

THE EXAMINER.

VOL. XXVII

CHARLOTTETOWN, PRINCE EDWARD ISLAND, MONDAY, MAY 22, 1876.

NO. 21.

The Examiner

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RATES OF ADVERTISING

The following are the Rates and Terms of Advertising as agreed to by the publishers of newspapers in P. E. Island:—20 cents per inch for first insertion, and 20 cents for each continuation. Ten per cent. discount from this rate will be made on all advertisements continued for 3 months; 20 per cent. if continued for 6 months; 30 per cent. if continued for 9 months; and 40 per cent. if continued for 12 months.

Table with columns for Day, Week, Month, and Year, listing advertising rates for various durations and quantities.

All advertisements exceeding 12 lines will be subject to a discount of 10 per cent. additional, if continued for one year. Annotators will be allowed 10 per cent. discount when they advertise to the amount of \$50 per year; 15 per cent. when to the amount of \$100 per year; and 20 per cent. when to the amount of \$200 per year, and not otherwise.

ALMANAC FOR MAY, 1876.

Table containing moon's changes, full moon, 8th day, 5h. 46m., a.m., W. Last Quarter, 16th day, 9h. 14m., a.m., S. W. New Moon, 23d day, 1h. 13m., a.m., S. First Quarter, 30th day, 1h. 36m., a.m., W. below horizon.

PRICES CURRENT.

Table listing prices for various commodities such as Flour, Fish, Meats, and Miscellaneous goods.

BUSINESS CARDS.

COOMBS & WORTH, JOB PRINTERS & BOOKBINDERS, 51 WATER STREET, Charlottetown, P. E. Island, Jan. 1776.

E. C. GILSON, IMPORTER & REPAIRER OF SEWING MACHINES, Address—P. O. Box 203, Charlottetown, Oct. 25, 1875.—ly

MacKENZIE & STUMBLER, Auctioneers, Commission Merchants, AND GENERAL AGENTS, 77 North Side Queen Square, Charlottetown, P. E. Island, October 18, 1875.—ly

WILLIAM DODD, Commission Merchant and AUCTIONEER, QUEEN SQUARE, CHARLOTTETOWN, P. E. ISLAND

CARVELL BROS., AUCTIONEERS, Commission Merchants, AND GENERAL AGENTS, Lower Queen St. Charlottetown, P. E. I.

HASZARD BROS., Commission Merchants & Auctioneers, FORWARDING, MANUFACTURERS, AND General Agents, 61 WATER STREET, Opposite Merchants Bank, Charlottetown, P. E. I.

REVERE HOUSE, ADJOINING THE POST OFFICE, ALBERTON, P. E. I. The subscriber has fitted up the above House in a good style, and wishes to inform his friends and the public generally that he is prepared to accommodate Transient and Permanent Boarders.

INTERNATIONAL CENTRAL STREET, Summerside, P. E. Island, JOHN MCKAY, PROPRIETOR.

INSURANCE. ST. LAWRENCE Marine Insurance Co. OF PRINCE EDWARD ISLAND.

BOARD OF DIRECTORS: A. KENNEDY, Esq., President. JOHN F. ROBERTSON, ARTHUR LOBB, THOMAS MOIR, GEORGE D. LONGWORTH, P. W. HYNEMAN, W. D. STEWART.

THE LIVERPOOL & LONDON AND GLOBE INSURANCE COMPANY, PRINCE EDWARD ISLAND.

BOARD OF DIRECTORS: ROBERT LONGWORTH, Esq., President. HON. JAS. DUNCAN, HON. L. C. OWEN, HON. A. C. McDONALD, HON. J. C. POPE, THOMAS ANDRAHAS, Esq., GEORGE R. BIER, Esq.

FAIR RATES. Prompt & Liberal Settlements. Insurance against Fire effected upon Private Residences, Household Furniture and Farm Properties, for One, Three or more years, At Reduced Rates.

Office—Great George Street, Charlottetown, P. E. I. R. R. FITZGERALD, Agent, Ch'town, July 27, 1874.—6m

FIRE AND LIFE. Invested Funds, 1st Jan'y., 1874, \$21,628,356 Deposited with Receiver-General of Canada, 162,800 Other Investments in Dominion of Canada, 367,091

POETRY.

THE LETTER II.

'Twas whispered in heaven, 'twas muttered in hell, And echo caught faintly the sound as it fell; On the confines of earth 'twas permitted to rest, And the depths of the ocean its presence confessed. 'Twill be found in the sphere when 'tis riven asunder, Be seen in the lightning, and heard in the thunder; 'Twas allotted to man with his earliest breath, Presides o'er his happiness, honors and death, Is the prop of his house and the end of his wealth; In the heaps of the miser 'tis hoarded with care, But is sure to be lost with his prodigal heir. It begins every hope, every wish it must bound; With the husbandman toils; with the monarch is crowned; Without it the soldier, the sailor may roam, But woe to the wretch that expels it from home! In the whispers of conscience its voice will be found, Nor e'en in the whirlwind of passion be drowned, 'Twill soften the heart; though deaf be the ear, 'Twill make it acutely and instantly hear; But in shade let it rest like a delicate flower; Oh! breath on it softly—it dies in an hour.

CORRESPONDENCE.

To the Editor of the Examiner.

Sir,—I take the following extract from a sketch of the life and character of the late A. T. Stewart in the EXAMINER of the 24th ultimo:—"Grant, recognizing his splendid abilities and integrity, offered him the position of Secretary of the Treasury, but he declined it, in fact, not being a citizen of American birth, it was held impossible for him to accept it."

Will you give me space in your columns to correct two errors in this statement? The first is simply an error of fact, concerning which you have evidently been mis-informed. The second is an error of a graver character; for, besides an erroneous statement of fact, it also conveys to your readers erroneous information on a point of American constitutional law.

In the first place, then, Mr. Stewart did not decline the exalted position tendered him. He was appointed by the President, confirmed by the Senate, and he cheerfully and promptly accepted the appointment. He came on to Washington and engaged a suite of rooms at the Eobit House, preparatory to entering upon the duties of his office, when some one, delving among the Statutes at Large, discovered an old law that had been strangely overlooked by the President and Senate, disqualifying a merchant engaged in the importing line for the office of Secretary of the Treasury.

So anxious was Mr. Stewart to enter upon the duties of his office that he offered—at least so the Administration papers here stated at the time—to surrender his mercantile business into the hands of trustees during his term of office, and let the profits be applied to some object of public good. On consultation, however, it was feared that this arrangement might be regarded as a mere evasion of the law; and the President was obliged to withdraw his nomination.

I have not time to state what I conceive to be the reasons for the law referred to above. Those of your readers who are engaged in mercantile pursuits and who, at the same time, know the powers that are vested in the Secretary of the Treasury, can readily see how the head of a great importing firm, occupying that exalted position could, without any risk to himself, bring untold wealth to his firm.

In the second place, it was not held impossible for him to accept the office on the ground of his foreign birth. So far as I can remember, that objection to his nomination was not mentioned even by the enemies of the Administration; while regret at his necessary withdrawal was universally expressed by the Republican Press. Under our constitution, a naturalized citizen is eligible to any office in the gift of the Government or people, excepting that of President of the United States. Of course under the provision of the constitution, disqualifying a foreign-born citizen for the office of President, the Vice-President must also be native-born, for, in the event of the death or impeachment of the President, he succeeds him during the remainder of the term for which he was elected. I would like to show your readers—as I probably shall when I have more leisure than at present—that the grounds for the exclusion of a foreign-born citizen from the Presidency rest as much with foreign Governments themselves as with the people of the United States.

I regret to have to take issue with my old friend, the EXAMINER. I can assure you sir, that it is not in a spirit of criticism or fault-finding, or with a view of showing superior knowledge on matters, an ignorance of which would be utterly unpardonable in me, that I make this correction, but simply because that I cannot find it in my heart to permit such a serious piece of information as that a foreign born citizen is ineligible to a seat in the President's Cabinet to go to your readers uncontradicted.

SEVEN REQUISITES OF FEMALE CHARACTER.

One evening lately, in our family circle, the conversation turned on "female character," and the various elements of its composition. The subject narrowed by degrees, till the question came to be, what were the main requisites in a good wife? There being considerable diversity of opinion, and room for endless argument, it was agreed that each should write on a slip of paper certain qualifications, in the order deemed most important. The number of points was to be limited in each list to seven, and those which were found in greater number in all the lists were to be regarded as the decision of the company. When the papers came to be examined, there was great variety in the elements noted, and still greater in the order, as might be expected from the different ages and characters of the writers. But by a very decided majority, the following points, in the order given, appeared as the

SEVEN ELEMENTS OF THE BEST WIFE.

- 1. PIETY. 2. SENSE. 3. TEMPER. 4. EDUCATION. 5. MANEERS. 6. BEAUTY. 7. RICHES.

This is the list, as it resulted from the votes, and it will be found to stand a most critical and philosophical examination. But before subjecting it to this, let me say a few words in explanation of the terms composing this seven-fold test. I am an old man accustomed to preaching, and will use the foregoing list like a text.

1. Piety. By this I do not mean any peculiar creed, or mode of religion, but simply the recognition of principles and motives of action, other than those which "are seen and temporal. Piety believes in things "unseen and eternal," and has regard to the Divine Will, as declared either in conscience or in the works and word of God. Amid the tides and surges of life, piety, like an anchor, sure and steadfast, moors the soul to that which is beyond this vale of natural vision; and where piety is wanting, there is neither comfort in our nor safety in trusting.

2. Sense. By this I understand natural capacity, bulk of mind, soundness of judgment; all that is included in the term, better understood than described—"common sense." As Pope has said in one of his admirable couplets—"Good sense, which only is the gift of Heaven; And though no science, fairly worth the seven."

3. Temper. By this I do not mean mere sweetness or amiability of disposition. A country parson was telling Paley how happy he was in his domestic life, having been married thirty-five years, and never had the slightest difference with his dear spouse. "How insipid!" was Paley's expressive reply. There is more than sweetness wanted in a good temper. A woman must have mettle or spirit, as well as meekness or suavity, to entitle her to the attribute of temper.

4. Education. By this I do not understand what, in modern phrase, are called accomplishments. Many an intelligent and well-informed woman, can neither sing nor play, nor speak any other language than the mother tongue, and yet may be well educated. To be able to write and converse well, and to be reasonably well informed on subjects commonly current in the circle in which she moves, is enough to entitle her to the name of an educated woman.

5. Manners. How often do we see every natural and acquired excellence neutralized by disagreeable manners! How often, on the other hand, has plainness, shall I say ugliness, appear lovely, and a multitude of faults been covered, by the charm of a frank and winning manner! There is a life and power in this attribute, deservedly placing it in our list above mere form or feature, which, in marble or on canvas, can be equally admired. Beauty can be imitated by art, but who can paint or imitate with equal truth the vivacity, elegance, dignity, attractiveness of manner.

6. Beauty. This quality speaks to other senses than the ear, and, therefore there is no need for the tongue describing it.

7. Riches. This element, not of female character, but of an eligible wife, is, alas! too well understood to require remark or explanation.

The czar is at Berlin. A despatch from Madrid announces the death of the Archbishop of Seville. A spire 266 feet in height is being erected on St. James' Roman Catholic Church.

The march of civilization in Japan is steady, and the government of the Empire of the Rising Sun are bound to have everything done as in Europe. Changes among the Japs have not been made slowly and gradually, but in the most sweeping fashion. The latest reform consists in a remodeling of the days of labor and of rest. Hitherto there have been six Sundays in each month, or regular resting days, called Ichi-Roku, which were carefully observed throughout the length and breadth of the land. The Government, having ascertained that in Europe there are but two such days in the course of the year, came to the conclusion that they would have the same number, and have issued a decree abolishing the Ichi-Roku and making the new days of rest correspond with the Christian Sabbath. By way, however, of letting the people down easily, they have likewise proclaimed a half holiday on Saturday afternoon, when "loafing" will be in order.

Some of the advantages of having a standing army in the time of peace have been made manifest to the Germans. The French authorities used to send detachments of troops to farmers in want of hands at harvest time, but as they never thought of forming "railway regiments," with a view to teaching the men everything relating to the construction and management of railways, they could not do what has just been done in Germany. A few weeks since a bridge on the Berlin and Dresden line was carried away by a freshet and traffic interrupted. A new bridge had to be built; the managers of the road applied to the War Office for the services of the railway regiment. It was ordered that the request was received at Berlin, but in a few minutes the drums were beating to quarters and a special train conveying the men and materials was at once despatched. By midnight the work of construction was begun and went on steadily night and day for three days and a half, at the end of which time the bridge, 60 feet long and capable of sustaining railway traffic for ten years, was entirely rebuilt. The authorities received that more praise than they think they did not ask for explanations, but within three hours of being applied to, had the regiment on the ground and at work, accomplishing a feat beyond the power of any contractor.

The Education Law.

Report of Investigation Committee.

NORMAN A. STEWART, examined.

I am Visitor for Prince County, I have been since 1874, was formerly a teacher. The cause of vacancies is chiefly scarcity of teachers. Their scarcity is principally due to smallness of salary.

I taught nine years and three months. I could not save any money on the salary, except very little. The salary would pay very little more than incidental expenses. My salary for the last three years was supplemented by the people to the extent of about \$200 per year.

In Prince County, in the greater number of instances, they supplement the salary more or less. The cause of the small attendance of children is chiefly the indifference of the people, scarcity of teachers, and want of suitable accommodations, such as comfortable schools particularly in winter.

Under the Act the people have power to provide suitable accommodations. In some instances, the supplementary salary is raised by trustees personally, in others by trustees and a few other people, some paying nothing.

For a teacher beginning, I do not think the present salary sufficient. The salary for a first class teacher is \$50 for the highest class \$55. A grammar school teacher receives £100 where two districts are united, £90 where there is only one district. I would raise salaries all around. The teachers should be graded and paid according to the qualifications of the teacher.

I would pay them from \$30 to \$600. This does not refer to Grammar Schools. I believe this should be raised from three different funds, Local, County and Provincial, something as in Nova Scotia and New Brunswick.

I would pay for efficient Teachers according to the value of their services. I think the standard of Education among Teachers not higher than formerly. As Visitor for Prince County, I do not know that I have prescribed any system of teaching. I have made some recommendations which should be called systems, but only tried to carry out the Normal School system.

I have issued no general circular to the teachers of the County. I have written to some teachers, and have made suggestions to some. The rules and regulations are in the district schools of the Island. I am familiar with these rules.

To my knowledge, about one-third of the teachers have been trained in the Normal School. Teachers are not now required to have any Normal School training; they are not required to attend the Normal School. The schools conducted by Normal School graduates are better than those conducted by non-graduates in the Normal School teachers are better. I think it would be advisable to revert to the old system of attending at the Normal School, and extend the time of attending to at least one year.

2ND RULE OF RULES AND REGULATIONS. The books used as far as I know are the Irish National Series, Nelson's Series and the Royal Readers. I am informed of the books prescribed by the Board, by notices in the newspapers. When teaching I had to inform myself of the books prescribed.

I have been verbally informed by the Secretary of the books last prescribed. I would notify the teachers through the press, of the books prescribed. I am dependent on the press and the Secretary of the Board's verbal communication for the list of books prescribed. I was told of the books prescribed when presenting my annual Report.

Le Nouveau Traite is used in French schools. It is a sectarian book. Very little English is taught in the great number of French schools. There are no special rules for those schools. This is my second Report, I do not remember referring particularly to it in my first Report.

I made no such remarks in my first Report. My predecessor mentioned this matter. The knowledge obtained in the French Schools for all practical purposes is very low.

There is a difficulty that suitable element of the French Readers are not prescribed. The books used have been used since the schools were established. English is taught to a certain small extent, but the teaching is chiefly French. The book Le Nouveau Traite is not authorized by the Board.

Some of the prescribed books are taught in those schools. I consider the object of the Act to be to teach the English language. I have reported the schools as not complying with the rules, and there my duty ceased. I do not think it practical to teach French chiefly. It would be impossible to teach English in the Catholic Schools.

It would be of more advantage to the children to have proper French books prescribed, if it is known of districts where only Gaelic was spoken. I do not know of sectarian teaching in any schools other than those French schools. I do not know that catechism is taught in any school during school hours. Catechism was taught after school hours. This is allowed by the Act.

I do not find that the Catechism is taught in any school in the French schools. I believe that (teaching the Catechism) was generally practiced throughout the Island in ungraded schools. Le Nouveau Traite is a sectarian book, and is the same as that taught in the Convent school. Question—Do you consider it advisable to retain children after school hours for religious instruction? Answer—From a sanitary point of view, I consider it inadvisable. From a religious point of view, I think it would give children a distaste for religion. There has been religious teaching in other than French schools during my term of office, but not during the last twelve months. I suggested that the catechism should not be taught during school hours, and my suggestion has been carried out. I visit the schools, enquire of the teachers how the teaching is conducted, ask for lists of books taught, and speak with trustees on any subject which may have a choice of religion in my enquiries. I believe sectarian teaching is now abandoned. I could not find such teaching after my first visit. I believe that sectarian distinctions tend to a very considerable extent to lessen the interest taken by the people in public schools. This is pretty much the case over the County, but is chiefly felt in Summerside. This is one cause of the disgraceful state of the school mentioned in Summerside. This is also partly because the Act does not give power to trustees to improve the condition of the schools, and no one is sent children to school unless he pleases to

do so. The principal cause is the want of a compulsory law. I believe the school system cannot be carried out without it. I believe a judicious compulsory Education Bill could be carried out, and a denominational feeling would not seriously interfere with it. This might be a difficulty at first. I do not think denominational feeling is so strong as to prevent such laws being carried out.

This feeling is stronger in the towns. There is the Convent School in Summerside, but I do not know what is taught there. As to the 130 children mentioned in the Report as not attending school, the reason is because the public schools have been abandoned by the people. I do not know to what denomination these children belong. There was another school in connection with the Convent School, established by the trustees. I found 130 of different denominations not attending any school. The principal men will not take the trouble to call meetings.

Some of the people in this district are illiterate, others intelligent. The chief causes for this state of affairs are: 1. Carelessness of people. 2. School site is not fit for a school, and the school-house is not fit for children, and parents will not send their children to it. Last spring I called a meeting of the inhabitants, a few attended. They appointed a committee and reported to the Board to (recommend to) remove the school-house. This was given up through carelessness. I do not hear of complaints of non-attendance at Convent schools. I can give no further reasons for the state of the school-house.

I was told of the school in connection with the Convent School. I cannot say how many boys are in the Convent schools. It was not my business to enquire into such matters. During the nine years I was teaching, I taught in four districts. I did not impart sectarian instruction in any of those schools. I use no formularies, I could teach sectarianism without formulas, but did not do so. I opened school with prayer. I used prayer prescribed, and the Lord's Prayer as in King James' "Version of the Scripture."

The districts I taught in were chiefly Protestant, in the last there were some Catholics. I read the Lord's prayer in the last school I taught in; but it was never objected to. I do not think denominational schools are practicable in Summerside because it is a mixed community. There would be a sufficient number of children to fill both schools, if they would attend. I am not prepared to say if such schools would be satisfactory to the people of Summerside.

I do not think the majority of the people desire denominational schools. To improve our present school system, I believe we want an efficient Normal School and large Normal School buildings, and the teachers should attend there at least one year. Salaries of teachers should be raised and teachers paid by results. We want a Compulsory Education Bill. Provisions should be made for County Educational Conventions, where teachers could meet at least once a year, to improve themselves and become acquainted with the working of schools in other places. We want a Council of Public Instruction and a Minister of Education in place of the present Board. A Minister of Education would be one who would see the laws carried out; who would advise the Council as to what improvement he considered would be for the benefit of the country. He should have a seat in the House of Assembly.

I believe provisions should be made for suitable playgrounds at all schoolhouses. I believe playgrounds are of as much importance as good schoolhouses. Many schoolhouses are now built on the public roads. I do not think the system of graded schools could be carried out outside villages. I think in many cases that three schools could be amalgamated into two. I believe the New Brunswick Act would come nearest to our requirements. Some parts of it might be thrown out, and some parts of the Nova Scotia Act taken in. I do not believe the reading of the Bible, in place of the present Board, would be denominational teaching.

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able, and children who will be neighbors should be brought up together.

I think the teachers now teaching the catechism should be prohibited such teaching. I believe the Board of Education is willing and anxious to do its best, but in the present state of the law is unable to do so. There are difficulties about having a Minister of Education, but I am not prepared to give an opinion on this matter. It is very difficult to work under the present state of the law. I would be in favour of local taxation, if taxes are collected by the Government; if not collected they never would be collected. I think this would be a great improvement. I would enlarge the powers of the existing trustees. Under the present state of things the teacher cannot be dismissed by the trustees. I would give the trustees power to dismiss a teacher on a month's notice, subject to appeal to the Board.

The great number of vacant schools is partly due to paucity of teachers, and this paucity is mainly due to low salaries. I was not present at the last two meetings of the Board. I do not know if any representations were made by the Board to the Government about the evils complained of in the Report. I did not see the last Report till it came to my house the other day. Question—Do you think history should be taught in our public schools? Answer—If you mean a course of history, I think the time is not yet arrived when it is so limited that they might be better employed. If the children have time, I think they might read history.

I know nothing about the way Butler's Catechism is taught in schools. I think the standard of education among the teachers is higher than when I came to the Island. (Signed) A. McLEAN.

WILLIAM McPHAIL, examined. I have been School Visitor for Queen's County since 1868, except for seven months when I was dismissed. I was teacher for twenty-one years before that time, since 1847. In some respects, since 1868 there has been an advance in education. In other respects a retrograde movement has taken place. There has been a retrograde in attendance. I think the whole attendance has been rather on the increase, but the average attendance has been lower. I think the status of the teachers has not improved. Owing to low salaries, teaching has been thrown into the hands of boys and girls. I am certain that the better class of teachers has left the profession.

The abolition of the law for compulsory attendance at the Normal School has had the result of deteriorating the class of teachers. In some cases the desire to better themselves has caused men to leave the profession, though there are some exceptions where good teachers remain, but this is owing to necessity. Speaking generally, I think, in many localities, the interest in education has increased. In some localities, where there are good teachers, the interest has increased. The trustees have not sufficient power to carry out their duties. I would give them power to dismiss teachers and to make all assurance for the better purpose (repealed). There is no power to compel residents to attend meetings; and I think the trustees should have power to assess without calling a meeting as there is a yearly meeting, and trustees should be able to transact business without a further meeting.

THE BOARD. As now constituted, I do not think the Board the best means of carrying out the law. I think there should be a Superintendent of Education to see the law carried out. There is a want of coherency in the Board. Sometimes I believe there is no quorum. I believe this from having heard it. I am not kept informed of the proceedings of the Board. I have no orders as to books. I have never been asked by the Board for any advice. I have been at meetings of the Board when I was particularly interested. I have never been called by the Board to explain any report. I never had any official notice taken of suggestions made in my report.

The sectarian aspect of the education is not the main obstacle with the people. It appears to be an obstacle somewhere at headquarters. The people have an idea that the Legislature is afraid to approach the subject of improvement of Education on account of the sectarian aspect. I do not think the people desire the sectarian system to be introduced. In some localities, there is an amiable feeling. They are dissatisfied with the existing system because it does not do justice to teachers, trustees, or parents. There is a great degree of apathy, but not indifference, in the country on the subject of the law. I think the difficulty in electing trustees. People think they can do better by attending to other affairs (than by attending school meetings).

The lowliness of teachers' salaries, the uncertainty of their tenure, and the difficulty of electing them are causes of dissatisfaction. Teaching the catechism is not a novelty. It was not so general some time ago. Thirty-eight Roman Catholic teachers teach it in the French schools. I think the class-books are all denominational. I believe Butler's Catechism is taught in some schools during school-hours. Many teachers have told me it was taught before or after hours. Where the schools were ungraded, I never said anything about the catechism, because I did not think they would do any harm, and if the parents were satisfied I do not think I had any reason to interfere. I never reported it in my report. I do not think it advisable to keep children in after school-hours for religious instruction, as they are then worn out and unfit for receiving such instruction.

Once upon the Roman Catholic form of prayer used in classing school. I do not think it right; there was a family of Protestants (in the district), but I cannot say if they were present. (Some) Protestant schools in which the catechism is taught in the Flat River, Springton, Wood Islands East, Rona, Lot 63, South Pointe (I am not certain about this school). Belfast Grammar School, though I do not think within the last eighteen months. Point Prim, Valleyfield, at one time not at present. I am uncertain about this school. Harville. The shorter Presbyterian Catechism is used and some others. In some places the teachers are required to teach the catechism by the trustees or people, generally by the parents.

I never reported these teachers without giving them any instructions. I never reported them by name. It was merely a general report. The board gave me no instructions. The catechism was taught before my visit. I never wished to sanction the use of these books. I have not ascertained that any other sectarian books were used in any of the schools except the French schools. The Rules and Regulations are posted up in the schools. The Secretary of the Board has not given me written instructions about books. I had no definite orders as to books, except that, about four years ago, I was directed to see that book-keeping was taught.

A general impression that the Irish National Series and Nelson's Series should be used, and the teachers expect definite instructions with regard to the New Brunswick Series. The teachers teaching the catechism may have reported these teachers without accordance with the Act. The books in the French schools seem to be partly extracts from the Scripture. Of two