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I.—COMPREHENSIVE COURSE OF STUDY FOR THE PUBLIC SCHOOLS.

(From the Chief Superintendent's last Annual Report.)

1. In dealing with this most important question, and in laying down a few general rules in regard to it, the following weighty words of the Bishop of Manchester, in his admirable report on the "School Systems of the United States and Canada," are highly suggestive:—

"The mistake that is commonly made in America, is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge, and the processes that develop mental power, and a tendency to confine the work of the school too exclusively to the former. It is, perhaps, the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through *media* that convey information too, and a well educated man, if not necessarily is, at any rate, almost necessarily *becomes* a well informed man. But in my sense of things, the work of education has been successfully accomplished when a scholar has learnt just three things—what he really *does* know, what he does *not* know, and *how* knowledge is in each case acquired; in other words, education is the development and training of *faculties*, rather than to use a favourite American word, the "presentation" to the mind of *facts*. What was Aristotle's conception of the man whom he calls—"thoroughly educated?" Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may oc-

cupy his attention, its proper methods, and to draw from it its legitimate conclusions. Hence the proper functions of a sound system of education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development."

2. In the programme of studies, and limit table, adopted after due consideration, for our Schools in Ontario, the subjects essential to a good Public School education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each teacher. In preparing this programme, the Reports of the latest Royal Commissioners of England on Popular Education, and the opinions of the most experienced educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching each of them, that the first years of Common School studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good education—reading, writing and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the schools and provided in the programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the country,—in agriculture, the mechanical arts, and manufactures, apart from science and literature. And when the cheap and excellent text-books prescribed are examined in connexion with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but every-

thing for practical use, and that which admits of easy accomplishments.

II.—EDUCATION DIRECTED TOWARDS THE PURSUITS AND OCCUPATIONS OF A PEOPLE.

On this subject, Dr. Playfair gives the following striking illustration. He goes on to say:—

“The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on dismal verbalism, is that, while it elevates the individual it at the same time gives security for the future prosperity of the nation. There are instances of nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory or fall in shame, just as there are conditions of intellectual activity or torpor among her inhabitants. Sometimes animated with life, Spain seeks a high position among nations; at other times she is in a death-like torpor. She is an apt illustration of that sentence: ‘He that wandereth out of the way of understanding, shall remain in the congregation of the dead.’ The Jews brought into Spain their habits of industry, and later, the Moors introduced the experience and science of their time; and they took root even in a country devastated by wars between Christians and Mahomedans. But Spain committed two great national crimes—the expulsion of the Jews at one time, and of the residue of the Moors at another. The last crime of 1609, by which 1,000,000 of Moriscos were thrust forth from the kingdom, was avenged by suddenly depriving Spain of the accumulated industrial experience and science of centuries. After that act, education was only allowed so far as it did not interfere with ecclesiastical fears, and the country fell into a state of abject misery and dejection. A century after, the Duke de St. Simon, then French ambassador at Madrid, declared that science in Spain is a crime, and ignorance a virtue. During the next century, there was a period of three generations when foreign science and experience were imported by the Spanish kings, and the country began to rise again to some condition of education and prosperity. But in the last half-century it has relapsed, ecclesiastical power having again assumed its old sway, and Spain has returned to a position of obscurity, from which, let us hope, she may emerge by her late revolution. For this nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble harbours, she might command an extensive commerce both with Europe and America. Few countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting nation. Iron and coal, copper, quicksilver and lead abound in profusion, but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial nations. Not only her metallurgic industries, but her cotton, woollen and silk manufactures were unequalled; her shipbuilding also was the admiration of other nations. But all have decayed because science withers among an uneducated people, and without science nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire’s statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, though she is actually created from the debris of Swiss and German mountains brought down by the Rhine. Hence within her lands are no sources of mineral wealth; but she has compensated for its absence by an admirable education of her people. For my own country, I have no ambition higher than to get schools approaching in excellence to those of Holland. And so this mud-produced country, fenced round by dykes to prevent the ocean from sweeping it away, is thriving, prosperous and happy, while her old mistress—Spain—is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people.”

III.—THE NEW SUBJECTS OF AGRICULTURE, COMMERCIAL INSTRUCTION, MECHANICS, DRAWING, PRACTICAL SCIENCE AND NATURAL HISTORY.

1. I may remark that one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of agriculture, manufactures and mechanics.

2. In my first special report on “a system of Public Elementary Education for Upper Canada,” laid before the Legislature in 1846, I stated the institutions necessary for these purposes; and in the

concluding remarks of my last two annual reports, I have expressed strong convictions on the subject. When we consider the network of railroads which are intersecting, as well as extending from one end to the other of our country, the various important manufactures which are springing up in our cities, towns and villages, and the mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own mechanical and civil engineers, and chief workers in mechanics and mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools.

3. It must be admitted that though the general organization of our Public School System is much approved, and although the schools themselves have improved; yet that the knowledge acquired in them is very meagre—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R’s—Reading, Writing and Arithmetic, and that rather elementary. If the system of schools cannot be greatly improved, what is taught in the schools should be greatly advanced and extended, I entirely agree with the Hon. Mr. Carling, Commissioner of Agriculture, who, in a late able report, remarks:—

“Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the agricultural and mechanical classes of the community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. What now appears to be more specially needed in carrying forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of agricultural and mechanical science.”

4. These views, to a limited extent, have been successfully acted upon in our Normal and Model Schools, but I propose to carry them into more certain and general operation, by the additional Lectureship in the Normal School, which has been established for the special purpose of preparing teachers to teach the subjects indicated in the Public and High Schools, and to make the teaching of them a part of the programme of instruction in our Public Schools. We have, already, in the Educational Museum the specimens of models necessary for a school of both the fine and some of the mechanical arts; and I trust there will soon be supplemented Schools of mechanical and civil engineering, if not of architecture, as also of manufactures and agriculture. But what I have said relates to the elementary education which may be imparted on these subjects in the Public and High Schools.

IV.—THE WAY IN WHICH THIS INSTRUCTION SHOULD BE GIVEN.

1. As to the only way in which instruction in these subjects should be given, we quote the following strikingly forcible language of Dr. Lyon Playfair on the subject. He says:—

“The pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces, and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone. For one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a life time. Nor can such education be begun too early. The whole yearnings of a child are for the natural phenomena around, until they are smothered by the ignorance of the parent. He is a young Linneus roaming over the fields in search of flowers. He is a young conchologist or mineralogist gathering shells or pebbles on the sea shore. He is an ornithologist, and goes bird nesting; an ichthyologist, and catches fish. Glorious education in nature, all this, if the teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything that he has to do in it. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a ploughman in utter ignorance of everything relating to the food of plants, of every mechanical principle of farm implements, of the weather to which he is exposed, of the sun that shines upon him, and makes the plants to grow, of the rain which, while it drenches him, refreshes the crops around,

is that ignorance conducive to his functions as an intelligent being? All nations which have in recent years revised their educational systems, have provided a class of Secondary Schools for the industrial classes, especially devoted to teach them the principles of science and art relating to their industries. Holland compels every town of 10,000 inhabitants to erect such schools."

V.—NECESSITY FOR TEACHING PRACTICAL SCIENCE IN THE SCHOOLS—EXAMPLES.

1. What Dr. Lyon Playfair has remarked, in an opening address to the Educational Section of the Social Science Congress, held last year at Newcastle, in regard to English Elementary Schools and the teaching of practical science in them, applies largely to Canada.—

"The educational principle of Continental nations is to link on primary schools to secondary improvement schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary science, and even some of its applications, is uniformly encouraged and generally enforced. But as we have no schools corresponding to the secondary improvement schools for the working classes, we suppose we can do without, used as links. No armour-plate of knowledge is given to our future artisan but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever bearing on the life-work of a people reaches them by our system of State Education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no school master tells the poor miner the nature of the explosive gas which scorches him, or of the after damp which chokes him. Boilers and steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never taught them at school."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into systems of schools, say:—

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after life."

VI.—THE STUDY OF NATURAL HISTORY IN THE SCHOOLS.

1. In further illustration of this subject, I beg to add a few words by Professor Agassiz, formerly a distinguished teacher in Switzerland, latterly a more distinguished professor in the United States. In an address at an educational meeting in Boston "on the desirability of introducing the study of natural history into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of nature in our day lies at the very foundation of the prosperity of States; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study of nature. If it be true then, that a knowledge of nature is so important for the welfare of States and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a study should form part of all education! And I trust that the time when it will be introduced into our Schools

will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many, that a teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing can be further from the truth; and I believe that in entrusting the education of the young to incompetent teachers, the opportunity is frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. I have been a teacher since I was fifteen years of age, and I am a teacher still, and I hope I shall be a teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without books than with them; and there are some cases so obvious, that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools. When we would study natural history, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals."

2. Thomas Carlyle wrote,—"For many years it has been one of my constant regrets, that no schoolmaster of mine had a knowledge of natural history, so far, at least, as to have taught me the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are; but there will come a day when, in all Scottish towns and villages, the schoolmasters will be strictly required to possess such capabilities."

VII.—THE VALUE OF DRAWING IN OUR SCHOOLS.

1.—So important and necessary was drawing (which is now prescribed in our Schools) felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following law on the subject:—

"The General Statutes are hereby amended so as to include Drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

"Any City or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing, to persons over fifteen years of age, either in day or evening schools, under the direction of the School Committee."

2.—On this enactment, the Secretary of the Board of Massachusetts remarks:—

"This is one of the most important laws of the Session of 1870, and is destined, I doubt not, to produce lasting and beneficial results. It will not, therefore, be out of place, to give a brief account of the steps which led to its enactment. * * * *

"In response to a petition presented to the Legislature, in June, 1869, by several of the leading citizens of Boston, a Resolve was passed directing the Board of Education 'to consider the expediency of making provision by law for giving free instruction to men, women, and children in mechanical drawing, either in existing schools, or those to be established for that purpose, in all the towns in the Commonwealth having more than five thousand inhabitants, and report a definite plan therefor to the next general Court.'

"The Board cordially entered upon the task thus committed to them. * * * * The Petition and Resolve were referred to a Special Committee, with instructions to make such enquiries as they deemed advisable, and report their conclusions for the consideration of the whole Board. This resulted in the issuing of a circular, asking for the opinions of gentlemen connected with the various mechanical and manufacturing industries of the Commonwealth, of others familiar with the workings of our system of Public Instruction, and especially of gentlemen eminent for their skill and experience in this particular department of instruction.

"The communications received were presented to the Board, accompanied by a brief and able report. The report presented met with the unanimous approval of the Board, and it was voted to recommend to the Legislature the following action, to wit:

"That a law be passed requiring: 'First, that elementary and freehand drawing be taught in all the Public Schools of every grade in the Commonwealth; and, Second, that all Cities and Towns having more than ten thousand inhabitants be required to make provision for giving annually, free instruction in industrial or mechanical drawing to men, women, and children in such manner as the Board of Education shall prescribe.'

"The recommendations were favourably received by the Legislature, and embodied in the foregoing Act, and in an Order of the

House of Representatives to print in pamphlet form two thousand copies of such of the communications above named as the Board should designate.

"These are papers of rare value, treating of the subject of drawing in its relation to general education, to our various mechanical and manufacturing industries, to high culture in art, and indicating the most approved methods of teaching it, both in the Public Schools, and in special classes."

3. The English Commissioners in their report thus summarise the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say :

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or gain as of direct utility for many professions and trades, it is equally admirable.' Dr. Hodgson stated it as his opinion that 'drawing should be taught to every child as soon as he went to school, and added that it was already taught to all the boys (nearly 1,000) in the Liverpool Institute.' From Mr. Samuelson's letter to the Vice-President of the Committee of Council on Education, drawing appears to be always regarded as a most important subject of instruction in the technical schools on the continent; and the bearing of this on the excellence ascribed to the foreign artizans and superintendents of labour cannot be mistaken."

VIII.—PROVISION FOR TEACHING VOCAL MUSIC IN OUR SCHOOLS.

1. Vocal music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the report of the Secretary of the Board of Education in Connecticut, for this year. It will be seen how successfully he combats the statement so often put forth that instruction in vocal music is of no practical use to large numbers of children, because of their inability to sing. He says :

"Music is taught in our best Schools and should be in all. In many instances it has taken its proper place as one of the regular studies. It is the testimony of multitudes of Teachers, that music helps instead of hindering progress in other studies. It stimulates the mental faculties and exhilarates and recreates pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful Teachers. Trouble in the school-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In primary schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and to the right use of the vocal organs, speaking, reading and singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at school. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn music. How is it then that every child in Germany is taught singing as regularly as reading? But facts may be found nearer home. In late examinations of all the schools in New Haven, 'only two hundred and forty-eight children out of over six thousand were found unable to sing the scale, and one hundred and forty of these belonged to the primary grades;' that is, out of this multitude, only one hundred and eight above the primary grades could not sing. Superintendent Parish, says: 'A systematic course of training the voices of the little ones in the primary rooms, has been com-

menced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letters and words of their reading lesson.' In the Hancock School of Boston, of about one thousand girls, less than a dozen were unfitted from all causes for attaining to a fair degree of success in singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the schools in New Haven, expressed their surprise and gratification at hearing children in the primary schools, sing at sight exercises marked on the blackboard by the Teacher. 'The exercises are placed on the blackboard in the presence of the scholars, and they are required to sing them once through without the aid of Teacher or instrument, and are marked accordingly.'

IX.—FACILITIES FOR GIVING A PRACTICAL COMMERCIAL EDUCATION IN THE SCHOOLS.

One of the felt wants in our system of Public and High Schools, has been facilities for giving boys instruction in matters relating to Commercial and business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving pupils instruction in subjects relating to Commercial education. For years this subject has received attention in the Model School of Ontario, and boys have been thoroughly prepared in book-keeping and other kindred branches, so as to fit them at once for practical work in the counting house and other departments of mercantile life. The result has been, that boys trained there, have been much sought after by merchants and others. In the schools generally, beyond a little theoretical book-keeping no special attention has been hitherto paid to commercial subjects; but in the new programme of study prescribed for the Schools, pupils are required :

"1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

"2. To know the definition of the various account books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry.

"3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

"3. To be able to journalize any ordinary transaction, and to be familiar, with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.

"5. To be familiar with the forms of ordinary Commercial paper, such as Promissary Notes, Drafts, Receipts for the payment of money, &c.

"6. In the English Course for the High Schools, pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy."

BARRIE NEW PUBLIC SCHOOL.

An interesting event took place in Barrie on the 1st May, on the laying of the corner-stone of the new Public School in that town. By invitation of the Town Board of Trustees, conveyed by Wm. Boys, Esq., the Chairman, the Rev. Dr. Ryerson, performed the ceremony. The *Barrie Examiner* says:—The first ceremony was the presentation of the members of the Board of Public School Trustees to the Chief Superintendent of Education by the Chairman, as well as of the Architect, S. Bird, Esq., and the Contractor, Mr. George Ball. The Chairman then handed to Dr. Ryerson the glass bottle to be placed in the cavity made for it—in the under stone. This bottle contained specimens of all Canadian coins since the time of Confederation—one copy of each of the Barrie newspapers, and a copy of the *Daily Globe, Leader and Mail*. With these was enclosed the document.

The bottle was then placed by Dr. Ryerson in its proper receptacle. The Treasurer, Mr. Henry Bird, came forward and presented a silver trowel, with the following inscription:—

Presented to
REVEREND EGERTON RYERSON, D.D.,
Chief Superintendent Education, Ontario,

On the occasion of his laying THE CORNER-STONE of the BARRIE PUBLIC SCHOOL, May 1st, A. D., 1872.

Mr. Bird, the Architect, presented the mortar, when the Rev. Dr. Ryerson proceeded to lay the stone in the name of the Father, the Son, and Holy Ghost. As soon as the stone was laid, the Rev. Mr. Morgan, Rector of Barrie, invoked the Divine blessing, in a special prayer, upon the undertaking, acknowledging that unless

God blessed the wall vain were the efforts of those who built it. At the close of the prayer, as the inclemency of the weather still continued, the Chairman adjourned the meeting to the Town Hall.

After music from the band, Wm. Boys, Esq., Chairman, then delivered the following address, which we make no apology for publishing in full, as it contains matter of the greatest interest to all citizens of our town:—Dr. Ryerson, Ladies and Gentlemen,—I must ask your indulgence while I briefly refer to matters suggested by the occasion which brings us together to-day. We are told that individuals should, at particular periods of their lives, take account of their religious and worldly progress, and govern themselves in the future according to the results, and I hold that this course, which is thought proper for individuals, is proper also for public bodies. Men who are placed in public positions fail, in my opinion, to perform their public duty, if they do not, at appropriate periods, review the history of the past, and study how to avoid errors or drawbacks to progress, in the future. I feel that one of those periods has now arrived in the history of Barrie, and as one holding a public trust, I propose reviewing that portion of the history of Barrie which seems appropriate to this occasion. Twenty years ago there was no Public or Common School, not, however, without school accommodation, as we were then included in what was known as School Section No. 1 of the adjoining Township of Vespra. We had no building specially set apart as a school-house, but a rented room then sufficed to carry on the daily teaching embraced within the section. As part of a township school section we had but three trustees, and as they were our first trustees, I shall take the liberty of naming them—they were Mr. John Laird, Mr. Andrew Graham, and Mr. David Morrow—all of whom I am happy to say still survive, and bear testimony to their unabated interest in educational matters by their presence here to-day. Twenty years ago one teacher took charge of all our scholars—both male and female—and if there is any doubt as to his labour having been great, there can be none as to his salary having been small, for he subsisted on a sum of £60 per annum. Shortly after the time I refer to, Barrie was cast loose from the Township of Vespra, and in January, 1854, became possessed of a school of its own, and built a school-house of frame 24 x 36, just about large enough to fill up one room in the building we are now erecting. This building, after being enlarged and removed from its original site, still exists near by. It was, no doubt, at the time it was built amply large, yet I find from the record of the school that such was the growth of the town by September, 1854, non-residents were refused admittance to the Barrie School on the ground of its over-crowded state, the average attendance of males being 70—the females were then taught in another building by a female teacher. This state of things continued for nearly a year, when a separate school was established for Barrie, which brought some relief to the over-crowded building. But it was evident that more school accommodation would have to be supplied, and I see by the minute book of the school, that a new school-house was talked of so far back as January 1855. The new school-house, however, never came, and in 1857, the financial crisis which swept over Canada, and left such a depressing shadow behind it for so many years, put a stop to any large outlay that could be avoided. Debentures were then unsaleable, and public bodies were unable to obtain money except on ruinous terms. The difficulty at last was settled by an enlargement of the old building, which then assumed the appearance which it now presents. With the enlarged school-house, supplemented by some rented rooms, the schools of Barrie have ever since continued to the present time. I have struggled—and others have struggled—for the past ten years to increase the school accommodation, but the matter was put off so long that no ordinary expenditure of money would suffice, and it took time to convince our people of the imperative necessity there was for a large outlay in providing a new school-house. But the ratepayers became convinced at last, and gave their hearty approval to an expenditure which will enable us during the next year to erect a school building suitable to the place, and one worthy of the trouble you, sir, have taken to be present at its official commencement. During the time I refer to, a Grammar School building of brick was erected and enlarged, and a Separate School building put up. But the history of the past must disclose to us something more than an earnest desire for educational facilities if we want to be satisfied that we are doing our duty. The state of our religious progress, and our commercial and manufacturing progress, must also be commendable, before we can certainly say we are satisfied with the past, and have cause for hopeful anticipations for the future. Education alone is no doubt a good thing, but without religion and commerce go hand in hand with it, teaching us our moral duty, and placing within our reach the necessities of life, and the objects of honest ambition, there is danger of education being turned to the production of clever rogues, seizing their means of subsistence with unlawful hand, made all the more cunning by education, rather than turning their abilities to

account in the lawful pursuits of honest industry. After referring to the local history of the town, in regard to churches, manufactories, and general progress, he continued:—I think, therefore, the people of Barrie need not shrink from a review of the past, nor feel any anxiety for the future. If they will firmly resolve that religious, educational and commercial progress shall go hand in hand hereafter as in the past, there will be nothing to fear. If the educational accommodation of the town has fallen a little behind in the race of progress, I trust it will soon make up the lost ground, for to-day, with your kind assistance, we have inaugurated a system of Public School accommodation which, with our school known as the Barrie School, Separate and High Schools, will ultimately provide for the educational wants of the neighbourhood. I use the expression “inaugurated a system,” because I hope and trust that our efforts in this direction will not be slackened on the completion of this building. The limits of Barrie extends to a distance of over two miles to the east, and a mile and a half to the south and west, and you may well understand that little children living at the outskirts of the town, even after this large school-house is built, will still be practically without school accommodation. I therefore look upon this building as merely one of a series of Public Schools which must ere long be built within our borders. And the task I have set myself to perform before I will willingly resign my present trust, is to see built a large central school and two infant schools at either end of Barrie. When I see that task accomplished I shall be willing to yield my position in connection with the Public Schools of this place into newer, abler, and perhaps younger hands. The feeling I entertain with regard to this matter I think is shared in by all my co-trustees, and while we believe this building will be worthy of the honour you have done us in coming here to-day, we also believe at some future day, we shall have a system of Public School accommodation worthy of the life-long and successful efforts you have made to give to Ontario an almost perfect system of education. It is seldom that public men are asked to assist in building a monument to themselves, but I have asked you to do so on this occasion, for I look upon buildings of this nature as memorials of your well directed public work during the last thirty years, and when you have gone to your long home, and the envy—aye—and the malice of your enemies are forgotten, your name associated with the noble work you have accomplished, will be handed down from generation to generation, and each school section throughout the country will contain a monument to your memory, as enduring as the foundations of this continent.

REV. DR. RYERSON.—I am glad to have the opportunity of meeting so large an assembly as this here, upon such an important occasion. The natural situation of your town is most admirable, but it is to your own energy and enterprise that you have made it what it is, the *first town in Simcoe*. I am glad to see that the energy which you have displayed in business matters have been carried into school matters. The building of such a school, of which we have this day laid the foundation stone, is an epoch in your educational history. But think not the money spent upon the erection of schools results only in the increase of intelligence among you, though this is most important, it is also a good investment in a business point of view as well. Wherever schools and churches are built, there property has been always found to increase in value. People in our country like to live near churches and schools, and by affording greater facilities for secular education as well as religious education, you are discharging the debt due from the risen generation to the rising generation. Children are not like chickens. Chickens and most of the young of the lower creation, can almost immediately pick for themselves, and hold their own in this great struggling world. But children have to be taught—have to learn every thing. These young people, whose glad faces I am happy to see, in a few years will be fathers and mothers—will be your magistrates, your councillors, your members of parliament. In view of this, how important becomes the subject of education. Learning as far as possible should be made a pleasure. But what child breathing the close atmosphere of an insufficient school room, sometimes uncomfortable from being too near the stove, at another perishing with cold from being too near the window—learning under such circumstances can never be a pleasure, but becomes in the pupil's mind associated with pain, and consequently shirked and neglected. A good and commodious school-house, like the one you are erecting now, will cure this, and you may look forward with confidence to a more rapid advance in your children's progress. The benefit of the Public School System, with all its defects, has at last been recognized. Every municipality throughout the country, be it ever so small, rejoices in the advantages it has conferred, and, looking upon this, I feel that I have not been forgotten—that my efforts have been appreciated. The advantages we possess in this respect over earlier nations can hardly be overrated. Our free institutions are administered by our intelligent and educated people, who are indepen-

dent in character and jealous of their rights. No government is more independent than our own. No word of authority even from our Queen, much as we love her, can affect us here. Think you that the free education distributed throughout our land has had nothing to do with this? I am proud to say that books under the School System can be obtained lower than the cost price in any other country. In the superiority of teachers, in the numbers of school-going children, and in funds, we are greatly in advance of what we were some years ago. All we have to do is to be faithful in this great work, and when we have done our part and are gone, our memories will not be forgotten, we will live in the hearts of those who come after us. After complimenting the excellent singing of the children, the Rev. gentleman read some stanzas breathing of the patriotism which everywhere animates the hearts of Canadians, and took his seat amid much applause.

The band again favoured the meeting, followed by the children in "a hymn for the occasion."

RCBT. SIMPSON, ESQ.—As Mayor of the corporation and an old resident of the Town of Barrie, I have always taken a deep interest in the prosperity of the place. I have not, it is true, made education my care, as circumstances and my own learning have been more towards matters of a municipal nature. Yet I have observed with pleasure the great progress which education has made amongst us, and look forward with the rest of my fellow-citizens to further advances still. I cannot allow this opportunity to pass without stating that the prosperous state of our school affairs, both in the Public School and in the Grammar School, has been owing in a very great measure to the energy and warm interest taken in them by the chairman, Mr. Wm. Boys. I can scarcely trust the accuracy of my memory when I look back to the past from the present prosperity of Barrie. Its rapid increase in trade, manufacture and wealth has been very great, and I trust and hope there is a brighter future still in store for us.

REV. DEAN O'CONNOR said:—The occasion which brought them together was one in which all who took an interest in education should rejoice and take part. The subject of education is of the most vital importance, since few questions affect so directly the welfare and interests of the people, more especially in this country, where the well-being and permanence of our institutions depend so much on the proper training of youth. Though we are not yet ranked as a distinct nation, however we enjoy a freedom that is even greater than some countries that are styled kingdoms or republics. If we wish to preserve that privilege which we possess, of making our own laws and shaping the destiny of this country, we must see to the youth of the country and have them properly educated, so that they may, in their own times, fitly occupy the positions they will be required to fill. So important is the proper training of youth that we may say with Washington, it is the "pillar of society," since it and it alone forms a nation, maintains its splendour, and prevents decay. Any country that pays particular attention to its educational institutions may be regarded as on the high-road to prosperity and enlightenment. But intellectual culture alone is not sufficient to perpetuate the civilization of a nation. The moral as well as the mental faculties require cultivation, in order to have the education of the human mind complete. It is not one portion of man, but the whole—the physical, the intellectual and moral being, that must be cultivated. Neglect any one part of man's nature, and you at once disturb the equilibrium of the whole and produce disorder: educate the intellectual at the expense of the moral and religious feelings, and you but fearfully increase a man's powers to effect evil. "Talent if divorced from rectitude," says Channing, "will prove more of a demon than a god." The human mind must consequently be thoroughly educated, if you wish to have good citizens and practical Christians. To obtain this complete moral training, the religious element should be the parent stem of all education. This is the reason why the Church to which I belong has always regarded moral training superior to intellectual culture, and on that account, insists on providing the youth of her fold with separate schools wherever practicable, that they may receive in them that religious training which she deems so requisite. Thanks to the liberality of the Government of this country, our separate schools are not only permitted, but are also supported by the funds of the Government. All should unite in endeavouring to provide means for giving the youth of every denomination a thorough and practical education that will fit them for the proper discharge of the duties they will afterwards be called upon to fulfil both as citizens and Christians. As we all know, youth is called the seed time of life, and experience as well as reason proves that the same law holds good in mental as well as in material husbandry: "what you sow ye shall reap." Consequently the proper time to inculcate these salutary principles of morality is in youth, when the mind is simple and docile, and the heart may be easily cast into any mould. The first impressions are the last forgotten. Every friend

of education should encourage whatever tends to elevate the human mind, and thus promote the welfare of the country. The people of Barrie especially should feel proud that they are erecting a building that will be an ornament to the town as well as a seat of learning for the youth of the place.—(Cheers.)

THE REV. W. MCKEE, B.A., Inspector of Public Schools, South Simcoe.—I assure you it gives me much pleasure to be present on this occasion, and to witness the proceedings of this afternoon, and more especially to have seen the first stone of the new Public School-house in this town laid to-day, under so favourable auspices, by the eminent father himself of the excellent Common School System of this Province—a system which, in the opinion of the best judges, is not surpassed, at least as regards its machinery and its essential and most important features, by any other country either in the old world or the new. It is a system which, as some of the previous speakers have eloquently observed, stands as a monument of the labours of its illustrious founder—a monument more lasting than brass, and which shall endure when marble shall have crumbled to atoms.—(Applause.) I am happy to learn, by what has fallen from the Mayor and some other speakers, that the ability and services of our worthy chairman are so highly appreciated by his fellow-members of the Board of Public School Trustees. I can assure you that in the Board of County Examiners they are equally valued; and, I am glad to have this opportunity of stating publicly before the Warden and other members of the County Council, what I have more than once mentioned to the Rev. Dean O'Connor and others, namely, that such is the great capacity for business possessed by Mr. Boys, and so essentially necessary is his experience and service found to be in conducting the proceedings of the Board, that I do not know how we could possibly get on without him; and I am persuaded the other members will unite with me in testifying that as our Secretary he is emphatically the right man in the right place.—(Applause.) And now I must congratulate the Public School Trustees and the good people of Barrie on the enterprise of which we have seen the commencement to-day; and I would venture to express the hope that when this new school-house is successfully finished and completely furnished and equipped, it will be an honour to the Board of Trustees and to the people of this place, and will form a model of what a Public School-house should be, in such a rising and prosperous town as this. I have long entertained the conviction that the men who, in a new country like this, plant or spread schools, and thus become instrumental in causing the advantages and blessings of education to be conveyed to every township, to every school section, to every family and to every child and youth in the land, are the real patriots of their country—are the benefactors of their kindred and race. They are doers in a work the benefits and good effects of which shall follow them—the happy and gratifying fruits of which shall be reaped and enjoyed not by themselves directly, but by their families and children, and their children's children after them. These are the men whom coming generations will rise up and call blessed. It is the men of this stamp who make any country great and free and prosperous and happy. They are the real source of progress and of Christian civilization in any country.—(Great applause.) And I would say to the Board of Public School Trustees, and to the people of Barrie, that in erecting a good school-house here, you may be doing a thing the beneficial influence of which may extend farther than you first designed or contemplated. I am stating a well-known fact when I say that many of the leading and influential men belonging to the different townships in the county are frequent visitors in your town—it being the seat of law courts, and the place where the County Council hold their regular meetings—and if these visitors see in your town a first-rate school-house, thoroughly furnished and equipped in every respect, the reflex influence must be salutary and beneficial, and, imitating your example, they will naturally be led to seek the establishment of good or superior school-houses in their respective localities. And I can testify that there is great need of something being done for the purpose of securing the erection of a better class of school-houses in most parts of the county. Having some months ago completed my first tour as Public School Inspector, I am in a position to state that many of the school-houses throughout South Simcoe are of a very inferior description—being rude log buildings, old and dilapidated, with seats and desks of a corresponding character, often situated on the edge of the road, and without wells, offices, playgrounds or fencing of any kind. I may mention, also, that in several essential particulars, most of the frame school-houses which have replaced the primitive log structures, are not at all what they should be, nor what you would naturally be led to expect, from the great wealth and agricultural prosperity of the larger portion of the Riding; so that it is quite certain and plain the requirements of the New School Law have not come into force at all too soon, so far as the interests and advancement of education in this part of Ontario are concerned. Indeed truth obliges me to state that in the

Riding which forms my field of labour,—and I believe the remark will hold true with still greater force in regard to North Simcoe—the school-houses which are sufficiently large, well ventilated, fully furnished, and provided with an adequate supply of requisites are very few—perhaps less than half-a-dozen all told. It is true, however, that since the New School Law and Regulations came into operation there are indications of a change for the better in regard to the matters to which I have alluded. I could mention not less than twelve or fourteen school sections in which steps have *already* been, or are being taken for the erection of new school-houses which are designed to replace the old buildings, and which, in regard to adequate school accommodation, are also intended to meet the requirements of the New School Law, and to be in every way suitable for school purposes. And it is to be distinctly noticed that in all the cases to which I have referred, the *initiative* has been taken by the people or the trustees themselves; and I, for my part, feel that I cannot but regard this as a very significant fact—a very hopeful and encouraging symptom. I look upon it as an omen for good, and as an important and gratifying evidence of the favourable and successful working of the New School Law and Regulations. For being intimately acquainted with the southern part of the county for the last fifteen years, I have no hesitation in maintaining that the effects spoken of, or the action taken by school trustees or the people, can be fairly traced to no other cause than to the working and influence of the New School Law and Regulations. I can testify that latterly—I mean particularly since the passing of the New School Act—I have marked among the people of these townships a deepening sense of the importance of a sound education, and likewise an increasing desire to encourage and promote it. I have noticed, also, I think, both among trustees and parents, a growing conviction that not only the efficiency of the teacher, but, also the discipline and spirit of a school, the progress of children in their studies, their proper training, and their successful education, are far more intimately connected than it was one time imagined, with the style and character of the school-room in which the work of instruction is carried on, and with the kind of school accommodations provided for and enjoyed by pupils. If things continue to progress as they have done since the New School Law was placed upon the Statute-Book, I feel persuaded that in less than four years, few, if any, of the old log school-houses will be left standing in this county; but, on the contrary, that they will all be replaced by buildings of a very different stamp, and much better adapted for the health and comfort, as well as for the educational requirements of school children. And all this I trust to see accomplished without a great deal of pressure or stimulus having to be used by the Inspector, and most certainly without anything like a harsh, dictatorial interference on my part.—In a very few cases only—(I would fain hope there may be none)—do I expect that it will be necessary for me to do more than tell the trustees what the law is; and what are the duties which it requires them to discharge; and to remind them of the great importance as regards the educational interests and the advancement of the young of having good school-houses; and of providing adequate school accommodation for all the children of school age within the section.—(Cheers.)

REV. DR. RYERSON.—I wish to say that I have impartially watched over the advancement of the Separate Schools, as well as of the others. I look upon it that education, without a recognition of the great principles of the Bible, would be a disaster. Whilst looking fully after the interests of the Public Schools generally, it was his end and aim that all sects, all religious bodies should have free and unimpeded opportunities for educational progress, and he believed that the Rev. gentleman who had just sat down would fully bear him out in his assertion that Roman Catholic separate Schools had received to the full as much care and attention as any others in the Province.—(Loud cheers.)

W. D. ARDAGH, Esq., M. P.—The many olive branches I see around me, which are far too numerous to count, make me feel that I shall soon pass for an old man in the town of my adoption. Old age is not without its ambition, and as time rolls on I may hope to achieve the position of that wisest of men, "The oldest inhabitant." The numbers of these young people show that we have increased in material wealth, and with wealth comes the desire to do our duty towards them, to educate and fit them for the responsibilities of matured life. Dr. Ryerson has, in the Public School System, raised a monument to himself more durable than one carved in brass. If Heaven should spare me, I hope yet to live to see the rising school-house supplemented. Schools give protection to life and property. For many years past it has been a pleasure to me to be able to place my grounds at the services of those who annually get up the usual festivities for the school children. I regret that this year I cannot be personally present, as I leave for the old country next week, and shall be away most of the summer months. Nevertheless, the grounds will be open as usual, and it will add a zest to the pleasure

of my trip to know that young, happy faces are romping and swinging in their usual place of meeting. I am here charged with an apology from Judge Gowen for his unavoidable absence. The arrangements of his Courts, which require his presence in another part of the County to-day, has prevented his attendance. I am commissioned to express his great regret at not being here on this occasion, and especially in not being able to meet the Chief Superintendent, to whom he has been indebted for many courtesies in the past, and much information.

REV. MR. WILLOUGHBY, M. A.—My friends, for I suppose I can hardly call these little boys and girls, ladies and gentlemen as yet, I am glad to say that I am a native of this country. In my young days this country did not afford sufficient facilities for education, and I had to seek what I wanted elsewhere.—There were no \$8,000 school-houses in those days.—Had I stayed in Simcoe many business opportunities were open to me, but my mind was set on other things, and I went away. I was highly pleased with the Chairman's speech, and especially with the religious and moral tone which pervaded it. I did not think a lawyer could speak so.—(Laughter.) I feel that he is the right man in the right place, and a gentleman in whom the lovers of education should have full confidence. I am delighted to meet here the Chief Superintendent. He says he is growing old. But Dr. Ryerson will never grow old.—(Laughter.)

GEORGE DAVIS, Esq., Warden.—I am happy to see that the School System is gradually but surely improving. Dr. Ryerson, in his scheme of public education, has shown himself no partizan, but has chosen whatever was good from all systems and from all countries.

JAMES MORGAN, Esq., M. A.—I have three reasons for not making you a speech. First, because brevity is the soul of wit; that I am not accustomed to public speaking; and that there are a great many little feet very weary of standing so long and I beg leave to allow the children to speak for me.

The children sang "God bless the Prince of Wales," and the Band followed.

REV. MR. FRASER.—There is no country where education is so important as it is in Canada. According to our free institutions, all power is placed in the hands of the people, and if they be not educated so as to understand how to use this power properly, the result, as we see it in other countries, would be most disastrous. Look at France. Look at Spain. Look at Italy! And look at our own world too. Witness New York, for example. And what is the import of these "Trades' Unions" and "Strikes" of which we hear? Clearly the power is in the hands of the people; or, as the Romans were wont to say, "*Vox populi, vox Dei*;" the voice of the people is the voice of God. The next point which I bring before you is, the necessity of having the people qualified to exercise their power judiciously, that is, in other words, the necessity of having the people educated.

"Were I to reach from pole to pole,
Or grasp Creation in my span;
I'd still be measured by my soul,
The mind's the standard of the man."

Sir Wm. Hamilton had written on the wall of his study, "There's nothing great on earth but man, there's nothing great in man but mind." Newton realized the value of knowledge; he saw the necessity of having the people educated, and as a consequence laboured for this end. "I know not what I appear unto others," he said, "but to myself I seem only like a boy playing on the sea-shore, finding sometimes a brighter pebble or a smoother shell than ordinary, while the great ocean of truth lies all undiscovered before me." Now this house, of which the corner-stone has this day been laid, is for the educating of the people, for the enlightenment of the masses. I rejoice to see such a building in course of erection in Barrie; long has it been needed, and long has it been talked about; now it is in progress, may it succeed! The man who conceived the idea of building this school-house deserves credit, and the name of Dr. Ryerson, the Chief Superintendent of Education, the layer of the corner-stone, shall long be remembered in connection with this structure; and longer far in connection with the planning, the laying down and building up of our present admirable Canadian School System. And while the mind is educated, the intellect developed, the moral nature must not be overlooked. Religion must be attended to. It has been said that,

"While stands the Colosseum, Rome shall stand,
And when falls the Colosseum, Rome shall fall,
And when Rome shall fall—the world!"

I would rather render it thus:—While stands a people's true enlightenment, religion shall stand; and when falls a people's true enlightenment, religion shall fall; and when religion shall fail, or fall, if you will,—the world. I am proud to say that I was once a Normal School boy. Having this day, then, so auspiciously laid the corner-stone of your Public School-house, let us go on; let our motto be "*Excelsior*." Like the young man who pierced his way

to the frozen heights of the Alps, and firmly held in his hand of ice the banner, with the strange device, *Excelsior!*

His Honor Judge Gowan, one of the most valued friends and promoters of education in the County of Simcoe (the oldest member of the Educational Board in that county), being absent on his judicial duties, sent the following letter to Mr. Boys, explaining his absence:—

ARDRAVEN, BARRIE, 24th April, 1872.

DEAR SIR,—I have to acknowledge the receipt of your letter of the 14th inst., informing me that the Board of Public School Trustees of Barrie have invited the Rev. Dr. Ryerson to lay the corner-stone of the new school house, on the 1st May next, and that you have been directed to invite me to be present on the occasion.

In reply, I beg to say that I deeply regret that the day named is the day appointed for one of my Courts forty miles from Barrie, and that, consequently, it will not be in my power to be present. Ever since I came to this country, nearly thirty years ago, I have been connected with the school system, having held the office of Trustee of the Grammar School, and the position of Chairman of the Board of Public Instruction from its first institution till superseded by recent enactment, and, with the exception of my friend, Mr. Dallas, I am the only member of the original Board now living.

I have seen the gradual improvement in the school system, and the improvement in the schools in this country from very small beginnings to the present advanced and most prosperous condition, so you will understand my disappointment in not being able to be present on the interesting occasion of laying the corner-stone of the Public School House of Barrie, by the Chief Superintendent of Education.

My position as Secretary and Treasurer of the Grammar School, and Chairman of the Board of Public Instruction, in this the largest county in Ontario, brought me in constant communication with the Education Office in Toronto; and I can say that the able, zealous, and wise administration of the school law by Dr. Ryerson and his assistant, Dr. Hodgins, has, here at least, had a happy effect,—fostering the increase of schools,—securing their better management,—giving them efficient teachers, and providing the means, within easy access to all, of securing a good common education to the youth of this country, and a very superior education in the Grammar Schools.

It would have afforded me much pleasure had I been able to say as much to Dr. Ryerson, when he comes amongst us on the 1st of May; and, although I have not always agreed with the Chief Superintendent in some matters of detail, I feel that the country is very largely indebted to him for earnest, persevering, and well-directed efforts in the cause of education.

May I ask you to lay this letter before the Trustees, and to offer them my congratulations upon the prospect of having at an early day one of the best and most commodious school-houses in the Province.

I am, dear Sir,

Very truly yours,

JAS. R. GOWAN,

Chairman, High School Board
Trustees, Barrie.

Wm. Boys, Esq.,
Chairman of Board of
Public School Trustees, Barrie.

REV. MR. MILNER and REV. MR. MORGAN spoke a few words, after which MR. BOYS said, I would now thank you for your presence, and beg you to join in singing the national anthem—"God save the Queen."

This was done with hearty good will, and the meeting quietly dispersed, well pleased with the ceremonies they had witnessed. Three cheers were given for the Queen, three cheers for Dr. Ryerson, and three cheers for the Chairman. Before closing we cannot help mentioning the admirable manner in which the children sang. For such little ones, the time kept was excellent, and Mr. James Morgan deserves the highest praise for the exertions he made in teaching them the pretty pieces selected.

PROF. GOLDWIN SMITH ON EDUCATIONAL TOPICS.

At the recent convocation of McGill College, Montreal, Mr. Smith addressed the assembly in the following forcible language:—He said that he had once before the honour of being present at the convocation of that University: he was then entirely a stranger, but he was not so now, for the Corporation had been kind enough to invite him to give a course of history lectures in the autumn, an invitation that he had gladly accepted. So that he trusted in a short time to be connected with the staff of the University (applause).—A special interest attached to the operations of that University from its connection with the great and wealthy city of Montreal, which though it could not be said of her as it was of Venice, "that

she held the gorgeous East in fee," yet had a commerce which rivalled the Venetian. From the report that had been placed in his hand he regretted to see that the liberality of the city hardly kept pace with the usefulness of that institution; the subscriptions for the general endowment had not advanced beyond the point indicated in last year's report. That might possibly make that University envy the position of others which were connected with the State, and which received large annual allowances, but he believed that on the whole the position of that University was better than that of the others. In course of time private munificence would be awakened, and it must be recollected that private munificence could hardly find a place in institutions supported by the State, because in that case it did no more, in fact, than displace a certain amount of State appropriations.

The great colleges of the old country, to which they looked back with something of envy as well as love, had grown up by private beneficence. His own college was University College. He was afraid that their connection with King Alfred was legendary, but they might reckon certainly as their founder an ecclesiastic of the thirteenth century, who, connecting his name with an undying corporation, had shared its immortality, and whose name would, in all probability, be gratefully remembered to the end of time.—(Applause.) To his first foundation numerous other benefactors had made additions, and that college had grown up to its present wealth and honour. There could be no reason for despairing of a similar course of things in Montreal. Here was wealth, which in a new country and in early times was perhaps not often dedicated in any large measure to intellectual objects, but which, in course of time, would be. He did not think, therefore, that there was any reason to talk with despondency of the future of that University, for already a great many benefactions had been made. He had seen a contribution of a very valuable addition to the library, made by Mr. Peter Redpath, of works of history of a very valuable kind. (Applause.)

Professor Johnson had adverted to the fact that the subjects of a liberal education were still in a course of transition: the faculty of arts, the faculty of a liberal education, was still agitated by some doubts and perplexities relative to the value of the subjects of instruction; physical science had only lately claimed its share in education, and it had already had its claim adjusted in connection with the old university subjects. No one, he thought, would doubt that the system adopted by the corporation of that University was sufficiently liberal and comprehensive, and that all valuable subjects of instruction were really recognized. There was one gentleman that day had received prizes, and had studied a circle of subjects, almost commensurate with the circle of human knowledge.—(Applause.) That reminded him of the Spanish *hidalgo* who arrived alone at an inn and asked for a bed, giving such a bead roll of titles, that he was told there was not room for half so many people in the inn. (Laughter.) It seemed to him also that there was sufficient liberality of choice of subjects given to the students, but it was possible to have too much liberality of choice, and the student might be perplexed and his time wasted if the University afforded him no guidance in the earlier period of his career. They had, practically, adopted the same course which had been adopted by the Universities of Oxford and Cambridge, that of guiding the student at the earlier period of his course, and leaving him to take his choice during the later period.

He rejoiced to see amongst the subjects mentioned in the report, as being in a hopeful condition, that of the higher education of women. It was to take part in that movement, for which he felt the most hearty sympathy, that he came this time to Montreal. Perhaps he was rather disposed to take a timid view of the general question which was so widely agitated at present; but he believed that woman was not "undeveloped man," but diverse, and if she were converted into undeveloped man, or even into developed man, "female man," as one of the apostles of the movement had said, it would be a great loss instead of a great gain to society. (Applause.) Nor had he any great faith in any sudden instantaneous change in human nature, either male or female. One great ground of complaint by some was that women were so frivolous as to adorn their persons. Now looking over the evidence of history, monumental and documental, from the time of the early Egyptians to our own, they had proof that for at least 5000 years woman had gone on adorning her person, and he was afraid she would not be cured in a day. (Applause.) But all sensible people were agreed that some improvements were now required in the education of women, and that all studies which could elevate them should be free and open to them, and he was very glad that the Montreal University was taking an active part in that work.

There was one point that he confessed he was glad to see that the authorities of the University were conservative in, and that was that they pronounced Latin and Greek in the old way. Now

some universities had with a great flourish, notably that of Harvard, adopted what they called the real Latin and Greek pronunciation. If they got the real pronunciation no doubt it would be a good thing, but what chance was there of their doing so? No doubt they could make certain discoveries as to the pronunciation of certain letters—such discoveries had been made, but let them consider this fact, from the time of Chaucer up to the present time in England there had been no great addition to the population from external sources, during the whole time there had been an unbroken current of literature, but he should like to know who would now undertake to pronounce English as it was pronounced in the times of Chaucer? In Italy and Greece there had been immense irruptions of the barbarian nations, a perfect deluge, who could not pronounce the delicate inflexions of the tongues, and what reason could there be for believing that they ever preserved the true pronunciation? Unless they could recover the real Latin and Greek pronunciation where was the use of twisting their mouths in pronouncing the language as now proposed (hear, hear). Supposing a Harvard student were to meet Cicero, as no doubt many would, in the Elysian fields, and were to address him in Latin, did not they think that Cicero would say, "You speak Latin perfectly, but with a strong New England brogue?" [Laughter and applause]. He might add that the mode of pronouncing a language was not fixed; it was in constant flux like everything else that was human, and they had no reason to believe, but on the contrary every reason for doubting that the pronunciation in the time of Statius was the same as in the time of Cicero. If they could recover the proper pronunciation it would be well, but Latin and Greek were such perfect languages, so transcendently superior in all the qualities of language to the modern tongues, that though they were literally dead, yet he suspected they were not buried, and might again be of very great practical utility. It was not chimerical to say that of Latin its excellence in all writings on government and law was so marked that it was not absurd to say that it might again have a practical use. French was, or aspired to be, the universal tongue, but it carried the ideas of the French nation, which it was neither diplomatically nor morally desirable should be promulgated at present.

He was glad that the Corporation had included the study of history in their course, because it might have a beneficial effect upon their politics, as it would give more elevation and breadth of view, and tend to make broad national considerations, considerations of humanity, paramount over those of mere faction. We in Canada had adopted the British constitution, but we had adopted it somewhat in the same way as the Chinese shipbuilder did: he had an English merchant ship as a model, and he reproduced it dry rot and all. (Laughter). We had adopted party government. That kind of government was a very natural thing where there had been all along strong dividing interest, but here there were no really broad distinguishing lines, and the consequence might be that we should sink more into a government of faction, with more and more danger of submitting at no very distant time to the domination of scoundrels. (Laughter and applause.) That was to be averted mainly by the instruction of Canadian youth, to whom a great part of the formation of the institutions of this country and the development of the national character was assigned, and something might be done by elevating and liberalising the studies of the Universities. History was the study that had most to do with politics, and if studied in a proper spirit, it was that which was most calculated to form liberal minded, honest minded, and honest politicians. They had an instance of that on the other side of the line. When he first came to the United States, he was told by the Americans that the Anti-British feeling was neither deep nor likely to be lasting, but he was sorry to say that his residence there led him to the opposite conclusion. In the Western States the feeling was comparatively weak, but in the Eastern States he was afraid that it was still strong.—There was the memory of the old quarrel; we had forgotten it, and had even removed Washington, the patriot of his time, into the English Pantheon, but the American did not lose sight of it, and seemed to have lost one virtue of the English character, the power to forgive and forget. Then there was the Fenian element which increased the feeling and still more the temptation on the part of politicians to display it; but he was convinced that one considerable cause of that ill feeling was to be found in the ordinary school histories. They consisted almost entirely of exaggerated, malignant representations of the two quarrels between America and England, and beyond that the American child hardly knew any history at all. He grew up with a mind imbued with these views, and when he took part in politics he carried into effect the feelings which, in his childhood, he had imbibed. They, at Montreal, would try to study history in a different spirit, they would not forget that they were a nation and connected with a nation on the other side of the Atlantic; they would not forget that they had national duties, and

that above all nations there was humanity, and above humanity, there was God (loud applause).

EASY LESSONS IN AGRICULTURE.

The regular monthly meeting of the South Hastings Teachers' Association was held on the 20th April. The meeting was opened at half-past 10 o'clock a. m., by Mr. Inspector Johnson taking the chair. On reading the minutes of the previous session, a short discussion arose concerning the action taken by the Association at its last session with regard to Dr. Ryerson's work on Agricultural Chemistry. The Inspector stated that as Mr. Squiers had an Essay on Agricultural Chemistry which he would read during the afternoon session, he considered that it would be better to defer the discussion until that time. The forenoon session was occupied in explaining difficulties in Grammar. Mr. Gallivan asked for some information on the method of changing sentences from the active to the passive voice, and Mr. Gardner wished for some explanation on the conjunction; in answer to which, the Inspector stated that the method he always adopted was to divide all conjunctions into three classes, viz., Copulative, Disjunctive, and Adverbial, and that all further subdivision was unnecessary. He also gave it as his opinion that Davies' smaller Grammar was the best text-book for common schools that we have on the subject. The discussion during the forenoon was very animated, and of great practical benefit to the Teachers present.

Mr. McKeowen proceeded to demonstrate his method of teaching Fractions, by stating that he considered short definitions the best, and that he always found fractions one of the most difficult branches of arithmetic to make pupils thoroughly understand; and he then, in a lucid manner, proceeded to give his method of teaching Addition, Subtraction, Multiplication, Division, and Reduction of Complex Fractions; and in answer to questions, explaining reasons of the various rules, clearly proving to all that he thoroughly understood his subject.

The Inspector stated, in answer to a question, as to what he considered the best definition for a fraction, that "a fraction is an expression representing one or more of the equal parts into which any quantity may be divided." Mr. Gallivan showed his method of illustrating fractions by diagrams.

Mr. Johnson took up the subject assigned to him, viz., Participles. He began by saying that as all Participles partook of the nature of a verb and a noun, or a verb and an adjective, that they were either verbal adjectives or verbal nouns, and should be parsed as such. He illustrated the position he had taken by numerous examples of most difficult participial phrases, and invited teachers to give other examples, which were analysed in a very satisfactory manner.

Mr. C. P. Kellogg moved, seconded by S. A. Gardner, that "we the members of South Hastings Teachers' Association hear with much sorrow of the death of our esteemed fellow-teacher, R. J. Goman, and we hereby wish to record our high respect for him as a teacher, a gentleman, and a Christian. We feel his loss in our Association, and deeply sympathise with his bereaved family."

Mr. Kellogg, followed by Mr. Johnston and Mr. Pashley, each spoke very highly of Mr. Goman as a teacher, and of his warm friendship, his studious habits, and his untiring zeal in his profession, and of the interest he took in the cause of education generally. It was then moved and seconded, that a copy of the above resolution be sent to Mrs. Goman.—Carried.

A general discussion followed, on the best means of preserving health, the conclusion being that teachers should take as much out-of-door exercise as possible. Mr. Macoun said that bad school-houses kill many teachers.

Mr. Squiers then read an Essay on Agricultural Chemistry, which was listened to with deep attention. Mr. Pashley moved, seconded by S. A. Gardner, that the thanks of this Convention be tendered to Mr. Squiers for his able address.—Carried.

Moved by Mr. Pashley, seconded by Prof. Bell, that with the consent of Mr. Squiers, his Essay be published in the Belleville papers.

The Inspector stated that he was very sorry the Convention took the step it did at its last meeting in regard to Dr. Ryerson's work on Agricultural Chemistry; he said that the reports of the Convention were eagerly read, and that it had aroused a feeling against the book that it did not deserve. He felt the more sorry, because, at the time the motion was voted upon, *not one Common School Teacher voted for it*. Had the motion been the expression of the Teachers themselves, he would not have said anything against it. He said that the subject can be taught, and is being taught in many of our schools, and successfully too; he instanced Mr. McLachlan's school at Canifton, and Mr. Sprague's school at Smithville, also Mr.

Squier's school, 2nd Con. Sidney; he believed the book to be a good one, and whatever feeling there was against teaching it, came from a dislike of the subject, and not the book. He thought the only trouble was that scholars were not up in their other studies as a general thing far enough to commence the study of Agricultural Chemistry, he wished it distinctly understood that no matter what was said, the subject had to be taught in all schools as soon as they commence the 4th book.

Prof. Macoun said that immediately after the last Convention he examined the work, and commenced to teach it in his school; he considered it a good work, and he often since wondered how the Dr. had crowded so much in so small a space. In answer to a question as to how he would teach it, he said that he would endeavour to bring it down to the capacity of children, and that no true Teacher would attempt to teach such a work in any other way.

Prof. Bell thought the book too highly concentrated to be taught verbatim to a scholar.

After some further discussion, the following motion was put:—

Moved by J. Squiers, seconded by S. Pashley, That it is the opinion of the Teachers of this Association, that Agricultural Chemistry should be taught in our schools to pupils who are sufficiently advanced, and we think Dr. Ryerson's book a suitable text-book; and we hear with sincere regret that the erroneous impression has gone abroad, that this Association at its last meeting condemned the work entitled, *First Lessons in Agriculture*, by Dr. Ryerson.—*Carried unanimously.*

The Session was then brought to a close. The present meeting was a very successful one, and of deep practical value to the teachers; and we cannot too highly commend the action taken by the Convention with regard to Dr. Ryerson's book. And it should be distinctly borne in mind by both teachers and parents that, no matter what may be said, or what action may be taken, the subject must be taught in our schools.—*Belleville Intelligencer.*

KINGSTON COLLEGIATE INSTITUTE.

It must afford the citizens of Kingston a good deal of satisfaction to find that the educational interests of the young are so well cared for. The University will always confer a high status in such matters, and it is gratifying to find that other seats of learning are now assuming such a place in public confidence. The training of the young is a difficult duty, and the teacher's position at all times none of the most pleasant, but these difficulties vanish at times, and these unpleasanties are forgotten in the contemplation of the success achieved by the ex-pupils in the honourable race for academic distinction. The collegiate institute in our city has long been known for the efficiency of its training, and the results in past years are now nobly vindicated by the stand taken by ex-pupils at the recent convocation at Queen's. The facts noted below must afford a conclusive evidence of thorough and systematic preliminary work, and add another laurel to the already high position attained by the institute. The masters, in a course of long and arduous training of the young, have now acquired the proud position of knowing how to do their work, and the proof that they have done it is fully admitted by all.

At the recent University examination there were twenty first prizes gained, and of these fourteen were carried off by ex-pupils; five second prizes offered, of which four were gained; and in every instance of these seconds, except one, an ex-pupil got the first. Below the prize grade, is a class called "honourably mentioned," and in this we find the names of ex-pupils figuring fifteen times. Another very high class of University prizes is offered for the best pass papers in each year, and these prizes were carried off in the 1st, 2nd, and 4th years by the ex-pupils, and the fact especially noted by Principal Snodgrass, that the men in the first and second years stood far higher than the similar prize men last year, Mr. Mundell having gained 96 per cent., and Mr. McIntyre 88 per cent. on all papers submitted. In the University class lists, ex-pupils stand 1 and 2 in the fourth year; 2 and 3 in the third; 1 and 5 in the second; and 1, 2, 3, and 5 in the first.—*Chronicle and News.*

DEAF AND DUMB INSTITUTION, BELLEVILLE.

We are in receipt of the First Annual Report of the Ontario Institution for the Deaf and Dumb established at Belleville, for the year ending the 30th September, 1871.

In glancing over the contents of the first annual report of this important Institution, we find that the staff of teachers numbers eight, exclusive of the Principal, W. J. Palmer, M.A., Ph. D., and that there were in the Institution on the 30th September last 107

pupils, 54 of these being supported by parents or guardians, 45 supported by municipalities, and eight by the Province as orphans, having neither parents nor guardians. We also find that from the best authority available to the Principal there are 250 deaf mutes in the Province who have not yet been entered as pupils. Among the number reported there are three in the Counties of Leeds and Grenville, while only one, Sarah M. Earl, has been sent to the Institution from these Counties.

An opportunity being offered for the education of this unfortunate class of our fellow subjects, it would be well that their friends should make an effort to bring them under the excellent training to be obtained in such an Institution. It may be that the public are not fully aware of its advantages, or the mode of obtaining entrance, we therefore make no apology for appending to these brief remarks the rules bearing on the admission and discharge of pupils. The rules are as follows:—

I. All deaf mute youths of both sexes between the ages of seven and nineteen, not being deficient in intellect, and free from contagious disease, being residents of the Province of Ontario, shall be admitted into the Institution.

II. The period of education and instruction for any pupil shall not exceed seven years, and no pupil shall remain in the Institution after the age of twenty-one, unless under special circumstances, discretionary power in this respect to be vested in the Inspector and Principal.

III. The regular annual School Session shall commence on the first Wednesday in September each year, and shall continue till the last Wednesday in June, and applications for admission must be made in good time to ensure the pupil reception at the commencement of the Session. After the first year, no applications for admission will be received after the first Wednesday in September, except in special and extraordinary cases.

IV. Education as well as instruction in such mechanical manual employments as may be inaugurated in the Institution, including books, stationery, maps, and all school appliances, together with bed, bedding, towels, and general maintenance (excepting only wearing-apparel and food), to be free to all youths specified in Sec. II. of this by-law.

V. Parents, guardians, or friends, who are able to pay for the board of pupils, to be determined and fixed at the beginning of each Session, half of which amount shall be paid in advance, and the other half before the close of the Session.

VI. The cost of board for the opening Session is hereby fixed at the rate of six dollars per month, commencing from the date of admission of the pupil, but in all future Sessions the cost of board will be charged for the full annual school term between the first Wednesday in September and the last Wednesday in June, and no deduction will be made from this charge in consequence of absence or any other cause whatever, except sickness.

VII. Parents, guardians or friends, who are unable to pay the above amount for the board of pupils, shall apply to the councils of the county, township, city, town, or incorporated village in which they reside, and the clerk of the municipality shall make application to the Inspector or Principal for the admission of such pupils into the Institution; and the admission will be awarded on the municipality becoming responsible for board, in accordance with terms stated in Section IV. and V. The whole question in respect to the inability of the applicants to pay, to be determined by such municipality, without reference to the Government or the officers of the Institution.

VIII. Parents, guardians or friends, who are able to pay for the board of pupils, will make direct application to the Principal for admission into the Institution.

IX. Indigent children, without parents, to be boarded, clothed and educated at the expense of the Government, on the application for admission of the municipal corporation in which the orphan resides, with the certificate of the warden, reeve or mayor, and the county judge attached. Travelling expenses of such pupils, to and from the Institution, to be defrayed by such municipality.

X. Pupils residing out of the Province may be received into the Institution, and entitled to all its benefits, at the rate of \$125 per annum, payable semi-annually in advance, for board, lodging and education, provided there is vacant accommodation.

XI. It is required that the pupils sent to the Institution shall be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort.

The name of the boy or girl to be written on each article with permanent marking ink.

XII. The vacation will commence on the last Wednesday in June, and end on the first Wednesday in September, during which time every pupil must be removed to his or her home or place of abode.

XIII. All travelling expenses of pupils to or from the Institution, whether at vacation, or in consequence of serious sickness,

must be defrayed by the parent, guardian, friend or municipality sending such pupil.

XIV. It is further required, that in case of serious sickness, death, misconduct, or deficiency in intellect, that the pupil shall at once be removed from the Institution.

I. Papers on Practical Education.

1. HOW TO TEACH HISTORY.

But let boys and girls be taught that history is one great unit, and that every part of it is joined by indissoluble links, one forming naturally after another, so that if one is left out the chain will be incomplete. Let them learn to picture, reverently to themselves, God sitting upon His throne, before whom the inhabitants of the earth are as grasshoppers, looking patiently down watching the nations as through all the ages they work out unwittingly His wise decrees. Let them see how one ancient nation after another emerges mysteriously from the unknown past, enveloped in the mist of ignorance, superstition and barbarism, and let them watch how gradually they draw nearer and nearer to where the one bright centre of history is set up—the Cross of Christ—till the light falling on them from it, they are illumined and civilized. Let them compare one nation with another and see how the lovely vales and streams, the soft air and brilliant skies of Southern Greece influence her in her greater refinement of character, her beauty of painting and grace of architecture, in the character of her frivolous and pleasure-loving gods and goddesses, her schools of philosophy, her smoothly-flowing language and poetical thought; and then note the difference in the stern and cruel gods, the bold and the adventurous warriors, the absence of all luxury and beauty, the harsh language and rude legends of the old Vikings of the frozen region of the North. Then see how Greece with her dreamy religion and vague philosophy; Rome with her human-like gods; Britain with the cruel teachings of the Druids; Scandinavia looking forward to her sensual Valhalla and the company of her warrior gods—all dissatisfied alike with the deities their own minds had imagined—are gradually prepared for the reception of the satisfying truths of the Nazarene—the God-man. Let them see how the Romans in their haughty pride of heart, thinking but of conquering the whole world to their sway and appropriating to themselves all the beauty and wealth of other nations, were but carrying out His plans who alone rules—were but rejoining in one all known empires, so that a knowledge of civilization and a wise code of laws might be spread; that the light from the Cross might be shed on them and the Kingdom of Christ might be enlarged, and His truths more easily and widely diffused. Then let them see how England emerges from the darkness, and receiving influences from north and south alike, grows to be one of the most mighty powers on earth after proud Greece and Rome had ceased to serve His purposes and had sunk into oblivion, and thus true religion and the accumulated wisdom of succeeding nations and ages are preserved and spread over all the earth.—*New Dominion Monthly.*

2. AN IMPORTANT POINT IN THE STUDY OF HISTORY.

Every teacher, from the beginning, and all through the years of study, ought to insist upon the constant use of the atlas, and should consider no lesson perfect in which every place has not been carefully looked for. A greater knowledge of geography can be gained by this than in almost any other way, and it impresses upon the memory the connection of places with the great events which have happened in them, better than merely getting such a lesson by rote as a separate thing afterwards.—*From an article in the New Dominion Monthly for May.*

3. THE ALPHABET AND ITS ORIGIN.

At the Royal Institution on the 15th ult., Sir Henry Holland being in the chair, Mr. John Evans, F. R. S. delivered a lecture on the above subject. He began by stating that he proposed to consider, 1, the origin of writing and the manner of its development in different parts of the globe; 2, the original alphabet from which our own was derived; and 3, the history and development of that original alphabet. That many savages in the lower stages of civilization have some ideas of pictorial records, he proved, by referring to diagrams illustrating the pictorial writing of Esquimaux, North Americans and others; and he showed that those of the Mexicans not only represent wars, migrations, famines and phases of domestic life, but give dates; while in Peru there exists a kind of Memoria Technica. The Mexican system of writing improved but never be-

ame alphabetical. The Chinese characters were at first pictorial; but in time the early plain outlines were changed into forms more in accordance with a method of writing. The language is monosyllabic, and about 450 words are made up by different accents or tones to 1,200, one sound representing more than one sense.—The early forms of Egyptian hieroglyphics, which seem to have been both pictorial and symbolic, afterwards became syllabic. Their most formal writing was the true hieroglyphic; their more cursive being termed hieratic, and the most cursive, demotic; cuneiform writing was probably of similar origin, but modified, in consequence of the method of writing by impressed, wedge-like triangles. After referring to diagrams illustrating these various kinds of writing, Mr. Evans pointed to the scientific hieroglyphics in use by ourselves, such as the signs of the zodiac and the planets and the mathematical signs = and ÷. 2. According to the testimony of ancient historians, the Phœnicians were the first inventors of a real alphabet, the earliest known example being probably the recently discovered Moabite stone, dating before 900 B. C. From the Phœnician names Alph. Beth, Gimel, Daleth, &c., the Greek names Alpha, Beta, Gamma, Delta, were derived and adopted by the Romans; and the order of the letters is preserved in the 119th Psalm, and other parts of the Bible. By the aid of a series of interesting diagrams, Mr. Evans traced the intimate connection between the Roman, Greek, and Phœnician alphabets, letter by letter, illustrating his remarks by drawings of ancient coins and inscription. 3. He then went through the early Phœnician alphabet, with the object of showing that the names of letters were not arbitrary, and that each had a meaning, though not in all cases to be recognized with certainty, and he further illustrated his ideas, by exhibiting some new diagrams suggestive of still earlier forms of the letters more closely resembling the objects which he considered they were intended to represent. After discussing several objections to this opinion, he said that the Phœnicians seem to have taken the first idea from the Egyptians, and then to have invented for themselves a more purely literal, and therefore more simple and useful, alphabet. This does not appear, like the letters of late hieroglyphics, to consist of a few survivors from a whole army of symbols, but to bear some traces of sequence; for it includes the names for ox and house, door and wicket, hand and palm, water and fish, eye and mouth, and similar objects. Judging from this alphabet, its inventors appear to have been a settled agricultural people, with a civilization equal to that of the bronze-using inhabitants of the Swiss lake dwellings.—*Toronto Mail.*

4. COMPOSITION, LETTER-WRITING, &c.

To the Editor of the Journal of Education.

SIR,—I have often thought that in many, if not in most, of our Public Schools there is a great deficiency in the exercises referred to in the heading above. How often we see boys and girls who have attended School for a considerable number of years, and have acquired what would generally be considered very fair education, and still are unable to write anything like a creditable composition on the most common subjects, or even indite a good common letter. This we know is certainly the case, and it demonstrates very clearly the necessity of special and frequent exercises being given in every Public School, in these very important branches of education. Practical education is what is most needed. The wise counsel so often quoted—"Let us teach our sons that which they will practise when they become men." is quite appropriate here. We may also include the female portion of our youth and say—"Let us teach our daughters that which they will practise when they become women." Letter-writing, &c., is therefore one of the things most needful to be taught every boy and girl, as all are required to practise this during life to a greater or less extent. The ability to write compositions on various subjects is also an accomplishment which all should acquire. Some acquaintance, too, with the forms necessary for transacting common business, such as the giving and receiving of notes, receipts, etc., is also very essential in the education of every boy and girl, as very few, if any, pass through life without having need to make use of this kind of knowledge.

There is but little if any use in pupils learning now to use the pen in making beautiful, well-formed letters, unless they also learn how to put ideas together in well-constructed sentences and paragraphs.

Lessons should also be given in punctuation, etc., as this is very essential in order to make writing intelligible, though it is often overlooked by those who ought to observe it.

My plan is, to give a lesson on the black-board once a week on these subjects, and also, once a week require all who are sufficiently advanced to write letters or compositions of some kind on their slates, which are then handed to me to be corrected as may be necessary. Also, once in a while—perhaps once a month—I give

them a subject to write on, and allow them a few days to prepare it at home. This, of course, is done on paper.

I have seen very good results follow these exercises, and have been highly gratified at the very successful attempts at composition of many of my pupils; also at the very creditable letters I have received from some who were quite young, but whose letters were far superior in execution to those of a majority of adults.

Yours most respectfully,
JAMES LAWSON,
Teacher.

Battersea, April 6th, 1872.

5. INTEREST THAT IS INTERESTING.

To the Editor of the Journal of Education.

SIR,—Mr. McLellan's note on one of the problems in the recent examination papers induces me to make a few remarks on a similar one which I have since noticed, on page 203 of Sangster's Algebra. Inferring from the answer, the text-book reasons that as \$1 is due the last day, \$2 the preceding one and so on, the whole principal is equal \$1 for (1+2+3 60) days, or \$1 for 1830 days. Interest on \$1 for one day = $\frac{1}{8000}$ and for 1830 days = $\frac{1830}{8000}$; this divided by number of payments gives $\frac{1}{12000}$ daily payment = $1 + \frac{1}{12000} = \$1.00 \frac{1}{12000}$; or, in other words, it is assumed that \$1 plus interest on remaining debt is paid each day and that the sum of the payments divided by their number is the equated daily payment, = $\left\{ 2(1 \frac{1}{8000}) + (60 - 1) \times \frac{1}{8000} \right\} \frac{60}{2} \div 60 = \$1.00 \frac{1}{12000}$. This evidently is unfair to the payer as he loses interest by part of his payment being made in advance. The following seems a better solution. Let a=daily payment.

Then 1st day's interest = $\frac{1}{8000}(60)$
2nd " " = $\frac{1}{8000}(60-a)$
3rd " " = $\frac{1}{8000}(60-2a)$
4th " " = $\frac{1}{8000}(60-3a)$ &c.

This being a series whose first term, common difference, and number of terms respectively are $\frac{60}{8000}$, $-\frac{a}{8000}$ and 60, we have

$60a = 60 + \left\{ 2 \left(\frac{60}{8000} \right) + 59 \times -\frac{a}{8000} \right\} \frac{60}{2}$ whence $a = \$1.00 \frac{1}{12000}$

Solving the \$5000 farm problem by the text-book principle, we get the annual payment = \$1437.50, while by the latter method above it is \$1422.01 $\frac{1}{100}$, making, on the whole, a difference of very nearly \$62.

Taking compound interest which only is fair we reason thus. Let a=daily payment as before, and r=daily interest on \$1. Then first day's principal and interest=60(1+r); deducting daily payment 60(1+r)-a is left; this at interest for the second day amounts to $\left\{ 60(1+r) - a \right\} (1+r)$

Similarly, third day's amount = $\left\{ \left\{ 60(1+r) - a \right\} (1+r) - a \right\} (1+r)$
" fourth " " = $\left\{ \left\{ \left\{ 60(1+r) - a \right\} (1+r) - a \right\} (1+r) - a \right\} (1+r)$

Deducting a and removing brackets we find the principal at the end of the fourth day = $60(1+r)^4 - a(1+r)^3 - a(1+r)^2 - a(1+r) - a$

In like manner, we find, at the end of the nth day the remaining principal = $60(1+r)^n - a(1+r)^{n-1} - a(1+r)^{n-2} \dots \dots \dots a$
= $60(1+r)^n - a \left\{ (1+r)^{n-1} + (1+r)^{n-2} + (1+r)^{n-3} \dots \dots \dots 1 \right\}$
= $60(1+r)^n - a \left\{ \frac{(1+r)^n - 1}{r} \right\}$ But when the debt is paid, the above expression = 0; therefore

$60(1+r)^n = a \left\{ \frac{(1+r)^n - 1}{r} \right\}$

whence $a = \frac{60r(1+r)^n}{(1+r)^n - 1}$ =, in the case before, to

$\frac{60 \times \frac{1}{8000} \times \left(\frac{6001}{8000} \right)^{60}}{\left(\frac{6001}{8000} \right)^{60} - 1} = \frac{\$01 \times 1.010138}{.010138}$

Applying this to the examination question, we get a = $5000 \times .06 \times 1.06^4$

$\frac{1.06^4 - 1}{.06} = \1442.98

The following somewhat similar question was discussed by the legal and commercial men of a town in Western Canada, but entirely

failing to agree they submitted it to the writer for his decision. It arose from a protested case in money-lending.

A lends B \$1000 payable in ten annual instalments of \$160 each. What rate per cent. simple interest does B pay for his money?

A majority thought his rate to be $10 \frac{1}{11}$ which is in accordance with the text-book principle, but from the following it will be seen that he paid the usurious per centage of $21 \frac{3}{7}$

Interest for first year = 1000r.
" for second " = (1000-160r)
" for third " = (1000-2x160)r.
" for fourth " = (1000-3x160)r &c.

From this series we get the total interest \$600=2800r where r=yearly interest on one dollar. Hence rate per cent.= $600 \div 28 = 21 \frac{3}{7}$

I am pleased to note, for reasons too many to mention here, the prominence given to commercial arithmetic by the central committee of examiners.

I remain, Sir,
Your obedient servant,
JOHN CAMERON.

COLLEGIATE INSTITUTE, }
Cobourg, March 25th, 1872. }

"THE CARPENTER'S SQUARE."

The readers of the Journal of Education will remember this question in the January number;—it was to find what length cut off the longer side of a Carpenter's Square and as much added to the shorter side, so that the hypotenuse may be rational. Let x=the quantity.

Then $(2-x)^2 + (1+x)^2 = 5 - 2x + 2x^2$, this is rational when $x=2$, hence we put $x=2-z$, and $5 - 4 + 2z + 2(4 - 4z + z^2) = 9 - 6z + 2z^2$, equate this with, $(3-pz)^2 = 9 - 6pz + p^2z^2$,
 $6p-6 = 2p^2z-6p$
 $z = \frac{6p-6}{2p^2-2} = \frac{3p-3}{p^2-2}$

Take p any convenient quantity that will make x positive, if $p = \frac{2}{5}$,
 $x = \frac{3 \times \frac{2}{5} - 3}{\left(\frac{2}{5}\right)^2 - 2} = \frac{\frac{6}{5} - 3}{\frac{4}{25} - 2} = \frac{\frac{6-15}{5}}{\frac{4-50}{25}} = \frac{-\frac{9}{5}}{-\frac{46}{25}} = \frac{9}{46} \frac{25}{1} = \frac{225}{46}$ of a foot.

$(2 - \frac{225}{46})^2 + (1 + \frac{225}{46})^2 = \frac{2025}{529} + \frac{576}{529} = \frac{2601}{529} = (\frac{51}{23})^2$, the hypotenuse would be $2 \frac{5}{23}$ feet.

The following question I published in some of the local papers, but no one has offered a solution: An Indian Reserve is bounded by four straight lines, 1, 2, 3, 4 miles; required its maximum area in square miles?

JOHN IRELAND.

6. VALUE OF PUBLIC SPEAKING.

BY HENRY WARD BEECHER.

Some one writes to us that he is studying at a law school; that, besides knowledge of law, he is desirous of attaining the art of oratory, and he asks that we will give him such advice as our experience may suggest.

We can hardly hope to be of much service to the enquirer. We do not know his temperament, his disposition, his attainments, his habits, all of which would modify any instructions likely to be of benefit. It is personal that peculiar advice that each man needs, and that must be given by some one who knows the circumstances of the applicant.

Some general hints, applicable to all young aspirants for public speaking, may answer a good end.

1. The earlier one begins to practise public speaking the better. For although the gift, in point of fact, develops late in life, it is only in the case of those who have a strong, though, it may be, dormant talent for it. No man has learned any art until he can practise it spontaneously, without conscious volition. If this proves true in music, in drawing, in the dance, or graceful posturing, it is even more apparent in oratory. Parents and teachers should encourage children to narrate, to converse—for story-telling and fluent conversation are essentially of the same nature as oratory.

2. The habit of thinking on one's feet is invaluable. Great orations may be prepared with elaboration and study, not alone in their substance, but in form. Such we know to have been the preparation of orations which continue to be read from age to age. But for the purposes of American life, one must be qualified to speak well without laborious preparation of language, and this can only be done when one can command his thoughts in the face of an

audience. The faculty of doing this is greatly helped by an early and persistent practice. Aspirants for oratorical honours, without neglecting the severe preparation of the study for especial occasions, should lose no opportunity of speaking off-hand. One should not be down-cast at failures. They are often far better for the student than successes. He who goes to school to his mistakes, will always have a good schoolmaster, and will not be likely to become either idle or conceited.

3. Public speaking means business, or ought to. Although there is a great deal of fancy talking, after-dinner speeches complimentary speeches, and religious exhortations, all of which are meant to fill up time, yet public speaking, in its nobler aspect, is an attempt to gain some definite and important end by the use of reasons and persuasions. When a man seeks his neighbour for a business conversation, he knows just what he wants, and he settles with himself by what method he will get it. This is the very genius of a good preparation for a speech—to know definitely what you wish to gain of an audience, and the means by which you propose to secure it. All true oratory is practical psychology.

4. A man may speak deliberately or even slowly, but no man can succeed who speaks hesitatingly—who goes back on a sentence and begins again. Such a speech is like a shying horse or a balking mule. At all hazards, the young speaker must learn to push on—to keep a current moving from beginning to end of his address. If you drop a stitch don't stop to take it up. If you stumble on a word, let it go. Don't go back to it. Keep right on, no matter what happens, to the end. Momentum is of more value than verbal accuracy. Of course the best speech is that which is full of good substance, expressed by the best language, and fluently uttered. But while one is learning, he should never let himself be tripped up by a word, or the want of one. Jump the gap; run over the mistake. Keep right on. It will be time enough the next endeavour to profit by the experience of mistakes.

5. If one is slow of thought, dull of feeling, very cautious and secretive in nature, without that latent combativeness, which tends to protect one's mind upon another's, or if one be excessively sensitive, so that a mistake gashes like a lancet, it is not likely that he will succeed as a public speaker.

III. Biographical Sketches.

1. JOHN B. MARKS, Esq.

Mr. Marks was born in Plymouth, in the year 1777, and entered the Royal Navy at an early age. From his good conduct and intelligence he was promoted to the post of Captain's Secretary, in which capacity he served under Lord Nelson, and was present at the battles of Copenhagen, the Nile and Trafalgar. In the year 1813 he came to Canada in H. M. S. *Woolwich*, for service on the lakes, in which service he continued for over 31 years. He was clerk in charge at the Kingston Dockyard; Purser of H. M. S. *St. Lawrence*, one hundred and twenty guns, built at Kingston; Secretary to Commodore Sir Robert Barrié, Deputy Store-keeper at Montreal; and he filled many other offices in the naval establishments of Canada. After the breaking up of the Dockyard at Kingston, Mr. Marks continued in charge of the Government property for many years, and being much inclined to agricultural pursuits, commenced farming in Pittsburg in the year 1836, from which his attention was diverted by the Rebellion in 1837, when he returned to active service in the Navy, and was employed in the Dockyard as Naval Store-keeper till 1844, when he retired upon a good service pension of £200 sterling per annum. Captain Taylor, who is still living, then succeeded him, and gave up the Dockyard officially in 1854. In civil life Mr. Marks ably filled many important offices. He was appointed first Warden of the Midland District by patent in the year 1842, which office he found it necessary to resign in consequence of his official duties in the Dockyard. After his retirement in 1844 he was again appointed Warden by patent. When that office became elective Mr. Marks was elected Warden by the County Council, with many expressions of esteem, and he continued to serve as Warden for a considerable period, during which he rendered great and effectual service to the Municipal Council, then unaccustomed to the conduct of public affairs. Mr. Marks ably discharged the duties of many other civil offices. He sat in Parliament as Member for Frontenac for several years; he was Inspector of the Penitentiary; Auditor of Public Accounts; Colonel of the 3rd Regiment of Frontenac Militia; and a Justice of the Peace. He was a man of great natural ability; possessed a masculine and powerful intellect; was in politics a strong Conservative; and in all things a thoroughly honest man. He spent almost the whole of an unusually long life in the service of his country and his Sovereign, and now descends to the grave leaving an untarnished reputation, troops of friends, and not a single enemy.—*Chronicle and News*.

2. R. W. KERR, ESQ.

R. W. Kerr, Esq., was born on the 17th March, 1810, at the family residence, Tulley Hall, Sligo, Ireland, and was, therefore, at the time of his death, a few days over sixty-two years of age. Having fitted himself for and embraced the profession of land surveyor and engineer, he practised it for a short period in Enniskillen. He was offered a position in the Sligo Branch of the Bank of Ireland, that of agent, which he accepted and held until his removal to Canada in 1835. Shortly after coming to Canada he settled in Dundas as engineer of the Desjardins Canal. He held the position of Captain of Militia during the rebellion in 1837. In 1840 he removed from Dundas to a place near Guelph, where he resided and practised his profession until 1847. In the last named year he removed to Hamilton, and in 1853 was appointed to the post of City Chamberlain, which he held up to the day of his death.—*Toronto Mail*.

3. JOSEPH H. LAYLOCK, Esq.

Joseph H. Laylock, Esq., one of the first settlers of Blenheim has departed from our midst. He had been complaining for a few days of a pain in the side, but retired to bed on Friday night last in apparent health; however, in a short time after, one of the family entered his room to get the lamp and found his spirit had fled. He seems to have suffered no pain, as the limbs were not convulsed nor the clothing disturbed. He was about 72 years old, a native of England, and came into this country about 40 years ago. He had ably filled the office of Township Clerk and Treasurer for nearly 35 years. He was always at his post of duty, being absent at only two meetings of the Council during this long term of office. Previous to this he had traversed the wilds of Blenheim as Assessor when dense forests covered the land, dotted occasionally by a log hut, surrounded by a few acres of clearing. The deceased was of a genial disposition, and his memory was replete with anecdotes and reminiscences relating to the early times and settlers.—*Brantford Courier*.

4. COLONEL FRANCIS DRAKE.

A valued correspondent sends us the following for publication:—“On the 3rd inst., that good, friendly and highly esteemed old gentleman departed this life, after a short illness of three days, at his ancient and well-known residence on the River Thames, in Raleigh, to which he moved, as he habitually said, in the year one (1801), being then twelve years of age, and eighty-four at the time of his decease. His remains were interred beside those of his beloved wife in the new cemetery of this town, after divine service had been performed in the Catholic church. The Colonel was a loyal subject as shown during his whole life, particularly in his special services in the war of 1812, and in the Rebellion of 1837. His constant honesty and civility towards us all have caused him to leave after him thousands of friends and not one enemy. As some short notice of his history will, I doubt not, be desirable, I will say he was born at Carrillon, on the St. Lawrence, in the Province of Quebec. His father, Capt. John Drake, one of our first and most efficient settlers in this country, was a native of St. Mallins, County Carlow, Ireland. He was originally a Fitzpatrick, two of his brothers, Rory and Patrick, followed him to this country, and died here as good, honest, pious old bachelors under the old, noble Irish name *Fitzpatrick*. The Colonel's mother was a daughter of Donald McKay, a Scotchman, who came to Quebec as a member of the military band under the great General Wolfe, in 1759—he married shortly after a Lower Canadian lady. One John Peck, an Englishman, who was master of said band, was the first settler on Riviere a Peck, in Essex, and the venerable forefather of all our River Thames and Sydenham friends of that name,—married a *Demoiselle Brav* of Quebec, previously of L'Acadia,—and Mrs. Col. Drake was a daughter of one of his daughters, old Mrs. Williams, who also was interred here a few years ago, at the mature age of nearly one hundred years, being the widow of Thomas Williams, a U. E. Loyalist, from Kentucky, who was one of the earliest settlers in this part of the world, and forefather of the first Williams here.—*Chatham Planet*.”

5. MR. ROBERT RITCHIE.

This venerable old man, who was known to most of the older inhabitants of this city and neighbourhood, has gone to his rest. He died at the family residence, Belleville, at the advanced age of 87 years. Mr. Ritchie came to this place, then Bytown, about 37 years ago, the central portion of the Parliament Buildings now marking the site of his former residence, where he lived for over a quarter of a century. He came out to Canada in connection with

the Imperial service; and having received an appointment here in charge of the military stores, he retained this position until Ottawa ceased to be maintained as an Ordnance Depot. Many eventful scenes had he witnessed during his long life, some of them of a most stirring character. He accompanied the forces sent out to assist the Spanish patriots against Napoleon in 1808, as Sergeant in the Royal Artillery, and was present at the celebrated retreat of Corunna. Being about ten or fifteen yards from Sir John Moore, when he fell, he witnessed that event, saddening to the heart of the British brave, of their renowned general being carried off mortally wounded and that at a most critical juncture.—*Ottawa Citizen*.

5. MR. BROWN OF CROWLAND.

Mr. Brown was born at the Township of Pelham, in this County, on the 12th December, A. D. 1804, and consequently, at the time of his death, was some months over 67 years of age. A farmer he has lived and died on his farm in the Township of Crowland, only a short distance from the place of his birth. He was one of the oldest magistrates in the County of Welland, and his name has been associated with most of the municipal and political matters of the County for the last half century. Respected for his firmness and integrity, though frequently called upon to adjudicate in matters of difference or irregularity among his neighbors, his decisions have never been appealed from. Moderate, circumspect and consistent in his political principles, he has always enjoyed an immunity from the consequences of exciting discussions incident to less temperate dispositions. His grandfather was a Lieutenant of Infantry under Wolfe at the storming of Quebec, in 1759, and subsequently emigrated from Ireland, with his family, and settled in the then Province of New Jersey. His father, Alexander Brown, was born in Ireland, and was only 5 years old at the time of emigration.—When the independence of the American Colonies was conceded by the mother country, the aged veteran and his son, like many more—and be it said to their honor—preferring the hardships of hewing out a new home in a vast wilderness to disloyalty to their King, once more emigrated; came to Canada, and consequently were of that ever to be respected class of men who gloried in the title of United Empire Loyalists. Mr. Brown was a member of the Established church, and throughout his life has been active and zealous in its support.—*Welland Telegraph*.

III. Educational Intelligence.

—The Convocation of McGill College took place on May the 1st. The Hon. James Ferrier presided. The proceedings were opened by prayer, offered up by the Rev. the Archdeacon Leach. The list of awards was then read over by the Dean of the Faculty of Arts, who presented those gentlemen who had passed the necessary examinations, and performed all the conditions required, to the Vice-Chancellor to receive the degree of Bachelor of Arts. Passed for the degree of B. A.:—In Honours—First Bank.—Ells, Robert, Cornwallis, N. S.; Hodge, D. W. R., Eaton, Q., Maxwell, John, Lancaster, O.; Naylor William H., Noyan, Q.; Wallace, Robert, Ont. Second Bank.—Crothers, William J., Phillinsburg, Q.; Ordinary, Class II—Allworth, John, Paris, Ont.; Christie, John H., Lachute, Q.; Class III—Torrance John Fraser, Montreal, Q.; Munro, Murdoch, Glengarry, Ont.; Whillans, Robert, Ottawa, Ont.; Finlay McLeod. Professor Johnson addressed the students on behalf of the Faculty, congratulating them that the establishment of a school of practical science had at length rolled away the reproach which had long rested upon the country in this respect. This school had now been established in the most effective way by being connected with the University, the prestige of which it enjoyed. The school contained three branches of applied science, civil engineering, mining engineering, and assaying combined with practical chemistry, but they hoped to cover a still larger field in future. Though this school existed at present as a part of the Faculty of Arts, the creation of the new degree virtually marked the beginning of a new Faculty which would in course of time rank with the other faculties of the University. The Prof. went on to speak of the value of words to show that the study of languages must also be considered a portion of practical education. He considered also that the exclusive study of physical science was

positively dangerous to the harmonious development of the mental faculties. In conclusion, the Professor alluded to the Darwinian theory, which he considered erroneous. The Vice-Chancellor announced that the Corporation had conferred the degree of LL.D. upon the Rev. Professor Cornish. The Rev. Chas. Chapman, M. A., of London University, and the Rev. R. McAlpine Thornton, of Toronto, were admitted to *ad eundem* degrees in the University. Principal Dawson also addressed the meeting for a short time. In doing so he reviewed briefly the work of the past session. In two meetings of Convocation they had given fifty-one degrees in the course, namely, thirty-five in law and medicine, and sixteen in arts. He referred to the establishment of the school of practical science. In connection with this they had to speak of endowments to the amount of \$8,000, annual contributions to the amount of \$1,450, and aid from the Quebec Legislature of \$1,000, the appointment of two additional instructing officers, and the attendance of nineteen students in the classes of civil engineering, mining engineering and assaying. The University had been fortunate in securing the services of Professor Armstrong and Dr. Harrington. He had been surprised at the readiness with which aid was given to the enterprise, and as an illustration, he had yesterday received a letter from one of their graduates containing a spontaneous offering on his part towards the provision of apparatus for the school. Connected with this new school was an endowment received that year, of which any University might be proud, that of the Logan chair of geology. The gift was timely and valuable, and doubly valuable from its association with the name and fame of the giver. Another benefaction of the past year deserved mention. That was the endowment by the Caledonian Society of Montreal of the Scott Exhibition. The Shakespeare medal and the Scott Exhibition afforded beautiful instances of the interest of a prosperous mercantile community in the cause of higher education. He alluded to the work which the University had been carrying on of the higher education of woman. The pupils of the late Miss Lyman had also placed under the care of the College the fund they had raised in commemoration of their lamented teacher. He had reason to believe that other gifts and endowments would shortly be announced, and the time for the organization of a regular college for women might not be so far distant as some supposed. One gentleman of this city had already devoted a handsome property to this subject, and another had authorized him to say that he would commence a subscription with \$5,000, so as to render the plans of the first-mentioned gentleman immediately operative. The Principal also alluded to the death of Professor Forbes, and the appointment of Professor Murray to fill his place. He also alluded to the approaching loss the University would have to sustain in the departure of Dr. Sterry Hunt. He alluded in a suitable manner to the death during the past year of two of their students in arts, both young men of much promise. On the whole the past year afforded reason for thankfulness and encouragement, and he would close with thanks to their friends for aid and countenance, and with expression of their acknowledgments to Professor Smith for the good words he had given them, and still more for his kindness in acceding to their request to deliver a course of lectures in the next session of the University. The meeting was then brought to a close.

—DEAF AND DUMB INSTITUTE, BELLEVILLE.—Dr. May kindly consented to give an entertainment for the benefit of the children this afternoon at three o'clock, in Ontario Hall. The pupils from the Deaf and Dumb Institute were present, together with large deputations from the Public Schools of the town. The entertainment proved to be of the most interesting nature possible, and gave unlimited pleasure to the juveniles. The Dr. is particularly happy in his illustrations, evincing a tact for instructing which has possibly been matured by his previous associations. Dr. Palmer deserves much credit for his unceasing interest in the success of these lectures, and the trouble and expense he puts himself to in order to accomplish that end.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for FEBRUARY, 1872.

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

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGE, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes data for Pembroke, Cornwall, Barrie, Peterboro', Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Approximation. dOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. hOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. m On the Detroit River. k Inland Towns.

* No observation on 5th and 6th, imperfect observation on 4th.

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

Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air, 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

R E M A R K S.

CORNWALL.—On 19th, solar halo; 24th, lunar halo. Wind storm, 21st. Fogs 12th, 13th, 20th. Snow 4th, 6th, 12th—15th, 21st—24th. Rain 25th. On 22nd, lunar halo. Snow 5th, 6th, 15th, 20th, 21st, 23rd. PETERBOROUGH.—Fogs, 19th, 20th. Snow 3rd—6th, 11th, 13th, 15th, 16th, 20th, 21st, 23rd. Rain 11th, 13th, 14th, 15th, 20th, 21st, 23rd. HAMILTON.—On 2nd, meteor seen in zenith about 8.50 p.m., which moved about 10° from S.E. to N.W.; 25th, meteor seen at 7.15 p.m.,

east of the first two stars in the handle of the dipper—moved about 5° from N-S. Fog, 12th. Snow 3rd—6th, 13th, 15th, 21st, 25th, 29th. Rain 11th, 13th, 20th, 24th.

SIMCOE.—Snow 4th—6th. Rain 13th, 24th. Month pleasant, bracing, not very cold except 1st and 2nd.

WINDSOR.—On 16th, two parhelia. Lunar halo, 12th, 13th, 14th, 15th, 17th, 19th, 21st, 22nd. Wind storms, 13th, 14th, 21st, 24th, 28th. Fogs, 2nd, 8th, 9th, 12th. Snow 4th, 5th, 14th. Rain 13th, 20th, 24th.

V. Departmental Notices.

EXAMINATIONS OF GERMAN OR FRENCH TEACHERS.

The Council of Public Instruction has adopted the following minute :—

Ordered,—That the County Councils, within whose jurisdiction there are French or German settlements, be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the semi-annual examinations.

NEW SCHOOL MANUAL.

In answer to various inquiries on the subject of a new School Manual we would say, that it is not thought desirable to publish a School Manual at present. Such a Manual should include in it the official regulations, but as they will not be revised until about the close of the present year (1872), or later, they cannot be embodied in the manual until then.

We would state, however, that the whole of the School Law and the general official regulations will be found in this Journal for May and June, 1871. Copies of these journals, when published, were sent by mail and addressed to each school corporation in Ontario. The supply is, however, now exhausted.

ASSISTANT TEACHERS' CERTIFICATES.

The question is sometimes asked if it be necessary that an assistant teacher should hold a legal certificate. We reply : It is absolutely necessary that he should hold one. The law expressly declares that every person receiving any part of the School Fund as teacher shall hold a legal certificate of qualification. The Superior Courts have also decided that trustees cannot legally levy a rate for the payment of a teacher who does not possess the necessary qualifications as such under the School laws.

ASSISTANTS IN HIGH SCHOOLS A NECESSITY.

Trustees of High Schools will bear in mind that they are required to employ an Assistant Master, in order to give effect to the new programme. The qualifications of these assistants are, that they shall either hold a Public School Teacher's certificate, or at least be certified as an undergraduate in the faculty of Arts, of good standing in some university in Her Majesty's dominions.

The Trustees of each High School, now being established, are required, and consent to employ two masters in their School, whatever may be the number of pupils in attendance. In justice to these new Schools, and in order to carry out the prescribed programme of studies in High Schools, this rule will, at the dose of the current six months, be applied to all the High Schools in Ontario. When the application of the new principle of "payment by results" (authorized by the Act of last year) will come into force, it will necessitate a more thorough and satisfactory system of instruction than at present exists in many of the High Schools.

'ADEQUATE SCHOOL ACCOMMODATIONS.'

In answer to numerous inquiries as to the law relating to school accommodation, we desire to state that the second section of the School Act of 1871 declares that :—

"Each school corporation (in a city, town, village or rural school section) shall provide adequate accommodations for all the children of school age (from five to sixteen years, resident) in their school division or municipality."

The regulations, which define what "adequate school accommodations" are, suggest a medium or minimum amount of

school accommodation to be provided, as compared with the law and regulations on the subject in other countries. Although the law, as quoted above, is *imperative*, yet inspectors will exercise a judicious discrimination in enforcing it.

SCHOOL PREMISES AND ACCOMMODATION.

We would request the attention of Inspectors to Note to a of Regulation No. 4 of their "Duties," in which they are directed to call the attention of Trustees to the condition of the School premises. In many School sections the School-house has been allowed to remain in the same state for fifteen or twenty years and longer, often on a bare open space, or on the road-side unenclosed, without a tree or shrub near by to shade it, or any provision being made by the Trustees, for the convenience or health of the pupils, or even for their observance of the decencies of life. The Legislature has wisely decided that this state of things shall not continue, but that, as soon as possible, a remedy shall be applied, where necessary. A reasonable time should of course be allowed to Trustees in all cases to set things right ; but in the meantime Inspectors will, we trust, not fail to urge upon Trustees the necessity of complying, as soon as possible, with the provisions of the law on this subject.

TRUSTEES' INCOMPLETE RETURNS.

Some Inspectors complain of the very great incompleteness of many of the school reports received from Trustees of rural sections, and ask what they should do with them ? By reference to the reports themselves, Trustees will see that the Inspectors are directed to return to them all incomplete or incorrect reports. The law declares that a School Section shall forfeit its share of the School Fund, should its Trustees fail to furnish the Inspector with a full and satisfactory report yearly and half yearly. It will, therefore, save the Inspectors a good deal of time and trouble, and the Department some delay, if the Inspectors will promptly return to the Trustees all imperfect reports, so as to have each column correctly filled up. Should an Inspector's Reports to this Department be incomplete, they will have to be returned to him so that the desired information may be obtained.

PRINTED SHEETS FOR SCHOOLS.

1. The New Programme.....	} Large Sheets.	} The ten sheets sent free of postage for 50 cents.
2. The New Limit Table		
3. A Blank Time Table.....		
4. Duties of Pupils.....		
5. The Ten Commandments		
6. Library Regulations	} Small Sheets.	
7. List of authorized Text Books.....		
8. Merit Cards and their uses.....		
9. Hints on constructing Time Tables.....		
10. Departmental Notices.....		

THE ACT OF 1871 AND SEPARATE SCHOOLS.

In reply to a question frequently asked, we desire to say that the new School Act and Regulations do *not* in any way affect the Separate Schools. It was not intended to affect them when the Act was passed ; and it would be unjust to the supporters of these Schools thus to legislate for them indirectly, and without their knowledge. The Inspectors will, therefore, be particular not to apply the Act, or any of the new Regulations to Separate Schools.

SCHOOL HOUSE ARCHITECTURE.

In the *Journal of Education* for February, 1870, Trustees will find a variety of illustrations on School House Architecture, with letter-press descriptions. Extra copies of this journal will be sent free by post, on receipt of 12 cents. There has also been published a useful pamphlet on "The School House, its Architecture," etc., with numerous illustrations, which can also be sent free by post on receipt of 65 cents.