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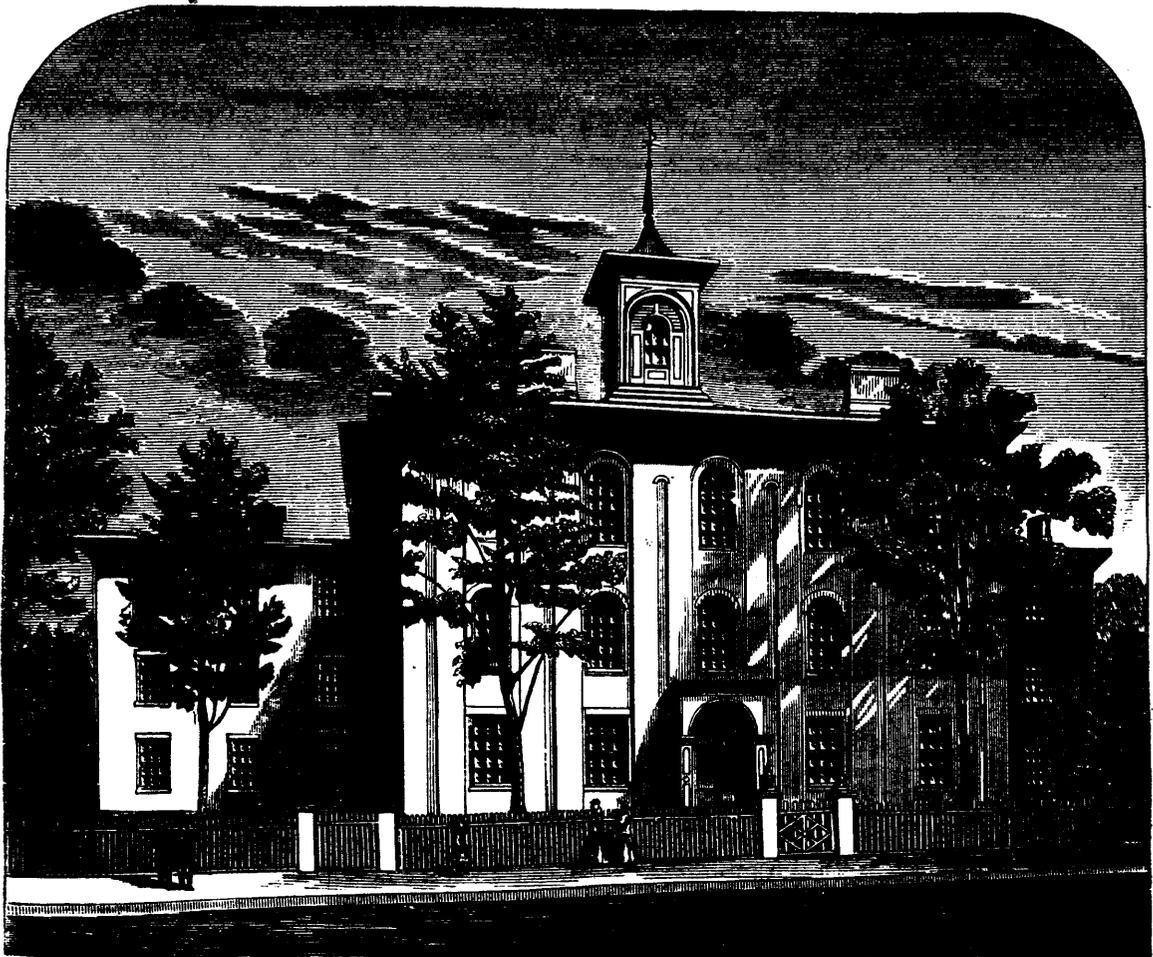
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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO, FOR 1873.

Circular to the Clerk of each County, City, Town and Village Municipality in the Province of Ontario.

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Municipalities for this year is the population as enumerated in the census of 1871. The total amount available for apportionment is \$20,000 more than last year, and in addition to the increased amount available on the basis of population, those Townships in which there



WADSWORTH STREET SCHOOL, HARTFORD, CONNECTICUT

are feeble schools and a sparse population have been specially considered in the apportionment by means of the poor School Grant.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Public and Separate Schools therein, according to the average attendance of pupils of both classes of Schools during last year as reported and certified by the Trustees.

The grants will be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certi-

ates will be issued on or about 30th June, in favour of those Municipalities which have sent in duly audited school accounts and Inspectors' reports to this office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, June, 1873.

Apportionment to Counties for 1873.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottetown	\$817 00
Do for Separate Schools	\$40 00
Kenyon	671 00
Lancaster	570 00
Do for Separate Schools	\$28 00
Lochiel	564 00
Do for Separate Schools	\$90 00
	\$158 00 \$2622 00
Total for County,	\$2780 00.

2. COUNTY OF STORMONT.

Cornwall	\$688 00
Finch	370 00
Osnabrock	785 00
Roxborough	454 00
	\$2297 00

3. COUNTY OF DUNDAS.

Matilda	\$646 00
Mountain	442 00
Williamsburgh	640 00
Winchester	554 00
	\$2282 00

4. COUNTY OF PRESCOTT.

Alfred	\$230 00
Caledonia	173 00
Hawkesbury, East	443 00
Do for Separate Schools	\$181 00
Do West	269 00
Longueuil	\$21 00 228 00
Plantagenet, North	370 00
Do for Separate Schools	\$36 00
Do South	213 00
	\$238 00 \$1926 00
Total for County,	\$2164 00.

5. COUNTY OF RUSSELL.

Cambridge	\$104 00
Clarence	361 00
Cumberland	396 00
Russell	317 00
	\$1178 00

6. COUNTY OF CARLETON.

Fitzroy	\$465 00
Gloucester	623 00
Do for Separate Schools	\$25 00
Goulbourn	438 00
Gower, North	343 00
Huntley	365 00
March	253 00
Marlborough	304 00
Do for Separate Schools	\$16 00

6. COUNTY OF CARLETON.—Continued.

Townships.	Apportionment.
Nepean	600 00
Do for Separate Schools	\$87 00
Osgoode	508 00
Do for Separate Schools	\$114 00
Torbolton	130 00
	\$240 00 \$4031 00
Total for County,	\$4271.

7. COUNTY OF GRENVILLE.

Augusta	\$700 00
Edwardsburgh	713 00
Do for Separate School	\$21 00
Gower, South	138 00
Oxford on Rideau	536 00
Do for Separate Schools	\$13 00
Wolford	345 00
	\$34 00 \$2432 00
Total for County,	\$2466 00.

8. COUNTY OF LEEDS.

Bastard and Burgess, South	\$480 00
Crosby, North	288 00
Do South	278 00
Elizabethtown	728 00
Elmsley, South	168 00
Escott, Front	188 00
Kitley	379 00
Do for Separate Schools	\$10 00
Leeds and Lansdowne, Front	510 00
Do do Rear	320 00
Yonge, Front	226 00
Do and Escott, Rear	233 00
Do for Separate Schools	\$10 00
	\$20 00 \$3798 00
Total for County,	\$3818 00.

9. COUNTY OF LANARK.

Bathurst	\$437 00
Beckwith	280 00
Burgess, North	202 00
Dalhousie	249 00
Darling	109 00
Drummond	335 00
Elmsley, North	191 00
Lanark	308 00
Lavant	70 00
Montague	430 00
Pakenham	329 00
Ramsay	436 00
Sherbrooke, North	60 00
Do South	135 00
	\$3571 00

10. COUNTY OF RENFREW.

Admaston	\$272 00
Algona	110 00
Alice and Fraser	228 00
Do Separate Schools	\$17 00
Bagot and Blithfield	165 00
Brougham	91 00

10. COUNTY OF RENFREW.—Continued.

Townships.	Apportionment.
Bromley	161 00
Do for Separate Schools	\$53 00
Brudenell, Raglan, Radcliffe and Lyne- doch	298 00
Grattan	180 00
Do for Separate Schools	\$46 00
Griffith	103 00
Horton	185 00
McNab	396 00
Matawatchan	102 00
Pembroke	96 00
Petewawa	116 00
Rolph and Wylie, Buchanan and Mc- Kay	162 00
Ross	237 00
Sebastopol	130 00
Stafford	128 00
Westmeath	362 00
Wilberforce	284 00
	\$116 00 \$3806 00
Total for County,	\$3922.

11. COUNTY OF FRONTENAC.

Barrie	\$105 00
Bedford	241 00
Do for Separate Schools	\$20 00
Clarendon and Miller	135 00
Hinchinbrooke	176 00
Kennebec	139 00
Kingston	532 00
Do for Separate School	\$32 00
Loughboro'	350 00
Olden	153 00
Oso	149 00
Palmerston and Canonto	124 00
Pittsburgh	579 00
Portland	408 00
Storrington	440 00
Wolfe Island	333 00
Do for Separate Schools	\$87 00
	\$139 00 \$3864 00
Total for County,	\$4003 00.

12. COUNTY OF ADDINGTON.

Amherst Island	\$175 00
Anglesea and Kaladar	182 00
Camden, East	768
Do for Separate School	\$23 00
Denbigh, Abinger, Ashby and Effing- ham	144
Ernestown	573
Sheffield	326
Do for Separate School	\$63 00
	\$86 00 \$2168 00
Total for County,	\$2254.

13. COUNTY OF LENNOX.

Adolphustown	\$102 00
Fredericksburgh, North	233 00
Do South	203 00
Richmond	465 00
	\$1003 00

14. COUNTY OF PRINCE EDWARD.

Townships.	Apportionment.
Ameliasburgh	\$448 00
Athol	236 00
Hallowell	482 00
Hilher	301 00
Marysburgh, South	243 00
Do North	289 00
Sophiasburgh	366 00
Total	\$2365 00

15. COUNTY OF HASTINGS.

Carlow and Mayo	\$92 00
Elzevir and Grimsthorpe	229 00
Faraday and Dungannon	121 00
Hungerford	627 00
Huntingdon	397 00
McClure, Wicklow, Bangor, Herschel and Monteagle	274 00
Madoc	470 00
Marmora and Lake	241 00
Rawdon	499 00
Sidney	713 00
Thurlow	702 00
Tudor, Wallaston, Limerick and Cashel	293 00
Tyendinaga	909 00
Total	\$5567 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick	\$185 00
Brighton	484 00
Do for Separate Schools	21 00
Cramahe	519 00
Haldimand	766 00
Do for Separate School	\$19 00
Hamilton	775 00
Monaghan, South	155 00
Murray	492 00
Percy	510 00
Do for Separate School	\$44 00
Seymour	570 00
Do for Separate School	\$14 00
Total for County	\$98 00 \$4456 00

17. COUNTY OF DURHAM.

Cartwright	\$341 00
Cavan	646 00
Clarke	776 00
Darlington	803 00
Hope	687 00
Manvers	558 00
Total	\$3811 00

18. COUNTY OF PETERBOROUGH.

Aaphold	\$370 00
Do for Separate Schools	\$70 00
Belmont and Methuen	440 00
Burleigh, Anstruther, Monmouth, Cardiff and Chandos	255 00
Douro	272 00
Dummer	274 00
Dysart, Dudley, Harcourt, Guilford, Harburn and Burton	249 00
Ennismore	165 00
Galway and Cavendish	171 00
Harvey	108 00
Minden	178 00
Monaghan, North	226 00
Otonabee	524 00
Do for Separate Schools	\$16 00
Smith	484 00
Snowdon and Glamorgan	165 00
Stanhope and Sherborne	151 00
Total for County	\$86 00 \$4032 00

19. COUNTY OF VICTORIA.

Anson, Hindon and Lutterworth	\$201 00
Bexley	127 00
Carden and Dalton	220 00
Draper, Ryde and Oakley	210 00
Eldon	210 00
Emily	420 00
Fenelon	530 00
Laxton, Digby and Longford	550 00
Macaulay	188 00
202 00	

19. COUNTY OF VICTORIA.—Continued.

Townships.	Apportionment.
Mariposa	730 00
Ops	494 00
Somerville	170 00
Stephenson	150 00
Verulam	374 00
Total	\$4566 00

20. COUNTY OF ONTARIO.

Brock	\$701 00
Mara and Rama	488 00
Pickering	999 00
Reach	690 00
Scott	376 00
Scugog Island	119 00
Thorah	268 00
Uxbridge	470 00
Whitby, East	462 00
Do West	436 00
Total	\$5009 00

21. COUNTY OF YORK.

Etobicoke	\$388 00
Do for Separate School	\$16 00
Georgina	269 00
Gwillimbury East	533 00
Do North	313 00
King	1013 00
Markham	1054 00
Scarborough	625 00
Vaughan	984 00
Whitchurch	679 00
York	1154 00
Do for Separate Schools	\$202 00
Total for County	\$218 00 \$7012 00

22. COUNTY OF PEEL.

Albion	\$658 00
Caledon	649 00
Chingacousy	831 00
Gore of Toronto	194 00
Do for Separate School	\$18 00
Toronto	806 00
Total for County	\$18 00 \$3138 00

23. COUNTY OF SIMCOE.

Adjala	\$391 00
Essa	571 00
Flos	238 00
Gwillimbury, West	411 00
Innisfil	711 00
Do for Separate School	\$30 00
Medonte	345 00
Mono	539 00
Monck	173 00
Morrison	182 00
Muskoka	166 00
Mulmur	474 00
Nottawasaga	908 00
Orillia and Matchedash	219 00
Do for Separate School	\$38 00
Oro	591 00
Sunnidale	270 00
Tay	221 00
Tiny	435 00
Tecumseth	640 00
Tossoronto	213 00
Vespra	269 00
Do for Separate Schools	\$13 00
Total for County	\$81 00 \$7967 00

24. COUNTY OF HALTON.

Esquesing	\$831 00
Nassagaweya	403 00
Nelson	625 00
Trafalgar	681 00
Total	\$2540 00

25. COUNTY OF WENTWORTH.

Ancaster	\$678 00
Barton	389 00
Beverley	786 00
Binbrooke	263 00

25. COUNTY OF WENTWORTH.—Con.

Townships.	Apportionment.
Flamborough, East	507 00
Do for Separate Schools	\$20 00
Do West	427 00
Do for Separate Schools	\$35 00
Glanford	277 00
Saltfleet	377 00
Total for County	\$55 00 \$3704 00

26. COUNTY OF BRANT.

Brantford	\$930 00
Burford	751 00
Dumfries, South	469 00
Oakland	152 00
Onondaga	260 00
Total	\$2562 00

27. COUNTY OF LINCOLN.

Caistor	\$294 00
Clinton	376 00
Gainsborough	408 00
Grantham	477 00
Do for Separate Schools	\$55 00
Grimsby	423 00
Louth	257 00
Niagara	284 00
Total for County	\$55 00 \$2519 00

28. COUNTY OF WELLAND.

Bertie	\$397 00
Crowland	180 00
Humberstone	334 00
Pelham	340 00
Stamford	377 00
Do for Separate School	\$29 00
Thorold	338 00
Wainfleet	364 00
Willoughby	169 00
Total for County	\$29 00 \$2499 00

29. COUNTY OF HALDIMAND.

Canborough	\$164 00
Cayuga, North	271 00
Do South	133 00
Dunn	144 00
Moulton and Sherbrooke	284 00
Oneida	408 00
Do for Separate School	\$23 00
Rainham	280 00
Seneca	443 00
Walpole	728 00
Do for Separate School	\$14 00
Total for County	\$37 00 \$2855 00

30. COUNTY OF NORFOLK.

Charlotteville	\$557 00
Houghton	289 00
Middleton	442 00
Townsend	741 00
Walsingham	712 00
Windham	601 00
Do for Separate Schools	\$50 00
Woodhouse	524 00
Total for County	\$50 00 \$3866 00

31. COUNTY OF OXFORD.

Blandford	\$274 00
Blenheim	866 00
Dereham	574 00
Nissouri, East	497 00
Norwich, North	450 00
Do South	436 00
Oxford, North	253 00
Do East	355 00
Do West	379 00
Zorra, East	625 00
Do West	460 00
Total	\$3169 00

32. COUNTY OF WATERLOO.

Townships.	Apportionment.
Dumfries, North	\$536 00
Waterloo	1062 00
Wellesley	683 00
Do for Separate Schools	\$91 00
Willmot	724 00
Do for Separate Schools	\$63 00
Woolwich	754 00
	\$154 00
Total for County,	\$3913 00.

33. COUNTY OF WELLINGTON.

Amaranth	\$265 00
Arthur	384 00
Do for Separate Schools	\$104 00
Eranosa	510 00
Erin	721 00
Garafraza, East	351 00
Do West	423 00
Guelph	400 00
Luther	241 00
Maryborough	598 00
Minto	658 00
Nichol	341 00
Do for Separate School	\$29 00
Peel	697 00
Do for Separate School	\$81 00
Pilking	267 00
Do for Separate School	\$45 00
Puslinch	611 00
	\$259 00
Total for County,	\$6726 00.

34. COUNTY OF GREY.

Artemesia	\$463 00
Do for Separate School	\$9 00
Bentinck	602 00
Collingwood	484 00
Derby	283 00
Egremont	535 00
Euphrasia	392 00
Glensel	538 00
Do for Separate School	\$32 00
Holland	415 00
Do for Separate School	\$25 00
Keppel and Brooke	330 00
Melancthon	306 00
Normanby	720 00
Do for Separate Schools	\$33 00
Osprey	415 00
Proton	253 00
Do for Separate School	\$42 00
Sarawak	151 00
St. Vincent	673 00
Sullivan	413 00
Do for Separate School	\$13 00
Sydenham	511 00
Do for Separate School	\$32 00
	\$186 00
Total for County,	\$7,670.

35. COUNTY OF PERTH.

Blanchard	\$529 00
Downie	466 00
Do for Separate School	\$40 00
Easthope, North	406 00
Do South	309 00
Ellice	379 00
Do for Separate School	\$13 00
Elma	490 00
Fullarton	394 00

35. COUNTY OF PERTH.—Continued.

Townships.	Apportionment.
Hibbert	463 00
Logan	433 00
Mornington	488 00
Do for Separate School	\$27 00
Wallace	485 00
	\$80 00
Total for County,	\$4,922.

36. COUNTY OF HURON.

Ashfield	\$527 00
Colborne	329 00
Goderich	489 00
Grey	472 00
Hay	524 00
Howick	735 00
Hullet	466 00
Do for Separate School	\$32 00
McKillop	515 00
Morris	479 00
Stanley	515 00
Stephen	447 00
Do for Separate School	\$50 00
Tuckersmith	502 00
Turnberry	435 00
Usborne	479 00
Wawanosh, East	359 00
Do West	358 00
Do for Separate School	\$16 00
	\$98 00
Total for County,	\$7,729 00.

37. COUNTY OF BRUCE.

Albemarle and Eastnor	\$205 00
Amabel	244 00
Arran	512 00
Brant	667 00
Bruce	509 00
Carrick	639 00
Do for Separate School	\$38 00
Culross	520 00
Elderslie	501 00
Greenock	404 00
Huron	552 00
Kincardine	555 00
Kinloss	465 00
Saugeen	352 00
	\$38 00
Total for County,	\$6,163 00.

38. COUNTY OF MIDDLESEX.

Adelaide	\$394 00
Biddulph	402 00
Do for Separate School	\$40 00
Caradoc	686 00
Delaware	342 00
Dorchester, North	558 00
Ekfrid	433 00
Lobo	471 00
London	1490 00
McGillivray	622 00
do for Separate School	\$9 00
Metcalfe	332 00
Mosa	326 00
Nissouri, West	482 00
Westminster	845 00
do for Separate School	\$20 00
Williams, East	386 00
Do West	209 00
Do for Separate School	\$79 00
	\$148 00
Total for County,	\$7,978 00.

39. COUNTY OF ELGIN.

Townships.	Apportionment.
Aldbrough	\$476 00
Bayham	662 00
Dorchester, South	281 00
Dunwich	506 00
Malahide	632 00
Southwold	753 00
Yarmouth	753 00
	\$4063 00

40. COUNTY OF KENT.

Camden	\$502 00
Chatham	590 00
Dover	449 00
Harwich	782 00
Do for Separate School	\$27 00
Howard	611 00
Orford	421 00
Raleigh	404 00
Do for Separate School	\$149 00
Romney	96 00
Tilbury, East	250 00
Zone	149 00
	\$176 00
Total for County,	\$4,430 00.

41. COUNTY OF LAMBTON.

Bosanquet	\$592 00
Brooke	343 00
Dawn	154 00
Enniskillen	207 00
Euphemia	323 00
Moore	512 00
Do for Separate School	\$30 00
Plympton	632 00
Sarnia	465 00
Sombra	395 00
Do for Separate School	\$65 00
Warwick	572 00
	\$95 00
Total for County,	\$4,290.

42. COUNTY OF ESSEX.

Anderdon	\$168 00
Do for Separate School	\$89 00
Colchester	396 00
Gosfield	406 00
Maidstone	278 00
Malden	212 00
Mersea	440 00
Rochester	292 00
Sandwich, East	508 00
Do West	302 00
Tilbury, West	323 00
	\$89 00
Total for County,	\$3,414 00.

Nipissing	\$242 00
Muskoka	256 00
Parry Sound	206 00
Manitoulin	272 00
Algoma	678 00

Apportionment to Cities, Towns and Villages for 1873.

CITIES.	TOWNS.		
	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Hamilton	2998 00	622 00	3620 00
Kingston	1162 00	519 00	1681 00
London	1848 00	296 00	2144 00
Ottawa	1363 00	1557 00	2920 00
Toronto	5230 00	2371 00	7601 00
	12601 00	5365 00	17966 00

TOWNS.	\$ cts.	\$ cts.	\$ cts.	TOWNS.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	116 00	146 00	262 00	Guelph	757 00	175 00	932 00
Barrie	460 00		460 00	Ingersoll	462 00	82 00	544 00
Belleville	752 00	242 00	994 00	Lindsay	322 00	226 00	548 00
Berlin	327 00	45 00	372 00	Milton	126 00		126 00
Bothwell	135 00		135 00	Napanee	402 00		402 00
Bowmanville	405 00		405 00	Niagara	152 00	65 00	217 00
Brampton	283 00		283 00	Oakville	151 00	77 00	228 00
Brautford	973 00	126 00	1099 00	Orangeville	199 00		199 00
Brockville	461 00	227 00	688 00	Owen Sound	455 00		455 00
Chatham	657 00	138 00	795 00	Paris	294 00	63 00	357 00
Clifton	152 00	66 00	218 00	Perth	254 00	68 00	322 00
Cobourg	602 00	76 00	678 00	Peterborough	436 00	188 00	624 00
Collingwood	383 00		383 00	Pictou	251 00	69 00	320 00
Cornwall	194 00	81 00	275 00	Port Hope	693 00		693 00
Dundas	292 00	133 00	425 00	Prescott	217 00	137 00	354 00
Durham	134 00		134 00	Sandwich	158 00		158 00
Galt	518 00		518 00	Sarnia	328 00	69 00	397 00
Goderich	536 00		536 00	St. Catharines	678 00	388 00	1066 00

TOWNS.	\$ cts.	\$ cts.	\$ cts.	VILLAGES.	\$ cts.	\$ cts.	\$ cts.	COUNTIES.	\$ cts.	\$ cts.	\$ cts.
St. Mary's	357 00	66 00	423 00	Newbury	107 00		107 00	9. Lanark	3571 00		3571 00
St. Thomas	297 00		297 00	Newcastle	150 00		150 00	10. Renfrew	3806 00	116 00	3922 00
Simcoe	250 00		250 00	New Edinburgh.	82 00		82 00	11. Frontenac	3864 00	139 00	4003 00
Stratford	471 00	113 00	584 00	New Hamburg.	138 00		138 00	12. Addington	2168 00	86 00	2254 00
Strathroy	438 00		438 00	Newmarket	184 00	55 00	239 00	13. Lennox	1003 00		1003 00
Tilsonburgh	217 00		217 00	Oil Springs	76 00		76 00	14. Pr. Edward	2365 00		2365 00
Walkerton	149 00		149 00	Orillia	178 00		178 00	15. Hastings	5567 00		5567 00
Whitby	329 00	42 00	371 00	Oshawa	322 00	110 00	432 00	16. Northumber-			
Windsor	576 00		576 00	Parkhill	177 00		177 00	land	4456 00	98 00	4554 00
Woodstock	539 00		539 00	Pembroke	204 00		204 00	17. Durham	3811 00		3811 00
	17338 00	3108.00	20446 00	Petrolia	358 00		358 00	18. Peterborough	4032 00	86 00	4118 00
				Portsmouth	147 00	85 00	232 00	19. Victoria	4566 00		4566 00
				Port Colborne	69 00	63 00	132 00	20. Ontario	5009 00		5009 00
				Port Dalhousie	84 00	64 00	148 00	21. York	7012 00	218 00	7230 00
				Port Perry	238 00		238 00	22. Peel	3138 00	18 00	3156 00
				Preston	192 00		192 00	23. Simcoe	7967 00	81 00	8048 00
				Kenfrew	91 00	28 00	119 00	24. Halton	2540 00		2540 00
				Richmond	65 00		65 00	25. Wentworth	3704 00	55 00	3759 00
				Richmond Hill	106 00		106 00	26. Brant	2562 00		2562 00
				Seaforth	187 00		187 00	27. Lincoln	2519 00	55 00	2574 00
				Smith's Falls	158 00		158 00	28. Welland	2499 00	29 00	2528 00
				Southampton	118 00		118 00	29. Haldimand	2855 00	37 00	2892 00
				Stirling	106 00		106 00	30. Norfolk	3866 00	50 00	3916 00
				Streetsville	83 00		83 00	31. Oxford	5169 00		5169 00
				Thorold	122 00	98 00	220 00	32. Waterloo	3759 00	154 00	3913 00
				Trenton	161 00	81 00	242 00	33. Wellington	6467 00	259 00	6726 00
				Uxbridge	203 00		203 00	34. Grey	7484 00	186 00	7670 00
				Vienna	82 00		82 00	35. Perth	4842 00	80 00	4922 00
				Wardville	76 00		76 00	36. Huron	7631 00	98 00	7729 00
				Waterloo	235 00		235 00	37. Bruce	6125 00	38 00	6163 00
				Welland	153 00		153 00	38. Middlesex	7978 00	148 00	8126 00
				Wellington	74 00		74 00	39. Elgin	4063 00		4063 00
				Yorkville	299 00		299 00	40. Kent	4254 00	176 00	4430 00
					11456 00	701 00	12157 00	41. Lambton	4195 00	95 00	4290 00
								42. Essex	3325 00	89 00	3414 00
								District of—			
								Nipissing	242 00		242 00
								Muskoka	256 00		256 00
								Perry Sound	206 00		206 00
								Manitoulin	272 00		272 00
								Algonia	678 00		678 00
									170392 00	3081 00	173473 00

Summary of Apportionment to Counties, 1873.

COUNTIES.	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1. Glengarry	2622 00	158 00	2780 00
2. Stormont	2297 00		2297 00
3. Dundas	2282 00		2282 00
4. Prescott	1926 00	238 00	2164 00
5. Russell	1178 00		1178 00
6. Carleton	4031 00	240 00	4271 00
7. Grenville	2432 00	34 00	2466 00
8. Leeds	3798 00	20 00	3818 00

GRAND TOTALS.

Counties & Districts	170392 00	3081 00	173473 00
Cities	12601 00	5365 00	17966 00
Towns	17338 00	3108 00	20446 00
Villages	11456 00	701 00	12157 00
	211787 00	12255 00	224042 00

II. Papers on Education in Various Countries.

ILLITERACY IN THE UNITED STATES.—General John Eaton, jr., Commissioner of Education, will in his forthcoming report, give the following important and very interesting facts in reference to the illiteracy of the people of the United States. These are facts in question :

Total population of the United States	38,558,381
Illiterate ten years old and over	5,658,144
Persons under five years old	962,942
Total number of persons almost certainly illiterate of all ages	12,359,799
Estimated number of persons able to write in 1870	26,422,572
Per cent. of total estimated illiteracy to total population	31.47

Such a compilation as the foregoing has never been embraced in any former report on education, and will be of value as an argument upon the question of compulsory education,—a question just now attracting more attention than any other in an educational way, and which must ere long be settled nationally, as it seems to us.

AMERICAN EDUCATIONAL BENEFACTIONS.—It has been left to the United States commissioner of education to sum up the benefactions made by private individuals for educational purposes throughout the country during the last two years, and the statement which he now makes is as surprising as it is gratifying. The entire amount for 1871 was something over eight millions of dollars, and that for 1872 very nearly ten millions. The amount for 1872 (we

so interpret the statement) was divided as follows: For colleges and universities, \$6,282,461.63; for theological institutions, \$1,155,856.53; for libraries and normal schools, \$1,020,000; for superior schools for females, \$689,993; for agricultural and scientific schools, 482,000; for academies, \$306,040; for medical schools, \$10,422.13; and for law schools, \$10,000. The total is a magnificent one, and the apportionment is suggestive.

THE ROD QUESTION.—Mr. Henry F. Harrington, Superintendent of Schools in New Bedford, lately delivered an address in Malden, Mass, in which he argued that the question of discipline in the schools, with its pros and cons, in relation to the rod and other details of management, might be solved by employing to a larger degree men and women of character as teachers, so that whatever punishment was found necessary might receive its value and due effect from the source it came from. Children, even the youngest, he said, are quicker even than "grown people" whether there is a man or only a sham behind the vocation of the teacher or superintendent, or other person connected with the schools which they attend.

NEEDLE WORK IN SCHOOLS.—The Boston Advertiser expresses the hope that the school authorities of that city 'will take definite action as soon as possible on the matter of enlarged and systematic instruction in sewing for the girls in the public schools. It is impossible to overstate the importance of this teaching. The knowledge of sewing should be considered as essential to a girl's education as the knowledge of reading, and the instruction in needle-work should begin in the youngest of the primary schools, and be continued until the pupils are thorough and accomplished seamstresses.'

1. SALARIES OF TEACHERS IN THE PRINCIPAL CITIES OF NEW ENGLAND.

CITIES.	Supt.	HIGH.		GRAMMAR.		PRIMARY	Popu-lation.
		Male.	Female.	Male.	Female.	Female.	
BOSTON	4,500	\$ 4,000 3,000 2,400	\$ 1,800 1,500 1,200 1,000	\$ 3,200 2,400 2,000	\$ 950 850 800	\$ 800	251,000
PROVIDENCE	2,500	2,200 2,000	1,300 1,150 950 800 600	2,000 1,500	725 650 600	525 450	69,000
NEW HAVEN.....	3,000	3,000 2,200	1,000 800 700	2,200 2,000	1,000 700 650 600 400	800 550 500 450 400	51,000
WORCESTER.....	3,000	3,000 2,500 2,200 1,000	1,000 900	1,900 1,700	1,200 750 575 550	500	41,000
LOWELL	2,300	2,200 2,000 1,700	750	2,000 1,700	800 600	600	41,000
CAMBRIDGE	3,000	4,000 2,500 2,000	1,000 800	2,500	700	700	40,000
HARTFORD.....	None.	3,500 1,200	1,200 800	2,800 1,200	800 500	600 400	37,000
PORTLAND.....	None.	2,500 1,500 800	1,000 700 600 500	1,800 1,600 1,400	650 600 450 425	450 400	31,000
LAWRENCE.....	*1,750	3,000 1,200	900 750	2,400 1,600	600 575 550	650 575 550	29,000
CHARLESTOWN	3,000	3,000 2,200 1,800	1,000 700	2,100 1,800	775 650 575	650 575	28,000
LYNN	None.	2,400 1,800	800	1,800	600	600	28,000
SPRINGFIELD.....	3,000	2,500 2,000 1,300	700 650	2,000	1,100 650 550	650 550 455	27,000
FALL RIVER.....	2,000	1,700 1,500	700	1,500	500	475	27,000
SALEM	2,500	2,500 1,300	1,000 650	1,800	1,000 500	600 500	24,000
MANCHESTER	1,800	2,000 450	800	1,500	450	450	24,000
NEW BEDFORD.....	2,000	1,800 1,600	1,000 900 800 650	1,750 1,500	600 525	525 475	21,000

Where the salary varies according to the number of years of service, the HIGHEST is given in the table

* For a portion of his time.

—R. I. Schoolmaster.

—It is expected that the expenses of the election of the School Board for Edinburgh will amount to somewhere about £2,200.

—The Council of the Society of Arts proposes erected a building suitable for the purpose of a National Training School for Music, at a cost of £20,000.

—The death is announced of Mr. William Mitchell, of Edinburgh City Mission. He was a schoolmaster in Edzell for many years, and numbers of his pupils now in America and Canada will be sorry to hear of his demise.

—The winter session of Edinburgh University is closed. The honorary degree of D. D., was conferred on Rev. Marcus Dods, Glasgow; Rev. J. O. Dykes, London; Rev. Dr. Forbes, Aberdeen; and Rev. Mr. Stuart, Edinburgh; while Professor Allman, Edinburgh, Dr. Carlyle, Mr. J. M. Lindsay, Edinburgh, and Professor Lushington, Glasgow, received the degree of L. L. D.

—The Rev. W. P. Dickson, D. D., Professor of Biblical Criticism, has been appointed to the Chair of Divinity, vacant by the preferment of the Rev. Dr. Caird to the Principalship of the University. Dr. Dickson, the new Professor of Divinity, was born in 1823, in the Manse of Pettinain, near Lanark, where his father, the Rev. George Dickson, was parish minister.

2. SCHOOLS OF DESIGN IN MASSACHUSETTS.

The legislature of Massachusetts has passed a law authorizing the establishment of schools of design in every village; the object being to improve education among artisans. In every town of ten thousand inhabitants the State will maintain at least one such school.

3. ERA OF SCHOOL-HOUSE BUILDING IN PENNSYLVANIA.

The period during which the present State Superintendent has been at the head of the School Department may well be called the era of school-house building. There was paid for building and repairing school-houses in the State, including Philadelphia, in 1865, \$465,088.88; in 1866, \$725,000; in 1867, \$1,262,798.68; in 1868, \$1,991,152.55; in 1869, \$2,455,848.71; in 1870, \$2,765,644.34; in 1871, \$3,386,263.51, and in 1872, \$2,864,113.35.

This vast increase is truly wonderful, but gradual and healthy. The demand for new and better school-houses was general, and taxes levied to erect them seem to have been paid with great cheerfulness. In a few localities there may have been extravagance, and houses may have been built for show more than for use; but personal observation, in all parts of the State, enables me to say that the directors, in building school-houses, have been generally guided by principles of economy. Of course, much money has been loaned and many school districts are now heavily in debt; but this is inevitable under the law that limits the amount of tax that can be levied for building purposes. Besides, many directors are unable to see why the present generation should bear the whole burden of erecting a school-house that will last for several generations. Nearly all the boards that have gone in debt have wisely provided a sinking fund, and propose to make annual reductions in the amount owed by their districts. The falling off in the amount expended for school-houses during the last year is owing to the passage of the law of 1871, authorizing the several courts of common pleas of the Commonwealth to grant school directors power to borrow money to build school-houses. This law was enacted for the laudable purpose of preventing the passage of special acts concerning the borrowing of money by school boards. It was not designed to check the progress making in school affairs, but it has had that effect. The feature of the law most objectionable to directors is that which requires them "to produce to the court the consent, in writing, of a majority in number of the qualified electors" of their respective districts. As they are elected by these same citizens, and directly responsible to them, they deem this part of the law as unnecessary as its execution is troublesome. I respectfully recommend a modification of the law.—*Penn. School Report, 1872.*

4. NECESSITY FOR COMPULSORY EDUCATION.

In his lecture on Compulsory Education, Mr. Beecher says:—

At one time all Europe was discussing war problems; then politics; again theology. Very many of those matters which once commanded the most thorough research and study were now considered of no account whatever. Now a more important and practical question was attracting universal attention—education occupies the mind of the civilized world—common, rudimental instruction of the masses, and not the peculiar privileges of the more favoured classes—and for this he pleaded. In Great Britain the church question had become subordinate to that of education, and now the query of most importance was:—Who shall instruct the children—shall the priest or the people? Plainly it was the duty of the citizens and of government. The priesthood had done good service, but their day had gone, and education had become the duty of the State. In Great Britain it had come to be considered the God-given right of the people, and German influence was being felt over all Europe. The German Empire owed its solidity to its schools. It was the intelligence of the North German soldiery that conquered Austria, and she was learning wisdom from her conqueror. In Italy and Switzerland education has been made compulsory, while France lags behind—is the bottom State—because her masses are ignorant; and may never hope to cope with her neighbours while such is the case.

Governments have long been trying to learn how best to ride the people, and it is proven that the best saddle is intelligence; that knowledge implies good citizenship. Education is military force, and our civil conflict was really the Northern school against the Southern plantation. The most intelligent people produce the greatest wealth *per capita*; our country leading among the nations, and Connecticut among the States. The patent records showed one invention to every 831 people in that State, while in Arkansas only one in 37,000 knew enough to invent anything. Prices are regulated by the amount of brains required in production, and combinations can no more produce uniformity than they can make men look alike. The man who has the most brains will receive the best pay, and stand highest in the estimation of his fellow-men. The time is coming when our country will have a population of 500,000,000. How shall they be made safe and orderly? Every known country was paying tribute to America, and sending its population here, with all their diverse religions, customs and ideas. Such a combination can never be made harmonious except by na-

tional education. If religion meant love to God and love to man, it would be a controlling power. But while in a few hearts it means this, at all other points it bristles with warfare. Religion *should* mean harmony; intelligence *does*.

Education should include political principles, morality, social duty. It should be made compulsory. Every State should provide for the education of its whole people. Such provisions had been such principles settled; but as farmers sometimes plough up the old sod and sow again; so it befits us to deal with moral growths, and it is time now to discuss this great matter once more. The influence of foreign elements in our population demands a lively interest in the whole matter. The State must educate its people, and not the church. The State has a right to make its own existence secure, and security to the State comes only from the education of the whole people, which thus becomes self-defence. Dogmatic religion, is *not* necessary to the existence of the State; intelligence *is*. School houses should be multiplied till they are ample for the accommodation of all, and the teacher should be among the most honoured of the land. No one stands so near the father and mother in influence upon the future of the country, as the school teacher—not professors in colleges, but the educators of the masses.

Our schools do not teach enough. They should include the distinction between good and evil; inculcate truth, honesty, temperance, self-control fidelity, economy and patriotism. It was not imperative that the use of the Bible be insisted upon, for really it was not the most felicitous school book; but more *truth* should be taught. Every man should improve in the use of truth. Is there truth in the houses we build? in the goods we sell? in the work we do? Are there not as many untruths as mice in an old hotel? We grasp for more than we deserve, and find ourselves cheated in the quality. It is vain to teach the higher branches and leave the most important things untaught. Men should be so taught as to be patriotic, not when the drum beats and cannon roar, but when they stand alone. Dapper, dainty, delicate young men, who are afraid of hard work, swarm in all the cities and beg for soft positions under Government and in fat offices. It is a sin for any man to bring up a boy thus; they should be taught to take care of their mouths and backs with their own hands. It is a shame to know all about Mars and Jupiter and nothing of Massachusetts. The State schools should be made so good that no private school can live in their vicinity; and every poor boy should look up to the State as his rich uncle. Compulsory education ought to give no just person offence. The law gives no annoyance to the man who always keeps in advance of it. Self-interest might demand education, but it could not be depended upon. Many foreigners come here desiring education for their children; others, who ought to be equally interested, come with far different motives. They are a useless and dangerous class without intelligence. We have 5,000,000 men in the country, who cannot make *anything*, and these all require education. The speaker hailed the coming of the Chinese to our western shores, for they brought their hands full of tools—brought intelligence, education and industry. He did not fear their religion, for if their Joss was stronger than our Jehovah he ought to reign; but the time was not distant when they would become valuable, God-serving citizens.—*American Journal of Education*

III. Papers on Practical Education.

1. FORESTALLING EVIL IN THE SCHOOL-ROOM.

When trees are cut from the banks of rivers and the soil is left untilled, we hear of freshets, inundations, and destructive floods, because there are no leaves and rootlets to gather up the superabundant moisture and work it into living forms. So in the school-room: if overflowing drops of fun, mischief, and naughtiness are not caught up, but are left to trickle into one common stream, teachers may well stand aghast at the ruinous consequences. As all the mud, debris, and slime, is borne on the surface when the river is disturbed, so all that is hateful and ugly in the child's nature works out when he is thoroughly roused. The best results of weeks of patient labour are apparently swept away, and even after the excitement subsides, injured and angry feelings pervade the whole school. The one who finds himself equal to such crises is strong and wise, but he who prevents them is wiser still. Once in a while a little active exercise answers this purpose well. Rob is restless, and eyes you furtively; if you suspect pop-guns and spit-balls, send him out to sweep the steps. Very likely he will snow-ball a while, but the pump and guide-post are used to it, and by the time he comes back he will have discharged from his finger-ends much trouble and mischief. Perhaps he is inclined to stir up his neighbour by various entertaining and familiar little devices of pinching and pricking—will he run home for the keys you have forgotten, and be back in five minutes? His activity finds a natural outlet; afterward the

child sits quietly down to his books. Many a teacher has proved incidentally the success of this little manoeuvre, then why not give him something of real importance to do. For this reason it may often be found useful to keep a list of little repairs and improvements which can usefully employ ten minutes of a rogue's time. Nothing softens and refines an ugly boy more than trusting him and allowing him to do real favours. Through the chivalrous element of his nature which is easily quickened, a strong hold can soon be gained upon him—interest and affection often replacing the old indifference and churlishness. Or again, perhaps Katie is inattentive and listless in the class. Don't wait until it is a habit—nip it in the bud. Let her place the exercise on the board. If she is stupid and dull, think of some way to rouse her; try rearrangement; if her name begins with "A," let her stand at the head, placing the others alphabetically; if she is the oldest, let age decide the rank—if neither, think of some way to make two lines, giving her the head of one, allowing each to choose sides and have competition. This can be done in spelling, parsing, map questions, arithmetic, and other recitations. Almost any girl will succumb under some process of this kind and may show intelligence, pride, and self-respect, which you think entirely wanting. No one will be harmed by this emulation if, as soon as you have gained your point, you adopt some other plan. Annie is playful, and laughs; before the others have time to catch her spirit let her bring you a book from the table down stairs—if that does not take the fun out of her, it must be that you need the other one too. Two journeys over the stairs make quite a reduction in a funny mood. Much trouble can be prevented by keeping work ready to put in idle hands. The boy who is marking his desk can draw some nice geometrical figures for you, if you give him pencil and card board; the one who is whittling his chair, might be better employed in cutting them out, and still another can print the name on each. After doing so much good they are then ready for your use. These are only a few of the leaves and rootlets by which the teacher can draw into healthful and useful channels the overflowing energies of children. It may be objected that the child loses valuable time by this method. Perhaps he does—but is it not better for him to waste five or ten minutes of his own time occasionally, than for you to spend the same number of minutes or more in reproving him when the mischief is done? It may also be objected that there are times when the scholar should feel the teacher's authority in compelling obedience. When that point is reached, each teacher does better to use his own discretion. These suggestions are thrown out as preventives merely, and do not apply to such cases. Be assured they are not the theories of leisure hours; accept them rather as the matured products of actual experience.—*Miss Gibbs, in Conn. School Journal.*

2. THOROUGHNESS.

ONE of the great defects of the present day, especially in our own land, is a want of thorough knowledge, and of a disposition to attain it. There is no lack of pretenders, but when culture or finished men are sought for, it is almost impossible to obtain them. We do nearly everything in too much of a rush. We generally live too fast. We imagine that we are old, while we are still youthful, that we shall be behind the times and remain unknown if seven or ten years, or more, are spent in solid preparation for life's duties. A complete course of study is already abridged, from the mistaken view that time is too valuable to be employed in developing and strengthening the powers of the mind. We are in too great a hurry to enter upon the duties of an active life,—“to make our pile,”—or to engage in any other pursuit than that of learning, if it promises even a possible realization of our hopes. . . . There is a strength derived from a liberal culture of the mind that can be obtained from no other source. It makes men and women stronger, no matter what positions they may afterwards fill. It is not by the physical, but by the mental powers of man, that the world is being subdued. It is through the intellect that the subtle forces of nature are made to do our bidding. . . . But, however priceless strength of mind may be, we have not attained the full zenith of our power until this be supplemented by sound moral principles and the courage to maintain them. It is just here that multitudes fail to achieve noble ends. There are too few possessed of this moral energy, needed to meet the sneering laugh or the studied coldness of their associates; too few who, knowing that they are in the right class, maintain it, and leave the issue with Him who smiles only upon the brave and true-hearted.—*The Minnesota Teacher.*

3. HINTS FROM PRACTICE.

Monthly Examinations.—We find monthly written examinations as much of a necessity as the compass is to the mariner. Classes may drift from the track. The work may be imperfectly understood by the pupil, and the teacher may not know it. These examinations

disclose the true condition of things as nothing else can. They are more of a necessity to the teacher than to the pupil, if he would do thoroughly honest work. Examinations make work, and some teachers would shirk them on that account. Teachers do not spend more than six or seven hours in the schoolroom per day. They should make the time up to eight or ten hours out of school, as other employes do. While some would shirk, others do their whole duty, and sometimes go to the extreme of overwork.

Written Reviews.—We find that a semi-monthly written review of our classes is a most valuable aid in our work,—taking only the time of preparing and reciting a recitation for it. This prepares for monthly examinations; takes a new reckoning. This review is conducted by the teacher for her guide for the month's work.

Written Recitations.—Unless care and attention are given to oral recitations, there will be much looseness in answers, much taken for granted, much indirect aid, etc. Written recitations will put pupils upon their own resources, and frequently reveal to the teacher better methods of oral recitation. Our regulations require "at least one written recitation, review, etc., per week." This requires work, but it can be done in less than ten hours per day. It may take eight; it ought to take that much.

Reports.—We do not make monthly reports to parents. Some appreciate such reports; many do not. It requires much labour on the part of the teacher that can be better employed. When a pupil falls below the required standard of 80 per cent, parents are informed of the fact by filling out a blank for the purpose, stating that the pupil will fall into the class of the next lower grade unless the parent will assure the teacher that one hour per day out of school will be spent upon the study in which there was a failure, preparatory to a re-examination. The pupil who has failed, is required to hand to the teacher each morning a written statement of the time studied and the particular subject studied until re-examined. This does not take much work in practice; but with written lessons, written reviews, thorough work, and fair examination-tests, few need to fall below the standard. If, after all, pupils fall below 75 per cent, they should be put back without further trial,—except in special cases when no general rules can apply,—subject to the common sense of the teacher.—G. N. C. in *Nat. Tea.*

IV. Papers on the Teacher.

1. HOW TO CHOOSE A TEACHER.

I have often read, "how to choose a wife," "how to write a letter," "how to get rich," "how to make a garden." These and kindred themes have been fully expounded by others, but I am aching to have my say and tell the expectant world, not how to teach school (normal shades be not offended), but *how to choose a teacher.*

Do not look for a dandy. The man who spends his time fixing up his outside, probably will have little left to see to the little within, and less to help other people.

Do not choose a graduate. By a graduate I mean one whose education is completed, who knows everything from addition to parallax, from English to Arabic, and can glibly tell all he knows in a few minutes. No, do not choose a mere graduate, though he have "four diplomas" in his trunk.

Do not in every case look for an "experienced" teacher. Experience is valuable, but if good, is not always in the market, and it is better for you to "break another colt" than pasture a worthless, broken down horse.

Avoid a boaster. It has come to be a proverb in some quarters "as conceited as a school master," nevertheless, the good teacher, though not wanting in self-respect, seldom finds it necessary to blow his own trumpet.

Shun a fault finder. He who is continually finding notes in fellow teachers' eyes has, no doubt, many a beam in his own.

Do not look for a teacher full of hobbies. He may last for a little while, but he runs not well.

Having decided what you will not look for, start briskly on your journey.

Look for common sense, it is better than Greek;
Look for patience, it is better than "grit";
Look for knowledge, and a desire to increase it;
Look for modesty. Look for Christianity.

(P. S. Do not look for an angel.)

DOWN EASTER, in *Maine Journal of Education.*

2. GET THE BEST TEACHER.

The season is now at hand when school trustees are engaging teachers for the summer-schools. Why will not those officials adopt and apply in this work the same common-sense views and principles

that they do in the various business callings in which many of them are engaged? In other words, why will they not go upon the principle that the best-qualified teachers are in the end the cheapest? In all soberness, it is time that we abandon the policy, so common in many towns, of employing the lowest-priced teachers, under the impression that the lengthening out of the school thereby will be a great gain to all concerned. Now if there is any one fact fully established in the minds of those who have had various and practical experience in the management of schools, it is this: That a good school of eight weeks, taught by a teacher of skill and tact, is worth more than a poor school by an indifferent teacher, of twice or even three times that length. Indeed a poor school has little value to speak of, in an educational point of view, to the pupil. Such a school may and often does result in more harm than good; just as a bungling mechanic may not only fail to turn out a good piece of work, but may even spoil whatever he has in hand. What owner of a valuable horse will allow that horse to be shod by an unskilled blacksmith? Why, then, should the training of children be left in the hands of those who have made no special preparation for the work, or whose qualifications are known to be entirely inadequate? School officers hold a precious charge in trust for the people. It becomes them to look well to the manner in which they discharge their responsible duties. The value of the school depends more upon the character and skill of the teacher than upon all other agencies combined. The best teachers are those who are well qualified for their business. Get the best.—*Maine Journal of Education.*

3. BENEFIT OF VISITING SCHOOLS.

The following from a contemporary is right to the point: "The man or woman who drops into the school-house often and shows an interest in their comfort, is a public benefactor. Both teachers and scholars are encouraged to good behaviour and extra efforts. Who does not remember the stimulus to the whole school of a visit from a parent or other persons? A school visited once or twice a month—the visitor insisting that no change of programme shall be made—will generally be twice as prosperous as the school which is never visited. No one should leave others to attend to this matter—The public school should be the pet and pride of every parent."

4. WHAT SHOULD BE DEMANDED OF TEACHERS?

BY ANNA RANDALL DIEHL.

- I. Higher scholastic attainments.
- II. Technical training.
- III. More heart in the work.

I. We have been making progress in teaching during the last twenty years, but it will be a long time before anything like a school-millennium is enjoyed, unless we have more skilled workmen. The public and the law ought demand that teachers have, as a basis, a thorough academic if not a collegiate education. Instead of this we find many who know, barely, what they are expected to teach, and instances may be cited where they scarcely keep pace with the most proficient of their pupils. Anything like a perfect acquaintance with geography, arithmetic, grammar, reading, writing and spelling is meagre.

Izaak Walton said, when asked in regard to the requisites of a good fisherman, "He must first of all understand the nature and habits of fish." It is certainly no less necessary that the teacher, who is, in one sense, a fisher of men, should understand the nature of the mind and its order of development. It is now universally conceded that education should begin with the senses, with training the perceptive, and that the elements of the sciences, at least rudimentary instruction in the three kingdoms of nature, should be given orally and before the child is of sufficient age to grapple successfully with books. Let, then, mental philosophy, physiology, zoology, botany, chemistry and geology, these branches, if no more, be added to the teacher's curriculum, and an examination in them be demanded by law.

II. There should be training in the technics of teaching. This is done in the normal school, in the teachers' institute, and by reading books upon the philosophy of education and the best methods of imparting instruction.

In nearly all the countries of Europe no person is a legal teacher who has not been for two or three years a pupil in a normal school, or, as it is generally called, a seminary of training. Visiting a school in Ruabon, Wales, I saw very superior instruction in the primary department. Many of the children were not over two and three years of age, and not so much attention was paid to teaching them to read as to develop perception and language by means of lessons in form, colour, etc. Three teachers were conducting exercises simultaneously in different parts of the room, while the whole work was under the supervision of an experienced princi-

pal. I found that these assistants had each spent two years in the training school, paying no tuition; but that they were now called probationary teachers, and for five years would receive but thirty dollars annually for their work, thus, in effect, refunding the money which had been expended upon their education.

Recently, when attending an institute in the eastern part of Maine, I learned with great satisfaction that just over the border, in New Brunswick, none but trained teachers are employed.

We ought to cover our faces with shame that it is not so here. Let the normal schools be filled; let others be established; and let none but graduates of these schools be employed as teachers. We hope to see normal schools, sometime in the future, which are entirely professional, and not three-fourths academical as most of them, of necessity, now are; where not only the theory of teaching is taught, but where the practising department is the grand workshop.

Teachers' institutes are doing much in disseminating knowledge and teaching advanced methods. In Pennsylvania especially, where "Director's day" is a regular feature, where the whole county is represented by its school officers, who come face to face with its teachers, discussing with them the qualifications for teaching and the wages to be paid, where the State Superintendent comes with a warm heart and ready brain to admonish and advise, the teachers are not only invigorated and encouraged, but the whole State is annually permeated with new educational life.

The teacher's miscellany is not meagre. When such men as Milton, Locke, Froebel, and Diesterweg have written; when John Stuart Mill, Jacob Bright, Hepworth Dixon, and scores of able ones in our own country, are writing upon the vital educational questions of the day, there is no excuse for ignorance on the part of teachers. In Austria, Switzerland and Prussia I did not find a teacher who had not some book upon teaching.

III. Teachers should have more heart in their work. Broad culture and thorough preparation will do more than anything else in bringing about this desideratum. Holland says: "The work of teaching should be done by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charity and the most devoted Christian purpose."

The worth of such teachers cannot be estimated this side of eternity. They will never be accused of lacking heart in their work.

5. APPLYING THE SURPLUS.

It was a wise provision of the Ontario Government that dictated the application of the scattered surplus to works of public utility. We see by the Report of the Inspector of Schools for the County of Oxford, that a large portion of the houses used are in a lamentable condition. It is not necessary to specify all the deficiencies as to comfort and decency, that are reported by Mr. Carlyle. It is enough to know that in this advanced section, where wealth abounds, such is the state of public taste, that thirty per cent. of the school-houses are classed either as "poor" or "very poor;" that the condition of the school furniture and apparatus is even in a condition worse, if possible, than the buildings. It is not a little singular that in the Township of Blandford, a yard or enclosure to a school-house is unknown, with one exception; and that one is classed as "very poor." It is no wonder, when the spirit of economy rages to such an extent and the buildings are thus pronounced, that the management, as in many cases, should be set down as "poor" indeed. It is much to the credit of several of the teachers, who labour under the disability of the absence of accommodation, and without auxiliaries, that the standing of their pupils as to education is favourably reported. It is however, when we come to the general remarks of the Inspector, that we are given to understand the actual state of affairs. Anything more distressing than is here to be found, can not be imagined. Out of one hundred and twenty seven schools, not one is reported as satisfactory. "Bad management," "wretched accommodation," "outside interference," "insufficient classification," "over crowded," "cheap Teachers," "cared for by nobody," are the reasons assigned by the Inspector. Now if we consider for a moment, the consequences of all this can be fully and fairly estimated. The season of instruction in this country, in most cases, is but short; it is the more necessary then that our young people, while at school, shall have every facility. Every thing that money and taste can procure should be called into requisition, as well to make the school and its surroundings attractive and agreeable, as that the teacher's qualification shall be up to a given standard. It was enough in the early days of the country that children had drawbacks to overcome, and that the accommodation was poor. Now, however, when every farmhouse has its piano, or its melodion, and its sewing machine, and a carriage and silver mounted harness are necessities to go to church or get to market, some little regard might be given to educational facilities and the habits of the rising generation. *Ex nihilo nihil fit*; or to put it in

plain Saxon, you cannot make a silk purse out of a sow's ear; so if we neglect to give to our sons and daughters—not merely the rudiments of an education but acquaintance with the habits and surroundings of proper culture, and never cause them to feel that life has higher pleasures than the display of wealth, we check the growth of usefulness and blast the prospect, except at terrible disadvantage.

Great allowances have to be made for much of that giving a contrast to the people of this and older countries. When our unaided resources are not only ample, but when the Legislature has wisely stepped in and placed in our keeping, more than sufficient to render every school in the country what it should be—comfortable and commodious within, and attractive in its surroundings—let us hope that that share of the surplus given to the municipalities of Oxford will be applied liberally and with taste, to the improvement of our educational institutions. Let it not be said that we improve our farm steadings and add to our account at the banker's, while we dwarf the mental proportions of our youth by the wretched provision made for the growth of taste and of scholastic acquirements. The deficiencies of the early settlers are noticed under a modest mien; but the shortcomings of young men and young women of to-day glare terribly in the sunlight of a civilization that takes little account of a hoarding a few dollars, or the acquisition of a few acres. While we deplore the exhibit given by the Inspector, sensible people will consider the exposure timeous; and Mr. Carlyle and the Teachers' Association could engage in no work of more advantage than that resulting in a complete change in the character of our schools. Now is the time to press the subject home to the people.—*Woodstock Times*.

Knowledge may increase sin if the heart be not educated as well as the head.

The facts which a child learns at school are of less practical value than the habits of thought and feeling which he acquires. The mental act is more important than the acquisition.

The more I think of it I find this conclusion more impressed upon me,—that the greatest thing a human soul ever does in this world is to see something, and tell what it saw in a plain way. Hundreds of people can talk for one who can see. To see clearly is poetry, prophecy, and religion,—all in one.—*Ruskin*.

The school is no place for a man without principle. I repeat, *The school is no place for a man without principle*. Let such a man seek a livelihood anywhere else; or, failing to gain it by other means, let starvation seize the body, and send the soul back to its Maker as it is, rather than he should incur the guilt of poisoning youthful minds, and dragging them down to his own pitiable level. If there can be one sin greater than another, on which heaven frowns with more awful displeasure, it is that of leading the young into principles of error and debasing practice of vice.—*Page*.

It is too late in the day to think of damming up the stream of popular enlightenment; it is clear that more and more of art and science and personal education, domestic comfort and refinement are to inundate the world, until there shall be no room for ignorance, either of the laws of the human mind, or of the physical globe we live on. Where the front rank of intelligence now stands, the rear rank shall presently stand, while the great procession of humanity gradually advances higher and higher up the mountain of knowledge, and looks down upon its old ignorances and mistakes, its superstitions and delusions, with wonder ever to have lived under their influence, and with joy and gratitude in having escaped from their dominion.—*Liberal Christian*.

Teach what will be used in after life.

Teach as we use in after life.

Teach from the known to the unknown.

Teach pupils to do things.

Teach the how before the why.

Do not tell, but draw out.

Teach as much as possible by application.

Teach by topics.

Teach at every recitation something not found in the books.

Give class instruction as much as possible.

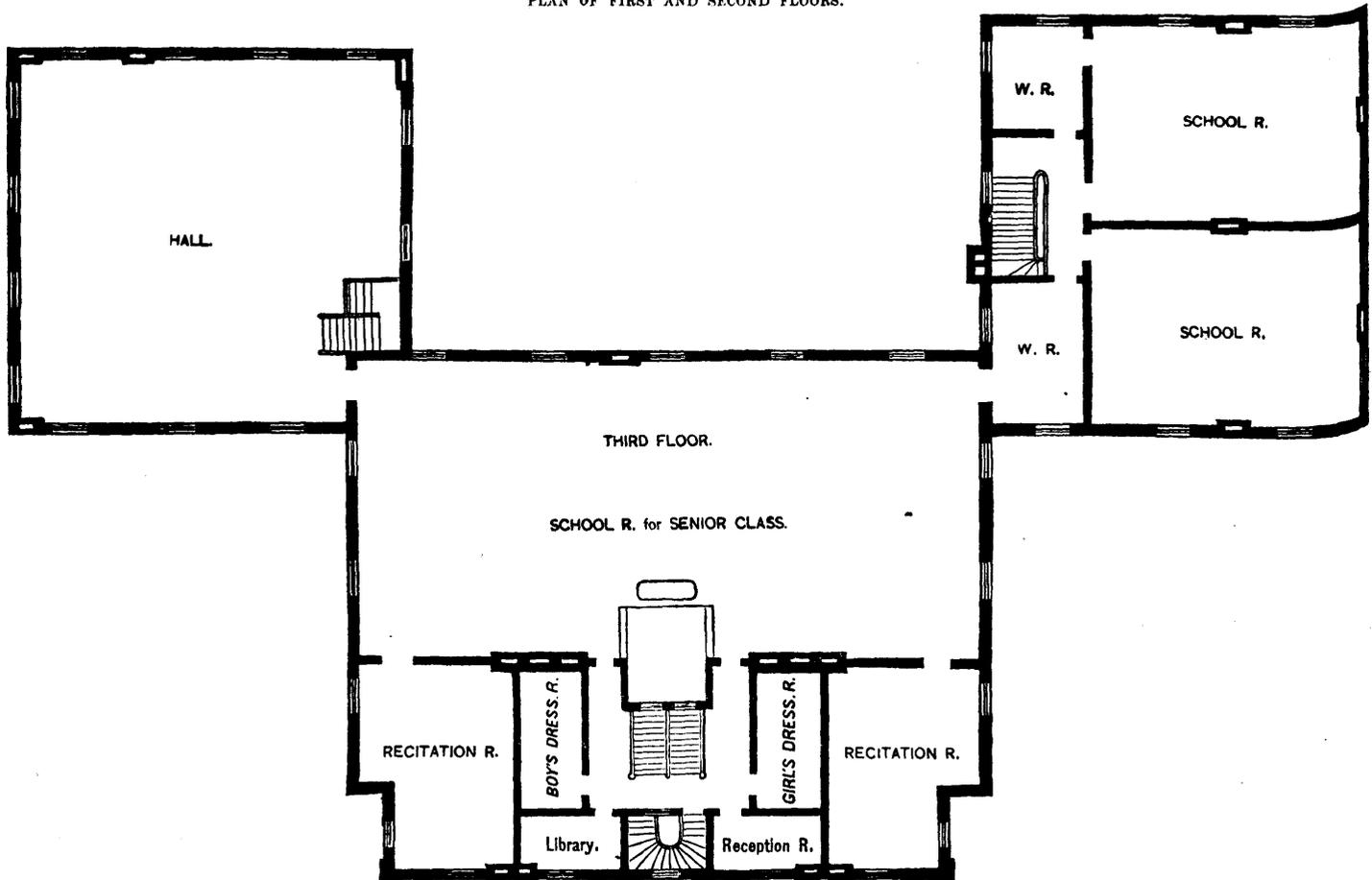
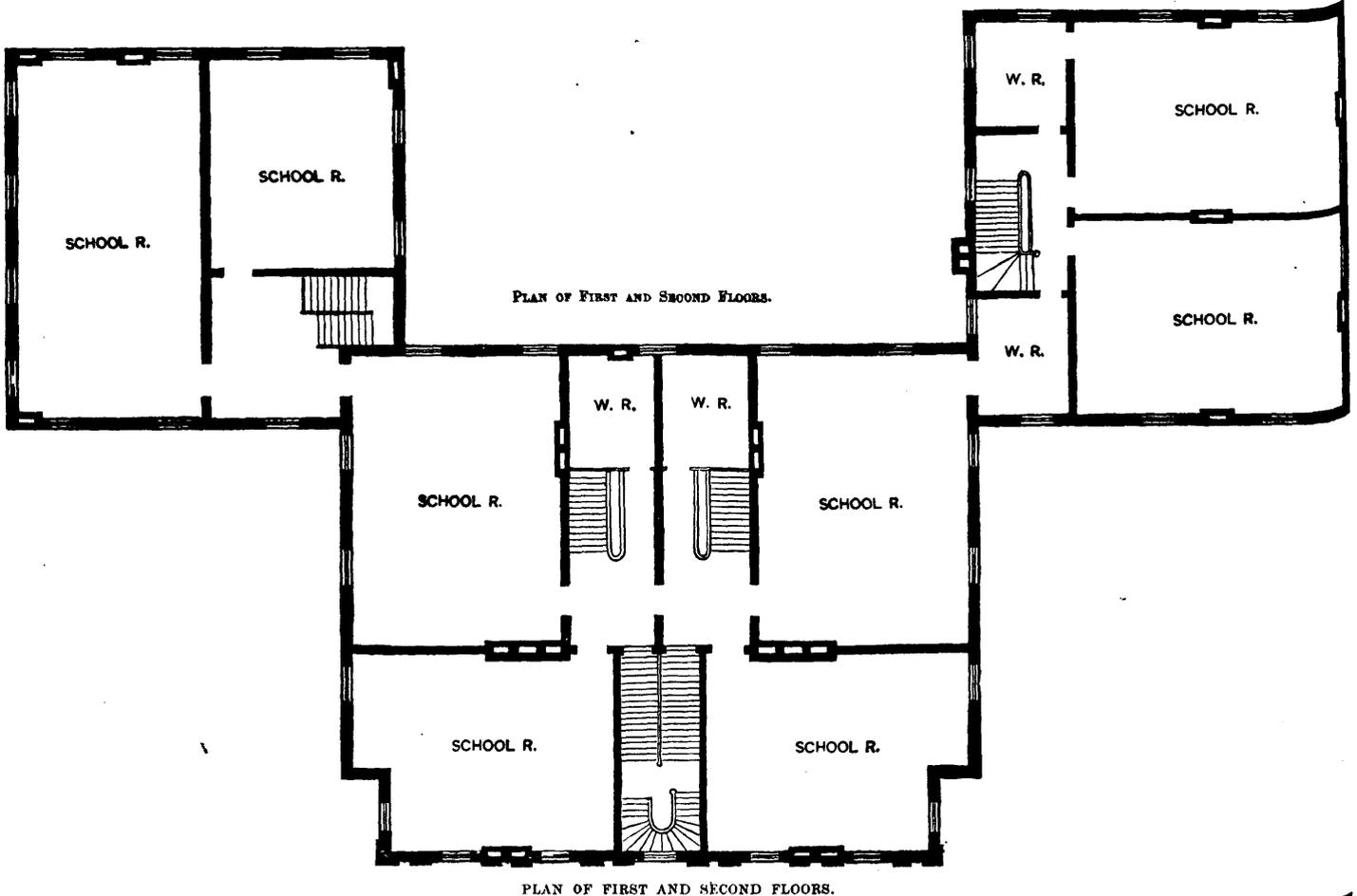
Remember that change is rest.

It will always bring a rich reward of respect to be polite to your pupils. Children relish and appreciate an "if you please" and a "thank you," and it adds to their self-respect, without which there is no true worth. Give your example to your precepts. Children can detect sham as well as grown people, and will often notice inconsistencies in walk and conversation that older people might pass unobserved.—*Iowa School Journal*.

V. Improved School Architecture.

School in Hartford, Connecticut. The elevation is neat, plain and handsome, and very suitable for a central or superior high school. The interior arrangement, it will be seen on examination, is very convenient. It combines the advantage of a triple building; each one having a direct communication with the other.

The handsome engraving of a school building which we insert on the first page of this *Journal*, is that of the Wadsworth Street



We have not been able to procure a plan of the ground plan, but those of the first, second and third floors are inserted.

We are not at all in favour of a three-story school-house. The difficulty and delay of getting up and down, apart from the fatigue of doing so, would be fatally increased in the event of a sudden panic in the case of fire or other calamity. Besides the incessant noise overhead, and in going up and down the necessarily numerous stairs, is in itself a strong objection to a three-story school-house. In this country, where land is abundant, a three-story school-house is most undesirable, especially as the additional cost required in order to secure proper ventilation more than makes up for the so-called economy of such an erection. The accumulation in one building, where there are so many young and delicate lungs, of quantities of vitiated air is greatly to be deprecated; and this of itself should be considered a sufficient objection, even apart from any improved modes of ventilation which might be adopted. There are many days in the year, both in the extreme sultriness of summer and the cold and fogginess of spring, autumn and winter when even the best system of ventilation will be found unequal to the task of removing impure and providing fresh air, and this difficulty is always greatly increased when large numbers are gathered together in one building on such days.

The combined system of school accommodation illustrated in these plans will be found of great advantage during the winter months and on wet days. It will also be found to promote economy in heating, lighting and supervision.

POISONING BY BAD AIR IN SCHOOL HOUSES.

POISONING OF THOUSANDS OF CHILDREN IN THE PUBLIC SCHOOLS OF NEW YORK.

BUREAU OF SANITARY INSPECTION,
February 18, 1873.

To the Board of the Health Department. Colonel Emmons Clark, Secretary.

SIR—I have the honour to report that, in connection with the recent inspection of public-school buildings and factories, made by the health inspectors, I directed, on the 3rd instant, Dr. H. Endemann, Assistant-Chemist of the Department, to collect specimens of air from a few of the schools and other public buildings, and submit them to chemical analysis for the purpose of determining the amount of carbonic acid and other impurities. This duty he has performed, and I herewith present a brief abstract of his report.

THE AIR IN THE PUBLIC SCHOOLS.

From our public schools Dr. Endemann obtained seventeen samples of air, the examination of which determined the presence of carbonic acid, varying in amounts from 9.7 to 35.7 parts in 10,090; or, in other words, from more than twice to nearly nine times the normal quantity. The ventilation in these buildings is generally faulty, and can be obtained only by opening the windows—a practice detrimental to the health of the children who sit near or directly under them. The following experiment made in the Roosevelt Street School, shows the inefficiency of ventilating flues in the walls unprovided with means for creating an upward current. An examination of the air in one of the class-rooms provided with a ventilating flue was made while one of the windows was opened, and yielded 17.2 parts of carbonic acid in 10,000. The window was then closed, and after the lapse of ten minutes another examination gave 32.2 parts of carbonic acid, or an increase of 15.6 parts. The experiment now became to the teacher and children so oppressive that it was not continued. Dr. Endemann says: "If the accumulation of carbonic acid had been allowed to continue, we might have reached within one hour the abominable figure of 110." The following is a statement of the average result obtained from the several experiments made in each school:

School.	Experiments.	Carbonic Acid.
Elm Street.....	3	14.6
Roosevelt Street.....	2	19.5
Thirteenth Street, near Sixth Avenue.....	2	28.1
Thirteenth Street, near Seventh Avenue....	2	21.3
Greenwich Street.....	2	17.6
Vandewater Street.....	2	14.7
Madison Street, near Jackson.....	4	24.2

As expired air contains not only this poisonous gas, but also effete animal matter escaping from the bodies of those present, and in quantities in proportion to the amount of carbonic acid exhaled, it follows that air vitiated by respiration is far more deleterious than air vitiated by the same amount of carbonic acid from other sources;

and as the standard of permissible impurity has been placed by high sanitary authority (Dr. Parkes and others) at six parts of carbonic acid in 10,000 of air, it is evident that the best practical talent should be engaged in designing and perfecting means for securing to our public schools adequate and thorough ventilation.

Respectfully submitted,
C. H. JANES, M. D.,
City Sanitary Inspector.

VI. Miscellaneous.

1. THE BATTLE OF LIFE.

Go forth to the Battle of Life, my boy,
Go while it is called to-day;
For the years go out, and the years come in
Regardless of those who may lose or win;
Of those who may work or play.
And the troops march steadily on, my boy,
To the army gone before;
You may hear the sound of their falling feet,
Going down to the river where the two worlds meet;
They go to return no more.
There is room for you in the ranks, my boy
And duty, too, assigned;
Step into the front with a cheerful grace—
Be quick, or another may take your place,
And you may be left behind.
There is work to do by the way, my boy,
That you never can tread again,
Work for the loftiest, lowliest men—
Work for the plough, adze, spindle and pen;
Work for the hands and the brain.
The serpent will follow your steps, my boy,
To lay for your feet a snare;
And pleasure sits in her fairy bowers,
With garlands of poppies and lotus flowers
Enwreathing her golden hair.
Temptations will wait by the way, my boy,
Temptations without and within;
And spirits of evil, in robes as fair
As the holiest angels in heaven wear,
Will lure you to deadly sin.
Then put on the armour of God, my boy,
In the beautiful days of youth;
Put on the helmet, breastplate and shield,
And the sword that the feeblest arm may wield
In the cause of right and truth.
And go to the battle of life, my boy,
With the peace of the Gospel shop,
And before high heaven do the best you can
For the great reward, for the good of man,
For the kingdom and crown of God.

2. BOYS, READ AND HEED THIS!

Many people seem to forget that character grows; that it is not something to put on, ready made with womanhood or manhood; but, day by day, here a little and there a little, grows with the growth and strengthens with the strength, until, good or bad, it becomes almost a coat of mail. Look at a man of business—prompt, reliable, conscientious, yet clear-headed and energetic. When do you suppose he developed all these admirable qualities? When he was a boy? Let us see the way in which a boy of ten years gets up in the morning, works, plays, studies, and we will tell you just what kind of a man he will make. The boy that is late at breakfast, and late at school, stands a poor chance to be a prompt man. The boy who neglects his duties, be they ever so small, and then excuses himself by saying, "I forgot! I didn't think!" will never be a reliable man. And the boy who finds pleasure in the suffering of weaker things will never be a noble, generous, kindly man—a gentleman.

3. SMOKERS AND NON-SMOKERS.

A comparison made between the smokers and non-smokers belonging to the Polytechnic School of Paris, shows that the non-smokers take the highest in every grade. Further, it is found that the smokers lost grade constantly. In 1861 the Minister of Public Instruction accordingly issued a circular forbidding the use of tobacco by pupils in the public schools. Smokers in America should make a note of these facts.

4. DON'T BE IN A HURRY TO GO FROM THE FARM.

Come boys, I have something to tell you ;
Come here, I would whisper it low ;
You're thinking of leaving the homestead,
Don't be in a hurry to go.
The city has many attractions,
But think of the vices and sins,
When once in the vortex of fashion,
How soon the course downward begins.

You talk of the mines of Australia,
They're wealthy in treasure, no doubt,
But ah, there is gold in the farm, boys,
If only you'll shovel it out.
The mercantile life is a hazard,
The goods are first high, then low,
Better risk the old farm awhile longer—
Don't be in a hurry to go.

The great busy West has inducements,
And so has the busiest mart,
And wealth is not made in a day, boys,
Don't be in a hurry to start.
The banker and broker are wealthy—
They take in their thousands or so—
Ah, think of their frauds and deceptions ;
Don't be in a hurry to go.

The farm is the safest and surest ;
The orchards are loaded to-day ;
You are free as the air on the mountain,
And monarch of all you survey ;
But stay on the farm awhile longer,
Though profits come rather slow,
Remember you've nothing to risk, boys,
Don't be in a hurry to go.

5. CURIOSITIES OF HUMAN LIFE.

Care has been taken to make the following statements accurate, the best authorities having been consulted in their preparation.

LENGTH OF HUMAN LIFE.

The average length of life is.....	30 years.
One-fourth die before the age of.....	8 "
One-half before the age of.....	20 "
The rich live an average of.....	42 "
The poor " " " ".....	32 "
One of 1,000 persons reaches.....	100 "
One of 500 " " " ".....	80 "
Six of 100 " reach.....	65 "

The average duration of life is greater now than ever before. According to Dupin the average length of life in France from 1776 to 1843 increased 52 days per annum. Mr. Macaulay states that in 1685 the deaths in England were as one to 20 ; in 1850, 1 to 40. The rate of mortality in 1781 was 1 to 29 ; in 1853, 1 to 40.

POPULATION.

An able professor of the University of Berlin has lately made the following estimate of the population of the globe :

Europe.....	272,000,000
Asia.....	720,000,000
Africa.....	89,000,000
America, North and South.....	200,000,000
Australia.....	2,000,000
Total.....	1,283,000,000

DEATHS.

The number of deaths per annum, as founded on statistics for 1870, is.....	32,850,000
The number of deaths per day is.....	90,000
" " " hour is.....	3,750
" " " minute averages.....	62½

BIRTHS.

The average number of births per day is.....	108,000
" " " hour is.....	4,500
" " " minute is.....	75

MARRIED AND SINGLE.

The married live longer than the single. The mortality among bachelors between the ages of 30 and 45 is 27 per cent ; among married men between the same ages, 18 per cent. 78 married men

reach 40, while only 41 bachelors arrive at the same age. At the age of 60 the advantage in favour of married life has increased 20 per cent.

OF THE SEXES.

There are more males than females born by 4 per cent. At the age of 20 there are more females than males. At the age of 40 the preponderance is again on the other side, and there are more males than females. At 70 the sexes are again even. Between 70 and 100 years there are 15,300 more women than men, or an excess of 5 per cent. The mortality of women is greatest between the ages of 20 and 40. After 40 years of age the probabilities of longevity, as is shown, are far greater for females than for males.

OF SUICIDES.

Three-fourths of all suicides are males. The greatest number are caused by divorces. The least number are among the married, next the unmarried, next the widowed. One-third of the cases are due to mental disease ; one-ninth to physical suffering ; one-tenth to fear of punishment or shame ; one-ninth to family quarrels ; one-ninth to drunkenness, gambling, etc. ; one-twentieth to disappointed love. The ratio of suicides, as given by M. Decaisne before the French Academy of Sciences, is as follows : London, 1 in 175 deaths ; New York, 1 in 172 ; Vienna, 1 in 160 ; while in Paris it has reached the shocking number of 1 in 72.

OF WEIGHT.

The average weight at birth is 6½ pounds,—the weight of males a little exceeding that of females ; the extremes of weight at birth are 2 and 12 pounds. At 12 years of age the sexes are of nearly equal weight, after which limit the males are heavier than females. At 20, males average 143 pounds, females 120 pounds. At 35, males reach their ultimate of weight, which is 152 pounds. At 50, females average 129 pounds, having gained but 9 pounds in 30 years. The weight of males at full growth averages 26 times their weight at birth ; that of females 20 times. The average weight of all people together is 100 pounds.

BRAIN WEIGHT.

The theory that as a given quantity or weight of brains is necessary for the exercise of the mental faculties, therefore all men are provided with an equal quantity, has been latterly exploded. Inquiry has demonstrated that there is a difference in the average brain weight of races and nations, and a still greater difference in that of individuals, as the following facts will show.

English average weight.....	47.50 ounces.
French, " ".....	44.58 "
Germans, " ".....	42.83 "
" " another estimate.....	44.10 "
Italians, average weight.....	47.00 "
Dutch, " ".....	46.00 "
American (aboriginal races).....	44.73 "
Lapps, Swedes, and Frisians.....	46.58 "
Vedahs and Hindoos of Asia.....	42.11 "
Mussulmans.....	42.30 "
Khouds, of India (aboriginal).....	37.87 "
African races from 38.00 to.....	45.00 "
The Kaffre high, Buchman low (Australian races).....	40.50 "
Malays and Oceanic races from 39.56 to.....	43.70 "

The maximum weight of the human brain (Cuvier's) is 64.50 ounces ; the minimum weight (idiots), 20 ounces.

Average weight, male adult.....	49.50 ounces.
" " female ".....	41.00 to.....47.00 "

The heaviest individual brains on record next to Cuvier's are, first :

Daniel Webster.....	64.00 ounces.
Dr. Abercrombie.....	63.00 "
Dupuytren (French surgeon).....	62.50 "

DIVISIONS OF LIFE.

A French statistician has estimated that a man 50 years of age has slept 6,000 days ; worked 6,500 days ; walked 800 days ; amused himself 4,000 days ; was eating 1,500 days ; was sick 500 days ; ate 17,000 pounds of bread, 16,000 pounds of meat, 4,600 pounds of vegetables, eggs, etc., and drank 7,000 gallons of liquid of all kinds. This amount of liquid would make a lake 300 feet square and 3 feet in depth.

THE NECESSARY DAILY PROPORTION OF FOOD.

Dr. Mott gives the following daily proportion of food as requisite to sustain life healthfully and soundly :

1st Class.—Persons of moderate health and little exercise, 12 to 18 oz. of food, equal to 10 oz. of nutritious matter.

2nd Class.—Persons of good health and ordinary labour (mechanics, etc.), 18 to 24 oz. of food, equal to 16 oz. of nutriment.

3rd Class.—Persons of sound health, hard labour, and consequent violent exercise, 24 to 30 oz. of food, equal to 22 oz. of nutriment.

THE HUMAN MACHINERY.

A fully-developed man has 60 bones in his head, 60 in his thighs and legs, 62 in his arms and hands, and 67 in his trunk; making a total of 249 bones. Such a frame will contain 15 quarts of blood, weighing two pounds each. Every pulsation of the heart discharges two ounces of blood, which is an average of a hog's head an hour. The united length of the perspiratory tubes is 28 miles, and they drain from the body an average of 3½ pounds of matter per day, which is five eighths of all that the body discharges.

The human body contains over 500 muscles. The intestines are 24 feet in length. The finger-nails grow their full length in 4½ months. A man 70 years of age has renewed his finger-nails 180 times. Allowing each nail to be half an inch long, he has grown 7 feet 9 inches of nail on each finger, and on fingers and thumbs together, a total of 77 feet and 6 inches.

The heart makes an average of 64 pulsations in a minute, which is 3,840 in a hour, and 92,160 in a day. Two-fifths of the oxygen inspired disappears with each inspiration, the place of which is supplied by the carbonic gas thrown off by expiration. Thus each adult person ought to consume 45,000 cubic inches of oxygen every 24 hours, and in the same time he generates 18,000 cubic inches of carbonic acid gas.

Every moment during life a portion of our substance becomes dead, combines with some of the inhaled oxygen, and is thus removed. By this process it is believed that the whole body renews itself every seven years.—*V. V. in Phrenological Journal.*

6. IRISH ELEMENT IN THE ENGLISH CIVIL SERVICE.

The *Saturday Review* commenting on the report of the Civil Service Commissioners, says that one result of the scheme will be that, before many years have passed, the Irish element in the civil service will be by far the strongest. In the last eighteen months two hundred and forty "important appointments have been assigned as the reward of merit to successful candidates." Of these candidates, seventy-five were English, twenty-three Scotch, and one hundred and forty-two Irish. The Commissioners say:—"It may not be uninteresting to note, as resulting from these figures, that there is a great difference in the amount of success achieved by the candidates of the three kingdoms, more than one-half of the successful competitors having been examined in Ireland, less than one-third in England, and less than one-tenth in Scotland; and, further, that while the proportions of prizes won to candidates sent up was in England not quite one out of ninety-one, and in Scotland less than one in twelve, in Ireland it amounted to somewhat more than one out of six."

POPULATION OF THE GLOBE.—There are on the globe 1,288,000,000 souls, of which 360,000,000 are Caucasians; 522,000,000 are Mongolians; 190,000,000 are Ethiopians; 176,000,000 are Malaysians; 1,000,000 are Indo-Americans. There are 8,642 languages spoken, and 1,000 religions. The yearly mortality of the globe is 42,043,000 persons. That is at the rate of 115,200 per day, 4,800 per hour, 80 per minute. Among 10,000 persons, one arrives at the age of 100; one in 500 attains the age of 80; one in 100 to the age of 70. In 100 persons, 95 marry.

VII. Educational Intelligence.

The late English papers bring intelligence of a new experiment at the Normal College at Chichester in the training of "ladies of gentle birth" and high culture in the business of elementary teaching—a work which has heretofore been undertaken only by women of lower social standing. The movement has the official sanction of the Privy Council on Education. We also learn that women are preparing to compete for the mathematical prizes of the universities.

The increasing demand for instruction in the elements of the natural sciences in common schools, makes it important that the subject receive special attention in teachers' institutes.

Boston has sent to the Vienna Exposition thirty large cases of articles, representing the city schools, including the buildings, fittings, furniture, apparatus, books, etc. Supt. Philbrick has been granted a leave of absence for five months, and will make a tour of Europe, visiting the Exposition.

The alumni of Yale College some time ago undertook to raise for the benefit of their Alma Mater a fund of \$500,000, to be known as the Woolsey Fund. One of their number, Mr. James Knox, of Knoxville, Illinois, has just contributed to it \$10,000, which he modestly terms "his mite," and we learn that from all quarters the committee are receiving the most encouraging answers to their appeal. There could not be a more eloquent testimony to Yale than the existence of such a spirit among its children.

It is already known that Mr. Henry W. Sage, of Brooklyn, has presented to Cornell University a sum of \$250,000 for the promotion of female education in that institution, and another sum of \$30,000 for the erection of a university chapel. It is now announced that his son, Mr. Dean Sage, has given \$30,000 to Cornell to establish a course of university sermons by distinguished divines.

The Yale College Laws have been recently revised and republished. Most of the old laws, which have long become dead laws, are omitted, the present including only those which any student may rationally be expected to observe. Five books of the Anabasis, and all of Plain Trigonometry will hereafter be required of candidates for admission, instead of the two books of the Anabasis and the first two of Euclid. The youngest age at which a candidate can be admitted to the freshman class has also been changed from fourteen to fifteen years.

KNOX COLLEGE.—Professor Cavan, of Knox College, Toronto, made the gratifying announcement last month, at the closing lecture of the session, that \$10,800 had been subscribed in Toronto alone towards the erection of new college buildings. There were seven subscriptions of \$1000 each. Since then, we are glad to learn that subscriptions for the re-building of Knox College still come in to a very gratifying amount. In Toronto, upwards of \$20,000 have been subscribed, and a considerable amount more is still expected. The other parts of the Province have not yet to any great extent been canvassed, but wherever Professors Cavan and Gregg have gone, they have met with a most cordial welcome and very gratifying success. Professor Gregg, last week, paid a flying visit to Belleville and Kingston, and received subscriptions to the extent of upwards of \$2,000. More than double that amount may be expected from those two places. In Guelph \$2,007 have been subscribed, and another thousand at least is fully reckoned upon. In Galt \$1,500 has already been promised, and as much more, at any rate, is looked for. A few friends in Mitchell and Drummondville have given \$760 without being solicited, but when these places are canvassed a good deal more will be secured. The state of the fund then, at present, stands as follows:—

Toronto.....	\$20,285
Belleville	675
Kingston	1,480
Guelph	2,007
Galt	1,500
Mitchell	500
Drummondville	260

\$26,707

We understand that Professors Cavan and Gregg—who have taken up the matter energetically and have succeeded so well hitherto in their canvass—purpose to leave immediately for London. They are to preach there to-morrow in the two Presbyterian Churches, and intend to solicit subscriptions in that locality during the coming week. We have no doubt that London will not be behind hand—nor will Hamilton, to which these gentlemen return next Saturday—preaching on the Sabbath, and pursuing their work of canvassing on the following days. The friends of Knox College throughout the country must be very much obliged to these gentlemen for entering so energetically upon this work. No agents that could have been employed could be more acceptable or more successful.—*Globe.*

VIII. Monthly Report on Meteorology of the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for MARCH, 1873.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—J. M. Buchan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., L.L.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGE, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, WARMEST DAY, COLDEST DAY, MONTHLY MEANS, TENSION OF VAPOUR.

Approximation. aOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake... hOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

REMARKS. a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. Pembroke.—Lunar halo, 8th. Wind storms, 16th, 17th. Snow, 11th, 16th, 18th, 21st, 26th. Rain, 7th, 8th, 15th, 28th, 29th. CORNWALL.—Solar halo, 4th, 18th.—Crows seen. Wind storms, 17th, 21st, 25th. Snow, 3rd, 4th, 11th, 13th, 15th, 16th, 19th, 21st, 23rd, 26th, 27th, 30th. Rain, 8th, 29th, 30th. First wheeling on 8th. Sleighting again, 19th to 31st. STRATFORD.—Storm of wind and snow, 26th. Crows seen, 19th. Snow, 1st, 2nd, 8th, 11th, 12th, 15th, 16th, 18th—21st, 25th—27th, 31st. Rain, 7th, 15th, 29th. Observation at 1 p.m., 13th, omitted. PETERBOROUGH.—Circle round moon, 6th and 10th. Crows, 15th. Wind storm, 15th, 16th, 23rd. Fogs, 15th, 29th. Snow, 3rd, 8th, 11th, 15th, 16th, 18th, 21st, 23rd, 25th, 26th, 31st. Rain, 7th, 15th, 29th. Uninterrupted sleighing.

storms, 7th, 8th, 10th, 23rd, 26th. Fog, 14th. Snow, 2nd, 8th, 10th, 11th, 18th, 20th, 21st, 25th, 26th, 30th, 31st. Rain, 7th, 14th, 15th, 19th, 20th, 23th, 29th. Difference of mean monthly temperature from average of two years, -2°. Sparrows seen, 15th.
 HAMILTON.—Hawk seen, 14th. Garden phlox peeping out of ground. Wind storms, 24th, 25th. Fog, 28th. Snow, 2nd, 3rd, 8th, 11th, 12th, 16th, 18th, 20th, 21st, 25th, 26th, 31st. Rain, 7th, 8th, 11th, 15th, 19th, 20th, 29th.
 SIMCOE.—Wind storms, 8th, 15th, 24th. Snow, 2nd, 26th (great storm). Rain, 3rd, 6th, 7th, 9th, 14th—16th, 20th, 28th—31st. A rainy month, cold and disagreeable. Epizootic prevailed to an alarming extent.
 WINDSOR.—Wind storms, 8th, 15th, 20th, 21st, 24th, 25th. Snow, 1st, 7th, 9th, 14th, 21st, 24th—26th, 31st. Rain, 15th, 18th, 29th, 30th.

IX. Departmental Notices.

INTER-COMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Inspectors, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subjects of general interest are always acceptable, and may be made highly useful in promoting the great objects for which this *Journal* was established.

SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Ontario. Books, Maps, and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.
2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodists, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.
3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

NO PENSIONS TO PUBLIC SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Public Schools, or Teachers of the English branches in High Schools, who are legally qualified Public School Teachers in Ontario, who may wish to avail themselves at any future time of the advantages of the Superannuated Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent or Inspector, if they have not already done so, their subscrip-

tions, at the rate of \$5 per annum for each preceding year commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of four dollars per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction; nor can one be granted for any year of teaching for which the subscription has not been paid.

EXAMINATIONS PAPERS IN SETS.

The entire set of Examination Papers for First, Second, and Third Class Teachers, neatly stitched, can be sent free of postage on receipt of sixty cents. Those used in the Normal School during the last and previous Sessions, or those used at the County Examination for Second and Third Class Teachers, can also be sent.

SHEET LESSONS ON GENERAL GEOGRAPHY,

In 13 sheets, 50 cents; or by post, postage paid, 57 cents; mounted on cardboard and varnished, per set, \$3 50.

PRINTED SHEETS FOR SCHOOLS.

1. The New Programme	} Large Sheets.	} The ten sheets sent free of postage for 50 cents.
2. The New Limit Table		
3. A Blank Time Table		
4. Duties of Pupils		
5. The Ten Commandments.....		
6. Library Regulations	} Small Sheets.	
7. List of authorized Text Books		
8. Merit Cards and their uses		
9. Hints on constructing Time Tables.....		
10. Departmental Notices		

TABLET READING SHEET LESSONS.

Being the First Book of Lessons in Tablet form, in thirty-three sheets, 75 cents (By post, postage paid)..... Price \$1 00
 Mounted on 17 sheets of thin cardboard " 2 00
 Mounted on 17 sheets of stiff cardboard, varnished. " 4 00
 Mounted on 33 sheets of stiff cardboard, varnished. " 6 00
 The hundred per cent is allowed on those and the Geography sheets.

CANADIAN SCHOOL MAPS AND APPARATUS.

Sets of the two new series of maps of Canadian manufacture are now ready, and can be had, by school authorities, at the Education Depository, Toronto, either singly, in wall cases, or on rotary stands, embracing Maps of the World; Europe, Asia, Africa, and America, of two sizes; the British Isles, Canada and Palestine, and British North America.
 Terrestrial and Celestial Globes, of Canadian manufacture, of the following sizes: three (hemisphere), six, twelve, and eighteen inches in diameter, and on various kinds of frames.

NEW SCHOOL REGISTERS.

In reply to numerous applications for Public School Registers, &c., we desire to say that the new edition (including the modifications in the courses of study required by the new School Act) has been sent out to the County Clerks for distribution through the Inspectors. No copies will be sent out direct to individual schools from the Education Department. Trustees will, therefore, apply to the Inspector for them.

THE NEW MAP OF THE DOMINION.

We are glad to state that the new and revised Map of the Dominion will be published about the first part of July.

The long delay and disappointment in the publication of the Map, (which we greatly regret) were caused by the extreme difficulty of getting experienced workmen to complete it.

The publishers in their anxiety to meet the wishes of the Department, inserted advertisements in British, Continental, and American papers for skilled engravers, capable of finishing, in the proper style, this and other maps for this Department; but owing to the recent strikes of all kinds of artisans, and the application of steam to lithographic presses, therefore requiring more engraving to be done to keep them going, skilled workmen were most difficult to obtain. The Publishers succeeded, however, in getting a supply.

The trustees of High and Public Schools, who have sent in their order for the map, will have them sent as soon as possible, either by express to themselves, or (to save expense) in some cases, in large parcels, to the Inspectors.

Due notice will be sent to the different schools when their maps are ready to be despatched.

POOR SCHOOLS IN NEW TOWNSHIPS.

The grants to the Poor Schools in New Townships (the applications from which have been received through the Local Inspector,) will shortly be certified to the Treasury Department for payment to the Treasurers of the Counties concerned. The grant is payable by the Treasurer, on the order of the Inspector, and must be applied solely to the payment of Teachers' Salaries, and not to building or repairing school houses, etc. Grants of old second hand readers and other text books, can be made to Poor Schools on application to the Department.

"OLD COUNTY BOARD" CERTIFICATES.

The question is often asked: "Can the present Board of Examiners recall the old County Board Certificates?" We reply: They cannot recall any of the old County Board Certificates which were given for life, or for a term of years. They can, however, at the proper time, recall those which were given for an indefinite time, or during the pleasure of the Board; that is those which on the face of them clearly show that they were given subject to such recall. The Department has in all cases requested the Board of Examiners *not* to recall these latter certificates *this year*, nor until the supply of teachers is more equal to the demands of the schools than at present.

VALUE AND DURATION OF CERTIFICATES.

The certificates to be awarded under these regulations are:

- | |
|-------------------------------------|
| First Class Certificates, Grade A. |
| Do. do., Grade B. |
| Second Class Certificates, Grade A. |
| Do. do., Grade B. |
| Third Class Certificates. |

1. First and Second Class Certificates are valid during good behaviour and throughout the Province of Ontario; and a First Class Certificate of the highest grade (A), renders the holder eligible for the office of County Inspector.

2. Third Class Certificates are valid only in the county where given, and for three years, and not renewable, except on the recommendation of the County Inspector; but a teacher, holding a Third Class Certificate, may be eligible in less than three years, for examination for a Second Class Certificate, on the special recommendation of his County Inspector.

FIRST BOOK OF EUCLID FOR FEMALE TEACHERS.

Notice is hereby given that the Council of Public Instruction, at a meeting held on the 10th instant, directed that the First Book of Euclid be a subject of examination for female candidates for second and first class certificates, the subject of Domestic Economy being omitted.

This regulation will take effect at the July Examinations, 1873.

Candidates for third class certificates will be required in arithmetic, to solve ordinary questions in simple interest.

SCHOOL PREMISES AND ACCOMMODATION.

We would request the attention of Inspectors to Note a of Regulation No. 4 of their "Duties," in which they are directed to call the attention of Trustees to the condition of the School premises. In many School sections the School-house has been allowed to remain in the same state for fifteen or twenty years and longer, often on a bare open space, or on the road-side unenclosed, without a tree or shrub near by to shade it, or any provision being made by the Trustees for the convenience or health of the pupils, or even for their observance of the decencies of life. The Legislature has wisely decided that this state of things shall not continue, but that, as soon as possible, a remedy shall be applied, where necessary. A reasonable time should of course be allowed to Trustees in all cases to set things right; but in the meantime Inspectors will, we trust, not fail to urge upon Trustees the necessity of complying, as soon as possible, with the provisions of the law on this subject.

THE ACT OF 1871 AND SEPARATE SCHOOLS.

In reply to a question frequently asked, we desire to say that the new School Act and Regulations do *not* in any way affect the Separate Schools. It was not intended to affect them when the Act was passed; and it would be unjust to the supporters of these Schools thus to legislate for them indirectly, and without their knowledge. The Inspectors will, therefore, be particular not to apply the Act, or any of the new Regulations to Separate Schools.

NORMAL SCHOOL FOR ONTARIO.

The next Session of the Normal School will commence, (D. V.,) on the 8th of August. Students must be in attendance on that day.

X. Advertisements.

O. J. SHOWELL,

Architect . . . Owen Sound.

Plans, Details and Specifications for School-houses, combining all the most modern and improved arrangements. Letters by post to Owen Sound will receive prompt attention.

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps or otherwise.
TERMS: For a single copy of the *Journal of Education*, \$1 12 per annum. Back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.
All communication: to be addressed to the Editor, J. GEORGE HOWINGS, LL. D., *Education Office, Toronto*.