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## NEW ENGLISH EDUCATIONAL DEPARTURES.

During recent visits of the Right Hon. W. E. Forster and Hopworth Dixon, Esq., to the Ontario Education Department, they were kind enough to explain and discuss some of the new problems in the English educational system, and made inquiries as to the success of our attempts at a practical solution of the same questions.

The two principal subjects referred to by Mr. Forster were compulsory education and denominational schools, and on these two points full explanations of our Ontario system were given.

We are now seeking to obtain, and hope to publish shortly, information relating to the working of the compulsory clauses of our School Act in the cities and towns of this Province.

It is known to many of our readers that it is only of late years that the former of these subjects was looked upon with any favour, or even discussed with any toleration, in England. In the unsophisticated English mind the abstract question of the "liberty of the subject" overshadowed the higher and more equitable and practical one (embodied in our school legislation of 1871) of the right of every child to education. Thus our Act declares that "every child from the age of seven to twelve years inclusive shall have the right to attend some school, or to be otherwise educated for four months of every year."

The machinery in our School Act, for giving effect to this humane "declaration of right" on behalf of the child is very simple and practical; and we hope shortly to be able to show how far the local Trustee Boards have acted under the provisions of the law on the subject.

Our present purpose is, however, to point out what progress has been made in England in the solution of this vexed question.

The subject is ably discussed by Mr. J. G. Fitch, in a recent number of the *Fortnightly Review*. The writer, in pointing out the

happy change of sentiment on this subject, even on the part of the class most affected by a system of compulsory education, says:—

"Now one of the most hopeful signs of our times is the extraordinary rapidity with which this notion has become prevalent, and the willingness with which it has been accepted as a principle, not only by politicians, in spite of the traditional English jealousy of State interference with the liberty of the subject, but also by the artisans themselves.\* It is to their credit that compulsory education is unquestionably popular with the working-men as a class. In this matter they do not ask for liberty, but for restraint. Five years ago, when engaged, just before the framing of the Education Act, on an official inquiry in Birmingham and Leeds, I had occasion to confer with several societies of operatives, with a view to learn their own needs and wishes on the subject. It was evident that the idea of compulsion was already familiar, and very far from unwelcome to the majority of the members. I inquired, not without surprise, 'Do you wish for a compulsory law for yourselves, or for the sake of other labouring men less conscious than you are of parental responsibility?' 'For both,' was the reply. 'We want to be freed from the temptation to neglect and carelessness in this matter. We want the law of the land to settle it once for all that none of our children shall grow up in ignorance, as so many of us have been compelled to do.' And it is very noticeable that the complaints which have recently been audible, in reference to alleged harshness of school-board officials in enforcing the compulsory laws, have not been made by the poor themselves, but by weak sentimentalists who have professed to speak on their behalf, and have shown great ignorance as to the care and forbearance with which the law has been generally administered. The sympathy lavished on the drunken or thriftless father who selfishly desires to use the labour of a little child for his own convenience, would surely be better bestowed on the poor boy or girl thus condemned to life-long ignorance, and to permanent disqualification for honourable employment.

\* \* \* \* \*

"It is only while we have a race of fathers and mothers themselves untaught that so harsh a thing as law is required to enforce on any of them the need of instruction for their children. And thus, while all laws of indirect compulsion must continue in force, and become increasingly stringent as the competition of the trade increases, laws of direct compulsion will become, as the experience of Switzerland and Germany conclusively shows, practically needless

\* The first business is to bring all English children into school, and to familiarise their parents, once for all, with the notion that school attendance is not a luxury—not a matter to be left to the voluntary choice or rejection of the father—not a habit to be intermitted at pleasure whenever the child can be found useful at home or at work—but a necessary of life, a condition of citizenship, one on which the State means to insist, a parental obligation which shall not in any circumstances be evaded.

as soon as a single generation of instructed parents shall have been called into existence.

“ At present the law knows no other form of direct compulsion than that exercised by School Boards. But since the adoption of a School Board is generally the spontaneous act of each separate district, the application of the principle of compulsion is accidental and voluntary, and far from universal. Up to October, 1874, the total number of School Boards in England and Wales had reached 854, covering, besides the Metropolitan district, 106 out of 224 municipal boroughs, and 942 out of 14,082 civil parishes. Out of a total population of 22,712,266, only 10,818,825 are included within the jurisdiction of School Boards ; and of these the number to whom by-laws for enforcing school attendance apply is 9,538,971. Compulsion is now the law for rather less than forty-two per cent. of the entire population, and for about seventy-nine per cent of the borough population. In many places Boards have been formed for no other purpose than to enforce the attendance of children in schools of which the supply was already sufficient. A Parliamentary return in June last enumerated 173 School Boards which had not rate-supported schools under their own control. The number of Boards is daily increasing, and would probably increase faster but for the belief that they are a somewhat costly and cumbrous machinery to call into exercise for one purpose alone, added to the strong prejudice, reasonable or unreasonable, against the Board type of school, and to a belief on the part of many that, once a School Board is established, a school with the dreaded Cowper-Temple clause is not far off.

“ It seems, therefore, very desirable that the end—universal compulsion on which all friends of education are practically agreed should be attained, if possible, without necessary recourse to the particular means—the establishment of School Boards—on which those persons are not agreed. And this object is not difficult of accomplishment.

\* \* \* \* \*

“ II. If by some such means the problem of securing the attendance of children up to the age of thirteen is once solved, there remains the further task of encouraging the best and most promising scholars to stay longer, and to continue the education they have begun. Whatever may be our wishes and aspirations in regard to public instruction, it seems certain that for the rank and file of the labouring classes a good, useful education, such as may be carried on till the age of thirteen, is all that will be possible in the elementary schools. At that age, the child will, as a rule, be withdrawn for labour ; although it may be hoped that other agencies, such as the newly-established University lectures, more systematic provision for evening classes, and societies for mutual improvement, will multiply rapidly, and satisfy an increasing appetite for further teaching, after the hours of labour are ended. Yet, among the scholars of the primary schools there is always a considerable number of thoughtful, studious boys and girls, who evince a desire for further improvement, and who, if taken by the hand and properly encouraged, would make an excellent use of advanced instruction, and would, either as highly-skilled workmen, or as recruits in the ranks of what Mr. Buckle calls ‘ the intellectual classes,’ add appreciably to the wealth and strength of the community. Such children are now compelled, by the inexorable necessities of their parents, to leave school just at the moment when school-learning is beginning to tell upon the formation of their characters. For them, the chief need is some provision analogous to the scholarships and exhibitions of the Universities.

\* \* \* \* \*

“ We have well nigh overweighted the higher education of the country with premiums and rewards of this kind, but we have forgotten that there is exactly the same necessity for such arrangements in the lower department of educational work as in the higher. It is only by the adoption of some such means that full justice can be done to the intelligence of the poor, and that the ‘ carrière ouverte aux talens,’ of which so much has been said of late, can become a reality. And it would be wrong to measure the expediency of such a measure merely by its influence on the highly-exceptional scholar. The

“ divinely gifted man,  
Whose life in low estate began,  
And on a simple village green,

would, it might be urged, find his way to honour and usefulness even without such aid. But every provision of this kind for discovering and rewarding special ability, raises the whole level of work in a school, and gives to hundreds of children, who are not prize-holders, a better standard of excellence and a more active intellectual life.

\* \* \* \* \*

“ III. As a correlative to all efforts for securing more regular and prolonged attendance at school, there is need of a steady elevation

in the aims of the schools themselves, and of higher requirements on the part of the central government, as represented by the Code of Regulations. But the time has already arrived when, without injustice to the teachers, or serious financial embarrassment to the managers, a substantial change in the requirements may properly be made. The ablest of the Inspectors, judging from the recent report of the Committee of Council, are unanimous in the opinion that the public grant might easily be distributed on conditions more likely to increase the efficiency of the schools.

\* \* \* \* \*

“ But, concurrently with any measures designed to raise the standard of instruction in the schools, the necessity arises for a higher standard of qualification in the teachers themselves.

\* \* \* \* \*

“ But the best possible corrective for the faults of the present system is not a scheme of examinations only, but in the case of a limited number of the best teachers, an actual introduction for a time to the world of letters and of science, and to the direct influence of an ancient university. In the prospect of the inevitable changes suggested by the recent report on the revenues of the Universities, it seems not unreasonable to hope that the field of their influence and usefulness may ere long be widened in this direction. The establishment of a professorship mainly concerned with the history and with the scientific aspects of Education would be the first step. To this should be added a special arrangement, whereby persons who had taken a good place at the certificate examination, and who intended to become teachers, might be admitted for one year’s residence on condition of attending the lectures of the Professor of Education, and of pursuing some one branch of science or literature. A third provision enabling every person who had thus kept three terms in the University, and passed a suitable examination, to receive special teacher’s diploma from the authorities of the University, would go far to secure for the exceptional students who were enabled, either by their own self-denial or by means of scholarships, to undergo this preparation, an excellent chance of reaching the highest places in their profession. In this way there would be a constant infusion of men into the ranks of elementary teachers who had received a three years’ instead of a two years’ training ; but who, during the last year of the three, had added to their experience in the primary schools and in the training college the inestimable advantage of breathing the atmosphere of an ancient seat of learning, and coming into contact with a higher standard of scholarship and of life than would otherwise be attainable to them.

“ On the influence of a few such schoolmasters in leavening the whole class to which they belong, it is needless to insist. But it may be safely said that unless the teacher’s profession is ultimately so organized that at least the highest posts in it are honourably filled by persons of really liberal education, the general level of acquirement and of aspiration among the body of elementary teachers will always be low. And it is scarcely less evident that the ancient Universities, which have already evinced by the extension of their local examinations, and by the recent establishment of local professorships in the great centres of industry, a commendable desire to make the power and prestige they possess operative upon classes of people and upon fields of work to which such influences had never before penetrated, will forfeit a great opportunity of usefulness if they do not seek, by some means or other, to reach down to the elementary schools of the country, to show sympathy with their teachers, and to ennoble the conception which such teachers form of their work.”

### I. Other Papers on English Education.

#### 1. RELIGIOUS INSTRUCTION IN ENGLISH AND WELSH SCHOOL-BOARD SCHOOLS.

The British Education Department some time ago issued a circular in obedience to an order of the House of Commons, asking for information from all the school boards of England and Wales established up to the 1st of August, 1874, as to the rules in force regarding religious observances and religious instruction in their schools. The replies which have been received are of considerable interest, as showing the different ways in which the Act of 1870 has been carried out in this particular. Answers are scheduled from 479 boards ; others, to the number of 278, are recorded as having made no regulations on the subject. Nearly one-half of the Welsh cases—that is to say, 65 out of 140—fall within the latter description. This is probably to be attributed in most cases either to the recent election of the boards, or having no board schools under their control. This latter reason accounts for the absence of any response from many of the boards. The majority of the boards appear to have framed their regulations on the model of a resolution passed

by the School-Board for London, in effect as follows: That the Bible shall be read in the schools, with such explanations and instructions in the principles of morality and religion as are suited to the capacities of children; provided always that no attempt be made to attach the children to any particular denomination; and that in the case of any particular school the board would consider any application by managers, parents, or ratepayers of the district that the school should be excepted from the operation, in whole or in part, of the resolution. The board made provision for the use of prayers and hymns at the time allowed by the Act of 1870, leaving the arrangements for such religious observances to the discretion of the teacher and managers in each case. In the London metropolitan board schools "the observances" are concluded by 9.15 in the morning, Bible instruction being given either between 9.15 and 9.45, or between 11.30 and noon. Another regulation made by the London Board has also been widely adopted—namely, that which provides for the separate instruction in secular subjects during the time of the religious teaching or observances of any child who is withdrawn from the latter by his parent or guardian. General regard is expressed for a rigid adherence to the "conscience clause" and the "Cowper-Temple clause" of Mr. Forster's Act. The clause which Mr. Cowper-Temple introduced into the Bill stipulated that no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in a rate-aided school. But this does not appear to be universally acted upon, for while in some districts the Bible is merely read without note or comment, we find such boards as Cockermouth and Caistor-next-Yarmouth, in which the Lord's Prayer, the Ten Commandments, and the Apostles' Creed are taught; while at Bowness, Cumberland, instruction is given in the Church of England catechism.

The reply from Birmingham is worthy of remark: "The school board make no provision either for religious instruction or any form of religious worship. In buildings erected by them opportunity is given to voluntary teachers to give religious instruction, and to conduct any form of religious service they please. The teachers, who must not be board teachers, pay rent to the board for the use of the buildings." For this purpose the schools are open three-quarters of an hour on two mornings in the week. The principle here laid down scarcely differs from that adopted in some other places, except in the provision that board teachers may not give religious instruction. The elaborate schemes adopted by Wolverhampton and Manchester are identical. Attaching great importance to the value of religious knowledge on the part of teachers and scholars alike, these boards prescribe a graduated course of oral teaching and the committing to memory of portions of the Bible, with suitable exercises in writing and reading.

Both Manchester and Wolverhampton are conspicuous in the short list of boards who, while maintaining schools of their own, pay fees on behalf of children at voluntary schools. In this way the former have annually expended an average sum exceeding £1,800. The Liverpool Board appears to be the only one which sanctions the Douai version of the Bible. This is done where Roman Catholic children are the majority, or are sufficiently numerous to be entitled to separate religious instruction. When a school is transferred under the powers of the principal Act, a clause is frequently inserted in the deed of transfer reserving the use of the school premises by others than the board, with a view to the holding of Bible classes within certain specified hours. On this principle we find that at Great and Little Abington, Cambridge, religious instruction according to the principles of the Church of England is given before each morning meeting of the school. Similar arrangements have been made at other places. Bowness, Cumberland, where the Church Catechism is taught, differs essentially from the cases just cited, in that there the Catechism is taught under the auspices of the board, whereas, in the other parishes the school premises are not in the hands of the board while Church lessons are being given. The districts where the board of instruction is stated to be purely secular number twenty-six. In one of the two board schools at Conwil Caio, Carmarthen, no instruction is given of any other nature than secular, while at Gelligaer, Glamorgan, a like system is adopted for three out of six board schools.—*New England Journal of Education.*

## 2. FEMININE EDUCATION IN ENGLAND.

A Bill has just been introduced to the Imperial House of Commons, having for its object the permission for ladies to graduate at Scotch Universities. The Bill nominally was simply to give power to the Crown to authorize the University Courts to admit female students. But strong objection was made to this, on the ground that the Court did not fully represent the feeling of the members of the University, as the governing body does at the University of Oxford. The courts of Scotland having recently declared that it is contrary to law for

women to graduate, the proposed Bill was, in effect, to remedy this. As the application came from the Courts of the University, the objection was well taken, that, as they were constituted, a great impropriety would be committed by the House in acceding to a request from a body which need not necessarily know anything of the feeling of the University on the subject. As pointed out by Dr. LYON PLAYFAIR, the issue, though nominally in allusion to the medical profession and to Scotch Universities, was in reality much larger, and touched the entire question as to whether the "strong-minded" women of England generally should be admitted to all Universities, and be able to graduate in every art and science. He also pointed out that the Bill would entail great cost upon the country, as the present University staff of professors in Scotland could not undertake double work. In Edinburgh, for example, there were 800 medical men under training, and it could not be expected that the professors could undertake the teaching of so many more women. Nor was the Bill as constituted, "practically applicable, as it stood, for the purpose of admitting young ladies to practise as 'medical men'—or rather as she-doctors." But Mr. BERESFORD HOPE opened the whole question, and showed the fallacy of supposing that the seemingly narrow point of the Bill was the beginning and end of the argument. He remarked:—

It was a grievance, it seemed, that ladies were not able to practise as doctors or surgeons. It was equally a grievance that they were not allowed to be barristers or attorneys-at-law. He supposed his right hon. friend would say it was a grievance that these fair ladies should not be allowed to deliver an occasional sermon in Westminster Abbey. What were the arguments employed by the supporters of this Bill? A certain number of women had been disappointed in their hopes of obtaining a medical degree in Edinburgh, and now it was proposed that the Universities in Scotland should not be allowed to make their own terms with these women, but that these women should make their own terms with the Universities, and come in on the basis of an alleged claim. It was said that as to all professions, all means of livelihood, women should be put on an absolute equality with men. The medical profession naturally came first, but that profession, already exercised by men, was ramified in a singular way into various professions. In old times there was simply the healing man, who was both surgeon and physician. But now one man might be consulted on one branch of disease, and another man on another branch of disease. What was it but misguided ambition that prevented these women from desiring to do good to their fellow creatures in a way of which Florence Nightingale and Mary Stanley had given them glorious examples? Why should the faculty of nursing, for which women were so admirably adapted, be developed in colleges for nurses in London, Edinburgh, or anywhere else? This attempt to make women an antagonist of man in the battle of life, on the plea of opening an independent career to women, was based on a fallacy. It ignored the eternal difference between man and woman. Were the promoters of this Bill prepared to say that women should be allowed to plead in Courts of Law, to draw conveyances, and what not? If they were not prepared to say so, their whole argument broke down. He stood out for opening to women professions which they could follow, but he was utterly opposed to this episcopic policy which would break down the distinction between man and woman.

The training of women is defective and bad, and the root of half the social evils of the period. Had women an education in general, that would give them something to do and develop these particular faculties, half the sorrows that come upon young women might be avoided; half the dangers and temptations that beset them, and the weaknesses that the cowardly and selfish at times take advantage of, avoided. But women, though truly man's equal, move on a different parallel, as it were, and the training required and the education needed, must be framed and chosen accordingly.—*Leader.*

## 3. EDUCATION IN THE BRITISH ARMY.

In a recent statement of the present condition of education in the English army, compared with that existing in 1858, General Sir John Adye shows that in that year twenty per cent. of the soldiers then serving could neither read nor write, and nineteen per cent. were able to read but not write, making 39 out of every 100 with scarcely any education. In 1873 there were only six per cent. who could neither read nor write, and five per cent. who could read but not write, making eleven per cent. who had received little or no education. "This," as Sir John observed, "showed a decrease of twenty-eight per cent. of ignorance in fifteen years." The *Fall Mall Gazette* believes that so rapid an advance of education among the class of Her Majesty's subjects that finds its way into the ranks of the army will, no doubt, "afford intense satisfaction to those who believe that education, and education alone, is capable of doing everything for us."—*New England Journal of Education.*

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 JANUARY, 1876.

OBSERVERS:—Pembroke—R. G. Scott, Esq., A.M.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Mackregor, 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, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGE, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, DAILY RANGE, HIGHEST, LOWEST, WARMEST DAY, COLDEST DAY, TENSION OF VAPOUR.

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

Table with columns: STATION, HUMIDITY OF AIR, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. REMARKS:—Snow, 2nd, 6th, 7th, 9th, 10th, 12th—16th, 18th—28th, 30th, 31st. Wind storm, 2nd. PETERBOROUGH.—Snow, 2nd, 6th, 7th, 9th, 13th, 16th, 18th, 21st, 22nd, 24th, 25th, 27th, 28th. Wind storms, 9th, 12th, 13th, 25th. BELLEVILLE.—Wind storms, 2nd, 9th. Snow, 2nd—4th, 7th—9th, 11th, 13th, 16th, 19th, 21st, 24th, 25th, 30th, 31st. GONDERICH.—Wind storm, 9th. Snow, 2nd—5th, 7th—13th, 15th, 30th. STRATFORD.—Wind Storms, 2nd, 9th, 14th, 30th. Fog, 8th, 23rd, 29th, 31st. Solar halo, 28th. Temperature of the month lower and barometer higher than in any January during the last ten years. Wind storms, 9th, 13th. Fog, 18th.

WINDSOR.—Snow, 2nd, 7th, 12th, 14th, 18th, 24th, 27th, 29th, 31st.  
 SIMCOE.—Solar halo, 10th. Lunar halo, 15th, 18th, 20th, 23rd. Wind storm, 9th. Fogs, 21st, 28th. Snow, 2nd, 7th, 9th, 14th, 18th, 21st, 23rd, 24th, 27th, 28th, 30th. Rain, 13th.  
 HAMILTON.—Snow, 7th, 8th, 13th, 16th, 18th, 24th, 25th, 27th.

#### 4. BRITISH UNIVERSITY HOODS.

From an English newspaper we learn that the Oxford M.A. black hoods with crimson lining; the Cambridge M.A., black with white lining; Dublin M.A., black with blue lining; Durham M.A., black with mauve lining; London M.A., black lined with russet brown silk. All these hoods are of silk. The B.A. hoods are made of stuff, lined with white fur, rabbit-skin or lamb-skin.

"Lambeth" graduates have the privilege, or at least have taken it, of wearing the hoods corresponding to their degrees in the university to which the archbishop who confers them belongs. The A.K.C. graduates of King's College wear a black lined hood, with mauve silk. St. Bees men have a black silk hood lined with rose or white. The Edinburgh or Aberdeen M.A. hoods are similar to the Cambridge hood. At St. David's, Lampeter, the B.D. hood is of black silk lined with purple silk, striped white on the edge. The hood worn by literates of St. Augustine's, Canterbury, is of black stuff with crimson stripes.

The following are the D.D. and B.D. hoods (sometimes a scarlet D.D. gown is worn underneath the bishop's robes):—Oxford D.D., scarlet cloth lined with black silk, B.D. black silk; Cambridge D.D., scarlet cloth lined with rose silk, B.D. black silk; Dublin D.D., scarlet cloth lined with black silk, B.D. black silk; Durham D.D., scarlet cloth lined with purple silk, B.D. with black corded silk lined with same; Aberdeen D.D., purple cloth lined with white silk; St. Andrew's D.D., purple cloth lined with black.

### III. Papers on Canadian Education.

#### 1. MCGILL UNIVERSITY SCHOOL EXAMINATIONS.

At a recent meeting of the McGill College authorities, the question was entertained, "Should the College undertake school examinations, similar to those adopted by Oxford and Cambridge in England?" The decision was in the affirmative. To the University of Oxford must be accorded the honour of first engaging in the system, originated about fifteen years ago with some Oxford gentlemen, who, deploring the wretched state of education in the private schools of England, conceived the plan of instituting examinations of pupils from these schools by the Oxford professors, and of granting to elder boys the title of A. A., and to the juniors a certificate if they satisfy the examiners. A wide scope is granted in the selection each pupil may make of the subjects in which to be examined. This only is insisted on, that every candidate should be well grounded in reading, writing, arithmetic, grammar, history, and geography. There are now about forty centres to which pupils come to be examined. The number of candidates has increased with marvellous rapidity, and the advantages resulting to parents, teachers and scholars, seem to be very generally acknowledged. Parents have by these examinations a ready means of testing the teaching power of each school; they need not now be duped by the pretensions of ignorant teachers—a class of men very numerous before these examinations were started, but now fast disappearing. Good teachers are pleased to have a definite programme upon which to work, to have impartial and thoroughly competent men to judge their work, to be able to point to success at such examinations as proof of their competency. Pupils have a definite plan of study chalked out by high authority, something to work for, that is worth working for. Emulation is powerfully excited, and to all but the indolent there is an enviable reward in the shape of a certificate or title. The plan of proceeding is this: Some large town is selected as a centre, to which pupils come once a year from the private schools within a radius of thirty or forty miles. The examination is by printed questions and written answers; it lasts about a week and is conducted by a representative from the University. As we have said, the fullest possible liberty is given to candidates as to the subjects they may select in which to be examined. There is said to be an entire absence of bigotry on the part of the Universities. Classics or mathematics or science or modern languages may be chosen by the scholar, and there is one standard for all. The advantages of these examinations seem to be perfectly applicable to Canada. The question discussed in Montreal was, should the Canadian teachers look up to McGill college as the English one does to Oxford, or should Montreal be made a colonial centre for Oxford? If the latter plan were adopted, it must be because it is thought the McGill college professors are incapable of doing this work, or that their certificates would not be held in the same

esteem as those emanating from a home university. An effort has indeed been already made to try an experiment based on these views, but it seems to have fallen stillborn. We shall now see if the energy and high standing of our own University will succeed where Oxford has failed.

We trust that these examinations will be eagerly adopted. Girls as well as boys should become candidates, as in England. If Montreal will set the example, other cities will follow suit, and an entirely new era in the higher education of Canada will thus be inaugurated.—*Witness.*

#### 2. UNIVERSITY CONSOLIDATION.

To the Editor of *The Nation*.

SIR,—There is, I think, sufficient evidence to convince us that there exists at present, among the holders of our most important educational trusts, and the friends of high education generally, a decided feeling in favour of University Consolidation.

It is also understood that one of the first practical men of science in this or any other nation, has expressed a strong conviction, that no time should be lost in rendering effective our national means of instruction in that department, which can hardly be done without a union of our energies and resources.

I have been so much engaged in the work of University reorganization in England, that I hope I shall not be thought presumptuous if I venture to offer a practical suggestion here.

Colonel Williams, whose retirement from our local Parliament, is to be regretted on all grounds, but especially on account of the interest which he took in this subject, proposed, at the end of last session, that a Commission of Inquiry should be appointed by the Government. As not only the end of the session, but the elections were at hand, the Prime Minister naturally declined to take up so extensive a question at that time; but it is believed that he is not unfavourable to the object of Colonel William's proposal. He would, however, naturally desire, before advising the Lieutenant-Governor to appoint a Commission, to have some evidence of the desire for an inquiry, and some assurance that the Commissioners would meet with the requisite co-operation on the part of those interested in its work.

I would suggest that, at as early a date as may be deemed convenient, a Convention should be held of the graduates of all Universities within the Province, to consider the subject of University consolidation, and if it be found expedient, to frame an address to His Excellency to appoint a Commission.

GOLDWIN SMITH.

#### 3. NECESSITY FOR HIGHER AGRICULTURAL EDUCATION IN CANADA.

The subject of agricultural education is one which is assuming great prominence, as well in the Dominion as in the United States and Europe. It is clear that the farmer of the future will be an educated man. The farmer of the present day feels that, under the present system, or, rather total lack of system of education for farm-life, the maximum of prosperity which it is possible to reach has been attained. He sees that, while other businesses and professions are developing and carrying up with them those who devote their energies to their practice, farming is standing still for lack of farmers competent to grapple with the many-sided problem of scientific cultivation. He sees clearly too the reason why the farmer is in danger of losing caste—he has not been educated for his profession. The lawyer has been studying law from his youth up. The clergyman has devoted himself to theology since his school-days. The doctor has spent the midnight oil in medical studies. The architect, the builder, the draper, the butcher, the baker, aye, and the candle-stick maker, have been put to learn their trades as soon as they left school; and the studies of all these classes at school have been such as to fit them for their prospective station in life.

How is it with such of the farmers' sons as are intended to follow their fathers' profession? On leaving school, they are set to do work, about the why and the wherefore of which they are told nothing. Habits of enquiry are not encouraged. The youth learns how to perform farm operations, but acquires no knowledge of the subtle forces of nature with which he of all men ought to be familiar. He runs in the same groove in which his father ran—unless he gets disgusted and quits the farm with contempt.

Every thinking farmer in the Dominion has realized the fact that something must be done to keep the farming profession from falling astern in the race of development. And this conviction is the result of calm and deliberate reflection—not the issue of a volcanic outbreak like that which railroad extortions and tariff robberies pro-

voked two years ago, in the Western States—nor of the deep growling, presaging the imminent storm, in which the English farmers are now indulging about tenant-right. The Dominion is happily exempt from any of these evils. The record of our farmers is one of progress—satisfactory progress, except, as above detailed, with respect to the anticipated status of their sons in the coming generation.

The cause of the danger that threatens the social condition of the farmer is apparent—he does not know enough. The way to remove the evil is equally clear—he must learn more. The coming farmer must be educated for his profession; and his education must commence, as does that of a boy intended for any other profession, as soon as it is decided that he is to become a farmer.

Farmers' sons that are intended for farming must be indoctrinated with the farm-learning early in their lives. Farming is a life-long study. In childhood, the boy should be receiving impressions, that will afterwards mature. The rudiments of Botany, Agricultural Chemistry, Animal Physiology, Geology, Entomology, should be instilled into him while the mind is still plastic. As his intellect matures, he should gradually extend his knowledge of the sciences of which the coming farmer must have some familiarity. He should learn, by actual experience, how each operation of the farm is performed, so that not only will he be able to do everything himself, if needed, but that he will know when he is getting a day's work for a day's pay from his hired help; and he will want to know what work will pay for its cost directly, what indirectly, and in what direction money spent is so much money thrown into the gutter.

Can all this knowledge be acquired at home on the farm? We say that it cannot, for the simple reason that the average farmer of the present day does not possess the learning that will be wanted by his sons, and therefore cannot impart it to them. It is clear that the science of farming must be taught at institutions specially devoted to the task—in other words, at Schools of Agriculture.

It being granted that technical education will be indispensable in the future, the question arises, How can it be furnished most economically and efficiently? We have the experience of other countries to guide us. In Germany, Great Britain, and the United States, this same problem is being worked out. But in not one of these three cases can an exact parallel be drawn with the Dominion. The German Colleges of Agriculture are intensely scientific, and, though the results arrived at by their thorough courses of experiments are invaluable to Germany and to the world, it is plain to us that similar institutions would not answer the wants of the Dominion. Neither would the type of the English College at Cirencester be adapted for our wants at present. In the first place, it is too expensive, and, secondly, the mass of Canadian farmers now, and must for years to come, perform actual manual labor. We want no institution that will unfit our farmers' sons, physically, for their future life. As our resources develop, the number of gentlemen-farmers will increase, and the number of farmers who have to work themselves will diminish. But we must not supply a race of gentleman-farmers before the country is ready for them.

The United States Agricultural Colleges, if the agricultural press of the country may be believed, are, nearly all of them, unutterable frauds, that are doing more mischief to farmers and farming than years will suffice to repair. The course of study at some of them inevitably unfits the student for farm life and disgusts him with farming. As a consequence, persons who have gone through the course and are now farmers, are about as plentiful as white black-birds. Instead of becoming farmers, the students become professional men, (inferior ones, beyond doubt,) and go into already-overcrowded trades requiring no special knowledge of anything. Clearly, the typical American Agricultural College can be profitably dispensed with on this side of the line.

What we want is a school where the sons of poor, as well as of rich parents, can learn as much of the several sciences pertaining to agriculture as the state of the art will allow—keeping always in advance, but not so far ahead as to be out of sight; where, with a groundwork of English literature and as much else as the student may happen to possess, he may go and attain sound practical knowledge of things that will be useful to him in after life; where he will see and learn to practise agriculture in its most advanced style; where a certain amount of physical labour is compulsory, and where poorer students have the option of doing more than their allowance, by way of contributing to their expenses. The school should embrace every department of farming and gardening, so that those who intend to be general farmers may get a practical knowledge of the art of agriculture in all its branches; and that those who intend to devote themselves to the Dairy, the breeding of fine stock, horticulture, or other speciality, may learn all there is to be known on the particular subject of which they take up the study.

The school should conduct experiments of a class that farmers,

single-handed cannot carry out—such as testing immediate and after effects of fertilizers, the most profitable rotation, the desirableness of new varieties, the amount of feed of every kind required to make a pound of meat, and a host of other things. Everything that is done should be recorded, and the results attained should be published from year to year for criticism by, and for the benefit of, the community. In this matter of experiments alone, a well-managed institution would be of immense benefit to the farming interests.

We have, in the Ontario School of Agriculture, the promise of an institution which, to a great extent, will fulfil all reasonable requirements. We say *the promise*, for the re-organization of that institution is of so recent a date that the elaborate programme laid down for its guidance by the Provincial Farm Commission may be said to be still on its trial. The history in other countries of these institutions shows that they require the watchful eye of the public to be constantly upon them, to prevent their drifting into asylums for theorists, and manufactories of everything but a race of farmers adapted for our Dominion.—*Canada Farmer*.

#### 4. VISITS TO SCHOOLS IN NEW TOWNSHIPS.

From Inspector Mackintosh's graphic Report of an official visitation of Schools along the Colonization Roads in North Hastings, we make the following interesting extracts. They present a striking picture of some phases of "life in the back woods."

"I left Madoc on the morning of September 7th, 1874. I anticipated making the 'stopping place,' kept by the Reeve of Dunganon and Faraday, that evening, but the heat, and the long stretch of corduroys, hills and boulder strewn roads, so fatigued my horse that I was forced to put up for the night at a point forty-five miles north of Madoc.

"Next day at noon, found me at L'Amable, P.O., the guest of the hospitable Crown Lands Agent, J. R. Tait, Esq. The afternoon was spent in travelling, along the Valley of the York River, to Doyle's Corners (Maynooth, P.O.), nearly all the land seen was of a very poor description, but the scenery in many places, particularly at the 'Eagle's nest,' was magnificent.

"Doyle's Corners is situated, in a good agricultural district, at the intersection of the Hastings and Peterson Roads, 100 miles from Belleville. It consists of some half-dozen houses, three of which are taverns. To the north, on the Hastings Road, and about half a mile from the 'Corners,' is a large, but unfinished, Roman Catholic church. The building in which I spent the night was tavern, store and post-office—my bed-room being sleeping apartment, sitting room and post-office.

"My route next morning—September 9th—lay, to the eastward, along the Peterson Colonization Road. For some miles, I was able to drive at a fair rate, the road being free from stones. This soon came to an end. Then succeeded the most wretched highway it has ever been my misfortune to journey over. In my innocence I had thought that nothing worse than the Hastings Road could be found, but my acquaintance with the 'Peterson' has convinced me that, with roads as with some other matters less tangible, lower depths of wretchedness may always be discovered.

"At 2 p.m. I arrived at s.s. No. 5, Bangor. The remainder of the afternoon I spent in the School. In the evening I met, by appointment, with the Trustees and easily induced them to promise to erect, during the summer of 1875, a more commodious and comfortable school-house. In accordance with this arrangement they have secured, with the approbation of the ratepayers, a more eligible site and are now making preparations to build in the spring.

"A large proportion of the land here is good, and heavily wooded with hardwood. A post-office is kept by one of the School Trustees, the mail being brought weekly from Renfrew Co.

"On the morning of September 10th, I drove along the Peterson to Combermere, a hamlet on the Madawaska River, and 125 miles from Belleville. There, by the kind offices of a resident storekeeper, I was able to hire a lumberman and his canoe, the next twelve miles of my route being on water. Leaving my horse in charge of the tavernkeeper, we seated ourselves in our frail bark and, with its head pointing to the north, paddled up the Madawaska.

"For some three miles we made our way through the waters of this noble stream. At this distance from Combermere, the river suddenly expands into Lake Kaminisseg.

"Surrounded on all sides but one by shores which rise gradually from the level of the water until they become a lofty hill, whose sides are clothed with a dense forest of hardwood, it is one of the most beautiful lakes, it has been my good fortune to see. In connection with its surroundings, it presents to the spectator, the general appearance of a vast amphitheatre, the oval-shaped lake corresponding to the arena and the wood-clad shores to the gradus, the podium alone being wanting.

"At the farther shore of the lake, we left the channel of the Madawaska and entered Barry's Bay. Narrow, winding, very deep and islet-dotted, it is about seven miles in length. Its shores are covered with a pine forest. Its waters, which are wondrously clear, are said to abound in fish. Long, narrow inlets stretching far into the land, seem to be characteristic of the Madawaska.

"At half past one in the afternoon, Welshman's Landing, at the head of the Bay, was reached. There I found Mr. Whelan, one of the trustees of the School at Bark Lake, waiting to convey me to my destination in his 'spring-board.' Bidding good bye to my guide and canoe-man, who returned to Combermere, I was driven up the Opeongo Road to the School-house, to visit which I had travelled over one hundred and twenty-five miles of Colonization road and water.

"It is a log building. The roof is composed of basswood troughs. With the exception of the door, window sashes, and teacher's desk, the whole owes its construction to the chopping and broad axe. Floor, benches, and desks are made of planks hewn from logs. The interior I found scrupulously clean and ornamented with spruce branches. The windows, not extensive affairs, were provided with curtains formed from newspapers—in every part of the Province a certain indication of a lady teacher.

"Sixteen pupils were in attendance; the classes represented, being the first, second and third. The order was excellent. The pupils, apparently, respected their teacher, and were anxious to appear to the best advantage. The teacher is ambitious to have a reputation for success, and is enthusiastic in her work. Possessed of a limited education, she has not of course, the most approved methods. In common with too great a proportion of her fellow-teachers in more favoured districts, she has failed, in some respects, to learn what the elements of the best teaching are. The school, however, does not compare unfavourably with other schools in new and remote districts.

"Much of its success is due to the perseverance and intelligence of a few of the settlers. During the winter season the Opeongo Road, which passes through the section, is the scene of an almost constant traffic, the supplies for the lumber shanties in the valley of the Madawaska passing up this route. A tavern, kept by my host, Mr. Whelan, is much frequented by travellers. Adopting the plan so frequently used by children who get the store in their Missionary boxes augmented by presenting them to visitors at their parents' houses, Mr. Whelan never loses a fitting opportunity for pressing the claims of the school upon his guests.

"By such donations as these, by the voluntary contributions of the settlers, and by the liberal aid granted by the Department, the school has been kept open during the past two years, a suitable supply of maps, tablet reading lessons, and apparatus, has been provided, and even prizes have been distributed among the scholars.

"Still another noticeable feature about the school. The scholars were, at my visit, Protestant and Roman Catholic, in about equal proportions. All however, joined in singing 'O so bright,' 'Marching along,' and another similar melody, their teacher accompanying them with the music of a concertina. The singing was not good, the instrument sadly out of tune, but despite the drawbacks, the whole thing was very pleasing.

"After dinner, I addressed a meeting of residents. The immediate result of the explanations of the amendments to the school law affecting such districts as theirs, was, that I was presented with a petition, signed by the requisite number of heads of families, asking to be formed into a regular school section. This document, together with an explanatory note, I forwarded to the Stipendiary Magistrate, John Doran, Esquire, Pembroke, who has since formally joined with me in establishing a school section. Its boundaries are as follows: 'On the south by the seventh concession line of Jones; on the east by the line between Sherwood and Jones; on the west by Bark Lake; and, on the north, by the rear line of the Free Grant Lots on the Opeongo Road.' The date of the formal establishment of the Section was October 16th, 1874. At a first Annual Meeting, held subsequently, three Trustees were elected, and Auditors appointed. An assessment of the taxable property will be made this season. The Trustees also promised to raise the walls of their School-house some two feet and put on a better roof.

"At 4.30 a.m., September 11th, I commenced my homeward journey. Wearied of the jolting on the boulder-strewn roads, I took a route different, to some extent, from the one taken on the previous day. A chain of the lakes, the most northern being the largest, and the middle the smallest, passes through parts of the Townships of Sherwood and Jones. This chain is known by the name of Carson's Lakes. Between the largest and the smallest the Opeongo Road runs. On the last mentioned I again set sail, guided by another voyageur. The forenoon was spent in reaching Combermere, our route comprising two of Carson's Lakes, a creek connecting them, a portage of a mile and a half, and Barry's Bay. The tedium of the journey was lessened by a recital by my canoe-man, a genial,

and unsophisticated French Canadian lad, of most marvellous tales. One prominent article of his creed was a belief in the existence, in Carson's Lakes, of a sea serpent. I tried to laugh him out of this superstition. All was in vain. *He had seen it.* About noon, Combermere was again reached. The whole of the afternoon was taken up in driving to School Section No. 2, Carlow and Mayo, eighteen miles distant. For more than twelve miles the road, or rather track, lay through a forest, where neither house nor clearing was to be seen. That night, and the next two days, I spent in the house of the hospitable Reeve of the municipality, where I was glad to find, to my surprise, an old Toronto acquaintance, a graduate of Toronto University, and a theological student in Knox's College. The interval between the closing of one session of the College and the commencement of another, he was employed in ministering to the spiritual necessities of the people.

"On Monday, the two schools in Carlow and Mayo were inspected, and the night spent at the large farm belonging to the lumbering firm of the Conroy estate.

"A great part of Tuesday, September 15th, was occupied in driving through an unbroken stretch of woods, fifteen miles long, between the settlement in Carlow and School Section No. 4, Monteagle. Here again there was no road for summer travel. Several times I was forced to unhitch my horse and lift my buggy over fallen trees. To make matters worse, while yet but half over my journey a pelting thunder storm burst upon me. An umbrella lay in my conveyance but could not be used. The outspreading arms of the trees would soon have forced me to close it, even had the nature of the road permitted me to guide the horse with one hand.

"About 3 p.m. I reached the School-house in School Section No. 4, Monteagle. Very few children were in attendance.

"The next seven days were spent, with the exception of an intervening Sabbath, in visiting the Schools I had not inspected in my journey northward, meeting with Trustees, and in attending to other matters connected with my work. The afternoon of the 22nd, brought me to Madoc. Two schools left unvisited, I have since inspected.

"My tour extended over fifteen days. During this period I inspected fifteen Schools, met with thirteen Boards of Trustees (some individually in their own houses), held one public meeting, formed one School Section, and travelled over three hundred and twenty miles of Colonization Road, bush, track, and water."

##### 5. CANADIAN EDUCATIONAL ITEMS.

The curriculum of Queen's College, Kingston, has been thoroughly revised, and many changes introduced. The most important of these is the new degree of Bachelor of Science (B. Sc.), which may be obtained for distinguished merit in either of the following groups of subjects:—(1). Mathematics, natural philosophy and chemistry, with other natural sciences; and (2), logic, metaphysics, ethics, Latin and Greek classics, history, rhetoric and English literature. The net result of the changes in the curriculum will be, according to the *College Journal*, to make the system of education more elastic, and to afford to every student more and better opportunities of gaining knowledge and distinction than were enjoyed under the system which it is intended to supersede. The changes made are founded on the plan followed in the universities of Glasgow and Edinburgh.—*Liberal*.

The P. S. Inspector of Napanee speaks in high terms of frequent written examinations as a means of cultivating habits of neatness and accuracy in the pupils. A strong plea is urged on behalf of drawing in schools as a means of cultivating the sense of the beautiful, and of affording the pupils rational occupation and enjoyment.—*Ibid*.

The *Orillia Packet* urges the necessity of giving teachers better salaries, and of raising the standard of qualification as a means of elevating the profession and keeping good men in it. Attention is also drawn to the connection between the health of the pupils and the nature of the building and their own personal habits. It argues that the school hours are long enough for study if properly used, and protests against cultivating the memory at the expense of the thinking powers. It winds up with a reflection upon the ordinary method of granting prizes in Schools—a subject on which it might profitably have enlarged. Much good would be done if the Provincial press, generally, were to devote more attention to educational matters, pointing out defects, indicating the way to make real progress, and, above all, keeping parents and guardians constantly in mind of their duties and responsibilities in connection with our school system.—*Ibid*.



## 7. EDUCATION IN NEW BRUNSWICK.

The New Brunswick School law seems to be fulfilling its object in imparting education to the people. The annual report on the schools by the Chief Superintendent, laid before the New Brunswick Legislature on Friday last, shows continued progress in the work. It appears that during the summer term of 1873 the number of schools in the Province, including Common, Superior and Grammar Schools, was 979, an increase of 92 over the previous summer term. The number of teachers and assistants was 1,020, an increase of 99. The number of pupils in attendance at the schools was 42,611, an increase of 2,774. During the winter term of 1874 the number of schools was 992, an increase of 98 over the previous winter term. The number of teachers and assistants was 1,054, an increase of 94. The number of pupils at school was 44,785, an increase of 4,380. During the summer term of 1873, the proportion of the whole population of the Province attending school was one in every 672 of the population, an increase of about one per cent.—*Montreal Witness*, March 11.

## IV. Correspondence of the Journal.

## 1. ANALYSIS.

Read before the County of Victoria Teachers' Association, at Lindsay, 24th March, 1875, by J. H. Knight, Esq., Public School Inspector for East Victoria.

"Brevity is the soul of wit." A friend of Douglas Jerrold's once remarked, "My brains have gone to the dogs." "Poor dogs," said Jerrold. Cæsar said, "I came, I saw, I conquered." Dean Swift, when preaching a charity sermon, having been found fault with for preaching long sermons, took for his text, "He that giveth to the poor, lendeth to the Lord," and said, "My friends, if you like the security, down with the dust." On the continent of Europe, they sometimes translate their messages into English, because the Telegraph Companies charge by the word, and they can say the same with fewer words in English than in any other language. It is better for the Telegraph Companies than for the public that Latin is now a dead language. The Romans could say in two words what requires six of ours. "*Venite adoremus*" is translated, "O, come, let us adore him." The writings of authors who adopt a pithy, perspicuous style may be compared to the land flowing with milk and honey. Those of others remind us of some of the back townships, where you may travel for miles and miles over nothing but sand and rocks, and then for miles and miles over nothing but rocks and sand. Another class resembles the gold diggings, where you may dig and toil for days to obtain a single nugget, but one such nugget repays for all the toil and care. Then again, the novice is in danger of casting away as worthless what the expert recognises as containing the precious metal. The chemist analyzes, that he may separate that which is of value from what is only dross.

To the scholar, the milk and honey of literature occasionally come without labour. But as there was but one promised land, and that approached by a wilderness, so we often have to travel on and on to reach one fertile spot in the desert. So have we to dig and toil for the precious metal, so have we to use all our faculties, that we reject not what is valuable, so have we to analyze and separate the true from the deceptive, and often when we thought we had a cargo of gold, we find we have only mica.

To understand what we read, it is necessary to know the exact meaning of each word. But this is not all. As well might we expect to ascertain the value of a picture by finding out the cost of the material, the colours, and the canvas, and allowing for the time spent by the artist. Nor is it enough to remember what we have been reading about. A child reads, "In a country far away, there once lived an old man who had twelve sons." You ask the child what he has been reading about, and he tells you he has been reading about a country far away, and an old man and his twelve sons. Probably this is as much as can be expected from a scholar in the First Class. But as he advances it is desirable that he should recognise that what is said is not about the country far away, but about the old man who lived in that country, nor about the twelve sons, but about the old man who had twelve sons. Further on the sons are spoken of, and after that the one whose name was Joseph.

For this reason we distinguish between principal and subordinate sentences, or more strictly speaking, principal and dependent propositions; and it is to the relation between these different kinds of assertions that I wish particularly to call your attention. Many of these propositions are really subordinate, such as those commencing with a relative pronoun.

The importance of the dependent proposition is greater where a

comparison is made: for example, "As the tree falls, so shall it lie," which may be rendered thus:

The tree		shall lie so
	as	
the tree		falls

Again, "He cometh forth like a flower, and is cut down:"

He cometh forth	and	is cut down like
	as	
a flower cometh forth	and	is cut down.

In the following example, which is taken from Goldsmith's "Deserted Village," and will be found in the Fifth Reader, at page 387, a comparison is drawn between the village preacher and a bird trying to induce its young to attempt to fly. He was not one of those who say, "Do as I tell you, but not as I do." He taught by precept and example. In reading this, the words "bird" and "he" require to be slightly emphatic. See Example I.

The next example is taken from the short form of Deeds. See Example II.

The dependent proposition which asserts that "A. B. doth grant," is more important than the principal one, which asserts that the indenture witnesseth. The word "that" performs the duty of a conjunction coupling the two propositions. It seems also to stand as the object of "witnesseth," in which case it would be considered a pronoun, but not a relative pronoun, and the following proposition a noun in position.

The last illustration I shall trouble you with is taken from the "Lay of the Last Minstrel," by Sir Walter Scott. It is found in the old Third Reader, at page 250.

The point to which I wish to direct your attention is this, that whatever others might think, the minstrel would certainly claim that the highest reward for a good man would be to have his praises extolled by the minstrel, while the greatest punishment to a bad man would be to be treated with silent contempt. This would be the fate of anyone who did not love his native country better than any other land. The expressions, "for him no minstrel raptures swell" and "unsung," require to be delivered slowly and with suitable intonation. See Example III.

The system of analysis employed in Examples I., II. and III. is not intended to supersede the recognised forms now in use, but to facilitate the work where the words of the propositions do not follow in their natural order. It may be regarded in Grammar as in Book-keeping, the Journal is an intermediate step between the Day-Book and the Ledger. Much time is lost by pupils at school and candidates at examinations, because in analyzing they do not know where to begin. In this method the rule is to take every word as it comes. It is adapted for slates, blackboard, or ruled foolscap paper, but the last-named is the best. If paper be used draw nine lines with a lead pencil at right angles to the faint lines, the first an inch from the left-hand edge for a margin, and the next three at distances of half an inch apart. Then leave a space of an inch, and draw the remaining five lines at intervals of half an inch apart. These lines should not be drawn with ink, as they are not intended to form columns, but to indicate where certain words shall commence. If a slate or blackboard be used, it will be sufficient to place dots or short strokes at the top, thus:

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The left side is for the subject, the right for the predicate. The first line is for conjunctions that couple propositions, or words in the subject; the second for the grammatical subject; the third for adjectives or adjectival phrases; the fourth for adverbs or adverbial phrases. In the predicate, the first line is for conjunctions coupling words or phrases in the predicate; the second for verbs; the third for objects or other complements of the verb; the fourth for complements of words following the third line; and the fifth for complements of words following the fourth line. In commencing to analyze, begin with the first word, and enquire whether it belongs to the subject or the predicate, and then whether it be subject verb, conjunction, or complement, and set it down accordingly. Then take the next word and treat in the same way. If its place is to the right of the preceding, and there is room without interfering, it may follow in the same line, otherwise it must be placed in the line below. An auxiliary verb and a principal verb separated by another word should be placed in different lines, with a brace to connect them. A noun in position may be placed in the same line, or treated as an adjective or noun in possessive case. The complements need not always be separated, but may be set down with the principal word, as in Example I., "a bird," "each fond endearment," "reproved each dull delay."

When each word is in its place, under the verbs, as in Example I., placing the number in the margin, with p. for principal or d. for dependent, as the case may be. Then number the remaining lines,

if necessary, as in Example III. To transfer this to the form, as in Example IV., is little more than a matter of copying. Parsing can be done very readily from the intermediate analysis, as the relation of each word is very distinctly seen.

**EXAMPLE I.**  
 and each fond endearment  
 1 d. as a bird tries  
 to tempt  
 its new-fledged offspring  
 to the skies  
 2 p. he tried each art  
 3 p. (he) reproved each dull delay  
 4 p. (he) allured to brighter worlds  
 5 p. and (he) led the way.

**EXAMPLE II.**  
 1 This Indenture made  
 in duplicate  
 the 24th day of March, 1875,  
 in pursuance of the Act,  
 between A B and C D,  
 1 p. witnesseth  
 2 that A B, in consideration of \$100,  
 2 d. doth grant  
 unto C D  
 all and singular,  
 to have  
 and to hold  
 unto C D,  
 (and) his heirs  
 and (his) assigns  
 for ever,  
 subject to the reservations.

**EXAMPLE III.**  
 1 If such there  
 1 d. be,  
 2 p. go  
 2. 3 p. (thou), mark  
 3 (thou) him  
 3 well,  
 4 for him  
 4 no  
 4 minstrel  
 4 p. raptures swell,  
 5 high  
 5 though his  
 5 d. titles (be),  
 6 proud  
 6 (though) his  
 6 d. name (be),  
 7 boundless  
 7 (though) his  
 7 d. wealth (be)  
 8 d. as wish can claim;  
 9 despite those titles,  
 9 (and) (that) power  
 9 and (that) pelf,  
 9 the  
 9 wretch, centered all in self, living  
 9 shall forfeit fair renown,  
 10 p. and (the)  
 10 (wretch) doubly dying  
 10 shall go  
 10 down  
 10 to the vile dust  
 11 from whence  
 11 d. he sprung,  
 10 unwept,  
 10 (and) unhonoured  
 10 and unsung.

**EXAMPLE IV.**

No. & Kind.	Subject.	Complements.	Predicate.	Completion.	Extension.
1 d.	such		be		there
2 p.	(thou)		go		
3 p.	(thou)		mark	him	well
4 p.	raptures	no, minstrel	swell		for him

5 d.	titles	his	(be)	high
6 d.	name	his	(be)	proud
7 d.	wealth	his	(be)	boundless
8 d.	wish		can claim	
9 p.	wretch	the, centered all in self	shall forfeit	fair renown
10 p.	(wretch)	(the)	shall go	doubly dying, down to the vile dust, unwept, unhonoured and unsung from whence
11 d.	he		sprung	

2. QUESTIONS TO PUPILS—TEN GOOD RULES.

To the Editor of the Journal of Education.

DEAR SIR,—Would you be kind enough to print the following rules in your Journal, as they may benefit some of the Teachers throughout the country. When I read them I thought, if they were followed, good results might soon be noticed :—

1. "Would you arrest and sustain attention? Question the pupils.
2. "Would you discover what scholars already know? Question them.
3. "Would you provide teaching adapted to the wants of your scholars? Question them individually.
4. "Would you promote hearty co-operation between teachers and scholars? Question them on matters of common interest in the school.
5. "Would you pointedly and powerfully deal with the conscience? Question them with kindness and directness.
6. "Would you clearly and successfully direct the anxious? Question them as to their precise difficulty.
7. "Would you ascertain the actual results of your teaching? Question on what you have taught.
8. "Before you begin the lesson—Question.
9. "As you proceed with the lesson—Question.
10. "At the close of the lesson—Question."

TEACHER.

V. Papers on Educational Topics.

1. THE TRUE END OF EDUCATION.

The true end of education is not what the man shall most do, but what he shall most be, and this, too, in order that he may most and best do the part assigned to him. It is a character more than a calling. Character first and calling next. Not to get tools, so much as to become himself the superior instrument or agent for all the work of life. In an age like ours, and especially in a land like ours, where material values are the high prizes of life to the multitude, it is no marvel if old barriers should be broken down in our educational systems. It is seen that the practical talent is that which succeeds; that mere scholarship, however prized by the possessor, does not win the chief prizes of our day. It is even said that higher learning is often positively in the way of one's success in life; may so smooth and polish a man as to make him a poor wrestler for promotion in every day affairs. It has been charged that the high education "rifles the cannon until the strength of the metal is gone." But if the metal was of poor stuff, or lacking careful preparation for the strain upon it, then rifled or unrifled it would burst at the first discharge. I know that, as is said of Sir John Hunter, men may be ignorant of the dead languages and yet may be able to teach those who sneer at their ignorance that which they never knew in any language, dead or living. But is that an argument against the classics in education? No! But to-day learning is sought with most avidity which graduates a man as a railroad president or a bank president upon the fattest living. And not the rings of the plants are studied half so much as the municipal or state rings of the contractor. Where are the college graduates to day—in the foremost ranks of learning, pushing forward literary enterprises, controlling our public schools, and guarding all our educational interests? Alas! "One to his farm, another to his merchandise." I have lately seen it alleged that for the last twenty years no graduate of our American colleges has risen to fame as an orator, a poet, a statesman, or an historian, or in either of the learned professions. And even if this be so, why is it except that the public mind has so set itself to the new methods as to turn aside the course of popular education from the ideal to the practical, and to merge it into business affairs. I see it stated that the greatest warfare of the nineteenth century is the industrial warfare—the struggle between the great nations for supremacy in the various industries. And out of this legitimate strife come the great

world's fairs of Sydenham, Paris, Vienna, and the Centennial of Philadelphia. And out of such a want comes the Cornell and Michigan Universities. Plainly enough, the industries of the country claim to be developed. There is a training that is adapted to this. Let it go forward. Let wealth and talent be applied in this direction also. Let the masses enjoy the freest, fullest benefit of such a practical education for pursuing their chosen specialties. But give us the old college, which should not be superseded, but which may be enriched and enlarged in its appliances and its apparatus, so as to become an university only more universal than hitherto.—*Dr. Jacobus.*

## 2. NO ONE FACULTY TO BE DEVELOPED.

The publication of Lord Lytton's speeches reminds the world of the many-sidedness of his career, recalling his remarks made twenty years ago before the University of Edinburgh: "When I first commenced the career of authorship, I had brought myself to the persuasion that, upon the whole, it is best for the young writer not give an exclusive preference to the development of one special faculty, even though that faculty be the one for which he has the most natural aptitude, but rather to seek to mature and accomplish, as far as he can, the whole intellectual organization." Again, he said: "I had observed that many authors, more especially, perhaps, writers of imagination and fiction, often excel only in one particular line of observation; nay, that, perhaps, they only write one thoroughly successful and original work, after which their ideas appear to be exhausted; and it seemed to me that the best mode to prevent that contrast between fertility in one patch of intelligence and barrenness of the surrounding district, was to bring under cultivation the entire soil at our command."

## 3. BRAIN WORK ON THE FARM.

As an element of success in making the farm pay, a mind having a good practical turn, plays no unimportant part. Good, sound common sense will do more than any one thing to put money in the farmer's purse, or, better, put it in permanent improvements. Fixed, and definite line of action, founded on the experience of the most successful farmers in one's county, will, with due diligence and economy, result in making the farm pay. As a rule, the farmer who thinks, studies, reasons, and who can tell why he pursues a certain course, is the one that will be found to complain least in regard to hard times. If a man who has good health, and fair ability, cannot succeed on a farm, he will be almost certain to fail if he attempts anything else. Farmers should have an eye to business. The writer of this has often been impressed with the belief that the most successful farmers are those who lie awake and mature plans for the coming day, or week, while others sleep. There is a great deal in tact, but there is also a great deal in letting the brain do its share of the work. The farmer who will never think that it is better to feed his corn to stock, and thereby increase its value three-fold, than to haul it to the station in the ear, and sell it for almost a song, should not expect to succeed.—*Colman's Rural World.*

## 4. THE LETTER "Y."

There is no letter more often cheated out of its rights and put into its wrong place than the letter "y." There are no greater offenders in this respect than the people who are always finding occasion to talk of the "sphinx," instead of the sphinx, and the novelists and story-tellers who will write "Sybil" instead of Sibyl. But if the unfortunate letter often appears as "an abomination standing where it ought not," it may also fairly complain of being left out where it has a clear claim to be used. There used to be a rule that in such words as "pony," "amnesty," "injury," "sky," etc., where the final "y" follows a consonant, the plural termination should be "ies;" but that when the singular ended with "ey," as in the word "key," the plural should end with "eys." And yet even in Parliament, the Queen's English is so abused that the Queen herself has signed Acts in which her legislators have talked of "monies," and nothing is commoner than the words "attornies," "flunkies," and "chimmies." One has even seen such monstrosities as "turkies," "monkies," and "donkies;" but these are more rare.

EDUCATION.—The late Edward Everett condensed into a brief paragraph his estimation of what constituted a good education. Here it is: "To read the English language well, to write with despatch a neat, legible hand, and be master of the first four rules of arithmetic so as to dispose of at once, with accuracy, every question of figures which comes up in practice, I call this a good education. And if you add the ability to write pure grammatical English, I re-

gard it as an excellent education. These are the tools. You can do much with them, but you are hopeless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology, and all other ologies and osophies are ostentatious rubbish."

EDUCATION APOTHEGMS.—To have a well-furnished mind, *read* much; to have a well-disciplined, *study* much. For fluency of speech, *converse* much; for accuracy, *write* much. For mental acumen, *compare* and *discriminate*; for moral force, *pray* and *act*. Lord Bacon puts some of the same truths more forcibly, thus:—"Reading makes a full man, Writing, a correct man, and Speaking, a ready man."

Lord Bacon also said: "Histories make men wise; poetry, witty; the mathematics, subtle; natural philosophy, grave; logic and rhetoric, able to contend; voyages and travels, to entertain and illustrate."

## VI. Biographical Sketches.

### 1. VICAR-GENERAL MACDONELL.

The deceased dignitary was born in April, 1799, at St. Raphael's, Glengarry. He made his classical and theological studies at the College of Nicolet, in Lower Canada, and was ordained priest by his uncle, Bishop Macdonell, on All Saints' Day, 1822. For the first four years after his ordination he discharged the duties of his sacred office at St. Raphael's. In 1826, he was sent to Toronto, where, during his stay of two and a-half years, he completed St. Paul's Church, the oldest Catholic Church in that city. There being no church in Bytown, he was sent there in 1830, and within a year from his arrival, erected one on the site of the present Cathedral. During these years, he and four or five others were the only priests in all Ontario, and his duties were arduous in the extreme, having frequently to perform journeys on horseback of more than a hundred miles in visiting his parishioners. From Ottawa he was sent to Sandwich, where he erected another church, and laboured zealously for eight years, securing for himself the love and respect of his spiritual children. In 1839, he was called to Kingston. Bishop Macdonell feeling the want of an institution which would educate young men for the service of the church, and desiring to provide the Catholics of the Province with the means of giving their children an education that would fit them for the learned professions, resolved to erect a college, and requested his nephew to aid him in carrying out his project. Upon the arrival of the Vicar in Kingston the Bishop communicated to him his plans, and before the close of the year laid the foundation of the present College of Regiopolis. The good Bishop's health failing, he, the following year, visited Scotland, where he died at Dumfries, in 1840. The Vicar pushed on the building of the college with his usual energy, and before the expiration of five years from the laying of the foundation, he had the pleasure of seeing completed the splendid building, which is one of the ornaments of the city. The College was opened for students in 1846, with Vicar-General Macdonell as Principal. Under his management it was very successful, and as the venerable founder intended, it supplied the church with a learned and pious body of clergymen, and can point to many of its students in the ranks of the learned professions in Ontario, Quebec and the States. Soon after the completion of the college, he laid out the present garden and grounds, then an unsightly quarry, and succeeded in making it the finest garden and grounds in the city. The Vicar first visited Europe in 1833, when probably he imbibed that love of travel which formed so marked a trait in his character. He subsequently visited Europe sixteen times, making a tour through every country in it, and studying the language, manners, and customs of the inhabitants of each. He also travelled in Egypt and Algiers, in which latter place he was the guest of the present President of France, Marshal McMahon. He also journeyed through every State in the Union, including California and the West Indies. His dignified appearance, polished manners, and great mental powers gave him an *entree* to the best society wherever he travelled. He was the chief promoter of the Separate School system, and by his great political influence, did much towards obtaining the passage of the Separate School Act. A member of the Council of Public Instruction for many years, he also represented the Catholic body in the Senate of the University, and was ever ready with his pen and voice in promoting the cause of education. His life witnessed the extraordinary development and growth of his native Province. He has seen some of the towns where he first served as a missionary, grow into large cities, and singularly enough become the centre of large and flourishing Dioceses. While Director of Regiopolis, he educated at his own expense many young men, and wherever he observed talent, was sure to give it some recognition. He inherited the strong will

and Spartan firmness of his uncle, the same loyal attachment to British institutions, as also his faith in the great future of his native Province of Ontario.—*Chronicle and News.*

MR. GEORGE ANTHONY BARBER was born in 1801, at Hitchin, Herts, England, educated at a public school, and subsequently for a short time at Oxford, where he obtained the sound education which he was able to apply so beneficially in this his adopted country, to which he removed in 1826, on the invitation of the Rev. Dr. Philips, former Principal of Whitechurch Academy, Herts, of which he had been an assistant-master, to join him in establishing the old "Toronto Blue Grammar School," an institution well and deservedly regarded as having done good service in the early days of Canadian education. On the subsequent establishment of Upper Canada College by Dr. Harris, the first Principal, Mr. Barber undertook for a time the conduct of the commercial as well as the classical department. In 1844, he was chosen Local Superintendent of the Public or Common Schools, which honourable position, after filling it with the greatest efficiency for many years, he resigned to accept the no less responsible one of Secretary of the Board of School Trustees, which he continued to hold till the period of his death. It will be seen, therefore, that, taking into account his first introduction into the field of tuition before his removal to Canada, he may be said to have been incessantly connected with it for the long term of half a century, and we can appreciate the satisfaction with which he could look back on the day of small beginnings in Canadian education to the Toronto of the present day, with its full system of educational institutions, and especially of public schools, to the efficiency of which he had lent no small assistance. In the school of politics he was a Conservative, and for some years served his party by editing with vigour the *Toronto Herald*, files of which still exist to testify to the ability and readily applied power of the editor in a cause to which his devotion was unceasing, but in which he latterly, as filling a public position, wisely avoided any pointed interference, rather taking pleasure in applying himself earnestly to the duties of his office, and finding his relaxations up to the last in those good old manly pastimes to which we have already referred. Long will he be remembered as a social companion and a worthy citizen, while many a joke will pass the cricket ground in memory of "Old Barber," and where his well-known form and hearty love of the game will long be remembered. In his death we feel that another landmark of the early days of Canadian life has been removed, and can hardly be replaced.—*Mail.*

MR. PAUL DELANEY was born in Ireland, where he devoted the earlier years of his manhood to educational pursuits, and distinguished himself as an energetic and successful teacher of youth. Some time prior to the establishment of the *Journal of Education* for Lower Canada, he came out to this country and was selected one of the staff of the Jacques Cartier Normal School. In this capacity he discharged the important duties assigned to him in a way to gain the approbation of his seniors and superiors, as well as the respect of colleagues, and the affection of all his pupils. When the Local Government was established, in the year 1867, Mr. Delaney was appointed to the post of Clerk of English Correspondence in the Ministry of Public Instruction, the Educational Department having now been removed to Quebec and converted into a branch of the Civil Service of the Province—*Quebec Journal of Education.*

MR. DANIEL LIZARS, Clerk of the Peace for the County of Huron, died at Goderich on Sunday, in the eighty-second year of his age. He has held the office since 1841. Mr. Lizars was a gentleman of fine tastes and high culture in literature and art, with genial and gentlemanly manners, and has died universally and deeply regretted, within eight days from the decease of his talented son Dr. John Lizars.

## VII. Papers on Boys and Girls.

### 1. A LITTLE TALK TO THE BOYS AND GIRLS.

It is very hard for boys and girls between ten and twenty to believe what other people tell them concerning the selection of reading matter. If a book is interesting, exciting, thrilling, the young folks want to read it. They like to feel their hair stand on end at the hair breadth escapes of the hero, and their nerves tingle to the end of their fingers at his exploits, and their faces burn with passionate sympathy in his tribulations—and what harm is there in that? Let us see what harm there may be. You know very well that a child fed on candy and cake and sweetmeats soon loses all healthy

appetite for nutritious food, his teeth grow black and crumble away, his stomach becomes deranged, his breath offensive, and the whole physical and mental organization is dwarfed and injured. When he grows older he will crave spices and alcohol to stimulate his abnormal appetite and give pungency to tasteless though healthful food. No man who grows up from such childhood is going to have positions of trust and usefulness in the community where he lives. The men who hold those positions were fed with milk and bread, when they were young and not with trash.

Now, the mind like the body grows by what it feeds upon. The girl who fills her brain with silly, sentimental love-sick stories, grows up into a silly, sentimental, lackadaisical woman, useless for all the noble and substantial work of life. The boy who feeds on sensational newspapers and exciting novels has no intellectual muscle, no commanding will to make his way in the world. Then, aside from the debilitating effect of such reading, the mind is poisoned by impure associations. These thrilling stories have always murder, or theft, or lying, or knavery as an integral part of their tissue, and boys while reading them live in the companionship of men and women, of boys and girls, with whom they would be ashamed to be seen conversing, whom they would never think of inviting to their houses and introducing to their friends, and whose very names they would not mention in polite society as associates and equals. Every book that one reads, no less than every dinner that one eats, becomes part and parcel of the individual, and we can no more read without injury an unwholesome book or periodical than we can eat tainted meat and not suffer thereby. Just as there are everywhere stores full of candy, and cake, and liquor and tobacco, and spices so there are everywhere books, newspapers and magazines full of the veriest trash and abounding in everything boys and girls should not read. And just as the healthful stomach, passing all these pernicious baits, will choose sound aliment, so the healthful mind will reject the unwholesome literature current everywhere, and select such as are intrinsically good.

The other day we picked up a popular Juvenile weekly, and presently found ourself knee-deep in slang, over our head in vulgar allusion over and in the midst of a low-lived metropolitan crowd, where cock-fights, dog-fights and man-fights, were the condiments offered to whet the appetite for reading; and yet we know families where that paper is regularly taken. Do their parents reads it? Do they know what company their children are keeping?

But says the young enquirer, What shall we read, and how shall we know if books are suitable? Read such books as give you valuable information, works that are approved by people of correct judgment. Our leading magazines contain a vast amount of reading, interesting alike to young and old. Do not read what renders distasteful the duties of life, or renders vice attractive, and makes you long for an impossible and romantic career. A correct taste once formed and carefully consulted will enable you to select the good and eschew the pernicious.

"Might I give counsel to any young hearer," says Thackeray in his lecture on Prior, Gray and Pope, "I would say to him, try to frequent the company of your betters. In books and life that is the most wholesome society; learn to admire rightly; the great pleasure of life is that. Note what the good men admired; they admired good things; narrow spirits admire basely and worship meanly.—*N. Y. Tribune.*

### 2. MAKE CHILDREN USEFUL.

The energy which some children manifest in mischievous pranks may be made to subserve usefulness and instructive purposes. Little odds and ends of employment may be given them—work suited to their small capabilities may be assigned them—and under judicious direction and considerate encouragement their little heads and hands can accomplish much, and that gladly. The bright little ones who would "help" mamma should not be repelled with a harsh word, but some simple task should be devised for their occupation, and some trifling thing—so very great to them—should be the reward of its performance.

As a general rule, give your children something to do. A daily employment of some sort will exercise their minds healthfully, and develop elements of usefulness and self-reliance which may prove incalculably valuable to their manhood and womanhood. Miserable is the plea urged by some that they "have not the time" to look after their children. No such pretext can divest them of the grave responsibilities which the having of children imposes. The laws of God and of humanity demand of parents the best care and training for their children they can bring into exercise. How many poor wretches there are, taxing society with their maintenance, who owe their worthlessness and sins to the negligence of their parents

in developing and directing good natural endowments for lives of industry and independence! Large Firmness in a child is a good thing; it contributes to steadiness of thought and deed. Large Self-Esteem is desirable, in that it confers the sense of personal worth and dignity. Large Approbativeness is most serviceable in its restraining and stimulating ministrations. Large Destructiveness is a good heritage; under proper control it contributes to activity and achievement. Large Combativeness is a good quality; it contributes courage, boldness, and progression to the character. Large Acquisitiveness rightly trained, supplements industry with economy and thrift. But such qualities in children need the guidance of a discreet parent. Mismanagement, neglect, easily lead to their perversion and the ruin of a life which, otherwise, might have been a splendid success.—*Annual of Phrenology and Physiognomy.*

### 3. PARENTS' PARADISE.

We were much impressed lately by the orderly behaviour of a large family of children, particularly at the table. We spoke of it to our host; and he pointed to a paper pinned to the wall, on which were written some excellent rules. He said he gave each child who obeyed the rules some reward at the end of each month. They were called *rules and regulations for parents' paradise.*

1. Shut every door after you, and without slamming it.
2. Never shout, jump or run in the house.
3. Never call to persons up stairs or in the next room; if you wish to speak to them, go quietly to where they are.
4. Always speak kindly and politely to the servants, if you would have them do the same to you.
5. When you are told to do, or not to do a thing, by either parent, never ask why you should or should not do it.
6. Tell your own faults and misdoings, not those of your brothers and sisters.
7. Carefully clean the mud or snow off your boots before entering the house.
8. Be prompt at every meal hour.
9. Never sit down at the table or in the parlour with dirty hands or tumbled hair.
10. Never interrupt any conversation, but wait patiently your turn to speak.
11. Never reserve your good manners for company, but be equally polite at home and abroad.
12. Let your first, last, and best confidant be your mother.—*Wayside.*

## VIII. Miscellaneous.

### 1. THE PRAYERFUL MOTHER.

The purest tone that ever rose on high!  
The sweetest beam that ever kissed the sky!  
The brightest flow'r that ever bloomed for heav'n!  
The holiest flame from earthly spirits giv'n!  
These you will find, and find them only where  
A mother kneels with her dear child in prayer.

Long as the sun of Life may shine below,  
Our tears will gather and our tears will flow,  
And many an angel God appoints to count  
Those precious tear-drops falling from their fount—  
But God shall cherish with especial care  
A mother weeping with her child in prayer.

Behold yon cottage in the evening gloom  
A flick'ring lamp-light cheers the single room;  
It looks so poor, so desolate, so odd—  
And yet it is a Bethel dear to God;  
For there beyond the world's unfeeling stare,  
A mother's kneeling with her child in prayer.

Name it Delusion in a faith sincere,  
For mortal eye hath never seen it here;  
Yet loath am I to lose the message thus,  
The heavenly message God hath sent to us,  
That angels stand and guard with holy care  
A mother kneeling with her child in prayer.

### 2. THE FAITHFUL PRAYER.

Two families lived in one house, and each had a little boy about the same age. These boys slept together. One of them said a prayer every night, and repeated some verses which his mother had taught him; the other boy had never been taught to pray. Now the little boy who prayed was tempted not to, but to jump into bed without first kneeling down, just as his little playmate did; but he was a noble boy and did not yield to the temptation. He prayed aloud

every night and said his verses. Now comes the best part of the story. The little boy who had never been taught to pray learned his little companion's prayer and the verses by hearing him repeat them, and he never forgot them. He grew up to be one of the best men, and lived to be old. The boy who prayed grew up and became a noted man in Washington. When the other one lay on his dying bed, he went to see him, and the dying old man told him it was his little prayer, so faithfully said every night, which led him to Christ. He repeated the prayer and verse word for word, and with his dying lips thanked his friend that he had been the means of saving him.

### 3. CANADIAN INDIAN TRIBES.

It is a subject for sincere congratulation to the people of this country that the Indian tribes of the Dominion are so well contented with their lot, and that their affection for the reigning Sovereign and thorough loyalty to British rule are so unmistakably manifest. This happy condition of things presents a marked contrast to the existing state of Indian affairs across the border, where it has now become impossible for the Pale-face and Redskin to live amicably together; where extermination by an organized system of cruelty and slaughter is the acknowledged policy of the nation, and which is in turn met by hatred, and, when he has the opportunity of showing it, revenge on the part of the Red Man. We have not far to look for the causes which have produced such vastly different results; they are to be found in the policies pursued by the respective Governments. Britain has proclaimed the equality of all her subjects and the right of every one of them to receive justice and fair play. The United States, in theory, has acknowledged the same, but in dealings with the Indian has totally ignored it. Instead of good faith there has, on its part, been deceit and treachery; in place of kindness to the weaker, there has been cruelty and meanness; where pity might have been expected, nothing but inhumanity and oppression have been practised. Britain, on the other hand, has been generous and kind, faithful in the carrying out of treaties, and has in all respects treated the Indian as a man.

We have been led to the consideration of this question by the statements of a gentleman intimately acquainted with the character and peculiarities of almost every tribe in the Dominion—we refer to the Rev. Geo. McDougall. It is a fact worthy of particular note that since the British flag was planted on the heights of Quebec not a single conflict has occurred between the Indians and the inhabitants of Canada.

As an illustration of the esteem in which our flag is held by the Indians of the plains, and with what immunity from danger those known to be British subjects may pass from "Ocean to Ocean," Mr. McDougall states that in proceeding from Montana to his home on the Canadian side of the river, he and his party reached a point near to where a band of warlike Indians was encamped; an American frontiersman, whom they met, warned them of their danger, and advised them to seek protection with the party to which he belonged. On consideration Mr. McDougall decided to proceed and boldly enter the Indian encampment, being convinced that were he to accept the offer of protection he would thereby identify himself with the party in question, who were known to the Indians as their enemies. On reaching the near vicinity of the encampment Mr. McDougall and his companions were received by movements unmistakably hostile. Several warriors, fully armed, and evidently bent on mischief, swept down upon them. Mr. McDougall having a small Union Jack in his possession, immediately unfurled it and held it aloft; it being small, however, the warriors did not observe its nationality, which Mr. McDougall perceiving, he shouted, "*there are no stars upon it.*" This fact was noted, and no sooner was it observed than their demeanour changed, and at once a friendly greeting was given to the old flag.

### 4. WHO IS A GENTLEMAN?

A gentleman is a person not merely acquainted with certain forms and etiquette of life, easy and self-possessed in society, able to speak and act and move in the world without awkwardness, and free from habits which are vulgar and in bad taste. A gentleman is something beyond this; that which lies at the root of every Christian virtue. It is the thoughtful desire of doing in every instance what others should do unto him. He is constantly thinking, not indeed how he may give pleasure to others for the mere sense of pleasing, but how he may avoid hurting their feelings. When he is in society he scrupulously ascertains the position and relations of every one with whom he comes in contact, that he may give to each his due honour, his proper position. He studies how he may avoid touching in conversation on any subject which may needlessly

hurt their feelings—how he may abstain from allusions which may call up a disagreeable or offensive association. A gentleman never alludes to, never even appears conscious of any defect, bodily deformity, inferiority of talent, of rank, of reputation in the person in whose society he is placed. He never assumes any superiority to himself—never ridicules, never sneers, never boasts, never makes a display of his own power, or rank, or advantages—such as is implied in habits, or tricks, or inclinations which may be offensive to others.

5. THE BATTLE OF LIFE.

Go forth to the Battle of Life, my boy,  
Go, while it is called to-day ;  
For the years go out and the years come in,  
Regardless of those who may lose or win—  
Of those who may work or play.

And the troops march steadily on, my boy,  
To the army gone before ;  
You may hear the sound of their falling feet  
Going down to the river where the two worlds meet—  
They go to return no more.

There is room for you in the ranks, my boy,  
And duty too assigned ;  
Step into the front with a cheerful grace,  
Be quick, or another may take your place,  
And you may be left behind.

There is work to be done by the way, my boy,  
That you never can tread again ;  
Work for the loftiest, lowliest men,  
Work for the plough, adze, spindle and pen,  
Work for the hands and brain.

The Serpent will follow your steps, my boy,  
To lay for your feet a snare ;  
And Pleasure sits in her fairy bowers,  
With garlands of poppies and lotus flowers,  
Enwreathing her golden hair.

Temptation will wait by the way, my boy,  
Temptations without and within ;  
And spirits of evil in robes so fair,  
As the holiest angels in heaven wear,  
Will lure you to deadly sin.

Then put on the armour of God, my boy,  
In the beautiful day of youth ;  
Put on the helmet, breast-plate and shield,  
And the sword that the feeblest arm may wield  
In the cause of Right and Truth.

And go to the Battle of Life, my boy,  
With the peace of the Gospel shod ;  
And before high Heaven do the best you can,  
For the great reward, for the good of man,  
For the Kingdom and Crown of God.

6. TEN BUSINESS RULES.

TO SECURE SUCCESS IN LIFE.

MOTTO.—“ Call on business men on business, during business hours ; transact your business, and go about your business, that others may attend to their business.”

Offices, stores, and other places of business are established for business purposes. It costs time, care and money to maintain and conduct them. The results are in proportion to the talent, industry, and attention bestowed on the business. A concern which is run without business rules or order, will not only fail, but will spoil young employes, who become irregular, inattentive, slovenly, indolent, and shiftless.

1st. PROMPTNESS is indispensable. Each employe should always make it a rule to be “ on time,” so as not to deprive his employer or others who may require attention, of his presence and services when needed. If he be ten minutes behind time, it may cause the loss of time to ten others. Ten times ten minutes are a hundred.

2nd. DILIGENCE is not only a duty to employer, but it secures promotion and increased remuneration. One may not always be pushed with work, in which case he should push the work, and fill up his time as best he may.

3rd. LOSING TIME.—One may be disposed to talk and gossip about matters not connected with the duties of the office, which not only consumes their own time, their employer's, but that also of listeners. How indignant would he feel if charged with robbing ; and, as “ time is money,” is he not a robber who wastes another's time ? One has no right thus to “ fool” away time for which he is paid to work or to attend to business.

4th. VIGILANCE.—To be vigilant in business, not slothful, is a Divine command. It is the duty of an employe to be watchful, wide-awake, and mindful of his employer's interests. Mere “ killing time” till the clock strikes the hour to quit, won't do ; such indifference and neglect will neither secure more pay nor promotion.

5th. ECONOMY.—Each is in duty bound to see that nothing be wasted, paper, twine, tools, books, etc. He is also expected to exercise his mind as well as his hands in the interest of the business.

6th. A shirk or an eye-servant watches the clock impatiently to have the time arrive for lunch or to quit, and is sure to be ready to drop any duty the moment the clock strikes. He is not so careful to be on hand in the morning. Then, he is “ in the drag.” Such persons are seldom up with their work, and often fail to keep their promises. They are always unfortunate, and never rise in life.

7th. INTEGRITY PAYS.—Let it be understood that “ this office aims to do an honest business.” Everything must be on the square. Should a customer over-pay when making a purchase, return him the amount. Should the cash receipts be over, or under, continue the investigation till the error is found.

8th. POLITENESS.—A rough, rude, uncouth, ill-tempered cur, boy, curmudgeon, or man, is a nuisance in any business concern, and the sooner he be set about something to which he is adapted, the better. He will drive away customers. One who stinks of whisky, beer, or tobacco, is unfit to stand behind a counter and wait on customers. One who is polite, patient, kindly, neat, tidy, talkative, honest, friendly, and capable of reading character, to know who wants to purchase, and who simply wants to look at the goods, is the best adapted to the place, and will soon make his services indispensable.

9th. A GOOD PENMAN AND QUICK IN FIGURES.—To excel and turn off work well, and with dispatch, one must write a handsome hand, and be able to compute figures rapidly ; also to make change quickly and correctly. Bungling or delay in these is inexcusable.

10th. AIM HIGH.—Honourable aspiration in any calling is laudable. No useful work is mental. A true lady will grace the kitchen no less than the drawing-room. It is just as honourable to sweep and dust an office as it is to wear laces, or count coppers, or keep accounts. The boy who runs on errands, or carries parcels, may, if he does his whole duty, work up through all the grades of porter, shipping-clerk, to book-keeper, cashier, partner, and principal. Many of our leading newspaper editors and publishers were once newsboys ; and most of our leading merchants were once office-boys and clerks. To rise to the highest position one needs experience in all departments of the business. A sailor must study navigation and serve before the mast ere he is fit for captain or mate.

We need not moralize here, though we will suggest that the chances of the boy who abstains from the use of tobacco and alcoholic stimulants will always be the best. If he goes to Sunday-school, takes an active part in religious devotions, he will be better fortified against yielding to ordinary temptations, and will grow in grace, and in a knowledge of God and His righteousness. He will rise.

7. THE VALUE OF METALS.

The following table shows the comparative commercial value of some of the metals. The first eight in the table are only obtainable in microscopic quantities, but the prices at which they are sold would be as shown were they obtainable by the pound :

VALUE PER POUND AVOIRDUPOIS.

Indium.....	\$2,520 00	Silver.....	18 85
Vanadium.....	2,520 00	Cobalt.....	7 75
Ruthenium.....	1,400 00	Cadmium.....	6 00
Rhodium.....	700 00	Bismuth.....	3 63
Palladium.....	650 00	Sodium.....	3 20
Uranium.....	576 58	Nickel.....	2 50
Osmium.....	325 28	Mercury.....	1 45
Iridium.....	317 44	Antimony.....	36
Gold.....	301 45	Tin.....	33
Platinum.....	115 20	Copper.....	25
Thallium.....	108 77	Arsenic.....	15
Chromium.....	58 00	Zinc.....	11
Magnesium.....	46 50	Lead.....	07
Potassium.....	23 00	Iron.....	02

IX. Papers on Libraries and Books.

TABLE shewing the Number and Classification of Public Library and Prize Books sent out from the People's Depository of the Ontario Education Department from 1853 to 1874 inclusive.

No. of volumes sent out during the year.	Total volumes of library books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy & Manufactures.	Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales & Sketches, Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.	
1853	21922	4158	1602	287	906	526	234	940	324	807	2694	1141	2917	5178	.....	208	.....	21922	
1854	66711	10633	5532	1030	2172	1351	636	4780	950	3235	5764	4350	6393	19307	.....	578	.....	66711	
1855	28659	5475	2053	318	558	663	200	1808	283	1452	3361	2926	3081	6049	.....	432	.....	28659	
1856	13669	2498	652	118	397	287	77	660	86	418	1523	1019	1844	3832	.....	258	.....	13669	
1857	29833	5295	1763	321	632	817	195	1729	201	1257	2391	2253	3516	9219	.....	244	2557	32390	
1858	7587	1567	503	86	152	98	61	276	29	186	713	843	744	2245	.....	84	8045	15632	
1859	9308	1670	551	136	209	192	130	432	105	300	1169	714	1127	2401	.....	172	12089	21397	
1860	9072	1561	475	144	223	200	100	526	78	339	852	797	1115	2520	.....	142	20194	29266	
1861	6488	1273	302	59	101	72	64	223	38	172	601	760	880	1826	.....	117	26931	33419	
1862	5599	927	244	45	99	43	73	211	69	165	412	661	830	1706	.....	112	29760	35359	
1863	6274	707	304	42	97	80	67	282	32	202	547	652	864	2286	.....	112	32890	39164	
1864	3361	552	140	11	47	38	28	134	7	87	321	290	451	1198	.....	57	33381	36742	
1865	3882	611	168	20	62	53	26	131	3	110	328	534	553	1225	.....	58	44601	48483	
1866	6856	1144	217	56	125	81	55	282	45	291	652	776	784	2200	.....	148	58871	65727	
1867	5426	1003	125	29	78	65	15	189	7	118	524	595	650	1971	.....	66	64103	69529	
1868	6573	1106	214	39	86	51	42	195	26	132	554	979	736	2211	150	52	54715	61288	
1869	6428	1148	268	51	96	91	36	198	37	162	499	1172	882	1237	491	60	54657	61085	
1870	5024	865	162	28	68	64	36	156	14	159	367	527	610	1542	.....	374	52	60655	65679
1871	4825	830	152	12	46	41	35	145	19	149	366	581	524	1591	297	37	60420	65245	
1872	6015	866	235	49	90	64	57	188	18	132	540	850	566	1671	366	323	63721	69736	
1873	5367	771	176	32	78	74	59	164	23	178	420	734	409	1727	171	351	71557	76924	
1874	7167	1004	175	27	133	97	100	73	9	136	639	777	705	2271	550	471	67498	74665	
Totals...	266046	45664	16013	2931	6455	5048	2328	13722	2403	10187	25237	23931	30181	75413	2399	4134	766645	1032691	
Volumes sent to Mechanics' Institutes and Sunday Schools.....																		20362	
Grand Total Library and Prize Books despatched up to 31st December, 1874 .....																		1053053	

TABLE shewing the Value of Articles sent out from the Education Depository during the years 1851 to 1874 inclusive.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.	Total Value of Library, Prize and School Books, Maps and Apparatus, despatched.
	Public School Library Books	Maps, Apparatus & Prize Books.		
1851	\$	\$	\$	\$
1852	.....	.....	1,414	1,414
1853	.....	.....	2,981	2,981
1854	51,376	.....	4,233	4,233
1855	9,947	4,655	5,514	56,890
1856	7,205	9,320	4,389	18,991
1857	16,200	18,118	5,726	22,251
1858	3,982	11,810	6,452	40,770
1859	5,805	11,905	6,972	22,764
1860	5,289	16,832	6,679	24,389
1861	4,084	16,251	5,416	27,537
1862	3,273	16,194	4,894	25,229
1863	4,022	15,887	4,844	24,311
1864	1,931	17,260	3,461	23,370
1865	2,400	20,224	4,454	23,645
1866	4,375	27,114	3,818	26,442
1867	3,404	28,270	4,172	35,661
1868	4,420	25,923	7,419	39,093
1869	4,655	24,475	4,793	35,136
1870	3,396	28,810	5,678	34,808
1871	3,300	30,076	6,175	38,381
1872	4,421	42,265	8,138	41,514
1873	3,834	42,902	10,481	57,167
1874	5,337	44,631	7,010	53,746
			8,547	58,515

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

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

Year.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850	\$ 101,880	\$ 141,700	\$ 243,580	\$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,060
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
1860	155,604	252,504	408,108	8,846
1861	185,612	344,621	530,233	7,782
1862	183,987	249,234	433,221	7,800
1863	184,652	276,673	461,325	4,085
1/2 of 1864	93,308	127,233	220,541	4,668
1864-5	189,386	200,304	389,690	9,522
1865-6	222,559	247,749	470,308	14,749
1866-7	233,837	273,615	507,452	20,743
1867-8	*224,582	*254,048	478,630	12,374
1868-9	278,914	373,758	652,672	11,874
1869-70	220,371	351,171	571,542	13,019
1870-71	146,435	411,518	557,953	13,078
1871-72	212,644	477,581	690,225	20,315
1872-73	221,978	540,143	762,121	16,597
1873-74	246,926	530,434	777,360	16,789

## SIR ARTHUR HELPS' BOOKS.

Well does the learned Caxton insist, in one of his charming digressions, that books are the medicine of the mind; and therefore, when the news of Arthur Helps' death arrived, we felt a sorrow as sincere as of late when there passed away from among us one whose skill and sympathy were ever ready in our physical ailments to alleviate or to heal, for we knew that in Helps we had lost one of those physicians of the mind to whom our debt of gratitude is the deeper because the medicine can never be exhausted. Like the volumes which describe the life of the inimitable Caxton, there are some of Helps' works which seem almost faultless. Books which are an unmixed good, from which no sentiment can be struck out to mend the matter, and most certainly no word can be changed to mend the manner, in which no discordant note jars upon the overwrought brain with ever so slight a tremor.

In reading these books we can contemplate our daily life with a peculiar detachment of feeling, pertaining not to mysticism, but to practical wisdom. We toil in our work too much, as our author puts it, with the excitement of gamblers, instead of working with the calmness of day-labourers; but, when we turn aside to the perusal of such works as these, we are no longer choked with the dust of the arena or jostled by the throng of the market. We can dwell, not with scorn but with pity, on the many meannesses of our lives, and take comfort with quiet joy in the nobleness which, thank God, often redeems them. In Helps we do not find that active intelligent selfishness, passing commonly for practical wisdom, which appropriates and, with strong digestion, absorbs into self everything its long arms can reach or its strong suckers fasten to, but we learn a wisdom which gives more than it takes and grows richer in its wealth of sympathy, which joins to the widest experience of life and business the most loving recognition of the struggles towards right of even the most wilful of poor fallible mortals. This wisdom is practical for it is perennial, and as suitable to make life endurable in the present condition of the world as we are compelled to believe it will in a state of society where there is nothing to be grabbed or nothing to be absorbed. Some of Arthur Helps' writings are true medicines. Alleviative and tonic, they help us to do our work more faithfully; and sedative, in that they tend to guard us against over much care-taking. They are not religious works in the ordinary sense, because an intolerance of dogma runs through them all, but they are full of religiousness, for they exalt the duty and beauty attainable in every day life.—*Montreal Gazette.*

## WATCH THE BOOKS.

How large a proportion of mothers and guardians exercise anything which can be called watchful care as to what books and papers the children shall read? And yet the booksellers' shelves groan under the weight of the most dissipating, weakening, and insidious books that can possibly be imagined; and newspapers which ought never to enter any decent house lie on the table of many a family sitting-room. Any one who will take the trouble to examine the records of any large circulating library will be astonished at the immense demand which there is for these average novels. And, in our parlours and chambers to-day, myriads of little girls are curled up in corners, poring over such reading—stories of complicated modern society, the very worst kind of reading for a child; stories "whose exciting pages delight in painting the love of the sexes for each other." And the mothers do not know what they are reading; and the children answer, when asked what they read: "Oh anything that comes along!"—*Anna C. Brackett.*

## X. Educational Intelligence.

—**ONTARIO SCHOOL OF AGRICULTURE.**—An interesting account of the first examination held in this School is given in the *Globe* of the 16th inst. Want of space precludes a report of the proceedings, but they appear to have been very gratifying. The School has been successfully managed by Mr. Johnson the Rector. (See article on the School on page 53.)

—**LINDSAY LORETTO CONVENT.**—We have received an interesting account of this building, the substance of which we hope to give in the next *Journal*.

—**CONGREGATIONAL COLLEGE.**—The closing exercises of the 36th session of the Congregational College of B. N. A. were held a few days ago in Zion Church, Montreal. The Rev. Charles Chapman, M.A., Chairman of the College Board, presided, and amongst other things announced that the students were, if desirous of obtaining a secular training, afforded the advantage of a literary course in McGill College. Rev. Dr. Wilkes, the Principal, in reviewing the work done during the past session, stated that the students had been instructed and examined in systematic theology, Church history, homiletics, history of the Canon, and Old Testament instruction. Additional lectures were given on Isaiah, the Evidences of Christianity, Greek Exegesis, and Elocution. Most of the students attended lectures at McGill College during the winter, and those belonging to the theological

classes were also engaged in mission work. The endowment fund, which was reported last year at \$17,688, has increased to \$23,000, and will, it is hoped, before long, reach \$40,000. The Rev. F. H. Marling, of Toronto, delivered an earnest and practical address on "The Cure of Souls," to those who were about to go forth to begin the work of the ministry.—*Liberal.*

—**TRINITY COLLEGE.**—Rev. Professor Ambery, M.A., leaves this University on the 1st of October next. He proposes to open "Trinity Hall," Mountain View, Hamilton, as a School for boys, in September.

—**TRINITY COLLEGE UNIVERSITY.**—At a recent convocation, the following degrees were conferred by Rev. Provost Whitaker, Vice-Chancellor; M.B.—J. S. Atkinson, G. Baptie, J. C. Boulee, A. Bray, G. H. Burnham, A. B. Cook, J. R. Clarke, E. J. Freil, T. Hobley, W. Kennedy, A. Leitch, A. Lynd, J. C. Mitchell, C. McLarty, W. Minaker, D. Nunan, U. A. Powell, E. W. Rae, G. A. S. Ryerson, E. P. Sylvester, M. D. Stark, A. J. Sinclair, J. D. Wilson, J. Wishart; M.D.—T. W. Read, A. L. McLaren, Dr. Hodder then introduced to the Bishop those who succeeded in gaining the gold and silver medals, and also those to whom certificates of honour had been granted, and said that Mr. C. McLarty had gained the highest prize conferred by the University, namely, the University Gold Medal. Mr. N. A. Powell had succeeded in earning for himself a name which few men of his standing were able to do; he had obtained the University Silver Medal, and also the surgical prize presented by the United States Faculty. Mr. G. P. Sylvester had gained the University Medical Faculty Gold Medal; and Mr. M. D. Stark obtained the University Medical Faculty Silver Medal. The whole of the students had worked most assiduously during the session, and especially those gentlemen on whom the several degrees had been conferred. The Bishop then handed to the above-named gentlemen their prizes, congratulating each on the success he had attained; and after which he addressed the meeting, and congratulated Dr. Hodder on the great advance which the medical institution in connection with Trinity College appeared to have made in the short period it has been in progress. Last year he had the pleasure of being present, when his gratification certainly was very high at the testimony given of those who received prizes, and the evidence afforded that those on whom honours had been conferred gave promise of usefulness in their profession in after life. He wished God-speed to this portion of the University for all time to come. The benediction was then pronounced by the Bishop, and the meeting closed.—*Globe.*

—**M'GILL UNIVERSITY.**—At the recent Law and Medical Convocation at McGill College, Montreal, it was stated out of the 129 students attending the lectures during the past session, there were from Quebec but 48 against 67 from Ontario; three each came from Nova Scotia and New Brunswick; P. E. Island, 1; West Indies, 2; United States, 5. After devotional exercises, the Secretary, W. C. Baynes, B.A., read the minutes of last meeting, whereupon the result of the Medical Examinations was read by Dr. George W. Campbell, M.A., Dean of the Faculty of Medicine, as follows: The following gentlemen, 32 in number, have passed their primary examinations on the following subjects: Anatomy and Physiology, Chemistry, Materia Medica and Pharmacy, Institutes of Medicine, Botany and Zoology; also 31 gentlemen have fulfilled all the requirements to entitle them to the degree of M.D., C.M., from this University. These exercises consist in examinations, both written and oral, on the following subjects:—Theory and Practice of Surgery, Theory and Practice of Medicine, Obstetrics and diseases of women and children, Medical Jurisprudence and Hygiene, and also Clinical examinations in Medicine and Surgery, conducted at the bedside in the Hospital. The Valedictory was delivered by Dr. James M. Nelles, of Brantford, Ontario. It was long, but both interesting and at times amusing. He alluded in fitting terms to the approaching severance of the ties which had bound together teachers and pupils, and hoped the former would be long held in remembrance. The education they had received in *Alma Mater* was now to be made use of, and he desired that they would do their best to uphold her good name, by being zealous in the cause for which they had devoted so much persevering study. He advocated the pursuance of the medical profession rather for the purpose of doing good to mankind than to amass wealth. He considered the students of the past were fully up to those of the present and as fully well behaved in point of manners and morals. In this connection he gave some practical advice to students, advising if they wished to be successful to avoid theatres, saloons, etc. He warmly thanked the ladies for their attendance, and the influence which their favour had exercised on the students who were then departing; and asked a continuation of that interest in those who would from time to time hereafter become students. Dr. W. Osler, Lecturer on the Institutes of Medicine, then delivered a well timed address to the graduates, in which he said rested with themselves to a great extent as to how successful they were in future; for medicine was a progressive science, requiring constant and careful study. He alluded to the use of liquor in medical practice as a thing to be carefully watched, in order to prevent its use as a medicine degenerating into its consumption as a beverage. After remarks concerning the prosecution of unlicensed practitioners, he concluded by wishing the graduates, in the name of the Faculty, every possible success.

**FACULTY OF LAW.**—W. H. Kerr, Esq., Q.C., then read the following list of names, prizemen and graduates in the Law department:—The degree of B. C. L. was then conferred on those who had graduated, and Mr. JOHN SMITHE HALL delivered the Valedictory, a forcible, brief and yet comprehensive address; he alluded to what was expected of the graduates on their entering their sphere of labour, and warmly thanked the Professors, on behalf of himself and classmates, for the interest taken by the former on their behalf. Prof. H. F. RAINVILLE, LL.B., addressed the graduates in French on behalf of the Faculty, after which Principal Dawson, said: We had expected that the Chancellor of the University would have been present on this occasion; but the effects of a recent severe illness, from which, however, we are happy to know that he is rapidly recovering, prevent. We hope that he will occupy his accustomed place in the approaching meeting of Convocation for conferring degrees in Arts on the 3rd of May. We have to-day to mourn the recent departure from among us of one of the most eminent benefactors of this University, Mr. William Molson, of whom the Hall in which we meet is one of the memorials. Mr. Molson's personal character and public virtues are too well known to require any eulogy from us, but his influence in the growth of this University, and especially the Faculty of Arts, belongs



to the history of education in Canada; and it is preferred to refer more fully to it at the meeting of Convocation in May. His Lordship Bishop OXENDEN then pronounced the benediction, and the convocation closed.—*Witness.*

NOTE BY EDITOR.—We regret having to omit an abstract of the McGill University Report recently received.

—INSPECTOR'S REPORTS.—We hope to publish abstracts from Public School Inspector's Reports in the next *Journal*.

## XI. Short Critical Notices of Books.

HARPER BROTHERS, New York. Messrs. HART & RAWLINSON, Toronto.

*The Bazar Book of the Household :*

We have received this month from this noted firm, another of the Bazar series, devoted to the always popular topics of "loving and living." Marriage is first discussed on physiological principles, and then in regard to social considerations. Having settled those satisfactorily, the Book demands better treatment for domestic servants. It complains that the common humanity of the master and man is not sufficiently conceded, or, at least, recognised. The democratic spirit of the age is allowed to be the primary disturbing cause. The desire for the recognition of the "common humanity" seems to have been provoked by displays of "cold formality that repel every approach to intimacy." A consummation such as seems to be desired, would most probably rather increase the discontent of the servant and the discomfort of the served. "Intimacy" between master and servant would weaken the primary duty of service, that is, obedience, and would leave the superior open to what is so bitterly spoken of as "worrying surveillance" to a greater extent in proportion than the inferior, when we consider that it would then be purely gratuitous, and would not have the excuse that all employers undeniably possess. The plan suggested for reconciling the "democratic spirit of the age" to such intolerable servitude is hardly practicable. Household servants must necessarily live at home; they cannot "merely resort there daily at those hours when their particular services are required." Such a plan might be pursued with a coachman or gardener, but while fires have to be lighted early in the morning, either the resident servant has to do it, or no servant at all. If such is the plan for securing a position consistent with every American's usual freedom, then who wonders at Americans shifting the responsibility from their own shoulders upon the hotels. Hints and reflections on the child's education and training, and a general view of home life complete the volume.

*Ismailia.* By Sir Samuel Baker.

This narrative of an expedition to Central Africa for the suppression of the slave trade, is an evidence of the practical character of the Khedive of Egypt, and a record of the perseverance and success of Sir Samuel Baker. It is a more interesting story than a geographical exploration gives birth to. Most of the country traversed having been previously the sphere of Sir Samuel Baker's operations, the main interest centres of course in the expedition, its welfare, adventures and results. It seems to have been wonderfully successful; but just as the "Darkness comes when the day is done," so the last paragraph of the book discloses the fact that the "greatest slave trader of the White Nile" has been appointed to a post in the expedition for suppressing the slave trade! Though the immediate result of the expedition may seem lessened by the fact of this appointment, yet the ultimate success of the movement can scarcely be doubtful. The volume contains many characteristic wood-cuts, and there are added maps to illustrate the route taken.

*Livingstone's Last Journals,* by Horace Waller, F.R.G.S.

This is Livingstone's own story of his last seven years of arduous travel. It is the most connected account, as we may judge, of geographical exploration ever written—for during the seven years his note books were kept up with the most laborious care, not a single break occurring. What makes this the more remarkable is, that not only are they a record of each day's doings, but they contain as well, maps, rough drawings, zoological and botanical notes. However this many sided man may be viewed, his great perseverance will be evident; it enhances the value of his work and assures his deserved fame. The compiler has had the advantage of being able to obtain all the information which the Doctor's two natives could afford him, and this seems to have been considerable.

The map which accompanies the book is most valuable, being compiled from Dr. Livingstone's own draughts.

*Sports that Kill,* by the Rev'd. J. De Witt Talmage.

A sequel volume to the "Abominations of Modern Society," which Dr. Talmage published a few years ago. He strongly denounces the amusements and recreations of New York city, and of all large cities. He calls out for much needed reforms in the American Theatre, and discloses the immense amount of evil done through the agency of bad books and periodicals: the American plague-spot. Two characteristic chapters are *The Crusades of Demons* and *The Shears of Delilah*: the evils of strong drink and a licentious life are shown in all their blackness. We can confidently recommend this book as a very manly attack on what would suffer more were it always attacked in like manner.

Also received :

*Hagarene,* by Geo. A. Lawrence, author of "Guy Livingstone," &c.

*Old Myddleton's Money,* by Mary C. Hay.

*At the Sign of the Silver Flagon,* by B. L. Farjeon.

*A Strange World,* by Miss M. E. Braddon.

*The Maid of Killeena,* by William Black.

*The Blossoming of an Aloe,* by Mrs. Cashel Hory.

## XII. Departmental Notices.

### HONOUR ROLLS FOR HIGH AND PUBLIC SCHOOLS.

This department has recently published two finely-executed ornamental lithographic charts, for hanging on the school-room wall; size, 23 inches wide by 36 inches long.

Each chart contains two columns, with blank spaces for entering the names of forty meritorious pupils, and, by making a slit at each end of these spaces, slips of card can be inserted and removed; therefore the same chart can be used for several years in succession.

We can strongly recommend the use of Honour Rolls as an incentive to diligent study. Experience shows that pupils are induced to prosecute their studies with greater diligence and zeal when striving to obtain a place of distinction for their names on the Honour Roll, which is on exhibition to their friends and to the visitors of the school.

Price of High School Honour Roll, 75c.; or by post, 80c. Price of Public School Honour Roll, 75c.; or by post, 80c.

The Legislative apportionment is allowed on Honour Rolls when purchased with maps and apparatus.

### ADMISSION TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Notice is hereby given, that the next Examinations for admission to Collegiate Institutes and High Schools will be held on Tuesday and Wednesday, the 8th and 9th of June, 1875.

Any Candidate who fails at the above-mentioned, or at any subsequent Examination, to obtain one-third of the marks in any subject will not be considered by the High School Inspectors to have shown that "competent knowledge" of the subject which the law requires, notwithstanding his having gained 50% of the total. (See Regulations for the Admission of Pupils).

In order to prevent any misunderstanding of the intention of the Regulations, Local Examiners are hereby reminded that the object of the Examinations is to prevent unqualified pupils from entering the High Schools, and that in fixing a minimum of fifty per cent. of the total marks assigned, it is not expected that the Local Boards will divest themselves of their judgment or of the power to exclude candidates who make a total failure in the fundamental subjects of primary Education. Candidates should give notice at once, of their intention to attend.

### THE NORMAL SCHOOL SESSION.

In future there will be but one Session of the Normal School instead of two.

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.

The School will consist of two Divisions. The work of the Second Division will be entirely with a view to Second Class Certificates, while the First Division will be prepared for First Class Certificates.

The Second Division will be divided into two sections. The Junior Section will comprise students who, having passed the entrance examination, are preparing for Second Class Certificates grade B. The Senior Section will comprise, (1) students who are preparing for Second Class Certificates, grade A, having already passed through the Junior Section and obtained grade B Certificates; (2) those who have obtained grade B, granted by County Boards, and passed a special examination in Arithmetic, Algebra and Natural Philosophy within certain limits; (3) lastly, those who have passed the entire entrance examination for this Section.

The First Division will contain (1) the students who have passed through the Second Division and obtained Second Class Certificates, grade A; and (2) those who hold Second Class, grade A certificates, granted by County Boards, provided they can pass an examination (within specified limits) in Natural Philosophy and Algebra.

NOTE.—For subjects of examination see prospectus, to be had on application to the Department or the Principal of the Normal School.