pastor. There was plenty of fine music at this inauguration ceremony. Ample justice having been done to the edibles, which had been provided in profusion, speeches were delivered by Revs. John Black and James Nisbet, of the Canada Presbyterian Church; by Rev. George Macdougall, Wesleyan missionary from the Saskatchewan; His Honour, Recorder Black; Messrs. John Fraser, A. W. Ross, A. McBeath, and some others including your humble servant, whose name is of no consequence to anybody. The school is in a flourishing condition; between 50 and 60 child-

ren attend; Mr. A. W. Ross, formerly an Upper Canada College boy, is the teacher.—*Globe correspondence*.

GREAT BRITAIN.

— **ROYAL COMMISSION ON MIDDLE CLASS EDUCATION**—The Commissioners are Lords Taunton, Stanley, and Lyttleton; Sir Stafford Northcote, Dean Hook, Dr. Temple, the Rev. A. W. Thorold, Messrs. T. D. Aclane, E. Baines, W. E. Forster, Peter Erle, and Dr. Storrar. They will "inquire into the education given in schools not comprised within Her Majesty's two previous commissions, and also consider and report what measures (if any) are required for the improvement of such education having special regard to all endowments applicable, or which can rightly be made applicable thereto." It was certain that sooner or later Middle-Class Schools must pass through the same ordeal as the schools above and below them have already undergone. It is not too much to say that they needed such an enquiry as the elementary schools for the poor, or the large public schools for the rich. There are persons who assert that they needed it more. The Report of the Commission, whenever it appears, will show if that assertion be true. It is evident that there will be peculiar difficulties in the way of the Commission in dealing with private schools. The endowed grammar schools—the large proprietary establishments—the schools, under graduates of the universities, and men of well-known qualifications, will probably present but few difficulties. But the other schools for the middle classes may prove very inaccessible, and their conductors unwilling to give much information to aid the Commissioners. We are sure that no men honestly endeavoring to do real work need fear or will shrink from any enquiry carried forward by men such as those named in the Royal Commission.—*Papers for the Schoolmaster*.

— **TRAINING COLLEGE FOR THE PRESS**—Mr. Wallace Fyfe, whose services as a public instructor have lately been found so acceptable at the Royal Agricultural College, Cirencester, is about to turn his attention to the promotion of his immediate profession, by founding in the West of England, we believe at Dorchester, a Trinity College or Institution for the Newspaper Press. There is no such training in existence; and we learn that Mr. Wallace Fyfe, having secured a series of popular papers, on which the pupils can be set to work, will by Lady-day next be prepared to receive the sons of proprietors and others, for training and finishing in all the departments of newspaper business, whether mechanical, commercial, or literary. Mr. Fyfe is a man of nearly a quarter of a century's editorial standing.—*Bath Chronicle*.

— **THE QUEEN'S UNIVERSITY, DUBLIN**—The Lord Chancellor, as Vice-Chancellor of the Queen's University in Ireland, has presented to his Excellency Lord Wodehouse the report on the condition and progress of the Queen's University for the years 1864-65, which report has been printed and published in the usual form. It shows that during the year, 394 candidates for degrees were examined, in addition to 30 who were not members of the University, and who were examined at the commissions held in June, at Dublin, Belfast, and Cork.

— **THE IRISH NATIONAL SCHOOLS**—The report of the Irish Commissioners of Education for 1864, which has just appeared among the parliamentary papers, states that the average number of children in daily attendance at all the national schools was 315,108, and their education cost £1 2s. 6d. each, of which the patrons of schools paid only 2s. 6d. About 57,000 of the pupils belong to the Established Church, of which more than half are in the province of Ulster. In Leinster the number is 4462, and in Munster 2943. During the year 1864 the sum of £284,467 was paid to teachers, and £18,875 to monitors. The inspection cost more than £23,233; the cost of the official establishment at Tyrone-house £15,228 in salaries, or about £2 10s. for each school, there being some 6200 in operation. The model and school farms cost £8793, and the receipts from them were £5449, so that this portion of the system is maintained at a loss of about £3400 a year. In the case of the Glassnevin farm the cost was £3109, and the receipts for produce £1876, the loss being, consequently, about £1200.

— **A LADY LECTURER**—Mrs. Roe, the Mayoress of Derby, England has been delivering a lecture in that town on "The Education of Girls," Mr. Cox, M.P. for the borough presided.

— **MR. GOSCHEN**—The *Leipziger Borsenblatt* says it must interest German booksellers to learn that the grandson of the well-known George Joachim Goshem, the Leipzig publishers, is a member of Earl Russell's cabinet.

VIII. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

THIRTY-FOURTH SESSION.—DATED 22ND DECEMBER, 1865.

MALES.

- First Class.—Grade B.*
 2111 Jackson, Thomas [2027]*.
 2112 McNaughten, Duncan [2034].
- First Class.—Grade C.*
 2113 Burrows, Frederick [1649].
 2114 Carscadden, Thomas [2040].
 2115 Douglass, Wm. Alexander.
 2116 Foreman, William [2042].
 2117 McLean, Daniel [2947].
 2118 McLean, William Jenkinson.
 2119 Meldrum, Norman Wm. [2061].
 2120 Russell, James [2050].
 2121 Tilley, William Edward.
 2122 Whillans, Robert [2037].

Second Class.—Grade C.

(Expire 22nd December, 1866.)

- 2130 Armstrong, Thos Clinton Little
 2131 Croll, David.
 2132 Gage, William James.
 2133 Gibbard, John.
 2134 Gray, Samuel [1961].
 2135 Huggins, John Routledge.
 2136 Hughes, James.
 2137 Mark, Kenward.
 2138 Mundell, John.
- 2139 Beattie, William.
 2140 Bielby, William Wilson [813].
 2141 Clark, Robert.
 2142 Davey, Peter Nicholas.
 2143 Hendry, William John.
 2144 Hutton, Benjamin Lowe.
 2145 McEwen, Findlay.
 2146 McGregor, John.
 2147 McKellar, Archibald.
 2148 McNair, Alexander [2063].
 2149 Malcolm, Fullerton Boyd.
 2150 Pattison, Joseph Wilford.
 2151 Sharpe, Adam Middleton.
 2152 Snell, Elias Benson.

FEMALES.

- First Class.—Grade A.*
 2153 Cameron, Annie Isabella [1811, 1887, 1974, 2067].
 2154 Elliot, Margaret [1901, 1975, 2069].
 2155 Gillen, Mary.
- First Class.—Grade B.*
 2156 Lanton, Emilie [2081].
 2157 Spotton, Charlotte Elizabeth [2074].
 2158 Sutherland, Annie Agnes [2010, 2075].
 2159 Sutherland, Jemima Helena [2019, 2076].
- First Class.—Grade C.*
 2160 Ferguson, Margaret [2079].
 2161 Gemmell, Jessie [1996, 2080].
- Second Class.—Grade A.*
 2162 Campbell, Mary [1812].
 2163 Hutton, Emma.
 2164 Kessack, Margaret [2090].
 2165 Laing, Ellen.
 2166 Robinson, Annie [1595].
- Second Class.—Grade B.*
 2167 Baldwin, Louise [1830].
 2168 Bell, Sarah.
 2169 Bentley, Kate [2085].
- 2170 Black, Mary Elizabeth [2099].
 2171 Couzens, Emily.
 2172 Foster, Margaret Jane [2102].
 2173 Forster, Mary [2101].
 2174 Harris, Augusta Julia.
 2175 McCausland, Caroline Elizabeth.
 2176 Macniven, Susan [2104].
 2177 Medley, Emma.
 2178 Nuthall, Phillis [2093].
 2179 O'Connell, Margaret [2106].
 2180 Reed, Almeida Cordelia [2107].
 2181 Reynolds, Mary Ann [2108].
 2182 Scales, Sophia Eliza.
 2183 Sefton, Martha [2110].
 2184 Sutherland, Margaret.
 2185 Walker, Eliza Allan.

Second Class.—Grade C.

(Expire 22nd December, 1866.)

- 2186 Baxter, Louisa.
 2187 Bell, Emma Elizabeth.
 2188 Chambers, Elizabeth.
 2189 Comfort, Sara.
 2190 Drury, Martha Jane.
 2191 Hamilton, Agnes Victoria.
 2192 Hamilton, Jessie.
 2193 Harbottle, Mary Ann.
 2194 Lawrence, Fanny Helena.

- 2195 Lemon, Kate.
 2196 McNaught, Fanny [2016].
 2197 Moore, Martha.
 2198 O'Brien, Rebecca.
 2199 Payne, Louisa.
 2200 Percival, Margaret.
 2201 Riddell, Mary.
- 2202 Russell, Mary Ann Agnes Blanche.
 2203 Scarlett, Mary Elizabeth.
 2204 Stalker, Mary.
 2205 Tobias, Esther.
 2206 Worth, Mary Ann.
 2207 Young, Mary.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expired before December, 1865, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month:

MALES.

- 1959 Dunn, Robert.
 1960 Eccles, Daniel.
 1961 Obtained 2nd Class B. [2134].
 1962 Jessop, Elisha.
- 1963 Johnson, Charles Richard.
 1964 Jupp, William.
 1965 Richard, Alexander.
 1966 Richardson, Joshua John.

FEMALES.

- 2011 Obtained 1st Class C. [2070].
 2012 Dodds, Margaret.
 2013 Henderson, Margaret Jane.
 2014 Obtained 2nd Class C. [2103].
 2015 Obtained 2nd Class B. [2089].
- 2016 Obtained 2nd Class C. [2196].
 2017 McNaughten, Margaret.
 2018 Obtained 2nd Class C. [2109].
 2019 Obtained 1st Class C. [2159]; 1st Class B. [2076].

* * * A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING, LL.B.,

Registrar.

EDUCATION OFFICE,
 Toronto, January, 1866.

Calendar for the Year 1866.

1866.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	SUNDAY.	1866.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	SUNDAY.
JANUARY	1	2	3	4	5	6	7	JULY	1	2	3	4	5	6	7
(31 days.)	8	9	10	11	12	13	14	(31 days.)	8	9	10	11	12	13	14
FEBRUARY	15	16	17	18	19	20	21	AUGUST	15	16	17	18	19	20	21
(28 days.)	22	23	24	25	26	27	28	(31 days.)	22	23	24	25	26	27	28
MARCH	29	30	31	1	2	3	4	SEPTEMBER	29	30	31	1	2	3	4
(31 days.)	5	6	7	8	9	10	11	(30 days.)	5	6	7	8	9	10	11
APRIL	12	13	14	15	16	17	18	OCTOBER	12	13	14	15	16	17	18
(30 days.)	19	20	21	22	23	24	25	(31 days.)	19	20	21	22	23	24	25
MAY	26	27	28	29	30	31	1	NOVEMBER	26	27	28	29	30	1	2
(31 days.)	2	3	4	5	6	7	8	(30 days.)	3	4	5	6	7	8	9
JUNE	9	10	11	12	13	14	15	DECEMBER	10	11	12	13	14	15	16
(30 days.)	16	17	18	19	20	21	22	(31 days.)	17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
	30								31						

NUMBER OF TEACHING DAYS IN 1866.

County Grammar Schools.

January	18	July	18
February	20	August	15
March	19	September	20
April	19	October	23
May	20	November	21
June	20	December	15

Total..... 116

Total..... 94

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

Terms, Vacations, Daily Exercises, and Holidays in the Grammar Schools of Upper Canada.

1. There shall be four terms each year, to be designated the winter, spring, summer and autumn terms. The winter term shall begin the seventh of January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the autumn term shall begin the Monday following the close of the summer term, and shall end the twenty-second of December.

2. The exercises of the day shall not commence later than nine o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.¹

3. Every Saturday shall be a holiday; or, if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays.

4. The public half-yearly examinations required to be held in each grammar school, [by the eighth clause of the twenty-fifth section of the Upper Canada Consolidated Grammar School Act,] shall take place, the one immediately before the Christian holidays, and the other immediately before the summer vacation.

5. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.

Teaching Days in Common and Separate Schools.

January	22	July	22
February	20	August	13
March	21	September	20
April	21	October	23
May	22	November	22
June	21	December	15
Total		Total	
127		115	

N. B.—In Cities, Towns, and Villages, Common and Separate Schools have only three teaching days in August: and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

Hours of Daily Teaching, Holidays, and Vacations.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Good Friday shall be a holiday, and every Saturday as directed by the statute.

3. There shall be two vacations in each year; the first, or summer vacation, shall continue for two weeks from the First Monday in August; the second, for eight days, at Christmas.

NOTE—In cities, towns, and incorporated villages, the summer vacation shall continue four weeks, from the first Monday in August. (See also paragraph 4 of the Grammar School Terms, Vacations, &c.)

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.²

¹ It should be observed, that the twenty-fourth and twenty-fifth sections of the Upper Canada Consolidated Grammar School Act, empower Boards of Trustees to prescribe any duties, or make regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved of by the Governor General in Council.

² No deduction whatever can be lawfully made from any teacher's salary for any allowed holidays or vacations; or for the exemption of payment of rates by indigent persons, authorized by law.

³ This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools—not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

⁴ Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his School. In order that no loss of apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

5. Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.³

6. In order to enable the Educational Department to make an equitable apportionment to Roman Catholic Separate Schools in city, towns, and villages where Union Grammar and Common Schools exist, it is necessary that both the Common and Separate Schools should observe the regulations affecting holidays and vacations in Grammar Schools, as above.

MOVABLE AND OTHER FESTIVALS.

Circumcision	Jan. 1	Easter Sunday	April 1
Septuagesima Sunday	Jan. 28	Rogation Sunday	May 6
Quinquagesima Sunday	Feb. 11	Ascension Day	May 10
Ash Wednesday	Feb. 14	Whit Sunday	May 20
First Sunday in Lent	Feb. 18	Trinity Sunday	May 27
Palm Sunday	Mar. 25	Advent Sunday	Dec. 2
Good Friday	Mar. 30	Christmas Day	Dec. 25

APPOINTMENT OF GRAMMAR SCHOOL TRUSTEES.

Some misapprehension of the meaning of the second section of the recent Grammar School Act having given rise to erroneous action on the part of Municipal Councils, it seems necessary to explain that the law does not state that the first meeting of the Newly Elected Council shall appoint the Grammar School Trustees. The "Corporations" of Towns and Villages, and the "Councils" of Counties and Cities, are the terms mentioned in the act; and as these corporations have a continuous existence, the law intends that the first meeting in January, whether of the old or new council, should appoint the Grammar School Trustees. The Board of Grammar School Trustees in cities may consist of eight members, but in towns and villages they cannot exceed six.

STANDARD BRITISH PERIODICALS.

- THE LONDON QUARTERLY REVIEW (Conservative.)
- THE EDINBURGH REVIEW (Whig.)
- THE WESTMINSTER REVIEW (Radical.)
- THE NORTH BRITISH REVIEW (Free-Church.) and
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