

Apportionment to Cities, Towns, and Villages, for 1867.

| | Common Schools. | R. C. Sep. Schools. | Total. |
|----------------------|-----------------|---------------------|------------|
| Cities— | | | |
| Toronto | \$3105 00 | \$1611 00 | \$4716 00 |
| Hamilton | 1786 00 | 314 00 | 2100 00 |
| Kingston | 1111 00 | 389 00 | 1500 00 |
| London | 1357 00 | 201 00 | 1558 00 |
| Ottawa | 776 00 | 856 00 | 1632 00 |
| | \$8135 00 | \$3371 00 | \$11506 00 |
| Towns— | | | |
| Amherstburgh | \$140 00 | \$110 00 | \$250 00 |
| Barrie | 159 00 | 61 00 | 220 00 |
| Belleville | 528 00 | 174 00 | 700 00 |
| Berlin | 260 00 | 40 00 | 300 00 |
| Bothwell | 106 00 | ..... | 106 00 |
| Bowmanville | 230 00 | ..... | 230 00 |
| Brantford | 603 00 | 119 00 | 722 00 |
| Brockville | 324 00 | 136 00 | 460 00 |
| Chatham | 429 00 | 51 00 | 480 00 |
| Clifton | 88 00 | 54 00 | 140 00 |
| Cobourg | 423 00 | 107 00 | 530 00 |
| Collingwood | 155 00 | ..... | 155 00 |
| Cornwall | 210 00 | ..... | 210 00 |
| Dundas | 215 00 | 115 00 | 330 00 |
| Galt | 358 00 | ..... | 358 00 |
| Goderich | 360 00 | ..... | 360 00 |
| Guelph | 422 00 | 158 00 | 580 00 |
| Ingersoll | 338 00 | 84 00 | 422 00 |
| Lindsay | 138 00 | 102 00 | 240 00 |
| Milton | 100 00 | ..... | 100 00 |
| Napanee | 187 00 | 33 00 | 220 00 |
| Niagara | 158 00 | 77 00 | 235 00 |
| Oakville | 103 00 | 67 00 | 170 00 |
| Owen Sound | 280 00 | ..... | 280 00 |
| Paris | 224 00 | 46 00 | 270 00 |
| Perth | 211 00 | 79 00 | 290 00 |
| Peterborough | 274 00 | 176 00 | 450 00 |
| Pictou | 175 00 | 65 00 | 240 00 |
| Port Hope | 450 00 | ..... | 450 00 |
| Prescott | 140 00 | 120 00 | 260 00 |
| Sandwich | 145 00 | ..... | 145 00 |
| Sarnia | 230 00 | ..... | 230 00 |
| St. Catharines | 545 00 | 285 00 | 830 00 |
| St. Mary's | 345 00 | ..... | 345 00 |
| St. Thomas | 187 00 | ..... | 187 00 |
| Simcoe | 165 00 | 25 00 | 190 00 |
| Stratford | 313 00 | 47 00 | 360 00 |
| Whitby | 240 00 | 60 00 | 300 00 |
| Windsor | 371 00 | ..... | 371 00 |
| Woodstock | 390 00 | ..... | 390 00 |
| | 10623 00 | 2391 00 | 13013 00 |

Villages—

| | Common Schools. | R. C. Sep. Schools. | Total. |
|-----------------------|-----------------|---------------------|-----------|
| Arnprior | \$130 00 | ..... | \$130 00 |
| Ashburnham | 110 00 | ..... | 110 00 |
| Aurora | 130 00 | ..... | 130 00 |
| Bath | 75 00 | ..... | 75 00 |
| Bradford | 113 00 | ..... | 113 00 |
| Brampton | 185 00 | ..... | 185 00 |
| Brighton | 130 00 | ..... | 130 00 |
| Caledonia | 125 00 | ..... | 125 00 |
| Cayuga | 81 00 | ..... | 81 00 |
| Chippewa | 106 00 | 44 00 | 150 00 |
| Clinton | 145 00 | ..... | 145 00 |
| Colborne | 96 00 | ..... | 96 00 |
| Dunnville | 156 00 | ..... | 156 00 |
| Elora | 141 00 | 29 00 | 170 00 |
| Embro | 74 00 | ..... | 74 00 |
| Fergus | 130 00 | 20 00 | 150 00 |
| Fort Erie | 81 00 | 24 00 | 105 00 |
| Georgetown | 164 00 | ..... | 164 00 |
| Georgetown | 156 00 | ..... | 156 00 |
| Hawkesbury | 140 00 | ..... | 140 00 |
| Hespeler | 95 00 | ..... | 95 00 |
| Holland Landing | 80 00 | ..... | 80 00 |
| Iroquois | 76 00 | ..... | 76 00 |
| Kemptville | 117 00 | ..... | 117 00 |
| Kincardine | 150 00 | ..... | 150 00 |
| Lanark | 62 00 | ..... | 62 00 |
| Listowell | 98 00 | ..... | 98 00 |
| Merrickville | 64 00 | 34 00 | 98 00 |
| Mitchell | 195 00 | ..... | 195 00 |
| Morrisburg | 118 00 | ..... | 118 00 |
| Mount Forest | 99 00 | 16 00 | 115 00 |
| Newburgh | 120 00 | ..... | 120 00 |
| Newcastle | 100 00 | ..... | 100 00 |
| New Edinburgh | 37 00 | ..... | 37 00 |
| New Hamburg | 121 00 | ..... | 121 00 |
| Newmarket | 101 00 | 59 00 | 160 00 |
| Oil Springs | 140 00 | ..... | 140 00 |
| Orangeville | 88 00 | ..... | 88 00 |
| Orillia | 176 00 | ..... | 176 00 |
| Oshawa | 208 00 | 51 00 | 257 00 |
| Pembroke | 66 00 | 26 00 | 92 00 |
| Petrolia | 78 00 | ..... | 78 00 |
| Portsmouth | 92 00 | 39 00 | 130 00 |
| Port Dalhousie | 145 00 | ..... | 145 00 |
| Preston | 148 00 | 27 00 | 175 00 |
| Renfrew | 75 00 | ..... | 75 00 |
| Richmond | 60 00 | ..... | 60 00 |
| Smith's Falls | 125 00 | ..... | 125 00 |
| Southampton | 90 00 | ..... | 90 00 |
| Stirling | 92 00 | ..... | 92 00 |
| Strathroy | 130 00 | ..... | 130 00 |
| Streetsville | 83 00 | ..... | 83 00 |
| Thorold | 154 00 | 66 00 | 220 00 |
| Trenton | 135 00 | 65 00 | 200 00 |
| Vienna | 100 00 | ..... | 100 00 |
| Waterloo | 158 00 | ..... | 158 00 |
| Welland | 115 00 | ..... | 115 00 |
| Wellington | 80 00 | ..... | 80 00 |
| Yorkville | 183 00 | ..... | 183 00 |
| | \$6816 00 | \$499 00 | \$7315 00 |

Summary of Apportionment to Counties for 1867.

| | Common Schools. | Separate Schools. | Total. |
|------------------------------|-----------------|-------------------|-------------|
| 1. Glengarry | \$2130 00 | \$273 00 | \$2403 00 |
| 2. Stormont | 1933 00 | ..... | 1933 00 |
| 3. Dundas | 2181 00 | ..... | 2181 00 |
| 4. Prescott | 1510 00 | 144 00 | 1654 00 |
| 5. Russell | 799 00 | ..... | 799 00 |
| 6. Carleton | 3265 00 | 114 00 | 3379 00 |
| 7. Grenville | 2249 00 | 41 00 | 2290 00 |
| 8. Leeds | 3631 00 | 20 00 | 3651 00 |
| 9. Lanark | 3217 00 | 16 00 | 3233 00 |
| 10. Benfrew | 2482 00 | 84 00 | 2566 00 |
| 11. Frontenac | 2881 00 | 153 00 | 3034 00 |
| 12. Addington | 1893 00 | 70 00 | 1963 00 |
| 13. Lenox | 901 00 | ..... | 901 00 |
| 14. Prince Edward | 2054 00 | ..... | 2054 00 |
| 15. Hastings | 4153 00 | 11 00 | 4164 00 |
| 16. Northumberland | 4047 00 | 70 00 | 4117 00 |
| 17. Durham | 3710 00 | ..... | 3710 00 |
| 18. Peterborough | 2518 00 | 42 00 | 2560 00 |
| 19. Victoria | 2796 00 | ..... | 2796 00 |
| 20. Ontario | 4528 00 | 6 00 | 4534 00 |
| 21. York | 6172 00 | 153 00 | 6325 00 |
| 22. Peel | 2891 00 | 17 00 | 2908 00 |
| 23. Simcoe | 5530 00 | 37 00 | 5567 00 |
| 24. Halton | 2151 00 | ..... | 2151 00 |
| 25. Wentworth | 3267 00 | 63 00 | 3330 00 |
| 26. Brant | 2304 00 | ..... | 2304 00 |
| 27. Lincoln | 2084 00 | 38 00 | 2122 00 |
| 28. Welland | 2096 00 | 114 00 | 2210 00 |
| 29. Haldimand | 2442 00 | 29 00 | 2471 00 |
| 30. Norfolk | 3213 00 | 45 00 | 3258 00 |
| 31. Oxford | 4770 00 | ..... | 4770 00 |
| 32. Waterloo | 3340 00 | 157 00 | 3497 00 |
| 33. Wellington | 5018 00 | 384 00 | 5402 00 |
| 34. Grey | 5019 00 | 228 00 | 5247 00 |
| 35. Perth | 3901 00 | 104 00 | 4005 00 |
| 36. Huron | 5898 00 | 82 00 | 5980 00 |
| 37. Bruce | 3882 00 | 43 00 | 3885 00 |
| 38. Middlesex | 6778 00 | 131 00 | 6909 00 |
| 39. Elgin | 3489 00 | ..... | 3489 00 |
| 40. Kent | 3077 00 | 153 00 | 3230 00 |
| 41. Lambton | 2936 00 | 42 00 | 2978 00 |
| 42. Essex | 2363 00 | 46 00 | 2409 00 |
| District of Algoma | 350 00 | ..... | 350 00 |
| | 138799 00 | 2910 00 | 138709 00 |
| GRAND TOTALS. | | | |
| Counties and Districts | \$138799 00 | \$2910 00 | \$138709 00 |
| Cities | 8135 00 | 3371 00 | 11506 00 |
| Towns | 10623 00 | 2391 00 | 13013 00 |
| Villages | 6816 00 | 499 00 | 7315 00 |
| | \$161372 00 | \$9171 00 | \$170543 00 |

II. Papers on Practical Education.

1. AIDS TO SUCCESSFUL TEACHING.

It is an old saying, that poets are born, not made. In degree, the same thing is true of teachers; there is a certain tact, or art, almost indescribable, possessed by very few, but which, when possessed, renders the teaching of the fortunate individual so attractive as to make him, without doubt, a successful teacher, so far as that lies within the range of human attainment. It is true, as Addison has said—

"'Tis not in mortals to command success,"

but then he adds—

"But we'll do more, Sempronius, we'll deserve it."

It is in this latter view of *deserving* success, that we purpose laying before our readers a few of the more prominent aids to successful teaching.

I. To be successful, you must be in earnest.

Does this admit of doubt? Look around you in the world, see those who through many difficulties and dangers have achieved great success in any undertaking, and you will invariably find that one main feature of their character was earnestness. They set a fixed end before their mind's eye, and with indomitable perseverance they pressed on to its attainment.

As an illustration of this, take the case of Dr. Livingstone; having offered himself as the pioneer of Christian missions to Central Africa, see with what heroic courage he has persevered in the work, amidst difficulties and disasters which would have compelled most men to succumb and retire. Driven back by the unfriendly and suspicious natives, attacked by disease, his wife falling a martyr by his side, he has yet continued at his post. And to be successful teachers, we must imitate this example; we must not be deterred by trifles; difficulties that appear must be surmounted; the work to which we have put our hands is great and important; the time at our disposal is short and fleeting; every moment as it wings its flight is lessening

our opportunities of doing good; oh, then, be earnest in the work, and go to your classes with the conviction and sentiment of Nehemiah, when, in answer to those who sought to hinder him in his work of re-building Jerusalem's prostrate walls, he replied, "I am doing a great work, so that I cannot come down." If this spirit were more manifested in teachers, there would be less of that inconstant—by fits and starts, here to-day and away to-morrow—sort of teaching which unhappily too much prevails in all our schools.

We read in history that at the time when this country was torn into shreds and sections, when Saxon and Dane and Norman were fighting for the supremacy, it was customary when any leader wished to rouse a district of country, and recruit his wasted forces, to take a war arrow, split it into four parts, and send them out north and south, and east and west; the splinter passed from one freeman's home to another; if it was put into his hand, he must needs send it on to his next neighbour, or if he was absent, it was stuck into the lintel of his door, or into the house-father's great arm chair, which stood by the fireside, and woe betide the man who failed, on his return to send it on. And thus from house to house the arrow sped, oftentimes throughout the night; and then, in the grey light of the morning, the leader's heart was gladdened by the sight of many flocking to his standard.

II. Be patient.

We once read a story of a little girl who got a number of seeds from her father, and a piece of ground in which to sow them; this was to be her garden, no one was to work there but herself; with great glee she set to work and sowed every seed she had; day by day, aye many times a day, she visited the spot, expecting to see the flowers shooting above the soil, but alas nothing was to be seen; growing impatient, she one day raked away the soil to ascertain the reason why, and in doing so, as was to be expected, she raked away the seeds as well. This is an apt illustration of the history of many Sunday school teachers. For a time they continue to work with commendable zeal, none are so regular or punctual as they; but by and bye the interest flags, they do not see any result of their labour, the work becomes irksome and annoying, they find it interferes with their leisure and convenience, and, like the restive horse, becoming