

town, and for any Magistrate in any village, or township, or town, where there is no Police Magistrate, to investigate and decide upon any complaint made by any person against any parent or guardian for the violation of the foregoing sixteenth section of this Act, and to impose a fine, not exceeding dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the one hundred and fortieth section of the Consolidated School Act: Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any school, or the child is being otherwise educated, and in either of the latter cases the Magistrates shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

18. The Trustees of any school section or municipality shall have the same authority to provide a residence for a school teacher, that they now have by law to provide school accommodations.

19. The report of the School Trustees required by law to be laid before the annual school meeting, shall include a summary of their proceedings and state of the school during the year, together with a detailed statement of receipts and expenditure, signed by either or both of the School Auditors of the section; and in case of difference of opinion between the Auditors on any matter in the accounts, it shall be referred to and decided by the County Superintendent.

20. Should the Secretary of a trustee corporation neglect or refuse at any time to give notice of a school trustee meeting, it shall be lawful for any trustee to do so, by giving notice of such meeting to his colleagues.

21. All moneys collected in any school section by the trustee corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and should the trustees refuse or neglect to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such moneys, and the provisions of the 137th section of the consolidated school act, shall apply to them.

22. Any Chairman of a school meeting, who may be elected school trustee at such meeting, shall make the declaration of office now required of trustees by law in presence of the secretary of such meeting.

23. Should the majority of the school trustees, or the majority of a public school meeting, neglect or refuse, in a case of difference in regard to a school site, to appoint an arbitrator, as provided in the thirtieth section of the Consolidated School Act, it shall be competent for the County Superintendent with the arbitrator appointed, to meet and determine the matter, and the County Superintendent shall have a second or casting vote in case they should not agree.

24. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province be present at any lawful meeting, in consequence of the neglect or refusal of their colleagues to meet them, it shall be competent for them to make and publish an award upon the matter or matters submitted to them, or to adjourn the meeting for any period not exceeding ten days.

25. Any Division Court Judge receiving an intimation of appeal from his decision, under the authority of the one hundred and eighth, and five following sections of the Consolidated School Act, shall thereupon certify under his hand to the Minister of Public Instruction, the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereon.

26. *The summer vacations of all the public schools shall be from the 15th of July to the 15th of August, inclusive.*

All Acts and parts of Acts inconsistent with the provisions of this Act, as far as they shall affect this Act, but not to any greater extent, are hereby repealed.

3. TOSSORONTIO ANNUAL TOWNSHIP EXAMINATION.

The Local Superintendent has just sent us the following:—This examination was held 23rd Dec., 1868. The room was filled with children of all school ages; fathers and mothers, sisters and brothers, friends and neighbours, near at hand and far away; trustees, councillors, examiners and judges. The candidates for honors, with their smiling faces and hopeful hearts; the *interested* and the *disinterested* spectators with their respective peculiar looks and movements, and those upon whom it devolved both by wise appointment and ready consent to discover merit and award prizes, with their sober thoughtfulness, were easily distinguishable; and all gave not only a deep, but also a soundly increasing interest on such occasions. The work of the day consisted in the thorough examination of a large number of large and small classes, embracing all the subjects commonly taught in our schools, in deciding and sometimes with

difficulty who were the successful candidates, and in arranging and distributing over one 100 prizes. It involved much toil and weariness; but in addition to the encouragement from the anticipated good effects in such a noble cause, all were favoured with a very acceptable use and strength for both mind and body, through the kindness and liberality of Mr. and Mrs. Andrew Murphy, and Mr. and Mrs. James Gilmore, who, for so many, provided both dinner and tea, not forgetting the children, all of which was heartily and thankfully received and acknowledged. At the close, there was a short discussion with the view of elementary hints for practical purposes, and ascertaining the existing general impression which could be sought more successfully, by going from house to house and in private conversation. Having then unanimously appointed their three faithful judges and examiners and the local superintendent, as a committee to draw up an improved plan for their next examination, many, if not all, left well satisfied and determined to encourage Annual Township Examinations.

II. Papers on Practical Education.

1. THE MAGNETIC TEACHER.

BY WM. OLAND BOURNE.

"Well, girls! on your way to school this bright morning?" I said to a group of children, as I was passing along near the grammar-school in ——— street, in my own district of the city.

"Yes, sir," they answered, looking up at me with pleasure in their eyes.

"Well," I said, "I hope you are good girls, and learn your lessons, and do not give the teacher any trouble."

"Oh, we learn our lessons; but we hate our teacher," was their response.

"What! hate your teacher! You ought to love her."

"We can't. She is the most hateful teacher ever was," they all replied. "She don't love us a bit; and, then, she's so cross we don't have any pleasure at all in school."

"No, no, girls! I guess the girls are at fault. They are late, and do not learn; and then they will do mischief, you know. Now, if you see how good you can be, you will find a great change in the teacher."

And so I chatted, as I frequently do, with the little ones, till they came to the school-house door, and I bade them good morning.

I fell into a train of thought on what I had heard from the lips of the little crowd, who were to be in the hands of an artist for the next six hours, and for many days to come. But what kind of an artist? You go to the doors of an iron foundry, and peep into the smokey dimness of the cavern, where the toilers are working out their life-problems, and you may see some such a worker. The iron-moulder takes a heavy, rough frame of wood, and in the bed of sand lays down the pattern which must be impressed upon it in order to receive the molten metal. Though the pattern be smooth as the keenest blade can make it, the casting is rough and needs planing, and turning, and polishing to finish it for its place in the superbly-constructed engine, or the delicately-adjusted loom. Such a teacher as I have described is like the rough moulder who turns out the rudest form of the work, which must be turned and polished by more skilful hands and more cultivated minds.

But the advantage is on the side of the moulder in sand. If the casting be imperfect, or if it show a flaw, or if it possibly becomes bent in cooling, the iron can be broken up, thrown again into the fire, and recast. The sand can be heaped together, re-laid, and re-moulded. But the delicate structure of the young mind and heart may be carelessly or rudely shocked into a perpetual moral deformity. I know a lad who is condemned to imbecility of intellect, incurable, in consequence of the imprudence and harsh treatment of his early teacher.

Passing on my way near the same school on another occasion, soon after the above incident occurred, I overtook several of the pupils on their way home.

"Well, girls! out of school, and now for home."

"Yes, sir; and we love to go to school."

"Do you? Girls are not very fond of school, are they?" I asked.

"But we are," they replied. "We love our teacher; she makes every thing so pleasant."

These girls were in a class under the care of another teacher in the same school; but how different the influence exerted on the affections—and, through the affections, on the mental power of the pupils—by these two teachers! One was at the positive and the other was at the negative pole of the spiritual and mental battery. One was attractive, the other repulsive. One lent a charm to her class-room, and filled the atmosphere with pleasurable particles of youthful enjoyment, even as the little atoms of dust, floating in the