30. How many pulmonary veins are there?

31. Describe the walls of an artery.

32. What are the capillaries?

33. State the average velocity of the blood in the arteries, capillaries and veins respectively.

34. Why is it easier to stop bleeding from a torn wound than from a wound made by a sharp, cutting instrument?

35. Where should the pressure be exerted in order to stop bleeding from a vein?

36. Describe white blood-corpuscles, and give their proportional numbers (relatively to the red) in man.

37. Give a detailed description of the heart and its action.

38. What is the *superior vena cava?*

39. What is the average number of pulsations per minute in a healthy individual?

PUBLIC SCHOOL DEPARTMENT.

[Contributed to, and under the management of, Mr. S. McAllister, Headmaster of Ryerson School, Toronto.]

THE SUPERANNUATION FUND.

[As the Superannuation Fund is occupying a large amount of attention amongst the teaching profession throughout the Province, it is desirable that it should have the fullest discussion, and we therefore gladly insert the following communication from a valued correspondent :—]

The Superannuation of Ontario Teachers is a subject now attracting considerable attention. Various opinions are held about it, not only by the general public, but by the teachers themselves. Some contend that our whole system of pensions should be done away with, and that those who in the heyday of their lives have not been prudent enough to provide for their declining years, should be satisfied to take the consequences of their improvidence, and depend upon cold charity for a support. This opinion is not confined to the unthinking masses, but is entertained by those whose enlightenment would lead us to expect better things from them. That men, and women too, should be sufficiently prudent to lay up for a rainy day, no one for a moment will deny. But circumstances alter cases, and we should, in discussing the pension question, consider it carefully in all its bearings, and endeavour to arrive at a reasonable conclusion. Before we proceed further we must state that under our present educational system the teacher is as much a servant of the State as any Civil Service employé. Now the State has always recognized the necessity of providing for its worn-out servants, either by a gratuity or by an annuity at the end of a certain term of service. 'Tis true that the beneficiaries are required to contribute to the fund from which these gratuities or annuities are drawn. To a certain extent the present "Superannuation Fund" for teachers is of this character. But the position of the teacher entitles him to more consideration than the Civil Service employé receives. His qualifications are higher, the amount of work demanded of him is greater, and his duties are far more important than those of the average Government clerk. Yet his remuneration is far inferior, and his tenure of office is very uncertain. Permanence in the profession is necessary for the good of education; and a respectable pension would be a great inducement to many to remain in it, who now only follow it as a makeshift till such time as they can secure some more lucrative and less onerous and harassing employment. The fund, in our estimation, might easily be put upon such a basis as to render it a comparatively easy matter to grant to each teacher, after twenty or thirty years' service, a decent annual pension. Suppose, for instance, that every certificated teacher in the Province had to pay an annual license fee of, say, five dollars for a third class license, ten for a second, and