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## THE HEALTH OF SCHOOL CHILDREN.

At the recent meeting of the American Social Science Association, at De troit, the subject of *The Health of Pupils in the Public Schools* was amply discussed. The Secretary of the Health Department of the Association (Dr. D. F. Lincoln) has prepared a report of the papers read at the discussion thereon, for insertion in the N.Y. *Sanitarian*. The great importance of the subject, no less than the slight attention which it too often receives, is one reason for giving in the JOURNAL an abstract of Dr. Lincoln's valuable report. He says:—

"It was necessary in the beginning to analyze the subject, to distribute it by cutting it up into a convenient number of subsidiary subjects. Thirteen such divisions were made. The list is as follows:

- "1. Heating and ventilation.
- "2. Light—and condition of the scholars' eyes.
- "3. Seats—and deformities traceable to them.
- "4. Architectural plans.
- "5. Apparatus employed in instruction.
- "6. Gymnastics.
- "7. Condition of nervous system.
- "8. Organ of hearing.
- "9. Organs of the pelvic cavity.
- "10. Drinking water.
- "11. Sewerage and water-closets.
- "12. Commissions for scientific inspection of given school areas.
- "13. Project of a law establishing the office of medical inspector of schools.

"Having done this, we attempted to assign the several topics to suitable persons, for separate investigation and report. Eight of

the thirteen have now been assigned in a more or less complete manner. No doubt it would have been easy to get workers to do the whole, but it is possible that in so doing we should have lost more than we gained. For many obvious reasons, there was an advantage in not finishing the whole subject at a single blow; an ill selection, a confusion of principles, a hasty performance, unequal execution, irresponsible utterance of individual opinion, all had to be guarded against; and, on the other hand, the best men are not always at leisure and at our command at precisely the time we might desire them, nor, if ready to aid us, are their powers always sufficient to complete a given task within a given time. These reasons are offered as excusing what might seem our shortcoming, in not bringing forward a complete report on school hygiene this year.

"And I may add, that to our minds the subject in its various branches has assumed a size and an interest vastly beyond what it first had; and that plans of research have already come before us, which if carried out, will take several years to finish.

"On the other hand, our numbers are not large, and our working power is very much concentrated in a few points at the East, particularly in Boston, where the department was reorganized two years and a half ago. This circumstance has also its advantages, in point of administration, as you will easily infer, though it has hampered us a little in the extension of our plans.

"A subject, when assigned as already stated, remains in the hands of the person to whom it is intrusted until he expresses his wish to present it to the department committee. A meeting of this committee is thereupon called, 'for the purpose of hearing and criticising' the paper in its then form. The process of criticism, I am happy to state, is performed willingly, and is borne with great good nature by its recipient, who, at the close of the evening, takes home his manuscript and his hints, to work up into a sort of second edition of the paper.

"Then, when the paper is finally ready for the public, its natural destination is to be read before a general meeting of the association, like the present; the daily press publish more or less of it, and the 'Journal of the Association' issues it in a corrected form within two or three months. It is not unlikely that the entire series of essays and reports, extending through several years, may furnish matter suitable for publication in a connected form. But of this it is not easy to speak at present, as but a few of the essays are completed.

"Two papers have undergone the process of revision as described, and will be presented here, one upon 'School Gymnastics,' and one upon 'The Nervous System, as injuriously affected by schools.'" \* \* \*

The secretary next submitted, in outline, a set of

RULES FOR THE CARE OF THE EYES.

"When writing, reading, drawing, sewing, etc., always take care that—

"(a.) The room is comfortably cool, and the feet warm ;

"(b.) There is nothing tight about the neck ;

"(c.) There is plenty of light without dazzling the eyes ;

"(d.) The sun does not shine directly on the object we are at work upon ;

"(e.) The light does not come from in front ; it is best when it comes over the left shoulder ;

"(f.) The head is not very much bent over the work ;

"(g.) The page is nearly perpendicular to the line of sight ; that is, that the eye is nearly opposite the middle of the page, for an object held slanting is not seen so clearly.

"(h.) That the page, or other object, is not less than fifteen inches from the eye.

"Near-sightedness is apt to increase rapidly when a person wears, in reading, the glasses intended to enable him to see distant objects.

"In any case, when the eyes have any defect, avoid fine needle-work, drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each, and in the morning.

"Never study or write before breakfast by candle light.

"Do not lie down when reading.

"If your eyes are aching from fire-light, from looking at the snow, from over-work or other causes, a pair of coloured glasses may be advised to be used for a while. Light blue or grayish blue is the best shade, but these glasses are likely to be abused, and usually, are not to be worn except under medical advice. Almost all those persons who continue to wear coloured glasses, having perhaps first received advice to wear them from medical men, would be better without them. Travelling vendors of spectacles are not to be trusted ; their wares are apt to be recommended as ignorantly and indiscriminately as in the times of the 'Vicar of Wakefield.'

"If you have to hold the pages of *Harper's Magazine* nearer than fifteen inches in order to read it easily, it is probable that you are quite near-sighted. If you have to hold it two or three feet away before you see easily, you are probably far-sighted. In either case, it is very desirable to consult a physician before getting a pair of glasses, for a *misfit* may permanently injure your eyes.

"Never play tricks with the eyes, as squinting or rolling them.

"The eyes are often troublesome when the stomach is out of order.

"Avoid reading or sewing by twilight or when debilitated by recent illness, especially fever.

"Every sempstress ought to have a cutting-out table, to place her work on such a plane with reference to the line of vision as to make it possible to exercise a close scrutiny without bending the head or the figure much forward.

"Usually, except for aged persons or chronic invalids, the winter temperature in work-rooms ought not to exceed 60° or 65°. To sit with impunity in a room at a lower temperature, some added clothing will be necessary. The feet of a student or sempstress should be kept comfortably warm while tasks are being done. Slippers are bad. In winter the temperature of the lower part of the room is apt to be 10° or 15° lower than that of the upper.

"It is indispensable in all forms of labour requiring the exercise of vision of minute objects, that the worker should rise from his task now and then, take a few deep inspirations with closed mouth, stretch the frame out into the most erect posture, throw the arms backward and forward, and if possible, step to a window or into the open air, if only for a moment. Two desks or tables in a room are valuable for a student ; one to stand at, the other to sit at."

THE NERVOUS SYSTEM AS AFFECTED BY SCHOOL LIFE.

This was also the subject of a special paper by the secretary, and, in part, as follows—

"How many school influences directly benefit the nervous system ?

"In the first place, the school may provide for a reasonable degree of physical exercise, which every scholar should perform unless excused by his physician. There is very little chance for healthy sports in great cities, and it is precisely in these cities that the greatest number of hours is spent in schools. If civilization takes from its members the country air and country sports, which are the natural means of health, civilization is bound to make good the loss to those who are too poor to make it good for themselves ; and that means nine-tenths of the people in cities.

"As regards fresh air, and other hygienic essentials of schools, the attempt is sometimes made to excuse deficiencies by saying 'that the scholars are better off in school than in their own wretched houses.'

"This excuse is apt to prove fallacious. It is our duty to ask, when such remarks are made, 'How much better off are they when in school ?' Is the air at home charged with fourteen parts of impurity, for example, and that in school with only twelve or thirteen parts ? Such a comparison reflects no credit upon the school ; if both places are blamable, then our duty obviously begins at the school, which we build and furnish, and to which we compel the children to come.

"But let us not delay over this sufficiently obvious point. What we desire to know now is, whether a thoroughly good school is a positive benefit to physical health. Granting that the air is pure, and the surroundings are all hygienically perfect, are the work and the discipline of schools beneficial *per se* ?

"And first, as to the work, the simple mental work ; is that capable of doing positive good ?

"The answer to this question is as follows : Pure mental work, quite free from what is called 'feeling,' is not possible to a conscious human being ; but pure work accompanied by the simple feeling of satisfaction termed 'interest,' in a moderate degree, acts on the system like any other healthy work, by consuming the chemical elements ; if the brain is at work, one sort of change goes on, if the muscles, another sort ; but brain work and muscle work equally, create a demand for fresh nourishment, and this demand constitutes a healthy appetite for food. It is fully understood by 'brain workers,' that certain studies tax the endurance of the entire system as much as the severest bodily toil. Persons with good brains are fatigued by mental labour as much as persons with good muscles are by bodily labour. Now, I do not mention fatigue as a desirable thing, but the processes which lead to fatigue are good if kept within reasonable bounds, and I hold it to be physiologically correct, that these processes are much alike, though not identical, in the acts of thinking and of muscular motion. Indeed, voluntary muscular motion is absolutely dependent upon a supply of nervous force, which is probably generated in a portion of brain lying within the temples. When muscles are palsied, their nerves are pretty sure to be affected ; and when nerves, their muscles ; hence it is often extremely difficult to say whether a given disease of either organ begins in nervous tissue or in muscular tissue.

"Mental occupation, like all other natural occupations, is therefore good ; or at least it has a presumption in its favour. But the value of this work is vastly enhanced by the methodical way in which a good school enforces its performance. Our teachers, in many cases, deserve the greatest credit for their judicious firmness in restraining from over-work, as well as requiring the full amount of work ; and I know well that adult students would often be benefited by such regulations as would prevent them from over-driving their intellectual machine.

"Why, then, can we not make our children work with their brains and trust nature to develop their muscles ? I believe there is a special reason why we may not do this ; and somewhat as follows : The nervous organs are not peculiar in requiring nutrition ; they are dependent upon the blood, which conveys to them what is required to repair waste ; and the blood is again dependent upon the heart and the blood vessels, which pump it to the points of supply. Now, the heart and the blood vessels are muscular organs ; their capacity to force the nutritious fluid to its destination depends on the amount and the good condition of the muscular tissues they contain. A strong pulse is needed by a strong brain, and if we want a strong pulse we must strengthen the heart. And in no way can this be done except by muscular exercise, which drives the blood on to the heart, distending and stimulating it in such a manner that the organ gradually increases in size and firmness, growing vigorous in sympathy with the other muscles of the body. Of the danger of excess in this practice I will speak later.

"Of the muscular structures of the chest there are some which have no particular use except to assist in breathing ; these, the respiratory muscles, need a similar development through training, in order that pure air may be largely introduced into the lungs, a process which you know to be indispensable to the proper nutrition

of the body, and the performance of the processes of oxidation required by all the tissues.

\* \* \* "It is evidently impossible to exercise all our faculties at once in such a way as to bring each to a state of the utmost development. It is the business of an educator to see, first, that the faculties essential to well-being are developed; the muscles of respiration, through singing, dancing, running, and childish athletic sports; the muscles of the will, by similar methods, and perhaps gymnastics; the intelligence, by school instruction of various sorts; but while doing this, he should bear in mind those traits of childhood which are most irrepressible, and should guide them and be guided by them. Muscularity—or, more rightly expressed, a liberal indulgence in muscular sports—is the craving of healthy boyhood; if denied, no amount of mental occupation will take its place; on the contrary, mental stimuli are most dangerous to a boy who is physically idle, and only tend to hasten those sexual crises (so fatally ignored by many educators) which are sure to come, and to place a certain proportion in peril both of health and morals. I am speaking of a great evil, and one little understood: for which the remedies are to be found in a liberal stimulation of all the nobler parts of a boy's nature at once—his will, his courage, his fortitude, his honour, his sense of duty to God and man, his interest in some mental pursuit.

"As respects girls, there is no doubt that they are capable of taking as keen enjoyment as boys in muscular exercise, though of a somewhat different nature.

"That it would be for their good to strengthen their wills and their courage by such methods, no physician can doubt. But the obstacles to such development are very great, especially in cities, and in all places where fashion imposes a limit to the expansion of the lungs, and cuts off the indulgence in the pleasure of breathing. \* \* \*

"There are three special faults in sanitary conditions which do harm to the nervous system of those in school-rooms. These are, the means employed in lighting evening schools, the undue heat of school-rooms, and the excessive dryness of their atmosphere, with other impurities.

"Our nation is fond of burning a good deal of gas and mineral oil, and as a result, our rooms are apt to get overheated. One gas burner consumes as much oxygen in an hour as several persons, thus contaminating the air very rapidly and heating the upper strata very much. In burning, gas gives out impurities, very perceptible to the smell, chiefly composed of sulphurous acid gas. Besides which, the power of direct radiation of heat possessed by a cluster of burners is very great; so that the heads of persons in the room, enveloped in a cloud of hot deoxidized sulphurated vapour, are subject to the effects of radiant heat, which are of an irritating nature, quite different from those of fixed heat. Of course headaches and utter exhaustion are the result. \* \* \*

"Neither heat, carbonic acid and oxide, sulphurous vapour, nor excessive dryness of the atmosphere are felt as evils by the majority of our people. But all of them are dangerous in a special sense to the nervous system. Recent experiments made by Dr. Falk in Berlin, show that air deprived of moisture makes the breathing more rapid and less deep; it quickens the pulse, and slightly lowers the temperature of the body; and in a few instances it appears that a current of absolutely dry air, continued for several hours, produced epileptic attacks in guinea pigs exposed to it. Dryness of atmosphere certainly tends to make the human subject irritable and excitable.

"A few people are the victims of untold misery when exposed to carbonic oxide fumes. I do not know what can be done absolutely to prevent the evil—unless we give up furnaces altogether.

"I will now close this portion of my remarks with a brief summary of the most conspicuous results of the investigation.

"First. School work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability and exhaustion.

"Second. By 'unsuitable' is chiefly meant 'close' air; or air that is hot enough to flush the face, or cold enough to chill the feet; or that is 'burnt,' or infected with noxious fumes of sulphur or carbonic oxide.

"Third. Very few schools are quite free from these faults.

"Fourth. Anxiety and stress of mind, dependent mostly upon needless formalities in discipline, or unwise appeals to ambition, are capable of doing vast harm. It is hard to say how much is actually done; but a strong sentiment against such injudicious methods is observed to be springing up in the minds of teachers.

"Fifth. The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.

"Sixth. Teachers who neglect exercise and the rules of health, seem to be almost certain to become sickly or to 'break down.'

"Seventh. Gymnastics are peculiarly needed by girls in large cities, but with the present fashion of dress, gymnastics are impracticable for larger girls.

"Eighth. The health of girls at the period of the development of the menstrual function ought to be watched over with unusual care by persons possessed of tact, good judgment, and a personal knowledge of their characters.

"Ninth. One of the greatest sources of harm is found in circumstances lying outside of school life. The social habits of many older children are equally inconsistent with good health and a good education."

#### GYMNASTICS FOR SCHOOLS, BY DR. S. S. PUTNAM.

\* \* \* Gymnastic training could not fail to be of use in regard to training children who were not naturally strong, and therefore not inclined to take part in outdoor sports, which are, of course, beneficial to the healthy and vigorous among our children. The benefits resulting from systematic gymnastic training are, too, decidedly different from those accruing from ordinary outdoor sports. The former scientifically trains special groups of muscles and confers special benefits upon the bodily system. Skilled instructors are, of course, required, and Dr. Putnam maintained that the result of such training was to promote general health, and to bestow special accomplishments.

It is not necessary that very great muscular power should be developed, as that is not necessarily conducive to good health, nor does it always accompany it. One way in which school children may be greatly benefited is by helping them to perfect the process of respiration. This was demonstrated by the work done by Prof. Monroe with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung disorders from early deaths. Dr. Putnam thought Prof. Monroe's little book the best treatise upon this subject, while most German and French works on gymnastics, are very deficient in this respect. For the exercise recommended by Prof. Monroe no apparatus is required, or special costume, and for walking and running a large empty room is all that is needed.

Proper physical instruction in our schools would also relate to the sitting of the scholars, to proper methods of study or of mental application, to proper means of ventilation, etc. It is a notorious fact that many cases of injury to the spinal column arise from improper postures while sitting. Among 731 pupils at Neufchatel, sixty-two cases of this sort were observed among 350 boys, and 156 cases among 381 girls. The curvature of the spine occasioned was mostly to the right, caused, no doubt, largely by writing at unsuitable desks. The excess among girls is due, no doubt, very much to the fact they take less active exercise and are much less robust, as a rule. Herr Raag, of Berlin, says that he has found gymnastics very useful in preventing these spinal curvatures. With practical benefits resulting from these exercises, the lectures of hygiene, etc., will have much greater force than otherwise.

For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely. A large hall with a few desirable pieces of apparatus, is all that is needed for further gymnastic exercise which is to give to the scholars special accomplishments in this matter. In Europe halls are now considered absolutely necessary for the uses of scholars in the public schools.

#### EFFECTS OF SCHOOL LIFE UPON THE EYES OF SCHOOL CHILDREN.

By Dr. C. R. AGNEW.

This paper was read by Dr. Webster, a co-worker of Dr. Agnew, and illustrated by diagrams.

Dr. Agnew states, that Herman Cohn, of Breslau, published, in 1867, the results of observations made upon the eyes of 10,060 school children. He established the fact that school life in his country was damaging the eyes of scholars to a most alarming degree. He was followed by Erismann, of St. Petersburg, and others who showed that elsewhere the same results were being produced. The broad fact was evidently demonstrated, that wherever children were brought under observation, and the effects of the use of their eyes upon minute objects carefully noted, nearsightedness, a grave malady, was found to exist. That this malady was found less fre-

quently and then generally in a mild form, in young children, but that it increased rapidly in frequency and gravity, as these children were pushed forward in their education from the lowest to the highest schools. Cohn, for example, found that the nearsightedness rate in village schools was less than 2 per cent. that it had increased, however, to more than 26 per cent. in the gymnasium (schools about of the grade of most of our colleges in the United States) and that in the Breslau University, out of 410 students examined *not one-third* had normal eyes.

Observations were recently made upon 2,884 eyes in this country. The plan followed is essentially that of Cohn, so that the results might be compared with those of so industrious and careful an observer. The sources from which the data have been drawn are the district, intermediate, normal and high schools of Cincinnati, Ohio (the examinations made by Drs. D. B. Williams and Ayers), from the Polytechnic School in Brooklyn, N.Y. (examinations by Dr. J. S. Prout and Dr. Arthur Mathewson), and from the New York College, New York (examinations by Dr. W. Cheatham).

The following is a summary of tables accompanying this paper: In the Cincinnati schools, the number of eyes examined were 1,264. In the district schools 13.27 per cent. of the scholars were near-sighted. In the intermediate schools 13.8 were near-sighted, and in the normal and high schools 22.75 were near-sighted. In the academic department of the Brooklyn Polytechnic 9.15 per cent. were near-sighted, while in the collegiate department of the same school, 21.83 were near-sighted. In the introductory class of the New York College 21.86 per cent. of the students were near-sighted; of the freshmen, 26.2 per cent were near-sighted, and of the sophomores 22.72. The summary of all is that, of 2,884 eyes examined, 1,886 eyes had normal refraction, 538 were near-sighted, 227 were over-sighted, and 152 astigmatic; and of 81 the refraction was not noted. Acuity of vision: 2,300 eyes had vision equal 1; 226 equal  $\frac{2}{3}$ ; 106 equal  $\frac{1}{2}$ ; 43 equal 2-5; 49 equal 2-7; 40 equal 1-5; 28 equal to 3-40; 19 equal to 1-20; 8 able only to count fingers; 1 with no perception of light; 4 vision not noted.

#### THE HEIGHTS AND WEIGHTS OF SCHOOL CHILDREN.

Dr. Lincoln explained this subject on a plan prepared by Dr. H. I. Bowditch:

"The object of ascertaining the heights and weights of the pupils in the public schools of Boston, is to determine the rate of growth of the human race, under the conditions which Boston presents. It is of course very desirable, that similar observations should be made in other parts of the country in order to enlarge the number of data from which conclusions may be drawn. This country offers an excellent field for investigations of this sort, not only on account of the wide range of climatic conditions which it presents, but from the fact that the inhabitants are the immediate descendants of a good number of different races. If we can compare, therefore, the rate of growth of a race in their native land, with the rate of growth of the same race after immigration to this country, we shall be able to study the effect of transplantation into new climatic conditions; and if we compare together the amount of change which the rate of growth of different races undergoes after immigration to this country, we shall have data for estimating the relative adaptability of the races in question to the new climate. Moreover, if it shall be found that the rate of growth of the female sex is more seriously modified by emigration than that of the male sex, light may be thrown on the question of the cause of the alleged inferiority of the physique of American women. As the value of observations of this sort depends entirely upon their accuracy, it is important that the height should be measured without shoes on rods graduated to one-tenth of an inch. The weight should be determined on scales weighing pounds and ounces, and allowance should be made for the weight of the clothing."

Dr. Lincoln then gave some drawings as to how desks should be arranged for school pupils, showing that they should be made so as to give as much comfort to the scholars as was possible, and at the same time make the position as healthy as one as can be secured. The seat should be close to the desk, and any desk so far from the seat as to allow the pupil to stand up between them is objectionable; and concluded his report with a brief paper, summarizing the *Sanitary Requirements of School-houses*.

#### MEASLES, SCARLET FEVER, ETC., IN THE SCHOOLS.

At a recent meeting of the Middlesex East District Medical Society, held at Woburn, the following resolutions were unanimously adopted:

"Whereas we, the members of the Middlesex East District Medical Society, know from repeated experiences that the contagious diseases, particularly measles and scarlet fever, are often spread in communities for want of proper care in disinfecting and isolating persons who are suffering from said diseases; therefore,

"Resolved, That we recommend to the Selectmen, Boards of Health, and the School Committees of the towns in which we live, that they make and enforce such rules as will prevent the attendance on the public schools of any child residing in a family where there is or has been, a case of *measles, scarlet fever, or whooping cough*, until the physician in attendance on such case of disease shall have furnished a certificate that in his opinion the period of danger from infection is past, and that he knows that the infected premises have been thoroughly disinfected.

"Resolved, that in our opinion, the period of danger from infection is not over in less than two weeks after desquamation has quite ceased, and a longer period must be allowed in cases where a discharge from ear or nostrils continues as a result of the disease.

"AZEL AMES, Jr. M.D., Sec'y."

#### SCHOOL HYGIENE.

The Board of Education of the City of Elmira, some time ago, submitted to the teachers of their jurisdiction a series of sixteen questions bearing upon the important relations of sex, school age, sessions, seating, deprivation of light, deficient ventilation, etc., etc. Covering pretty much the same ground as the questions of the Massachusetts State Board of Health, in 1873, and so well reported upon by Frederick Winson, M.D.

The replies of the teachers of Elmira were by a resolution of the Board of Education, referred to the special committee on School Hygiene. Dr. Wm. C. Wey, who at a recent meeting of the Board, submitted a preliminary report, in part as follows:

I desire to have it understood that I do not agree with all the results to which the teachers have arrived. In the matter of the co-education of the sexes in the higher grades of school life prescribed by the Board, while admitting the average mental superiority of girls, I am compelled to recognise their diminished physical capability, by reason of the assumption of functions whose maintenance and perfection call for natural and healthful development, unembarrassed by forced or even crowded intellectual culture. It has frequently fallen under my professional observation to take note of functional derangement in school girls, in whom mental advancement and physical deterioration have gone on together, as if in disregard of a law which demands full and harmonious bodily growth before the graces and accomplishments of the intellect can be cultivated. The unreserve of the sick room and the consequent careful investigation which it affords into the causes of impaired health among school girls, reveals sources of disease which the strife and excitement of daily study and recitation are calculated to hide from casual observation. Cases of serious ill-health, growing out of violation of the plainest and most imperative laws of physical growth are quite frequently presented in the grammar schools, and increase in number and gravity as the course of instruction is pursued in the academy, and so on through a still higher scale of application, which for the purpose of this declaration is included in the scheme of modern female education. The germs of disease thus generated, instead of being extinguished with the completion of the school course, in too many instances develop and make miserable the health of individuals, and are continued in an endless heritage of mental and physical imperfections. This whole subject, however, is too comprehensive for consideration at this time, and I allude to it solely for the purpose of calling attention to the disparity of views suggested by an educational as compared with a professional estimate of the results of school training exercised over growing girls, who are temporarily and at the most trying period of life brought under our supervision.

Question eight.—Mention the effects, morally and physically, in the sexes, of drill and competition for public examinations, including prize contests and other extra work or duty?

Answered as follows: Three teachers approve such contests; thirty-three disapprove of them; two are uncertain or undecided; nine partly approve of them, and two returned no answers.

It will be seen by referring to the answers as furnished, that the more experienced teachers heartily condemn the practice of prize contests in the schools, as detrimental to the moral and physical well-being of the pupils, and calculated to produce more or less of disorder in the ordinary progress of class-work. I will venture to add my own earnest disapproval of the system in force, which encourages the exhibition of showy and brilliant mental exploits on

the part of pupils who are induced to strive for success in such unequal engagements. I hope the Board of Education will perceive the wisdom of abolishing the custom which entails upon scholars undue mental and physical strains, for the sake of a very ephemeral and a very questionable reward.

I am so well convinced of the importance of giving publicity to the thoughts and suggestions contained in the replies communicated by the teachers to the questions propounded by your committee, that I conclude by offering the following resolution :

*Resolved*, That the papers furnished by the teachers in the public schools, in response to questions on the subject of hygiene in connection with the education of children, be referred to the committee having in charge the preparation of the annual report of this Board, with authority to publish a portion of all of the replies, as may by them be deemed to be expedient.

W. C. Wey, M.D.

February 15th, 1875.

### BOOKS FOR SCHOOL LIBRARIES AND PRIZES.

*Additional Authorized Lists, published as provided by the Act 37 Victoria, chapter 27, section 27, sub-section 27 (c.), and section 31.*

Of the following books, which were submitted for the sanction of the Council of Public Instruction by the Chief Superintendent of Education, those contained in List A were so submitted June 12th, 1874, and were sanctioned by the Council, October 16th, 1874.\* The books in List B were also submitted June 12th, 1874, and were so sanctioned by the Council, on May 19th, 1875.

The books in List C were submitted to the Committee on Library and Prize Books subsequently to the session of the Council in February, and were reported on and sanctioned at the meeting of the Council held on May 19th, 1875.

#### LIST A.

NAME OF BOOK.	NAME OF PUBLISHER.	Style of Binding.	Publisher's Retail Price.	Prices to Schools.	Prize or Library.
The Liberation War in Germany .....	John Murray .....	Cloth .....	s. d. 3 6	\$ cts. 0 63	L
Smith's Smaller Classical Mythology .....	do .....	do .....	3 6	0 63	L and P
Rawlinson's Ancient Monarchies .....	do .....	do .....	42 0	7 58	L
The Great Persian War .....	Longman, Green & Co. ....	do .....	3 6	0 63	L
The Story of a Conscript .....	Charles Scribner & Co. ....	do .....	\$1 50	1 05	L and P
Waterloo, Sequel to above .....	do .....	do .....	1 50	1 05	do
Wonders of Pompeii .....	do .....	do .....	1 50	1 05	do
Egypt Three Thousand Three Hundred Years Ago .....	do .....	do .....	1 50	1 05	do
Citoyenne Jacqueline .....	Strahan .....	do .....	5 0	0 90	do
Notes on England .....	Do .....	do .....	7 6	1 33	L
Perils among the Heathen .....	Seeley, Jackson & Halliday ..	do .....	5 0	0 90	L and P
England's Daybreak .....	do .....	do .....	5 0	0 90	do
Africa's Mountain Valley .....	do .....	do .....	\$0 70	0 50	do
Picture Book of Scripture Parable, &c. ....	Bell & Daldy .....	do .....	3 6	0 63	do
Index of Dates, A to J, and K to Z. (Rosse) .....	do .....	do .....	7 0	1 26	L
Ancient History—Chronology .....	Richard Griffin & Co. ....	do .....	4 0	0 72	L
Do —Philosophy .....	do .....	do .....	4 0	0 72	L
Topography of the Holy Land .....	Christian Knowledge Society ..	do .....	4 0	0 72	L and P
Short Stories founded on English History .....	do .....	do .....	3 6	0 63	do
Stories from the German .....	Hodder & Stoughton .....	do .....	3 6	0 63	do

\* Publication delayed in consequence of a discussion having arisen as to the prices to be placed upon the books sold at the Depository, which has now been decided by authority to be "a matter of internal arrangement."

#### LIST B.

NAME OF BOOK.	NAME OF PUBLISHER.	Style of Binding.	Publisher's Retail Price.	Prices to Schools.	Prize or Library Book.
Stories of Old England .....	Religious Tract Society .....	Cloth .....	s. d. 3 0	\$ cts. 0 54	P
China, its Country and People .....	do .....	do .....	3 0	0 54	P
The Book of Battles .....	Houlston & Wright .....	do .....	5 0	0 90	P
The Golden Americas. (Tillotson) .....	Ward, Lock & Tyler .....	do .....	3 6	0 63	P
Brave British Soldiers. (Beeton) .....	do .....	do .....	5 0	0 90	P
France, its History and Revolution .....	W. & R. Chambers .....	Half roan.	3 6	0 63	P and L
Little Folks' History of England .....	Cassell, Petter & Galpin .....	Cloth .....	2 6	0 43	P
Remarkable Persons and Scenes of History .....	do .....	do .....	5 0	0 90	P
The Geography of Herodotus. (Wheeler) .....	Longman & Co. ....	do .....	.....	1 95	L
Leaders of Public Opinion in Ireland. (Lecky) .....	do .....	do .....	.....	1 65	L
Tales of Ancient Greece. (Cox) .....	do .....	do .....	6 6	1 17	L and P
Pre-Historic Nations. (Baldwin) .....	Harper & Brothers .....	do .....	\$1 75	1 22	do
Ancient America. (Baldwin) .....	do .....	do .....	2 00	1 40	do
History of the Persian Wars. (Grote) .....	do .....	Half roan.	1 50	1 05	do
Greater Britain. (Dilke) .....	do .....	Cloth .....	1 00	0 70	L
Ancient and Modern Greece. 2 vols. (Felton) .....	Ticknor & Co. ....	do .....	5 00	3 50	L and P
Familiar Letters from Europe. (Felton) .....	do .....	do .....	1 50	1 05	do
The Cousins in Australia .....	W. P. Nimmo .....	do .....	7 6	1 33	do
Wars of England Highlands. (Taylor) .....	do .....	do .....	5 0	0 90	do
Wars of England and Scotland. (Maxwell) .....	do .....	do .....	5 0	0 90	do
English and Scottish Chivalry. (Maxwell) .....	do .....	do .....	5 0	0 90	do
A Reference Book of English History .....	F. Warne & Co. ....	do .....	3 6	0 63	do
Romance of History of England. (Neele) .....	do .....	do .....	5 0	0 90	do
Do France. (Ritchie) .....	do .....	do .....	5 0	0 90	do
Do Spain. (Trueba) .....	do .....	do .....	5 0	0 90	do
Do India. (Caunter) .....	do .....	do .....	5 0	0 90	do

NAME OF BOOK.	NAME OF PUBLISHER.	Style of Binding.	Publisher's Retail Price.	Prices to Schools.	Prize or Library.
			s. d.	\$ cts.	
Tales of the Covenanters	Robert Carter & Brothers	Cloth	\$1 50	1 05	L and P
The Wycliffites. (Mrs. Mackay)	do	do	1 25	0 87	P
A Diary in the East. (Russell)	George Routledge & Sons	do	21 0	3 78	L
Pictures of English History	do	do	5 0	0 90	P
Boy Cavaliers, or Siege of Clidesford. (Adam)	do	do	2 6	0 45	P
Cameos from English History	D. Appleton & Co.	do	\$1 00	0 70	P
Three Centuries of Modern History. (Yonge)	do	do	2 00	1 40	L and P
Florentine History. 6 vols. (Napier)	Edward Moxon	do		3 95	L
Three Cities in Russia. 2 vols.	Lovell, Reeve & Co.	do		1 95	L
Wars of Spain and Portugal. 2 vols.	Edward Stanford	do		2 10	L
Jesuits in North America. (Parkman)	Little, Brown & Co.	do	3 00	2 10	L
Irish Settlers in America. (McGee)	Patrick Donahoe.	do		0 58	L
History of Canada. (McMullen)	McMullen & Co.	do		2 00	L
Historical Evidences. (Rawlinson)	Gould & Lincoln	do	1 75	1 25	L and P
The Israel of the Alps	Charles Griffin & Co.	do	5 0	0 90	do
Egypt. (Boaz)	John Snow	do	2 6	0 45	P
The Holy Land. (Hardy)	The Book Society	do	2 0	0 36	P
Dictionary of Chronology. (Overhall)	William Tegg	do	12 0	2 16	L
Madagascar and Malagasy. (Oliver)	Day & Son	do		1 25	L
Settlement of Upper Canada. (Canniff)	A. Dredge & Co.	do		2 00	L
Madagascar, its Mission and its Martyrs	W. Stevens, for L. Missionary Socy.	do		0 70	L
Exodus of Western Nations. 2 vols. (Bury)	Richard Bentley	do			L
The Lacemakers, Sketches of Irish Character.	Jackson, Walford & Hodder.	do		0 80	L
Malay Archipelago	Harper & Brothers	do	\$2 50	1 75	L and P
Santo Domingo. (Hazart)	do	do	3 50	2 45	do
My Apingi Kingdom. (Du Chaillu)	do	do	1 50	1 05	P
Wild Life under the Equator. (Du Chaillu)	do	do	1 50	1 05	P
The Country of the Dwarfs. (Du Chaillu)	do	do	1 50	1 05	P
Journal of Visit to Egypt. (Mrs. Grey)	do	do	1 50	1 05	P
From Dan to Beersheba. (Newman)	do	do	1 75	1 22	P
Tent Life in the Holy Land. (Prime)	do	do	2 00	1 40	P
Boat Life in Egypt (Prime)	do	do	2 00	1 40	L and P
China and the Chinese. (Nevins)	do	do	1 75	1 22	do
Travels in Alaska and on the Yukon. (Whymper)	do	do	2 50	1 75	do
Helen in Switzerland	Griffith & Farran	do	3 6	0 63	P
Will Weatherhelm	do	do	5 0	0 90	P
A Third Year in Jerusalem. (Finn)	Nisbet & Co.	do	3 6	0 63	P
The Wild Man of the West. (Ballantyne)	Routledge & Sons	do	3 6	0 63	P
Young Nile Voyagers. (Bowman)	do	do	3 6	0 63	P
Shifting Winds. (Ballantyne)	Nisbet & Co.	do	5 0	0 90	P
Wonderful Escapes. (Whiting)	Scribner & Co.	do	\$1 50	1 05	P
Great Hunts. (Meunier)	do	do	1 50	1 05	P
Stories of the Sea (Cooper)	Sampson, Low & Co.	do	5 0	0 90	P
Adventures on the Great Hunting Grounds	do	do	5 0	0 90	P
Our New Way Round the World. (Coffin)	do	do	12 0	2 16	L and P
Stories of the Prairie. (Cooper)	do	do	5 0	0 90	P
Cast Away in the Cold. (Hayes)	do	do	6 0	1 08	P
The Toilers of the Sea. (Hugo)	do	do	6 0	1 08	P
Emily's Choice, an Australian Tale	do	do	5 0	0 90	P
Holy Land, Past and Present. (Osborne)	Virtue & Co.	do	3 6	0 63	P
Among the Arabs. (Naphegy)	Sampson, Low & Co.	do	7 6	1 35	P
Odd Journeys. (Hollingshead)	Groombridge & Sons	do	2 6	0 45	P
Travels in Turkey-in-Europe. (Mackenzie & Irby)	Strahan	do		1 95	L and P
Sea Sketches about Ships, &c.	Religious Tract Society	do	\$2 0	0 36	P
Shenac's Work at Home	do	do	2 6	0 45	P
Adrift in a Boat. (Kingston)	Hodder & Stoughton	do	2 6	0 45	P
Travels in Canada. (Kohl)	George Manwaring	do	10 6	1 89	L and P
Fast in the Ice. (Ballantyne)	Porter & Coates	do	\$0 63	0 47	P
Chasing the Sun. (Ballantyne)	do	do	0 63	0 47	P
Fighting the Whales. (Ballantyne)	do	do	0 63	0 47	P
Away in the Wilderness. (Ballantyne)	do	do	0 63	0 47	P
Victory of the Vanquished	Dodd & Mead	do	1 00	0 70	L and P
On Both Sides of the Sea	do	do	1 00	0 70	L and P
The Boy in the Bush	Bell & Daldy	do	5 0	0 90	P
Gerald and Harry, or Boys in the North	Griffith & Farran	do	5 0	0 90	P
Adventures in the Ice. (Tillotson)	James Hogg & Son	do	3 6	0 63	P
Book for Every Land. (Paterson)	John Snow	do		0 70	P
A Week by Themselves. (Norris)	Griffith & Farran	do	2 6	0 45	P
The Little Fox	Seeley, Jackson & Halliday	do	2 6	0 45	P
Tracks of McKinley and Party Across Australia.	Sampson, Low & Co.	do		1 60	L and P
Holiday Adventures, a Summer in Normandy.	James Hogg & Son	do	3 6	0 63	P
A Hundred Days in the East. (Black)	Shaw & Co.	do		1 50	L and P
John China Man. (Dalton)	Crosby & Ainsworth	do		0 75	P
Romance of Charity	Alexander Strachan	do	5 0	0 90	P
Travels and Discovery in the Levant. 2 vols. (Newton)	Day & Son	do		3 00	L
Fountain of Kloof	Presbyterian Board of Publication	do	\$1 40	0 84	P
Life of Mary Russell Mitford. 2 vols.	Harper & Brothers	do	3 50	2 45	L and P
Richard Cobden. (McGilchrist)	do	do	1 50	1 05	L and P
Oliver Cromwell. 2 vols. (Carlyle)	do	do	3 50	2 45	L and P
Great Men of History. (Pryde)	W. P. Nimmo	do	2 0	0 36	P
Sword and Pen	do	do	5 0	0 90	P
Home Life of English Ladies, 17th Century	Bell & Daldy	do	6 0	1 08	L and P
Henri De Rohan, or the Huguenot Refugee	do	do	6 0	1 08	P
Brougham's Lives of Statesmen: Times, George III. 3 vols.	Griffin & Co.	do	7 6	1 35	L and P
Life of Admiral Blake. (Dixon)	do	do	2 0	0 36	P
Great Men of Great Britain	do	do	3 6	0 63	L and P
Words of Wellington	Sampson, Low & Son	do	2 6	0 45	P
Rise and Fall of Maximilian	do	do		0 60	P
Essays on English Writers	do	do	6 0	1 08	L and P
Life of Dr. A. Clark. (Dunn)	William Tegg	do	3 0	0 54	L and P
Self-Made Men. (Davenport)	do	do	3 6	0 63	L and P
Life of Telford (Smiles)	John Murray	do	6 0	1 08	L and P
Life of Sir H. Douglas. (Fullom)	do	do	15 0	2 70	L and P

NAME OF BOOK.	NAME OF PUBLISHER.	Style of Binding.	Publisher's Retail Price.	Prices to Schools.	Prize or Library.
History and Heroes of Medicine. (Russell)	John Murray	Cloth	s. d. 14 0	\$ cts. 2 52	L
Stidious Women. (Dupanloup)	Strachan & Co.	do	3 6	0 45	L and P
Life and Labours of A. Reed	do	do	5 0	0 90	L and P
Through Deep Waters.	Nisbet & Co.	do	3 6	0 63	P
Life of William Marsh	do	do	3 6	0 63	P
John Knox. (Miss Warren)	do	do	3 6	0 63	P
Lectures of Great Men. (Myers)	do	do	5 0	0 90	L and P
Life of Jesus Christ.	Religious Tract Society.	do	1 6	0 27	P
Footsteps of Reformers in Foreign Lands	do	do	3 6	0 63	P
Raikes' Journal	Longman, Brown & Co.	do		1 50	L and P
Wanderings in North Africa. (Hamilton)	John Murray	do		0 80	L and P
Nabul and Modern Samaritans	do	do		1 05	L and P
Bayard Taylor's Africa	Putnam	do	\$2 25	1 58	L
Christian Adventures in South Africa. (Taylor)	Jackson, Walford & Hodder	do		1 30	L
Missions and Martyrs in Madagascar	American Tract Society	do		0 54	P
The Prairie Crusoe	Lea & Shepard	do		0 74	P
Travels in South-East Asia	Christian Knowledge Society	do	1 0	0 18	P
A Boy's Travels Round the World	Bell & Daldy	do	3 6	0 63	P
Civilizing Mountain Men	J. Nisbet & Co.	do		0 65	L and P
The Castaways. (Reid)	Nelson & Son	do	3 6	0 63	P
Three English Statesmen. (Goldwin Smith)	Harper & Brothers	do	\$1 50	1 05	L and P
Famous London Merchants. (Bourne)	do	do	1 00	0 70	P
Christian Leaders of Last Century. (Ryle)	Nelson & Son	do	7 6	1 35	L
Records of Noble Lives. (Adams)	do	do	3 6	0 63	P
Living in Earnest	do	do	3 6	0 63	P
Book of Worthies	Macmillan	do	5 0	0 90	P
Prison Chaplain	do	do	15 0	2 70	L
Scripture Characters.	Johnston, Hunter & Co.	do	5 0	0 90	P
Life of Livingston. (Adams)	Blackwood & Co.	do	3 6	0 63	P
Lives of Celebrated Female Sovereigns. (Jameson)	Porter & Coates	do	\$1 50	1 05	L and P
Hugh Latimer. (Demaus)	Religious Tract Society	do	7 6	1 35	P
Personal Recollections. (Charlotte Elizabeth)	M. W. Dodd	do	\$1 00	0 75	P
Strength in Weakness. (Geldart)	Seeley, Jackson & Halliday	do	3 6	0 63	P
Life of Rev. Dr. Milner.	do	do		0 65	L
Memoirs of Rev. E. Bickersteth. 2 vols.	Seeley, Jackson & Halliday	do	6 0	1 08	L
Domestic Portraiture	do	do	5 0	0 90	L
Peter Lipp, a Boy's Adventures	do	do	5 0	0 90	P
Embassies and Foreign Courts	George Routledge	do	3 0	0 54	L
Family Pen. 2 vols.	Hodder & Stoughton	do		1 85	L and P
Barrington's Personal Sketches.	George Routledge	do	18 0	3 24	L
Wits and Beaux of Society	do	do	5 0	0 90	L
Caroline Perthes, the Christian Wife	do	do	\$1 10	0 77	L and P
Prison World of Europe. (Dixon)	Carter	do		1 25	L
Beeton's Dictionary of Universal Biography	do	do	1 25	0 87	L
Haydn's Universal Index of Biography	Ward, Lock & Tyler	do	7 6	1 35	L
Life of Raleigh. 2 vols. (Edwards)	Moxon & Co.	do	18 0	3 24	L
Christian Fathers. (Perry)	Macmillan & Co.	do		4 00	L
Leila Ada, the Jewish Convert.	Christian Knowledge Society	do		0 73	P
Studies of Character.	Presbyterian Board of Publication	do		0 70	P
Memoir of J. Graham.	Carter	do	\$1 50	1 05	P
Times of William Tyndale	American Tract Society	do	0 80	0 56	P
John Vine Hall. (Newman Hall)	do	do	0 75	0 56	P
Memoir of H. Martyn. (Sargent)	do	do	0 50	0 45	P
Charlotte Elizabeth	do	do	0 60	0 42	P
Biography of Whitefield. (Belcher)	do	do	0 40	0 28	P
Faraday as a Discoverer	do	do	\$1 25	0 87	P
Pizarro. (Cubitt)	Longman, Green & Co.	do		0 80	L and P
Christian Philosophy Triumphant Over Death	John Mason	do	1 0	0 18	P
Youths of Old Testament	John Snow	do	3 6	0 63	P
Cassell's Biographical Dictionary.	Wesleyan Conference Office	do	2 6	0 45	P
Lives of Northern Worthies	Cassell, Petter & Galpin.	do	21 0	3 78	L
Worthies of Yorkshire and Lancaster	Ed. Moxon	do		2 00	L
Saints and Martyrs	F. E. Bingley	do		1 00	L
Kings of Society	J. B. Lippincott & Co.	do	\$1 75	1 25	L
	Book Society	do	3 6	0 63	P

LIST C.

Milman's Latin Christianity. 8 vols.	Widdleton	Cloth	\$14 00	10 00	L
Do History do 3 vols.	do	do	5 25	3 70	L
Tillotson's Palestine	Ward	do	7 6	1 35	P
Strickland's Stories from Ancient History	Porter	do	\$1 25	0 85	P
Do do Modern do	do	do	1 25	0 85	P
Do do History do	do	do	1 25	0 85	P
Do do English History	do	do	1 25	0 85	P
Dickens' England	Routledge	do	3 6	0 63	P
Smiles' Huguenots	Harper	do	\$2 00	1 40	L
Cushing's Treaty Washington	do	do	2 00	1 40	L
Bigelow's Bench and Bar	do	do	2 00	1 40	L
Du Chaillu's Lost in Jungle	do	do	1 50	1 05	L and P
Do Gorilla Country	do	do	1 50	1 05	do
Travels Round the World by a Boy	do	do	1 50	1 05	P
Brown's Apache Country	do	do	2 00	1 40	L
Baker's Cast Up by the Sea.	do	do	0 75	0 53	L and P
Wallace's Malay Archipelago	do	do	2 50	1 75	L
Orton's Andes and Amazon	do	do	2 00	1 40	L
Biar's Adventures of a Young Naturalist	do	do	1 75	1 25	P
Sea Gull Rock. (Sandeau)	Sampson Low	do	7 6	1 35	L and P
Round the World in Eighty Days. (Jules Verne)	do	do	7 6	1 35	do
Five Weeks in a Balloon. (Jules Verne)	do	do	7 6	1 35	P
Meridiana, Adventures in South Africa. (Jules Verne)	do	do	7 6	1 35	L and P
Johnson's Rambler. 2 vols.	Tegg	do	10 6	1 89	L
Men of the Age.	Ward Lock & Tyler	do	3 6	0 63	L



NAME OF BOOK.	NAME OF PUBLISHER.	Style of Binding.	Publisher's Retail Price.		Prices to Schools.	Prize or Library.
			s. d.	\$ cts.		
Duchess of Gordon	Carter	Cloth	\$1	00	\$ 00	L and P
Characteristics of Women. (Jameson)	Routledge	do	5	0	0 90	do
Monarchs Retired from Business. 2 vols. (Doran)	Widdleton	do				L
Queen's House of Hanover. 2 vols. (Doran)	do	do				L
Annals of the Stage. 2 vols. (Doran)	do	do				L
Knights and Their Days. (Doran)	do	do				L
Table Traits. (Doran)	do	do				L
Habits and Men. (Doran)	do	do				L
Taylor's English Martyrs	Harper	do	\$1	50	1 05	L and P
Field's Memories of Many Men	do	do	2	00	1 40	L
Ridgeway's Life of Cookman	do	do	2	00	1 40	L
Bayne's Essays and Criticisms. 2 vols.	Gould & Co.	do	7	00	5 00	L
Do Hugh Miller's Life and Letters. 2 vols.	do	do	4	00	2 80	L
Book of Proverbs and Mottoes	Routledge	do	3	6	0 63	L
Russell's Table Talk	do	do	3	6	0 63	L
Christian Text Book	Ward	do	5	0	0 90	P
Christian Life	do	do	3	6	0 63	P
Teacher's Pictorial Bible and Dictionary	do	do	7	6	1 35	L and P
Music of the Bible. (Hutchinson)	Gould	do	\$3	25	2 30	L
Children's History of the Bible	Routledge	do	3	6	0 63	P
Book and Its Story	Carter	do	\$1	50	1 05	L
Krummacher's David, King of Israel	Harper	do	1	75	1 25	L
Webster's Dictionary. (by Robson)	Ward	do	2	6	0 45	L and P
All About Hard Words	do	do	2	6	0 45	L
Alsatian Schoolmaster	do	do	2	6	0 45	L and P
Hamilton's Lectures—Metaphysics	Gould	do	\$3	50	2 50	L
Do —Logic	do	do	3	50	2 50	L
McCosh's Logic	Carter	do	1	50	1 05	L
Gladstone's Michael Faraday	Harper	do	0	90	0 65	L
Gruner's Blast Furnaces	King & Co.	do	7	6	1 35	L
Mace's Mouthful of Bread	Harper	do	\$1	75	1 25	L
Smith's Foods	King & Co.	do	5	0	0 90	L
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I. Education in Canada.

1. MILITARY EDUCATION IN CANADA.

The completion of the annual military drill at some and the inauguration of at it others of the various brigade camps throughout the Province, may be an appropriate occasion to briefly discuss the general question of military education in Canada. The debate on the motion of Dr. Brouse, during last session, for a Committee of Inquiry, had the result of establishing beyond dispute that public sentiment as represented in Parliament is very largely in favour of the maintenance, at the very least, of our existing means of defence, and even improving them if that can be done without incurring too much expense.

Nobody suspects Canada of any desire to be aggressive, and what we do in the way of raising and keeping in an efficient condition a volunteer army, is merely done with a view to enable us to defend ourselves should it ever unfortunately happen that defence is necessary. In preparing ourselves for that contingency, we naturally look around us for example, especially to countries which like ourselves, have a small population, and surrounded by those having immense military resources at their disposal whenever they had occasion to call them into requisition. There is perhaps no country whose position would form an exact parallel to that of Canada, because those small powers whose military policy would be most commensurate with our financial position, and at the same time most in accord with the requirements of the present day, have, as a rule a proportionately small territory to guard. The defence of Canada against any organized attack on the scale to which modern warfare has made us accustomed, has not so far been seriously contemplated because the danger of any such attack has not presented

itself as even a far probability. But there is a growing sentiment in favour of being prepared for even that contingency. The country which most nearly resembles Canada in population, although differing from it as widely as possible in the extent of its territory, and which at the same time sets us the most perfect example of what a little power may do in the way of utilizing every means of self-defence which it possesses, is Switzerland.

The following letter appeared in the *Globe* of 13th March last, having been addressed to the editor of that journal by Major Hubertus D'Entraigues, of H. M. Reserve Forces in Canada, now residing in Switzerland:—

The following are some of the provisions of the new Swiss Military Law of the 13th November, 1874. They may be of interest to some of your readers:

Every Swiss is bound to serve from the age of 20 to the age of 44. The Cantons see that the young boys from the age of ten years up to the time of their leaving the primary school, whether they attend it or not, receive a course of gymnastics preparatory to the military service. As a rule these courses are given by the school teachers, who receive in the schools for the recruits of the confederation, and in the Normal Schools of the Cantons, the instruction necessary to give these lessons. All the young men must follow these courses of gymnastics from the time they leave school up to the age of twenty. In the two last years the Confederation may add rifle practice. At the Federal Polytechnic school are given special courses for teaching the general military science (tactics, strategy, history of war, &c.) The Confederation favours and supports the introduction of the military courses in the establishments of superior instruction in the Cantons.

*Cavalry.*—The instruction of the recruits of guides and dragoons lasts sixty days. Besides the dragoons there are what are called the necessary cadres of sous-officers, and the officers newly-named who are obliged to follow this instruction. The courses of repetition of cavalry takes

place each year, and lasts ten days. The cadres commence their service four days before the troop. These courses are followed in turn by one or more of the squadrons or companies, either alone or with other arms. Every year there is a school cadre of six weeks for brigadiers and sous-officiers recently named, and for the first lieutenants proposed as captains. The preparatory schools for officers of dragoons and guides lasts sixty days. The sous-officiers proposed as officers take part during the second half. This school is held every year. The course of repetition for the dragoons and guides takes place separately. The *personnel* of instruction is the same for the dragoons and guides, and is composed of an instructor-in-chief, with the necessary number of instructors of the first and second class, and assistant instructors.

**Artillery.**—The instruction of the recruits of artillery lasts fifty-five days, that of the recruits of companies of artificers, and of the battalions of the train forty-two days. Besides the recruits the following are called to the school to form the cadres: The lieutenants proposed as captains, the lieutenants recently named, the sous-officiers and sous-officer workmen, drummers and trumpeters necessary. The course of repetition of the artillery is held every two years; those of the field batteries last eighteen days, those of the battalion of the train fourteen days, and those of the *unites* last sixteen days. These courses are held in regular turn, and are followed by one or several *unites* of troops, or joined with the course of repetition of other arms. The schools for sous-officers, which takes place every year, last five weeks. They are followed by the *appointés* and by the sous-officiers proposed for promotion. Special schools are held for sergeants. The necessary number of officers must also attend these schools. The preparatory school for officers is held every year, and is divided into two parts—the first lasting six weeks, and the second nine weeks. Sous-officers proposed for officers must be called to the second part of the school. Besides the regular annual schools, special courses may be organized. The *personnel* of instruction of artillery is composed of an instructor-in-chief, and of the necessary number of instructors of the first and second class and assistants.

**Infantry.**—The instruction of the infantry and of the carbiniers is given in eight *arrondissements*, and in such a manner that all the infantry of each of the divisions of the army are taught in the same *arrondissement*. At the head of the corps of instruction is placed an instructor-in-chief of the infantry, who controls the *personnel*. He superintends the central schools, and may also be charged with other branches of instruction. There is besides a special instructor for shooting practice. There is named for each *arrondissement* an instructor of *arrondissement*, to whom is joined the necessary number of instructors of first and second class, as well as the assistants for the special branches. Every year in each *arrondissement* there are the necessary number of schools for recruits, lasting forty days. Eight days before the opening of the schools for recruits, there is called for all this time a sufficient cadre composed of the officers and corporals recently named, and the non-commissioned officers who have been promoted. Every two years there are courses of repetition, during sixteen days, in which take part the battalions of infantry and carbiniers of each *arrondissement*. The batteries, regiments, brigades and divisions will each in their turn be called to them. These exercises are superintended by the commandants of the respective troops, with whom are joined the necessary staffs. Corps of troops of other arms can also be joined to them.

At the time of the manœuvres of division, the special arms which form part must attend. In the years when they have no other military service, the officers of company, the non-commissioned officers and soldiers of infantry and carbiniers of *élite* are obliged to take part in the firing exercises. The *écoles de tir* (schools for shooting) for the officers and non-commissioned officers of infantry and of carbiniers are held every year, and last four weeks. Officers and sous-officiers of other arms may be called to them. Every year in each *arrondissement* there is a preparatory school for officers lasting six weeks.

**Genie.**—The instruction of recruits of sappers, pontonniers, and pioneers lasts fifty days. To these schools are called the necessary cadets, and first:—The first-lieutenants proposed as captains, the lieutenants recently named; the sergeants, sergeant-major and fouriers newly named. The course of repetition of sappers, pontonniers, and pioneers are held every two years, and last sixteen days. The preparatory schools for officers are held every year, and last nine weeks. The sous-officiers proposed as officers are also called to these schools. The officers of *genie* attached to the staffs, as well as those charged with the technical works of defence, receive their instruction in a special technical military course, and are called besides to the general staff. The *personnel* of instruction of the *genie* is composed the same as that of the artillery.

**Sanitary Troops.**—The school for the recruits of sanitary troops (*infirmiers* and letter-carriers) lasts five weeks. The recruits receive previously, in a school of infantry, the necessary preparatory military instruction. Besides the *infirmiers* follow, after the schools of recruits, a course of three weeks in a hospital, to learn the practice. The sous-officiers of *infirmiers* and letter-carriers follow, during the time of their service in the *élite*, a course of sanitary instruction of three weeks. There are, every year courses of instruction of four weeks for the physicians and drug-gists proposed as medical officers. All the military physicians are bound to follow, during their time of service, at least one course of sanitary repetition of fourteen days. At the time of the repetition of great corps of troops (manœuvres of divisions, brigade, &c.) there is called to the service a detachment of sanitary troops, which is taught by an officer

of the sanitary staff. The special instructor of the sanitary *personnel* is directed by an Instructor-in-chief, with whom are joined instructors of first and second class. Particular instructors teach the veterinary officers the special branches.

**Troupes d'Administration.**—The non-commissioned officers and soldiers proposed as *fouriers* of the *unites* of troops, and, as non-commissioned officers of the companies *d'administration*, attend a school for twenty-one days at least. The preparatory school for the officers lasts 35 days. The superior officers of this service (from the grade of captain) receive their instructions in the schools for officers lasting forty-two days, and in the course of repetition of twenty-eight days.

**Central Schools.**—Every year there is a course of instruction of six weeks for the subaltern officers of all the arms. The adjutants attend this school. The captains of infantry and carbiniers recently named attend the second central school, held every year and lasting six weeks. Every four years there is a course of instruction of fourteen days for the commandants of battalions of infantry and carbiniers (third central school). The lieutenant-colonels newly named receive in the fourth central school, which is held when required, an instruction of six weeks. The officers of other arms, of corresponding grades, may also be called to the second, third and fourth central schools.

It will be seen from the above communication that the cardinal principle of the Swiss system—worked out, of course, on an elaborate scale, and involving many other principles of great importance—is the thorough training of the young, making their military education in military matters a part of the duty of the common school teacher, and continuing the process until, and after they have passed the highest grades in the highest class seminaries. There cannot be the slightest doubt that in any country which desires a perfect military system the better plan is to commence to impart a knowledge of the use of arms as early as possible. There is not only the advantage that the pupil learns more aptly and perfectly while under tuition, but the impression left upon him is lasting, and a very short period in active service during his after life will be sufficient to enable him to renew his acquaintance with every movement as thoroughly as when that knowledge was originally gained. It is quite unnecessary, indeed, to use one word of argument in favour of beginning the training of the soldier at an early age, just as it would be to show the advantage of sending the young to school. To the general principle involved in the military training of the young there is a practical difficulty connected with giving it effect, should it ever be proposed to do, which seems to have been entirely overlooked. In Canada the administration of the laws relating to education is in the hands of the Government of the various Provinces and the Federal Government has no control over them whatever, except to see that the Provincial authorities do not overstep the bounds of the constitution. If to give Canada a good military standing had been a prime consideration in the confederation of British North America, it would unquestionably have been a grand mistake to permit the Provinces each to manage its own educational affairs, for then the Federal Government placed it beyond its own power to order military instruction to form a part of the exercises in the schools. Suffice it to say that confederation was not contemplated for the purpose of erecting a military power, and that the constitution renders the education of the young in the art of war at our common and high schools impossible without the consent of the Provincial authorities, which would certainly not be given in every instance, and would be subject to revocation at their pleasure. Even if every Province in the Dominion consented, however, the result would be that there would be reared, not a Federal but a Provincial soldiery, subject to Provincial control, and permeated with Provincial sympathies. The experience of the United States in regard to this very same subject should warn every State which values the stability of its internal unity and its safety from internecine struggles, from falling into such a trap.

We have referred to the Swiss system as superior to our own in so far as the perfection of its facilities for imparting instruction are concerned; it is also superior, because it provides that every man shall not only be trained to the use of arms, but, with certain exceptions, shall be compelled to use them should occasion require it. The application of that system to Canada being impracticable, if not indeed impossible, it is clear that the very best use has been made of the resources at the command of our Militia authorities. What with the supply of well-trained and thoroughly efficient graduates yearly turned out of our military schools, and the greater advantages which will in the course of time result from the establishment of a Canadian West Point, our Canadian militia will soon be officered better, perhaps, than any other similarly constituted force in the world. The annual drill will, as a consequence be attended in the future with far greater results than even at present, and it may be safely said, while there is undoubtedly room for still further improvement, that our system is about the best which the peculiarity of our circumstances will permit.—*Ottawa Free Press.*

## PROGRESS OF OUR PUBLIC SCHOOLS.

To all those who have the interests of our educational institutions at heart, the magnificent progress that has been made in our public schools during the past few years, must be a matter of great congratulation. To those only, however, who have had, from personal observation, a knowledge of the state of the school system in various parts of the Province some years since, as contrasted with their standing at the present time, can the magnitude of the change which has taken place be fully appreciated. Previous to the passing of what is still known as the New School Act by the Sandfield-Macdonald Administration, a very large percentage of the public school teachers, especially in the country, were disgracefully inefficient; and too often those placed in authority over them as local superintendents, were entirely unfitted for the position, both from their lack of education, and their entire ignorance of the principles of teaching. The cause of this inefficiency on the part of the teachers was, in great measure, the fault of the township and county boards of examiners. Very frequently certificates were granted more from favour than from any genuine merit or capability on the part of the candidates. The results of this were, in many cases, ruinous to the chances of country pupils obtaining anything like what it is sought to give them in our public schools—a fair English education. So palpable was this state of affairs, that it was a common remark that a young man or woman who could do nothing else could teach school for a living. As a natural consequence of this, and the great error which prevailed in many places of employing the cheapest teachers, the profession was crowded with incapables, hundreds of whom could be found in the Province who could not begin to pass the entrance examination to a High School, according to the present programme. The revolution which was brought about by the new school law came none too soon, and that the greatest benefits have resulted from it is now beyond doubt. Not only has the procurement of a sound practical education been placed within easy reach of the rising generation, but the profession itself has been placed on a more exalted footing than formerly. From the fact that adequate salaries are paid, there is a greater inducement given to ladies and gentlemen of first class ability to engage in it. The objection that the small salaries paid in rural sections effectually shut out good teachers from being employed in them no longer exists to any great extent, and those who now fit themselves for the work of teaching find that their efforts have not been in vain as regards the gaining of a means of livelihood. The standard of qualification was raised considerably, but that was highly necessary in order that the teachers should be properly educated. As matters are arranged now, although a high state of efficiency is required on their part, a very adequate return is made by the paying of fair remuneration, and the granting of Provincial life certificates without necessitating an attendance at the Normal School, and such a certificate any teacher of fair ability can obtain with a proper amount of exertion.

Another great improvement which was made was in the appointment of competent inspectors. In this a just compliment was paid to the profession. Instead of having placed over them men often their inferiors in point of education, and without any knowledge of school management, teachers now find those filling this important office well qualified to discharge the duties required of them. The members of the profession themselves who acquire the necessary qualifications are also eligible for the position. In view of all the advantages to be seen at the present day in connection with our public schools, Ontario is to be congratulated on having an educational system second to none in the world.—*Hamilton Spectator*.

## PRIZE BOOKS IN OUR SCHOOLS.

It is a matter of good taste, and of fair dealing, and of morals, important that care should be taken to select suitable books for prizes to boys at school or students at college. In choosing such rewards for the intellectual athletes of the Grammar School, the field is by no means so wide as that which presents itself to one in search of volumes wherewith to recompense, and stimulate to exertion, while marking what has already been done, in the case of scholars more or less advanced. For the Grammar School a book must not be too abstruse or too ponderous. Butler's "Analogy," or Gibbon's "Decline and Fall," first-rate books for prizes for a college class, are not fit for a day school. What you want is a book which shall not only be a classic, but which, while inculcating lessons of purity and nobleness, shall be picturesque in style, and lit up with enthusiasm. To give a controversial book to a young boy—teaching either Roman Catholicism or Protestantism—would, under most circumstances, be ill-advised, but it would be especially so under our school system.

Those of our readers who may not have been acquainted with

the book referred to must therefore have felt a little indignation on reading a letter from Mr. Wilson, of Kingston, which appeared in our columns of a few days back, in which he complained in strong language because the Grammar School Trustees of Kingston gave as a prize Chateaubriand's "Genius of Christianity." Mr. Wilson says, that in this work, "Christianity is considered from a Papist point of view," and that "the leading errors" of the Church of Rome are "plainly and eloquently advocated." Having quoted a passage about the Virgin Mary—a passage which is shockingly translated, and which occurs in an early chapter on the Incarnation—he asks whether the Education Office was engaged in "propagating Popery throughout the fair Province of Ontario," and he considers that it is time this book concern should be overhauled, with a view of finding out whether any more such books as "The Genius of Christianity" are harboured there.

We cannot help doubting whether Mr. Wilson read the book through which he so strongly condemns, for the fact is that there could be no more incorrect description of Chateaubriand's "Genius of Christianity," than that it is a book which treats of Christianity from a "Papist point of view," or even to use language which conveys more exactly what Mr. Wilson means, from a Roman Catholic point of view. The word "Papist" can only be properly applied to Ultramontanes, and has more political than religious significance when intelligently used. As generally employed it is neither political nor religious, but rhetorical, and as it is known to be very offensive to Roman Catholics, when passions run high and Christian charity is not in the ascendant, it serves as a ready and effective weapon of insult. Mr. Wilson is evidently not aware that the book when it appeared was by no means pleasing to severely orthodox Roman Catholics, nor that Chateaubriand had to defend himself against attacks from very sacred quarters in his own Church, nor that he is as profuse in his use of the works and achievements of Protestants as of Catholics. It is really a work written on Christianity by a poet, and from a poetic point of view, the writer happening at the same time to be a Roman Catholic, without any deep faith, above all without any strong sectarian bias, and having as a special object to counteract the ridicule of Voltaire.

That there would be nothing in the book to object to on sectarian or controversial grounds is what one might expect from the manner in which Chateaubriand came to be a Roman Catholic. In his first work, the "Essai sur les Révolutions," he is an eighteenth century sceptic with the frivolity of the infidelity of the Parisian salon or the leer of Voltaire's diabolical mockery. His mind was a dolorous chaos of doubt, and from this he never wholly escaped; nor could we help smiling at the account of his conversion, were it not so beautiful in its filial piety, in its simplicity, and its chaste freedom from everything relating to controversy. Standing by his mother's death-bed, he hears her last prayers for his eternal safety. "J'ai pleuré," he says, "J'ai cru"—I wept, and I believed—and the base of his faith is the principle of his writings, nor is it by reasoning, but by sentiment, that he seeks to regenerate the world. He does not try to prove Christianity true, his only object is to show that it is beautiful, and the passage on the Virgin quoted by Mr. Wilson, taken especially in connection with the context, is conceived in the same spirit as Macaulay's eulogy on the organization and energy of the Church of Rome in his essay on Ranke, as Horace's grand canticle to the "Lord of Naiads, Lord of Mœnads;" it is poetic and literary, not theological; and if the book is calculated to teach Roman Catholicism, Horace would make men worshippers of Lencœus. Nor would it be safe to visit the temples built by Michael Angelo and decorated by Raphael. Whole schools of painting would have to be driven into dark vaults or destroyed. "The Genius of Christianity" is a series of brilliant pictures, written in a style which has been, even by great masters, rarely approached. Christianity is ridiculous, said Voltaire; it is sublime, said Chateaubriand; and he points to its achievements in art, in sculpture, in painting, in architecture, in poetry, and in all the thousand energies busy for the comfort and elevation of man. In every great work—in Dante, in Milton, in Paul and Virginia—he sees the spirit of Christianity active. By means of his extraordinary literary genius—a genius kindled, like his forerunner's, Bernardin de Saint Pierre, at the burning altar of Rousseau—he re-opened the great living sources of poetry which had been sealed up by pseudo-classical imitation, and to him belongs the double glory of having given the signal of the literary revolution to which we owe that brilliant band of which Victor Hugo's is the greatest name, and of having inaugurated the moral and religious reaction of the nineteenth century among minds kindred to his own. As he boasts himself in his "defence," it was, in 1802, considered "good form" to be Atheistical, he made it a note of vulgarity; he found religion despised, he made it honoured.

In a word, the book is a standard French classic, and we cannot exclude it from our libraries except on grounds which would

banish all French literature, with the exception of the writings of sceptics. There is no depth in the book; it is a literary *me-lange*, written in a charming style by a man whose reading was wide, and who covers page after page "from the overflowing memory"—a memory, however, that was charged with the results of study of the great literatures, and of travel in the most favoured spots of earth. Not only was he saturated with ancient lore, he had caught the breath of the coming years, and if he had climbed Carmel, and mused on the Mount of Olives, and, seated on Salamis, "dreamed that Greece might yet be free," he had also visited the New World, and trod Canadian soil, and sailed on the St. Lawrence—and from all these sources we have brilliant reminiscences and descriptions. Nor do we think a person interested in Protestantism need fear to place in any hands a book in which the author speaks as follows, in the very first chapter:—"But is there not danger in considering religion from a point of view purely human? Why! does our religion fear the light? One of the greatest proofs of its divine origin is that it can stand the severest examination. \* \* \* Let us get rid of pusillanimous fear; through excess of religion do not let us suffer religion to perish. The time is past when it could be said, Believe and examine not; people will examine in spite of us, and our timid silence, while adding to the triumph of the sceptics, will diminish the number of the believing." It is very important that a public institution should be exposed to a fire of criticism from all sides, and Mr. Wilson's zeal is very commendable, but if the Education Office never issues more objectionable books as prizes than any of Chateaubriand's writings, it will, in this particular branch of its duties, merit the approbation of the public.—*Globe*.

#### STUDENT WAITERS IN HOTELS.

Summer hotels in the United States have promise of relief from a disadvantage that has long affected their patronage. Instead of the old hack waiters, whose service could only be obtained by liberal and frequent feeing, young ladies and gentlemen of culture and refinement can be secured to wait on the tables. The students of several colleges have made arrangements to give their vacations to this branch of labour, whereby they get a chance to learn something of the world, to see the notabilities of the time, to enjoy whatever is enjoyable at the mountain side or spring, and to earn something for self support. The misses of a Western female college made an acceptable offer this season to the proprietor of the Twin Mountain House, and moved thither in a body. Something will have to be learned by both the waiters and the guests, if this pleasant arrangement is to be permanent. The former must learn that labour is not ignoble, and service not degrading. Travellers must understand that the waiters are not necessarily their inferiors, intellectually or socially, on account of the temporary relation in which they are placed. A great deal depends upon mutual good will, politeness on the one hand and respectful attention on the other. The independence of American character is well portrayed by this movement of the students, which is deserving of the highest commendation.—*London Advertiser*.

#### MR. GRANT DUFF ON EDUCATION.

Mr. Grant Duff, the member for the Elgin Burghs, in the British House of Commons, is well known as one of the ablest and most accomplished of living British statesmen. His utterances are always well-weighted and suggestive, and the following remarks on education lately made at the distribution of prizes in St. Mary's Medical School, London, are noticeably of this character.

"The object of education," he said, "was to enable the person educated to make the most of his or her life. This was to be accomplished, 1st, by developing all his or her faculties to the uttermost; 2nd, by endeavouring to do as much good as possible to his or her fellow-creatures; 3rd, by endeavouring to get as much enjoyment as is compatible with attention to these two objects. Passing to the question as to how education could help to these things, he observed that it would be helpful by forming a sound mind in a sound body, by good training of character, by showing something of the contents, and leaving with the person educated, when the education is done, the keys of the treasure-house of science, of literature, of natural beauty, and of art. Observing that he considered the training of character is receiving decidedly more attention than formerly, he said that he would confine his observations to the training of the intellect. The first thing, he said, that strikes me is, that, except in the case of persons who are destined to the great and beneficent profession to which you are destined, the observing faculties are hardly trained at all. Yet of all the faculties, they are the first to develop and the easiest to train.

Until, then, our schools adopt some method of training the observing faculties, there will be a fatal blot in our system of education. How they should be trained depends largely upon the particular circumstances of the persons who are to undergo the training. In many cases, the study of elementary botany would be the easiest and most natural introduction to a wise use of observing faculties; in other cases it might be geology, physiology, or some other science. There is no situation, however, in town or country where some one or other of the sciences which depend primarily upon observation could not be taught with the greatest ease and the greatest advantage, if it were once distinctly understood that physical science was not to be treated as something apart—a branch of knowledge which it might be right to learn as it might be right, under certain circumstances, to learn Basque or Finnish, but also a means of knowledge, a training in the light of which all other knowledge would grow more valuable. I hold, gentlemen, that as soon as the three R's are secured, or rather while they are being secured, there should be a training in at least some one of the sciences of observation, and that that training should take precedence, in point of time, over all others, except, of course, those inevitable three R's, and perhaps the very first notions of geography."

History in broadest outline should come next. Then the study of the French and German languages, with a thorough study of English, comparative grammar and Philology. On the study of physical and political geography Mr. D. said:—

"But paramount amongst the studies which should go to make up a good general education in this country is a study for which, strange to say, we who need it most have not even a name—the study which the countrymen of Carl Ritter call compendiously *Erdkunde*, earth knowledge—but which we are obliged to describe very clumsily and imperfectly as physical and political geography. Of all subjects, this is surely the one best fitted to train the youth of this cosmopolitan power. There is not a single elector in this country whose vote may not at any moment seriously affect the destinies of millions and millions of men scattered all over the world; while there is absolutely no end to the careers that are open to Englishmen, whose natural love of enterprise is guided by a knowledge of the facts of the world. The one thing that you can, as things now are, almost always predicate about any Englishman famous in the State is, that he has had what is to my mind very erroneously called a good classical education—a classification that is of the old-fashioned English type. I trust that the time is coming when the one thing that you will be safely able to predicate about every Englishman famous in the State is, that he has had a very large and thorough training in this earth knowledge, begun in his childhood by an intelligent study of his own immediate parish or district, and continued partly by books and partly by travel, till he has the kind of command of this grand and truly manly subject which Canning had of the elegancies of Latin scholarship. We must assign, of course, a very large part to the passions and to the mistaken reasoning of men in bringing about injudicious political action; but, I think, we must assign even a larger part to mere ignorance—to want of knowledge of the facts of the world. Take two events of our own day—the Indian Mutiny and the Franco-German war. Will any one maintain that either of these events would have taken place if the people who brought them about had known those facts of the world which it most concerned them to know? Hardly any one in France had the faintest idea of the military strength of Germany. Hardly any one in France knew how much more powerful was the German passion for unity than the counter force of provincial jealousies and dynastic intrigue. Hardly any of the persons who joined their fortunes with the first leaders of the Mutiny had the faintest idea what the real power of England was. They thought they had only to kill all the Englishmen in India to give them command of the country, and were utterly astounded when the sea began, to use their own expression, to vomit up troops all round their coast. What is true of these two events is true of almost every great political blunder recorded in history, and, although I am as far as possible from maintaining that, by making a wide knowledge of the facts of the world a leading feature of general education, we should estimate the cause of unwise political action, we should unquestionably very much diminish their numbers. It is possible that I may be led to attach too much importance to this study as a part of the education of Englishmen generally, from seeing daily and hourly the evil that comes from the want of it in public affairs. But I do not think so. I think there is no study that would better call out all that is best in Englishmen, or enrich so much our ordinary intercourse, extending its benefits far away into subjects which seem at first sight very remote. It was not without good reason that, under a picture of Carl Ritter, they put the words of the poet—

"Wouldst thou advance into the Infinite,  
Go into the Finite upon all sides."

On the study of ancient classics, Mr. Duff may be thought by some rather heretical, but after all, may there not be a good deal of reasonableness found in his remarks and suggestions, the more especially as not one boy or lad in ten, either in our Grammar Schools or Universities ever so far masters either Greek or Latin, as to be able to read the "classics," of which so much is said, in any other way than as a task. While with the vast majority of those supposed to be "fagging" at what some suppose to be the key of all knowledge, the time and money so spent are really worse than thrown away? Let any one go into any High School in Ontario, aye, or even into our Provincial University, and note a good deal of what is going on there under the painfully absurd name of education, and he will feel that the following words of Mr. Duff are appropriate on this as well as on the other side of the Atlantic:

"I hinted a little ago that I did not consider the old-fashioned English classical education a good classical education. On the contrary, I consider it a very bad classical education, altogether one sided, failing to give anything like the cultivation that a classical education ought to give, while it occupies a most unreasonable amount of time. I believe that you could with ease, in very much less than half the time usually occupied in classical studies, familiarize the mind with everything that has come down from classical antiquity that ought to form any part of general education. I would produce these results in the following ways:—1st, By teaching Greek as, what it is mainly, a living, not a dead language. 2nd, By considering that the only object worth keeping in view with regard to Latin and Greek, considered as a part of general education, is to enable your youth to read whatever exists in Latin and Greek that you cannot read as well in English, French, or German. To that end, I would immensely curtail the amount that is read, and even of the authors which must be read I would read in translations as much as could be with propriety read in that way. I would strike my pen remorselessly through everything that was uncharacteristic in a first rate author; but, on the other hand, I would include in my list of books a good deal that is usually, but most unreasonably, omitted. I would wholly banish from general education all Latin and Greek composition whatever, except in prose. On the other hand, I would consider it just as necessary that the persons who were to go through a classical education should have their eye familiarized with whatever is most beautiful in Greek coins, statues, gems, and buildings, as that the ear should be familiarized with the finest passages in the language. When I was at school it was the fashion to learn by heart thousands and thousands of lines of Latin and Greek. To all that I would put an utter end, and never encourage a line to be learnt that was not sufficiently good to be treasured through life as a possession for ever.

"The time is surely come for some scholar of commanding reputation, or better still, for some committee of scholars, to put forth an answer to this question—considering that Latin and Greek studies do bring the mind into contact with ideas with which it is not otherwise brought into contact, and considering that there are a vast number of the studies which it is absurd and disgraceful to neglect—what is there that you insist upon as specially worthy of attention? I am persuaded that the list of books or part of books which would be written down in answer to such a question as this by scholars, who, in addition to having read widely in the classics and having made themselves acquainted with the chief treasures of classic art, have a wide knowledge of modern literature, would not be of unwieldy length. I yield to no one in the desire to keep classical study a part of education, but you must remember that the place which classical studies now hold in this country is a mere accidental result of their having been introduced when there was hardly any modern literature. Of late they have been studied from a fantastic notion that they are a peculiarly good discipline for the mind, that they are in some mysterious sense educative. They were not introduced, however, for any such silly reason. Latin and Greek were in the days of the Renaissance the keys of almost all knowledge worth having. They were studied, not as being educative, but being instructive. What I advocate is, that we should go back, to the practices and principles of our ancestors in this matter, and act as they would have acted if the languages which it was necessary to learn for the ordinary purposes of an intelligent life had been then, as English, French, and German are now, full of books which introduced the reader to the knowledge best worth having. If that had been so in their day, they would, I trust, have used the classics to do for them what other literature could not do—they would not, I trust, have used the classics to do what other literature could do better. There is another question which a committee of scholars might usefully answer. What are the best translations of the classics in English, French, or German, and what is there that must be read in the original? If those two questions were satisfactorily answered, if it became once understood that a classical education must include a familiarity with the best produc-

tions of classical art, as represented at least by casts, electrotypes, drawings, and other copies where the originals are not accessible, and ought if possible to include a visit to the principal classical sites, I believe that the amount of classical culture in this country would be enormously increased, and give time for more valuable studies.

"I want carefully to guard myself against saying a word against these studies—classical or any of their adjuncts *per se*. The least useful of these adjuncts is probably Latin and Greek verse composition, but I would utterly banish it from general education, I would endeavour to keep up the traditions of English success in what I admit to be, like fencing, an excessively pretty accomplishment, by giving large rewards for it both at our schools and Universities. The best and most legitimate use to which you can put endowments is to encourage studies which will not, so to speak, encourage themselves, and I should be sorry if there were ever a time when a few persons in this country could not write Latin verse as well, say, as the late Professor Conington, or Greek lambics as well as the late Mr. James Riddell, not to mention the names of living people. It is a common thing to represent those who are opposed to the present system of teaching the classics as enemies to the classics themselves, but nothing could, in my case, be more unjust. I wish, as you have seen, that the classics should still occupy a considerable place in the education of any one who has any aptitude for literature, and who can carry on his studies to the age at which young men usually leave Oxford and Cambridge. Further, I should like to see such a rearrangement in the application of our University funds as to encourage a small number of specialists to give their attention to every one of the adjuncts of classical study. I cannot possibly make it too clear that what I want is, not to diminish the amount of classical knowledge in the world or of classical culture in general education, but by a wiser ordering of classical studies to get time for other studies even more important, without overtaking the strength of fairly intelligent and fairly healthy young persons. I believe that English boys lose at least five clear years of life between seven years old and three-and-twenty, thanks to the unwisdom of our present system, in addition to what they may lose by their own idleness."

To the study of mathematics Mr. D. does not assign a high place except as a necessary introduction to physics. Physiology, study of the laws of England, political economy, politics, etc., were all dwelt upon as parts of a general system of education which could easily be got through by the time the student was 21. Here is the conclusion at which Mr. D. arrives as he summarizes what he had said:—

"Such a general education as I have sketched in rough outline would not occupy quite so long a time as the far inferior education through which the young man who takes honours at Oxford or Cambridge now passes. It will be seen to have some points of resemblance to the education which is tested by the matriculation examination of the London University—the most sensible examination meant to test general education which is, so far as I am aware, now held in these islands, if we allow for the fact that that examination is one which may take place at sixteen, while the examination which we should contemplate would take place at or after one-and-twenty. Such a general education would ensure the acquisition of a far larger number of facts, and the formation of a far larger number of correct ideas, than is now customary. It would train the judgment far more effectually, and it would lay a far better foundation for that continuous self-education which should go on in every intelligent human being to his last hour. It would store the mind with the most important truths that man has discovered about his environments, and with the most remarkable things he has said, while it would prepare the mind to receive the intensest pleasure of which it is capable from perpetual additions of these two kinds of knowledge, as well as from the direct influence of beauty, natural or artificial. It would, in other words, give the key of the treasure-house of science, the key of the treasure-house of literature, the key of the treasure-house of natural beauty, and the key of the treasure-house of art, while it taught the mind to work easily and powerfully, without ever overtaxing the body, or falling into the foolish mistake of treating its ally and instrument as if it were a slave."—*B. A. Presbyterian.*

#### THE GAELIC LANGUAGE AND LITERATURE.

DEAR SIR,—The following circular was received by last mail from Professor Blackie, of Edinburgh, with the request that I would invite attention to it in this country. This, I presume, can best be done by reprinting it in a journal so extensively read by Scotsmen and their descendants as yours. I have no doubt there are many Highlanders in this country who would gladly aid in the preservation and extension of the study of their venerable ancestral-

tongue and its literature, and one of the best modes of securing this would no doubt be the erection in Scotland of a well-endowed chair, which would necessarily be always filled by one of the most eminent Gaelic scholars. That the subject has attracted some attention in this country is shown by the fact that in one at least of the Colleges affiliated with this University, instruction in Gaelic has been provided, and that in another a scholarship and a prize are offered for proficiency in Gaelic grammar and translation. I may add that Her Majesty the Queen heads the subscription list with two hundred pounds, and that the other subscriptions range from £105 to £10. Subscriptions may be forwarded to Prof. Blackie or to Donald Beith, Esq., W. S., 43 Castle street, Edinburgh.

Truly yours, J. W. DAWSON.

TO HIGHLANDERS ABROAD AND IN THE COLONIES.

It has been a matter of regret with the friends of the Highlanders and all lovers of native history and literature, that the language of the Gael, as now spoken in the Highlands of Scotland and in the Colonies, has been treated with such undeserved neglect, not only by the inhabitants of the low countries, but in not a few cases even by the Highlanders themselves. The consequence of this has been not only that the excellent poems of Alastair M'Donald, Duncan Ban MacIntyre, Dugald Buchanan, and many others (not to mention the sublime strains of Ossian), are practically unknown to the great mass of the Gaelic-speaking youth of Scotland, but that even the sacred Scriptures in the Gaelic version, whose excellence is generally confessed, are left unread by hundreds of persons who can be edified only by religious addresses in the familiar mother-tongue. Into the causes of this neglect, various and sad as they have been, it is not necessary to enter here; let it be sufficient to allude to one, that, when young Highlanders of any intellectual ambition betake themselves to the Universities of their native country in pursuit of the highest attainable culture, they find the language and literature of the Celtic races either not named at all, or named only to be ridiculed, while all their energies are directed into the channel of Greek and Roman learning. In these circumstances it is natural for them to look upon the language of their great forefathers rather as a necessary evil than as an element of good; and, if the teaching of the parish schools has in most cases done little to make the young Gael familiar with the printed traditions of his native tongue, the Universities generally succeed in eradicating altogether from the youth any germ of enthusiasm for Celtic literature that might have been growing in the bosom of the boy.

As the natural remedy to this evil, a few friends of the Gael in the Council of the University of Edinburgh bethought themselves of the very expedient of founding a Chair of Celtic Languages and Literatures in one of the Scottish Universities; and, as the seat of such a Chair, Edinburgh at once presented itself, not only in respect of its historical traditions and metropolitan position, but as being the great centre of ecclesiastical and intellectual action in Scotland. The erection of such a Chair would at once lift up the language of the Gael from the contempt into which it has fallen, and present to aspiring young Highlanders an object of scholarly ambition in the field of their own most cherished traditions which has so long been denied them. It would manifestly act also as a grand training school for those who are to be employed as preachers in the Highland pulpits, and teachers in Gaelic-speaking districts of Scotland, and in connection with the Greek and Latin classes, and the recently erected Chair of Sanscrit, tend to create a school of well-disciplined scholars, who might dispute with the Germans on Celtic ground the most interesting and difficult problems of Comparative Philology.

In order to realize this idea, as various circumstances render it hopeless to look to Government, at least in the first place, for aid, a Committee was appointed to collect contributions of which Principal Sir Alexander Grant, the Honourable Lord Neaves, Cluny Macpherson, Professor Masson, Sheriff Nicolson, of Kirkcudbright, Professor Blackie, and Professor MacGregor, of the Free Church College, were prominent members. Of this Committee Professor MacGregor was appointed Convener; but the Professor finding his hands sufficiently occupied otherwise, retired from the work, and the duties belonging to the Convener'ship devolved on Professor Blackie. At first the encouragement offered was so slight that the originators of the scheme almost despaired of success; but the more the matter was looked into, and the more firmly the pulse of true Highlanders was felt in the matter, the more did the prospects brighten, and the result has been that now, after a little more than four months' activity, a sum of more than £5,000 has been raised, subscribed by the leading Highland aristocracy, the heads of the Clans, the merchant princes of London and the West of Scotland, citizens of various Highland towns, and the Gaelic Societies and Celtic clubs in the various parts of Scotland where Highlanders congregate. Her Majesty the Queen also, as the Convener on the

best authority believes, is in favour of the scheme, and will stamp it with her approval as soon as she sees it placed on a firm foundation of popular support.

The sum required as a capital to provide an income of £400 a year for the Professor will be £10,000 pounds; but in order to secure the services of a first-rate man, and considering the increased expenses of living in the present age, it is very desirable that a sum of £12,000, or £14,000, should be subscribed, as it cannot be expected that the young men who attend a Celtic class will either be very numerous or able to pay a very remunerative fee. The Committee, however, have not the slightest reason to doubt that there are hundreds of intelligent and patriotic Highlanders, both at home and abroad, who will not only be ready to furnish the means for founding such a Chair, but who might also be willing to increase its efficiency, by creating along with it a few Fellowships which would act as a seminary of accomplished Celtic scholars for future generations. The intellectual misfortune of Scotland has always been that University study has been confined too much to strictly professional channels, and that all learning which does not produce a direct practical result has been allowed to starve. This, and this only, it is that in so many branches of interesting research causes our acknowledged Academical inferiority to the Germans and the English; and from this specially arises the lamentable fact that the most learned works in Celtic Philology have been composed by Professors in German Universities—Zeuss and Ebel—not, as would naturally have been expected, in the Universities of the country where the language still flourishes in a green old age. Comparative Philology and Ethnology, with their important bearings on early history, both profane and biblical, suffer, as a matter of course, from the neglect of the material which lies at our doors. The reproach thus cast on our national learning nothing will tend so effectually to remove as the scientific treatment of the Gaelic, and other Celtic languages, on the elevated platform of University teaching.

For these reasons, and others which will readily occur to you, we sincerely trust that you may feel moved to give the friends of the Celt in the mother-country that substantial aid which they require, in order to realize the proposed scheme in a manner worthy of the known patriotism of Highlanders.

(Signed)

CLUNY MACPHERSON.

ALEX. GRANT, Bart., Principal of the University.

ALEX. DUFF, D.D., LL.D., Edinburgh.

JOHN KENNEDY, D.D., Dingwall.

THE REV. DR. JOHN MACLEOD, Glasgow.

THE REV. ARCHIBALD CLERK, D.D., LL.D., Kilmallie.

JOHN STUART BLACKIE, Professor of Greek, Edinburgh.

JAMES BEGG, D.D., Edinburgh.

THOMAS MACLAUCHLAN, LL.D., Edinburgh.

—Montreal Witness.

THE COLLEGE REGATTAS.

The Rowing regatta and athletic sports of the American Colleges came off at Saratoga on the 13th and two succeeding days, and have so far given more satisfaction than any previous event. The interest seemed to centre chiefly in the representative crews of Harvard and Yale, the two foremost supporters of rowing on this side of the Atlantic among college men, and either of those crews was looked upon as a sure winner. The result has surprised every one, and goes to show that the favourites do not always win. Cornell, by winning the Freshman and University races, has achieved a success which has never fallen to the lot of any college crew since the inception of those intercollegiate carnivals, and one which may safely be set down as certain of seldom occurring in future. Although the colours of Harvard went to the fore in eight out of the eleven contests with Yale between 1852 and 1870, the former crew has not since then won a single race. In 1871 the crew of Massachusetts Agricultural College won at Ingleside, and in the two following years at Springfield, Amherst and Yale were respectively the victors. Last year Columbia won at Saratoga to the surprise of every one—her own crew included—Harvard and Yale having fouled each other out of the race, and this year Cornell pluckily comes to the front out of thirteen University crews, and wins one of the closest races ever seen on Saratoga Lake. It were useless to speculate upon the results to each crew, of the severe strain upon their physical energies caused by the constant practice and hard training necessary now-a-days to win a college race, but the students are to be congratulated that there was an absence this year of that ungentlemanly conduct which characterized the sayings and doings of many the disappointed partisans of Harvard and Yale at their first meeting at Saratoga.—*Montreal Gazette.*

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

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

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A. Belleville—Goderich—Archibald Thomson, Esq.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Rev. George Grant, B.A.; Windsor—A. Sinclair, Esq., M.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Range, Highest, Lowest, Daily Range, Highest, Lowest, Warmest Day, Coldest Day, Monthly Means, Monthly Range, Mean Temp., Date.

α Approximation. β On Lake Simcoe. γ Near Lake Ontario on Bay of Quinte. δ On St. Lawrence. ε On Lake Huron. ζ On Lake Ontario. η On the Ottawa River. θ Close to Lake Erie. ι On the Detroit River. κ Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Surface Current, Motion of Clouds, Monthly Means, No. of Rainy Days, Duration in hours, No. of Snowy Days, Duration in hours, Depth in inches, Total Depth of Rain and Snow.

α Where the clouds have contrary motions, the higher current is entered here. β Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

Pembroke.—Lightning and thunder with rain, 8th, 29th. Frost 3rd, 4th, 12th, 13th, 16th—18th. Rain, 1st, 2nd, 5th, 6th, 8th—10th, 12th, 14th, 15th, 19th, 20th, 24th, 25th, 29th. CORNWALL.—Solar hail, 1st. Lightning and thunder with rain, 8th, 10th, 12th, 25th. Thunder with rain, 11th. Frost, 1st—5th, 13th. Rain, 1st, 6th—10th, 13th—16th, 19th—21st, 25th, 30th. Gulls seen BELLEVILLE.—Lightning, thunder and rain on 8th: a heavy storm, on 1st, and humming birds on 24th. Plum trees in blossom, 24th. BARRIE.—Ice began to move from bay on 2nd. Bay clear of ice for a mile from its western extremity on 6th, and quite clear on 8th. Lightning, 8th. Wind storm, 2nd. Snow, 1st, 2nd, 12th, 14th. Rain, 1st, 5th, 7th, 9th, 11th, 12th, 14th, 21st, 24th, 29th. BELLEVILLE.—Lightning, thunder and rain on 8th: a heavy storm,



rainy, with slow vegetation. About the 17th a sudden change, and the latter part of the month hot and dry, with rapid vegetation.

PETERBOROUGH.—Sundog seen on 4th. Lightning and thunder with rain, 7th. Lightning with rain, 24th (11 p.m.). Lightning alone, 8th, 24th (9 p.m.). Frost, 2nd, 3rd, 4th, 6th, 12th, hard, 17th, 18th, 26th. Wind storms, 2nd, 3rd, 12th, 14th, 15th, 19th, sudden gust at 5.30 p.m., 20th, 26th. Snow, 1st, 2nd, 14th, with rain. Rain, 1st, 2nd, 5th, 7th—9th, 12th, 14th, 15th, 24th, 29th. Swallows seen, 21st. Plum and cherry trees in bloom, 22nd. Trees in full leaf, 31st—a week or so later than usual.

GODERICH.—Lightning and thunder with rain, 8th, 14th, 21st, 28th. Fog, 12th, 22nd, 25th. Snow, 1st, 2nd, 12th. Rain, 1st, 5th, 7th—12th, 14th, 21st, 24th, 28th. Remarkable halo round sun on 30th, between 2.30 and 3 p.m.; band apparently about double the width of a rainbow—the outside of it slightly closed, like a dull rainbow. Late spring; fruit trees not generally out in bloom until the last week in May.

STRATFORD.—Lightning and thunder with rain, 8th. Thunder, 9th, 14th, 23rd. Lightning, 24th, 28th. Frost, 1st—7th, 13th. Wind storms, 1st, 2nd, 12th. Snow, 1st, 2nd, 12th. Rain, 1st, 5th, 6th, 8th—12th, 14th, 21st, 24th, 29th. The mean temperature of the month was the exact average for May as observed for fourteen years.

HAMILTON.—Hail, 15th. Frost, 3rd, 5th, 7th, 19th. Snow, 1st. Rain, 1st, 5th, 6th, 11th, 12th, 14th, 15th, 21st, 25th, 29th.

SIMCOE.—Lightning and thunder with rain, 8th, 9th, 29th. Hail, 1st. Frost, 1st, 2nd, 3rd, 7th, 13th. Wind storms, 2nd, 8th, 9th, 12th. Fog, 22nd. Snow, 2nd. Rain, 1st, 5th, 9th, 11th, 14th, 21st, 24th, 29th. Maple trees began to open into leaf on 21st.

WINDSOR.—Two meteors in N. on 4th. Lightning and thunder with rain, 1st, 8th, 9th, 12th, 21st. Lightning with thunder, 23rd, 28th. Lightning, 7th, 22nd. Wind storms, 2nd, 12th. Fog, 19th, 21st. Snow, 2nd. Rain, 1st, 5th, 8th—12th, 14th, 21st—23rd, 29th.

### III. Biographical Sketches.

THE RIGHT HON. SIR FRANCIS BOND HEAD, Bart., P.C., K.C.H., and Knight of the Prussian Military Order of Merit, son of the late Mr. James Roper Head, was born at Hermitage, near Rochester, January 1st, 1793. After serving with the Royal Engineers at Waterloo, and under the Prussian General Ziethan at Fleurus, in which battle his horse was twice shot under him, he took charge of an association which started from Falmouth to Rio de la Plata in 1825, to work the gold and silver mines. He rode six thousand miles, and drew up a narrative of travel under the title of "Rough Notes of a Journey Across the Pampas," published in 1826. In 1835, while holding the post of Assistant Poor Law Commissioner in the County of Kent, he was appointed by Lord Glenelg, at a moment's notice, Governor of Upper Canada. Here, under the greatest difficulties, with the aid of the militia, he not only suppressed an internal rebellion, but repelled the invasion of large bodies of "sympathizers" from the United States, for which services, having received the thanks of the Legislatures of Nova Scotia, New Brunswick and Upper Canada, he was created a baronet in 1838. The title of Privy Councillor was conferred on him December 24th, 1867. He enjoyed a pension of £100 a year "in consideration of his contributions to the literature of his country."

LADY JANE FRANKLIN.—The news of the departure of the Pandora expedition a few weeks ago, in search of Sir John Franklin, was followed the next day by that of the hopeless illness of Lady Franklin, who fitted the expedition out as the last hope of recovering the remains of the husband for whom she had searched and waited for thirty long years. The last expedition will never bring the remains to a living widow, but Lady Franklin's hope is none the less consummated, for on Sunday night she died. When Sir John, then Captain Franklin, returned from his first expedition, he was honoured with a fine poem, written on the subject of his cruise, and became acquainted with its author, Eleanor Ann Parden, an English poetess of considerable merit. This romantic friendship led to a marriage, and Mrs. Franklin proved a devoted wife. She died from consumption the day following her husband's second expedition to the Arctic regions. In March, 1828, after his return, he married Jane Griffin, the second daughter of John Griffin, a London gentleman. On her mother's side, the second wife was of French Huguenot extraction, and was born about 1805. She spent most of her married life with her husband, and accompanied him on most of his sea voyages in different quarters of the globe. Sir John's fatal expedition of 1845 brought out the noble qualities of her nature, and displayed to the world a fidelity which finds few parallels in domestic history. The career and fate of few, perhaps none, of the great explorers and navigators have excited a more world-wide interest and sympathy than Sir John Franklin's, and one great cause of that sympathy was that a faithful wife spent her years and her fortune in endeavours to recover her lost husband, and that the lapse of more than a quarter of a century, did not dampen her ardour or diminish her perseverance, against the reasonings of others who judged better but loved less.—*Hamilton Spectator*.

### IV. Short Critical Notices of Books.

*The Work of God in Great Britain under Messrs Moody & Sankey, 1873 to 1875*, by Rev. RUFUS W. CLARK, D.D. New York: Harper & Bros. Toronto: Hart & Rawlinson.

This is a record, as appears from the bills, of the marvellous work in England, Ireland, and Scotland which the two great evangelists, the preacher and the singer, are doing. The book commences with a sketch of the career of both noted revivalists, and recounts the effects of their ministrations throughout Scotland and in Ireland. It then accompanies them to London, where they are yet holding meetings. The movement has excited a great deal of criticism, favourable and hostile, while the great fact yet remains that a wonderful blessing has followed it, while a vast amount of good has been done to multitudes whom perhaps the ordinary services of the churches would have failed to reach. There is scarcely a doubt but that the spiritual life Messrs. Moody & Sankey have, with God's blessing, infused into the various congregations throughout the British Isles will have a powerful effect on the successful promotion of Christian work, and that their influence for good will be felt long after their immediate teaching has ceased.

*Early Kings of Norway; also, an Essay on the Portraits of John Knox*, by THOMAS CARLYLE. New York: Harper & Bros. Toronto: Hart & Rawlinson.

This little work, from the pen of the author of the "History of the French Revolution," seems to have been written because the struggles of the Norsemen suggested, amid all their romance and wildness, something nobler than the petty squabbles and deceptions of so-called democracy—rather an unpopular sentiment now-a-days, and deduced from a strange text. The *Essay on John Knox's Portraits* with which the volume concludes, is an examination of the various portraits supposed to represent the great Scottish Reformer, on one of which, the Somerville portrait, the author fixes as the only faithful representation extant. In this Essay is included a sketch of Knox's life and works, chiefly derived from his own writings.

*Livingstone's Last Journal*, by HORACE WALLER, F.R.G.S. New York: Harper & Bros. Toronto: Hart & Rawlinson.

This is one of Messrs. Harper's "Complete, Cheap, and Popular" editions of the above work which has been already noticed in this *Journal*.

*Walter's Word*, by JAMES PAYNE, author of "Cecil's Tryst," "Carlyon's Year," &c., &c. Harper & Bros., New York; Hart & Rawlinson, Toronto.

*Blue Beard's Keys*, and other Stories, by MISS THACKERAY, author of "Old Kensington," &c. Harper & Bros., New York; Hart & Rawlinson, Toronto.

### V. Departmental Notices.

#### NORMAL SCHOOLS, TORONTO AND OTTAWA.

The Session will commence on the 15th September, and will close on 15th July, with vacation from the third Wednesday in December to the second Tuesday in January; and from the Wednesday before, to the Tuesday after Easter, inclusive.

Students desiring to enter the new Normal School at Ottawa, will please send in their names to the Education Department, Toronto, without delay.

NOTE.—For subjects of examination see prospectus, to be had on application to the Education Department, Toronto.

### VI. Advertisement.

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