

viso of the 3rd clause of the 27th section, you will please favour me from time to time with a copy of the proceedings of your Council on Educational matters.

On the subject of the basis of the apportionment for this year, I have to refer you for information to the accompanying Circular, addressed to clerks of counties.

I have the honor to be,

Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto 10th July, 1852.

CITIES.	POPULATION.	APPORTIONMENT.	TOWN MUNICIPALITIES.	POPULATION.	APPORTIONMENT.
		£ s. d.			£ s. d.
Toronto,	30,763	42d. 508 17 0½	Amherstburgh,	1,980	37 4 2
Hamilton,	14,199	281 0 5½	Chatham,	2,070	40 19 4½
Kingston,	11,585	229 5 8½	Guelph,	1,860	36 16 3
			Perth,	1,916	37 13 5
			Simcoe,	1,452	28 14 9
			Woodstock,	2,112	41 16 0
	56,547	1,119 3 2½		11,290	223 8 11½
TOWNS.			INCORPORATED VILLAGES.		
Belleville,	4,569	90 8 6½	Chippewa,	1,193	23 12 2½
Brantford,	3,877	76 14 7½	Galt,	2,218	44 9 10
Brockville,	3,216	64 4 10½	Ingersoll,	1,190	23 11 0½
Bytown,	7,760	153 11 8	Oshawa,	1,142	22 12 0½
Cobourg,	3,871	76 12 3½	Paris,	1,890	37 8 1½
Cornwall,	1,692	33 9 9	Preston,	1,180	23 7 1
Dundas,	3,517	69 12 1½	Ricimond,	434	8 11 9½
Goderich,	1,329	26 6 0½	St. Thomas,	1,274	25 4 3½
London,	7,124	140 19 11	Thorold,	1,091	21 11 10½
Niagara,	3,340	66 2 1			
Peterborough,	2,191	43 7 3½			
Pictou,	1,569	31 1 0½			
Port Hope,	2,476	49 0 1			
Prescott,	2,156	42 13 5			
St. Catharines,	4,368	86 9 0			
	53,085	1,050 12 9½			
			Total apportionment, to cities, towns, and villages, ...	11,642	230 8 3½
					£2,623 13 3

ENERGY REQUISITE FOR THE TEACHER.

In another part of this *Journal* we have devoted some attention to the consideration and essential importance of the "proper arrangement and natural sequence" of certain branches of study, and the symmetry and thoroughness which should characterize all kinds of Education. To guard the teacher against too much minuteness, and thereby feebleness, in his mode of instruction, we have selected the following excellent counsel from a late number of the *Massachusetts Teacher*:

Energy is an indispensable requisite in almost every employment: especially is it necessary for the teacher. The artisan works upon brute unconscious matter, moulding the crude and shapeless mass to forms of beauty and utility. The laws by which he operates are simple and uniform. The teacher works upon mind: the image of the Eternal Spirit. How much more subtle and complex are the laws of mind than of matter. The physician has to deal with our outward frames—organized matter, instinct with life and sensibility. The laws of matter thus ennobled by contact with mind, become more complex and abstruse. But it is mind itself that is the subject for the teacher's forming hand. If energy be necessary for the artisan who works on wood or stone, and for the physician who deals with organized forms, much more is it necessary for one who shapes the immortal mind. He must have soul enough to animate his own body, and all the bodies around him. The whole school must be pervaded by his spirit, instinct with his life. He must have vitality enough to arouse the slothful to action; power to hold in check the heedless impulse of the thoughtless; and decision to subdue the obstinacy of the wilful. His is the controlling energy to guide the course of all those committed to his care, in the paths of knowledge. The mind that the teacher is called to mould, is often presented in the most unfavourable condition. Vicious habits, cherished by parental indulgence, are to be corrected, aversion to study almost insuperable is to be overcome, and wilfulness that spurns at wholesome restraint must be subdued. These things are expected of the teacher, and woe to him if he is of feeble and irresolute purpose. It was deemed a hard requirement when the tyrant demanded of his physician,—

"Canst thou not minister to a mind diseased;
Pluck from the memory a rooted sorrow;
Rase out the written troubles of the brain;
And with some sweet oblivious antidote
Cleanse the stuffed bosom of that perilous stuff
Which weighs upon the heart?"

If the teacher is not called upon to rase out of the brain of his scholars, "written troubles" and "rooted sorrows," he is expected to eradicate sloth, correct perverted activity, and by proper culture to remove all the "perilous stuff" with which young hearts are fraught. Baffled by the obstinate dullness of some of his pupils, he is to try again and again to arouse their minds to action. Vexed

by the levity and inconstancy of others, he is never to despair. He must seek for new methods of arresting the attention of the careless. He must invent new plans to illustrate to his scholars those principles, trite and familiar to himself, but wholly unperceived by them. He must resolve to succeed; to yield to no discouragement; to be hindered by no obstacles. A school will not be properly governed unless the teacher has energy and decision of character; and, without proper government, there will be but little intellectual improvement. The scholars soon perceive this deficiency in a teacher. There may be any amount of blustering, an abundance of impotent threats, or a succession of cruelties inflicted by the imbecile tyrant who sits enthroned in the desk, wielding a ferule for a sceptre, but there is no government. The energetic teacher has sufficient force of character to quell all incipient rebellions; or rather he holds so steadily the reins, that no resistance is attempted. Calmly yet effectually he controls those under his charge. Without energy in the instructor, the whole process of teaching degenerates into a dull routine of disagreeable exercises, tiresome from their monotony, and almost useless from their lifelessness. It is a stereotyped edition of dullness. No wonder that to the buoyancy of youthful vivacity, this becomes an intolerable burden; and mischief is continually resorted to, that the insipidity of their daily drudgery may have some seasoning. There is something contagious in energy. It arouses the slothful and inspires the discouraged. Energetic teachers will have energetic scholars; while dullness propagates itself indefinitely. If a teacher has a bad school, it will not do for him to cast the blame on circumstances; he lacks the power to controul the outward circumstances by his own resources. This characteristic of the successful teacher is not to be obtained by simply wishing for it. No one bowed down by tame pursuits and indolence, can by a single purpose break the chains that have long bound him. Yet he need not despair. A beginning of a nobler life may now commence. Each act of self-denying duty, each foolish habit broken, and each temptation overcome, shall increase the power. The oak that throws abroad its giant arms defying the tempest, receives strength and nourishment from each fibre of its branching roots, and each leaf on its boughs that trembles in the breeze. Our destiny is in our own hands. To man is committed the helm; he may steer his bark against the current, or idly float down the stream, till he is lost in oblivion. There is a miserable caricature of energy by which some impose upon themselves, in mistaking for force of character a restlessness of mind, and a showy, bustling manner of doing ordinary things. The eagle in his high flight moves round his broad circles through the sky, without fluttering his pinions;—while the summer insect, dancing in the sunbeams, makes little progress, though his quivering wings vibrate thousands of times in a second. One who has real energy is not solicitous to exhibit it by a blustering manner. Silent and unostentatious moves on the course of nature; clothing the earth with vegetation, and bringing forth its sustenance for all; spreading out the pomp of its forests, and the garniture of its fields. Thus the truly energetic act calmly; yet efficiently press on in the path of duty; delving in the rich mines of thought, and bringing from the quarry, those now rude, who, when polished by education, are to become pillars of state, or living stones in the temple of our God.