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JOURNAL OF

Province of



EDUCATION,

Ontario.

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TORONTO, NOVEMBER, 1873.

No. 11.

STATE OF EDUCATION IN THE BRITISH PROVINCES OF THE DOMINION IN 1871-2.

We have before us the latest Educational Reports of the various Provinces of the Dominion, from which we glean the following interesting facts :

PROVINCE.	No. of Schools.	No. of Pupils.	TEACHERS.		Expenditure.
			Male.	Female.	
1. Ontario	Public	4490	2626	2850	\$2207364
	Separate	171			
	High	104			
2. Quebec	Public	3169	not reported	not reported	1100790
	Dissentient..	209			
	Superior	685			
3. Nova Scotia	Primary	1429	806	726	495439
	Academy	17			
	Colleges	6			
	Parish	884			
4. New Brunswick.	Gram. Sch..	3	281	373	250000
	Normal Sch.	1			
	Model Sch..	1			
5. Prince Edw'd Id.	Primary ..	383	209	135	not repor'd
	Gram. Sch }	15235			
6. Newfoundland.....	281	not reported		8000
7. Manitoba, estima'd	35	not reported		
8. British Columbia..	12	10	2	

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The particulars for each Province we give as follows :—

I.—PROVINCE OF ONTARIO.

The year 1872 has been a prosperous year in Ontario, so far at least as its educational expenditure is concerned. The operation of the School Law of 1871 has had a salutary effect in stimulating this expenditure, and in thereby providing not only a better class of School accommodation, but in securing to the Teachers a small increase in their stipends.



AWRORA HIGH SCHOOL, MICHIGAN, U. S.

The number of Public Schools in Ontario is 4,490, and of Roman Catholic Separate Schools 171, total 4,661, being an increase of 63 over 1871. The number of pupils attending these Schools was 454,662, increase 8,326. The number of male Teachers employed is 2,626, of female 2,850, total 5,476, increase 170. The amount paid for the salaries of Teachers in 1872 was \$1,371,594; increase over 1871, \$180,118; the expenditure for sites and for the erection and repairs of School-houses, fuel, maps, apparatus and prizes, &c., was \$835,770; increase \$223,952, or 37 per cent. over 1871, and 75 per cent. over the expenditure for like purposes in 1870. Total expenditure for Public and Separate School purposes in 1872, \$2,207,364; increase, \$404,070.

The number of High Schools and Collegiate Institutes in operation is 104; the attendance 7,968; increase 478. The amount paid in salaries to High School Masters was \$141,812; increase \$27,950; for the erection and repairs of High Schools, &c., \$31,360; increase \$7,196; total expenditure for High Schools and Collegiate Institutes, \$173,172; increase \$35,146. The grand total expended for Public and High School purposes in 1872 was \$2,380,536; increase \$439,216.

II.—PROVINCE OF QUEBEC.

(Hon. P. J. O. Chauveau, Minister of Public Instruction.)

The number of Elementary Schools in this Province is 3,169, attended by 137,412 pupils; the number of dissentient Elementary Schools, 209; pupils 7,513; total Elementary Schools 3,378; pupils 144,925. The total number of educational institutions reported by the Minister of Public Instruction (including Superior Schools, Academies, Colleges, &c.), was 4,063, attended by 223,014 students and pupils, being an increase of 35 institutions and 5,510 students and pupils. The total expenditure for the Primary Schools was \$1,100,790, and for superior education \$71,000; total \$1,171,790.

III.—PROVINCE OF NOVA SCOTIA.

(Rev. A. S. Hunt, M. A., Chief Superintendent of Education.)

There are 1,679 School Sections in the Province of Nova Scotia, but in only 1,429 of them were Schools reported to have been in operation in 1872. These Schools were attended by 91,637 pupils (out of a School population of 107,774, between the ages of five and fifteen) for a longer or shorter period during the year, leaving 16,137 children between those ages who did not attend School. 806 male and 726 female Teachers (or a total of 1,532) were employed in these 1,429 Schools, and received salaries to the amount of \$355,012. The number of School-houses erected was 110, at a cost of \$39,814. The estimated value of the School apparatus in the Schools was \$50,209, and the estimated value of the School-house property itself was \$732,688. There are ten "County Academies," attended by 2,548 pupils; seven "Special Academies," attended by 617 pupils; and six Colleges, attended by 182 students. The Normal School was attended by 44 pupils, and the Model School by 489 pupils. The expenditure on behalf of these Schools amounted to \$554,408, of which \$171,395 were provided by the Legislature. This expenditure was incurred in the following proportions, viz., Public Schools and County Academies, \$495,439; Normal and Model Schools, \$4,596; Special Academies, \$22,842; and Colleges, \$31,530. The expenditure on behalf of poor Schools was \$10,877, including \$6,659 from the Legislature.

IV.—PROVINCE OF NEW BRUNSWICK.

(Theodore H. Rand, Esq., M. A., Chief Superintendent of Education.)

The number of Parish Schools reported in operation was 884, attended by 39,702 pupils; Grammar Schools, 3, attended by 135 pupils; one Training School, 65 pupils; one Model School, 69 pupils. Total, 889 Schools; pupils, 40,206. The Superintendent estimates that at least 49,422 pupils attended the Parish Schools during some portion of the year. Owing to the fact that the year was one of transition, the report gives an incomplete view of the year's operations. We gather from it, however, that the year's expenditure, on behalf of education in the Province during 1872, amounted to not less than \$250,000. There is one Training School with its Model School. The number of Teachers employed in the Province is 654—281 male and 373 female.

One noticeable feature of the proceedings of the Education Department of New Brunswick was the issue of a most valuable series of plans for School-houses. We have already, through the courtesy of Mr. Rand, been enabled to publish in this *Journal* some of these excellent plans, and we propose to insert some additional ones. On the subject of these plans, the Chief Superintendent says:—

"Nova Scotia was the first country that provided by statute

for the classification of all the school-going children of populous districts into an ascending series of grades, according to the attainments of the children. The Common Schools Act of this Province contains a similar enactment, and means have been adopted, within the past two years, to secure some of the more obvious advantages of this mode of organization in the Province of Ontario. This important provision—contained in the 29th sec. of the Common Schools Act—has received the careful attention of the Board of Education during the year. Regulations 5–14 cover the whole subject of school buildings, furniture and premises, adapted to the special requirements of the law. The difficult subjects of the heating and ventilating of school buildings have been examined with much care. There is no feature of the school service of greater importance to the country than the character of the school accommodation. It is quite within the reach of every school district to secure houses and furniture suitable for school work, and to arrange the school premises in a proper manner. The question of expense scarcely enters into the subject, since a suitable equipment is not necessarily more expensive than an unsuitable one, and whatever is essential to the physical welfare of the children while at school cannot properly be withheld by any district. In order the better to assist the local parties in providing suitable accommodation, the Board resolved to publish plans for the construction and furnishing of school houses. J. T. C. McKean, Esq., Architect, St. John, was employed to prepare such designs and general specifications as would meet the requirements of the Act and the Regulations of the Board. After these designs were approved, they were lithographed by the St. John & Halifax Lithographic Co., and published in book form. A supply has been lodged with each County Inspector, and the use of the plans can be had free of charge by any Board of District Trustees. Full sets of Working Drawings were also procured from the architect, and the Education Office, through the Board of Public Works, supplies, on application, copies of these drawings without charge to any district about to erect a new house. Considerable time and means have been expended upon these plans, but I have felt justified, by the importance of the subject, in urging the Board of Education to make permanent provision for their supply. I know of no country where this matter has been met in so satisfactory a way, and the result will be that in a few years New Brunswick will have healthy, convenient and comely school-houses."

It will be seen by the Inspectors' Reports, that a good number of new houses were built, York County alone having erected some thirty. Special mention should also be made of the two school-houses erected by the Trustees of the Town of St. Stephen, at a cost of over \$10,000.

REGULATIONS IN REGARD TO INSPECTORS—CLASSIFICATION OF SCHOOLS.

We heartily commend the following admirable Regulations, and the excellent suggestive remarks of the Chief Superintendent in regard to the proper classification of Schools and the plan of "payment by results."

"REGULATION 42.—Uniform certification of candidates for Inspectorships: In view of the operation of Section 11 of the Act, all candidates for the office of Inspector shall, at or before the period assigned for the operation of such Section, have taught for a period of at least three years, and shall have obtained a license of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the schools of the Province.

"Taking it for granted that the schools of a population not exceeding 40,000 will be assigned to each Inspector in the discharge of the duties contemplated by Sec. 11 of the Act, I shall briefly outline the manner in which they may be periodically classified in respect of the Quality of work done in them. I would group all school subjects under two heads,—*Obligatory and Optional*. The obligatory subjects would be (say) such as reading, spelling, writing, arithmetic, geography, English grammar and composition. The optional subjects would include all others now taught in our schools, with the elements of vocal music, industrial drawing, and physical science.

"The Board of Education would adjust and publish a programme of proficiency in obligatory subjects, and another in optional subjects. I am aware of the difficult and responsible task involved in the preparation of these programmes; but it is practicable. The great point to be had in mind is to save

the programme from stimulating mechanical teaching, to grasp subjects vitally and not by mere externals, and to lift principles to the surface, and not mere forms. To entitle any school to be classed at all, not less than 75 per cent. of the number of pupils on each class-roll should be presented for inspection. To entitle a school to the first rank 65 per cent. should pass in the obligatory subjects, and an equal percentage of those engaged with optional subjects should pass in two subjects of this programme,—it being obligatory to teach two of such subjects (if the condition of the school permitted), but the teacher having the option as to what two they shall be. Only one subject under physical science should be allowed in any term. If only 50 per cent. of any class (of pupils) passed in two subjects, a school should be entitled to be placed in the front rank if the number of passes averaged 65 for the school. But if this partial failure were repeated in the same subjects in another class (of pupils), the school should not rank as first even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these subjects.

"To entitle a school to the second rank, 50 per cent. should be required instead of 65, and one subject from the optional programme. Repeated double failure, on the basis of 25 per cent. instead of 50, to disqualify the school for second rank, even if otherwise entitled to it.

"To entitle a school to the third rank, 40 per cent. of enrolled pupils should be required to pass in the obligatory subjects, and repeated double failure out and out, in any two subjects, should preclude the school from classification.

"The number of passes in each subject, multiplied by 100, divided by the number on the class-roll, gives the percentage of passes in that subject; and the mean of these percentages gives the standard according to which the rank of the school would be determined. The outline I have now given is, of course, to be understood as merely approximate. The plan I have suggested is framed expressly with the view of avoiding the evils which educationists too truly, in my opinion, allege to exist in the English plan. The foremost teachers in Scotland assured me that the chief objection now existing in that country to the English plan, was that it ignored the correlation of the various subjects of study, and virtually barred the way to the employment of the most successful methods of dealing with the fundamental subjects. Experiment after experiment has been made, and it has been shown beyond all question, *that schools confined to the study of the three R's make less progress in these subjects, in the same period of time, than those having a more liberal course of study.* There is abundant proof that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The plan outlined does not countenance the notion that a dry mechanical knowledge of any branch is the thing to be sought after, but it does assume three important things:—First, that good teachers can so inform the minds of their pupils that these pupils shall be able readily to command their knowledge and set it forth; secondly, that competent men can be had to perform this work of fairly testing the knowledge possessed and valuing the knowledge exhibited by any given number of pupils; and thirdly, that the Central Authority shall watch with untiring vigilance the inception, growth, and maturing of the whole system. These assumptions are warrantable ones, and are obviously involved in the provisions of the 11th section of the Act.

"The outline I have now given indicates the general system of school work and supervision which must in a few years result from the operation of the Common Schools Act. I respectfully submit that the Board of Education should be empowered to annex to the terminal payments provided by Section 11, the following SPECIAL PECUNIARY GUARANTEES TO TEACHERS:

"1. A School (or Department) passing in the first, second, or third rank, shall entitle the teacher to a yearly allowance from the Board of Education equal to the following amount, per year, for every year of service performed under this guarantee:

MALES.		FEMALES.	
First Rank \$		First Rank \$	
Second Rank \$		Second Rank \$	
Third Rank \$		Third Rank \$	

"Where the series of passes made includes different Ranks, the proportionate average amount affixed to these different Ranks shall form the yearly unit; but when the whole series of inspections of a school (or schools) taught by any teacher shows less than seventy-five per cent. of passes in some Rank, there shall be no claim to the special pecuniary guarantee, until this percentage is restored.

"2. Teachers who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed under this guarantee, and the whole series of inspections of whose schools shows seventy-five per cent. of passes in the First Rank, shall be entitled to receive a yearly allowance from the Board equal to the following amount per year, for every year of service performed hereunder:

Male Teachers \$—, Female Teachers \$—.

"It is specially to be observed that the Rank of the School has no legal connection with the Class of the Teacher, but is wholly dependent upon the QUALITY of the work professed by the School, under the operation of an Obligatory and Optional programme of instruction. This leaves ample room and verge for the recognition of every form of teaching ability, and affords no shelter for talented indolence.

"It is my conviction that the suggestions offered include in essence, and must evolve in operation, a fulness of sound results far beyond what the first blush of the subject might disclose. I shall briefly attempt to put these suggestions to the test. And in doing so, I wish anew to direct attention to *what it is we are in search of.* It is this simply: the right education of the people of our Province,—not the right education of the few and the wrong education of the many, but a measure of the veritable thing itself for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system, is to be condemned, if it can be shown that its operation will not always and ever be a means to this end. But if it fairly passes this test, it is genuine, and all should unite for its incoming and welcome. Do, then, the two suggestions I have ventured to offer in behalf of a teaching profession in this Province, so touch the complex sources of school life as to evoke concurrently all the forces of the school organism in the spread of sound education? I think a satisfactory reply to this crucial question may be rapidly outlined.

"For the Province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the Province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

"Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or, seeking, will be debarred. Young [men and young women of good parts observe that the Province has work for them to do,—work which she impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake; and their sympathies are enlisted in this department of the public service.

"There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assurance that the material wants of themselves and theirs shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the Province is pledged to make public declaration of the quality of the teacher's work, and that those who do good work can devote their lives to it, without being exposed to distress and want in their days of weakness and old age, and the Province will have their services in the school rooms of the land. And let me here remark that the special pecuniary guarantees which I have suggested, are not pay for the services done, but simply the removal of an obstacle which would have prevented the service being done; and the recognition of the importance and value of the service."

PLAN FOR THE SUPERANNUATION OF TEACHERS.—OBJECTION TO THE ONTARIO PLAN.

"To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open for the quiet withdrawal of those who, from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the Province, and the periodic classification of their schools under the conditions and in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. And just here, by way of example, I wish to put a current proposition to the touchstone of this test. Both on this continent and in Europe a superannuated

teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the excellence of service rendered. The benefits are open to good, poor and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school.' They can eke out the present as well at teaching as at anything else; while the fund so thoughtfully created for the cloudy day ahead, begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These 'specks in the garnered fruit' generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them."

V.—PROVINCE OF PRINCE EDWARD ISLAND, 1872.

(Education under control of a Board of Education.)

The Visitors' Report on the State of Education in Prince Edward Island is very meagre. It merely gives a few scholastic statistics, without any information as to the cost of the Schools or the sources of their income. We learn, however, that the Schools are under the control of a Provincial Board of Education—that there are 383 of them in the Island (including fourteen Grammar Schools), attended by 15,235 pupils, and taught by 344 Teachers—209 male and 135 female. The Island is divided into three Counties, and the Schools are inspected by three County Visitors. One Normal School exists at Charlottetown, but of it the Visitor for King's County says:—"Instead of being a Training School for Teachers, it occupies the anomalous position of being a High School for children in Charlottetown a little in advance of the other Public Schools."

VI.—PROVINCE OF NEWFOUNDLAND.

The information in the School Reports of Newfoundland is also very meagre. From them, however, we learn that the island is divided into districts, and in each district there are one or more schools. These schools are classified as follows: 101 Roman Catholic, attended by 5,535 pupils; 22 Church of England, attended by 2,389 pupils; 12 Wesleyan Schools, attended by 760 pupils; 1 Presbyterian School, attended by 67 pupils; 138 Government elementary schools (mixed), attended by 7,159 pupils, and 7 Government commercial schools, attended by 301 pupils; total 281 schools, attended by 11,211 pupils. The salaries of Teachers range from \$120 a year to \$400, average \$200. The schools are under the control of two inspectors—one a Protestant and the other a Roman Catholic.

VII.—PROVINCE OF MANITOBA.

The information received relating to education in this Province is imperfect, as only the "Rapport du Surintendant de l'Instruction Publique pour les Ecoles Catholiques de la Province de Manitoba" has reached us. From this report we learn that seventeen schools have been established, and that they are attended by 368 boys and 271 girls—total 639. The cost of these schools and their sources of income are not stated. The Legislature established a system of education for the Province in 1871, and placed it under the control of two Councils of Public Instruction—one a Protestant and the other a Roman Catholic. It also gave to each council \$3,000 to assist them in maintaining their respective schools.

VIII.—PROVINCE OF BRITISH COLUMBIA.

British Columbia, although educationally the youngest Province of the Dominion, bids fair to outstrip some of her sister provinces

in enterprise and efficiency. The Act organizing her system of education was only passed on the 11th of April, 1872, and the first report on the condition of the schools was issued in September.

We are happy to be able to state that John Jessup, Esquire, the first Superintendent of Education for the Province of British Columbia, appointed under the new Act, was formerly a successful student of the Normal School in Ontario. He has, as we see from his report, not failed to introduce into the British Columbia Schools many features of the Ontario School System, and the law and most of the official regulations are almost verbatim transcripts (as far as they go) of those in force in this Province. The text-books used also are chiefly the same as those authorized for use in Ontario. There is a Provincial Board of Education, which is authorized to examine and give certificates to Public School Teachers, and to prescribe general regulations for the schools, etc.

The Legislative educational grant, for all purposes, is \$40,000 a year. Of this sum \$3,346 were expended for school-house building and repairs. The trustees have no power to levy rates, but all the expenses of the schools are defrayed, upon the certificate of the Superintendent, out of the \$40,000 grant. There are in British Columbia (and Vancouver Island) 24 school districts; in one-half of them only schools were reported, and these were attended by 249 boys and 162 girls—total 411.

SCHOOL LAW SUGGESTION.

A return to an address of Parliament asking for information relative to the School Law of New Brunswick has just been issued, with the object of shedding light on the dispute between the Local Government and the Roman Catholic clergy. We do not now propose to discuss the questions involved in that dispute, but rather to note a few interesting differences between our own school law and that of our sister Province.

The most notable of these differences is in the method of paying their teachers. A very ingenious attempt is made to introduce the principle of payment in accordance with the work done and the class of certificate held by the teacher.

The Legislative Grant is distributed at present in the following manner:—

Male Teachers,	First Class,	\$150
“ “	Second Class,	120
“ “	Third Class,	90
Female Teachers,	First Class,	110
“ “	Second Class,	90
“ “	Third Class,	70

Assistant Teachers one-half the above amounts. After 1876, it is provided that the above figures shall be altered to the following:—Male Teachers \$100—\$80 and \$60 respectively, and female teachers \$70, \$50 and \$40 respectively. But to that apportionment each Teacher, irrespective of certificate, whose school is reported by the Inspector as of the first rank in respect to quality of instruction, shall receive \$40, if of the second rank \$25, and if of the third rank \$10. Assistants get half these allowances. The county and section grants and taxes make up the balance of salaries and expenses, as in Ontario.

We consider the principle involved in these arrangements a most excellent one, and we beg to call the attention of the Department of Public Instruction and also of the Attorney-General to the advisability of incorporating some provision of this nature in the New School Law of Ontario. At present the entire financial pressure is uniformly against the higher class of teacher instead of being in his favour. The man who will work cheapest is, generally speaking, the man who has spent least time and money in qualifying himself for his work, and experience proves that in the majority of cases, fortunately not in all, the cheap man has the advantage in getting a situation. As the law at present stands, the Boards of Examiners, both Provincial and County, find none to second their efforts to raise the standard. If, however, the law was so amended that in getting a first class teacher, a board of trustees would be able to offer him sixty dollars more than a third class teacher, without paying a cent more themselves, we do not doubt for a moment that a permanent difference between the salaries of first and third class men could be established, ranging at least as high as one hundred dollars.

We note another difference between our system and that under consideration. The Municipal Grant is 30cts. per head of the population, and it is divided thus. First, to every school in the county \$20 per annum, if open twelve months; the remainder of the fund is then divided among the several schools on the basis of daily attendance, the same as with us.—*Waterloo Chronicle*.

LIST OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS AT THE JULY EXAMINATIONS, 1873.

1. By the Council of Public Instruction.

MALE.

FIRST CLASS.

A.

Countries.

Davison, John L. York.

B.

Cochrane, Robert..... Wellington.
 Fletcher, Morris J..... Oxford.
 Leavitt, Thaddeus W. H..... Lees.
 Smith, Archibald..... Ottawa.

2. By the County and City Boards of Examiners.

MALE.

SECOND CLASS.

A.

Board of Examiners.

Elliot, William..... Dundas.
 Ferguson, Miles Lambton.
 McNeil, Alexander..... York.
 McNevin, James Toronto.
 Priest, George W..... Welland.
 Robinson, John..... Wellington.
 Ryerson, Jesse..... Norfolk.
 Sellars, Ford..... Haldimand.
 Smoke, Samuel C..... Brant.
 Whitney, Philo. A..... Dundas.
 Wismer, John A..... York.

B.

Alford, William York.
 Anderson, James..... Toronto.
 Ash, George H..... Peterborough.
 Bradley, George York.
 Brunner, Michel..... Wellington.
 Clark, J. N..... Huron.
 Clark, Levi York.
 Cornforth, William..... Hamilton.
 Curtis, Smith Leeds and Grenville.
 Graham, Robert H..... Grey.
 Haverson, James..... Bruce.
 Hicks, Richard..... Huron.
 Johnson, George W..... Wentworth.
 Knowles, Richard H..... Wellington.
 Leighton, John S..... Wellington.
 Leitch, John A..... Wentworth.
 Lindsay, George..... Grey.
 Linton, Adam R..... Durham.
 McAulay, William J..... Wellington.
 McDonald, Donald..... Wellington.
 McFaul, Leonard L..... York.
 McKillop, James B..... Elgin.
 McMurchy, John..... Victoria.
 Nairn, David..... Wellington.
 Perkins, Joseph..... York.
 Pierce, John..... Lambton.
 Roddy, John..... Northumberland.
 Sanderson, Leonard D..... Peel.
 Shepherd, Richard..... Lambton.
 Smith, David L..... York.
 Stafford, Cyrus W..... Elgin.
 Stilwell, John..... Wentworth.
 Stuart, William..... Wentworth.
 White, Eli Lester..... Leeds and Grenville.
 Wilson, William..... York.

FEMALE.

A.

Coulson, Martha Simcoe.
 McArthur, Margaret Dundas.
 Mitchell, Isabella..... Welland.
 Wallace, Isabella..... Peel.

B.

Brown, Agnes Grey.
 Gilpin, Martha..... Grey.
 Grier, Mary Grey.
 Helliwell, Sarah York.
 Lindsay, Isabella..... Frontenac.
 Lovekin, Annie Victoria.
 Smith, Minerva Grey.
 Somerville, Harriet..... York.
 Spragge, Emma..... Grey.
 Thornton, Ann E..... Elgin.
 Whyte, Bridget..... Hastings, S.
 Young, Hannah J..... Elgin.

NUMBER OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS, AT THE JULY EXAMINATIONS, 1873.

COUNTIES.	NUMBER WHO APPLIED FOR				WHO RECEIVED						Total.
	1st.	2nd.	3rd.	Total.	1st Class.	2nd Class.		3rd Class.			
						Male.	Female.	Male.	Female.		
Glengarry			29	29				2	11	13	
Stormont	1	15	16	16				1	3	4	
Dundas		3	35	38		2	1	6	11	20	
Prescott		5	27	32				4	14	18	
Russell		6	44	50				17	17	34	
Carleton	1	7	81	89	1 B	2		13	35	51	
Grenville			32	32				4	6	10	
Lanark			24	24				1	1	2	
Renfrew			27	27				1	5	11	
Frontenac	1	8	27	36						17	
Lennox			19	19				3	4	7	
Addington			6	48				5	6	11	
Prince Edw'd	1	6	70	78				1	4	5	
Hastings		8	31	35				5	10	16	
Northum'd		4	29	37				9	7	17	
Durham		8	23	24				5	7	13	
Peterborough		1	61	68				1	3	28	
Victoria		7	46	46				17	22	39	
Ontario			68	90	1 A	9	2	26	26	64	
York	6	25	7	19				1	3	2	
Peel		7	70	77				1	25	21	
Simcoe		3	19	22				2	5	7	
Halton		7	22	29				4	7	10	
Wentworth		5	31	36				1	5	16	
Brant		4	29	36				5	15	20	
Lincoln	3	4	12	15				1	3	6	
Welland		3	38	41				1	6	13	
Haldimand		1	13	14				1	7	4	
Norfolk		1	5	57	63	1 B		7	7	15	
Oxford	1	4	39	43				4	6	10	
Waterloo		3	19	86	108	1 B	7	23	26	57	
Wellington	3	19	12	82	96		2	5	14	19	
Grey	2	17	44	63				10	4	14	
Perth	1	11	82	94				18	6	26	
Huron	1	1	70	72				22	8	30	
Bruce	1	1	117	131				21	18	39	
Middlesex		9	55	64				11	19	34	
Elgin		6	29	35				5	9	14	
Kent		1	18	37	56		3	8	8	19	
Lambton		1	25	25				5	8	13	
Essex		3	3	1	7					3	
Toronto		4	18	22				2	12	15	
Hamilton		3	9	12				1	7	8	
London		1	10	10	21	1 B			10	11	
Ottawa											
Total	27	265	1723	2015	5	45	16	338	482	886	

TIME TABLE FOR THE PUBLIC SCHOOLS HAVING IN THEM ONLY THE I, II, III, & IV. CLASSES OF THE NEW PROGRAMME.

(Prepared by ROBERT LITTLE, Esq., Inspector of Public Schools in the County of Halton, as a suggestion for Teachers, to be tested by experiment before final adoption.)

N.B.—The figures in the Table refer to the "Subjects" mentioned in the margin.

SUBJECTS.	DAY.	MORNING.												AFTERNOON.															
		9.00—9.05.				10.05—10.30.				10.40—10.45.				1.00—1.35.				2.00—2.30.				2.35—2.55.				3.55—4.00.			
		Class II.	Class I.	Class IV.	Class III.	Class II.	Class I.	Class IV.	Class III.	Class II.	Class I.	Class IV.	Class III.	Class II.	Class I.	Class IV.	Class III.	Class II.	Class I.	Class IV.	Class III.	Class II.	Class I.	Class IV.	Class III.				
1. READING.	MONDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6			
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
2. SPELLING.	MONDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
3. WRITING.	MONDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
4. ARITHMETIC.	TUESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
5. GEOGRAPHY.	TUESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
6. LINEAR DRAWING.	TUESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
7. MUSIC.	WEDNESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
8. OBJECT LESSONS.	WEDNESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
9. GRAMMAR.	WEDNESDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
10. COMPOSITION.	THURSDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
11. CHEMISTRY AND BOTANY.	THURSDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
12. CANADIAN AND ENGLISH HISTORY.	THURSDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
13. NATURAL HISTORY.	FRIDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
14. CHRISTIAN MORALS.	FRIDAY.	St. Rec.	1	1	3	2	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6		
		St. Rec.	1(a)	1	3(a)	4(a)	4(a)	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6		
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	
		St. Rec.	1(b)	1	3(a)	4	4	2	4	4	2	4	4	1	1	4	4	8(a)	8(a)	6	6	6	6	6	6	6	6	6	

(a) Under a monitor. (b) Afternoon lesson. (c) Next morning's lesson. (d) Parsing, analysis of sentences, &c. (e) Based on morning lesson. * St. Study by pupils Rec. Recitation by pupils. Note.—After deducting for opening and closing exercises, intermissions and vocal music, as given in the above Time Table, viz., 3 hours and 20 minutes, there remain of the school week 26 hours 40 minutes. The

PRESENTATION OF THE McCABE GOLD MEDAL.

On the 9th September, the presentation of the McCabe Gold Medal, to the most successful candidate among those competing for first-class certificates at the last July examination, took place, in the presence of the Council of Public Instruction and others, at the Education Department. The Central Committee of Examination recommended Mr. John Lorenzo Davison as the most deserving candidate, and the medal was accordingly presented to him by the Chief Superintendent of Education, Dr. Ryerson. There was a large attendance of the pupils, both male and female, and some of the general public. Addresses were delivered by the Rev. Dr. Ryerson, Mr. McLennan, Q. C., Mr. H. M. Doroche, M. P. P.; Dr. McLellan, Prof. Young, (members of the Committee of Examiners), and the Rev. Principal Davies. In the recent examination, as will be seen in the table, there were twenty-seven candidates for first-class certificates, and of these the five following were successful:—Class I, grade A, John L. Davison; Class I, grade B, R. Cochrane, Morris J. Fletcher, Thaddeus W. H. Leavitt and Archibald Smith. Three out of the five successful candidates were students of the Normal School.

MINISTER AND DEPARTMENT OF EDUCATION FOR QUEENSLAND.

Whereas on the first day of January, one thousand eight hundred and seventy, the Primary Schools within the Colony were opened to all pupils free of charge for instruction; and whereas it is desirable to found a Queensland University and to extend the benefit of free instruction in the higher branches of learning to students of all classes: Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Queensland, in Parliament assembled, and by the authority of the same, as follows.

1. From and after the passing of this Act there shall be a department of the public service, to be called the Queensland Education Department, under a Minister of Education, with such officers and servants as may be required, whose salaries, together with the whole expenses of the department and of the State education of the colony, shall be defrayed out of moneys to be voted by Parliament.
2. Notwithstanding anything contained in any previous Act, the Minister of Education shall be capable of sitting and voting in either House of the Legislature.
3. An annual estimate shall be laid before Parliament by the Minister, in full detail, of all the moneys required for the expenditure of his department for the year ensuing.
4. The Minister of Education shall have the whole management of State education, under the Governor in Council.
5. The department shall have a seal, approved of by the Governor in Council, and inscribed "Queensland Education Department," which shall be kept by the Minister of Education. And such seal shall be judicially noticed in all courts.
6. The Governor in Council may divide the colony into districts for the purposes of this Act, and appoint local patrons or managers, with such duties as he shall deem necessary for securing the due observance by teachers, pupils and parents, of the provisions of this Act and of the regulations made in pursuance thereof.
7. The Queensland Education Department shall by that name be a body corporate, and shall have perpetual succession and capacity to sue and be sued in all courts; and power to acquire and hold lands for the purposes of this Act, and for providing funds for education purposes. And such department shall be at liberty to receive any property or funds which may from time to time be conveyed, bequeathed, or given to such department, whether generally or for any college or colleges, school or schools, belonging thereto or under the same, or for the promotion of any particular branch or branches of education or instruction. And it shall be the duty of the department to administer such property, funds, or money according to the wishes and intentions of the donors; and in such manner as to raise the standard of education and otherwise increase the educational efficiency of the school or schools intended to be benefited.
8. State education shall be directed to the intellectual, moral, and physical training of the students and to the formation of habits of self-culture. It shall also be—
Free of charge for tuition in the University and the schools.
Compulsory on children under fourteen years of age not attending other efficient schools.
Religious where parents shall not expressly forbid it, but in all respects of such a character that all Christians may receive it without offence and without prejudice to the conscientious convictions of any parent.

Industrial or technological.

Scientific.

Classical and

Professional.

The object of this Act is more especially to secure to every child a competent degree of elementary instruction, and the power of intelligent industry.

9. It shall be lawful for the Governor in Council from time to time to vest in the department, or otherwise to render available thereby, for the purposes of education, all public libraries, museums, workshops, hospitals, botanic gardens, parks, art galleries, and exhibitions of painting, sculpture and polytechnic objects, and all other means of instruction which may be under the control of the Government.

The University.

10. There shall be a University, to be called the "Queensland University," constituted in the first instance by a Senate.

11. All primary schools, grammar schools, technological and professional schools, colleges and educational institutions belonging to the Queensland Education Department shall form subordinate and auxiliary parts of the University.

12. The first Senate shall be nominated by the Governor in Council, and shall consist of not more than twelve members, of whom not less than one moiety shall be graduates of British or Foreign universities.

13. The Senate so constituted shall frame statutes for the full organization and work of the University, and shall submit such statutes to the Governor in Council for confirmation, and upon being so confirmed such statutes shall have the force of law.

14. The members of the Senate shall retire in such rotation as the Governor in Council shall appoint, but retiring members shall be eligible to re-appointment by nomination as before provided.

15. On default by such Senate to perform the duty of preparing such statutes within six months of the nomination of members, the Governor shall direct such duty to be performed by the Minister of Education; he shall prepare the necessary statutes.

16. It shall be lawful for the Governor in Council to apply to Her Most Gracious Majesty to grant, if it be her royal pleasure, unto the said University, a charter or charters, with such powers, privileges, right and rank within her dominions as to her may seem meet.

17. Until such charter can be obtained, it shall be lawful for the University to examine and confer degrees in arts, law, science, medicine, and in such other faculties as the University shall see fit to establish.

18. Students of both sexes shall be admitted to all the schools, and shall be capable of taking any degree in the University.

19. The University shall, when required, confer with and advise the Minister of Education on all matters connected with State education.

20. The University shall be charged with the duty of selecting or preparing, or of acquiring by purchase or otherwise, the right to print all the text-books for use in all the schools and colleges within the University, subject, however, to the approval of the Governor in Council; and on any default in such duty by the University it shall devolve on the department.

Grammar Schools and Colleges.

21. The existing grammar schools may, with the assent of a majority of the subscribers or donors present at any public meeting convened by advertisement in the Ipswich or Brisbane newspapers, be surrendered to the department, and shall henceforth become part of the University.

22. Upon such assent being given and notified in the *Government Gazette*, all the lands and property of such grammar schools shall become vested in the Queensland Education Department. All medals founded by any donor shall be maintained by the department. And where scholarships have been permanently endowed, the department shall by means of medals or other gifts perpetuate the donation with the name of the donor.

23. The department shall establish new grammar schools or colleges, or make provision for doing the work of such schools or colleges, in such other places as Parliament shall approve. A grammar school or any part thereof may be raised to the rank of a college where the general results of the teaching therein justify such promotion.

24. The Governor in Council shall frame by-laws for the admission of students, by examination and not otherwise, to the grammar schools and colleges, and for the course of study therein, and generally for their discipline and good management.

Primary Schools.

25. The Governor in Council shall frame rules for the conduct and course of study in the primary schools of the colony, and generally for their foundation and government.

26. Instruction in the primary schools shall be as follows :—

- Reading and recitation.
- Vocal music.
- Writing and English composition.
- Arithmetic.
- English grammar.
- Geography.
- English, Roman and Greek history.
- Euclid—Book I.
- Practical mensuration.
- Rudimentary geology, botany, chemistry, mineralogy, and mechanics, with some knowledge of their application to agriculture and the arts.
- Object lessons.
- Drill.

A primary school or any part thereof may be raised to the rank of a grammar school where the general results of teaching therein justify such promotion.

27. No child shall enter any primary school under the age of six.

28. Nor shall any child leave any such school, except on promotion, under the age of twelve, unless excused on account of permanent physical or mental disability, or because other adequate means of education are provided by the parent.

29. Nevertheless after the age of ten years it shall be lawful for the Minister of Education to permit any child to receive instruction during half the year at such times, either by daily, weekly, monthly, or other periods, as he may permit; provided such child be employed during the other half of his or her time in agriculture or some industrial art until the age of twelve.

30. A certificate shall be given to every child on leaving school, notifying the age at which he left, together with the state of his education.

31. It shall be lawful for every child to remain in the primary school until fifteen years old.

32. The attendance of the child until the age of twelve on the primary schools may be required by order on the parent, to be obtained on a summons and hearing in a summary way by two or more justices of the peace. And such order may be enforced in like manner by a fine not exceeding two pounds, to be levied by order of two justices by distress on the goods and chattels of the parent for each instance of neglect or refusal to procure the attendance of the child, unless the parent shall prove to the satisfaction of such justices that his child is in regular attendance at some school now established or under a teacher certified by the Queensland Education Department to be competent to impart the degree of primary instruction required in the primary schools of the colony, or that his or her education is otherwise adequately provided for. The parent of any incorrigible child may delegate to the department the power, by any of its officers, to apprehend and take the child to any primary school.

33. The foregoing compulsory provision shall not be enforced where there is no school belonging to the department within three miles of the parents' residence.

Teachers.

35. The teachers under the existing Board of General Education shall be employed by the department, subject to such rules as the Governor in Council may establish.

36. The Governor in Council may give precedence and increased salary to teachers taking degrees in the University.

37. From and after the thirtieth day of December, one thousand eight hundred and seventy-eight, all teachers of the first class shall have taken a degree in the Queensland University, and all teachers of the second class shall have become members of the same; provided that teachers now employed by the Board of Education shall be exempted, if they so desire it, from the foregoing provision.

38. The department shall provide for the training of teachers.

39. The department may establish schools for children under six years of age.

40. The department may also establish schools for children, not criminal, under fourteen years of age, whom it may be deemed advisable to keep in separate schools. No name shall be given to such last-mentioned schools to distinguish them from the other primary schools of the colony. The course of instruction therein and certificate on leaving shall be the same; and whenever practicable, deserving children shall be removed into the primary schools.

41. The department may employ itinerant teachers, and by such means as may be found available give to residents in the bush the advantages of State education.

Miscellaneous Provisions.

42. The Governor in Council shall frame regulations for giving effect to this Act in all matters not herein otherwise expressly declared.

43. The word "parent" in this Act shall include guardian and any person who is liable to maintain or has the actual custody of any child. The word "teacher" shall include every person who forms part of the educational staff of a school.

44. All lands, goods and property now vested in or possessed by the Board of General Education shall be, and the same are hereby, vested in the Queensland Education Department.

45. It shall be lawful for any person or persons having title, who shall obtain the approval of the Governor in Council, to convey to and invest in the Queensland Education Department any lands, goods and property now used for the purposes of a non-vested school under the Board of General Education.

46. The department shall pay the fair value of such property to the person entitled to receive the same, such value to be ascertained by the Railway Arbitrator in case of dispute.

47. From the passing of this Act no school not already established as a non-vested school shall receive aid from the State, and on the thirtieth day of December, one thousand eight hundred and seventy-six, all State aid to non-vested schools shall cease.

48. The existing Board of General Education is hereby dissolved.

49. The Education Act of 1860 is hereby repealed, but all rules and by-laws not inconsistent with this Act shall remain in force until the Governor in Council shall promulgate rules as hereinbefore provided.

50. The Grammar Schools Act of 1860 and the Grammar Schools Act Amendment Act of 1864 shall be and the same are hereby repealed; except so far as the same relate to the Brisbane Grammar School and the Ipswich Grammar School, in respect to which the said Acts shall remain in force until the said schools shall become vested in the Queensland Education Department, when the said Acts shall be finally repealed.

51. Nothing in this Act contained shall affect the Industrial and Reformatory Schools Act of 1865.

52. This Act may be cited as the State Education Act of 1873.

II. Educational Matters in Ontario.

1. COMPETITIVE EXAMINATIONS IN BATHURST AND DRUMMOND.

These Examinations were held at the School-house at Balderson's Corners; that of Drummond on Friday, Oct. 3rd, and that of Bathurst on the following day.—Representative pupils appeared from various School Sections to contend for the honours—*nine* out of *eleven* Sections in Drummond turning out candidates, and *six* out of *fourteen* in Bathurst. The lively manner in which the children, teachers and parents present entered into the competition must have satisfied the most doubtful mind that good effects would follow from the experiment. The Examinations were conducted chiefly in writing—that being the only way in which an accurate estimate could be formed in a short space of time. The Schools that carried away the most prizes were those taught by Duncan A. Stewart and Peter McIntyre, in the Townships of Drummond and Bathurst respectively. It is a matter for congratulation, however, that the honours were shared by the other Schools, particularly in Drummond, those taught by Miss Lafferty, Miss Gibson and Miss Meredith; and in Bathurst, those under the superintendence of Miss Margaret Graham and Miss Bella May. The reading of four little girls in the Second Class, from Miss Lafferty's School, is deserving of special notice. It was fluent, expressive, natural and full of life, and presented a striking contrast to the careless and slovenly attempts so often made in our Schools in this important branch of education. In many instances the writing itself, and the style in which the work was done, were evidences that the practice of written Examinations are not common enough in our Schools. Lord Bacon, in one of his essays, concisely observes, "Reading maketh a full man; conference, a ready man; and *writing, an exact man.*" We trust, therefore, that reviews and written Examinations will form part of the regular work of all teachers. The Trustees of the Balderson's Corners School-house, aided by several of the residents of the Section, with their usual liberality, provided a sumptuous repast in the School room, on Friday, to which Examiners, teachers, children, parents and visitors were invited. This mark of attention on their part was much appreciated, and reflected great credit on their thoughtfulness and consideration. The School is an admirable building for occasions of the kind which we are describing, as it is large, well seated and well supplied with every necessary.—On the walls we observed several skilful designs in drawing—the work of the teacher and Messrs. Hugh McIntyre and Thomas Bothwell, his pupils.

The List published gives the first three in each subject. Each

of these did not necessarily receive a prize, but were kept for determining the rank in General Proficiency.

The Examiners were, for Drummond, Inspector Slack, Dr. Thornton and Rev. R. L. Stevenson; and for Bathurst, Inspector Slack, Dr. Thornton and James H. Stewart.—*Perth Expositor*.

2. MAP DRAWING IN THE HAMILTON SCHOOLS.

A noticeable feature in the fine arts department of the Exhibition was some excellent specimens of map drawing by various pupils of the Central School. They were entered this time as extras among the fine arts, but we hope to see them classed in future as a regular branch of the department. The drawings consisted of maps of the continental divisions of the globe, and of smaller portions of country. One of the latter class was a map of the County of Wentworth, displaying the townships, concessions, etc. Another drawing was a sketch, taken probably from imagination, of the burning of the steamer *Kingston*, on Lake Ontario, very nicely done in pencil. We trust attention will be given to this branch at exhibitions yet to come off, and that every encouragement will be tendered to the pupils of other schools, inducing greater competition. It is a fact well known—or should be at least—that by drawing maps of countries the pupil will imbibe a more lasting impression of their outlines and physical features than by any other mode of teaching them. Geography, with this method of teaching, becomes a live pleasure for the pupil instead of a hated task. The specimens shown were recommended for a prize, which they richly deserved.—*Hamilton Spectator*.

3. NEW SCHOOL HOUSE FOR COLOURED PEOPLE, CHATHAM.

LAYING OF THE CORNER STONE.

In lately noticing the new buildings in the course of erection in town, we mentioned, amongst others, a brick School House, to be erected on the corner of King and Princess streets, for the exclusive use of our coloured population. The corner stone was laid yesterday (Tuesday) at four o'clock, p.m. The Chairman, Major Baxter, opened the proceedings with a short speech. He said that they were met there that day for the purpose of laying the corner stone of a new School House. He had much pleasure in stating that Mr. R. K. Payne, an old townsman and the oldest school trustee, was to have the honour of performing the ceremony. He (the Major) had no doubt but the new building would prove of great benefit to the rising generation, as well as be a credit to the town. The stone was then hoisted into position, and Mr. Payne stepped forward and said that, in the name of the Almighty God of all, he would lay the corner stone of the building about to be erected. He hoped that He would bless the labours of the teachers of the school; it was for the good of society it was erected, and he hoped that many attending the school would be made good citizens and good Christians. Mr. Payne then gave a reminiscence of the progress of school building and school matters in Chatham for a period of 30 years. He said that when he first knew the place, the census amounted to 364, and the number of buildings was 64, and now they had no less than 1,200 children alone attending school. In the year 1851 the present gaol was opened, and for 8 or 9 years afterwards the number of prisoners averaged 100 yearly, but since then the number was very few indeed, and he attributed the cause of this to the attention paid to the education of the young. Mr. Payne then took hold of the trowel and spread the mortar, the stone was lowered into its place, the square, plumb and level were artistically applied, a sufficient number of blows were given with the mallet, and Mr. Payne pronounced the corner stone laid. Rev. Mr. McColl said that it was a matter of great thankfulness that the schools were in such a good condition as described by Mr. Payne. From the time that he had been connected with the schools he could testify to the anxiety of all members of the board to do the best in their power for all parties. He was glad to see that the school, the corner stone of which was then laid, was to be erected in such a commodious and suitable place. The chairman then proposed three cheers for the Queen, leading off himself, which having been given, the ceremony was over. The Trustees afterwards treated the contractors, workmen and visitors to an excellent lunch of ale and bread and cheese, on the ground. The stone is in the north-east corner of the entrance porch, and the figures 1873 are engraved upon it in bold relief. In a galvanized iron box, hermetically sealed and placed in a cavity in the stone, has been deposited a sheet of parchment on which is engrossed the following:—"This School House was erected in the year of Our Lord one thousand eight hundred and seventy-three, in the 36th year of Her Majesty's reign; His Excellency

Lord Dufferin, K.C.B., &c., &c., Governor-General of the Dominion of Canada; His Honour W. P. Howland, Lieutenant-Governor of Ontario; Rufus Stephenson, Esq., M.P., and James Dawson, Esq., M.P.P., County of Kent; Robert Lowe, Esq., Mayor of the Town of Chatham; Thomas McCrae, Esq., Police Magistrate, Commission dated 1855; Alexander Brown Baxter, Wm. McKeough, James A. Holmes, Tecumseh K. Holmes, M.D., Daniel R. Van-Allen and Robert K. Payne, Esquires, Public School Trustees; Rev. A. McColl, Inspector; David Smith, Esq., Secretary; Wm. Gonne, Esq., Architect, and Messrs. James Baxter & Co., Builders. The population of the town of Chatham, 6,500; number of children attending schools, 1,200; five School Houses; fifteen teachers; one High School; two Roman Catholic Schools—separate."—*Chatham Planet*.

4. ROMAN CATHOLIC SCHOOL PIC-NIC, CHATHAM.

A GREAT SUCCESS—OVER 1,500 PERSONS PRESENT.

The Grand Pic-Nic in aid of the funds for the erection of a new Separate School in Chatham came off in McGregor's Grove, near the town, on Wednesday last, and proved to be one of the most successful affairs of the kind we remember. By eleven o'clock, a. m., there were assembled beneath the shade of the trees in that popular rendezvous fully fifteen hundred people, of all creeds and origins, from town and country—amongst them being many from Windsor, Sandwich, Wallaceburg, Dresden, Thamesville, Blenheim, and other distant points—all bent upon a day's enjoyment. The *coup d'œil* was, indeed, very pleasing and picturesque, with the innumerable carriages, waggons, &c., encircling the chief points of attraction. D. Mills, Esq., M. P., spoke for a considerable time, taking for his subject the importance to all of good education, and showing the advantages the young now possessed in obtaining it. His remarks were interspersed with anecdotes. R. S. Woods, Esq., was next called upon and introduced by the chairman. Mr. Woods spoke at some length, and his remarks were well received by the immense assemblage. The third speaker was Mons. J. A. Foisy, who was introduced by the chairman in English as well as French, and delivered a lengthy address in French, on education and nationality, enjoining his compatriots never to cease cultivating their own native tongue, which was one of the most useful as well as elegant of modern languages. He regretted to find that many Frenchmen, when they settle in this country, allow their children to acquire the English language almost exclusively, taking no trouble to have them also taught their native tongue, which should not be. Dr. Holmes next spoke shortly on the same subject, and he was followed by Jos. Northwood, Esq., who approved of this movement to increase the educational facilities of the town, and said he would use his influence with the Council in procuring a grant for the new school. W. S. Stripp, Esq., then spoke at some length, and well, upon the general subject of education. R. Stephenson, Esq. M. P., briefly addressed the audience, expressing the great pleasure he had in being present on such an interesting occasion, late though it was. His remarks were well received. At the intervals in the delivery of the speeches, the old Chatham Cornet Band neatly executed several popular airs, which gave general satisfaction. A novel proposition was then made, that the audience should intimate their ideas of the party who made the most effective speech by subscribing in his name toward the school fund, he in whose name the largest amount was raised to be presented with a handsome walking cane, exhibited by the chairman. Two names were given in, viz.: R. S. Woods and D. Mills, and, the hat having been taken round in name of each, the former received \$11.50, and the latter only half a dollar. Therefore, it was decided that the speech of Mr. Woods was that of the day, and the cane was handed to Mr. Salter for presentation to him, and that that was done well may be taken for granted. This most successful *fête* broke up at six p.m.—*Chatham Planet*.

III. Papers on General Educational Subjects.

1. NECESSITY FOR RAISING TEACHERS' SALARIES.

We are glad to hear that the question of salaries has been referred to a Committee of the Board of Trustees to report at the next meeting. The City Council very properly took into consideration the salaries of their officials, and raised them so as to bring them into greater conformity with the advance that has taken place in all the necessaries of life. Every one knows and admits that any salary, say of \$500, \$700, or \$1,000, is a very different thing to-day, as a means of providing for a family, from what it represented only a short time ago. Neither need we look upon the change that has taken place in the purchasing power of these sums as of only

a temporary nature. The causes, when examined and understood, will be found of a permanent character, and the depreciated value of the precious metals renders imperative a re-arrangement of many of our social relations.

Almost all the cities and towns in the Province have already, through their school corporations, enquired into the condition of their teachers as respects remuneration, and the consequence, without an exception so far as our knowledge goes, has been a handsome increase to the salaries of those hard-worked, under-paid, and most important officials. From Ottawa to Goderich the work has been undertaken, the inadequate remuneration admitted, and in many cases a handsome addition has been made to the salaries of the teachers; and in others, while less has been done than the case required, the first step has been taken to remedy the mistake. All are alike ready to admit the necessity of economy in the management of our civil affairs, but the exercise of economy requires judgment, in order to bring a blessing in its train. It is no economy, but a principle unsound in every particular, by which the ablest members of this most valuable profession would be either driven out of it altogether, or remain in it in a state of chronic discontent.

The salaries at present paid in the High School are not so far below the mark as compared with similar situations elsewhere. But in our Public Schools the pay is so miserably insufficient as to reflect no credit upon the Board that continues the system. The salary of the highest male teachers is only \$600 per annum, and the second \$550, and this latter paid to a young gentleman whose attainments will procure him ere long, if he seek a change, nearly double the sum. Then the young ladies are worse paid still. Just fancy a young lady possessing a first-class certificate from the Normal School, who has laboured under the Board it may be for six or seven years, paid the wretched pittance of \$275 a year, while the same attainments, general qualification and experience would command, elsewhere, from \$400 to \$600 per annum. It is not a pleasant thing to say, but in the interest of the people—still more in the interest of the teacher—it ought to be said, the depressing influence of such palpable want of appreciation of their labours, on the part of the Board and the public, would cool the ardour of the most enthusiastic teacher, and gradually beget a feeling of indifference as to the result of their professional labours.

We feel convinced the people will sustain the action of the Board and the Committee in raising these salaries. Let London, therefore, follow the example set by most of the other cities and towns in the Province, and let the Board so pay their employees as to enable them to live, as comfortably and respectably as their social position requires. We don't wish that those to whom is entrusted the training of our children, as regards their mind, their morals, and their manners, should be called upon to do so at the sacrifice of the best part of their own lives. As it stands now, a servant girl would turn up her nose at the remuneration of the best paid teacher in our Public Schools. Is this the proper position for a teacher to occupy? Is this state of things likely to produce that self-respect, that pride in their profession, and that enthusiasm in their work—all necessary elements in the constitution of the successful teacher? The duties are onerous enough, and the labour trying enough, without the depressing influence and gnawing care of insufficient means. The latter the Board can remove altogether; the others they can materially lighten by kindness, consideration, and by showing that they possess a just sense of the importance and magnitude of the work in which the teachers are engaged.—*London Free Press.*

2. REMUNERATION OF PUBLIC SCHOOL INSPECTORS.

The following remarks of the Hon. Mr. Bateman, State Superintendent of Education, on Inadequate Remuneration of Public School Inspectors, we heartily endorse:—

“The average annual compensation of county superintendents is much less than is paid to the principal of the better class of Public Schools. It ought to be increased; it would be in the highest sense economy to increase it. The trouble is even yet that well qualified men cannot accept the office without a pecuniary sacrifice—several of our present corps of superintendents are of that class. They could at any time enter other departments of the service, and receive larger remuneration. But I am profoundly grateful to the representatives of the people for what has been done. Fair wages and strict accountability is the maxim that should control in all public affairs. No man more honestly earns his pay than a qualified and faithful county superintendent of schools. I proclaim again that county superintendency is the right arm of our school system—its strongest living element of power—the most closely identified with its future progress and development. No more disastrous blow could be aimed at the system than one directed at the life of the superintendency. Let the right man be chosen in

every county, and the thought of such an assault could not be entertained.”

3. MEANS OF COMPULSORY EDUCATION.

At a late National Education Convention in the United States, the following resolutions on compulsory education were adopted:—
Resolved,—“That universal education is a public necessity, and that the State has the full right to provide for and secure it.”

Resolved,—“That to secure universal education in this country, our present system of voluntary school attendance should be supplemented by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youth now growing up in ignorance.”

4. THE TRUE REMEDY FOR COMPULSION.

The State Superintendent of Education in Pennsylvania, in a recent report, thus forcibly illustrates the true remedy for “compulsory” education. It is useless to speak of compulsion if our schools are inefficient or unattractive. The only substitute for compulsion is good, attractive and pleasant schools. The Superintendent says:—

“After having carefully considered this delicate and difficult subject, I have about reached the conclusion that we must first do what remains to be done in the way of providing good school grounds, good school-houses and good teachers for our children, and we have yet much to do in this direction; and then supplement our present voluntary system by enactments as follows:—

“1st. A judicious truant law. 2nd. A judicious law, preventing the employment of children in mines, manufactories, etc., without some provision for their education. 3rd. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a school missionary, to visit the parents of children not in school or attending irregularly, and endeavour to secure their attendance. 4th. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county in the Commonwealth, and giving the boards of directors of the several school districts power to send to these institutions such children as the safety of society might justify being disposed of in that way. These homes should be established, supported and managed by the same authorities that have the care of the alms-houses, aided, perhaps, at first, by appropriations from the State. They should provide maintenance and clothing, as well as instruction, for the children. They should train the children up to habits of industry, and whenever suitable opportunities presented themselves, they should place them in good families or where they can learn a useful trade.

“A compulsory law, even if fully enforced, cannot bring into the schools children suffering for want of food, clothing, or shelter; children who must work or steal in order to live; children who have no parents or friends to care for them; and a large proportion of those growing up in entire ignorance are of this class. The county home is just the place for them, and tens of thousands might, by its means, be plucked like ‘brands from the burning,’ and made good members of society. I have almost unbounded faith in the effect of good influences upon the character of the young. I believe most firmly that if all the ignorant, vicious boys and girls in Pennsylvania could be at once brought into properly managed homes of the kind just spoken of, nineteen out of every twenty could be made good men and good women—good members of society. If society is ever reformed, it will be done in this way. If the evils we complain of and suffer under are ever removed, or ever rooted out, it will be effected by the right education of the young.”

5. THE MORALITY OF PUBLIC EDUCATION.

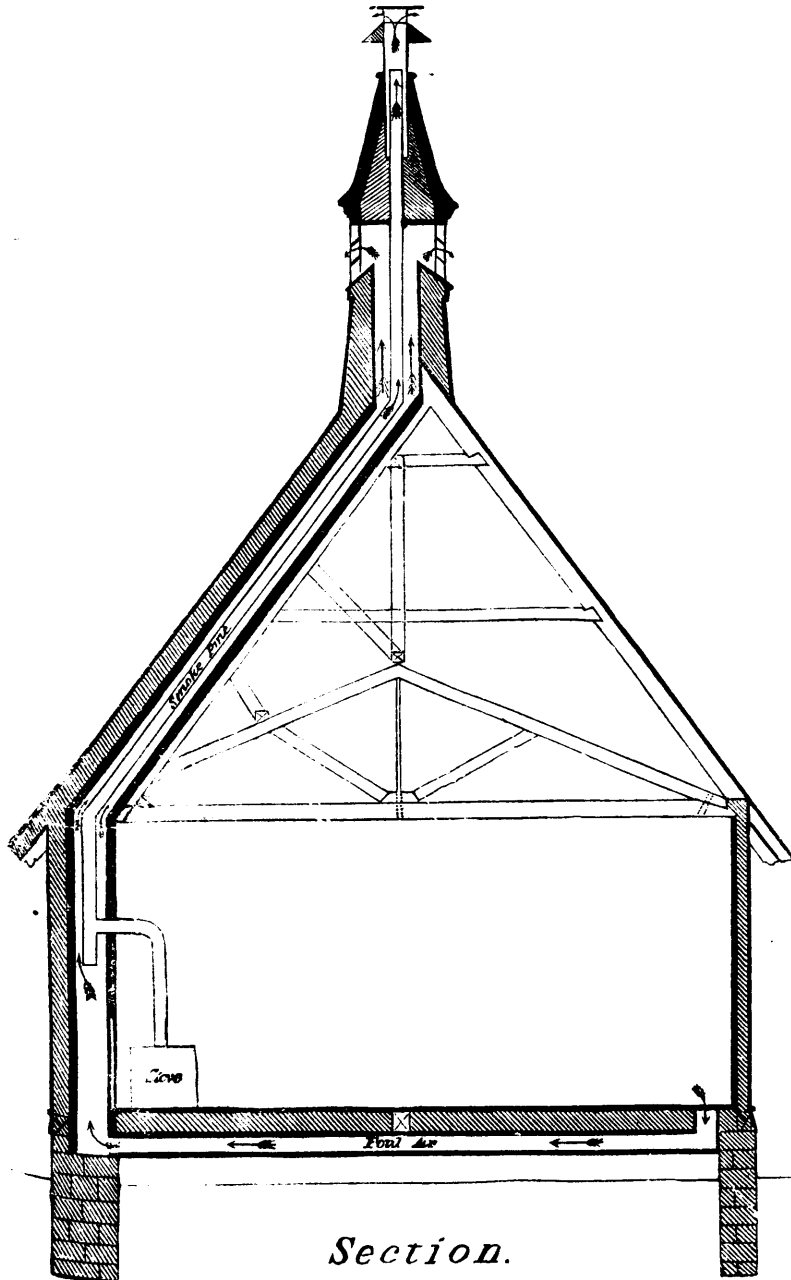
In the Report of the Washington Schools we find a paper by Mr. Harris, which closes with a brief reference to the question of discipline the morality of public education, as follows:—

“The discipline of our public schools, wherein punctuality and regularity are enforced, and the pupils are continually taught to suppress mere self-will and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious habits are the highest qualities we can form in our children. A free, self-conscious, self-controlled manhood is to be produced only through universal public education at public cost; and as this is the object of our Government, it is proper for our Government to provide this means, and at the cost of the people.”

IV. Improved School Architecture.

VENTILATION OF SCHOOL BUILDINGS.

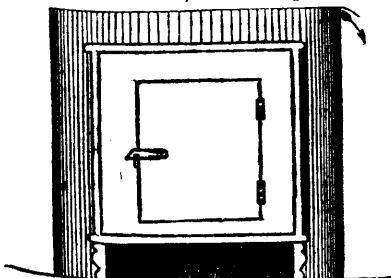
We insert in this Number of the *Journal* several Plans prescribed by the New Brunswick Board of Education for the improved Ventilation of School Houses. We hereby commend these illustrations with the accompanying specifications.



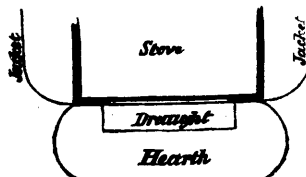
SHOWING ARRANGEMENT OF HEATING AND VENTILATION.

SPECIFICATIONS FOR VENTILATION AND HEATING.

The ventilating shaft to be finished above roof as shown in drawings, the sides to have openings fitted with Louvre slats; the slats on one side, and one centre post, to be removable, and this post to be fixed in place with screws. The roof to



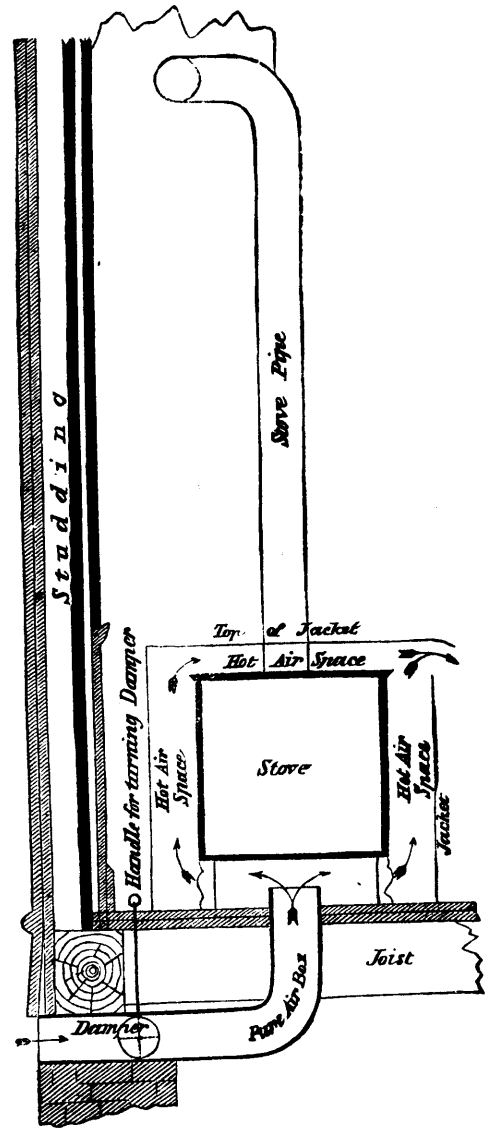
ELEVATION OF FRONT PART OF STOVE, SHOWING FITTING OF JACKET.



PLAN OF FRONT PART OF STOVE, SHOWING FITTING OF JACKET

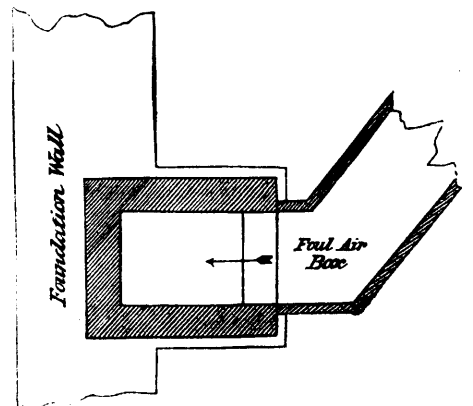
be shingled and to have a galvanized iron smoke cowl 12 in. in diameter, securely fixed and made tight to roof.

Provision to be made in *each** school-room, and *class-room*, for drawing off the foul and cold air by means of 8 in. by 12 air-tight wooden or other tube secured to the underside of the floor joists, and fitting



SECTION THRO. STOVE, ETC., SHOWING PURE AIR PIPE AND JACKET.

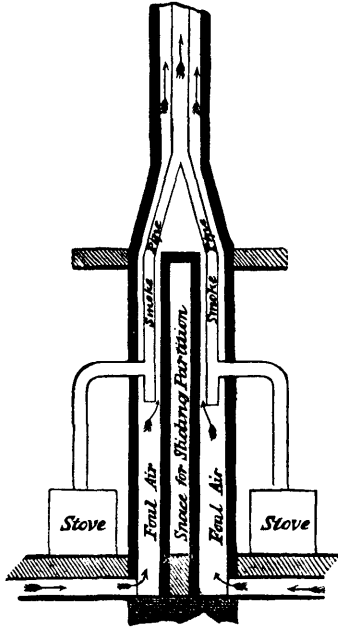
air-tight into *each** ventilating shaft; *each** foul air-tube to have an opening into room at the end opposite entrance into ventilating shaft; this opening to be made in the floor close to the base-board, and fitted



PLAN AT BOTTOM OF VENTILATING SHAFT.

with a register to open or shut at pleasure, and connected air-tight with the tube under the joists.

A circular opening to be made in the ceiling of each* school-room and fitted with register, having a cord carried above ceiling joists and in the wall to platform, so that the Teacher may open and shut at pleasure. A clay, sheet iron, galvanized iron, or other unflammable pipe, to be provided for supplying PURE AIR to each* stove, connecting with the outer air through the foundation wall, and carried up through the floor directly under and to within 3 in.



PLAN AND SECTION OF VENTILATING SHAFT FOR DESIGN, No. 5.

of the bottom of the stove. This pipe to be fitted with a damper with rod coming through the floor close to the base-board, to regulate supply of air.

[Each* stove is to be fitted with a common sheet iron or galvanized iron jacket, leaving a space of 6 in. on all sides between it and the stove, except about the door and draught, where it is to be turned in all around close against the stove. This jacket to fit tight to the floor, and to have a cover open 3 in. for the escape of hot air into the room on one side only, that next the Teacher's desk; the cover to project over the opening and to bend downwards. The jacket is to be carried up to the cover on the side above the stove door, and also on the other two sides; the stove pipe to pass through the cover or jacket, and to be fitted tight into the smoke-flue.]

PAINTING. — The whole of the outside woodwork to be painted three coats of the best London white lead in linseed oil as required, the last coat to be of such colours as shall be directed.

The interior woodwork to be stained, and varnished one coat.

The roofs to have one coat of coal tar or mineral paint.

Russia, adds the *Gazette*, are the students, as the Netchayeff trial proved; and it attributes the attraction to a defective system of education. — *Pall Mall Gazette*.

VI. Papers on Practical Education.

1. PREPARATION REQUIRED IN THE TEACHER.

No less important than a resolute, sincere purpose, is an intelligent preparation for the work of teaching. One great defect in our teachers is, that they are too much inclined to avail themselves of the appliances by which teaching is made easy. Nothing is more fatal to good teaching. Let the teacher make use of text-books, manuals and the like, to simplify tasks for his pupils, as far as he thinks judicious, but he should train himself to an absolute independence of them, rather than an easy use of them. An intelligent teacher will no more lean upon such supports, than a well man will walk with crutches. The best remedy for this trouble would be the providing of higher instruction for teachers. Am I unjust in saying that even the normal schools are not up to the needs of the time? — *Professor Agassiz*.

2. MONTHLY EXAMINATIONS IN SCHOOLS.

The practice of marking the recitations of pupils has been discontinued in a considerable number of schools in Ohio, and written examinations, usually occurring monthly, have been substituted to determine the pupils' progress. We have taken some pains to ascertain how this change has affected the daily preparation of lessons. The general testimony is that the examinations are as effective an incentive to study as the daily record, while the greater freedom of both teachers and pupils has improved the character of the recitations. The teachers are less narrow and text-bookish in their instruction, and they give increased personal attention to those pupils who were not doing satisfactory work. Much, of course, depends on the spirit of the school and the manner in which the teachers do their work. When the time of examination is announced several days in advance, and the intervening time is devoted to the special preparation of the class for the ordeal, pupils learn to depend on this cramming, and there is less faithfulness in daily study. Examinations are most constant and effective as an incentive when they are held without previous notice and are made a test of the pupil's daily work. They are a poor incentive when the vigorous crammer stands higher than the faithful student. — *National Teacher*.

V. Papers on Education in Various Countries.

1. EDUCATIONAL PROGRESS IN RUSSIA.

The Russian papers are very busy just now in discussing educational questions. According to the *Russian World*, the sums expended in education in the Empire are out of all proportion to the results achieved. In the Imperial Budget 28,000,000 roubles (£3,500,000) are appropriated for this purpose, besides the local contributions from each province; yet the number of schools is far too small to meet the educational requirements of the country, and the want of teachers is even greater than that of schools. In the nine universities of the Empire 202 professorships out of 622 were vacant at the beginning of the present year, and in the middle schools there were only 1,903, instead of 2,102, the number borne on the establishment. The *St. Petersburg News* points out that in "the Governments of the Vistula" (Poland), on the other hand, education is progressing in a remarkable degree. Besides the elementary schools, these governments now possess eight special schools for training schoolmasters. These special schools contain more than 500 pupils, all belonging to the peasant class, and they have already trained 250 young men who are employed as masters in the national schools. The *Moscow Gazette* treats the same subject from a different point of view. It ridicules the expectation of the International Society to find a favourable field for its labours in Russia. "Our country," it says, "is so situated that it can afford no scope for those social problems which agitate the masses elsewhere on the European Continent. Each individual, as a rule, finds himself able easily to obtain the means of existence. Conscientious and assiduous labour is always sought and well paid for in Russia.

Moreover, hired labour does not with us constitute the exclusive profession of distinct classes. The immense majority of our workers is composed of villagers with a certain amount of property in land, who work as artisans, &c., in order to increase their means." The only people who are attracted by Socialism in

3. TEACHERS IN THE JUNIOR CLASSES NEGLECTED.

There is a work waiting to-day for the intelligence of the young women all over the country—a work so important that if they could rise to a sense of it, it would go far to mitigate the public evils from which we suffer. This is the true education of the young. It is a crying sin and shame that though so many years have elapsed since Miss Elizabeth Peabody first introduced the German idea of the Kindergarten to this country, we have as yet no schools or school systems based upon it—that the old methods are still followed—and the old sing-song routine and text-book formulas still used, as patent extinguishers upon the child's brains, if it should happen to have any. Where are all our bright young girls that they do not study out a Kindergarten system for themselves, with the aid of books and objects already provided, and start Kindergarten schools all over the land, in cities and country?—schools where the system of teaching shall be principally oral and illustrated by pictures or specimens of the subject—where the recitations shall be varied by physical exercises—where music and singing shall form a necessary part of the programme, and where self-development, growth in ideas, and beauty and power of expression, shall denote excellence in scholarship, not the mere parrot-like repetition of words, or the faculty of holding the shoulders at an acute and painful angle. For these schools—endowed by beauty, by the cultivation of flowers, inspired by genius, and a real love for the work—children are everywhere waiting. They might not bring great emoluments, but they would bring a worthy purpose, honourable livelihood, and distinction to those who are capable of achieving their highest possibilities. Those who talk of work as if there was nothing for them to do, only show their own incapacity—there is plenty of work, good work, waiting for those who will do it truly and well. — *Jennie June*.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of ten High School Stations, for AUGUST, 1873.

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

STATION.	BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT				TEMPERATURE OF THE AIR.										TENSION OF VAPOUR.										
	MONTHLY MEANS.		RANGE.		MONTHLY MEANS.		DAILY RANGE.		LOWEST.		HIGHEST.		WARMEST DAY.		COLDEST DAY.		MONTHLY MEANS.								
	7 A.M.	9 P.M.	Greatest in 24 hours.	Monthly.	7 A.M.	9 P.M.	Mean Maximum.	Mean Minimum.	Mean Range.	Reading.	Date.	Reading.	Date.	Mean Temp.	Date.	Mean Temp.	Date.	Mean Temp.	Date.						
Pembroke	45.50	77.10	423	16	665	62.98	73.11	63.31	66.46	75.78	50.98	84.80	43.0	29	1	1.15	84.5	2	75.13	23	57.63	481	492	469	490
Cornwall	45.0	74.60	137	16	665	62.98	73.11	63.31	66.46	75.78	50.98	84.80	43.0	29	1	1.15	84.5	2	75.13	23	57.63	481	492	469	490
Barrie	44.25	79.45	59	21	1067	66.30	76.02	64.42	68.36	78.17	53.32	84.38	38.3	6	12.2	1.1	80.1	30	75.00	25	61.30	508	606	540	540
Peterboro	44.20	78.25	67	16	639	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Belleville	44.10	77.62	72	16	588	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Goderich	43.45	81.42	112	16	619	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Stratford	43.25	80.58	118	16	673	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Hamilton	43.12	79.50	90	16	647	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Simcoe	42.51	80.14	150	16	606	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540
Windsor	42.20	83.90	60	5	577	67.15	76.07	65.33	67.94	80.65	51.11	81.77	34.39	28	15.3	1.5	80.1	28	75.00	25	61.30	508	606	540	540

Approximation. dOn On Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. hOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. mOn the Detroit River. kInland Towns. *41° was observed Sunday, 17th.

STATION.	HUMIDITY OF AIR.		WINDS. NUMBER OF OBSERVATIONS.				ESTIMATED VELOCITY OF WIND.				AMOUNT OF CLOUDINESS.				RAINFALL.				SNOW.				AURORAS.			
	MONTHLY MEANS.		SURFACE CURRENT.		MOTION OF CLOUDS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.		MONTHLY MEANS.	
	7 A.M.	9 P.M.	North.	South.	East.	West.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.	7 A.M.	9 P.M.		
Pembroke	83	60	78	74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cornwall	84	64	82	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Barrie	87	62	80	78	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Peterborough	83	60	82	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Belleville	83	60	82	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Goderich	83	60	82	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Stratford	83	60	82	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hamilton	81	61	77	74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Simcoe	82	61	77	74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Windsor	79	59	79	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

REMARKS.
 CORNWALL.—Thunder with rain, 1st, 30th. Lightning and thunder with rain, 22nd, 31st. Wind storms, 30th. Fogs, 4th, 27th. Rain, 1st, 7th, 12th, 15th, 16th, 19th, 23rd, 26th, 31st.
 BARRIE.—Thunder, 11th. Lightning and thunder with rain, 12th, 21st. Rain, 2nd, 7th, 11th, 12th, 15th, 16th, 21st, 24th, 25th.
 PETERBOROUGH.—Lightning, 11th, 21st, 22nd (evening). Thunder, 21st, 22nd (morning). Lightning and thunder with rain, 31st. Fog, 29th.

HAMILTON.—Lightning, 21st, 22nd. Lightning and thunder with rain. 15th. Wind storm, 15th. Rain, 2nd, 4th, 11th, 15th, 16th, 23rd, 25th. Meteor, 19th, 20th, 23rd, N. moving W.

SIMCOE.—Lightning and thunder with rain, 24th. Wind storm, 23rd. Rain, 16th, 18th, 19th, 24th, 25th, 26th, 29th, 30th. An agreeable month. Crops promise more than average, except potatoes injured by the bug, which is also now attacking tomatoes and other vegetables.

WINDSOR.—Lightning, 10th, 11th, 22nd, 26th, 27th. Lightning and thunder, 7th. Lightning and thunder with rain, 21st. Wind storm, 13th. Fog, 30th. Rain, 12th, 21st. Three meteors, 11th and ten on 12th. Meteor through Sq. of Pegasus towards H. and one towards S. on 14th. One through Z. towards S. W., 18th. One in S. E. towards H., 19th. One in S. towards W., and one in W. towards H., 23rd.

VIII. Mathematical Department.

To the Mathematical Editor of the Journal of Education.

Sir,—I notice by the June number of the *Journal*, which has just come to hand, that you wish to “shut down” on “Interest that is interesting.” Before you do so, permit me, in justice to myself, to offer a parting remark on the criticisms so liberally bestowed on my humble article by yourself and others, many of which related, not to my subject, but consisted in attempts to show that my answer was not correct according to the principles of compound interest, a fact which I never denied, though to prevent so uncalled for a piece of trouble I italicized and used as plain Queen’s English as I could command. Some of my critics, and notably Mr. Scudamore, in true keeping with the rigid niceties of the pedagogue, discard such time-honoured institutions as Simple Interest, and tax “poor me” with asking for the solution of impossibilities, with being old foggy enough to suppose, as men of sense generally do, that “it’s a poor rule that won’t work both ways,” and with believing in such absurdities as simple interest annuities.

That the subject is beset with fallacies on every hand the complicated investigations of many an able actuary give ample testimony, yet, notwithstanding Mr. Scudamore’s bewildering array of “constructions,” “approximations” and “functions,” I fail to see how any one can for a moment deny the existence of *Simple Interest*.

And certainly, the convenience with which we can reckon the interest of a given principal for a given time and rate, may warrant its continuance, for when we say that $I = Prt.$, what do we mean but that R the amount of \$1 for a year compound interest $= \sqrt[4]{14 \text{ vt. } 1 + rt.}$. So that if I consider that a dollar should amount to R per annum, I may reckon either by compound interest from the formula $A = P R^t$, or determine r from the equation $R = \sqrt[4]{1 + rt.}$, and say $A = Prt$ and A will be precisely the same in both cases. Whence then the fallacies? From nothing else but from supposing R and r to remain constant for varying values of t . Into such errors many of my critics have fallen, Mr. Glashan accepting my questions as extremely easy, and swallowing whole the absurdity “lurking” in the data, while others pronounced me wrong only to flounder through processes full of fallacies.

Now for the correct solution. Evidently $1000 = 160 (R^{-1} + R^{-2} + \&c. + R^{-10})$ where R from its very essence is constant; consequently the r of Mr. Howell’s analogous formula is variable, though he supposes it constant, and, of course, gets the wrong answer. Let x be the equated rate from the variables P and r .

$$x = \frac{4}{25} \left(\frac{1-R^{-1}}{1} + \frac{1-R^{-2}}{2} + \&c. \right) + \frac{1-R^{-10}}{10}$$

whence $100x = 11.6436672$ + the required rate.

This, I think, settles the matter beyond cavil.

I remain,

Yours truly,

JOHN CAMERON.

Arnott, Ont., 14th Aug., 1873.

In giving Mr. Cameron the privilege of “firing the parting shot,” the following remarks, from the celebrated Augustus De Morgan, may be interesting to our mathematical readers:—

“Some writers have defined the present value, estimated at simple interest, of an annuity to continue any number of years, to be that sum the amount of which would, in the given number of years, be equal to the amount of the annuity. But the sum thus obtained is not the present value of the annuity, but of the amount of the annuity after the given number of years. This amount is,

$$nA + n \times \frac{n-1}{2} \times rA, \text{ and } P_1 \text{ being the present value,}$$

$$P_1 \times (1 + nr) = nA + n \times \frac{n-1}{2} \times rA, \text{ or}$$

$$\frac{nA + n \times \frac{n-1}{2} \times rA}{1 + nr}$$

$P_1 =$ which differs from P the present

value of the annuity, as would be shown by substituting any number greater than unity for n in the values of P and P_1 . The meaning we give to the expression present value would naturally lead us to expect the two quantities P and P_1 to be equal. Their inequality is the strongest proof of the inadequacy of a mode of calculation, like that of simple interest, which, as it were, sets a mark upon any sums of money that may have accrued by way of interest, and forbids their future accumulation. The reason of their inequality is easily explained. Suppose p to be the present

value of \$ m due in one year. Then $p = \frac{m}{1+r}$, and let us suppose m to be unpaid for a second year and charged with interest; it amounts to $m(1+r)$. But p in two years amounts to $p(1+2r)$, or to $m \frac{(1+2r)}{1+r}$, which is different from the amount of m , and the reason is, because pr , the interest on p for the first year, is not charged with interest for the second year; and, therefore, in one case m was charged with interest, and in the other only p . Therefore p , which is the present value of m , is not the present value of the amount of m after any number of years.”

$$\text{Finally, } P_1 = \frac{nA + n \times \frac{n-1}{2} \times rA}{1 + nr}; \text{ Put } n = 10, A = 160,$$

then we have, $28r = 6$ and $r = \frac{3}{14}$, multiply by 100 and $r = 21\frac{3}{7}\%$,

the result which has caused so much alarm. Mr. Cameron, then, is not the originator of the fallacy.

MATHEMATICAL EDITOR.

IX. Biographical Sketches.

1. THE RIGHT REV. BISHOP FARRELL.

His Lordship was born in the City of Armagh, Ireland, on the 2nd June, 1820, where he resided until, with his family, he emigrated thence to this Province, and settled in the City of Kingston, in the year 1830, where the family have ever since resided.

After pursuing his studies for some time at Kingston, he was sent by the late Bishop Macdonnell to the College of St. Sulpice, at Montreal, where he remained till he completed his classical course. From this institution he entered the Sulpician Seminary, under the direction of the same Order, and remained there till the completion of his theological course. During his whole career both at the College and the Seminary he evinced great talent, and was pointed out as one who would make his mark. He had a large head and large mind, as well as a large Irish heart, which endeared him to the professors and his fellow-students, as well as to all who had the privilege of his acquaintance in after life.

On leaving the Seminary he was ordained priest at Montreal, in May, 1846, and returned to his Bishop at Kingston, shortly after which, although young, his Bishop appointed him parish priest of L’Orignal. After remaining at that station for about two years he was recalled to Kingston, where he spent some seven years, two of which he was a Professor in Regopolis College. In this latter sphere he had an opportunity, which he did not lose, of showing not only his scholarship, but his great administrative ability, which marked him out for early promotion in his Church.

From Kingston his Bishop, as a further token of appreciation of his genius for organization and discipline, appointed him parish priest of the Town of Peterboro’, where he remained, governing the parish and discharging, with zeal and untiring energy, the duties of his sacred calling, as the Catholics of Peterboro’ will remember to this day; and which was beautifully and warmly expressed by them in a congratulatory address which they presented to him on his withdrawing from the pastoral charge of that place after being called to the See of Hamilton.

In the year 1856, the Roman Catholic Diocese of Toronto, being considered too large for the charge of one Bishop, was divided into three dioceses, that is, Toronto, Hamilton and London; and by the unanimous voice of the Prelates of the Roman Catholic Church in Canada, the Reverend John Farrell, Parish Priest of Peterboro’, was declared to be fully worthy and competent to bear rule over one of the newly constituted dioceses. Accordingly his name, with that of the Right Rev. Dr. Pinsonneault, was sent to Rome for the approval of the Pope, and by virtue of “Letters Apostolic” of the Sovereign Pontiff the office of Bishop of the Diocese of Hamilton was conferred upon him, and he was consecrated in the Catholic Cathedral of Kingston, on the 11th May, 1856.

His Lordship arrived in Hamilton on the 24th of May of the same year, and was most cordially and affectionately welcomed to his

new See by his old friend and preceptor, the late lamented Vicar General Gordon, whom he at once appointed his Vicar General, an office which the good old priest held to his death.

In March, 1862, he made his first official visit to Rome; and again in April, 1866, he left this city for Rome to take part in the ceremonies of the 18th centenary of the martyrdom of Saints Peter and Paul. His last visit to Rome was in the fall of 1869, where he went to attend the Vatican Council.

On the occasion of his return from Rome, in August, 1870, he was met at the railway station by the whole Catholic body of the city, old and young, male and female, and presented with an address of welcome, accompanied with a magnificent carriage and pair of horses.

As his Lordship was driven through the streets, followed by a large procession, many were the expressions of welcome which greeted him from our fellow-citizens of various denominations—thus testifying their appreciation of him as a citizen and a friend.

For our fellow-citizens who knew and appreciated his lordship, we need not attempt to draw a character of this truly good and—

we may even say—great priest and good loyal subject and citizen. Those who had the privilege of an intimate personal acquaintance with him will not need any words of ours to paint his character.

His whole life was devoted to his duties as Priest and Bishop, and, indeed, his devotion to the former in no inconsiderable degree shortened his days of usefulness, and left a blank not easily filled up. During his whole ministrations in Hamilton, and even when on tours of visitation through his diocese, he never shrunk from the most arduous duties of the simplest priest. And neither

pestilence, danger nor fatigue ever made him halt at the call of duty. A striking instance of this is within the recollection of the writer. When the Fenians made their raid into this Province in 1866, the 16th Regiment, then stationed in this city, was suddenly

as we all recollect, ordered to the Niagara frontier. In this regiment were a large number of privates belonging to the Bishop's faith, and fearing that some of them had not complied with the rules of their Church, he started with them on the train, exhorted them to make their peace with God, and be prepared to die, if need be, like true soldiers. He followed the regiment, prepared to do his duty as a priest in the field of battle, if so required. He was made of the stuff of which good priests and good soldiers only can be made.

When his death was announced yesterday, a deep feeling of grief was expressed by all classes of our citizens, and, as a mark of respect for the remains of Bishop Farrell, flags were displayed at half-mast on the public buildings and wholesale warehouses in the city.

His manly form and genial smile will be welcomed no more on our streets; and many will say, in the language of the late lamented D'Arcy McGee, "Where shall we find his equal—where?"—*Hamilton Spectator*.

2. THOMAS SAUNDERS, ESQ.

The late Mr. Saunders was a native of England, having been born in Buckinghamshire on the 28th of February, 1795, being at the time of his death in his 79th year. Mr. Saunders married in 1829, and shortly after went to Bombay, India, where he was engaged in commerce, firstly as agent for a London house, and was afterwards offered partnerships by some of the best houses in India and London, who were well acquainted with his upright business habits. However, he decided on leaving India, and came to Canada in the year 1832, and, with many other gentlemen who came to this country at the same time, took up his residence in this neighbourhood. He purchased a farm in Puslinch, and devoted himself to agriculture. Many of the readers of this notice will look back with pleasant memories to happy days spent at "Woodlands," where the hospitalities of a happy home were ever extended by the Colonel and Mrs. Saunders to a large circle of friends. Of that band of settlers who came to Guelph in 1832 we believe there is only one survivor, namely, Archdeacon Palmer.

Soon after his arrival in Canada he was gazetted Colonel of Militia for the Counties of Wellington, Waterloo and Grey, a position for which he was well qualified, and which he filled to the day of his death with unvarying zeal and attention, and greatly to the satisfaction of the authorities and to those who had the pleasure of serving under him. In the rebellion of 1837 he took a part as a loyal soldier and gentleman in the defence of his adopted country. In those early times Mr. Saunders filled the important position of Crown Prosecutor, now occupied by the County Crown Attorney, and he was also Chairman of the Court of Requests for some time. In 1840 he was appointed Clerk of the Peace, and was the oldest public official in the County. Both in his public and private life he was held in the highest esteem by those who knew him. Unswerving integrity and stern rectitude, with an utter con-

tempt of anything mean or dishonourable, were the characteristics of his life. Mr. Saunders was Inspector of Inland Revenue for many years, and occupied several places of trust in the County and under the Government, all of which his straightforward and upright character enabled him to discharge with credit to himself and advantage to the country.—*Guelph Herald*.

X. Miscellaneous.

1. AUTUMN DAYS.

Yellow, mellow, ripened days,
Sheltered in a golden coating;
O'er the dreamy, listless haze,
White and dainty cloudlets floating;
Winking at the blushing trees,
And the sombre, furrowed fallow;
Smiling at the airy ease
Of the southward-flying swallow:
Sweet and smiling are your ways,
Beauteous, golden Autumn days.

Shivering, quivering, tearful days,
Fretfully and sadly weeping;
Dreading still, with anxious gaze,
Icy fetters round you creeping;
O'er the cheerless, withered plain,
Wofully and hoarsely calling;
Pelting hail and drenching rain
On your scanty vestments falling:
Sad and mournful are your ways,
Grieving, wailing Autumn days.

2. AUTUMN DAYS.

It would be difficult to go back now and say just exactly when the first of the autumn days made its appearance. We know they are upon us now, but the Almanac is never absolutely true as to their advent. Thoreau tells us how, while camping out one night in August, he heard the wind begin to pipe through the woods in a new strain, while a great bustle and commotion arose among the trees, like a lady hastily turning over her bureau drawers. It was summer at twelve o'clock that night, but by one autumn had arrived. So there comes a day or night when nature seems suddenly to turn a new leaf, and the old summer's gone. Yet for weeks there comes back occasional breaths of the summer breeze to relieve the drearier autumn winds, and an occasional ray of the summer sun to lighten the chilly autumn days. It is this blending of the departing summer with the coming winter that makes the autumn season one of such surpassing loveliness and beauty. Some attractions have gone, but others take their place, and compensate us for our loss.

During the autumn the songs of the birds are nearly hushed. The grand concerts of spring and early summer, when the morning hours were rendered vocal with the myriad voices of feathered songsters, have drawn to their close. The performers are rusticated; some are busied with domestic cares; some are organizing troupes for a southern tour. But still the fields and woods resound with chirps, and shrill cries, and the lively whirr of wings. The reign of birds is over; but nature has replaced them with her insect choristers. Chiefly from the grasshoppers are those selected; not the grasshoppers of May and June, but the later tribes who have been in training all the summer for the autumn concerts. Those that come in spring and summer are musical failures. But by the first of September we hear the matured notes of those gifted artists, the oldest on record. Older than all the feathered tribe are they; for does not geology tell us that in the early days of the earth's history, in the carboniferous times, the forests of gigantic ferns resounded with the merry notes of the grasshoppers before ever a bird was created?

By-the-way, let us disgress here for a moment. An idea strikes us that may be interesting to musicians. Did you ever think that grasshoppers were fiddlers, or violinists, if you like that term better? But so it is. Entomologists tell us that the sound they make is produced by rubbing their legs over a resonant membrane forming the surface of the wing—the leg forms the bow and the wind the fiddle string. So that the violin may claim an ancestry running back myriads of ages ago, before ever a man trod the earth or the voice of a bird was heard.

Worthy successors of the birds, then, are these grasshoppers in nature's musical season. Then the crickets help to swell the chorus. Watch them playing on their banjos. The rough vein on the forewing is drawn back and forth over the tense hinder wing, and the resonant surfaces swell the volume of sound to a degree marvellous

compared with the size of the operator. If the voices of the birds are silent, there are others to keep up the chorus till the bleak winds of November drive all out-door vocalists to shelter, and permit no notes to be heard save their own.

But the greatest of all changes that autumn makes is in the colours that now are spread on Nature's face. Only a few weeks ago the grasses and leaves were plump with succulent juices, and rich with their summer green. The world outside of houses and cities wore its verdant robes. Flowers alone relieved the almost monotonous colour with their variegated hues. Now the flowers are gone; only a few asters, the rear-guard of the floral host, can be seen. But an enchanter's wand has passed over the forest trees, and draped them in their autumnal vestures. The lofty elms have changed their green for a faint yellow; the maples are dressed in gorgeous attire of scarlet and red; the birches and beeches burn with the glow that never consumes. All summer long the old chemist, the sun, has worked in his laboratory with these leaves; and now, with the help of the early frost, he gives them their holiday dress before they fade and fall. Only the evergreens refuse to change, and wear their sober green straight through the autumn, falling not when their gayer brothers fall, but wooing in the winter's winds till spring returns again—keeping the remembrance of summer always fresh, and "girding the seasons with a clasp of endless green." All the bright hues of the summer months were scattered in wayside flowers, in sunset clouds, in bright-winged birds and burnished insects; but now they are gathered up and flung with a rich magnificence over the mountains, up the hill-sides and down the valleys; and the earth lifts up its head, crowned with a glory in which Solomon never shone.

If the arrival of October is an intimation that winter is near, with its ice and snow, Nature sends the message by the most gorgeous of ambassadors. Other seasons have their beauties and their pleasures; but none come so brilliantly-robed as the season of autumn days—none so rich as the fall. The other seasons have prepared for this. The showers have been falling and the sun shining for many days to bring about the full fruition of autumn. The spring has seen the growing blades and the opening buds; the rays of the summer sun have been reflected in the bright blossoms, and have helped to ripen the golden grain and the luscious fruit. But autumn throws the wealth of Nature into our laps, and fills our barns and storehouses with the fulness of the earth.—*London Daily Advertiser*.

XI. Educational Intelligence.

—VICTORIA UNIVERSITY.—From the proceedings of the Wesleyan Conference we learn that a copy of the College calendar was presented to each member of the Conference. From its columns we learn that during the year lately closed there were students in arts, including undergraduates and specialists, 92; students in medicine, 118; and in law, 10; students in theology, 37; exhibiting a total in all the departments of 257 students. This large number is exclusive of 106 students in attendance at the Cobourg Collegiate Institute, an institute in affiliation with the College. The financial statement was read by Mr. William Kerr, Mayor of Cobourg, and one of the treasurers of the College. The working expenses of the institution for the past year were \$9,238, leaving a balance of \$719 to be applied toward the reduction of the debt. The present debt is now reduced to the comparatively small sum of \$8,796.

The Endowment Fund subscription is now upwards of \$93,000, of which \$53,000 have been paid and invested. It is the intention to increase the Endowment Fund to at least \$120,000. It is also recommended that the agency for continuing the effort to augment the Endowment Fund be persevered in, and that the Rev. Jno. Ash be reappointed, and the Rev. Joshua Johnson, M.A., be appointed to aid him in the work.

The Board recommended the selection of a European university graduate for a Professorship about to become vacant, and that President Nelles be requested to visit Europe for the purpose of securing such an appointment, and for other purposes connected with the University at Cobourg.

Revs. R. Jones, Dr. Nelles, Sanderson, and Wm. H. Gibbs, M.P., were appointed Trustees of the College for the ensuing year, and Rev. Dr. Rice, Rose, Griffin, and Dewart, and Messrs McLaren, John

Macdonald, Britton, Dean, Halden, Laselle, Wm. Beatty and Brouse were appointed the visitors for the next year.

Rev. Professor Burwash read the report of the Theological Department of the College, submitting details of the year's operation, including lectures and other studies. The report was adopted.

Rev. S. Wm. Briggs and Thomas Ferguson were appointed auditors of the accounts of Victoria College for the ensuing year.

The thanks of the Conference were presented to Mr. Wm. Kerr for his services as treasurer of Victoria College during the past year. Rev. Richard Jones read the business report:—"Through the mercy of God another year of toil and trial and progress has come to a close, and it affords your Treasurer great satisfaction to be able to report that, with very little bank accommodation, and without adding anything to the debt we have been able to meet all demands that have been made upon us to sustain the various departments of elocution in the College. We also have made some progress in the important work of paying off the debt, which stood against us at the beginning of the year. Something more would have been done towards lessening our indebtedness had the claims remained the same as formerly, but more than a year ago a petition was presented by the professors to the Board for an increase of salary. At the July meeting this petition was deliberately considered, and the Board agreed to give the President of the College and each of the four professors an increase of \$200, and the classical tutor \$100, making a total of \$1,100 to be added to the estimates presented at the last annual meeting. On no other item than that of salaries has any considerable augmentation to the expenditure been made. The Treasurers only state an obvious fact when they say that the strictest economy consistent with efficiency has been observed, which enables them to close the year free from pecuniary embarrassment, for on current transactions they owe no man anything, and the arrears of past years are fast disappearing. In the early part of the year information reached the Board that the late Edward Jackson, of Hamilton, bequeathed \$10,000 to the Trustees of Victoria College, to aid them in establishing a theological professorship, or to assist the college funds in any way they deemed desirable. It is gratifying to know that although there has been an unavoidable expenditure during the year, there is a balance in favour of the year's transactions of \$719. Until the entire debt is paid off it will be the duty of the Board to ask the Conference to give them two annual collections. When the debt is wholly liquidated it is hoped that the interest from the endowment fund, and the ordinary sources of income from students, will adequately meet the working expenses of the College. This will, beyond a doubt, be the case when the outstanding scholarships through the lapse of time shall cease to be available. In conclusion, we are encouraged to believe that a brighter day is dawning, and a bright future is looming before us to crown our patience, self-denial, and perseverance with success." The report was adopted.—*Globe Report*.

—QUEEN'S UNIVERSITY.—The thirty-second academic session of the University of Queen's College was opened 3rd October, by the customary services in Convocation Hall. The Very Rev. Principal Snodgrass occupied the chair. After prayer by the Principal, the opening address was delivered by Professor Watson on "Education and Life," and was an excellent address, displaying deep thought and research. After the address Principal Snodgrass made several announcements, and brought the meeting to a close by pronouncing the benediction. It is stated that the number of entrants this year is considerably larger than usual, which must be a cause of deep congratulation to the friends of the College.—*Chronicle and News*.

—MCGILL UNIVERSITY.—The introductory lecture to the session of the faculty of medicine in connection with this University was delivered yesterday afternoon by Professor Howard. There was a large assembly of students, and the lecture, which consisted chiefly of a synopsis of college duties, with advice as to the methods of pursuing studies, was attentively listened to.