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## THE ANNUAL SCHOOL MEETINGS, 8th JANUARY.

As the time for the annual meetings in the various School Sections and Municipalities is near at hand, we append a summary of the law on the subject, taken from the "School Law Lectures to Normal School Students," by Dr. HODGINS, with a few general remarks.

### IN RURAL SCHOOL SECTIONS.

1. *Day.*—The day fixed by Statute for the Annual School Meetings throughout the Province is the Second Wednesday of January, which this year falls on the 8th, and the hour at ten o'clock in the forenoon. The proceedings cannot close before eleven o'clock, nor be kept open after four o'clock, P.M., of that day. They cannot stand over to the following day nor be adjourned, nor fail, should only two electors and two trustees be present. (See next section.)

#### 2.—Public Notice of Meeting must be given by Trustees.

Three public notices, to be posted in as many conspicuous places in the school section, should be issued at least six clear days before the day of meeting, and signed by the secretary (by direction of the trustees), or by a majority of the trustees themselves. The corporate seal need not be attached to them. These notices should state the *time, place* of meeting, and all the business to be brought forward. Should the meeting fail to be held for want of notice or other cause, any two rate-payers, or the inspector, may call a school meeting within twenty days after the 14th of January.

#### 3.—Who are, and who are not School Electors of a Section.

Every school rate-payer of the section, whether resident or

non-resident, female or minor, who has paid a county, township, or section school tax, during the year, and who is not a supporter of a separate school, has a right to be present and vote at a school meeting.

#### 4.—Declaration of School Section Elector's Right to Vote.

In case any one objects to an elector's right to vote, the chairman should require the elector to make a declaration of that right in the following form (on doing so his vote must be received without further question):—

"I do declare and affirm that I have been rated on the assessment roll of this school section as a freeholder (or householder, *as the case may be*), and that I have paid a public school tax due by me in this school section, imposed within the last *twelve* months, and that I am legally qualified to vote at this meeting."

#### 5.—Appointment of a Chairman and Secretary of the School Meeting.

The first thing to be done, before proceeding to other business, is the appointment of a Chairman and Secretary. The chairman may be an elector or non-elect, at the pleasure of the meeting (if a non-elect he cannot vote). The secretary may be the teacher of the section, or any other competent person.

#### 6.—Duties of the Chairman of a School Meeting.

- (1.) To keep order.
- (2.) To decide all questions of order, subject to an appeal to the meeting.
- (3.) To give a casting vote (but no other), if an elector.
- (4.) To take the votes on any question before the meeting, in any manner desired by two electors present. (See section 14 of this chapter.)
- (5.) To hear the verbal declaration of office made (in the words of the statute) by the trustee elect.
- (6.) To transmit to the inspector a copy of the proceedings of the meeting, signed by himself and the secretary, under a penalty of five dollars for neglecting to do so.

#### 7.—Duties of the Secretary of a School Meeting.

- (1.) To make a correct minute of the proceedings.
- (2.) To sign the minutes for transmission to the inspector.

(3.) To hear the declaration of office made by the chairman, in case he should be elected trustee.

#### 8.—Prescribed Order of Business at a School Meeting.

The following is the order in which the business of an annual school meeting should be taken up:—

- (1.) Calling the meeting to order by the senior trustee.
- (2.) Election of chairman and secretary.
- (3.) Reading of trustees' annual report and auditors' statement of receipts and expenditure.
- (4.) Reception of trustees' report and auditors' statement.
- (5.) Election of trustee to fill the vacancy of the year.
- (6.) Election of trustee or trustees to fill any other vacancy.
- (7.) Election of a school auditor for the next year.
- (8.) Deciding by whom the school expenses of the school shall be raised, (that is by the trustees, or by the township council).

**NOTE.**—The school meeting has no power to alter the trustees' estimate of these expenses, nor to interfere with the appointment of the teacher, or to reduce his salary. These expenses, which cannot be reduced by the meeting, include the items of rent, insurance, repairs, fittings, printing; salary of teacher; maps, apparatus, tablets, library, prize and text books; fuel, cleaning, lighting fires, care of premises; postage, stationery; collector's fees; cost of site, building, teacher's residence, outbuildings, shed, fence; planting and laying out grounds; school bell and all other necessary expenses incurred by trustees in maintaining the school.

- (9.) Any other business, of which due notice has been given.

**NOTE.**—No business can be lawfully transacted at a school meeting, unless due notice shall have been given of it by the trustees, inspector, &c., beforehand.

#### 9.—Rules to be observed at each School Meeting.

The following rules are to be observed at each school meeting, (see also section 10 of this chapter), viz:

(1.) *Poll demanded.*—The name of those who vote for, and of those who vote against, a motion, shall be entered upon the minutes, if two electors require it, at the time of voting, and even after the chairman has declared the motion carried. (See section 14, below.)

(2.) *Votes.*—All votes shall be taken in the manner desired by a majority of electors present, and a poll shall be granted if two electors desire it. Every vote tendered shall be received by the chairman, unless objection be made to it. In that case the chairman shall require the person, whose vote is questioned, to make the declaration provided by law. After making it, the vote must be received and recorded without further question.

(3.) *Protest.*—No protest against an election, or other proceedings of the school meeting shall be received by the chairman. All protests must be sent to the Inspector, at least within twenty days after the meeting.

(4.) *Adjournment.*—A motion to adjourn an annual school meeting until the business is finished is unlawful; but a motion to adjourn a special school meeting shall always be in order; provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had; or provided that such special meeting has not been called for the selection of a school site. (See section 3 of chapter VII.)

(5.) *Reconsidering Motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be made more than once on the same question at the same meeting, unless by unanimous consent.

(6.) *Close of the Meeting.*—The school meeting must not close before eleven o'clock in the forenoon, nor shall it continue open after four o'clock in the afternoon—beyond which latter hour no business can be lawfully transacted by the meeting.

(7.) *Transmitting Minutes to Inspector.*—At the close of the meeting, the chairman should sign the minutes as entered by the secretary in the minute book. Within fourteen days after the meeting, the chairman must send to the inspector a copy of the minutes (as signed by himself and the secretary), under a penalty of five dollars.

(8.) *Declaration of Office.*—The trustee, or trustee-elect, should at once make the declaration of office before the chairman of the meeting, or within fourteen days after the close of the meeting. In case the chairman is elected trustee, he should in like manner make the declaration of office before the secretary.

**NOTE.**—In no case is an oath of office, or signed declaration by the trustee-elect required. The act must be verbally performed. Even if it be not performed, the trustee is nevertheless a legal trustee until fined by a magistrate for neglect to make the declaration. On being fined, the office is vacated, and a new election should be at once held. Even should a trustee's election be appealed against to the inspector, the trustee himself must hold office and act, until his election is legally set aside. The principle is, that an individual coming into office by colour of an election or appointment, is an officer *de facto* (in fact), and his acts, in relation to the public, are valid until he is lawfully removed, although it be conceded that his election or appointment was illegal in the first place. When his election is confirmed, he becomes a trustee *de jure* (of right), and no further objection can be made to him.

#### 10.—Optional Rules.

**NOTE.**—The following are rules of order suggested, which may or may not be observed, at the pleasure of the meeting, viz:

(1.) *Addressing Chairman.*—Every elector, previous to speaking, should rise and address himself to the chairman.

(2.) *Order of Speaking.*—When two or more electors rise at once, the chairman shall name the elector who shall speak first, when the other elector, or electors, shall next have the right to address the meeting in the order named by the chairman.

(3.) *Motion to be read.*—Each elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4.) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every elector choosing to speak shall have spoken.

(5.) *Motions to be seconded.*—A motion cannot be put from the chair or debated unless the same be in writing (if required by the chairman), and seconded.

(6.) *Withdrawal of Motion.*—After a motion has been announced, or read by the chairman, it shall be deemed to be in the possession of the meeting; but it may be withdrawn at any time before decision, with the consent of the meeting.

(7.) *Kinds of Motions to be received.*—When a motion is under debate, no other motion shall be received, unless to amend it, or to postpone it, or for adjournment, if a special meeting, as provided in clause (4), section 9 of this chapter.

(8.) *Order of putting Motion.*—All questions shall be put in the order in which they are moved. Amendments shall always be put before the main motion: the last amendment first, and so on.

#### 11.—First Business of the Annual School Meeting.

After appointing a chairman and secretary, the first business, before electing a new trustee, is the reading of the school trustee and auditors' report for the past year for the information of the meeting. (For other items of business to be brought forward, see section 8 of this chapter.)

#### 12.—What the Trustees and Auditors' Report shall contain.

The law of 1871 declares that "the report of the trustees required by law to be laid before the annual school meeting shall (1) include a summary of their proceedings; and (2) state of the school during the year, together with (3) a detailed statement of receipts and expenditure, signed by either or both of the school auditors of the section; and in case of a difference of opinion between the auditors on any matter in the accounts, it shall be referred to and decided by the County Inspector.

#### 13.—Who may or may not be a Trustee.

Any fit and proper person who is a resident assessed rate-payer of the school section, may be trustee thereof; but no inspector, teacher, non-resident, or supporter of a separate school can lawfully hold that office. The chairman of the meeting (if a rate-payer, and otherwise eligible), may be elected. In that case he should make a verbal declaration of office before the secretary of the meeting. Should a person elected as trustee refuse to serve, he subjects himself to a penalty of five dollars; but a retiring trustee need not serve for four years after his term of service expires. (See chapter I, sections 1 and 2.)

#### 14.—Three Modes of Trustee Election Prescribed.

In electing a trustee, one of the three modes authorized by law may be adopted, viz: (1) by acclamation; (2) by a show of hands; and (3) by polling the votes. The law requires the chairman to adopt the latter mode at the request of any two electors present, even although he may, on a show of hands, have declared the person elected.

#### 15.—Complaints to be made to Inspector.

Any person having a legal objection, either to the proceedings of the annual meeting, or to the election of the trustee, has a right of appeal against either, within twenty days, to the inspector alone. The inspector is required by law to receive and to investigate the complaint, and either confirm the proceedings and election, or set them aside within a reasonable time.

#### 16.—Appeal to the Chief Superintendent against Inspector's Decision.

Should any rate-payer object to the Inspector's decision, no further proceedings should take place in the matter until an appeal is made to the head of the Education Department (as provided by law in such cases) and decided.

**NOTE.**—Should the proceedings and election be set aside, and no appeal be made to the chief superintendent, the inspector, or trustees, if desired, should call another meeting for a new election. If no complaint be made to the inspector in writing within twenty days after the meeting, the proceedings (however irregular they may have been) must be held to be valid and binding upon all parties concerned. It should be borne in mind that the complaint (if made at all) must be referred, in the first place to the inspector

having jurisdiction, and not to the chief superintendent. The law provides for an appeal from the decision of the inspector in such cases to the chief superintendent. In no case should the complaint in the first instance be made to the Education Department; and, in all cases, parties appealing must send the inspector a copy of their appeal, so that he may have an opportunity to send such explanations as he may deem necessary to that Department.

#### 17.—Mode of Calling Special School Meetings.

The notice calling a special school meeting, should specify the place, time and objects of the meeting. It may be issued by the secretary, or trustees, or by the Inspector. Three notices of the meeting should be put up in a conspicuous place in the section, at least six days before the meeting. (See section 2 of this chapter.)

#### 18.—What an Ordinary Special School Meeting can do.

A special if called to transact ordinary business can

- (1.) *Discuss*, and decide at its pleasure, the business named in the notices calling it; or, it may, (unless restricted as below.)
- (2.) *Adjourn* the further consideration of such business until another meeting.
- (3.) *Rescind* (unless restricted as below) the resolutions of a former meeting, and pass others in their place.

#### 19.—What a School Section Meeting Cannot do.

A school meeting cannot lawfully:

- (1.) *Elections*.—Rescind any resolution or vote of a former meeting for the election of a school trustee.
- (2.) *Contract*.—Rescind any resolution of a former meeting, if in the meantime a contract, agreement, or obligation has been entered into under its authority, unless at the same time it fully provides for the payment of compensation or damages caused by the rescinding of such resolution or vote.
- (3.) *Adjourn*.—The annual meeting, or any meeting called for the appointment by it and by the trustees of arbitrators, to decide upon a school site. (See next chapter, section 4.)
- (4.) *Award*.—Set aside or ignore the award of arbitrators appointed to select a school site.
- (5.) *Rate Bill*.—Impose rate bill for fees, fuel, or other purposes, upon residents, or non-residents. See chapter 4 on non-residents.)
- (6.) *Trustees' Right*.—Interfere with the trustees in their right to employ a teacher, erect a school-house, or decide upon the expenses of the school, or the improvement of the school premises.

### ELECTION OF BOARDS OF PUBLIC SCHOOL TRUSTEES

#### IN CITIES, TOWNS, AND INCORPORATED VILLAGES.

Taken from the Second Part of the "School Law Lectures to Normal School Students," by DR. HODGINS.

#### 1.—Day and hour for the Election of Boards of Public School Trustees.

The election of members of public school trustee board, in cities, towns and incorporated villages, must be held on the second Wednesday in January of each year, commencing at the hour of nine o'clock a. m., and closing not later than five o'clock p. m.

[NOTE.—The hour for holding the school election in cities, towns and incorporated villages is different from that at which it is held in rural sections. In this respect it follows the municipal instead of the school law. The object, doubtless, was to facilitate the settlement, by the county judge, of school election complaints, by assimilating the school law to that governing the municipal elections.]

#### 2.—How long shall the School Election last?

The election shall last for one day only. It shall commence at nine o'clock in the forenoon, and close at five o'clock in the afternoon, after which hour no vote shall be received for any candidate.

#### 3.—Where shall the Public School Trustees Election be held?

The election of public school trustees in cities and towns, divided into wards, shall be held "at the place of the last municipal elections," and in towns and incorporated villages not divided into wards, it shall be held "at the place of the then last annual election of councillors."

[NOTE.—In case the election of a public school trustee (on complaint being made to him) be set aside by a county judge, the law authorizes him "to appoint the time and place of holding a new election." (See sections 6 and 7 of this chapter.)

#### 4.—Who shall preside at a Public School Trustee Election?

Each public school trustee election in cities, towns and incorporated villages, shall be held under the direction "of the returning officer" of the municipality concerned; "but in case of the default of such returning officer, then under the direction of such person as the electors present may choose."

#### 5.—How shall a Public School Trustee Election be conducted?

The school law declares that "the school elections in cities and

towns shall be conducted in the [same] manner as an ordinary municipal ward election."

NOTE.—The "manner" thus referred to is defined in the municipal law as follows:—

(1.) The returning officer shall preside, or, in his absence, a person chosen by the electors. He shall enter in a poll book, in separate columns, the names of the candidates proposed, and shall, opposite to such columns, write the names of the electors offering to vote at the election. He shall also in each column, in which is entered the name of a candidate voted for by an elector, set the figure "1" opposite the voter's name.

(2.) The returning officer shall, at the close of the poll, add up the number of votes set down for each candidate for the office of trustee, and shall publicly declare the same, beginning with the candidate having the greatest number of votes, and so on with the others; and shall thereupon publicly declare elected the candidate or candidates respectively who shall stand highest on the poll.

(3.) In case two or more candidates have an equal number of votes, the returning officer shall give a vote for one or more of such candidates, as the case may be, so as to decide the election; and, except in such case, no returning officer shall vote at any election held by him.

(4.) The returning officer shall, on the day after the close of the election return the poll book to the clerk or secretary of the public school board. He shall also append thereto his solemn declaration that the poll book contains a true statement of the poll, and transmit his certificate for the persons (naming them) who have been duly elected.

#### 6.—Who shall call Meetings for the Election of Public School Trustees?

(1.) On the incorporation of towns and incorporated villages, not divided into wards, the first meeting for the election of public school trustees shall be called by the "returning officer appointed to hold the first municipal election in such town or village."

NOTE.—For boundaries of newly incorporated villages. (See sec. 5, ch. iv.)

(2.) In case of the "neglect for one month" of the returning officer to call this first school meeting for the election of six trustees, in a town or village not divided into wards, "any two freeholders in such town or village may call a meeting for such purpose."

(3.) The annual meeting for the election of public school trustees in cities, towns and incorporated villages shall be called by the public school board.

(4.) A county judge who, on appeal, sets aside a public school trustee election, is required by law to "appoint a time and place of holding a new election."

NOTE.—The county judge is merely required to "appoint the time and place of holding a new election," in case he sets aside an election, against which an appeal had been made to him. He may either call the meeting himself, or direct the trustees to do so. (See section 13 of this chapter, next page.)

#### 7.—When must Public School Meetings be held?

(1.) The annual school meeting must be held on the second Wednesday of January of each year, at nine o'clock a. m.

(2.) A special school meeting may be held at any time fixed upon by the trustees at their discretion.

(3.) The county judge is authorized to "appoint the time and place of holding a new election, when he sets aside one against which a complaint has been made to him."

#### 8.—For what purpose can School Meetings be called?

Public school trustees in cities, towns and incorporated villages, are authorized to call school meetings for—

(1.) The annual election of school trustees.

(2.) The election of a public school trustee or trustees, to fill a vacancy or vacancies in the school corporation, which may be caused at any time by (1) death, (2) resignation, (3) removal from the municipality, (4) void election, (5) refusal to act, or (6) other cause. (See section 20 of this chapter, page 121.)

NOTE.—See "Note," to 6th section above.

(3.) "Any other school purpose which they may think proper."

NOTE.—The board of trustees is not required to call a public school meeting, or otherwise consult their constituents in regard to the selection of a public school site, the erection of a school house, or the raising of moneys for the support of the schools. They may do so, however, at their pleasure. But the resolutions passed at such a meeting are not binding upon the trustees. They would be valuable only as an expression of opinion on the part of the ratepayers. Trustees are not required to submit their annual report to a public school meeting, but they are required to publish it in the local newspaper. (See section 8, of chapter xvi.)

#### 9.—What notice must be given in calling School Meetings?

In all cases six days' notice, in at least three public places in each ward, town or village, must be given of each public school meeting, whether it be called by a returning officer (see section 6 of this chapter) or by the board of trustees, or by order of a county judge, in case an election be set aside by him.

#### 10.—Who has a right to vote at School Meetings?

Any assessed freeholder or householder of a city, town or incor-

porated village, who has paid his previous year's school tax in such municipality, whether a resident or non-resident, has a right to vote at any lawful school meetings in the ward or municipality in which he pays rates; but supporters of separate schools have no vote.

#### 11.—Test of right to vote, in case objection be made?

"In case an objection be made to the right of any person to vote at an election in any city, town or village, or upon any other subject connected with school purposes therein, the returning officer presiding at the election shall require the person whose right of voting is objected to, to make the following declaration:

"I do declare and affirm that I have been rated on the assessment roll of this city (town or village, as the case may be), as a freeholder (or householder, as the case may be), and that I have paid a public school tax in this ward (town or village, as the case may be), within the last twelve months, and that I am legally qualified to vote at this election."

"Whereupon the person making such declaration shall be permitted to vote."

#### 12.—Penalty for making a False Declaration of a Right to Vote.

"If any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and upon conviction, upon complaint of any other person, shall be punishable by fine and imprisonment, at the discretion of the Court of Quarter Sessions; or by a penalty of not less than five dollars, or more than ten dollars, to be sued for and recovered with costs before a justice of the peace, by the school trustees of the municipality for its use."

#### 13.—Mode of Proceeding in Contested Elections in Cities, Towns and Villages.

"The judge of the county court shall, within twenty days after the election of a common school trustee in any city, town or incorporated village within his county, receive and investigate any complaint respecting the mode of conducting the election, and confirm it or set it aside, and appoint the time and place of holding a new election, as he may judge right." (See clause (4) of sec. 6 of this chap. p. 118.)

#### 14.—Penalty on Returning Officer for wrong doing at School Elections.

"If the returning officer at any election of a public school trustee be convicted before the county judge, of disregarding the requirements of the law, or acting partially in the execution of his office, he shall be fined a sum of not less than twenty dollars, nor more than one hundred dollars, at the discretion of such county judge."

#### 15.—Costs of Contested Public School Elections.

"The expenses of any school election contest shall be paid by the parties concerned in it, as may be decided by the county judge."

#### 16.—Number of Trustees in each School Board.

The number of public school trustees to be elected in a municipality at each first election is as follows:—

- (1.) Where wards exist: two for each ward.
  - (2.) Where no wards exist: six for the municipality.
- Number of public school trustees to be elected annually:
- (1.) Where wards exist: one for each ward.
  - (2.) Where no wards exist: two for the municipality.

#### 17.—How shall Retirement of each Trustee be determined?

After the first election of a board of trustees they shall, at their first board meeting, determine by lot how they shall individually retire from office. The number to retire in each case is as follows:

- (1.) Where wards exist: one annually.
- (2.) Where no wards exist: two annually—the six trustees on the board having first been divided by lot into three classes of two each.

NOTE.—Although a trustee, as above explained, retires from office on the second Wednesday of January in each year, yet, in case of failure, from any cause, to elect his successor, he holds office and legally acts as trustee until such successor is elected. The same rule applies in case of the resignation or removal of a trustee.

#### 18.—Who may be a Public School Trustee?

- (1.) Any "fit and proper person," resident or non-resident, rate-payer or not.
- (2.) (After a first election) any retiring trustee.

#### 19.—Who may not be a Public School Trustee?

The law excludes the following persons from the office of public school trustee:

- (1.) An inspector of public schools.
- (2.) A teacher in a high or public school, or collegiate institute.
- (3.) A trustee or supporter of a Roman Catholic separate school.

#### 20.—How may the Office of Public School Trustee be vacated?

- (1.) By decision of the county judge, on a complaint being made to him against the election. (See note to section 17 of this chapter.)
- (2.) By refusal to serve.
- (3.) By resignation of office.
- (4.) By death.
- (5.) By removal from the municipality.

NOTE.—Although the school law relating to the refusal to act, resignation, removal, and neglect to make the declaration of office, on the part of rural school trustees, is expressed in almost every case in general terms, yet it is doubtful whether it strictly applies to trustees in cities, towns and incorporated villages. See sections 3 and 4 of chapter 1, part 1, of these lectures, pages 9 and 10.

#### 21.—Personal Responsibility of Public School Trustees.

NOTE.—A good deal of what is said on the subject of the personal responsibility of the rural school trustees (which is fully discussed on page 3, 11-14 and 38 of the first part of these lectures) may be held to apply to trustees in cities, towns and villages generally. Yet as the circumstances of the two classes of trustees are different, what is special in its application to the two classes can be easily determined by the parties concerned. See also provisions of the 22 Vic., ch. 126, on page 123.

## QUALIFICATIONS OF PUBLIC SCHOOL TRUSTEES.

BY THE REV. WM. COCHRANE, M.A., BRANTFORD.

(CONTRIBUTED TO THE STRATFORD BEACON.)

With good reason we boast of our Public School System, as admirably adapted to the wants of our country, and as far in advance of the educational arrangements of the old world. Its non-sectarianism—its accessibility to all classes of the population, and the thorough character of the training furnished, give it a deservedly high place in the affections of our people. The rapid growth of our country during the vast few years and the wonderful progress made in all that constitutes permanent stability, is due, indirectly at least, to the moral influence of our public schools.

Our normal schools are also keeping pace with the demand for a higher standard of ability in the teacher. Talents and attainments which a few years since could easily have secured a first-class certificate, can now with difficulty secure a second. The appointment of County Inspectors of acknowledged eminence in educational literature and the varied systems of training—men who have in many cases secured degrees in our leading colleges and universities—in room of the old and unsatisfactory system of Local Superintendents, who did their work for the most part in a perfunctory, free-and-easy manner—has already made its results apparent in the increased efficiency of our schools.

But there is great room for improvement in the management of our schools. The trustees elected in many cases to sit in judgment upon the qualifications of teachers and to arrange the programme of studies, and superintend the practical working of our public school system, are totally unfit for such a position. We do not exaggerate when we say, that several schools in Ontario have trustees as thoroughly incapable of discharging the duties assigned them as a common labourer would be, in the position of Prime Minister of England, or Commander of the Royal Navy!

According to our idea, the public school system of Canada is the most important branch of our civic economy, and the men who are placed as trustees occupy a position of influence second to no other official in the land. The appointment of members of Parliament and of our Local Legislatures, and the election of aldermen and councillors, are considered matters of prime importance, no amount of effort is considered extravagant, in order that certain men may be elevated to such honours. Their character—their abilities—their knowledge of politics, are all enquired into. It is expected also that they can and will let themselves be heard, in regard to important questions that must come under their notice, and call for their individual opinion and action. In spite of all this, nonentities do creep into town councils and Parliament; but the chances are that men of some degree of intelligence and common sense prevail.

All this diligence, however, is unknown in the selection of school trustees. But little interest is taken in the matter at all by the general public. Parents whose children attend school, and who above all classes in the community should bestir themselves to secure well-informed, unprejudiced and honourable men, to manage our educational interests, are supine and indifferent. It is not until by a gradual deterioration—extending over years—in the character of our schools and the efficiency of our teachers, the lowest possible point is reached—that the public mind is aroused to investigation and effort. And then it is found that certain men have quietly year after year had themselves elected trustees—as thoroughly incompetent for their work as a drayman would be in the Chair of Astronomy or Chemistry in University College!

It may be replied that the actual necessities of the public and even high schools of the country are better understood by men elected out of the middle class than by those possessed of higher attainments, or who occupy a certain standing in society. Our remarks are certainly not intended to preclude intelligent men, to whatever class they belong. Among our mechanics and operatives there are men to be found who in administrative talents and in natural ability will favourably compare with members of the learned professions. By all means let us have such men on our boards of school trustees. But they must be put there by electors. Such men in proportion to their capabilities, are not likely to push themselves forward for any office; while others of inferior merit, hungering after appointments, leave no stone unturned to effect their object.

It may not be possible to state all the qualifications demanded in an efficient school trustee. Different localities will demand different standards. But surely it is not too much to expect that our school trustees shall not only be men of unblemished moral character, against whom no breath of suspicion can be raised, but that they shall be men of the highest honour, whose opinions and judgment will not be swayed by favouritism or biased by political leanings;—men of some degree of executive ability—able to write a sentence grammatically and speak without making themselves a laughing stock in presence of the school; and finally that they shall be in some slight degree acquainted with the educational system of the Province. If it is admitted that these are among the essential qualifications of school trustees, and were such a standard applied to existing boards, how many of them would be without a quorum at their very first meeting!

The result of our past indifference in regard to this important matter are being felt in many quarters keenly. There are in every community a few men who seek for notoriety in any shape or form. They are always ready to have honour thrust upon them, and to seek the honours. Like certain professional jurymen, that hang about court rooms, and are ever ready to try any case whatever, in the absence of defaulters, so are certain of our model school trustees. The question with them is not fitness for this or that trust, but the possibility of election! They like to exercise authority over teachers, and appear at public examinations clothed with the badge of office, and have candidates solicit them for their influence and support. As regards the necessary qualifications of teachers and the remuneration and deference due to conscientious and painstaking teachers, they never had a single intelligent idea. They vote as they are instructed by their leaders, for certain candidates and to advance certain interests, regardless of those higher considerations that should ever be supreme in men who hold such an important trust.

What is the result? Our best teachers become disgusted with such overbearing ignorance, and in many cases leave the profession. When a small advance of salary would secure the retention of a first-class master or mistress, it is refused by these parsimonious souls, who know nothing of what scholarship costs, and what educated men and women have a right to demand. Female teachers especially suffer most severely at the hands of such incompetent trustees. Taking advantage of the unfortunate fact that the supply is in excess of the demand, the remuneration given is in some cases barely sufficient to keep body and soul together. Having no minds to cultivate themselves, they cannot make allowance for the higher wants of others. All that they received when at school were the three R's taught by some poor unfortunate, who took refuge in school teaching as a last resort, and to eke out a miserable existence not otherwise to be obtained. "What higher attainments can the present age demand, and why should not teachers be contented with the starvation salaries of these good old days?" So reasons our model school trustee.

In striking contrast with the indifference we have spoken of is the election of school boards in Great Britain, under the new School Act, just coming into force. The first men in the land are elected to the responsible trust, and consider it an honour and a privilege to give their energies to the work. Men of world-wide reputation for their attainments in literature, science, philosophy and statesmanship, and of all shades of politics and every creed are now sitting at the varied school boards of England and Scotland, united in an earnest desire to raise the standard of scholarship, and thoroughly educate the nation.

Let the electors of Ontario take the same interest in this matter as their brethren in England, and the growing evil of incapable school trustees will be speedily remedied. Unless this is done, our school system, good in itself, will become a practical failure. Laws good in themselves, if inoperative, are of no value, and the best system of government, when perverted by designing men, becomes a curse rather than a blessing to any people. In like manner, the noblest scheme of education ever devised, if entrusted to ignorant and incapable officials, will ultimately destroy all those

praiseworthy aspirations after culture, refinement, and scholarship which should characterise the youth of our land.

#### 84 TEACHERS RETIRED FROM THE PROFESSION.

STATEMENT of Teachers who have given notice of retirement from the profession, as provided by the School Law of 1871, 34 Victoria, chapter 33, section 43.

NAME.	COUNTY.	SUBSCRIPTION RETURNED, AND DATE.
Anderson, J. A. R.	Wellington	\$2. April, 1872.
Arnold, J. S.	Kent	2. November, 1872
Babe Thomas	Peel	2. August, 1872.
Balfour, W. D.	Lincoln	1. December, 1871.
Beattie, Wm.	Peel	2. May, 1872.
Beeman, M. J.	Lennox	1. October, 1872.
Bell, Alex.	Wentworth	2. March, 1872.
Birdsall, L. E.	Lincoln	3. August, 1872.
Byam, John W.	Ontario	2. September, 1872.
Burrows, F.	Lennox	1. September, 1871.
Bretherton, George	Lennox	1. October, 1871.
Carolan, Joseph	Haldimand	2. September, 1872.
Corrigan, Robt.	Ontario	1. January, 1872.
Curts, M.	Grey	2. April, 1872.
Charles, John L.	Brant	4. June, 1872.
Crews, L. W.	Oxford	3. September, 1872.
Dingman, W. E.	P. Edward	December, 1872.
East, Corn.	Toronto	3. December, 1872.
Eyvel, George	Perth	3. November, 1872.
Ferguson, S.	Renfrew	2. August, 1872.
Fydell, T. R.	Simcoe	3. September, 1872.
Forde, J. H.	Carleton	2. July, 1872.
Fullerton, James	Waterloo	2. June, 1872.
Flood, James	Peterborough	2. March, 1872.
Godbold, Sylvester	Waterloo	December, 1872.
Hutchins, J. H.	York	2. April, 1872.
Hughes, Samuel	Durham	2. March, 1872.
Hughes, Jno.	Dundas	2. December, 1872.
Harold, Richard	Waterloo	3. September, 1872.
Hall W. M.	Bruce	2. October, 1872.
Hunter, W. D.	Peel	1. July, 1872.
Hutchinson, John	Waterloo	3. November, 1872.
Harwood, W. C. M.	Halton	2. August, 1872.
Harrison, J. W.	Kent	2. September, 1872.
Irvine, C.	Hastings	2. May, 1872.
Johnston, W. L.	Peterborough	4. June, 1872.
Kennedy, Neil	Middlesex	2. November, 1872.
Kenny, James	Leeds	2. June, 1872.
Lewis T. H.	Lambton	1. February, 1872.
Little, Wm.	Hastings	2. April, 1872.
Lloyd, Nelson	Bruce	3. December, 1872.
Lynd, A.	Simcoe	2. April, 1872.
Langford, C. J.	Grey	2. May, 1872.
Luton, Albt.	Elgin	1. July, 1872.
Martin, R. T.	Wellington	1. February, 1872.
Menzer, S. S.	Waterloo	1. November, 1872.
Morrison, John	Bruce	2. February, 1872.
Muir, J. M.	Waterloo	December, 1872.
Mills, Saml.	Simcoe	1. February, 1872.
Moorehouse, J. H.	Hastings	1. February, 1872.
Minaker, Wm.	P. Edward	2. April, 1872.
Mann, J. R.	York	1. July, 1872.
McKay, George D.	Bruce	3. December, 1872.
McMillan, M.	Welland	1. December, 1871.
McDonald, Donald	Halton	1. January, 1872.
McTaggart, Angus	Lambton	2. April, 1872.
McAuliffe, J.	Simcoe	2. July, 1872.
McBride, Angus	Kent	2. October, 1872.
McBride, John	Waterloo	3. December, 1872.
McPherson, Duncan	Oxford	2. October, 1872.
McTavish, Peter	Waterloo	3. October, 1872.
Norton, Thos.	Grey	1. October, 1871.
Nelles, J. M.	Brant	2. September, 1872.
Paterson, David S.	Victoria	3. September, 1872.
Ross, Geo.	Ontario	3. October, 1872.
Robinson, R.	Welland	1. September, 1871.
Stalker, John	Kent	2. April, 1872.
Stevenson, G. W.	Ontario	2. May, 1872.
Shaw, Thos.	Wentworth	2. May, 1872.
Scott, D. H.	Lennox	2. May, 1872.
Sinclair, Colin	Elgin	1. June, 1872.
Sinclair, J. C.	Perth	2. April, 1872.
Sparling, A. W.	Haldimand	3. November, 1872.

NAME.	COUNTY.	SUBSCRIPTION RETURNED, AND DATE.	SCHOOLS. NOTE.— Each School to receive a minimum grant of \$400 for the year.	Number of Teachers employed.	AVERAGE ATTENDANCE	Apportionment at the rate of \$9 per pupil for first half-year.
Scott, Alex. A.	Oxford	1. December, 1871.	Trenton	2	22	198
Smith, James R.	Welland	3. November, 1872.	Uxbridge	2	22	198
Smith, W. E.	Kent	1. October, 1871.	Oakville	2	21	189
Smyth, T. H.	Ontario	3. November, 1872.	Bradford		20	180
Sanderson, Thos.	Peel	2. July, 1872.	Elora		20	180
Snyder, Thos.	Waterloo	3. November, 1872.	Fonthill		20	180
Thompson, W. H.	Haldimand	3. August, 1872.	Kemptville	2	20	180
Willson, Robt. E.	Haldimand	1. August, 1872.	Milton		20	180
Williams, Daniel	Durham	2. August, 1872.	Port Perry	2	19	171
Woodhull, T. B.	Middlesex	1. September, 1872.	Port Rowan		19	171
Wallace, Joseph	Carleton	2. November, 1872.	Windsor		19	171
			Berlin		18	162
			Collingwood	2	18	162
			Packenham	2	17	153
			Renfrew	2	17	153
			Alexandria		16	144
			Arnprior		16	144
			L'Orignal	2	16	144
			Vankleekbill	2	16	144
			Orangeville	2	15	135
			Osborne	2	15	135
			Stirling		15	135
			Brighton	2	14	126
			Metcalfe	closed.	14	126
			Niagara		14	126
			Cornwall		13	117
			Streetsville	2	13	117
			Oakwood	2	12	108
			Carleton Place	2	11	99
			Pembroke	2	10	90
			Almonte		10	90

HIGH SCHOOL APPORTIONMENT, FIRST HALF 1872.

(Arranged in the order of amounts paid).

SCHOOLS. NOTE.— Each School to receive a minimum grant of \$400 for the year.	Number of Teachers employed.	AVERAGE ATTENDANCE	Apportionment at the rate of \$9 per pupil for first half-year.
London	6	162	1458
St. Catharines*	4	134	1206
Hamilton*	5	130	1170
Galt*	12	121	1089
Napanee	4	114	1026
Peterborough*	6	112	1008
Toronto	4	111	999
Cobourg*	4	103	927
Whitby	3	93	837
Ottawa	5	77	693
Kingston*	4	71	639
Oshawa	2	67	603
Owen Sound	2	67	603
Dundas	2	64	576
Iroquois	2	64	576
Picton	3	63	567
Port Hope	3	62	558
Belleville	2	61	549
Brampton	2	61	549
Brantford	2	61	549
Brockville	1	60	540
Stratford	2	58	522
St. Thomas	2	53	477
Simcoe	2	51	459
Perth	2	49	441
Chatham	2	45	405
Bowmanville	3	45	405
Woodstock	2	42	378
Barrie	2	41	369
Ingersoll	2	41	369
Omeme	2	41	369
Newburgh	2	40	360
Smith's Falls	2	40	360
Welland	2	40	360
Gananoque	2	39	351
Colborne	2	38	342
Grimsby	2	38	342
Paris	2	37	333
Thorold	2	37	333
St. Mary's	2	36	324
Newmarket	2	34	306
Sarnia	2	33	297
Vienna	2	32	288
Weston	2	32	288
Williamstown	2	32	288
Clinton	2	31	279
Goderich	2	31	279
Morrisburgh	2	31	279
Cayuga	2	30	270
Farmersville	2	30	270
Guelph	2	30	270
Lindsay	2	30	270
Beamsville	2	29	261
Drummondville	2	29	261
Newcastle	2	29	261
Caledonia	2	28	252
Dunnville	2	28	252
Prescott	2	28	252
Wardsville	2	28	252
Smithville	2	27	243
Strathroy	2	27	243
Kincardine		26	234
Norwood	2	26	234
Fergus		25	225
Markham	2	25	225
Waterdown	2	25	225
Manilla	2	24	216
Scotland	2	24	216
Mount Pleasant	2	23	207
Richmond Hill	2	23	207
Port Dover	2	22	198

\*Collegiate Institutes, and as such, receive \$375 additional each half year.

I. Papers on Practical Education.

1. CORPORAL PUNISHMENT.

Prof. W. H. Payne closes No. 5 of his articles on "School Management," in the *Kansas Educational Journal*, with the following: "Corporal punishment is universally regarded as a disgrace; and in cases where the propriety of its infliction is questionable, troubles, near or remote, are almost sure to arise. As a means of inducing caution, where it is so much needed, the following rules are suggested:

- "1. Use corporal punishment only as a last resort, in case of grave offences.
- "2. The pupil's guilt should be established beyond a doubt.
- "3. As far as possible, both teacher and pupil should be free from passion.
- "4. The rod should never be applied to the body above the hips."

2. WHAT A TEACHER SHOULD BE.

A wise legislator, a righteous judge, a prompt executive an efficient workman, a competent leader, a liberal partisan, a pleasant companion, a warm friend, a good man: apt to teach, acquainted with human nature, earnest, prompt, clear, accurate, enthusiastic, diligent, systematic, dignified, firm, courteous, forbearing, gentle, cheerful, patient, persevering.

3. THE NIGHT SCHOOL.

Many an honest-minded youth, after being apprenticed to a trade, begins to realize his deficiency in useful mental acquirements, and bitterly laments the opportunities which in his school days he had heedlessly neglected. Then he finds out for the first time, perhaps, how necessary a "little learning" is to the achievement of success in any pursuit in life; but the discovery often comes too late. He has no longer the time to attend the free school, nor the means to pay for night tuition.

In some parts of the United States this fact has forcibly impressed itself upon the minds of public men, and a movement towards providing such persons with free tuition, by throwing open the public schools after night, has been inaugurated. The Quaker City leads the van in this good enterprise. No less than eighteen of the public schools were lately opened for adults over seventeen years of age, and two for coloured men and women. By this arrangement upwards of six thousand persons, chiefly boys learning a trade, are given the opportunity of mental improvement at the public expense. This system, we observe by a Philadelphia paper, has now passed from the condition of experiment to that of very valuable utility. From small beginnings the demands for tuition on the part of the adult class have increased until it has reached remark-

able proportions. They prove conclusively that the system of public education is not meant only for youth.

It is in the highest degree important that men and women who have been deficient in early instruction, and who feel constantly their ignorance in the business and intercourse of everyday life, should have the means of improving themselves by public assistance. These persons are for various reasons, anxious, attentive and patient scholars. They understand their own wants and are grateful for the opportunities of learning. There is also in the city named a public night school for artisans. The instruction is of a scientific and technical character, and must be of the highest advantage to mechanics and artisans in their business duties. The branches taught are practical mathematics, mechanical and civil engineering, drawing, natural philosophy, with special reference to the steam engine, chemistry, anatomy, hygiene, business forms and penmanship. It has been found by experience that this school, at former sessions has been highly beneficial; and this year, encouraged by previous results, the Trustees have added to its efficiency by placing a large collection of the most approved scientific instruments at the disposal of the students.—*London Free Press.*

#### 4. WHAT TO DO WITH DISCOURAGED TEACHERS.

Many true teachers become disheartened by the exalted standards which are placed before them. So do artists. But all true artists very well understand that such moments of self-distrust and agonized longing are partial proofs of their calling, and of their fellowship with the masters of art who have preceded them. So they reassure themselves, and address themselves again to the task, bow reverently before the ideal, and press forward, strong of will, valiant, and persistent. What shall we do, then, with discouraged teachers?

1. Congratulate them. He who has found that there is something exceedingly desirable which he does not possess, will be more likely both to seek and secure it than if he vainly imagined himself already the possessor of it.

2. Encourage them to give in detail the several grounds for this feeling of discouragement. This simple statement of them will be profitable. A good exercise for a teachers' meeting.

3. Answer with all frankness the several difficulties presented. Dissipate by your most assuring method the merely imaginary trouble, and emphatically endorse all that you believe to be real.

4. Give help. Train, illustrate, *drill* the teachers. If they cannot master the art of questioning, show them *why*, and then show *how*. If they handle illustrations awkwardly, spend one evening or more in "trying on" illustrations, and showing how they may be most effectively employed.

REV. J. H. VINCENT.

#### 5. EDUCATING YOUNG WOMEN WITH YOUNG MEN.

President White, of Cornell University, has recently visited all the colleges of the country in which young women are educated with young men, and has given his views on the subject at a meeting in Boston. We infer that, on the whole, he is favourable to the plan, and it is probable that it will be introduced in his University. He says that at Oberlin the best reading of Tacitus was by a young lady; at the Michigan University, a lady carried off the mathematical honours, and the girls stood the highest in the botany classes; and at Antioch College they ranked very high in the German classes. So far as he could learn, the young ladies held their own remarkably well.

## II. Biographical Sketches.

### 1. MR. DE LA HAYE.

The late Mr. De la Haye was well known to many in years gone by. His name has been a household word in the families of men who, when boys, attended Upper Canada College. A brief record, therefore, of his past life, will no doubt be read with interest:—A native of France, he was born in Bretagne, May 1799, and was therefore, when he died, in the 74th year of his age. He took his degree at the College of St. Malo, after which he resided for several years in England, as a teacher of French. When Lieutenant-Governor, Sir John Colborne (afterwards Lord Seaton) founded a College in Toronto, for the higher education of the youth of the country, Mr. De la Haye was appointed French master. Mons. and Madame De la Haye, to whom he was married before venturing to seek a new home across the ocean, arrived here (then "little" York) in the fall of 1829, and in January, 1830, Upper Canada College was inaugurated, Dr. J. H. Harris being Principal. In 1844

Mr. De la Haye revisited France, and passed a few happy months among the friends of his youth and the scenes of his boyhood, and up to 1856 he continued to fill the position which he had thus occupied for more than a quarter of a century. Having served the college so long and so faithfully, the authorities recognized his merits by granting him a pension; and, always attached to a country life and rural pursuits, he then settled on the large and attractive property, in the Gore of Toronto, which he had acquired many years previously, in view of the cherished wish and hope to spend the rest of his days, in peace and quiet, "on his own ground." In 1859 the beloved partner of his life, who had done so much to make his home happy and his condition prosperous, was taken away; and, though he felt this great loss, his country habits, his fields and his crops, continued to be a pleasure and a comfort, until, prostrated by the malady which has proved mortal, it became necessary to remove him into town. In the class-room Mr. De la Haye was popular with all; of the many hundred College boys who passed through the French Department in his time, we feel sure that no one retains, in after days, other than a feeling of, it may be said, filial regard towards him; while those who lived under his roof, and shared the domestic fireside, will always remember Madame De la Haye's kindly care and attention with the greatest affection; and in proof of Mons. De la Haye's place in their esteem, a handsome and valuable testimonial was presented to him, soon after leaving college, by his old pupils.

### 2. REV. JOHN GUNNE.

The subject of our sketch was born of pious and respectable parents in the town of McGuire's Bridge, County Fermanagh, Ireland, on the 12th of February, 1815, and was therefore in his 58th year when he died. After receiving a liberal education, he left home in 1838, to become a classical tutor in the city of Limerick, which position he held about six years, when he removed to Trinity College, Dublin. Mr. Gunne shortly after decided to come to Canada as a missionary of the Church of England, and arrived here in 1844 in company with Dr. Sandys. They were both ordained by the late Bishop of Toronto, and Mr. Gunne came to Florence and immediately entered upon his work, which he continued to perform with unceasing energy to the time of his death. His early labours in this district were very arduous, his charge including the villages of Glencoe, Wardsville, Aughrim, Florence, Dawn Mills, Thamesville, Kent Bridge, and other places, and throughout the large district included by these places the name of "Parson Gunne" is a household word. Of late his labours have been confined principally to Florence and Aughrim, until last year, when he was appointed rural dean for the County of Kent. In addition to his clerical duties, he has been local superintendent of schools and a member of the boards of public instruction for the Counties of Middlesex, Elgin, Kent, and Lambton, frequently acting as chairman, and the editor of this paper recalls with interest his first examination for school teacher in 1859, under Mr. Gunne, at London. In history, mathematics, and Greek classics, Mr. Gunne was exceedingly well versed; and his love for reading increased to his latest hours, his splendid library being one of the largest and best selected in West Ontario.

Mr. Gunne was a sound Christian, and an orthodox preacher of Christ and Him crucified. A man of great business qualifications and far-seeing judgment, his advice was sought by all. Many a neighbour owes his extrication from grave difficulties to this advice always freely given, and many a poor settler owes the possession of his farm to the intercession of this good man, either with the Government or importunate creditors. The unflinching resort of all who were in difficulties was to "ask the parson."

Mr. Gunne was a man of great energy, and his heart was in his work. The most laborious duties were most cheerfully performed, and no amount of fatigue or discomfort could banish the ready smile which was wont to greet his friends. Those who knew him best will be the first to admit that "We ne'er shall look upon his like again."

"His life was gentle; and the elements  
So mixed in him, that Nature might stand up  
And say to all the world, this was a man!"

—*London Herald.*

### 3. THE REV. MR. SENKLER.

The Rev. E. J. Senkler was a native of Dorking, England. He graduated at Cambridge in 1824, taking a high degree, and was ordained on the 23rd December, 1826. He came to Canada in 1843, and settled in Brockville in 1847. After arriving in Canada, Mr. Senkler occupied the position of Rector of the High School of Quebec for about a year, a position, from his scholastic abilities, he was well qualified to fill. For a considerable time after his arrival in



Brockville, he held service in connection with the Church of England, in the Stone School-house above the town. He was for several years a member of the Board of Education, and was also a member of the Board of Examiners for the University of Toronto. The deceased gentleman was a fine scholar, probably one of the first mathematicians in the Dominion. He was well versed in astronomy, meteorology and various other sciences. He was a man of broad views and true Christian charity, unfettered by Sectarianism. A staunch churchman, but on friendly terms with ministers of all denominations, always ready to subscribe to any good work. Kind and benevolent in his disposition, honest in all his dealings, and ever ready to lend a helping hand to the plodding and earnest student, the Rev. Mr Senkler will be greatly missed from our midst, while his memory will long remain green in the hearts of all who had the honour of his acquaintance. The deceased gentleman gave up all labour several years ago, and passed his latter days among his books, of which he was an ardent admirer almost to the last. Thus are the old and the worthy passing away, and we, too, must soon follow. "Be ye also ready, for in such an hour as ye think not, the son of man cometh."—*Brockville Recorder*.

#### 4. ANDREW THOMPSON, ESQ.

Andrew Thompson, Esq., Manager of the Merchants' Bank, Belleville, formerly of Brockville, died at his residence, Belleville, on the 28th October. The deceased was the oldest of three brothers. He was born, we believe, in Cupar, Fifeshire, and commenced his career in Canada as a clerk in the store of the late Hon. James Morris, who soon after took him into the Bank here as a clerk. In all his positions he performed his duty, and so became honoured and trusted, and lived and died respected by all.—*Brockville Recorder*.

#### 5. S. J. BELLAMY, ESQ.

The deceased gentleman was a native of Vermont, but came to Canada upwards of fifty years ago. He has been a resident of the united counties ever since, and in his long life has always borne the character of an intelligent, upright, honest Christian. He was highly esteemed by all who knew him, and his death removes another landmark from the path leading from the early history of our country to its present progressive state. A sincere and consistent Reformer, and in his death the party has lost an esteemed member.—*Brockville Recorder*.

#### 6. LIEUT. COL. DRUMMOND

Lt.-Col. Thomas Drummond, of Rockwood, was born at Edinburgh and emigrated early to Canada. He sailed a steamboat on the Richelieu Canal, and was a contractor. He had been connected with the militia organization since the rebellion of 1837-8, and up to a few months ago he was commandant of the Kingston Volunteer Battery of Artillery, in which he always took great pride, and by his indefatigable zeal and industry, he made it one of the best batteries in the Dominion, while at the same time he was beloved by the officers and men. Colonel Drummond was a distinguished member of the Masonic Society, being at the time of his death representative of the Grand Lodge of Scotland. He was also Bursar of the Rockwood Asylum for the last seven or eight years, and in all the various positions he has held he invariably commanded the respect and esteem of all who enjoyed the pleasure of his acquaintance.

#### 7. CAPTAIN THOMPSON WILSON.

Deceased was born in 1791, and when a young man joined the artillery corps and served through most of the Peninsular war, and in one action received a severe sabre cut. He was present at the battle of Waterloo, and received medals for his good conduct and bravery. He came to Canada with his corps in 1837, and was engaged in active service during the rebellion 1837-38, at the close of which he was appointed barrack-master in London, which he held until 1864, when he retired with the rank of captain on half-pay, his promotion being the reward of merit and ability. Deceased was one of the oldest Masons in Canada. On the cover of the coffin were placed the Masonic regalia, and clasps and medals of deceased. There were four clasps, bearing the names of Toulouse, Nive, Pyrenees, Vittoria, and Waterloo, and long service and good conduct medals.—*London Herald*.

### III. Education in Various Countries.

#### 1. TECHNICAL EDUCATION IN EUROPE.

Perhaps we cannot better convey an idea of what is meant by technical education, than by exhibiting in outline the system as it now in operation in Europe, and particularly as it has been or-

ganized for some years in the small State of Württemberg in Germany, with a population of 1,778,000. We derive our facts from the volume by Mr. Scott Russell. Mr. Russell gathered his facts while personally examining the workings of the system. The Württemberg system embraces:

1. A Polytechnic University, at Stuttgart, intended for the highest classes of professional men, civil engineers, mechanical engineers, architects, etc. There is a course for mercantile and commercial classes, and one for chemistry, and its application to chemical arts and manufactures, etc. There are fifty-one professors and teachers, a chemical and a physical laboratory, mineralogical museums, modelling rooms, mechanical work shops, rooms for drawings, a botanical garden, and an astronomical observatory.

2. A second and even more remarkable educational institution is the school for the building trades. This school is intended for building crafts and tradesmen, and is now one of the most remarkable and popular schools on the continent. Here lower class builders are trained for masters, constructors of public works, etc. Plasterers, tilers, engravers, smiths, gardeners, etc., are educated for foremen and masters. There are twenty-eight professors and masters. The school is crowded by those for whom it was intended, and the graduates are eagerly sought for everywhere on the Continent for the superior excellence of their services.

A third class of institutions are wisely situated, not in the metropolis, but in the country, and they are distributed through the districts. They are schools for country occupations and trades, and are called "agricultural and forestry establishments."

1. There is first a great institution at Hohenheim, with twenty-one masters. It is divided into the farming school and the gardening school and special agricultural courses. It has under it three practical farming schools in three different districts, and each school has under its care 400 square miles of territory. A large brewery is attached to one of these establishments, and there are subordinate schools throughout the country. There are also winter evening schools in the villages, and the practical result is that in one year, 1868, there were 12,040 persons, in 523 places, enjoying thorough agricultural instruction.

Supplemental to the agricultural education of the farmers is an institution for the study of anatomy, physiology, training and diseases of animals. It is the veterinary college of Stuttgart. Attached are a hospital, in which last year 775 horses were treated; a cattle hospital in which 826 animals were treated; a dog hospital in which 213 animals were treated; a smithy in which 4,000 animals were shod.

With such upper schools for technical training, there is a complete organization of upper and lower schools leading up to them, otherwise these higher schools could not be filled with fit pupils. There are, therefore, eighty-eight colleges or public schools in two divisions of classical and science schools. In the classical there were 4,565 pupils, and in the science schools 4,734. These two classes of pupils are again subdivided into upper and lower, called gymnasiums and lyceums, and in the science schools a school and college, or *real* school and science college. Below these are the elementary schools, including technical schools of the humblest kind in which girls are taught housekeeping, and boys are trained to the simplest duties of life.

It is impossible in our limited space to give any adequate view of the details of the working of these great institutions, so wisely provided for the youth of the nation, extending over all the divisions of society, embracing every kind of occupation and aiding every branch of industry. The comprehensive method, the systematic development and the admirable manner in which its details are fitted to the special aims of practical life are the characteristics of this system of education. The rulers of the state have deemed it one of their higher duties to organize and apply a system which shall make the most of each citizen and fit each one for the most skilful doing of his special work in life. If a skilled workman is worth three times the value of a rude one, then Württemberg, by her educational system, virtually trebles her population and the value of her industries.

This system pervades the entire national education, and knows no distinction of social rank. Provision is made by which the poor boy who is compelled to work for his living shall not be deprived of technical education. Sometimes he is taught an hour before work in the morning or after work in the evening, or other hours more convenient may be found, but he is provided for so that even while earning his bread he may be learning to be a skilled workman and a good citizen.

The whole cost of this great national blessing is about sixty-five cents per capita of the population of Württemberg.

#### RESULTS OF TECHNICAL EDUCATION.

To enumerate the benefits of the system would require a volume.

We can only notice a few results. The general character of the people is greatly improved, the lower grades of society show a degree of refinement and intelligence far above the same classes in England and America. Master tradesmen and employees exhibit a fellow feeling; growing out of the fact that they have gone through the same schools and the same training. The antagonism in other lands between workmen and employers, a threatening evil in these days, is rare in Württemberg. The technical schools attract numerous strangers, who often equal the native pupils in numbers, and this is no small benefit. Work of all kinds, public and private, whether in mercantile, farming, building, engineering, or in any other line, is well done, saving immense waste and loss to public and private interests. And, finally, all the industrial pursuits of the nation are far in advance of other countries. Scott Russell says England will require many years of technical education to reach the point Germany has already gained. Railways, for example, are built more cheaply and far better in Germany than in England, because the pupils of Germany's industrial and technical schools have been the builders. The eyes of the world have in late years been fixed on Prussia on account of the wonderful success of her armies, a success due to the same cause, viz., the application of technical education. Behind every musket is an intelligent, highly trained mind.—*New York Evening Post*.

## 2. EDUCATION UNIVERSAL IN PRUSSIA.

Nothing more forcibly strikes the foreign sojourner in Berlin than the universal intelligence of the lower classes of society. Your cabman speaks to you—if you can but comprehend him—in perfectly grammatical German. Your washer-woman's bill is a correct model of neat and handsome penmanship and correct spelling; your wife's seamstress is able to discuss the latest publications, the views in the political and fashionable world, and examines the books on the table with a critically experienced eye. To be sure their universal intelligence has a tendency to make the hewers of wood and drawers of water somewhat arrogant; and, by the law of compensation, the cabby and the washer-woman make up for the absence of ignorance by a pertness and independence of manner which are to be met with, in an equal degree, in no other European capital. Yet the fact that they can all read, write and cypher, brings the result of the Prussian educational system more vividly to the mind than any other fact could—unless it were the effect of it seen in the army. The Prussian state has long made equality of intelligence—as far as schooling can effect it—a compulsory matter. All children, as soon as they get out of their frocks, must go to school; and the state prescribes when that should be. The failure of any child to attend school is punished vicariously in the person of the parent, who is fined by an ascending scale of penalties, and, if he or she still proves obdurate, is incontinently thrown into prison. Indeed, Fatherland assumes rather more than a patriarchal authority over its children from the moment that they are able to lip its guttural alphabet, until they are in their forties; for, taking them at the tender age of dawning intelligence, it makes them submit to the pedagogue's rule till they are large enough to become a certain numerical figure in a certain numerical regiment; and in this vague identity a man may be compelled to remain, if Fatherland so chooses, from seventeen to forty-two. A recent report of the Berlin schools for 1871 gives some interesting figures, and betrays the fact that one-ninth of the total population of Berlin attends school with military regularity. Over ninety-three thousand scholars were reported for that year, the number of schools being two hundred and eighteen, and under the supervision of sixty-one male and one hundred and thirty-seven female teachers, and five hundred and sixty-six ushers, or sub-teachers. The salaries of these instructors, who are official personages, would amaze young gentlemen and ladies during the winter season in our own rural districts. The highest pay for head-masters is about seven hundred dollars a year; the salaries range from this figure to three hundred dollars, which is the amount received by the junior ushers; while the female teachers receive stipends ranging from three hundred to two hundred and twenty-five. The Berlin schools are further more provided with two hundred sewing teachers, having salaries of fifty-five dollars a year, and fifteen assistants, at forty-five dollars. It costs Berlin about half a million dollars a year to support her schools, which is cheap, especially when it is considered how thorough and substantial an education is thus imparted. It is interesting to be told that the parents of Berlin contributed, during 1871, about seven thousand dollars to the public treasury in the ways of fines, while over fifteen hundred papas and mamas were imprisoned for not compelling Fritz and Gretchen to go to school, and keeping them there.

## 3. A QUIET BUT NOBLE SPEECH AT THE EXETER ACADEMY CELEBRATION. \*

A speech of much feeling and interest was made by Mr. John L. Sibley, the librarian of Harvard College, at the recent anniversary of Exeter Academy. This gentleman was made known to the alumni as the donor, from his small estate, of the sum of \$15,000 to increase the charity scholarships of the institution. For several years, since this gift began to be made, Mr. Sibley has succeeded in keeping it secret, but it had become known to so many persons that he finally consented to make it known at this gathering. The speech in which he told the story will never be forgotten by those who heard it, for its touching pathos and the sense of obligation to his *alma mater* which it displayed. He disclaimed any credit for the gift which he said was suggested by his father—a hard-working farmer of Maine, who never had any opportunity to acquire learning for himself, but who, riding through Exeter in 1797 and seeing the school-boys in the Academy yard, resolved he would educate his son there, and sent him twenty years later to be a scholar on the foundation, while he continued to toil for the support of his family in the Maine woods. Mr. Sibley drew a picture of the academy as it then was, of his classmates, his delight in his studies, and the joy with which his father heard of his progress. Years afterwards, when all his father's family had died, except the old man and himself, and his father wished to dispose of his little property, he said "he must remember Exeter," and gave his son \$100 to send the trustees. Mr. Sibley added a hundred or two more and sent it. Then when his father spoke of bequeathing the rest of his property to him, he asked him if he would not give it to Exeter, and his father told him to do what he pleased with it. So after his father's death he had taken \$5,000, the amount of the patrimony, and brought it to the trustees, to be invested, under certain conditions, for the benefit of poor scholars. Afterwards he had acquired \$5,000 more and invested that here too—and now it had grown to be \$15,000. And if the rest of the alumni would make a new year's present next January to their *alma mater*, he would promise to add \$5,000 more to the Sibley charity fund. Mr. Sibley is not an orator, nor has he had the reputation of great liberality, so that his speech, rich in natural eloquence and emotion, and his generous gift were equally a surprise and a delight to all who heard him. Some touching passage in his private life, very honourable to him, and known to a few of those present, added to the emotion with which he was heard, and there was scarcely a dry eye in the audience as he made his confession.

## 4. UNIVERSITY EXAMINATION FOR LADIES.

Good news for ladies reaches us from England. University examinations for women are making very distinct progress in the mother country, as the last report of the Cambridge Syndicate, clearly proves. The examinations were held in June, and at seven centres—Cambridge, Cheltenham, Liverpool, London, Manchester, Plymouth and Rugby—one hundred and thirty-two candidates actually went through the test—an increase of twenty-three on the number examined last year. Some of the general remarks of the examiners are somewhat surprising: as for instance, that "none of the candidates showed any great knowledge of Divinity." Religious feeling is so widely spread amongst women that one feels surprised at this neglect of what might be supposed to be a favourite study. "In English History the answers to the papers were decidedly good." The report as to English Language and Literature is also gratifying; out of 119 papers only 15 were unsatisfactory; the others were very creditable, and 11 were excellent." Of these 11, four papers were of very great merit in all respect—for knowledge of facts, for clear and vigorous expression, for real independent thoughtfulness." The examiners add that some papers were marked by "irrelevance," and others by "self-distrust." In "English composition" the "average quality of the essays" was good; but, as a caution, "some of the candidates need to be reminded that theological common-places and pious reflections do not serve to eke out an imperfect knowledge of a subject to which they are irrelevant." The papers sent up in Latin were, it is reported, on the whole very fair. "They all showed a real knowledge of the elements of the language." These are the most favourable passages of the report: but there are some bitters behind. There was "considerable grammatical inaccuracy" in the Greek; in French literature there was not unnaturally "lamentable ignorance;" in mathematics only two candidates appeared, and neither could pass; there were only seven aspirants for logic, and of these three

\* The Editor of this *Journal* has had the pleasure of knowing Mr. Sibley for many years, and rejoices in this evidence of the nobleness of his friend's character.

failed; and in political economy there were only ten who presented themselves for examination. In drawing and the history of art "the number of candidates was too small to warrant general observations," and there were only four candidates in music.

The training of women in the duties of domestic economy is now attracting great attention in England, and an institution is soon to be established under the patronage of the Earl of Shaftesbury, and other distinguished philanthropists, for the purpose of teaching the art of housekeeping. Lessons in cookery and baking bread are to be given, and lectures are to be delivered on food, cooking, house-keeping, the laws of health, and other subjects of importance.

#### 5. COMPULSORY EDUCATION.

Wendall Phillips is a firm believer in compulsory education. He says:—

"I do not believe the State will ever do its duty until it fits the man to get his bread. I think the State is bound to give to the child of every man in the community, poor and rich, the opportunity of a book education, and of learning a trade, and in the last years of his apprenticeship he should get his living out of it. We have hitherto elevated the brain until we starved the very feet. The school system of to-day does not contemplate the fact of a man having a stomach, and needing to be able to get something to put into it. The education of to-day is a monster; it is almost as bad as that of the lower classes in England, who know only how to use a spade or watch a spindle."

### IV. Miscellaneous.

#### 1. ODD CHANGES OF MEANING.

A correspondent of *Notes and Queries* writes as follows of the changes of meaning that often take place in the lapse of time in words and phrases:—

"The first verse of Dean Whittingham's version of the 114th Psalm may be quoted as a curious instance of a phrase originally grave in its meaning becoming strangely incongruous:—

"When Israel by God's address  
From Pharaoh's land was bent,  
And Jacob's house the stranger's left  
And in the same train went."

—*Manchester Paper.*

"I had just read the above when, glancing at an American paper on my table, I found the following 'from a correspondent':

"Some introductory lines in Southey's 'Thalaba' require correction. They read as follows:

"Who at this untimely hour  
Wandering o'er the desert sands?  
No station is in view."

"Now this is no longer true. The Great Desert is crossed by a railway, and there are several stations. The editor advises that in any future edition of Southey the present altered state of things should be shown by a note."

Many other instances might be adduced in which a comic effect is produced in a passage of grave and even lofty diction by the use of some phrase which has become slang. Thus in the opening of one of Dean Milman's theological works it is written, "The great drama of the Hebrew dispensation had been played out."

#### 2. SMALL SAVINGS.

Five cents each morning—a mere trifle. Thirty-five cents a week—not much; yet it would buy coffee and sugar for a whole family, \$18 26 a year—and this amount invested in a savings-bank at the end of each year, and the interest thereon at six per cent, computed annually, would in twelve years amount to more than \$670—enough to buy a good farm in the West. Five cents before breakfast, dinner, and supper, you'd hardly miss it, yet it is fifteen cents a day—\$1 05 per week. Enough to buy a small library of books. Invest this as before, and in twenty years you have over \$3,000. Quite enough to buy a good house and lot. Ten cents each morning hardly worth a second thought; yet with it you can buy a paper of pins or a spool of thread. Seventy cents per week—it would buy several yards of muslin. \$36 50 in one year—deposit this amount as before, and you would have \$1,340 in twenty years; quite a snug little fortune. Ten cents before each breakfast, dinner and supper—thirty cents a day. It would buy a book for the children. \$2 10 a week, enough to pay a year's subscription to a good newspaper. \$109 59 per year—with it you could buy a good melodeon, on which your wife or daughter could produce sweet music, to pleasantly while the evening hours away. And this amount invested as before, would in forty years produce the desirable amount of \$15,000.

Boys, learn a lesson. If you would be a happy youth, lead a sober life, and be a wealthy and influential man—instead of squandering your extra change, invest it in a library or a savings bank. If you would be a miserable youth, lead a drunken life, abuse your children, grieve your wife, be a wretched and despicable being while you live, and finally go down to a dishonoured grave—take your extra change and invest it in a drinking saloon.

#### 3. WHY TIMBER IS PAINTED.

When water is applied to the smooth surface of timber, a thin layer of the wood will be raised above its natural position by the expansion or swelling of the particles near the surface. In colloquial phrase, working men say that when water is applied to a smooth board, the grain of the timber will be raised. Every successive wetting will raise the grain more and more; and the water will dissolve and wash away the soluble portions with which it comes in contact. As the surface dries, the grain of the timber at the surface, having been reduced in bulk, must necessarily shrink to such an extent as to produce cracks. Now, if a piece of oil-cloth be pasted over the surface, the timber will be kept quite dry. Consequently the grain of the wood will not be subjected to the alternate influences of wet and heat. As it is not practicable to apply oil-cloth already made, a liquid or semi-fluid material is employed for covering the surface, which will adhere firmly, and serve the purpose of oil-cloth in excluding water that would otherwise enter, to the injury of the work. Metallic substances are painted to prevent oxidation or rusting of the surfaces which may be exposed to moisture.

It is of primary importance to make use of such materials as will form over the surface a smooth and tenacious pellicle, impervious to water. Any material that will not exclude water sufficiently to prevent the expansion of the grain of the timber, or the oxidation of metallic substances, must be comparatively worthless for paint. Linseed-oil possesses the property of drying when spread on a surface, and forming a tenacious covering, impervious to water. Spirits of turpentine, benzine, benzole, and certain kinds of lubricating oil, all of which are frequently used in preparing paint, will not form a covering sufficiently tough and hard to resist the action of the water; for which reason, the paint that is made by employing these volatile materials will be found comparatively worthless for outside work. A pigment is mingled with the oil to prevent the timber to which the paint is applied from absorbing the oil. The design is not to saturate the wood with oil, but simply to cover the surface with a coating resembling a thin oil-cloth.

### V. Educational Intelligence.

—Chicago pays her teachers according to their efficiency, making no distinction between males and females.

—Boston expends \$30,000 annually for musical education in its public schools.

—Virginia has 2,800 public schools in operation under the new school law.

—New Hampshire, Michigan, California, and Texas have determined to try the experiment of compulsory education.

—NORMAL SCHOOLS.—We are happy to observe that the organization of Normal schools, those indispensable agencies in the management of any system of public instruction, is attracting deserved attention among our friends in the South. In other sections of the country much progress has already been made towards providing for the education of teachers. Illinois has a Normal University, with an endowment of \$300,000. New York has eight Normal schools, for the support of which \$150,000 are appropriated annually. Massachusetts has five, Vermont three, and New Jersey and Connecticut each one.

—TEACHERS' INSTITUTES.—The value of Teachers' Institutes has been so conclusively demonstrated, that in some of the States these associations are encouraged and sustained by annual appropriation. New York expends \$20,000 a year for their maintenance; Maine, \$4,000; Connecticut, \$3,000; Massachusetts, \$3,000, and Minnesota, \$2,000. By-law warrants on the county treasurer, in annual sums of about \$200, are honoured, in support of institutes, in New Jersey, Iowa, Michigan, Vermont, Indiana, Arkansas, Ohio, California, and Pennsylvania.



6th, 7th, 10th, 14th, 15th—18th, 22nd, 23rd, 25th, 26th, 27th. Severe thunder storm, 6th, between 7.30 and 9 p.m. Trees prostrated, houses unroofed, and walls thrown down.

GODERICH.—Wind-storms, 10th. Fog, 3rd. Snow, 10th. Rain, 6th, 9th—14th, 17th, 18th, 25th, 26th.

STRATFORD.—Hail, 1st. Lightning and thunder with rain, 6th. Snow, (first) 10th. Indian summer, 20th—24th. Fogs, 8th, 17th, 18th, 25th, 29th. Snow, 10th, 15th, 19th. Rain, 1st, 6th, 12th, 13th, 17th, 18th, 25th, 26th, 27th. Difference of mean monthly temperature from average of 11 years, —1.23.

HAMILTON.—Very large lunar corona, 11th. Rose-coloured auroral arch on 14th, (at 6.25 p.m.) highest point about 75° above horizon. *Hamelis virginica* in blossom, 19th. Fogs, 17th, 25th. Snow, 11th, 15th. Rain, 1st, 6th, 7th, 12th, 15th, 17th, 18th, 22nd, 25th, 26th, 27th.

SIMCOE.—Snow, 14th. Rain, 2nd, 6th, 7th, 12th, 13th, 17th, 22nd, 24th—27th.

WINDSOR.—Lightning and thunder with hail, 6th. Meteor from *Sg. of Pegasus* toward horizon at north. Lunar halo, 10th, 12th, 18th. Wind storm, 15th. Fog 24th. Rain, 6th, 12th, 17th, 25th, 26th. The aurora observed on 14th was of a brilliant scarlet color.

VII. Departmental Notices.

TRUSTEES' INCOMPLETE RETURNS.

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

POWER OF THE "RETIRING TRUSTEE."

In reply to many inquiries on this subject, we answer: That by the New School Act the lost power of the "retiring trustee" has been restored. Up to 1850, he had the same power as any other trustee, but in that year it was enacted that he could not lawfully sign an agreement with a teacher, the duration of which would extend beyond his period of service. That clause has now been repealed and the "retiring trustee" has now precisely the same powers in all respects as either of his colleagues.

NEW SCHOOL REGISTERS.

In reply to numerous applications for Public School Registers, &c., we desire to say that the new edition (including the modifications in the courses of study required by the new School Act) has been sent out to the County Clerks for distribution through the Inspectors. No copies will be sent out direct to individual schools from the Education Department. Trustees will, therefore, apply to the Inspector for them.

ASSISTANTS IN HIGH SCHOOLS A NECESSITY.

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

The Trustees of each High School, now being established, are required, and consent to employ two masters in their School, whatever may be the number of pupils in attendance. In justice to these new Schools, and in order to carry out the prescribed programme of studies in High Schools, this rule will, at the close of the current six months, be applied to all the High

Schools in Ontario. When the application of the new principle of "payment by results" (authorized by the Act of last year), will come into force, it will necessitate a more thorough and satisfactory system of instruction than at present exists in many of the High Schools.

ASSISTANT TEACHERS' CERTIFICATES.

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

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The entire set of Examination Papers for First, Second, and Third Class Teachers, neatly stitched, can be sent free of postage on receipt of sixty cents. Those used in the Normal School during the last and previous Sessions, or those used at the County Examination for Second and Third Class Teachers, can also be sent.

SCHOOL LAW LECTURES—PART II.

THE SCHOOL LAW—Official Regulations and Decisions of the Superior Courts, relating to Township, City, Town and Incorporated Village; Municipal Councils; School Section Boundaries; City, Town and Village Public School Boards; Arbitrations and Awards; Public School Inspectors; Boards of Examiners; Chief Superintendent and Council of Public Instruction; also, the Acts relating to Roman Catholic, Protestant and Coloured Separate Schools. With a copious Index to Parts I. and II. Being the substance of Lectures to Normal School Students. By J. GEORGE HODGINS, LL.D., Barrister at Law, Deputy Superintendent of Education for Ontario.—Price, 75 cents; or 80 cents free by mail.  
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