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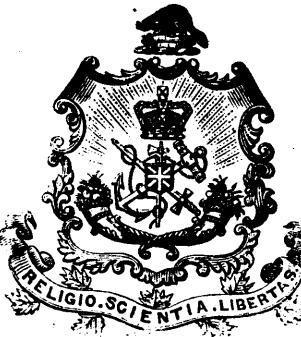
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CONTENTS OF THIS NUMBER.

	PAGE.
I. IMPROVED SCHOOL ARCHITECTURE.—(1) Haven School. (2) Plan for Remodelling the Old-Style School-Houses.....	81
II. PAPERS ON PRACTICAL SUBJECTS.—(1) Evils of Over-Crowded Schools. (2) Hygiene in School and School Habits. (3) Dramatic Representations in Schools. (4) Ignorance Leads to Crime. (5) Habitual Moderate Drinking. (6) Ladies' Humane Education Committee, Montreal	82
III. PAPERS ON PRACTICAL EDUCATION.—(1) Mode of Teaching Reading. (2) Short Lessons. (3) The Stiff, Formal Method in Schools vs. The Loose, Slip-Shod Method. (4) Suggestions on Teaching Drawing, Botany, etc.	85
IV. MATHEMATICAL DEPARTMENT.....	86
V. BIOGRAPHICAL SKETCHES. (1) The late Sir G. E. Cartier. (2) The Hon. Joseph Howe. (3) Hon. Asa A. Burnham. (4) Mr. John Shedd. (5) Lieut.-Col. Simpson. (6) Rev. Father DeSmet. (7) The Rev. Ralph Morden	87
VI. PAPERS ON EDUCATION IN VARIOUS COUNTRIES.—(1) The John Frothingham Chair. (2) American Normal Schools.....	90
VII. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	91
VIII. EDUCATIONAL INTELLIGENCE	92
IX. DEPARTMENTAL NOTICE.....	96

I. Improved School Architecture.

1. HAVEN SCHOOL—FOURTH FLOOR.

The Haven school-building, Chicago, Illinois, was named after *Luther Haven*, President of the Board of Education of Chicago, at the time of its erection. The building is three stories high, with a basement and attic. The plans here shown are of the principal

story and the attic; the latter of which (4th floor) is 14 feet high in the clear, and contains a hall 66 feet by 38 feet 8 inches, for general exercises of the school, with closets for apparatus, teachers' closets, and wardrobes attached; and a gymnasium in which the female pupils of the school may exercise in inclement weather. Owing to the peculiar construction of the roof, this attic story is quite as serviceable for the purpose for which it was designed, as would have been either of the full stories, and it cost much less.

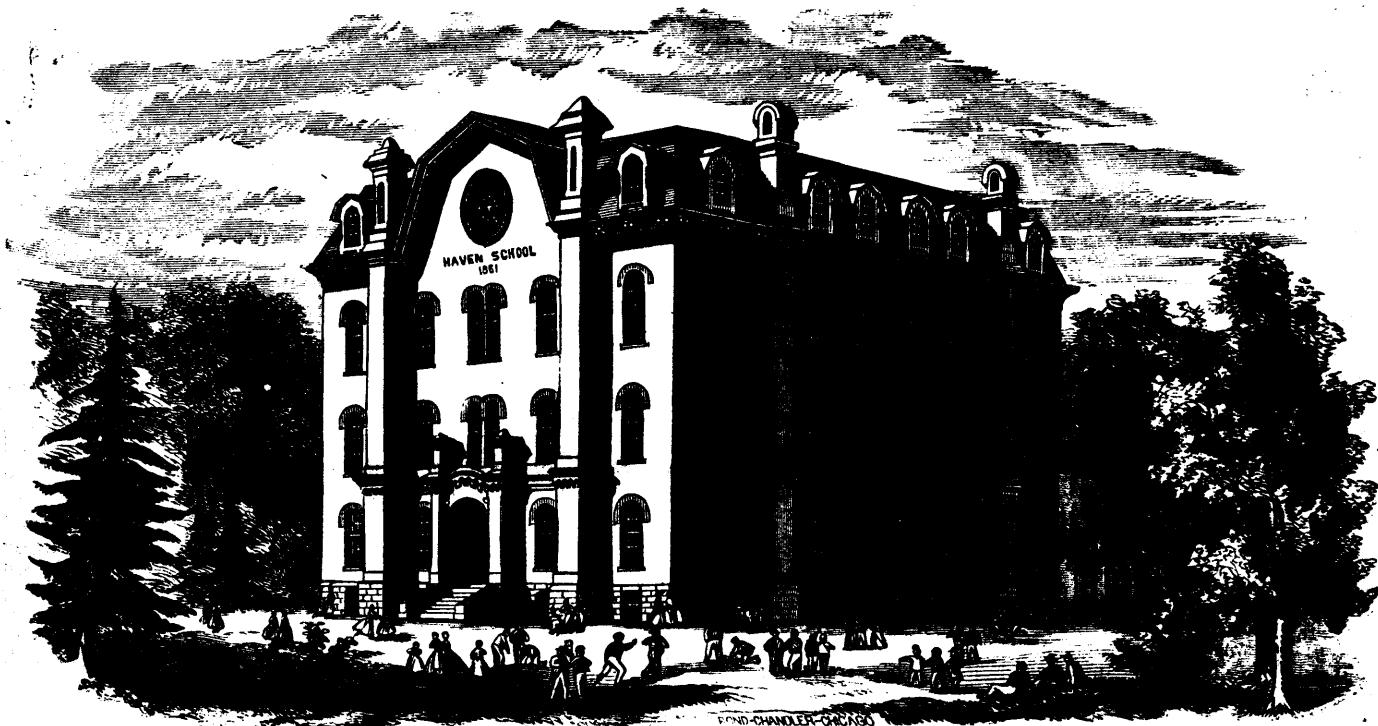
The basement is mainly divided into four large rooms, with corridors and stairways; one of the rooms being used for fuel, and the balance as a place of recreation for the boys in foul weather.

The principal or ground floor has four school-rooms, each having a wardrobe and teachers' closet attached; spacious corridors, with entrances on each side of the house for pupils, and a principal entrance in front. The side doors do not open directly into the corridors but into vestibules, from which other doors open to the corridors, and also to the stairways leading to the basement.

The second and third floors only differ from the first in having windows in place of the outside doors and vestibules of the first floor; and the second floor has a reception or principal's retiring room, about 10 by 20 feet, cut off from that part of the corridor towards the front of the house.

In passing to and from the school-rooms, the pupils will generally pass through the wardrobes. Each of these rooms are wainscoted from the floor about 2½ feet high, and the corridors and wardrobes from 5 to 7 feet, with boards, neatly grained and varnished, (as is all the interior wood-work,) and above this, on each side of the rooms, are black-boards.

The rooms are ventilated through the large ventilating shafts or buttresses in the exterior walls. The building is 68 by 86 feet on the



HAVEN SCHOOL, CHICAGO, ILLINOIS.

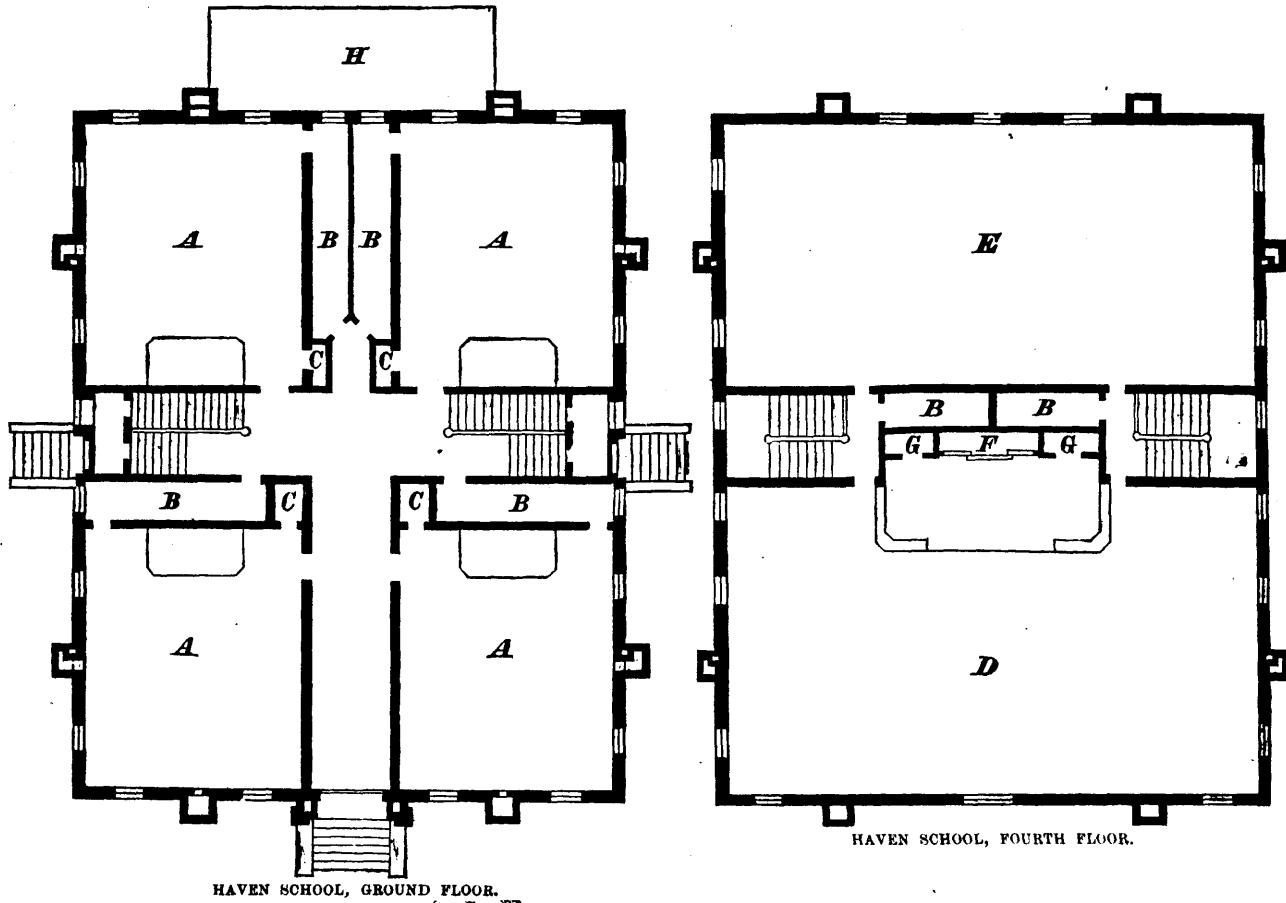
FOND-CHANDLER-CHICAGO

ground, and each school-room 27 by 33 feet, and thirteen feet high. The exterior is in a plain Americo-Italian style of architecture ; is entirely devoid of anything like ornamentation, save in its bold, projecting buttresses which form the ventilating and chimney shafts before mentioned ; its deeply recessed doorway in front, with massive buttresses on each side ; and its elegant mansard roof, the steep, sloping sides which, covered with slate, and pierced with dormer windows, gived it altogether a unique and pleasing effect. Externally, the finish of the basement, to the principal floor, is stone. Above

this the building is faced with red, pressed brick, and has stone dressings to doors, windows, buttresses, &c.

The building is warmed by a boiler located in a room at the rear of the building, H, rising no higher than the basement. The whole amount of pipe for the steam is 13,294 feet ; there being in each room 161 square feet of radiating surface, or one square foot of radiating surface to 75 cubic feet of air.

The Haven school-building is designed to accommodate 756 pupils.



HAVEN SCHOOL, FOURTH FLOOR.

A A A A — School-Rooms.

B B B B — Wardrobes.

C C C C — Teachers' Closets.

2. PLAN FOR REMODELLING THE OLD-STYLE SCHOOL-HOUSES.

The following description of changes to be made according to accompanying plan, as well as the plan itself, from Richard A. Waite, Esq., architect, of Buffalo :

Remove the partition walls of recitation rooms, and part of the rear wall of building, in first, second, and third stories, as shown on proposed plan, making the rear of building the front of school-room.

On first floor, retain the present hat and cloak rooms, but instead of entering from hall into school-room, enter from hat and cloak rooms.

On second floor, the recitation room in front of building to be converted into hat and cloak room, which is an actual necessity on this floor, making a room four and a half times as large as present cubby over stairs. Continue the stairs from second to third floor, making two exits from each floor, instead of, as at present, three exits from first floor, and only one from third floor.

On a line with the columns in centre of present school-room, form a partition ceiling up to the heights of the back of seats, and hanging sliding blackboards, with sash above same. On a line with present rear wall of school-room, form a partition of sliding sash doors ; half way between same and front wall of school-room form same, dividing each floor into five grade-rooms, one 13 feet by 45 feet 6 inches, an dfour 20 feet by 24 feet. By sliding the blackboards up, and sliding the partition sash doors to side walls, the five rooms are converted into one large one.

The estimated cost of these changes in the internal arrangements, in each of the old-style school houses, is about \$4,000. The economy of instituting this change is demonstrated in the preceding pages.

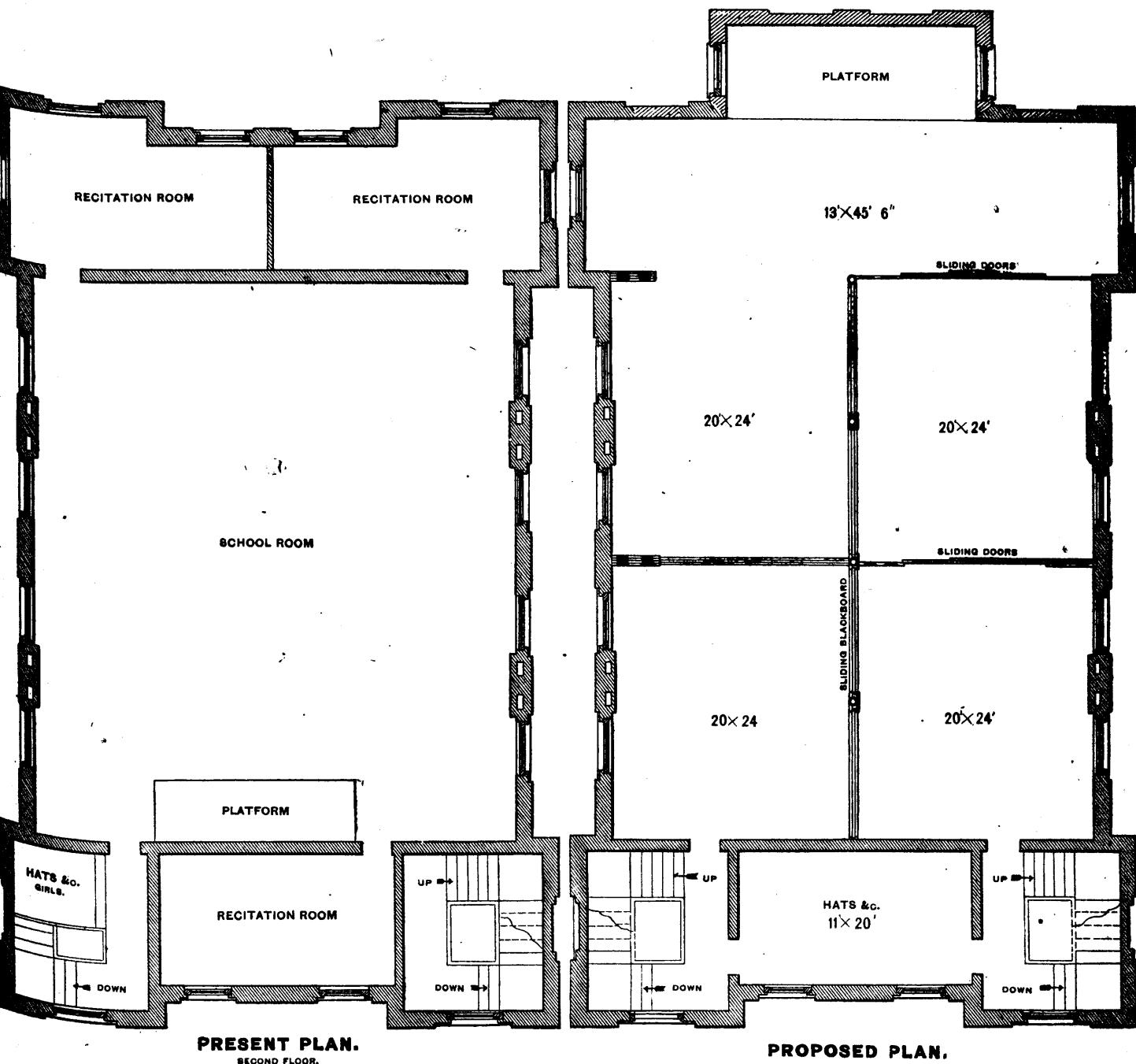
II. PAPERS ON PRACTICAL SUBJECTS.

1. EVILS OF OVER-CROWDED SCHOOLS.

One of the crying evils in our educational system is the over-crowding of schools. Seventy or eighty children are frequently put into a room which could accommodate only half the number comfortably, and here they are confined six hours each day for the entire term. The considerations which should induce a different arrangement are many and powerful. Let us look at some of them.

1. *Health.*—Many, nay most, of the primal laws of physiology are daily violated ; fresh air cannot be supplied in sufficient quantities for so many beings ; the limbs of the scholars are cramped into unnatural positions, and the amount of animal heat evolved is both uncomfortable and unhealthy. It is true some rugged constitutions may pass through with little injury, but think of the frail ones. In many instances the seeds of disease are sown in school, and a life of suffering is the consequence.

2. *Cleanliness.*—The mother's parting injunction in the morning usually is, "Now, keep your clothes clean." In a closely-crowded



school-room this is clearly impossible, and children often suffer from being wrongly blamed.

3. *Neatness.*—All admit the importance of early associations; but habits of neatness and order, no matter how carefully they may be taught at home, cannot be successfully practised in a crowded school-room.

4. *Long Sessions.*—The next consideration is the over-time which pupils must be kept in the school-room in order to give them any instruction whatever. It is clearly impossible for any teacher competently to instruct a large number of pupils in the six hours usually allotted to them. The aid of older scholars is sometimes called in, but even this assistance fails to render the teaching adequate. We once asked of a parent in the country if the school was not very full. "Yes," was the reply, "but Hannah Jane [the teacher] has the knack of getting along." Now, we submit that no teacher, no matter how much "knack" he or she may possess, can successfully instruct more than a reasonable number of pupils.

If it be possible, then, let this evil be remedied. Never let the school-room be over-crowded; but in localities where it is not possible to grade the school, even there do not crowd in so many pupils that they cannot receive adequate instruction.—E. M'V. MOORE.—*Pennsylvania School Journal.*

2. HYGIENE IN SCHOOL AND SCHOOL HABITS.

The visitor to an average district or primary school can hardly fail to notice the violation of certain very plain rules of health, by both teacher and pupils. The air—especially near the close of the day, when it sometimes becomes almost pestilential—indicates a sad lack of ventilation and much uncleanliness of person and clothing. The dietetic habits of the children will inevitably attract attention. They eat before school, at recess, after school, sometimes during school hours—eat pies, doughnuts, fried meat, and other heavy, indigestible food, sure to ruin the health early or late. In so commonplace a matter as "passing the water," the absurdest practices prevail. We have seen a pupil stopped in his reading, to swallow great gulps of water for which he probably had no thirst. The correction of these evils is quite within the teacher's province. —*Michigan Teacher.*

3. DRAMATIC REPRESENTATIONS IN SCHOOLS.

Circular to the Directors of Colleges and Academies in our Diocese.—Salutem in Domino.

I have hitherto tolerated, with much regret and misgiving, the practice of having plays and dramatic representations in our Colleges and Academies.

I was always apprehensive, that those worldly entertainments would give to the pupils an aptitude and taste for the theatre — no inconsiderable evil in itself. Besides, those serious studies, for which children have been entrusted to your care by parents, are very much interrupted in preparing those plays. The pupils themselves, being obliged to be separated from therest of their fellow-students to practise those plays, are exposed to danger, as well as to lose time from important studies.

The teachers, especially those of religious orders, are more or less secularized and annoyed in trying to infuse into the pupils the spirit of the drama, with attitudes and declamations quite unsuited to them and the pupils entrusted to their care for a real and solid education. Certain parents may be flattered at seeing their children smart and attractive on the stage of a school; but the sensible and prudent would prefer to see their children exhibit proficiency in Geography, History, Reading, Arithmetic, Philosophy, and other branches taught in the Academy.

Only a few of the pupils can be employed in the exercise of a play; and if there be any education to be acquired by it, which is very doubtful, but few can be benefited by it. Correct and elegant reading, so much neglected in schools, recitations, dialogues and speeches well studied and delivered are certainly more improving to pupils, and would please patrons of schools, at these public exhibitions, and be more entertaining than snatched pieces and scenes, even from great authors. I am aware that these theatrical representations are produced in distinguished Colleges and Academies; but I am also aware that distinguished Ecclesiastics and thinking men deplore that any necessity should arise for them.

From those very exhibitions in the Middle Ages, though innocent and religious in the beginning, sprang the theatre of modern times. Many dangerous and evil consequences have arisen from the spirit of the stage acquired in some schools. A very grave responsibility rests with the Prelates of the Church under whose jurisdiction and patronage religious schools exist, to see that piety and purity of morals and solid studies reign in them and all dangers be removed. Teachers have and assume all the responsibilities of pious parents, and they cannot be too careful of the sacred trust confided to their care, for which they must give a strict account. Public schools and Universities became so deteriorated, even in Catholic times, that pious mothers, notably the mothers of St. Thomas of Aquinas, of St. Aloysius Gonzaga, and of St. Francis of Sales, had the greatest repugnance to entrust their sons to them.

No responsibility rests more painfully on my conscience than that of our educational establishments. If in the ages of Faith many became a scandal to the faithful, we must be doubly watchful in our age that our educational establishments, especially those conducted by religious orders, should be as the "field of sweet smelling odour, which the Lord hath blessed" (Gen. xxvii; 27).

Parents must know and be assured that in intrusting their children to the care of religious communities they will be more protected than under the paternal roof. We therefore come to the conclusion that all plays and theatrical representations shall cease in the educational establishments under our jurisdiction.

+ JOHN JOSEPH LYNCH,
Archbishop of Toronto.

4. IGNORANCE LEADS TO CRIME.

The moral instructor of the Eastern Penitentiary, Pennsylvania, Rev. John Ruth, makes the following statement concerning the educational relations of the 226 prisoners:

Education sufficient to fit them for business.....	7
Can read, write and cypher.....	98
Can read and write.....	43
Can read only.....	18
Illiterate	60
Had good early moral training.....	36
Had no special care taken of their morals.....	190
Went to Sabbath-school.....	49
Did not go to Sabbath School.....	177

To the thoughtful what a story of neglect these figures reveal! But mark well the words of Mr. Ruth in the following paragraph:

In regard to the beneficial results of secular teaching we are not left to conjecture. In this department we have witnessed, year after year, the most satisfactory improvement on the part of those who have been placed on the school list. Many who can only read, write and cypher a little might find great advantage if they could be placed under instruction, but the statistical tables which follow will show that the teacher is already over-taxed. It must be observed that the school books are furnished and the lessons given to the prisoner in his cell, and in this way the teacher can give only from two to four lessons to each pupil during the month, and

from twenty-two to twenty-five lessons during the year. But even with this small amount of instruction incalculable good is accomplished. This is evinced from the fact that those who come to us illiterate, and receive the rudiments of an education, seldom if ever return to prisons, but usually make good citizens. If our teaching force could be augmented, so as to enable us to place under instruction all who really need to be instructed, the security realized against further acts of violence would abundantly justify the expenditure, and the communities from which the recipients came would be insured in good degree from further injury at their hands. Reformation is what the community at large needs in order to be protected.

These are the words of truth and soberness. Weigh those especially which we have italicised. Mr. Ruth is no theorist. He has lived and worked among the prisoners of the Eastern Penitentiary for some twenty years. What he says is worth more than many fine speeches on education from men wanting his experience. We add only this. If education is worth so much when tried in so feeble a way on the hardened prisoners in the Eastern Penitentiary, who can estimate its influence for good when applied skilfully and under favourable circumstances to the tender minds of the young? Then it is almost omnipotent.—*Pennsylvania School Journal*.

5. HABITUAL MODERATE DRINKING.

Sir Henry Thompson, the eminent English surgeon, has added the weight of his opinion and mature experience to the testimony accumulated against habitual "moderate drinking." In a letter to the Archbishop of Canterbury he expresses the conviction that the use of alcoholic beverages is the greatest cause of evil from which the country suffers. "I do not mean by this," he explains, "that extreme indulgence which produces drunkenness. The habitual use of fermented liquors to an extent far short of what is necessary to produce that condition, and such as is quite common in all ranks of society, injures the body and diminishes the mental power to an extent to which, I think, few people are aware of. Such, at all events, is the result of my observation during more than twenty years of professional life devoted to hospital practice, and to private practice in every rank above it. Thus I have no hesitation in attributing a very large proportion of some of the most painful and dangerous maladies which come under my notice, as well as those which every medical man has to treat, to the ordinary and daily use of fermented drink taken in the quantity which is conventionally deemed moderate."

6. LADIES' HUMANE EDUCATION COMMITTEE, MONTREAL.

This Committee, established in connection with the Canadian Society for the Prevention of Cruelty to Animals, is formed for the promotion of the systematic education of the young in the principles of humanity, and by early training to inculcate in their minds the duty of kindness and consideration to all dumb creatures.

With this object in view the Committee has organized a plan of operations similar to that established by the Ladies' Humane Education Committee in London under the presidency of the Baroness Burdett Coutts.

The Committee first desire to obtain the co-operation of the school-masters and mistresses of the Province, and to this end an address will be presented to the Minister of Public Instruction for permission to introduce certain specified text-books into the schools under their control. These text-books are those which are now in use in the schools in England and France.

The Committee will also send an appeal to all the teachers in the Province, requesting them to inculcate the principles of humanity and kindness upon the children under their care, and recommending to their notice the method pursued with eminent success by Monsieur de Sailly, a French teacher in Algiers. It is proposed to offer prizes for the best essays on the subject of kindness to animals, to be competed for annually in each school. The Committee will also recommend, as an effectual method of awakening the interest of the young in schools, etc., the formation of small societies for the protection of dumb animals, and particularly of birds, their nests and young. The good objects for which the Committee is labouring can be materially assisted by the ladies of Montreal, who are now invited to associate themselves with the work of the Committee. This is peculiarly a sphere of action in which women's influence can be advantageously exercised, as they have opportunities for awakening and training the sympathies of the young, in families, schools, and charitable institutions. A subscription of one dollar constitutes membership. The money obtained from the members' subscriptions will be expended in prizes, rewards, periodicals, etc., and the necessary expenses of the Committee.

The Committee urgently request heads of families to subscribe either to the *Animal World*, a monthly periodical published by the London Society for the Prevention of Cruelty to Animals (at 75 cts.

per annum), or *Our Dumb Animals*, published in Boston (at 75 cts. per annum), and cause these papers to be read in their families. Both these periodicals can be obtained at F. E. Grafton's. The Committee will place copies of their text-books and of suitable periodicals and pamphlets, etc., gratuitously in all charitable institutions entrusted with the care of boys and girls.

The labours of this Committee are wholly of an educational character, and as such are distinct from the punitive work of the Society to which they are attached.

The ladies trust that when the objects of their Committee become known to the public, they will be enabled to enlist the sympathies of all in its behalf, and they would call upon all to aid them in their labours by instilling in the minds of the young under their charge the duty of kindness, humanity and mercy to all dumb creatures.

ISABELLA ALLAN, President.
ANNE McCORD, Sec.-Treasurer.

Montreal, June 3rd, 1873.

III. Papers on Practical Education.

1. MODE OF TEACHING READING.

One of the most sensible plans for teaching reading to beginners which we have ever met with, is the following from the *Massachusetts Teacher*:

The object of reading to one's self is to take the sense of what is written ; the object of reading to another is to express the sense. To express the sense we must first take it ; hence the great importance of oral reading in the schools ; its primary object being the expression of the sense, it presents the natural occasion for taking the sense. In teaching oral reading, let the pupil's mind be occupied simply with expressing the sense ; let nothing be introduced into the reading exercise which shall tend to exclude thoughts of expression. This is the soul of reading ; to secure facility in this should be the object of every lesson, from the first given in the primary to the last given in the professional school.

The process of teaching little children is very interesting and exceedingly simple ; and the simpler it can be made, the more interesting will be the process. The lessons should be reading lessons simply, entirely free from spelling, from phonic analysis, and even from the alphabet. The alphabet, spelling and phonic analysis should be early taught, but not as a part of reading. The alphabet and spelling are to be taught as aids to written composition, the phonic analysis for vocal culture.

If the child's first reading book is properly constructed, it will be a guide to the teacher in giving object lessons. The first page of readings will present the picture of an object which can be brought into the presence of the pupils ; this object will form the subject for conversation with the pupils. Suppose the first reading lesson to be about a knife. The knife will first be brought into the presence of the pupils, and they will be led to observe the parts or the qualities ; if they are led to observe the parts, the exercise may be something as follows :

Teacher (holding the knife in the pupils' presence).—What is this ?

Pupils.—A knife.

T.—Here is the word *knife* (putting it upon the board and pointing) ; what is it ?

P.—Knife.

T.—What has the knife (presenting some part, as the handle) ?

P.—A handle.

T.—Say, the *knife* has a handle.

P.—The knife has a handle.

T.—Here is the word *handle* (putting it upon the board beneath the word *knife*, and pointing) ; what is it ?

P.—Handle.

T.—What else has the knife (directing attention to the blades) ?

P.—Blades.

T.—Say, the *knife* has a handle and blades.

P.—The knife, etc.

T.—Here is the word *blades* (putting it upon the board beneath the word *handle* and pointing) ; what is it ?

P.—Blades.

T.—Point to the word *knife* ; to the word *handle* ; to the word *blades* ; to the word *handle*, etc. (Pupils point.)

T.—Now say what you said before : *The knife has handle and blades.* (Pupils repeat.)

T.—I will put down the little word you say with *knife* (putting the before *knife*, and pointing to the phrase) ; say, *The knife*.

Pupils repeat, not *Thee knife*, but the phrase, *Th' knife*, as in speaking.

T.—Say again what you said about the knife.

P.—The knife has a handle and a blade.

T.—I will put down the little word you say with *handle* (putting a before *handle*, and pointing) ; say, *a handle*.

Pupils repeat, not *a handle*, but the phrase *a' handle*, as in speaking.

T.—(Putting *has* with *a handle* and pointing) ; say, *has a handle*.

Pupils repeat the phrase, *has a handle*.

T.—Say again all that you said about the knife (pointing to the phrase already upon the board).

P.—The knife has a handle and blades.

T.—I will put down the word you say with *blades* (putting and before *blades*, and pointing) ; say *and blades*. (Pupils repeat.)

T.—Point to the phrase *The knife has a handle ; and blades ; has a handle, etc.* (Pupils point.)

It may be desirable to present the above in two lessons. Various devices are employed by teachers for fixing the words in the minds of the pupils ; similar means should be used for fixing the phrases.

If the above simple lesson is properly arranged in the reading book, the pupils will easily be taught to read it there. Whether the lessons are or are not in the book, the general plan of teaching beginners should be as illustrated.

By this plan the pupils read only what they have first been led to say ; what they say is an expression of their own thoughts. By the arrangement of the lessons in phrases, the pupils are led to read, as they speak, in phrases.—GEORGE A. WALTON.

2. SHORT LESSONS.

Shallow scholarship is the bane of this country. We do everything in a hurry, and scarcely take the time to do anything well. Nowhere is this evil greater than in our schools. We hurry our pupils through their books, through their studies, through their classes, through the schools, and into this fast life we are living. We skim the surface of knowledge, but few of us ever dive beneath it. There is not one school in ten in which there are not many children advanced beyond their strength. They are studying things they cannot understand, studying more branches than they can master, studying lessons too long for them to learn thoroughly.

Teachers, make your lessons short. If so, you will have them well learned. Your pupils will come to the recitation in cheerful spirits. They will recite well. They will go from it determined to master the next lesson. They will be eager to learn any fresh matter you may add to that contained in the text-book. They will grow intellectually day by day. If, on the contrary, you *must* hurry them through the book by giving long lessons, you will have poor, dragging recitations ; your pupils will soon either lose heart or health ; their zest for study will leave them, and their mental stomachs will refuse to digest the food you cram into them.—*Pennsylvania School Journal*.

Instruction should be as pleasant as ordinary food, and the tastes of children should be cultivated, instead of filling them with dry facts, which they cannot digest. The question is not whether there is more or less book-learning, but whether the child has the opportunity of teaching itself and of acquiring intellectual tastes. To learn reading is not enough : they should be taught to enjoy reading, to delight in the discoveries of science, and to take a pride and enjoyment in history.—SIR JOHN LUBBOCK.

3. THE STIFF, FORMAL METHOD IN SCHOOLS vs. THE LOOSE, SLIP-SHOD METHOD.

Go into a school famed for its excellence, and likely you will find the teacher giving attention to the minutest details of conduct and recitation. Such a teacher believes that the formation of habits in his pupils is of the utmost practical importance. He accordingly gives heed to the manner in which his pupils sit in their seats, stand in the class, hold their books, walk across the room, address their teachers, etc., etc. Above all he insists upon their giving attention to the recitation while in the class, or in their quiet absorption of their several tasks while at their seats. He even keeps up the pressure of his supervision upon them in the yard and on their way home, everywhere demanding of them courteous behaviour. Such a teacher will receive an emphatic disapproval from a teacher of an opposite class. "I believe in geniality and good nature, and not so much in stiffness and formality ; such a teacher (as the one described) would drive out of a child all the nature he has, and make a machine of him." By this feint he hopes to prevent a dis-

paraging comparison with his own school, which if you visit you will find very much tending to the extreme denominated "too easy." On your entrance every eye is turned upon you; both pupils in their seats and those in the class were so little engrossed in their work that they found a stranger more attractive. You will find that the pupils who are reciting do not all pay attention to the recitation after order is restored; that in fact many pupils who should be engaged in study are listening to the recitation. The teacher is very animated in the conduct of his class (apparently more so than he had been before you entered). He addresses his remarks more particularly to the brightest pupils of his class. His genial and his geniality comes on him by fits. Some days he scarcely feels like hearing the recitation at all; on others he is very animated; he is prone to disregard the regular hours of recitation and lets the programme fall behind, trusting to make it up by extra vigour. There is no fixed system in his own efforts, and consequently his pupils lack it. They do not get into fixed habits of work, and are not attentive to the formalities which make school life run pleasantly and profitably. But their school training is such as to develop, rather than subordinate, their idiosyncrasies.

The former of these two types of schools is commonly preferred by school directors and the profession generally; the latter type is often the most popular with the community at large. The newspapers very often attack the former school and show it no mercy. From the standpoint of mere theoretic acquirement, so much attention to details merits rebuke. "That the pupil should sit in this particular position rather than in that, does not help him to understand his lesson any better." "The strength of the teacher and of the pupils is wasted on mere formalities." But the profession makes reply: "No great achievement can be made except by persistent effort, which implies a complete conquest over one's self; hence, the theoretical depends upon the moral. The moral consists in a system of habits, every one of which implies self-denial and a preference of duty over pleasure. If its defence is well-grounded, we are to look upon all of that careful attention to details as contributive toward the formation of correct habits. Without correct habits no great result can be achieved, although brilliant occasional performances may result.—W. T. Harris, in the *Western*.

4. SUGGESTIONS ON TEACHING DRAWING, BOTANY, ETC.

I teach Drawing to my whole school, and this for several reasons. First, because a certain amount of aesthetic culture is desirable for everyone, especially in this country, where there is no saying what position any child may be called to occupy. But, independently of social position, it is desirable. In proportion as we can enkindle and cultivate in our pupils the love of beauty, we refine and ennoble their characters, and this reacts upon their moral sense. It also prepares them to appreciate many a sweet and inexpensive pleasure as long as they live, and opens to them a thousand sources of delight. Is this a trifling boon? Second, in proportion as recitations can be illustrated by drawings upon the blackboard, the pupil's interest in his studies will increase. Let each teacher test that for himself. And, finally, it greatly relieves the tedium of confinement in the school-room, especially for the little ones, and keeps up an unflagging interest, if a teacher only manages it rightly. A person once expressed to me his surprise, that with a pretty large school of all ages, I was able to keep good order without using any kind of corporal punishment. I laughed, and told him that it was by skilful management. It was simply in keeping the scholars interested—nothing more.

The next consideration is, how should drawing be taught in our schools? Or, rather, how should it be used as an adjunct to teaching?—for that part is the most important. Select schools are not usually graded, and in my last school I had every age to deal with, from little children of seven and eight up to boys and girls of sixteen years. In the case of my youngest pupils, I encouraged the use of the transparent slate, drawing myself on bits of paper little sketches of familiar objects, to put under the piece of ground glass on which the children drew. Thus they gradually acquired a facility in drawing outlines, both straight and curved. If the teacher has not time to draw the models, any simple wood-cuts will answer, though not as well. I also permitted them to draw on their ordinary slates, setting them a copy as I would do in a writing lesson—such copies as the simplest possible outline of an open book, a spade, a box viewed diagonally, or, in fact, anything that was easy. This delighted the little ones, and kept them from being restless and noisy. As a reward for good conduct in school, I would frequently give them, at the end of a week, a nicely drawn picture of a dog, a horse, a group of rabbits or kittens, or any other favourite animal drawn by myself; and the vivid admiration which these excited tended to stimulate them still more in their own efforts.

At quite an early age I commenced teaching geometry, carefully avoiding, however, the use of that word, calling it indeed a drawing lesson. Drawing certain lines, angles, or any geometrical figures on the slate, I require my young pupil to copy them over and over, until he makes them perfectly. Gradually, and of course entirely without any book, I begin to suggest to him the relations of these lines and angles to each other, and let him work out easy propositions:—beginning, perhaps, with the axiom that a straight line is the shortest distance from one point to another. He looks up doubtfully. I give him a corner of the blackboard, and allow him to try for himself, which he does, carefully measuring the length of his lines with a bit of string fished up from that *omnium gatherum*, as somebody called it—a boy's pocket. After repeated trials he is convinced it is the shortest distance from one point to the other. That lesson is never forgotten. And so with one truth after another, until, without knowing anything of the word "geometry," the child knows much of its elements. My experience of teaching has taught me that, if presented to their minds in the right way, there is no department of study so delightful, so naturally interesting to all children, as that department which includes every branch of Mathematics.

From each member of the class in Geography I required, once a week, a finished map, executed on drawing paper with coloured crayons, of some one of the countries or states which had formed the subject of recitation that week. And, during the recitation each day, some one of the pupils would be called on to go to the blackboard and illustrate the lesson by drawing the outline of some country, or the seaboard line, or the course of some river and its tributaries, or whatever might be necessary. They soon acquired facility in doing this, and of course it gave a living interest to the recitation, and entirely prevented monotony, as the whole class were watching intently to correct possible errors.

In Botany I pursue the same course, requiring some member of the class (taking them by turns) to stand at the blackboard and illustrate the lesson of the day by drawing the flowers or parts of flowers that are under discussion; and every member to draw all the illustrations afterwards in his drawing-book, with the black-pointed crayon.

The very same method applies to Physiology and that elementary part of Anatomy which enters into our school curriculum; only, as these illustrations require to be done more carefully, I allow the pupil who is selected for that purpose to sketch the figures on the blackboard before the class is called for recitation.

A learned professor, addressing one of our teachers' institutes this fall, remarked that our best schools are founded in chalk. All his auditors thought the expression a suggestive one; but few realized, I think, how profoundly true it is. When I began teaching, eighteen years ago, no one dreamed what a powerful auxiliary the blackboard was to become. Now, I do not know of a single study, except perhaps Chemistry, whose recitations may not be illustrated by chalk. Even in the Sunday School has this method been introduced.

In giving the now so popular object lessons, some facility in Drawing, on the part of the teacher, is almost indispensable. We cannot always have a specimen of the object we wish to describe; and if, with a bit of chalk, we can create a vivid image of it before our pupils' eyes, the interest of the lesson must be correspondingly greater than where nothing of the kind is attempted.—*Mrs. Canedo, in Michigan Teacher.*

IV. Mathematical Department.

To the Editor of the Journal of Education:

When I penned the brief article on "Interest," my mind was to supplement it with two or three more. Ill health has prevented my so doing. As you seem somewhat to have mistaken the tenor of my former article, a few words in explanation may not be inadmissible.

In the first place, the limits of that article were too brief to do more than expose the error of the present mode without elaborating a new design. Mr. Sullivan has taken up much more space than me, and yet has not advanced any further. The scope of the two articles and their conclusions are thoroughly the same, although the mode of argument is different. Mr. Sullivan and myself agree that there is but one kind of Interest. The Text Books invariably teach that there are two kinds of Interest. Mr. Sullivan, to be sure, still uses the epithet "Compound Interest," but there is no use in prefixing any adjective when there is but a single kind, and consequently I wrote that the terms "Simple and Compound as applied to Interest should be expunged." Had I intended to replace them by any other terms I should have used the word "exchanged" instead of "expunged." Because when one qualifying epithet is re-

jected, why should the other be retained? When there is but one kind of Interest, the prefix "Compound" is as much out of place as "Simple." Therefore Mr. Cameron, in requiring the solution of his problem to be given in "Simple Interest," is asking that the solution be rendered in an impossible form.

Mr. Cameron has also fallen into another error which I find to be common to very many; namely, that if a problem can be solved by elementary processes that the converse problem can be solved by elementary processes also. Thus because involution can be done by ordinary multiplication, they tacitly assume that evolution can be done by ordinary division.

Another error which Mr. Cameron has committed is common to him and all those who believe in the absurdity denominated "Annuities at Simple Interest." This mistake is, supposing that an approximation of a function can be used as a basis for an independent construction of another function of diverse form, instead of being applied after the second function has been established from the definitions.

You ask what suggestion would I make as to the mode of teaching Interest. The natural mode certainly seems to me to be to teach the truth that there is but one kind of Interest. Those rules now used under the cognomen of Simple Interest would then be removed from the false position they now occupy of an independent and co-ordinate branch of Arithmetic, to their proper sphere, which is that of being approximations only to the correct and accurate processes of Interest.

Who would think of putting forth Hutton's rule for approximating to the roots of numbers as a separate and independent species of evolution?

H. T. SCUDAMORE.

Sutherland's Corners,
14th May, 1873.

To Correspondents.—"Hygiene" being anonymous cannot be inserted until the name is furnished to the Editor.

INTEREST THAT IS INTERESTING.

To the Editor of the Journal of Education:

A lends B. \$1,000 payable in ten annual instalments of \$160 each; what rate per cent., simple interest, does B. pay?

Several solutions have been given to the foregoing question, all of which I believe to be fallacious. I suggest since this is a problem in Simple Interest, that it be worked on Simple Interest principles. At each payment B. pays a part of the principal and the simple interest on that part from the time it was borrowed.

$\frac{1}{1+r} = A = P(1+rt)$, in which the formula r is unknown; t varies from 1 to 10, and P also is variable; but $P = A \div (1+rt) = 160 \div (1+rt)$. By substituting the value of t , we have

$$\$1,000 = \left(\frac{160}{1+r} + \frac{160}{1+2r} + \frac{160}{1+3r} + \dots + \frac{160}{1+10r} \right)$$

From this equation, we find by using the rule for approximation that $r = 12.316$ the rate, and in accordance with Sangster's Arithmetic.*

W.M. S. HOWELL,

Teacher,

S. S. No. 13, Sophiasburg, Ont.

It is time there should be an end to this subject. Now the true equated time for all the payments, and free from all the objections to the common rule for the equation of payment, is 5.2319 years, and the rate at simple interest is 11.4681+. Any objections to this shall be answered by private correspondence. In the future numbers of the Journal will appear the solution of the questions proposed by me.

MATHEMATICAL EDITOR.

Address in future, A. Doyle, Ottawa, Ontario.

V. Biographical Sketches.

1. THE LATE SIR G. E. CARTIER.

(From the *Globe*.)

Sir George Cartier's career presents several remarkable phases of character well worthy of remark. Throughout his whole career we find him always distinguished as an enthusiastic supporter of the special claims of his French-Canadian countrymen. The love of his own race was, next to his personal ambition, probably the strongest characteristic of his career. He displayed it in the part which he took in the rebellion, and, afterwards in the desperate struggle which he made in opposition to the claims of Upper Canada for representation by population. * * * *

That Sir George Cartier, in his management of the affairs of Quebec, and indeed of the whole of Canada, used corrupt means is unquestionably but too true. We should set at naught historical truth if we did not state the fact. His legislative measures and his appointments to office were far too often guided by personal or corrupt party reasons. But he nevertheless retained in his personal intercourse a degree of straightforwardness and candour which commanded respect. He would, doubtless, have excused his errors on the ground that he was contending for what he considered the sacred rights and privileges of his countrymen, and that in purchasing support in Upper Canada he was only doing what was needful to check the encroachments of the people of the west.

Sir George Cartier was free from some prejudices which animate large sections of his French fellow-countrymen. While devoted to their interests he was extremely fond of English institutions and of English people. We believe that he looked forward to spending the evening of his days in the British capital under more favourable circumstances than those which marred the fulfilment of his wish. His attachment to the empire was not therefore the result of selfish considerations, but sprang from personal feeling, and although many of the measures to which he gave his countenance were far from beneficial to the Dominion of Canada and its connection with the British Empire, there is no doubt that he heartily desired the welfare of both. * * * For many years in the receipt of a large income, he was liberal in his expenditure and generous in his hospitality almost to a fault. He will probably be chiefly remembered in Lower Canada by the part which he took in the abolition of the seigniorial tenure, and by what he himself considered his crowning work, the codification of the law of that Province. In Upper Canada he will be remembered, if not as a friend, at least as a not ungenerous foe, with whom it was necessary to contend, but for whose courage and straightforwardness it was possible to retain a large amount of respect.

(From the *Mail*.)

Sir George Cartier was one of those men who are so constituted as to love power for power's sake. He valued it for its social advantages, and for the opportunities it afforded him of exercising authority and rule. He rarely abused his privilege. Generally he was one of the most approachable of Ministers, and his gruffness was more apparent than real. In the House it was often said of him that he was a better lieutenant than captain. He was certainly more frequently the former than the latter; but in this respect he felt, in common with all the other public men of the country who have come in contact with him, that it was no dishonour to continue to serve under one of Sir John Macdonald's remarkable talents and extraordinary ability. There was a fear that Sir George Cartier's dogmatic way, his "I-say-so-and-it-must-be-done" manner, would not be in place in the first Minister. It is undeniable, however, that during Sir John Macdonald's absence in Washington in 1871, Sir George led the House of Commons with great adroitness and with consummate ability, greatly disappointing many of his friends, who rather dreaded his bluntness when brought into play in the highest parliamentary position in the country. It is quite probable that had Fate so decided his place, he would have led the House with far more success than many persons not unfriendly to him have been willing to give him credit for.

(From *Le Nouveau Monde*, translated for *Witness*.)

The epoch of Mr. Cartier's great power was also that of his first faults which were to become fatal. The feeling of invincibility made him forget the source whence he derived his strength. He did not remember that if he had become the chief of Lower Canada it was precisely because he had identified himself with the Catholic cause, that he had devoted himself as the defender of the Church, and that he had never feared to avow himself eminently Catholic, and a submissive child of the Church. From 1865 he had taken an active part in the difficulties excited by the affair of the dismemberment of Montreal Parish, and had impelled his organ and his friends into a path of opposition and pitiful persecution which has ended in so deplorable a manner for him.

The attempt he pursued with so much perseverance to counteract the projects of his Bishop and procure the annulment of canonical degrees by the civil tribunals, destroyed the confidence of the Catholics, and initiated the ruin of the colossus. This fault was crowned by the abandonment of the Catholic cause in New Brunswick in 1871, and if it were desired to ascertain the harm Sir George did to himself and party, it is sufficient to compare the result of the elections of 1872 with those of 1867.

The death of Mr. Cartier is a great political event; it may seriously affect the future of the party which for twenty years he led to victory. It is not too much to affirm that he leaves no one to take his successorship who enjoys the influence, prestige and consideration which he was able to inspire by his great political qual-

ties, but chiefly by the frankness of his character, the force of his will, his fidelity to his friends, and the blind and fanatical confidence they had in him. For one of his errors was to surround himself with mediocrities, and in preference to favour those who in any case could not give him umbrage. He saw too late the fault he had committed, and he had not time to repair it completely.

(From N. Y. Witness.)

His whole life was spent in keen party warfare, and yet he was one of the best natured and most genial men. He was an excellent human specimen of a game cock, and he did not take the comparison amiss, as he was, though a patriotic Canadian, an intense Frenchman, and the cock was the old Gallican emblem. He was ready at any moment to spring with the utmost pluck to any encounter, and he was as persevering as he was prompt.

Though he ruled for a long time (for he was really the ruling spirit in Canada) by corruption, he kept his own hands clean. His ambition rose far above pecuniary gain, and it must be allowed by one who opposed him through his whole career (except when he was in the right) that his ambition was more to make Canada a great empire, and the French portion of it very influential, than even to raise himself personally. He was placable to his political enemies, or rather did not appear to feel or care for their opposition, and he never forgot a political friend, however unworthy.

The French-Canadian members of Parliament, or at all events a great majority of them, were so completely at his beck, that they were familiarly called his *moutons*, and by their solid vote they gave him the controlling power of the Legislature.

Sir George fought against the British Government when a youth in 1837 and was for a season outlawed, but like several others of the so-called rebels who were not shot or hanged at the time he afterwards rose high in the Government of the country, and favour of the Queen.

In company Sir George was as jovial as a school-boy, and a capital singer and actor of Canadian boat songs.

With all his faults Canada will miss him, for he was a great leader though a little man, and an enterprising, far-seeing and patriotic statesman. The solid body of French-Canadian voters with a more fanatical leader might have proved a very dangerous element.

2. THE HON. JOSEPH HOWE.

Mr. Howe was born in the Northwest Arm, Halifax, in 1804, so that he had almost reached the allotted age of three score years and ten. He came from a hardy loyal stock. "During the old times of persecution," said he in one of his speeches, for Mr. Howe like many other great men was fond of talking about himself, "four brothers bearing my name left the southern counties of England, and settled in four of the old New England States. Their descendants number thousands, and are scattered from Maine to California. My father was the only descendant of that stock, who, at the Revolution, adhered to the side of England. His bones rest in the Halifax churchyard. I am his only surviving son." He had but few opportunities for education when a lad, having to walk two miles to get to school in summer, and being kept at home in winter. But his father was a man of culture, and charged himself, as far as time would permit, with his education. At the age of thirteen he was apprenticed to the printing business, and during his apprenticeship developed those talents for literary composition which have since distinguished him. He contributed to the press, over anonymous signatures, a number of pieces in prose and verse during his apprenticeship. In 1827 he purchased the *Weekly Chronicle*, changing its name to the *Acadian*, and commenced his regular connection with the press. Two years afterwards he disposed of his share in the *Acadian*, and purchased the *Nova Scotian*, which he continued to edit until 1841. During the early months of his editorial career, he paid but little attention to politics. But those were stirring times, and an ardent nature like his could not long keep aloof from the all-engrossing questions of the day. Having once entered upon political discussion he became an earnest and vigorous opponent of the abuses by which he found himself surrounded. The result was a libel suit on the part of the Magistracy of Halifax. Mr. Howe always took pleasure in telling the story of this suit. He was as yet comparatively little known, and his powers as a speaker were not even suspected. When he received the writ he consulted two or three professional men, but they all shook their heads, regarded the case as a decidedly bad one, and advised a retraction and apology. Young Howe, however, felt that to retract would be to destroy his influence in the future. He knew he was right; that the cause in which he was battling was the cause of popular freedom, and he resolved to brave all consequences. The result we give, from memory, in his own words, as he related the story some ten years ago to the writer of this article:—"If you cannot undertake

my defence with hope of success, will you lend me your law books treating of the question of libellous publications? I got the books, locked myself up for nearly seven weeks for study, taking no exercise, and abstracting all the time possible from business. Then came the sittings of the Court. On the afternoon before the trial, I abandoned myself to a long tramp near the water's edge, and to fresh air. And on the morning of the eventful day I took my seat, dressed in the unusual garb of a black suit, among the lawyers within the railing, not much concerned at the evident amusement I created. The case was opened; the Crown officer made out a terribly hard case against me; the publication was proved, and I was called upon for my defence. I had had time to scan the faces of the jurymen during the proceedings, and had placed myself on tolerably good terms with them. I opened my address and was pleased to find that I at once challenged attention; as I proceeded with my plea of justification, which was the popular wrong which had been committed and the popular right to be vindicated, I saw a tear steal from the eyes of two or three of the jury, and I felt myself safe in their hands. My address occupied some hours in the delivery, and when I sat down the burst of applause from the crowded court room, which no threatenings of authority were able to suppress, told me my case was won, if I could only get a decision before the impression had time to wear off. I was horrified to find, then, that neither the Crown officer nor the judge was willing that I should have this advantage, and the Court adjourned. Next morning the Attorney-General delivered a tremendous philippic against me, and the judge in his charge uttered one scarcely less terrible. But it was no use; the jury, with scarcely any delay, brought in a verdict of acquittal; the people carried me on their shoulders in triumph from the Court House, and at the next election returned me as their representative from the County of Halifax."

Mr. Howe remained a member of the Legislature of his own Province, without intermission, until 1863, representing, during that time, Halifax, Cumberland and Hants. He laboured with untiring zeal and with wonderful tact for the establishment of responsible government, and to him, perhaps, more than to any other single man, was due the change in the colonial policy of the Empire. He was the recognized leader of the liberal party in his own Province. And while waging the most uncompromising warfare against the colonial policy of the Empire, and the maladministration to which that policy had given rise, he never uttered a disloyal sentiment, or spoke a word which could by any process of perversion be construed into an attack upon British connection. Thoroughly liberal and popular in his opinions, he was an Imperialist of the most decided character. He held, as a first article of political faith, the greater union of the Empire, by the representation of the Colonies in the great Parliament at Westminster; and to his latest hour he never swerved from the opinion that the best interests of the British nation would be subserved by such closer union.

Mr. Howe was known personally to old Canada by his earnest advocacy of the Intercolonial Railway, and by his speeches in that behalf in 1849. His great speech at Detroit, on the subject of the reciprocity treaty in 1865, won for him renewed applause from the people of this and the western Province of the Dominion, and stamped him as the most vigorous orator at that important gathering of the leading commercial minds of the continent. His opposition to the scheme of Confederation in his own Province, made his name familiar in the late political discussions in this country; and the almost entire sweep of his own Province against the scheme, electing eighteen out of the nineteen members to the first Parliament of Canada against it, was a striking proof of his power and popularity. In the presence of an accomplished union, having regard to the future interests of Canada, he consented to submit the grievances of which he complained on behalf of his Province to the fair consideration of the Government, and an arrangement was made by which the people of Nova Scotia were satisfied. Mr. Howe was then offered and accepted a seat in the Cabinet. He has been charged with having sold himself for this position. A greater slander could not be uttered. Whatever faults Joseph Howe had, and being human he was not without them, he was not mercenary. In a long career of public usefulness, he has never been charged with the crime of having an itching palm. He laboured hard in his country's service, and with talents which might have made him rich, he has died a poor man. He entered office at the pressing solicitation of the Government. Having expressed himself satisfied with the re-arrangement of the financial terms, so far as they affected Nova Scotia, it was right that he, the leader of the Anti-Confederates, should show his good faith by accepting office and thus giving a guarantee to the country that the agitation was at an end, and to his friends that their interests were safe in the hands of a government of which he was a member. It was practically the same motive which induced Sir John Macdonald in 1864 to insist upon Mr. Brown taking a seat in the Cabinet, and the position was

accepted by the veteran Nova Scotian in the same spirit as by the Upper Canada Clear Grit Leader. When he returned to his county for re-election, he was met by the bitterest opposition, and he contracted in that contest the disease which has finally carried him off. He lived long enough to find himself elevated to the highest position in his native Province, and that by the common consent and amid the warmest congratulations of men of all parties. Unfortunately he has not lived long enough to enjoy, for any time, his well-won honours. He has gone from us, leaving upon the history of his country the stamp of his energy, ability and patriotic devotion, and bequeathing to his friends the record of a long and laborious life spent in the interests of his fellow-men.

We give the following particulars concerning the deceased statesman from Morgan's Parliamentary Companion :—

"Family originally came from the southern counties of England during the old times of persecution, and settled in the New England States. Son of the late John Howe, a loyalist, formerly of Boston, Mass., where, at the revolutionary era, he conducted the *Massachusetts Gazette* and *Boston News Letter*, and latterly of Halifax, where he held the office of King's Printer and Postmaster-General for a lengthened period; and brother of the late Asst.-Com. Gen. Howe. (See Sabine's *Am. Loyalists.*) B. on the North-west Arm, Halifax, N.S., 1804. Ed. by his father. M., 2 Feb., 1828, Catherine Susan Ann, only daughter of Capt. John McNab, Nova Scotia Fencibles. A Governor of Dalhousie College, Halifax, and of King's College, Windsor; a Vice-President of the N. S. Historical Society, and President of the Mechanics' Institute, Halifax. Was for many years a prominent journalist in Nova Scotia; editor and proprietor of *The Acadian*, Halifax, from 1827 to 1828, and of the *Nova Scotian* from the latter year until 1841, when he retired from the press for a brief period, but returned in 1844, and edited the *Nova Scotian* and the *Morning Chronicle* from that time until 1856. Was Speaker of the Legislative Assembly, N. S., 1840-1; Indian Commissioner, (without salary or commissions,) 1841-2; Collector of Customs, Halifax, 1842-3; a member of the Executive Council, N. S., from 1841 to 1843, from 1848 to 1854, and again from 1860 to 1863; Provincial Secretary from 1848 to 1854, and from 1860 to 1863; Chairman of Government Railway Board from 1854 to 1856; British Fishery Commissioner, from 1863 until the abrogation of the Reciprocity Treaty with U. S., 1866; and British Commissioner with Hon. Messrs. Gray and Ritchie, to enquire into the tenure of lands in P.E.I., 1860-1. Was leader of the liberal party in N. S. for many years previous to the Union; and of the Anti-Confederate or Repeal party of that Province, for some time after that event. Delegate to England to promote the construction of the Intercolonial and European and North American Railways, in connection with a policy of systematic emigration, 1850-1; to Canada, with Mr. Chandler, with reference to Intercolonial Railway, uniform postal rates, and protection of fisheries, 1851; to England to promote N. S. Railways, 1852; same place to secure money for their construction, 1855; on particular service in U. S., 1855; again to England with Messrs. Tilley and Vankoughnet to obtain aid for Intercolonial Railway, 1861; again to England with Messrs. Tilley, Sicotte and Howland to arrange terms of Imperial guarantee for the same road, 1862; to Detroit Commercial Convention, of which he was Vice-President, 1864; and to England, 1867, and again in 1868 to secure a repeal of the Union of N. S. with Canada. Holds a patent of rank and precedence from Her Majesty, as an Executive Councillor, N. S. Declined a seat in the Privy Council of Canada, 1868. Sworn of the Privy Council, and appointed President of that body 19th Jan., 1869, in which office he remained until appointed Secretary of State for the Provinces, and Superintendent-General of Indian affairs, 19th Nov., same year. Is author of Responsible Government; a series of letters addressed to Lord John Russell (Hal., 1839); Letters to Lord John Russell on the Government of British America (Lon., 1846); Letters to Earl Grey (do., 1850); Speech delivered at Southampton on the Importance and Value to Great Britain of her N. A. Colonies (do., 1851); A Letter to Hon. Francis Hincks, being a review of his reply to Mr. Howe's speech on the Organization of the Empire (Hal., 1855); Letter to Right Hon. W. E. Gladstone, defending his conduct as Agent of the Imperial Government under the Foreign Enlistment Act (Lon., 1856); Letter to the Right Hon. C. B. Adair, M.P., defending British Americans in relation to their military organization and achievements (do., 1863); Shakespeare, an oration (Hal., 1864); Speech at International Commercial Convention at Detroit (Ham., 1865); Confederation considered in relation to the interests of the Empire (Lon., 1866); The Organization of the Empire (do., 1866); An Address before the Young Men's Christian Association (Ottawa, 1872); and of many other public pamphlets, speeches, lectures and addresses. (See the Speeches and Letters of the Hon. Joseph Howe. Edited by Wm. Annand, M.P.P., Boston, 1858.) Sat for Halifax Co. in N. S. Assembly from 1836 to 1851; for

Cumberland, from 1851 to 1855; and for Hants, from 1856 to 1863. The establishment of Responsible Government in the B. A. Colonies and of the liberty of the Provincial Press; the Union of British North America, and the construction of the Intercolonial Railway; the Incorporation of Halifax, and the introduction of municipal institutions in N. S.; religious equality; free trade with open exports; electric telegraphs and railways as Government works; and the improvement of education and defence, are some of the Constitutional and legislative achievements of the hon. member. First returned to Commons for present seat at g.e., 1867; re-elected on his appointment to office, and again, by acclamation, at last g.e.

3. HON. ASA A. BURNHAM.

Deceased was very extensively known throughout the old Newcastle District, and was highly esteemed by all. He had filled many local positions, and was identified with and an active member of all societies having for their object the development of his country. In 1851 Mr. Burnham was elected to the Legislative Assembly for Northumberland; in 1863 he was returned for the Newcastle District to the Legislative Council, retaining his seat until 1867, when he was appointed, by royal proclamation, a life member of the Senate. He was a careful and useful member of that body, and possessed great influence with his colleagues. Politically, deceased was a staunch, consistent Conservative, holding liberal views.

4. MR. JOHN SHEDDEN.

We have this morning the painful duty of recording the death of Mr. John Shedd, under very distressing circumstances, the deceased being fatally injured by being crushed between the rear car of a train on the Toronto & Nipissing Railway, and the platform at Cannington Station. Mr. Shedd was President of the Toronto and Nipissing line on which the accident occurred. He was for some time a director of the Toronto, Grey and Bruce line, but had resigned and subsequently undertook a contract for the extension of that line. He was the contractor for the large new Union Station now being built at Toronto and nearly completed. He was also the owner of the Elevator at that point, which was some years ago burnt down, but immediately rebuilt by Mr. Shedd. Although owning a house and residing in Toronto, Mr. Shedd spent a great deal of his time in Montreal, and was known almost throughout the whole country, having establishments in Buffalo, Detroit, Brantford, Sarnia, Toronto and Montreal. He came to this country about 20 years ago, and was for a short time engaged in the construction of a railway, we believe, in Virginia. After about 12 months spent in the Southern States, he came to Hamilton, and in partnership with Mr. Wm. Hendrie, undertook the cartage agency of the Great Western Company, which they conducted for some years. They also for a time did the cartage business of the Grand Trunk Company in Toronto. Subsequently they dissolved partnership, and Mr. Hendrie took the Great Western Co.'s cartage business, and Mr. Shedd that of the Grand Trunk Company. When Mr. Shedd undertook the agency of the Grand Trunk Company in Montreal he had serious difficulties to contend with, but persevered in the face of all opposition until, perhaps, there were few men more popular with the business community to whom he was known. If an attempt were made to-day to abolish the cartage system as conducted by Mr. Shedd for the past few years, that would be as much opposed as was the introduction of the system. Mr. Shedd was the owner of a couple of farms near Toronto, and leased one near Montreal. He encouraged the breeding of pure stock by importations from England, which he made at considerable cost. He was a man of very great energy, and whatever he undertook he performed satisfactorily. He was greatly beloved by all the friends who knew him intimately; was generous and liberal, always ready to give his support to any worthy object or undertaking. He was, although unostentatious, most liberal in entertaining his friends and acquaintances. Mr. Shedd was a native of Ayr, Scotland. He came to this country comparatively poor, but through his energy, industry and perseverance amassed a large fortune.—*Montreal Gazette.*

5. LIEUT.-COL. SIMPSON.

The *Kingston News*, in reference to the death of Lieutenant-Colonel Simpson, states that the deceased came to this country in 1814, and on the arrival of Lord Dalhousie as Governor-General of Canada, was appointed his private Secretary. In 1822 he was appointed Collector of Customs at Coteau du Lac, and was subsequently elected member for the then County of York to the House of Assembly of Lower Canada. In 1841, on the union of the Provinces of Upper

and Lower Canada, he resigned the Collectorship of Coteau du Lac, in order to enter Parliament, as by Statute Collectors of Customs were prohibited from sitting as members. After the close of the first united Parliament Col. Simpson was appointed Commissioner of the Intercolonial Railroad, and finally was appointed on the Commission for the payment of rebellion losses.

6. REV. FATHER DESMET.

The death of Father DeSmet, the celebrated Catholic missionary to the Indians, is announced in the St. Louis papers. He died in that city on Friday last at the age of seventy-two. He was a native of Belgium, but had resided in that country fifty-two years. Since 1838 his time had mostly been spent among the Indians, and his zeal and disinterestedness have been recognized by men of all religious beliefs, by both the civil and military authorities, and what is more conclusive by the Indians themselves. He dwelt among the most distant tribes, such as the Flatheads and others of Oregon, for years; was always treated with kindness and respect and welcomed with delight on his return. He crossed the plains and mountains many times in his labour of love, and in 1859, being then fifty-eight years old, he descended the Missouri 2,400 miles, from Fort Benton to Omaha, in an open skiff. He was beloved in life and is honoured in death.

7. THE REV. RALPH MORDEN,

Father of Dr. Morden of this city, died suddenly at his residence, Petersville, yesterday morning, at the advanced age of seventy-six. He came from Dundas to reside in Middlesex in 1817. Being old U. E. Loyalists, he and his brother William were granted 200 acres of land each, on the 5th Con. of London Township. He has resided there some 56 years. He was a zealous member of the Methodist Episcopal Church, and ordained as a minister of that body, although he never left his farm to occupy any station. He was the eldest of a family of ten, only three of whom survive him. He served in the rebellion with credit. He was among the first of his denomination here to repudiate the habit of shaving, and was called before the Conference to answer for this peculiar offence, but insisted on maintaining his principles, and had not used a razor for the past twenty years.—*London Free Press, 7th inst.*

VI. Papers on Education in Various Countries.

The Universities of Oxford and Cambridge have jointly arranged with the authors of the Revised Version of the Scriptures to purchase the copyright of their work and to print and publish the same; and the expenses are to be borne by the Universities in equal shares. The British Committee, who have already finished the first revision of the Pentateuch and the three first Gospels, furnish the American Committee with a printed copy of their work for further considerations and suggestions. The latter meet in New York two days in every month for united study and consultation. When the work has been gone over in this manner, the Committee will meet in London to act finally on disputed points; but as already stated, it will be a number of years before the Revised Scriptures are published.

A Greek lately deceased in Varna left a considerable fortune to Greek educational and charitable institutions. The sum of \$2,500 is devoted to two scholars, to be sent to Mount Athos to catalogue the manuscripts in the monastery there, with a provision for printing. And another sum of \$500 is given as a prize for a history of Varna, from the days of King Lysimachus to 1860.

Rev. C. Hammond, Superintendent of Middletown, has a preparation for making blackboards that works so well, and costs so little, that we asked permission to print it for the benefit of our country school trustees. The following is the recipe for its preparation:

Extract of logwood $\frac{1}{2}$ lb., dissolved in 5 gallons of hot water; add $\frac{1}{2}$ oz. bichromate of potash; strain and bottle.

Of this consistency, it is adapted for writing fluid. It should be made with less water for blackboards, and applied with cloth to smooth, white wood.

A Nautical School is to be established in New York, under the charge of the Board of Education, in connection with which the "Street Arabs" are to take short cruises in search of useful knowledge. The expenses are to be defrayed this year by special tax of fifty thousand dollars, and, subsequently, from the regular educa-

tional funds of the city. The experiment will be watched with considerable curiosity, as Massachusetts has previously made a similar trial and abandoned the undertaking.

Education has of late received some tangible proofs of interest. The State of Illinois has appropriated one million dollars for a general school fund; Oakes Ames has given fifty thousand dollars for the benefit of a school district in Easton, Mass.; and Chief-Justice Chase has left twenty thousand dollars to two educational institutions.

PENNSYLVANIA.—Before the year closes Pennsylvania will probably have ten State Normal Schools. The State appropriations to these schools now amount to \$284,815.12.

The United States Commissioner of Education estimates that the entire amount of benefaction for educational purposes, in the United States during the last two years, is \$18,000,000.

Oxford had 2,214 students last year.

Prussia has six universities, Austria nine, Italy twenty, and the United States over three hundred.—*College Argus.*

1. THE JOHN FROTHINGHAM CHAIR.

The Germans are about to Germanise Elsaß by establishing a university at Strasbourg, which shall hold a first place among the seats of learning in Germany, and whose influence throughout the community it is expected will ere long accomplish the desired result among the population. The German feelings of the professors are likely to be those of the students, especially as many of the latter will be from other parts of Germany, and whatever views the students hold will be the doctrine of the next generation of doctors, lawyers, and normal school professors, and through the latter of the schoolmasters. Slowly but surely the leaven is expected to work on a mass which is at present ignorant and comparatively characterless in a national point of view. In this, then, we have the hope-fullest opportunity for the useful appliance of large bequests and donations which our citizens wish to set apart to public and patriotic purposes. The German universities have certain advantages over those in other parts of the world, in exerting an influence over the people. They are within the reach of the people, and are not the exclusive privilege of "gentlemen's sons," as in England. They build upon a thorough basis of previous training at the gymnasiums or high schools, which in Canada we could not hope to have until teachers earn higher wages than they do. Students are not expected to enter until they are eighteen years old, whereas in Canada the mistake of entering college at from fourteen to sixteen years of age is commonly made. The professors have salaries proportioned to their responsibility; and lastly, they have a system by which any properly qualified person may act as a lecturer if he choose, and, if able, to show his superiority to the regular professors. The Germans are sufficiently liberal in the choice of professors. They rather prefer to have the utmost diversity of tenets in one school than to enforce any form of orthodoxy, except it may be faithfulness to the German idea. For a government without an established creed this is logical ground. Where, however, a college is under trustees it is to be supposed there will be some conscience in their appointments, while they aim at finding men of the widest liberality of view.

The admirable management of McGill College, and the conviction that it is destined to exert a vast influence for good on the future of this country, make us hope that ere long we will see many imitators of the founder of the John Frothingham Chair of Mental and Moral Philosophy, and that the College may continue to add to its ranks such men as Professor Murray, who at present occupies that chair.—*Witness.*

2. AMERICAN NORMAL SCHOOLS.

There are in the United States fifty-one normal schools, supported by twenty-three different States, having 251 teachers and 6,334 pupils; four supported by counties, with eighty-three pupils; sixteen city normal schools, with 121 teachers and 2,002 pupils; all others, forty-three, supported in various ways, with eighty teachers and 2,503 pupils;—making a total of one hundred and thirty-four schools, with 446 teachers and 10,921 pupils. The forty-three private normal schools include colleges and other institutions that sustain normal departments, exclusive of high schools. The number of private normal schools is constantly increasing.

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

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

Observers:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spofford, 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., LL.B.; Windsor—J. Johnston, Esq., B.A.

BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT.

STATION.	ELEVATION. a	MONTHLY MEANS.			TEMPERATURE OF THE AIR.			TENSION OF VAPOUR.			MONTHLY MEANS.			
		7 A.M.	1 P.M.	9 P.M.	MEAN.	Highest.	Lowest.	RANGE.	DAILY RANGE.	HIGHEST.	LOWEST.	WARMEST.	COOLEST.	
Pembroke.	45°50' 77°10' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Cornwall.	45° 50' 74°10' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Barrie.	45° 50' 79°45' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Peterborough.	44° 20' 78°25' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Belleville.	44° 10' 77°32' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Peterborough.	43° 45' 81°32' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Stratford.	43° 25' 80°58' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
A Hamilton.	43° 12' 79°50' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Simcoe.	42° 51' 80°14' 160	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Windsor.	42° 20' 88°00' ...	423.	56.	36.	42.	56.	36.	20.	1°.	56.	36.	20.	1°.	
Approximation.	dOn Lake Simcoe.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	eNear Lake Ontario on Bay of Quinte.	70128	2316	29231	29	2516	29	2516	29	2516	29	2516	29	2516
	fOn St. Lawrence.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	gOn Lake Huron.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	hOn Lake Ontario.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	iOn the Ottawa River.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	jClose to Lake Erie.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2
	kInland Towns.	62029	2485	20259	29229	595	7 a.m.	30	28765	9 p.m.	1	830	.475	1—2

Approximation. dOn Lake Simcoe.

fOn St. Lawrence.

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BELLEVILLE.—Lightning, thunder and rain, 5th, 6th. Hail, 25th. Rain, 1st, 5th, 6th, 8th, 10th, 17th, 18th. A few flakes of snow, 25th.

GODERICH.—Lightning, thunder and rain, 5th. Wind storms, 1st, 4th. Fogs, 6th, 7th, 12th. Snow, 2nd, 17th, 18th, 21st, 24th, 25th. Rain, 1st, 2nd, 3rd, 5th—9th, 11th, 16th—18th.

STRATFORD.—Fogs, 6th, 7th, 17th, 30th. Snow, 2nd, 19th, 21st, 24th, 25th. Rain, 1st, 2nd, 5th—9th, 16th—19th. Thunder, lightning and rain, 5th, 6th. During the storm of the 5th hail fell twice; first, from 12.20 to 12.30 p.m., hailstones composed of snow, hardened apparently by compression, and from half to three-quarters of an inch diameter; second, 1.15 to 1.20 p.m., hailstones of ice, from 1.5 to 2 inches diameter, over 6 inches in circumference. These were generally spherical, and were formed by the agglomeration of smaller spheres. Difference of mean monthly temperature from average of 12 years—3°62. Wild pigeons were seen on the 5th. Mill pond free from ice on the 14th. Frogs heard on the 20th.

HAMILTON.—Lightning, thunder and rain, 5th, 7th. Fogs, 7th, 8th, 9th, 17th. Snow, 21st, 25th. Rain, 4th, 5th, 7th—9th, 11th, 16th—19th, 25th. Navigation open, 14th.

SIMCOE.—Lightning, thunder and rain, 5th. Wind storms, 2nd, 14th. Snow, 24th. Rain, 1st, 6th—10th, 12th, 15th, 16th, 17th. Very moist month. Much fever and ague.

WINDSOR.—Lightning, thunder and rain, 1st, 5th. Hail, 21st. Wind storms, 10th, 16th, 21st, 22nd. Fog, 7th. Snow, 3rd, 20th—26th. Rain, 1st, 2nd, 5th—9th, 11th, 15th, 16th, 18th, 20th, 26th. Lunar halo, 5th, 10th, 14th. Detroit River open to navigation from 10th March, Lake Erie ports from 7th April, and Upper Lakes from 2nd May.

VIII. Educational Intelligence.

VICTORIA UNIVERSITY.—The exercises of Victoria University came to a conclusion on 27th ultimo, at the Victoria Alumni Hall here. They commenced on Sunday evening, 24th, with the baccalaureate discourse by Rev. S. S. Nelles, D.D., President of the College, from the text, "Let me give thee counsel." On Tuesday afternoon the annual meeting of the Alumni Association was held in the Hall in the College building. The usual address, very carefully prepared, and to the point, was delivered by Mr. John J. McLaren, M.A., D.C.L. At its conclusion the business meeting of the Association was held, at which John H. Dumble, LL.B., the retiring President, occupied the chair, and officers were elected for the ensuing year as follows:—Rev. Professor Burwash, professor of natural sciences, Victoria College, Cobourg, President; Vice-Presidents, N. Gordon Bigelow, LL.B., Toronto; Rev. George Washington, M.A., Danville; Secretary, H. Hough, M.A., editor and proprietor of the Cobourg *World*; Treasurer, John H. Kerr, M.A., Cobourg. Mr. Hough was appointed to deliver an annual address next year. The remaining business of the meeting consisted of a discussion of various questions relating to the interests of the university, such as the establishment of new scholarships, prizes, etc. In the evening, the Managing Committee, which consists of graduates resident in Cobourg, entertained the other members of the Alumni Association and a large number of their visitors at dinner in the Alumni Hall. On Wednesday afternoon, 27th, the Convocation was held in the Victoria Hall, in presence of a very large assemblage of ladies and gentlemen. The chair was occupied by the Rev. Dr. Nelles, President of the College. The proceedings commenced with prayer by the Rev. Mr. Jones, after which the valedictory oration was delivered by Mr. J. S. Nugent, on the Colonial Question. *Degrees.*—The following degrees were then conferred:—B.A., John S. Whiting, gold medallist; D. C. McHenry, silver-medallist; F. S. Nugent, valedictorian; C. J. Brown, W. H. Culver, W. A. Douglas, J. J. Hare, J. P. Harnden, A. G. Knight, Wm. Pollard, R. E. Wood, M.A.; J. B. Clarkson, B.A.; J. A. Clark, B.A.; J. R. Ross, B.A.; J. B. Wass, B.A.; M. D. Alphonse D. Aubrey, Gaspard Archambault, Geo. Beaudry, Raphael Brodeur, Joseph Conneau, Octave Contu, Alfred Desantele, L. E. DesJardins, M.D.; George Jacques, Duhaud, Norbert Fafard, William Philp, W. H. Johnson, Tancrede Gabour, Joseph R. Gabour, Anit Germain, Gideon D. Lafreniere, Emery Lalonde, Edouard Lesage, Louis J. Martel, Napoleon Papin, Louis Verner, Nath Brewster, *ad eundem*; Rev. D. McDonald, LL.B., D.M.; P. Mills, *ad eundem*; S. S. Wallbridge, G. H. Watson, B.A.; M. H. Brethour, B.A.; W. McFadden, B.A.; J. A. Wright, B.A., D.D.; Rev. Luke H. Wiseman, President of the British Conference. *Medals and Prizes.*—Faculty of Arts, Prince of Wales' gold medal, John L. Whiting; Prince of Wales' silver medal, D. C. McHenry. Scholarship of 1871, first in general proficiency at matriculation, T. H. Hooper. Dr. Marks' Bursary, second in general proficiency at matriculation, A. Coleman. Scholarship of the class of '72, first in modern languages, D. C. McHenry. Biggar Scholarship, first in general proficiency in junior class, H. F. Marceau. Ryerson prize, first in Scripture history, W. E. Ellis. Webster prize, first English essay, A. G. Knight. Hodges prize, second English essay, B. Longley; Wallbridge

prize, Greek Testament, Freshman class, A. Coleman, senior; Greek Testament prize, J. L. Whiting. Mills prize, first in Frenchman classic, A. Coleman. Punshon prize, first in composition and elocution, T. S. Nugent. Nelles prize, Essay on Harmony of Science and Religion, J. B. Clarkson, M.A. Faculty of Medicine. Gold medal, W. H. Johnson; silver medal, N. Brewster. Scholarships, P. McLean and John Kirkpatrick. Honourable mention, Rev. D. McDonald. Theological department. Cooley prize, first in ethics and evidences, R. B. Hare; McDonald prize, first in elocution, J. Tovell. Literary Association. Prizes, first in elocution, D. C. McHenry; second in elocution, J. Tovell; third in elocution, J. J. Hare. After presentation of prizes, the Chancellor said he wished to call attention to several benefactions in addition to those already referred to. He had great pleasure in announcing to the friends of the University, and to the public generally, that Mr. H. W. Brethour, of Brantford, had within the last few days established a scholarship of \$100 a-year. Mr. Brethour seemed to have been immediately prompted to this benefaction, in addition to former kindnesses, by his acquaintance with Mr. Mills, now head master of Brantford High School, and who was formerly a master in connection with this University. Mr. Mills had been authorized to write him (the Chairman) to say that the gentleman referred to would give the sum of \$100 yearly to be given to the best of the Matriculants in addition to those of Mr. Macdonald and Mr. Biggar. Another had been established by Rev. Ed. Wilson, Wesleyan minister, of New Jersey, out of appreciation for the kindness received by his deceased son, who was a student at the College, at the hands of his friends and companions there. It amounted to \$30 annually, to be given to the highest student of the graduate class in the department of mathematics, that being the department in which his son had studied with the greatest fondness and success. He was certain they all appreciated very much this mark of generosity and high regard on the part of a gentleman almost an entire stranger to them, and only connected to them by the link to which he had already alluded. Mr. T. McNaughton, of Cobourg, had also founded for a period of five years an annual prize of \$20, for proficiency in elocution. These donations suggested many thoughts and observations to which he might give expression under other circumstances, and there were other matters in connection with the University upon which he might probably dilate but for the presence of gentlemen who would address them on this occasion. Besides those gentlemen who were present to-day, he had had additional promises from Hon. Mr. Mowat, Hon. Mr. Cockburn, and Sir John Macdonald, all of whom had signified their desire and their intention of being present if their other engagements would permit. Telegrams had been received from them all, however, announcing the impossibility of their being present. They, however, had the honour and satisfaction of having present a very distinguished gentleman, a former professor of Oxford, and also of a university in the neighbouring Republic. (Cheers.) He was no doubt a stranger to most of them, personally, but there were also a great many who knew him by his writings—writings as remarkable for the purity of their style as for their vigour and manly independence of thought. (Cheers.) The effect of some of them some of us Canadians were wont a few years ago to fear a little, but we now feared them no longer, the talented author having become a resident of the Dominion, and editor of the *Canadian Monthly and National Review*. He thought he was warranted in presenting him to this audience, not only as a true Briton, but as what he regarded as precisely the same thing, a true Canadian. (Loud cheers.) It gave him very great satisfaction to introduce to them Professor Goldwin Smith.—Mr. Goldwin Smith, who was received with loud applause, said he was sure they must feel disappointed at the absence of those leading statesmen of the Dominion and Province of Ontario, whose eloquence they all expected to have heard to-day, and he felt himself quite inadequate to take their places. He presumed this honour was cast upon him by those present, amongst whom were many who were more worthy of it, because he was a stranger visiting Cobourg for the first time, and witnessing the good order of its University. When present on this occasion at the distribution of the honours and prizes of a University, his mind travelled back to that old romantic city by the side of the Thames, full of ancient buildings and ancient memories; and although we could not bring that city here, nor those academical institutions, we must provide such institutions as were suitable to the needs of the country, such institutions as he felt had been provided here. It was not easy to select a theme for an occasion like the present. It was idle to occupy their time with commonplace praise of education in general, and

University education in particular. All persons had assented to the fact that high education was most desirable, and had an immense effect upon national culture; but there was one thought that suggested itself, that as one conferred prizes upon the most distinguished students of the University, and as those who had taken these prizes were no doubt most highly gifted with talent, they had also the largest measure of intellectual responsibility and liabilities; and it was, therefore, with a feeling of great interest and with no small emotion that one saw them going forth into a world so full of intellectual difficulty, doubt, and danger, as the world at present is. Our day appeared beyond all preceding days to be filled with general and especially with religious doubt. Perhaps in appearance the excessive scepticism and disturbance of our day were greater than in reality. Sometimes what we took for an increase of crime was merely an increase of the detection of it; and in the same way, what we took to be an increase of scepticism and difficulty was merely an increase in the means of its detection. We must recollect that this was the first age of the world in which there had been perfect freedom and liberty of thought. It, perhaps, was true that the diversity of opinion and amount of controversy were unequalled in the history of the world, and some people looked upon this as portending some great convulsion; perhaps, however, the convulsion would not come. He compared this state of things to crossing the Alps, where, as one advances through its mountain passes, there appears every now and again a point which you fancy having once reached, you can go no further; still, on reaching that point, you are able to continue your journey as before. Such was the course of history. Mankind always appeared to be approaching the brink of some great precipice, or about to encounter some insuperable barrier, but as soon as they arrived at it, the path was again clear; and thus those difficulties which threaten the very foundations of society will probably in the same manner disappear; still, there could be no doubt that these were days of great intellectual difficulties, and that questions had been raised such as had never been raised before; that the moral, intellectual and religious principles of this world appeared to be shaken; and the best preparation for entering into and meeting the difficulties of such an age was a sound education, which qualified those who had received it for taking a calm and intelligent view of those problems presented to them. With this preparation he hoped the students present to-day would go forth into the world; but there were perhaps one or two remarks for him to address to students who, like them, were about to find themselves launched upon this troublesome world. He might, perhaps, speak with some feeling upon this subject, because every one who was an Oxford student in his time must have found what the pressure of such disturbances was. In the first place, let us not exaggerate our difficulties. Let us not think when some new theory is propounded, when some new discovery is made, that its influence is more extended than it really is, that it is going to overthrow beliefs and convictions which it does not touch. All the world is now disturbed by the Darwinian hypothesis. It was a very ingenious one, and one which was not likely to pass away without leaving some little residuum of truth behind; that it was not essentially true already appeared. It was a hypothesis of perpetual and universal transition, but Darwin had not yet been able to produce from the existing *fauna* or *flora*, or from the archives of the rocks, one really transitional form. But, granting the truth of the Darwinian theory with respect to the descent of man, he (Mr. Smith) wished people would pay more attention to the ascent of man (hear, hear). Still, what mattered it with regard to our moral actions or conduct in life how we became man? We all knew that we had passed through inferior and rudimentary phases; we knew that man was originally created out of the dust of the earth; but why should that lead us to aim the less high or prevent our doing anything less than virtue has hitherto done? If we only considered for a moment, we would see that that hypothesis had really no bearing upon our moral life. He (Mr. Smith) had himself seen in his time things of this sort, which seemed at first very formidable and threatening, pass away. He remembered that when a student at Oxford, and attending the lectures of Dr. Buckland, who was in one sense the founder of English geology, that gentleman was driven to all sorts of subterfuges of language to draw people's attention away from the fact that he believed the world to be older than it had been thought to be. We had now accepted Dr. Buckland's theory, and what had happened? The great truth with regard to the unity of the Deity and the fact that the world was created had not been in any way affected by that change; but, on the contrary, it was now more evident than before. (Hear, hear.) Again, the question as to certain moral

difficulties in the Old Testament disturbed people's minds very greatly, and he recollects the sensation made when Dr. Mansell, the late Dean of St. Paul's, brought out a series of lectures to show that in point of fact man could know nothing of God, and therefore was not able to judge of His divinity. To this a very forcible answer was of course given, that if a man knew nothing of God, he could know nothing about His goodness. These facts had led him (Mr. Smith) to observe, to use a mythological figure, that the spear of Achilles often healed its own wound—that we must wait and let the science develope itself, and, when it has run its course, it will also heal the wounds it has itself made, and we would see that God is the author of all truth. He would say to those who were about to pass through the same ordeal he passed through as a student, Do not be much overcome by the dominant opinion of the time; preserve your independence and your peace of mind, and keep yourselves cool. Well he remembered the influence of Dr. Newman when Tractarianism was at its height. It was then high and dry Establishmentarianism. It possibly was high, it certainly was very dry. (Hear, and laughter.) Dr. Newman, with all the poetry of the new Catholicism, with all the poetry of Gothic architecture, took their young hearts by storm, and they thought that it was the culmination of all movements, and that it was the one which was to regenerate the world; and what was the result? Dr. Newman's party was now broken up, and its intellectual wrecks were cast upon every shore. Then he remembered the influence exercised upon the young mind by the first publication of the philosophy of Comte, dressed out as it was with the most imposing generalities of science and history. Now all writers of the same school of thought as Comte regarded his theory as a thing of the past. They admitted that it had stimulated enquiry, but on its ruins they founded other theories. The same with regard to Buckle's theory: nobody now believed that all the moral, spiritual, and social life of man are deducible from his primitive food. They could not help to a certain extent surrendering themselves to the influence of a great theory and of a great teacher of the hour, but they should still remember how many clouds have passed the sun, and that each successive doubt or perplexity that arose might in its turn be another passing cloud. They should remember that the great problems now before the world are problems requiring the most laborious investigation, and are not to be solved in a lifetime; and they must therefore be patient, they must remember that if they knew anything of themselves, they were in the hands of a divine justice, who would not lay on them burdens heavier than they were able to bear. They could themselves greatly aid the enquiry, not by taking part in it, but by keeping their minds open, by lending a willing ear to truth, no matter from what quarter it came, and by spreading around them a spirit of fairness, toleration, and candour, and putting down whatever is the reverse. He learned that in this University there were students of different denominations; and he presented himself before such an University with pleasure, because he was convinced that after all our religious divisions and dissensions the time was coming when we should remember the only One name mentioned in the Gospel—remember that we are not Unitarians or Episcopalians, or Methodists or Presbyterians, but Christians and nothing else. (Applause.) And they might depend upon it that it was the simple morality of the Gospel, without anything which in the course of eventful ages had been laid upon it, and the simple type of character presented to them in that Gospel, which would carry them through these perplexing times. Still he thought without disparagement to any other Church, the Wesleyan Methodists had a considerable advantage over other religious bodies. All except the Wesleyan Methodist churches had been more or less in antagonism to other Christian churches, but the Church of Wesley was founded in antagonism only to irreligion and immorality. It was founded in the eighteenth century, when nearly all the controversies between the different Churches were almost dead, and when the struggle was only one against the vice of the world.—The Wesleyan Church had a great advantage in its reuniting and harmonizing influence over all the other churches of Christendom. After a few further remarks, the learned professor concluded by expressing his cordial wishes for the success of Victoria University and those who were just going forth from it. Rev. Dr. Ryerson was then called on, and said it was nearly forty years since he went to England and obtained from George the Fourth a charter for Victoria University, the first charter granted to any institution of that description outside of the Church of England. (Applause.) At the same time he received by the authority of the Imperial Government a grant of £4,000; but the chief work in the establishment, erection, and maintenance of the University

through years of great difficulty and deprivation, and of not a little opposition, was done by the people of Canada. At the time he was in England he obtained from His Majesty the first charter in favour of a Wesleyan institution that had ever been granted. He had set it on an entirely free footing, having repudiated anything like tests and having split with one of his colleagues upon that very point. He might appeal to all the chiefs of this institution, and to all those who had received their intellectual training in it, whether it was not among the greatest advantages of its administration that its teachings were associated with all those principles of our common Christianity which are the primary source of the highest social progress of man, and were also of incalculable worth to the heart and mental culture. He pointed out the advantages of the extension of Christian sympathy, a feeling which was the very spirit of the Christian Church, the element of its vigour and its motion. He pointed out in eloquent terms the benefit which we ourselves reaped, and which we conferred on our neighbours, by warmth of heart and liberality of sentiment, and said that if there was anything worthy above every other virtue that a man should possess, it was the true element of love. He hoped this institution might prosper still more and more; and although his voice might not be raised in the future as in the past in the advocacy of its interests, while memory held a place he should feel a deep interest in its progress, its maintenance, and its ultimate triumphs. The rev. doctor took his seat amid loud cheers.—The Chairman intimated that the late Mr. Edward Jackson, of Hamilton, had bequeathed in his will the sum of \$10,000 for the benefit of this institution, from which they expected to create a salary for a theological chair in connection with the University. This was the largest bequest that had been made to the University since its establishment, and he expressed himself deeply grateful for the benefaction.—The Rev. Dr. Green then pronounced the benediction, and the meeting closed. *Conversazione.*—In the evening a conversazione and promenade concert was held, under the auspices of the Literary Association of the University, in Victoria Hall. A large and fashionable assemblage was present. The Hall was brilliantly lighted and gaily decorated. The Misses Vescelius (three), of Brooklyn, New York, had been specially brought here for the occasion, and sang several pieces during the evening, besides giving a number of pianoforte performances. The orchestra, under the direction of Professor Chalaupka, also performed several pieces.—*Correspondent of Globe.*

—TORONTO UNIVERSITY.—On the 10th inst. the annual meeting in Convocation took place at the University of Toronto, Vice-Chancellor Larratt Wm. Smith, D.C.L., presiding. The members of the Senate, examiners, undergraduates, and others, having taken their seats, the successful candidates were introduced and duly invested as follows:—LL.D.—J. A. McLellan, M.A., LL.B., and R. Snelling, LL.B. M.D.—H. H. Fell, M.B., and A. Groves, M.B. M.A.—C. R. W. Biggar, B.A., Rev. G. Burnfield, B.A., W. Dale, B.A., H. M. Hicks, B.A., W. H. Kingston, B.A., J. G. Robinson, B.A., and J. White, B.A. LL.B.—M. Cumming, B.A., R. E. Kingsford, M.A., J. Muir, M.A., J. McIntosh, Rev. N. McNish, M.A., D. G. Sutherland, and W. Watt, B.A. M.A.—Goldwin Smith, from the University of Oxford, England, and Rev. G. Paxton Young, from the University of Edinburgh. M.B.—F. R. Armstrong, J. S. Balmer, M. I. Beeman, N. Brewster, J. A. Close, and W. Ferrier. M.B.—J. W. Gray, J. Gunn, S. D. Hagle, T. Lear, H. T. Machell, N. W. Meldrum, C. Morrow, W. Nichol, C. A. Paterson, J. Richardson, R. H. Robinson, and A. H. Wright, B.A. B.A.—F. Ballantine, W. Barwick, F. Black, James Campbell, John Campbell, J. Craig, E. W. Dadson, J. K. Fisked, C. Fletcher, A. C. Galt, J. R. Gilchrist, A. M. Hamilton, J. B. Hamilton, F. N. Kennin, R. B. Lesslie, J. H. Long, J. H. Madden, F. Madill, H. P. Milligan, L. A. McPherson, J. Nichols, W. E. Perdue, W. J. Robertson, J. T. Small, T. S. T. Smellie, C. G. Snider, A. Stewart, P. Straith, J. Torrance, A. M. Turnbull, F. H. Wallace, J. Wallace, N. J. Welwood. Diploma in Agriculture, F. Madill. The Rev. JOHN McCaul, LL.D., President of University College, referred to a matter of a personal character. He said that was the last time he should appear on the platform at the University as one of the examiners. This made the 31st year since he commenced duty as an examiner here, although it was some 41 years since he entered into the duties as a public examiner, having been an examiner in another University before he came to this country. At the close of his career he felt it his duty, on this public occasion, to return his cordial thanks to all his associates in his duty as examiner, for the uniform courtesy manifested towards him; they were due also to the students for the spontaneous deference ever shown

him. He trusted he might, in taking leave of the University, be permitted to express an earnest hope—he might say rather a confident expectation—that the rewards and honours would still be continued to be conferred as hitherto, without fear or favour, without any consideration for religious, political, national, or social distinction. *Scholarships*—Matriculation, 1872 Classics—J. G. McKeown (Double); J. E. Wetherall (Double). Mathematics—A. K. Blakadar, W. G. Eakins (treble), W. Grant (double), equal. English, History, and French—W. G. Eakins. General Proficiency—J. E. Wetherell, W. G. Eakins, J. G. McKeown, P. S. Campbell, F. E. Hodgins, J. W. A. Stewart, W. Grant. *Medals, Scholarships, and Prizes*, 1873.—Medals.—Faculty of Law—Gold medal, J. McIntosh; silver medal, J. Muir. Faculty of Medicine, Gold medal, J. A. Close; silver medal—M. I. Beeman, A. H. Wright, S. D. Hagle; Starr gold medal, N. W. Meldrum; Starr silver medal, J. A. Close, S. D. Hagle. Faculty of Arts—Classics—Gold medal, F. H. Wallace; silver medal, J. T. Small; ditto, J. Craig. Mathematics—Gold medal, H. P. Milligan; silver medal, W. J. Robertson. Modern Languages—Gold medal, J. H. Long; silver medal, L. A. McPherson. Natural Sciences—Gold medal, J. Nichols; silver medal, J. B. Hamilton; ditto, J. H. Madden. Metaphysics, Ethics, &c.—Gold medal, W. J. Robertson; C. G. Snider, A. Stewart, equal; C. Fletcher, J. Torrance, P. Straith. Faculty of Law—Second year, H. J. Scott; third year, W. F. Walker. Faculty of Medicine—First year, A. C. Bowerman; second year, A. Farewell; third year, O. C. Brown. Faculty of Arts—Greek and Latin—First year, J. G. McKeown (double); ditto, E. Harris; second year, L. E. Embree (double); ditto, A. Crysler (double); third year, T. T. Macbeth; ditto, J. E. Hodgson. Mathematics—First year, A. K. Blackadar (double); W. Grant, J. Cameron; second year, H. H. Gilmer; third year, F. F. Manley; ditto, A. Dawson. Modern Languages—Second year, A. R. Dickey; third year, G. Stewart. Natural Sciences—Second year, W. Fletcher (double); third year, G. W. Thompson. Metaphysics, &c.—Second year, A. P. McDiarmid; third year, F. P. Betts. History and Civil Polity—Third year, W. Johnston. Special Proficiency in subjects other than Classics and Mathematics—First year, W. G. Eakins (double); second year, W. Fletcher. General Proficiency—First year, W. G. Eakins, J. G. McKeown, A. K. Blackadar, P. S. Campbell, A. J. Moore, K. D. Carey, J. Doherty; second year, L. E. Embree, A. Crysler, T. Carscadden, M. S. Clark; third year, A. B. Aylsworth, J. Reid. Prizes.—French Prose—L. A. McPherson. German Prose—J. H. Long. Oriental Languages—First year, E. Harris; second year, F. R. Beattie; third year, J. Torrance. Civil Engineering—J. F. McNab, Prince's Prize—W. J. Robertson. Mr. THOMAS MOSS, M.A., referred to the presence on the platform of a distinguished professor of a University in the mother land, and of an eminent gentleman who filled the chair of the late Sir William Hamilton. (Applause.) He, on behalf of the undergraduates, expressed a wish that these gentlemen should be asked to offer any remarks the occasion called for. The VICE-CHANCELLOR expressed his willingness to comply with the request, and intimated the same to the gentlemen referred to. Professor COTTENWOOD, of Edinburgh University, then addressed those present, and said that it gave him great pleasure to be there. There was a deep interest felt in the old country in the welfare of the University here. The daring of the country must be crowned with an education of a comprehensive character. He did not believe in one form of education being antagonistic to another form. All forms of education should be combined together, so as to elevate the national character of the people. The University of Edinburgh looked on this University with great satisfaction. He referred to the pleasure it gave him in seeing familiar faces receiving honours here. He had not the special honour spoken of, of filling the chair occupied by the late Sir Wm. Hamilton, a name which stood high in the ranks of philosophic literature: but if he had not the honour of occupying that chair, he occupied a sister chair, which had been filled by Drydale Stewart and Christopher North, names which were well known and held in high honour in all countries. He again spoke of the satisfaction he felt at being present at the meeting. Prof. GOLDWIN SMITH, who was received with loud applause, thanked them all most heartily, and especially the students and graduates, for the kind welcome that he had received into the University membership, to which in common with his good friend and their instructor, Prof. Young, he had been that day admitted. He trusted that he should never do anything to disgrace that welcome. He trusted that in so far as he should be connected with teaching, or writing, or anything that might tend to mould Canadian opinion, he should endeavour to keep the aims, the character, and the tone of the nation high. (Ap-

plane.) It had been said that the mind of a boy was something sacred; but still more sacred was the character of a young nation. They there stood at the source of what they believed would be a mighty power and a mighty civilization, and they must take care that they did not pollute the spring. As had been remarked, the day on which Professor Young and he, (Mr. Smith) were admitted to their *ad eundem* degree, happened to be an auspicious and a memorable one in the annals of the University; for on the motion of, he believed, Mr. Crooks—a gentleman to whom he might refer without partizanship, and who was an illustration of the high tone a University could give to statesmanship—the measure of their liberty to take part in the management of the institution had just been increased. This was right and wise. In popular governments the people, if it understood its best interests, and sovereign though it were, would always respect two things—the independence of the judiciary and the independence of the universities. Universities, of course, like the judiciary, must be under the law, and in case of need the Legislature must intervene for their reform and their reorganization, but it would be well to leave them free to do their own work, entirely clear of party politics and impartially free to instruct the mind and mould the opinions of the nation. There were some who would wish to centralize everything, to whom the most perfect organization appeared to be one which had only one organ—the central Government—for all functions.

He (Mr. Smith) remembered many years ago asking an eminent French public man what had been done for education under that high central system which prevailed in France under the Empire. The statesman's answer was, "It has killed youth;" and were not his words fulfilled? Had not that system killed French youth? Was not France, at her direst need, left destitute of force of character, and obliged to resort to the old men of a past generation in this her hour of extremity? There was a subordinate reason, yet still a strong one, for not making the University completely a Government department. It was this—that if they made the University too completely a governmental department they would repel private munificence. In their library stood the statue of William of Wykeham, whose name he had often heard mentioned by the heirs of his bounty. That man was the type of the illustrious dynasty of public benefactors of Oxford, each of whom had brought his stone to what was now that noble edifice. But those men would not have contributed to a mere department of the Government. When he spoke of centralization and decentralization in matters of high education, he did not mean to say that he wished to see the resources of higher education, even now scanty enough, rendered still scantier by dispersion, nor grants given to all colleges that might ask for them. "One-horse" colleges, as they had not inaptly been called, were the bane of the United States. He frankly said that he was sorry they could not have a religious university; he did not mean dogmatic, but one whose motives were the deepest to which they could appeal, whether to encourage industry or to stimulate effort of any kind, and those motives he took to be religious motives. But in the present state of things they could not have a religious university. They should therefore have a system of religious training within their own walls, and combine together to build up a really great institution, and at the same to produce that atmosphere of learning and science without which intellect could hardly grow. The greatest university would be the best university. A great university alone would be a good university, and those who seceded from the universities on religious grounds would be consigned to irreligion. But if it was well that the nation should leave them free to do their own proper work, unimpeded by any political or party interference, it was right also that they should study to meet the needs and religious requirements of the nation.

They must remember that they lived in the nineteenth century, not in the middle ages; that this was the age of science, and that this was the country of practical science. The human mind had opened up new fields of inquiry, and once more new-comers sought admission among the scientific studies. Let them welcome these heartily into the University. Let them not seat them at the gate and then put them off with a dole of inferior honours, but invite them into the hall and seat them at the hospitable board. But let them not, on the other hand, seek to eject the ancient denizens. The antagonism was merely transitory. Men would find out in time that one study was the study of physical nature, and the other the study of Humanity, and they must not forget that while they studied physical nature the proper study of mankind was man. That degree of arts they had been taking that day was a good symbol of permanency and also of wise change. If they went back to England, where that system was first instituted, their thoughts would be taken back to an old Saxon town, over which towered the feudal stronghold

of some Front Bœuf, a town where they would see bands of students gathering round professors whose lecture rooms were the street corners, or any other place where a crowd could be assembled, and drinking in knowledge with a thirst scarcely paralleled in modern times. They should then see them summoned by a bell, to receive the very honours that had been conferred on students there that day, and in very much the same form. Of those men they were the distant heirs, distant in time and living in a country of the existence of which they never dreamed. But while that degree had been the symbol of permanency, it had also been the symbol of wise change. In the middle ages, the studies for the Bachelor's degree were chiefly of mental philosophy of that arid kind which we couple with the name of the school-room. Then they found when they came to the *renaissance* all the struggle against the introduction of Greek and Latin, subsequently the staple of the scholastic course. At a later period the Arts degree admitted at Cambridge the science of Newton. Next, it opened to admit the humanities; and so again at this age it must be opened to admit the natural sciences, the knowledge of which is power. After expressing his best wishes for the success of the University, and again returning thanks for the honour that had been conferred upon him, Mr. Smith took his seat amidst loud applause. Cheers were then given for the Queen, the Vice-Chancellor, the Examiners, the ladies, &c., and the assemblage dispersed.—*Globe*.

—MEETING OF CONVOCATION, TORONTO UNIVERSITY.—At a meeting of the Convocation of the University of Toronto, held yesterday in the Convocation Hall, under the provisions of the recent University Act, Mr. Thomas Moss, M.A., was elected Chairman, and Mr. William Fitzgerald, M.A., Clerk of Convocation. Professor Goldwin Smith and Professor Young were received as members of Convocation, after which the meeting adjourned till Wednesday, the first day of July next, at 3 p.m., in the Convocation Hall.

—QUEEN'S UNIVERSITY.—The Session 1872-3 of the Queen's University was brought to a close in the Convocation Hall. The professors and old graduates assembled in the Senate Chamber entered the Convocation Hall (which was beautifully and tastily decorated with evergreens and bunting) at 3 o'clock, and took seats upon the platform. Rev. Principal presided, and opened with prayer, after which the Registrar, Prof. Mowat, read the minutes of the last convocation, which were approved. Then came the announcement of class prizes, which were distributed by the several professors to the successful competitors, who were heartily applauded as they stepped forward. The Registrar read the names of the new graduates in Arts, Theology, and Medicine, to whom the *sponsio academica* was administered and laureated, and retired amid applause.

The Principal, in that lucid and impressive style which usually characterize his public utterances, addressed the graduates, congratulating them upon the high University honours which had been passed upon them, and the brilliant future that lay before them by the cultivation of moral habits and upright principles, which alone are the true foundation of this world's greatness. In the course of the chairman's speech he alluded to the worthy assistance to the College fund and encouragement to students which graduates and the public could afford by donations for special prizes, several of which were provided through the munificence of different liberal persons, and presented to their creditable winners. He urged upon his hearers increased generosity in this respect. He likewise adverted to the Endowment Fund, the receipts towards which amounted to over \$100,000, but the paid-up subscription to which fell about \$10,000 short. He trusted the deficiency would be forthcoming, so that above what was wanted for immediate purposes, the authorities would be in a position to make certain necessary improvements. He pronounced a handsome tribute to the superior status and efficiency of the Kingston Collegiate Institute, from which most of the leading students received their preparatory training: and remarked that with the establishment of a Normal School Kingston would be the centre of education in the Eastern section of the Province of Ontario.

DEGREES.

Bachelor of Arts.—1. William Arthur Lang, Almonte, with first-class honours in History; 2. Robert Shaw, Kingston; 3. Peter C. McNee,

Perth ; 4. William Donald, Seymour. *Master of Arts*.—William Henry Fuller, B.A., Kingston ; Ebenezer Duncan McLaren, B.A., Komoka ; Duncan McTavish, B.A., Kingston. *Bachelor of Divinity*.—Ebenezer Duncan McLaren, B.A. *Doctor of Medicine*.—Alfred David, Picton ; Jacob Bruce Kennedy, Smithville ; Charles Henry Lavell, Kingston ; Samuel Thompson Macadam, Pakenham ; Alexander Stewart McLennan, Glen-garry ; James McMahon, Kingston ; Alvany Newton Purdy, Loughborough ; Hugh Spear, Garden Island ; William Wymond Walkem, Kingston.

Arts—First Year.—1. Patrick Anderson Macdonald, Gananoque ; 2. John Ferguson, Belleville, with first class honours in Mathematics ; 3. Thomas Wilson, Wardsville, with first class honours in Classics ; 4. John Mowat Duff, Kingston.

University Prizes—Arts.—First year—Montreal—Patrick Anderson Macdonald ; Second year—Montreal—William Mundell ; Third year—Montreal—Donald Malcolm McIntyre ; Fourth year—Prince of Wales—William Arthur Lang. *Theology*.—Lewis—Robert John Craig.

CLASS PRIZES.

Classics—First Year.—1. Thomas Wilson, Wardsville ; 2. Patrick Anderson Macdonald, Gananoque ; Honourably mentioned—James George Stuart, Toronto. *Second Year*.—1. William Mundell, Kingston ; 2. Robert W. Shannon, Kingston : Honourably mentioned—George R. Webster, Lansdowne ; John Herald, Dundas ; John Pringle, Galt ; Thomas D. Cumberland, Adjala. *Third Year*.—Donald M. McIntyre, Kingston, and John McCracken, Ottawa, equal ; *Fourth Year*.—William A. Lang, Almonte : Honourably mentioned—Peter C. McNee, Perth. *Mathematics*.—Junior, 1. John Ferguson, Napanee ; 2. James G. Stewart, Toronto : Senior—1. William Mundell, Kingston ; 2. G. R. Webster, Lansdowne. *Natural Philosophy*.—Junior—1. Donald McIntyre, Kingston ; 2. James John Craig, Charlottenburg : Senior—William A. Lang, Almonte : 2. Robert Shaw, Kingston. *Chemistry*.—1. Robert Walker Shannon, Kingston ; 2. William Mundell, Kingston. *Botany and Zoology*.—1. Donald Malcolm McIntyre, Kingston ; 2. James J. Craig, Charlottenburg : Honourably mentioned—John J. McCracken, Ottawa : George Gillies, Carleton Place. *Mineralogy and Geology*.—William Arthur Lang, Almonte, and Peter C. McNee, Perth, equal : Honourably mentioned—Robert Shaw, Kingston ; William Donald, Seymour. *Logic*.—1. Robert W. Shannon, Kingston ; 2. William Mundell, Kingston : Honourably mentioned—Thomas D. Cumberland, Adjala ; George R. Webster, Lansdowne ; Charles McKillop, Lanark ; Alexander McRae, Lancaster ; John Pringle, Galt. *Metaphysics*.—Donald McIntyre, Kingston : Honourably mentioned—John McCracken, Ottawa. *Ethics*.—William Donald, Seymour : Honourably mentioned—William A. Lang, Almonte ; Peter C. McNee, Perth ; Robert Shaw, Kingston. *History*.—William A. Lang, Almonte : Honourably mentioned—William Donald, Robert Shaw, Peter C. McNee. *Senior French*.—George Gillies : Honourably mentioned—John J. McCracken, Donald McIntyre. *Junior French*.—1. William Mundell ; 2. Thomas D. Cumberland : Honourably mentioned—John Herald, Archibald McMurchy, Charles McKillop, Alexander Macgillivray, John B. Dow, George R. Webster, Robert W. Shannon, Henry A. Asselstine. *English Literature*.—1. Thomas D. Cumberland ; 2. George R. Webster : Honourably mentioned—Alexander Macgillivray, Charles McKillop, John Pringle, William N. Chambers, Archibald McMurchy, Henry A. Asselstine, William Mundell, Thomas S. Glassford. *English Language*.—James George Stewart : Honourably mentioned—Patrick Anderson Macdonald, John M. Duff, Hugh Cameron, George Claxton. *Hebrew*.—Third year—Ebenezer D. McLaren. *Divinity*.—First year—John L. Stewart, B.A. ; Second year—John J. Cameron, M.A. ; Third year—Ebenezer D. McLaren, B.A.

—ALMA MATER SOCIETY CONVERSAZIONE.—The programme, which was prepared with great taste, was opened by a very fine selection by the Band of the Garrison Battery, followed by the famous college song “Gaudamus,” by the Alma Mater Glee Club. The President then delivered an eloquent address. Mr. R. Tandy succeeded in a song, which was sung with that gentleman's well-known ability, and elicited the applause of the assembly. Dr.

Dupuis followed in a reading—this terminated the first part of the programme. The second part was likewise opened by the band executing a charming selection. The Very Rev. — Snodgrass gave an address complimenting the society on the magnificent success of the entertainment, and also on the prosperity of the past year. He referred in most encouraging terms to the state of the University ; that its endowment now placed the institution on a firmer basis than ever ; that both in attendance and ability the students afforded the most gratifying indications of the increased prestige of the college. Miss Bates, so well known as an accomplished vocalist, rendered a very beautiful song with fine effect, which was rapturously encored, when she gracefully yielded to the opportunity by singing another, also commanding unusual favour. Rev. D. J. McDonnell contributed a reading from “Ivanhoe,” which was well received. We understand the rev. gentleman, when graduating several years ago in the University, obtained very distinguished honours. He is now a resident of Toronto. The second part concluded with a piano duet, artistically rendered by the Misses Dyckman and Yates, to the applause of the delighted guests. Prof. Watson read a selection from the “Ingoldsby Legends,” followed by a well-rendered Scottish song by Mr. W. G. Craig, who also received a recall. The closing song was by the Glee Club, entitled “Alma Mater,” and reflected great credit on the gentlemen composing it. The National Anthem concluded one of the most pleasurable entertainments ever held in the city. We must not omit mention of the beautiful experiments by Prof. Dupuis in one of the class-rooms. This furnished some of the chief attractions of the evening, elucidated as they were in the clear style for which the learned professor is noted.—*Chronicle and News*

—NATIONAL EDUCATIONAL ASSOCIATION.—The Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th and 7th days of August, 1873. Free return tickets are promised on the Erie and other Railroads centering in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including Judges, Editors, Presidents of Banks, Clergymen, Lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting and profitable. A large attendance is anticipated. The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments.

IX. Departmental Notice.

SUGGESTIONS TO CORRESPONDENTS OF THE DEPARTMENT.

1. Letters should be addressed to the “Education Office,” or “Education Department,” and not to the “Normal School,” which is a Branch of the Department, having its own letter-box at the Post Office.

2. Application for Maps, Apparatus, Prize or Library Books should (as stated on the face of them) be accompanied with the remittance named in the application. It should not be enclosed in a separate envelope, unless the fact is specially noted on the application. Very often the application (stating that a certain sum is enclosed) comes in one envelope and the money in another. This discrepancy should not occur without an explanation being given in the letter. The Post Office authorities do not now allow the form of application filled up to pass through the post as printed matter.

3. The name of the Post Office of the writer, or School Section, should invariably be mentioned in the letter. Frequently letters are received without either the date or post office being given in them.

4. Letters are often posted and registered at one office, while another one is mentioned in the letters themselves. This fact should be noted in the letter by the writer, otherwise the discrepancy causes confusion and inconvenience in the letter registry of money receipts.