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THE
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FOR

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REVEREND EGERTON RYERSON, D.D., LL.D.,
CHIEF SUPERINTENDENT OF EDUCATION.

BY

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THE NEW SCHOOL ACT FOR ONTARIO.

The New School Act for the Province of Ontario, which we publish below, is the most important measure which has yet been passed by the Legislature of Ontario. In an educational point of view it is second only in importance and value to the present Consolidated School Act, the original of which was passed twenty-one years ago, and which was the first Bill assented to in Upper Canada, by the late lamented Lord Elgin, after the Legislature had been removed to Toronto in 1849. The effect of its operation will be to give an immense impetus to the cause of popular and higher Education in this Province, the results of which as promoting the well-being and progress of the country, it is not easy to estimate. The history of the Bill, which we now publish as an Act of Parliament, is so well known, that we need not recapitulate it. But there are a few points connected with its preparation and passage to which we deem it proper to refer.

The Bill itself was framed after a full and free consultation on most of its proposed provisions at the various County School Conventions held in the winter of 1868-9, by the Chief Superintendent of Education. After its main features had been thus submitted to popular discussion it was formally submitted to the Legislature and was there subjected to an ordeal of a more critical discussion of its details before a large Committee of the House of Assembly, during the Session of 1869-70. As the result of that conference and discussion on its various provisions, it was again, with some modifications, embodied in a Bill, (which

was referred to in the speech from the Throne,) and laid before the Legislature in December, 1870. Although subjected to unusual criticism in the House, and vigorously opposed in some quarters, it is most gratifying to know that the Bill is substantially the same as that first introduced by the Hon. M. C. Cameron, who had charge of the Bill, and who so patiently, and yet so ably, explained and defended its provisions. In no single instance, so far as we are aware, were changes made in any essential principle or feature of the Bill. Several modifications in its details were, of course made, but they were chiefly suggested by its promoters, or without hesitation concurred in by them when offered in good faith and without a party object.

The liberal and practical spirit in which the new Act will be carried out by the Education Department will afford the best answer to, and be an ample vindication of the Chief Superintendent from the unjust aspersions and suspicions which some parties have cast upon him.

As an evidence of the liberal and comprehensive spirit in which the whole Act will be carried out, we refer the reader to the Regulations of the COUNCIL OF PUBLIC INSTRUCTION in regard to the "*Qualifications of Public School Inspectors and of County Examiners,*" which will be found on the last page. It will be seen by those Regulations that no examination whatever will be required from three classes of persons, viz. :—(1.) The present County and City Superintendents of Schools. (2.) Head Masters of Grammar or High Schools, or (3) from graduates of Universities. All that such persons will have to do is to satisfy the Education Department that they are acquainted with the special subjects of School Organization and Discipline, and the provisions of the law and regulations on those subjects.

AN ACT

TO IMPROVE THE COMMON AND GRAMMAR SCHOOLS OF THE PROVINCE OF ONTARIO.

(Received the Royal Assent 15th February, 1871.)

HER Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

PUBLIC SCHOOLS TO BE FREE—FEES IN CITIES, &C., FOR TEXT BOOKS.

1. All Common Schools, which shall hereafter be designated and known as Public Schools, shall be free Schools; and the Trustees of school sections, and the municipal councils of cities, towns, villages and townships, shall, in the manner now provided by law, levy and collect the rate upon all the taxable property of the school division, or municipality, (as the case may be), to defray the ex-

penses of such schools, as determined by the Trustees thereof; Provided that Public School Boards in cities, towns and villages, may, if they deem it expedient, collect from parents and guardians of children attending their school, a sum not exceeding twenty cents per month, per pupil, to defray the cost of text books, stationery and other contingencies.

SCHOOL ACCOMMODATION TO BE PROVIDED BY TRUSTEES.

2. Each School corporation shall provide adequate accommodations for all children of school age in their school division or municipality.

PROVISIONS IN REGARD TO THE RIGHT OF CHILDREN TO BE EDUCATED.

3. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some school, or be otherwise educated for four months in each year; and any parent or guardian, who does not provide that each child between the ages aforesaid under his care shall attend some school, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided nevertheless, that any pupil who shall be adjudged so refractory by the trustees (or a majority of them) and the teacher, that his presence in the School is deemed injurious to the other pupils, may be dismissed from such School, and, where practicable, removed to an Industrial School; Provided that nothing herein shall be held to require any Roman Catholic to attend a public school, or to require a Protestant to attend a Roman Catholic school.

4. It shall be competent for the Police Magistrate of any city or town, and for any Magistrate in any village or township or town, where there is no Police Magistrate, to investigate and decide upon any complaint made by the Trustees, or any person authorized by them, against any parent or Guardian for the violation of this Act, and to impose a fine not exceeding five dollars for the first wilful offence; and double that penalty for each subsequent offence; which fine and penalty shall be enforced as provided in the one hundred and fortieth section of the Consolidated School Act; Provided nevertheless, that the police magistrate or justice shall not be bound to, but may in his discretion, forego to issue the warrant for the imprisonment of the offender as in said section is provided; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be, the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or ill-health, or too great a distance from any school; and in either of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

SCHOOL INSPECTORS IN COUNTIES, CITIES AND TOWNS—THEIR QUALIFICATIONS.

5. In each county or union of counties, there shall be one or more School Officers, to be called County Inspectors, who shall have charge of not more than one hundred and twenty, nor less than fifty Schools each; Provided always, that it shall not be necessary to appoint more than one such officer in each riding of a county; And provided further, that in Counties containing any Municipality wherein the French or German language is the common or prevailing language, an Inspector may have charge of any number of schools not less than forty.

6. Each city or town shall be a county for the purposes of this Act; and the Inspector shall be called the City or Town Inspector, and shall possess all the powers of a County Inspector in such city or town, except such as relate to investigating and deciding on School Trustee election complaints, which now by law devolve on the county judge.

7. The qualifications of county, city or town Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates for certificates of qualification, and grant certificates of qualification; and no one not holding such certificate of qualification shall be eligible to be appointed an Inspector.

8. Each County Council, and each Board of Public School Trustees in a city or town, shall appoint from among those holding the necessary certificate of qualification, one person to be Inspector of Public Schools in such county, city or town; and in counties where there are or shall be more than fifty Public Schools, the County Council may appoint two or more persons, (according to the number of Schools,) holding such certificates, to be Inspectors, and prescribe and number the territorial limits of each; Provided nevertheless, that any County, City or Town Inspector shall be subject

to dismissal at pleasure by the Council or Board appointing him, or by the Lieutenant-Governor in Council, (as regards any County Inspector,) for misconduct or inefficiency; and the vacancy thus caused shall be filled from the list of those legally qualified by the Council or Board authorized to appoint such Inspector; Provided likewise, that no Inspector dismissed shall be reappointed, without the concurrence of the party who has dismissed him; And provided furthermore, that in a county where there are two or more County Inspectors, the Council of such county may, from time to time, change or remove such Inspectors from one circuit or riding of the county to another.

9. Each Inspector of Schools so appointed, shall have the oversight of all Public Schools in the townships and villages within the county or union of counties, or part of the county or union of counties for which he shall be appointed, and shall have all the powers in each municipality within his jurisdiction, and be subject to all the obligations conferred or imposed by law, upon "Local Superintendents," and which are conferred or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Chief Superintendent of Education.

10. The remuneration of each City or Town Inspector of Schools shall be determined and provided for by the Board appointing him; the remuneration of the County Inspector shall not be less than five dollars per school per annum, to be paid quarterly, by the County Council, which shall also have authority to determine and provide for the allowance for travelling expenses; Provided also, that it shall be lawful for the Lieutenant-Governor in council to direct the payment, out of the Consolidated Revenue, of an additional sum not exceeding five dollars per school per annum to each County Inspector.

EXAMINATION OF PUBLIC SCHOOL TEACHERS.

11. Each County Council, and the Board of Public School Trustees in each city, shall appoint a county or city Board of Examiners, (for the examination and licensing of Teachers, in accordance with the regulations provided by law,) consisting of the county or city Inspector (as the case may be,) and two or more other competent persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction; Provided always, that in no such county or city Board of Examiners, the number of members shall exceed five; and in all cases, the majority of the members appointed shall constitute a quorum for the transaction of business; and the payment of their expenses shall be provided for as authorized by the sixteenth section of the School Law Amendment Act of 1860.

12. It shall be the duty of the Council of Public Instruction, from time to time, by a committee of its appointment or otherwise, to prepare and prescribe a programme and papers for the uniform examination and classification of Public School teachers; Provided, that first class certificates of qualifications of teachers shall be awarded by the Council of Public Instruction only, and second and third class certificates by county and city Boards of Examiners only; And provided also, that first and second class certificates, given under the authority of this Act, shall be permanent during the good behaviour of the holders, and valid in all the municipalities of the Province; Provided likewise, that all existing certificates of qualification of teachers shall remain in force in their respective Counties on the terms and conditions of the Act under which they were granted, and that upon their ceasing to be valid as provided by law, they shall be renewed from time to time under the regulations and programmes prepared under the authority of this Act; Provided furthermore, that all Local Superintendents of Schools shall continue in office, and discharge their duties as heretofore, until provision shall be made for the appointment of County Inspectors, under the authority of this Act.

PROVISION FOR TEACHING NATURAL HISTORY, AGRICULTURAL CHEMISTRY AND MECHANICS.

13. It shall also be the duty of the Council of Public Instruction, by the training of teachers, the programme of studies, the election of text books, and special regulations, to provide for teaching in the public schools, the Elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture.

TOWNSHIP PUBLIC SCHOOL BOARDS MAY BE FORMED.

14. The municipal council of any township may, in case a majority of the resident householders and freeholders in two-thirds at least of the several school sections, at public meetings called in each section of the township, shall so desire it, form the township into one School municipality, as is each city and town, and establish a Township Board of Public School Trustees, as provided by the thirty-second section of the Consolidated School Act.

SIZE AND FORMATION OF PUBLIC SCHOOL SECTIONS IN TOWNSHIPS.

15. No School section shall be formed after the year one thousand eight hundred and seventy-one, which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such section shall contain more than four square miles.

16. The majority of the Trustees, or any five rate-payers of a school section, shall have the right of appeal or complaint to their county council against any by-law or resolution which has been passed, or may be passed, by the township council for the formation or alteration of their School section; and it may and shall be lawful for such county council to appoint a committee of not more than five, or less than three competent persons (two of whom shall be the County Judge and a County Inspector, and the majority of whom shall form a quorum,) to investigate the matter of such appeal or complaint, and confirm or disallow the by-law or resolution complained of; and on the representation and petition of the majority of the Trustees, or ratepayers, of two or more School sections in a township, present at special meetings called for that purpose, the county council shall have authority to appoint a committee of not less than five competent persons (two of whom shall be the County Judge and a County Inspector, and a majority of whom shall form a quorum,) to revise and alter the boundaries of the School sections of such township, so far as to settle the matters complained of; Provided always, that no person shall be competent to act on either of the committees mentioned in this clause of this Act, who was a member of the township council that passed the by-law or resolution complained of; And provided also, that the alterations made in the boundaries of any School section by such committee, shall not take effect before the end of the year during which they shall be made, and of which alterations due notice shall be given by the Inspector to the clerk of the township and to the trustees of the school sections concerned; Provided furthermore, that the school boundaries of a village, existing at the time of its incorporation, shall continue in force, notwithstanding its incorporation, until altered under the authority of the school laws.

OWNER OF LAND MUST SELL SCHOOL SITE SELECTED—EXCEPTION.

17. On the selection of land, as provided by law, for a school site, for the erection of a school-house and necessary buildings, or for enlarging school premises, if the owner of such land shall refuse to sell the same, or shall demand therefor a price deemed unreasonable by the Trustees of any section or Board of Trustees in cities, towns or incorporated villages, the proprietor of such land, and the Trustees, or Boards of Trustees, shall each forthwith select an arbitrator; and the arbitrators thus chosen and the County Inspector, or any two of them, shall appraise the damages to the owner of such land, and upon the tender of payment of the amount of such damages to the owner by the School Trustees, the land shall be taken and used for the purpose aforesaid; Provided nothing herein contained, shall authorize the selection in a township of a site within a hundred yards of a garden, orchard, pleasure ground or dwelling house, without the consent of the owner of such site; And provided further, that in cities, towns and incorporated villages, vacant land only shall be taken without the consent of the owner or owners.

FORMATION AND ALTERATION OF UNION SECTIONS—INSPECTOR'S DUTY—ASSESSMENT.

18. On the formation or alteration of a union School section or division, under the authority of the fifth section of the School Law Amendment Act of eighteen hundred and sixty, it shall be the duty of the County Inspector concerned forthwith to transmit a copy of the resolution, by which the formation or alteration was made, to the clerk of the municipality affected by such resolution; Provided also, that it shall be competent for any County Inspector to call a meeting of the parties authorized to form and alter union School sections, and it shall be lawful for, and be the duty of the Reeves of the Township out of which the section is formed, with the County Inspector, to equalize the assessment.

TOWNSHIP CLERK REQUIRED TO PREPARE SCHOOL MAP OF THE TOWNSHIP.

19. Should the clerk neglect or refuse to prepare and furnish the map of the School divisions of his municipality, as required by the forty-ninth section of the Consolidated School Act, he shall render himself liable to a penalty not exceeding ten dollars, to be recovered before a magistrate, for the School purposes of his municipality, at the instance of any ratepayer thereof.

PROVISION FOR SECURING A TEACHER'S RESIDENCE.

20. The Trustees of any School section or municipality shall have

the same authority to provide a residence for a School teacher that they now have by law to provide a School site.

TRUSTEES' ANNUAL SCHOOL REPORT—AUDITORS—SCHOOL INSPECTOR.

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

WHO SHALL CALL SCHOOL TRUSTEE MEETINGS.

22. Should the secretary of a Trustee corporation neglect or refuse at any time to give notice of a School Trustee meeting, it shall be lawful for any Trustee to do so.

TRUSTEES MUST TAKE SECURITY FROM SECRETARY-TREASURER—THEIR RESPONSIBILITY.

23. All moneys collected in any School section by the Trustee corporation, shall be paid into the hands of the secretary-treasurer thereof; and should the trustees refuse or neglect to take proper security from such secretary-treasurer, they shall be held to be personally responsible for such moneys; and the provisions of the one hundred and thirty-seventh section of the Consolidated School Act shall apply to them.

CHAIRMAN WHEN ELECTED TRUSTEE TO MAKE DECLARATION OF OFFICE.

24. Any chairman of a School meeting, who may be elected School Trustee at such meeting, shall make the declaration of office, now required of Trustees by law, in presence of the secretary of such meeting.

APPOINTMENT OF SCHOOL SITE ARBITRATORS—THEIR POWERS.

25. Should the majority of the School Trustees, or the majority of a public School meeting, neglect or refuse, in case of a difference in regard to a School site, to appoint an arbitrator, as provided in the thirtieth section of the Consolidated School Act, or should the owner of land selected as a School site, as provided by section seventeen of this Act, refuse to appoint an arbitrator, it shall be competent for the County Inspector, with the arbitrator appointed, to meet and determine the matter, and the County Inspector, in case of such refusal or neglect, shall have a second or casting vote, provided they should not agree.

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

ARBITRATION BETWEEN TRUSTEES AND TEACHERS ABOLISHED.

27. All matters of difference between Trustees and teachers, authorized and required by the eighty-fourth, eighty-fifth, eighty-sixth and eighty-seventh sections of the Consolidated School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-four; the ninth section of the School Law Amendment Act, passed in the twenty-third year of Her Majesty's reign, and chaptered forty-nine; and the ninth section of the Grammar School Improvement Act of 1865, passed in the twenty-ninth year of Her Majesty's reign, and chaptered twenty-nine, to be settled by arbitration, shall hereafter be brought and decided in the division court by the judge of the county court in each county; and the said clauses of the said Acts are hereby repealed; Provided always, that the decision of any county judge in all such cases may be appealed from, as provided in the one hundred and eighth and five following sections, or sub-sections of the said Consolidated Common School Act, and the twenty-eighth section of this Act.

WHAT COUNTY JUDGE MUST DO IN APPEAL CASES.

28. Any division court judge receiving an intimation of appeal from his decision, under the authority of the one hundred and eighth and five following sections of the Consolidated School Act, shall thereupon certify, under his hand, to the Chief Superintendent of Education, the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto.

VACATION FROM 15TH JULY TO 15TH AUGUST IN PUBLIC SCHOOLS.

29. The summer vacations of all the Public Schools shall be from the fifteenth day of July to the fifteenth day of August, inclusive.

SUNDRY AMENDMENTS TO OLD SCHOOL LAW.

30. Several sections and sub-sections of the Consolidated Common School Act for Upper Canada, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-four, shall be amended as follows:

(1.) The twenty-third section, after the words "twenty dollars," shall read, "to be sued for and recovered before a justice of the peace, by the Trustees of the School section, or by any two rate-payers, for its use."

(2.) In the second sub-section of the twenty-seventh section, the words, "and shall proceed in the same manner as ordinary collectors of county or township rates and assessments," shall be amended to read as follows: "and shall have the same powers and proceed in the same manner in his School section and township, as a township collector, in collecting rates in a township or county, as provided in the Municipal Corporations and Assessment Acts."

(3.) The eighth sub-section of the same (twenty-seventh) section shall be amended by striking out all the words therein after the word "salaries."

(4.) The ninth sub-section of the same (twenty-seventh) section, after the words "school section," shall be amended, so as to read as follows: "but they [the Trustees] shall not give such order in behalf of any teacher, except for the actual time during which said teacher, while employed, held a legal certificate of qualification."

(5.) At the end of the twelfth sub-section of the same (twenty-seventh) section, the following words shall be added: "and in case of any omission or mistake in such roll, the township council shall have authority to correct it."

(6.) In the first sub-section of the ninety-first section, the words, "he shall apportion no money," shall read, "he shall apportion, but shall not give an order to pay money."

MEANING OF REFERENCE TO MUNICIPAL AND ASSESSMENT ACTS.

31. Wherever reference is made in any School Act to the Municipal Institutions or Assessment Acts, it shall be held to mean those Acts, or amendments to them, which may be in force at the time of performing any duty under their authority.

PUBLIC SCHOOLS IN CITIES, TOWNS AND VILLAGES.

32. The public schools in cities, towns and incorporated villages shall be under the management of Boards of Public School Trustees; and each of such boards shall be a corporation under the designation of Public School Board, and shall succeed to all the property, rights, obligations and powers of Boards of Common School Trustees in such cities, towns and villages; Provided that the Common School Boards shall continue in office until their successors are elected, as provided by the thirty-third section of this Act.

33. The members of the Public School Boards shall be elected and classified in the manner provided by law for the election and classification of Common School Trustees in cities, towns, and incorporated villages.

COURSE OF STUDY IN HIGH SCHOOLS.

34. Boards of Grammar School Trustees shall be designated High School Boards; and the Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching to both male and female-pupils the higher branches of an English and commercial education, including the natural sciences, with special reference to agriculture, and, also, the Latin, Greek, French and German languages, to those pupils whose parents or guardians may desire it, according to a programme of studies and regulations, which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor in Council; and the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified teachers, from the obligation to teach the German and French languages.

GRAMMAR SCHOOL ACT TO APPLY TO HIGH SCHOOLS—NEW ONES.

35. All the provisions of the Grammar School Act shall as far as is consistent with the provisions of this Act, apply to High Schools, their Trustees, head masters and other officers, as fully as they apply to Grammar Schools and their officers. And as far as the fund will permit, it shall be lawful for the Lieutenant-Governor in Council to authorize the establishment of additional High Schools

upon the conditions prescribed by the Grammar School Act and this Act.

LOCAL ASSESSMENT FOR HIGH SCHOOLS IN CITIES, TOWNS AND VILLAGES.

36. The grammar or High School grant shall be exclusively applied in aid of High Schools; and of the sums of money required to be raised from local sources for the support of a high school a sum equal to one-half of the amount paid by the Government to any High School in a city or town withdrawn from the jurisdiction of the county, together with such other sum as may be required for the accommodation and support of such school, shall be provided by the Municipal Council of such city or town, upon the application of the High School Board. In the case of a High School in towns, incorporated villages or townships, one-half of the amount paid by the Government shall be paid by the Municipal Council of the county in which such High School is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and school accommodation of the said High School, shall be raised by the Council of the Municipality in which the high school is situated, upon the application of the High School Board; or, in the event of the county council forming the whole or parts of a county into one or more High School district, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School district upon the application of the High School board in the manner hereinafter provided:

(1.) The Council of any municipality or the councils of the respective municipalities, out of which the whole or part of such high school district is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such municipality or part of the municipality, from the whole or part of the municipality, as the case may be.

CONDITION OF RECEIVING PUBLIC OR HIGH SCHOOL GRANT.

37. No Public or High School shall be entitled to share in the Fund applicable to it unless it is conducted according to the regulations provided by law; and each High School conducted according to law, shall be entitled to an apportionment at the rate of not less than four hundred dollars per annum, according to the average attendance of pupils, their proficiency in the various branches of study, and the length of time each such High School is kept open, as compared with other High Schools.

ADMISSION OF PUPILS TO HIGH SCHOOLS.

38. The County, City or Town Inspector of Schools, the Chairman of the High School Board and the head master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School, according to the regulations and programme of examination provided according to law; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools; Provided nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools; And provided furthermore, that pupils from any part of the County in which a High School is or may be established shall be admitted to such school on the same terms as pupils within the town or village of such school.

INSPECTORS OF HIGH SCHOOLS.

39. The Inspector or Inspectors of Grammar Schools now authorized by law, shall be known as the Inspector or Inspectors of High Schools.

HIGH SCHOOL DISTRICTS TO BE DEFINED—TRUSTEES.

40. Every county council shall determine the limits of each High School district for each Grammar School now existing within the county, and may form the whole or part of one or more townships, towns and villages within its jurisdiction into a high school district; and the high school board of such district shall possess all the powers within the said district, for the support and management of their high school, and in respect to the county council, as are possessed under the Grammar School Acts and this Act by high school boards in respect to the support and management of the schools under their care; and such county council may appoint and determine the continuance and succession in office of six duly qualified persons as members of such high school board. Provided, however, that existing Grammar School divisions already established shall be called High School districts, and continue as such till otherwise altered by law of such county council.

ESTABLISHMENT OF COLLEGIATE INSTITUTES—CONDITIONS OF GRANT.

41. And whereas it is desirable to encourage the establishment of superior classical Schools, it shall be lawful for the Lieutenant-Governor in Council to confer upon any High School, in which not less than four masters are fully employed in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the name Collegiate Institute; and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor in Council to authorize the payment of an additional sum, at the rate of, and not exceeding seven hundred and fifty dollars per annum out of the Superior Education Education Fund, provided under the authority of the tenth section of the Consolidated Grammar School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-three; Provided, that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year: and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor in Council, under the conditions provided by this section.

ESTABLISHMENT OF INDUSTRIAL SCHOOLS IN CITIES, &C.

42. The Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, and management and discipline of such school or schools.

ANNUAL PAYMENTS TO SUPERANNUATED SCHOOL TEACHERS' FUND.

43. Each male teacher of a public school holding a certificate of qualification under the School Acts of this Province shall, and each such female teacher may, pay into the fund for the support of superannuated school teachers the sum of four dollars annually; and each Inspector of Schools is hereby authorized and required to deduct one half of such sum semi-annually from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department; Provided always, that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund; And provided further, that on the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum.

VACATION FROM 1ST JULY TO 15TH AUGUST IN HIGH SCHOOLS.

44. The summer vacation in the high schools throughout the Province shall be from the first day of July until the fifteenth day of August inclusive.

AUDIT OF HIGH SCHOOL TREASURER'S ACCOUNTS.

45. The treasurer of every High School Board shall submit his accounts to the county Auditors to be audited by them in the same manner as the county treasurer's accounts are audited, and it shall be the duty of the county Auditors to audit such accounts.

TRUSTEES' ACCOUNTABILITY FOR SCHOOL MONEYS, &C.

46. The one hundred and thirtieth and seven following sections of the Consolidated School Act, passed in the twenty-second year of the reign of Her Majesty, and chaptered sixty-four, shall apply to every school trustee or other person, into whose hands any school moneys or school property shall come, and who neglects or refuses to account for, or deliver up the same when called upon by competent authority to do so; and the County Judge, upon application of any two ratepayers in a school section or division, supported by their affidavit of the facts made before a Magistrate, shall have the same jurisdiction in the case, as he has in that of a secretary-treasurer, by the said sections of the Consolidated School Act; Provided always, that it shall be the duty of school trustees to exact security from every person to whom they entrust school money, or other school property, and to deposit such security with the Township Council for safe keeping.

TORONTO SCHOOL ACT OF 1869.

47. The provisions of the Act passed in the thirty-second year of Her Majesty's reign, chaptered forty-four, intituled "An Act to amend the Act respecting Common Schools in Upper Canada," are,

except the ninth and tenth sections thereof, hereby declared to apply to the city of Toronto alone.

INCONSISTENT PROVISIONS OF OTHER ACTS REPEALED.

48. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.

REFORMS IN THE SCHOOLS OF ONTARIO.

In two former articles on this subject we pointed out the great improvements which the School Bill, if passed in its present form, will and must introduce into the elementary education of our people, and the necessity of continued efforts to persuade the public in general that better salaries must be given in order to secure better teachers than we have in our common schools. In reading the reports forwarded to the Department by the different local superintendents throughout the country, we notice one universal complaint—that the trustees generally engaged those who will accept the lowest salaries, and there is but one cry—for more reasonable remuneration. There is certainly reason to hope that the changes in the manner of granting certificates to teachers, the appointment of county inspectors, and the enforcement of compulsory education will have a tendency to secure a better paid, and therefore a better class, of teachers. Meanwhile the state of elementary education in many of our schools is sufficiently deplorable. It is in a knowledge of our mother tongue that the pupils seem to be most deficient. If anything is taught to the "fathers of the coming men," surely it ought to be spelling and enough English grammar to enable them to detect the most glaring blunders; and yet our own experience and the reports of all competent judges pronounce the common schools of this country most lamentably destitute of these accomplishments. We will content ourselves with presenting the evidence of this with regard to the common schools in our towns; for it will readily be admitted that the country schools cannot as a whole surpass the former in any respect. A quotation from the report of A. Bartlett, Esq., of Windsor, will suffice in relation to the latter: "Our board of Public Instruction for the county is a mere farce, in so far as the majority of its members know anything about examining teachers, and they are often a great stumbling-block in the way of doing impartial justice to persons being examined. A township superintendent may not be able to construct, or even spell out, a sentence in English, but his vote at the County Board is as good as that of a man with a university education." The greater includes the less: if the attainments of the examined are presumably less than those of the examiners, *a fortiori* will the attainments of the pupils be less than those of the aforesaid township superintendents? The Inspector of Grammar Schools, that worthy and indefatigable man who visits twice a year more than one hundred schools in all parts of Ontario, has yet found time to examine and report upon the condition of education in some of the common schools in cities and towns. Let us hear what he says of them. Speaking of the Brockville school he says: "I tried them in the exercise which I have been in the habit of giving to the grammar schools in English dictation and false syntax. Here, for the most part, they failed. With few exceptions the spelling was bad, and the class very generally failed in detecting the violation of the rules of syntax." The Kingston and Galt common schools are very highly spoken of; but of Prescott he remarks: "The master told me at once that *none of them* would be found equal to my usual spelling and grammar test. I had to content myself therefore, with lower work. The pupils, for the most part, were not apt in spelling orally the more difficult words of the lesson they had previously read; and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar. I found that a large number—sometimes, indeed, the whole class—had but little comprehension of what they were reading." All he could say of the senior pupils at Brighton was that they "were sufficiently expert in detecting ungrammatical constructions and accurate enough in spelling to justify the belief that they might soon be advanced to what I consider ought to be the standard of admission into our high schools. At Stratford four boys and twenty girls were subjected to his customary tests in dictation and grammar; the result being that six of the girls were fit for promotion into a high school, but not one of the boys. We close with his remarks anent the school at St. Thomas: "Six boys and eight girls were put to the test, and in every case failed. In about half a dozen instances the syntax, though not faultless, was respectable, but the spelling was in every case poor. The exercise was new to the class. The grievous deficiencies of some and the weakness of all in the orthography of their own language were therefore not surprising, though demonstrating painfully, when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our

public schools." Nor have the grammar schools much to boast of in this all-important particular; but the limits of this article will not permit any further reference to them. If Educate! Educate! were made the popular cry, we might hear less of Agiate! Agiate! from the lips of demagogues.—*Hamilton Spectator.*

I. Papers on Practical Education.

I. THE PRINCIPLES AND PRACTICE OF EDUCATION;

OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

(Continued from December No.)

THREE THINGS ABSOLUTELY NECESSARY TO SUCCESS IN TEACHING.

Every preceptor, desirous of success in his calling, must esteem his profession, love his pupils, and be in turn beloved by them. As anger begets anger, and hatred begets hatred; so love begets love, and the hearts of the young never fail to reciprocate this god-like feeling. If the teacher really does entertain this feeling for the dear little children committed to his care, it is not necessary (nor indeed would it be proper) for him to declare it in words—instinct will inform them of the fact. They will read it in your face, gentle preceptor—and have the assurance of it in the tone of your voice, in your smile, in your manner, and in your actions—all of which speak "louder than words." Let your pupils feel that you care for them, that you take an interest in all that concerns them, that you are their sincere and unselfish friend, that you sympathize with them in all their little sorrows, and share with them all their little joys; then you will have found the true key to their hearts. Frowns chill the sensitive little hearts of the young, and not unfrequently, are reflected back on their source. On the contrary, those who smile on the innocent face of a child never fail to receive an answering smile. The happy response is an enlarged and improved reflection of the original beaming glance. Smiles are like happy voices in a wooded vale: their musical tones are sure to be reflected back with increased sweetness on those who uttered them.

THE TEACHER TO SYMPATHIZE WITH HIS PUPILS.

Warm sympathy never fails to win the warm affections of the youthful heart. These gained, success is certain; the teacher's ascendancy is established on a sure basis, and teaching is no longer irksome to the teacher or the taught. On the contrary, it becomes a god-like exercise. The youthful disciples, like young birds in their nest—being aroused to a just sense of their wants whilst standing in their classes—stretch out their necks, elevate their heads, and open wide their mouths to receive what their good parent has provided—and the skilful teacher, like the parent bird, stands in the centre of his little flock and sympathizes with their weakness, carefully dividing his provisions, feeding them with the same until their mental appetites are satisfied, and their mental wants supplied.

IMPORTANCE OF WINNING THE PUPIL'S LOVE.

Unless the teacher gains the love—the esteem and affectionate regard—of his pupils his labours will be vain and his literary acquirements, and other qualifications, comparatively useless. Their love can only be acquired by leading them to feel that he is their sincere friend and faithful confidant. They become conscious of the interest he takes in their welfare by the kindness of his actions towards them, the urbanity, suavity, and deep earnestness of his manner, the brightness of his looks, and the glowing geniality of his disposition. When they feel that they are beloved by their teacher, they will surely love him in return; and with their love he will also win their obedience, so that government will be easy to the governor and the governed. His pupils will feel honoured in receiving his commands, and obey while he is yet speaking: disobedience will be looked upon as a heinous crime, and a prompt cheerful compliance with the teacher's instructions will be considered the highest honour—a distinction which each and all will endeavour to acquire.

TEACHERS TO BEWARE OF PRIDE AND VANITY.

Sir Isaac Newton was one of the greatest scholars ever England or any other country produced, yet during the evening of his life he repeatedly stated that he appeared to himself as a mere little child picking pebbles on the shore, whilst the great and boundless ocean of knowledge and truth spread out unexplored before him. These were the sentiments of a philosopher—of a true Christian—of a great and noble, yet a meek and humble man. Sir Isaac, notwithstanding all his learning, was a mere child in his own eyes—ever ready and anxious to learn more. This should be the spirit of the true teacher, and with the false ones we would have nothing to do. The teacher should avoid self-sufficiency as he would avoid Satan, and, like Sir Isaac, be ever ready to learn something new—some-

thing useful. The wisest man that ever lived—even Solomon himself—was but a mere cadet in knowledge. How, therefore, can any sensible man be a pedant!—too proud to learn more—too vain to profit by the experience of others. Teachers, as a class, should certainly be the best scholars of the age; but if in consequence of their superior knowledge, or other cause, they (or any of them) be puffed up with pride, vanity, pedantry, or self-conceit, they are unfit for their calling, unworthy of the title of Educator. We cannot see how any human being can be guilty of such follies who is not the victim of a diseased imagination. A teacher should be sound in mind and sound in body, and by practising such vanities, or pursuing such bubbles, he unintentionally indicates that he is personally conscious of the existence of a defect or imperfection in one or both—whilst he, unconsciously perhaps, degrades himself in the estimation of his fellow men, and thereby brings contempt on his profession. Learning always endows those who possess it with a certain superiority above their fellows—a superiority which will be duly acknowledged by people in every rank in life, provided it be accompanied with no absurd pretensions or ridiculous airs. Modesty seldom fails to charm. We should never allow self-deception to swamp the faculties of reason and judgment. Be we ever so good or great in this life, still there is ample room for improvement. There is no real or genuine comfort in considering ourselves better than we really are. Let us be blind to our own merits and leave the perception and appreciation of them to others. All men, at best, are but dust and ashes. All had the same beginning and, in one sense, all will have the same end. Good deeds, therefore, are the only things of which we may feel justly proud. It has been well said that "the greatest and best men mentioned in history were the most humble"—the most forgetful of self and the least given to foolish parade. So it has been and will be in every age. Humility and greatness are inseparable.

TEACHERS SHOULD LEAD INSTEAD OF BEING LED.

The late Lord Palmerston stated on one occasion to a deputation, comprising some members of the Royal College of Preceptors, that—"If there were any class of men who could, or should, know everything, that class were teachers." "They," continued he, "can never know too much." No one man has known or ever can know all the branches of knowledge—at least not in this world. A teacher must be always learning, always studying, he can never know enough; as Palmerston said, "he can never know too much." The really respectable teacher should know, or endeavour to know, everything that men should know. *He should lead instead of being led*, in the grand march of intellect and science. If he wish to become a worthy member of the literati of his time—be it so; it is a laudable ambition. But fixing his eyes on the star of his country, his great and paramount object should be to train up the youth of his ~~for~~ so that they may be good and worthy citizens—an honour to him and a credit to themselves during the long years to come. Such a teacher will be affectionately remembered when lying low. His pupils will say of him, "He was the benefactor of our nation and has made mankind his debtor."

The teacher should always remember that if he be acquainted with all the branches of knowledge except that which he should know, he may be said to be an ignorant man. Moreover, in order that the edifice may be substantial, the foundation must be sound. The teacher's knowledge of the higher and more advanced subjects of learning may, in many cases, be looked upon as an accomplishment; but, in all cases, a thorough knowledge of the elementary branches is absolutely necessary.

TO TEACH BY EXAMPLE AS WELL AS BY PRECEPT.

Educators should always remember that it is imperatively incumbent on them to *teach by example* as well as by precept. Precept without example has no more effect on the heart of the young than evening zephyrs on the tall grass of the prairie. They may bend their heads for a moment before it, but when the breeze has passed, when the voice has ceased to speak, its influence is sure to vanish. *Example should be the forerunner of precept.* The latter should be deduced from the former, otherwise it is worthless so far as its influence over the young is concerned; for it will fail to take effect. This important principle should be engraven on the hearts of teachers, as their success in a great measure depends on its observance. If, for instance, the teacher wishes his pupils to attend strictly to their business in the school room, or elsewhere, he must set them an example by attending to his. And we may here observe that: as a public officer, he is bound to devote his school hours exclusively to school work. Never should he so far forget himself as to transact extraneous business during those hours which he is expected to devote to his official duties. Any negligence in this respect is a direct violation of the principles of right and wrong which he, of all others, should never infringe or forget.

(To be Continued.)

2. THE ROD IN SCHOOL.

To the Editor of the Journal of Education:

MR. EDITOR.—When I was a boy, in Ireland, I used to get some indelible lessons on the use of this instrument in Irish schools. At times I see in this journal some good articles, quoted from the States, and English lectures. Some regard the use of the rod in schools as a relic of eastern barbarity,—that it is incompatible with American notions of independence, and that it might be entirely superseded by “moral suasion.” But some argue well that it is totally inadequate to maintain order; that it (moral suasion) fosters insubordination to all laws, domestic, civil, moral and divine;—that it is full of affectation,—a mere time-server, placing teachers in the very undignified position of begging obedience.

The object of moral suasion is to induce a refractory boy, already acquainted with consequences, to desist from doing something which I do not wish him to do. Now, it is a primary principle of our nature to not let go a present pleasure without the sure prospect of a paramount pleasure, or that persistence will incur subsequent inconvenience, loss of a better enjoyment, or pain. But, by hypothesis, he knows consequences, and goes on. If he stop by prohibition, the stopping will depend on the person giving the prohibition. He will not stop through fear, since moral suasion does not employ it; then he stops for love of me. We are now at the main dependence of “moral suasion”—love. Is this love spontaneous in the boy? Does it become active whenever and wherever he sees me? or must I stimulate it by acts of kindness? Have I a faculty of calling up my love whenever necessity presents itself? Am I not as much dependent on him to stir up my love as he is dependent on me to awaken his? And if it were possible for me to call up my love on every occasion, the occasion of a bad boy continually acting contrary to my wishes would undoubtedly be the most unfavorable one. The success of moral suasion depends on the strategem of making him believe I love him, when the fact is the very reverse.

JOHN IRELAND,
Teacher.

3. THE RIGHT HON. ROBERT LOWE, ON COMPETITIVE EXAMINATIONS.

From a speech recently delivered by Mr. Lowe, Chancellor of the Exchequer, in Scotland, we make the following report:—

In his speech he dilated at some length upon the advantages gained by the introduction of the system of competitive examination into the civil service:—

I do not say, he remarked, that competition will always point out the best person for a clerkship. It is true that it will not, but it has this enormous advantage—it excludes an enormous quantity of incapacity that has hitherto found its way into the public service. No one will hereafter get into the public service without some sort of ability; whereas I have known a gentleman, a most estimable and respectable person, receiving £500 of the public money, and the only occupation we could find that we could possibly put him to was folding up parcels in brown paper, and sealing them, and tying them with cord. Another of its results will be to put at end to a good deal of parliamentary corruption. These places have, hitherto, been largely distributed among members of Parliament in proportion as they supported the Ministers, and re-distributed by them to the electors, in proportion as they gave them their support, and in that way a double system of bribery will be put down, I am bound to say, to the great relief and rejoicing of many members of Parliament, for it will save them a great amount of importunity and trouble. Another immense advantage which it will have, will be the stimulus that will be given to education throughout the country.

Arguing that both schools, teachers, and scholars were stimulated by the encouragement thus held out, he touched upon another point favourable to the new system. The only regret we feel in perusing his remarks, is that all finance ministers are not made of the stern material of Mr. Lowe:

The patronage of public offices has been hitherto in the hands of the heads of the offices, and the heads of the offices are generally very upright and excellent and able persons; but still no man listens with any great reluctance to the proposal to give him a new piece of patronage, and when a man knows he will have to give away a clerkship, he is very ready to believe anybody who says that another clerk is wanted. For that and for other similar reasons, it comes to pass that all our offices are overstocked with clerks, and therefore, the first reform we have to make in this matter, is to improve the quality and diminish the quantity very largely, so that when a man is appointed by public competition, he will have no friends, nobody to wish him to be there unless he does his duty. The consequence will be that the number of employes will be reduced, and their quality exceedingly improved.

After referring to the sad war between France and Prussia, Mr. Lowe showed how great an encouragement was given to popular education by the war, through the evidence of the immense value of the intelligence of the German soldiers. Again, a great standing army had been overborne and destroyed by one composed of a nation all trained to be soldiers. “I think,” he exclaimed, “I hear in that the knell of standing armies on the Continent. If they cannot protect the nation against war with such a country as Prussia, whose troops have to be called from the counter, the loom, and the plough, of what use are they? One of the blessings of the abolition of standing armies, he added, was freedom. The sovereign of an armed nation must govern according to their wishes. Again, such an organization was mainly useful for defensive wars.”

4. WHAT EDUCATION SHOULD BE.

Education unaccompanied by moral training, is like a sword in the hands of a madman—and yet grieved as I am to utter it, much of the education of the country is of this sort. The schools of most reputation are eagerly sought—the colleges of richest endowments are greedily visited—knowledge is the cry, while not one thought is spent upon the moral education which may be going on during the acquisition of that knowledge—of the poison that our children may be drinking in—the poison of immorality, of licentiousness, of infidelity. My friends, rather let your children lack the accomplishments of life—than procure them at such a cost. But no schools, however strict the moral discipline, can achieve anything for your children, until you yourselves train them in the homestead, to obedience, to self-government, to courtesy, to virtue. It must be line upon line, and precept upon precept, here a little and there a little—it must be daily instruction in the word of God—it must be a constant watchfulness over thoughts and habits—it must be earnest prayer for them and with them; and accompanying all this must be a free use of the rod of correction; “for folly is bound up in the heart of a child,” and nothing else can fetch it out. This is education, and it is the want of this which has made our schools and colleges rather engines of evil than instruments of good.

II. Papers on Children and Boys.

1 DO IT WITH YOUR MIGHT, BOYS!

Whatsoever you find to do,

Do it, boys, with all your might,

Never be a little true,

Or a little in the right.

Trifles even

Lead to heaven;

Trifles make the life of man;

So in all things,

Great or small things,

Be as thorough as you can.

Help the weak if you are strong,

Love the old if you are young;

Own a fault if you are wrong,

If you're angry, hold your tongue.

In each duty

Lies a beauty,

If your eyes you do not shut,

Just as surely

And securely

As a kernel in a nut.

Love with all your heart and soul—

Love with eye and ear and touch;

That's the moral of the whole—

You can never love too much!

'Tis the glory

Of the story

In our babyhood begun;

Our hearts without it,

(Never doubt it)

Are as worlds without a sun!

If you think a word would please,

Say it, if it's but true;

Words may give delight with ease,

When no act is asked from you.

Words may often

Soothe and soften,

Gild a joy or heal a pain.

They are treasures

Yielding pleasures

It is wicked to retain.

Whatsoever you find to do,
Do it, then, with all your might ;
Let your prayers be strong and true—
Prayer, my lads, will keep you right.
Pray in all things,
Great and small things,
Like a Christian gentleman ;
And for ever,
Now or never,
Be as thorough as you can.

—*New York Observer.*

2. A WORD TO BOYS ON TRUTH.

Truth is one of the rarest of virtues. Many a youth has been lost to society by allowing falsehood to tarnish his character, and foolishly throwing truth away. Honesty, frankness, generosity, virtue,—blessed traits ! Be these yours, my boys, we shall not fear. You are watched by your elders. Men who are looking for clerks and apprentices have their eyes upon you. If you are upright, steady, and industrious, before long you will find good places, kind masters, and the prospect of a useful life before you.

3. ASSOCIATIONS OF CHILDHOOD.

There is no man who has not some interesting associations connected with particular scenes, or airs, or books, and who does not feel their beauty or sublimity enhanced to him by such connections. The view of the house where one was born, of the school where one was educated, and where the gay years of infancy were passed, is indifferent to no man. They recall so many images of past happiness and past affections, they are connected with so many strong or valued emotions and lead altogether to so long a train of feelings and recollections, that there is hardly any scene which one ever beholds with so much rapture. There are songs also that we have heard in our infancy, which, when brought to our remembrance in after-years, raise emotions for which we cannot well account ; and which though perhaps very indifferent in themselves, still continue, from this association, and from the variety of conceptions which they kindle in our minds, to be our favourites through life. The scenes which have been distinguished by the residence of any person whose memory we admire produce a similar effect. The scenes themselves may be little beautiful ; but the delight with which we recollect the traces of their lives, blends itself insensibly with the emotions which the scenery excites and the admiration which these recollections afford seem to give a kind of sanctity to the place where they dwelt, and converts everything into beauty which appears to have been connected with them.—*Alison.*

4. PECULIAR CHILDREN.

Some teachers seem to think that children are responsible for the unpleasant peculiarities which they have inherited. But these are misfortunes. Instead of treating unkindly the child of an irascible temper, or a natural selfishness, or an obstinate will, you should pity him. As you would treat with extreme tenderness a blind or deformed child, so should you have the greatest tenderness for one whose soul is deformed. You will not conquer the defect by chastising the child. What he needs is praise, encouragement to meet the foe that is so hard to defeat, to bear the weight that crushes him. Ye that are strong ought to bear the infirmities of the weak. How often do parents and teachers add to the already unbearable burden of such a child the crushing weight of perpetual censure.

Start, then, with a recognition of the fact, that a natural trait is not a thing for which a child, in the first instance, is responsible. Help him to conquer it. Let him understand that it is a misfortune, but not a hopeless one.

5. MENTAL CULTURE OF CHILDREN.

So important from every point of view, is the habit of speaking the truth, that too much effort cannot be made to render truthfulness a part of a child's nature, whilst the mind is yet plastic enough to receive true impressions, and the conscience still sensitive to tender rebuke. Over anxiety on the part of earnest-minded parents, sometimes defeats the object they have in view in the cultivation of this principle. Shocked at the utterance of the first falsehood, they determine to check the earliest disposition to lie, in the bud ; and conceive that the most effectual plan is to visit the fault severely. By so doing it is possible that they may confirm a habit which, with more lenient treatment, would have had no existence. It should be borne in mind, that the random talk of little children is not to be interpreted as the deliberate expression of opinion arrived at after accurate observation. With them the

love of prattling upon any subject that comes uppermost, suggests words of which they neither know the value nor the meaning. Intent only on the interest that their narrative excites, little tongues continue to wag as long as they can secure a listener. This disposition to romance is greatly increased, if by injudicious questions the cue is given to enter into minute details. With such aid it is impossible to place a boundary to the limits which the child's active imagination may not overleap. Some sort of check is needed, but the utmost care is required to restrain the untaught mind within due limits, without stifling the play of fancy so natural in early childhood. As soon as a child is old enough to understand the force of reasoning at all, the first thing to do is to teach him to represent things as they are, telling him at the same time that by so doing he is speaking the truth.

6. HEALTH OF SCHOOL CHILDREN.

The Medical College of Middlesex, Massachusetts, having for a long time considered the influence of public schools on the health of children, authorized the publication of the following facts as the opinions of its members :

1. No child shall be allowed to attend school before the beginning of his sixth year.
2. The duration of daily attendance—including the time given to recess and physical exercises—should not exceed four and a half hours for the primary schools ; five and a half for other schools.
3. There should be no study required out of school—unless at high school ; and this should not exceed one hour.
4. Recess-time should be devoted to play outside the school-room—unless during stormy weather—and, as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offences ; and those who are not deprived of it, should not be allowed to spend it in study ; no child should ever be confined to the school-room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.
5. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be timed by music. In primary schools every half hour should be broken by exercise, recess or singing.
6. Ventilation should be amply provided for, by other means than by open windows, though these should be used in addition to special means during recess and exercise time.
7. Lessons should be scrupulously apportioned to the average capacity of the pupils ; and in primary schools the slate should be used more and the book less ; and the instruction should be given as much as possible on the principle of "object teaching."

7. SCHOOL-ROOM DISEASES.

Dr. R. Virchow, of Berlin, Prussia, has made a careful investigation into the diseases caused by the neglect and ignorance of school officers. He has published an interesting and elaborate paper, at the end of which he sums up the chief causes of school-room diseases as follows :

1. The air of the school-room, the condition of which is dependent on the size of the room, the number of pupils, the heating arrangements, ventilation, dampness of the floor and walls, dust.
2. The light of the school-room, dependent of the location of the building and the room, size of windows, color of the walls, artificial means of lighting a room, (gas, oil.)
3. The arrangements for sitting, size and form of chairs and desks, length of time scholars are obliged to sit still in one position.
4. Bodily exercises, especially out-door games, gymnastics, bathing, arrangements for such, manner of superintending them.
5. Mental exercises, extent, manner in which they follow each other, individual measure, length of free time and vacations, etc.
6. Punishments, particularly corporal punishments.
7. Drinking water.
8. Privies.
9. School apparatus, especially text books, (size of print, etc.)

Many of the questions agitated are, of course, more of a pedagogical nature, for example, what may be demanded of a scholar, what text-books are to be used, in what manner the free hours and vacations are to be distributed, etc. But many even of these questions will only be solved correctly if school men and medical men will go hand in hand. Only by thus working harmoniously together, by thus mutually enlightening each other, will the State gain an organ to which may be safely intrusted the solution of the great question of our time, viz., bodily and mental health, and development of future generations.

III. 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 Grammar School Stations, for NOVEMBER, 1870. OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—Ivan O'Beirne, Esq.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; 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, MONTHLY MEANS, TEMPERATURE OF THE AIR, MONTHLY MEANS, TENSION OF VAPOUR.

Approximation. a On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. n Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, A U R O R A S, WHEN OBSERVED.

6 Where the clouds have contrary motions, the higher current is entered here. 7 Velocity is estimated, 0 denoting calm or light air: 10 denoting very heavy hurricane.

REMARKS.

Pembroke.—On 5th, first flock of snow birds. 7th and 30th, lunar halo. 8th, lightning. Wind storms, 3rd, 9th, 29th. Rain, 3rd, 8th, 9th. Snow, 1st, 8th, 10th, 17th, 24th. Peterborough.—Rain, 3rd, 9th, 18th. Snow, 14th, 18th, 19th, 22nd, 23rd, 24th. Violent storm of wind, accompanied by slight fall of hail on 13th. Month generally mild. Goderich.—On 8th, lightning and thunder with rain. 22nd, hail. Rain, 1st, 3rd, 8th, 9th, 17th. Snow, 14th (thawing), 22nd, 23rd. Hamilton.—Lightning and thunder with rain on 3rd and 8th. Belleville.—Lightning and thunder with rain on 3rd and 8th.

STRATFORD.—On 2nd, lightning and thunder with rain. 4th, 10th, 29th, large lunar circle. 30th, indistinct lunar circle. 19th, mill pond frozen. 23rd, first sleighing. Wind storms, 2nd, 8th, 9th, 22nd. Fogs, 25th, 28th. Rain, 2nd, 3rd, 8th, 9th, 28th. Snow, 9th, 14th—18th, 21st—23rd.

HAMILTON.—On 3rd, rainbow from 7.20 to 7.30 A.M., colors very distinct. 9th, rainbow at 3.10 P.M. 10th, lunar halo. 11th, solar halo in forenoon. 14th and 22nd, hail. 25th, ordinary meteor in NE 45° high, fell NE, time 10.10 P.M. First great storm, 22nd and 23rd—first high wind, then hail to depth of two inches, and then snow six inches deep; snow and hail eight inches deep; snow began to melt almost immediately, and by 26th it had nearly disappeared. Wind storms, 1st, 2nd, 3rd, 8th, 19th, 22nd, 26th. Fog, 28th. Rain, 2nd, 3rd, 5th, 8th, 9th, 12th, 14th, 17th, 28th. Snow, 15th, 21st, 22nd, 23rd. Weather during month remarkably fine. High winds have greatly prevailed; the leaves remained on the trees much longer this year than usual.

SIMCOE.—On 1st, earthquake. 8th, lightning and thunder with rain. 9th, first snow. Wind storms, 3rd, 22nd. Fog, 28th. Rain, 8th, 9th, 22nd, 29th. Snow, 9th, 13th, 18th, 23rd.

WINDSOR.—On 1st, meteor in W towards H. 2nd, lightning and thunder with rain. 2nd, 3rd, 8th, 9th, 10th, lunar halo. 5th, meteor in NE towards H. 9th, meteor in E towards N. 12th, meteor in NE towards N. 21st, in NE towards H. 27th, in E towards H. Wind storms, 8th and 9th. Fog, 7th. Snow, 9th, 14th, 16th, 18th, 22nd, 23rd. Rain, 2nd, 4th, 8th, 17th.

IV. Biographical Sketches.

1. HON. W. H. BLAKE.

Ex-Chancellor Blake was born at Kiltegan, in the county of Wicklow, Ireland, on the 10th March, 1809. He was the second son of the Rev. Edward Dominick Blake, Rector of Kiltegan and of Lough-bucklow, and Rural Dean. This gentleman was of the family of the Blakes of Cashlegrove, County Galway, and his wife, Anne Margaret Hume, was of the Humes of Humewood, in Wicklow. Mr. Blake was educated at Trinity College, Dublin, where he took honours. He studied surgery for some time under Dr. Philip Crampton, and afterwards studied for the Church. In 1832, he married his cousin Catharine Hume, grand-daughter of William Hume of Humewood, M. P. for Wicklow. Immediately after his marriage, Mr. Blake emigrated to Canada—where his brother the late Rev. D. E. Blake, (Rector of Adelaide and afterwards of Thornhill) his brother-in-law, the Rev. C. C. Brough (Archdeacon of London) his brother-in-law, the late Rev. Mr. Flood (Rector of Delaware) and other members of the family, also settled. His first residence was on a farm in the township of Adelaide, then in "the backwoods;" but in 1834 he removed to Toronto, and commenced his studies for the Bar under the late Mr. Washburn.

Mr. Blake was called to the Bar in the year 1838, and from the first took up a commanding position as an Advocate in the Law and Equity Courts. His tall, handsome person and fine open face, his felicitous language and bold manly utterance gained him at once the full attention of Court and Jury; and his vigorous grasp of the whole case under discussion, his acute, logical dissection of the evidence, and the thorough earnestness with which he threw himself into his client's case, swept everything before it. In the days when Draper, and Sullivan, and Baldwin, and Eccles were at the Bar, it was something to stand beyond compare the foremost. Mr. Blake became associated in business with Mr. Joseph C. Morrison—now one of the Judges of the Court of Queen's Bench—and some years later, his relative the late Dr. Connor, who in 1863 became one of the Judges of the Court of Common Pleas entered the firm—and for ten years a flood of business poured in upon them.

Mr. Blake and his partners were all active members of the Liberal party. In the early contests for Municipal Institutions, National Education, Law Reform and all progressive measures, they took an earnest part. Mr. Blake at the general election of 1844 was the Reform Candidate for the second Riding of York—now the County of Peel—but was defeated by a narrow majority on the second day of polling by the present Recorder Duggan. A little later, he contested unsuccessfully the County of Simcoe, in opposition to the Hon. W. B. Robinson. At the general election of 1847, while absent in England, Mr. Blake was returned by a large majority for the East Riding of York—now the County of Ontario. The result of that election was the entire overthrow of the Conservative Government, and the accession of the Liberal party to power, under Messrs. Baldwin and Lafontaine, on the 10th March, 1848. Mr. Blake became Solicitor-General under the new arrangement, and was duly re-elected for East York. Then followed the struggle over the famous Rebellion Losses Bill. In that contest Mr. Blake took an active part in support of Lord Elgin, who was so outrageously treated.

The Baldwin Lafontaine Government undertook the reform of the inefficient Court of Chancery, increased the number of Judges to three, as at present, and gave it the improved system of procedure which has earned for the Court its present efficiency and popularity. When the measure became law, the question came who should be

appointed to the seats on the Bench that had been created. There was but one answer in the profession. Mr. Blake was universally pointed out as the man best fitted for the post of Chancellor. It required considerable persuasion on the part of his colleagues to induce Mr. Blake to accept the appointment; he desired to remain in public life; his emoluments at the bar were far greater than they would be on the Bench, and he would have much preferred to remain at the Bar for some years longer. But the pressure of his friends was greater than he could resist, and on the 30th of September, 1849, he accepted the Chancellorship of Upper Canada which he continued to fill until 1862, when, failing health compelled him to retire.

Mr. Blake, while at the Bar, held for a number of years the position of Professor of Law in the University of Toronto, but resigned it when he became Solicitor-General. He took a deep interest in all the affairs of the University, of which he was for a long time the able and popular Chancellor. Afflicted with gout in its most distressing form, Mr. Blake has since his retirement from the Bench sought relief from his sufferings in milder climes. He returned to Canada some months since, and yesterday sank to his rest, surrounded by his deeply attached and sorrowing family.—*Globe*.

2. THE HON. JOHN ROSS.

Mr. Ross was born in the County of Antrim, Ireland, in March of the year 1818. When he was yet only three months old his parents emigrated to Canada. His school days were chiefly spent at Brockville, in the District School of which he acquired the greater part of his education. At the age of sixteen he entered the law office of Mr. Buel, subsequently removing to that of Mr. George (now Judge) Sherwood. In 1839, having then attained his majority, he was called to the bar, and at once entered upon the practice of his profession with much success. The painstaking care, steady perseverance and indomitable will which Mr. Ross ever displayed secured for him at an early day a very considerable practice. Like many another man of ability, however, he drifted into politics, with which thereafter he became more closely identified. His legal practice in the county of Hastings gave to Mr. Ross considerable influence in that county, which up to the period of which we are now speaking had steadily gone Conservative. The importance of gaining it to the Liberal side led to Mr. Ross inducing Mr. Baldwin to contest it against Mr. Murney, which he did with the desired success. "The contest," says a writer, in referring to the events of that day, "was animated and severe, terminating in the defeat of Mr. Murney by a narrow majority, and to the judgment and energy of Mr. Ross, and the weight of his personal character, was the victory chiefly due." Soon afterwards, to serve the party with which he was then allied, Mr. Ross established a newspaper which acquired a considerable circulation and large influence. His merits and services as a party man were now recognized, and in the Fall of 1848, when Mr. Sullivan was elevated to the Bench, Mr. Ross was called to the Legislative Council. He at once took an active part in politics, bringing to bear upon every public question a ripe judgment and excellent common sense. Although in 1849 he took a prominent part as a leader in Parliament, it was not until 1851, when Mr. Hincks formed his government, that he came into office as Solicitor-General. In the following year he went to England to attend to Grand Trunk matters, with which the Government of that time was necessarily very closely allied, and was made President—a position which, we believe, we are correct in saying, he held for several years without any remuneration whatever. In the construction of the Victoria Bridge Mr. Ross took a deep interest. For ten years, or more Mr. Ross held office almost uninterruptedly. On Mr. Richards' removal to the Bench in 1853, he became Attorney-General, and remained in that office until the fall of the Hincks Administration, just prior to the famous coalition of the year 1854. When that coalition was formed he was selected Speaker of the Legislative Council, which was at that time a ministerial office. The early years of the combination were not passed most harmoniously. Mr. Ross, believing that the Reform element which he represented from Upper Canada did not receive the support to which it was entitled from Sir Allan McNab's followers, withdrew from the ministry in April, 1856, giving his reasons for his conduct to the friends of his party. Mr. Ross's withdrawal from the Cabinet destroyed its effectiveness; and in a few days after, Sir Allan McNab himself gave up the ship, and Mr. John A. Macdonald was entrusted with the formation of a new cabinet. The manly independence of Mr. Ross's course, in those somewhat trying times, was the subject of universal praise. In the beginning of 1858, at the urgent solicitation of Mr. Macdonald, Mr. Ross became a member of the Government, taking the Receiver-General's portfolio and the leadership of the Legislative Council. In August of the same year he retired, with his colleagues, on the Seat of Govern-

ment question, but came back a few days afterwards, as President of the Executive Council, in Mr. Cartier's administration, in which he remained until 1862, when he went out at the same time that Mr. Joseph C. Morrison was placed upon the Bench. This ended Mr. Ross's ministerial career. He has since then led a comparatively retired and quiet life.—*Leader*.

3. JOHN SHUTER SMITH, ESQ.

The deceased was a descendant of Elias Smith, a U. E. Loyalist, and son of Mr. J. D. Smith, who was a member of the Upper Canada Legislature from 1824 to 1827, and one of the founders of the town of Port Hope. Mr. J. D. Smith's large family have been very prominent members of the community in which they were brought up. Hon. Elias P. Smith was a prominent Banker, Mr. James Smith was long a member of Parliament, and is now Judge of the county of Victoria, and Mr. Sydney Smith was member for Northumberland, and an Executive Councillor, and is now Inspector of Registries for Ontario. The subject of our notice was called to the bar of Upper Canada in 1836, and practiced for some years in Toronto in partnership with Mr. R. P. Crooks and Mr. L. W. Smith. He was a bencher of the Law Society, and author of *Upper Canada Chancery Practice*. In 1858, having been for some years practicing in his native town, he became a candidate for East Durham, but was defeated by Mr. Burton, the present member. He was also a candidate for the Legislative Council in 1860, his successful rival being Mr. Andrew Jeffrey, a brother Reformer, but a resident of the rival town of Cobourg. In 1861 he was elected for East Durham, defeating Mr. Burton by a majority of 5, and in 1863 he was re-elected. In 1867 he was not a candidate, and that year accepted for a short time the office of Clerk to the Executive Council of Ontario. He had long been in delicate health, and for three years has been entirely laid aside from business. He was much beloved by his friends, and enjoyed a large measure of popular confidence and regard from the residents of his county and town.—*Globe*.

4. HON. JOHN PRINCE.

Judge Prince was a through Britisher—by birth, education and sympathies. He first entered Parliament at the general election of 1836, when Sir Francis Bond Head, but then only a short time in the country, measured his strength, and successfully, with Mackenzie, Perry, Bidwell and the other extreme Reform leaders of that period. Soon after his election he found it necessary to do duty in another capacity than that of legislator. The rebellion had broken out, and he was called upon, as a militia Colonel, to serve at the head of his command. It was whilst acting in this capacity that he ordered some prisoners whom he had taken to be summarily shot, and "they were shot accordingly," as he himself expressed it, we believe in an official despatch. The Colonel was elected to the first Parliament of United Canada, and there only remain now in public life of those who were his fellow members in that Parliament Sir Francis Hincks and Mr. Sandfield Macdonald. He continued to sit in the lower house until called to the Legislative Council, from which he was taken about 1860 to fill the judicial position in Algoma which he occupied until his death. In politics he was a staunch Liberal-Conservative. Exteriously Judge Prince was a fine specimen of a man, and his appearance was a true index to the character of his mind and his intellectual force. He was a splendid debater, and, perhaps, he never had a superior, as respects elocutionary power and elegance of expression, in the Canadian Parliament. It was a rare treat to hear him speak in the House, and, certainly no man in it was listened to with equal pleasure.—*Globe*.

5. ELDER THOMAS McCALL.

The venerable man who forms the subject of this notice was well known in many portions of Western Ontario. Born in Argyleshire, Scotland, in March, 1791, he emigrated to New York State in 1817, and to Canada in 1819, settling with his father and the other members of the family in the Township of Aldborough, and sharing with them for several years the many hardships and privations incident to pioneer life. Having received a liberal education in his native country, and being naturally of active energetic habits, he resolved on turning his acquirements to account, and if possible, to improve his own and the family's circumstances by other than mere physical toil. With this determination he entered the teacher's profession, in which sphere he laboured for some time, and throughout with great zeal and success. The Long Point country was then the wealthiest and most populous district of the west, and there he taught for two years; having among other pupils young Egerton

Ryerson, now the Chief Superintendent of Education. After his marriage in December, 1822, and subsequent settlement in Dunwich, his teaching labours were renewed at intervals, drawing pupils for miles around, many of whom to-day are leading farmers and business men of the county—the Coynes, the Blacks, the Thompsons, and others—and all of whom in their after life have retained for him the most filial affection and regard. His connection with the schools of the county was continued long after his withdrawal from the profession, in his capacity of superintendent; and to the end of his days the Common School Teacher had no warmer or more sympathizing friend. But devoted as he was to educational interests, it was as a minister of the Gospel that he was best and most widely known. He identified himself in early life with the Old School order of Baptists; and of the tenets of that denomination in Canada, he has been for many years the ablest expounder. Of his zeal in Christian labour, his untiring industry in the high calling, his unceasing devotion to the cause of his Master, there are many living who can testify; and if the abnegation of all self-righteousness, the reliance for salvation upon the merits of the Divine Intercessor alone, and the living of a pure, good, useful, and holy life, are the claims for a passport through the "pearly gates," he is within holy Jerusalem. With his views of church government we need not say that in his political opinions he was an advanced Liberal. He could not consistently be anything else; and so far as he took any part in political concerns, the Reform party of Canada had in him a devoted member and friend. His abilities were of a high order, and his information extensive and varied beyond many of the profession. His style was clear, trenchant and vigorous; abounding in Anglo-Saxon terseness and force. His manner was always happy, and the cheerfulness of his temper was unabated to the last. His remains were conveyed to the family burial ground, in Aldborough, on Wednesday, where they were interred by the side of his son Malcolm—"my beautiful boy," as he loved to call him—and two daughters; and though his trials are all over, there is many a household in Elgin, Middlesex and Kent, where the sorrowing tear-drop will fall when the word enters that the noble old man hath passed into his rest.—*St. Home Journal*.

V. The Franco-Prussian War.

1. KING WILLIAM AND BISMARCK.

The following brilliant passage is from Charles Sumner's recent lecture on the European war:—

"Two personages at this present moment hold in their hands this great question, teeming with a new civilization. Honest and determined, both are patriotic rather than cosmopolitan or Christian, believing in Prussia rather than humanity. And the patriotism so strong in each, keeps still the early tinge of iron. I refer to King William and his Prime Minister, Count Bismarck. More than any other European Sovereign, William of Prussia possesses the infatuation of 'Divine right.' He believes that he was appointed by God to be King—differing here from Louis Napoleon, who, in a spirit of compromise, entitled himself Emperor, 'by the Grace of God and the national will.' This infatuation was illustrated at his coronation in ancient Königsberg, the first home of Prussian royalty, and better famous as the birth-place and life-long home of Emmanuel Kant, when the King enacted a scene of melodrama which might be transferred from the church to the theatre. No other person was allowed to place the crown on his royal head. Lifting it from the altar, where it rested, he placed it there himself, in sign that he held it from Heaven and not from man, and next placed another on the head of the Queen, in sign that her dignity was derived from him. Then turning around, he brandished a gigantic sword in testimony of readiness to defend the nation. Since the battle of Sadowa, when the Austrian Empire was so suddenly shattered, he has believed himself the providential sword-bearer of Germany, destined perhaps to revive the old glories of Barbarossa. His habits are soldierly, and, notwithstanding his 73 years, he continues to find pleasure in wearing the spiked helmet of the Prussian camp. Republicans smile when he speaks of 'my army,' 'my allies,' and 'my people,' but this egotism is the natural expression of the monarchical character, especially where the monarch believes that he holds by 'Divine right.' His public conduct is in harmony with these conditions. He is a Protestant, and rules the land of Luther, but he is no friend to modern reform. The venerable system of war and prerogative is part of his inheritance, handed down from fighting despots, and he evidently believes in it. His Minister, Count Bismarck, is the partizan of 'Divine right,' and like the King, regards with satisfaction that hierarchical feudalism from which they are both derived. He is noble and believes in

nobility. He believes also in force, as if he had the blood of the god Thor. He believes in war, and does not hesitate to throw his 'iron dice,' insisting upon the rigours of the game. As the German question began to lower, his policy was more persistent. 'Not through speeches and votes of the majority,' he said, in 1862, 'are the great questions of the time decided—that was the blunder of 1848 and 1849—but by steel and blood.' Thus explicit was he. Having a policy, he became its representative, and very soon thereafter controlled the counsels of his sovereign, coming swiftly before the world; and yet his elevation was tardy. Born in 1815, he did not enter upon diplomacy until 1851, when 36 years of age, and only in 1862 became Prussian Minister at Paris, whence he was soon transferred to the Cabinet at Berlin as Prime Minister. Down to that time he was little known. But from this time he drew so large a share of public attention, that the contemporary press of the world, became the dictionary where his name was always found. Nobody doubts his intellectual resources, his courage or strength of will; but it is felt that he is naturally hard, and little affected by human sympathy. Therefore he is an excellent war minister. It remains to be seen if he will do as much for peace. His one idea has been the unity of Germany under the primacy of Prussia, and here he encountered Austria, as he now encounters France. But in that larger unity he can do less, so long at least as he is a fanatic for kings, and a cynic toward popular institutions. Such is the King and such his Minister. I have described them that you may see, how little help the great ideas already germinating from bloody fields, will receive from them. In this respect they are as one.

2. DISTRIBUTION OF THE IRON CROSS AT VERSAILLES.

There was a very interesting ceremony yesterday in the courtyard of the Palace, at the base of the statue of Louis XIV. It was arranged that the Crown Prince should here distribute the decoration of the Iron Cross to some fifty officers and men who had distinguished themselves in the war. A grand parade took place at ten o'clock, and the troops were drawn up in close column facing the central point, where stood his Highness surrounded by a brilliant staff. All the open space was glittering with Prussian bayonets and brass-topped helmets. Nothing could be more perfect than the "dressing" of the lines, nor more rigid than the attitude of the soldiers at attention. They seemed almost as immovable as the colossal figures of famous Frenchmen which flank the approach to the statue of King Louis. Each man who was to receive a decoration stepped firmly up to the Crown Prince, stood like a rock whilst the honour was bestowed, and went firmly back to his place, as though he had gone through the same manœuvre every day of his life. The Prince addressed a few stirring words to those assembled, and proposed a cheer for His Majesty the King. Out flashed his sword, and waved above his head as he led the hearty shout which greeted his father's name. You cannot imagine a better effect, in its way, than this burst of loyal enthusiasm in the hitherto silent mass, with the tall, bearded Prince leading the cheer, sword in hand. The voices rose loud and strong, and the music of the military bands swelled proudly forth in the first few bars of the National Anthem. Then there was silence again, and then the Palace walls echoed for the second time to voices and music when the General commanding the division proposed a cheer for His Highness the Crown Prince. — *Daily News Correspondence.*

3. ETYMOLOGY OF THE WORD "PRUSSIA."

The word Prussia is traced by different authors to *Po Russia*, meaning, in the Slavonian tongue, near or adjacent to Russia; or to *Prusi*, *Pruci*, or *Bowrissi*, the name of a Slavonian tribe; but Malte Brun thinks it more probable that the name sprung from some Wendish word allied to *Prusnika*, signifying "hard and clayey land." The kingdom of Prussia owes its name to the province of East Prussia or Prussia proper, but the Electorate of Brandenburg formed the nucleus of the present nation.

4. THE GERMAN SOLDIERS AT DRILL.

"The discipline and daily routine of exercise for the Prussian army is, to all foreigners, a source of never-ending wonder. The early morning is devoted to cleansing the quarters, and correcting any irregularities which may have arisen out of the previous day's duties. Later in the forenoon the hours are given to study—arithmetic, geography, geometry, theory and practice of military science; and even singing is not neglected. Great importance is attached to the studies of the soldiers, and, by attaining a certain advancement in knowledge, each one, after satisfactory examination, can shorten his term of service from one to two years. In the afternoon of each

day the bodily culture is attended to, and this consists not only of purely military drill, but also of every variety of physical exercise, calculated to add either strength or suppleness to the human form—running, leaping, vaulting, balancing, bayonet exercise, lifting, shooting, bending, altogether such an innumerable variety of movements that no muscle of the body is without its daily exercise. These squad drills are followed by company and regimental parades, and at short intervals by grand field movements of brigades and divisions, and these once or twice a year by grand army movements with mock battles. I have not been fortunate enough to witness any of their grand tactics, but the exercises in detail by company, battalion, squadron or battery, and in particular the artillery movements seem to me to be as near perfection as patience and practice can make them."

5. THE BATTLE FIELDS IN FRANCE.

A correspondent of *Notes and Queries* draws attention to the fact that the battle-fields of the present campaign attained early celebrity as the headquarters of typography. Metz was one of the first towns which practised the art of printing, and the ancient works which came from its press are very numerous. Strasbourg is asserted to have been for some years the home of John Guttenburg, although no dated book is extant of an earlier year than 1471. Toul is to be noticed as the place at which one of the first attempts at stereotyping was made. The Sedan editions compete with the Elzevirs in the estimation of book collectors, and are beautiful examples of minute typography. Kehl was the ultimate resting place of Baskerville's type, with which M. Beaumarchais printed an edition of Voltaire's works on blue paper for King Frederick of Prussia, "who labored under weakness of the eyes." At Rheims and Verdun printing was carried on at an early date, and the latter place has a special interest as having been the place where the English prisoners who were detained by Napoleon I. printed, with his permission, an edition of the English Book of Common Prayer.

6. RESTORATION OF STRASBOURG.

The City Council of Berlin has published a manifesto in which all German cities are requested to contribute towards restoring Strasbourg to its original beauty, and towards repairing the damages caused by the bombardment. The Council of Berlin heads the subscription list with a donation of \$25,000. The Queen has sent a letter to the City Council expressing her sympathy with the movement, and signing \$1,000 out of her private purse. The King has signed \$5,000, and the Crown Prince \$1,000.

VI. Educational Intelligence.

— PRINCE EDWARD COUNTY TEACHERS' ASSOCIATION. — At the fourth semi-annual session of the Prince Edward Teachers' Association, the first subject, "A system of Merit Cards," was discussed. Mr. R. B. Mastin explained the system adopted in his school, and testified to the excellent results. It had the effect of waking up the pupils, and creating an interest in study which he could secure by no other means. He used the cards supplied by the Educational Department at Toronto. Of course the cards would do little good without prizes coming after them. Some of those present stated their objection to prizes, after which Dr. Crowle expressed the opinion that, as many things in the world required turning upside down, he thought the same rule would apply to school affairs, and was in favor of giving prizes. He said the world was offering prizes in every department, not to the children alone, but to grown people as well. The next subject taken up, "The Bible in School," was then introduced by Dr. Crowle. He thought the Bible should be used in every school, because we were in a Christian land, and it was important that right impressions should be made on the minds of children. He thought the Bible should be read without comment, and left to explain itself. There should be no sectarian teaching in our schools, but we ought to pay such a tribute to Christianity as to have the Bible read. He instanced Great Britain and France as examples among nations of those who honor and dishonor the Bible, and he thought the present humiliation of the latter country due to her neglect of the sacred Word. Messrs. Witcher, Youmans, A. C. Osborne, Dorland, Ferguson, W. J. Osborne, and others, joined in the discussion. A motion was made for the appointment of a committee to draft a petition to the county council

for the re-appointment of Mr. Platt as County Superintendent. It was carried unanimously, and the petition duly drafted, but at the earnest request of Mr. Platt, who feared the motive of the teachers might be misunderstood by some persons, the matter was allowed to drop. In the evening, a public meeting was held in Congers' Hall. Mr. Jas. A. Youmans read an essay on "How to Examine Classes." The essay was well written and well read, and contained thoughts of great value to teachers. Dr. Crowle, head master of Picton Grammar School, next gave an excellent address on education, referring to his experience as a pupil in an English school, and bringing out many interesting and useful ideas. His remarks were well received. A debate on the abolition of corporal punishment was well sustained by Messrs. Jeffers and Dorland, on the affirmative, and W. J. Osborne and Carey on the negative. Some very forcible arguments were brought forward on both sides. On Saturday, the subject taken up was "How to Examine Classes;" when Mr. Cox explained his method, and answered various questions by teachers present. The subject of "Object Lessons" was well introduced by Mr. A. C. Osborne, who gave an interesting outline of the system adopted by him, and its very beneficial results in his school. Mr. J. E. Hicks also made some remarks in the same direction. Dr. Crowle was much pleased with what he heard, and highly approved of object teaching. He thought it very useful with small children. Mr. H. C. McMullen (on a visit to Picton,) had seen the system fully carried out in Cincinnati, where it seemed almost a hobby. It originated in Germany, and was no doubt a very efficient means of instruction. He was highly pleased with our Association, and thought the cause of education was making rapid strides in Prince Edward. The next subject, "How to Teach Derivation," was ably introduced by Dr. Crowle, who, after referring to the subject of pupil-teachers, as in force in England, gave a very interesting lesson on the use and method of teaching derivation. Great interest was manifested by the large number present in the explanation of the subject, and the usual number of questions asked. The subject of Practical Geometry was well handled by Mr. Milden, of Con-secon, whose very clear demonstrations were highly appreciated. Mr. Milden was certainly master of his subject, and evinced a thorough knowledge of its intricacies. "Undne haste in Education" was taken up by Mr. Carey, who thought the difficulty arose in two ways: first, from sending children at too early an age, and secondly, from advancing them too rapidly afterwards. He thought the age of seven early enough for children to go to school. Both parents and teachers were to blame for cramming children at school. It was a great mistake to think that haste in learning would secure real progress. A teacher ought to aim at thoroughness instead of rapidity. Various opinions were expressed on the age at which children should go to school. The President thought no rule could be made to apply to all parties. If the home influence were good, children had better not go to school before the age of six or seven, but if bad, they should go much earlier. He thought public opinion chiefly to blame for the unreasonable demand for the rapid cramming of children. The teacher ought to exert his influence against this. Further remarks were made by Messrs. Dr. Crowle, Osborne, Youmans, Kinney, and others; when the last subject, "Quarterly Examinations," was opened by Mr. E. Rothwell, who approved of quarterly examinations, if rightly conducted. Mr. Carey thought they were too generally nothing better than school "shows," with which opinion Dr. Crowle agreed. The general idea, however, was that they were very useful when rightly conducted, and not prepared for by any special drill.—*New Nation*.

—TRINITY COLLEGE.—The annual convocation of this University for the conferring degrees and admitting matriculants, was held on the 11th ult., in the College Hall. The Provost, as Vice-Chancellor, in the absence of the Hon. J. H. Cameron, the Chancellor, presided. After prayers said by the Provost, the applications for degrees were read by the Rev. C. I. Bethune, M.A., Head Master of the College School. The candidates for degrees in Divinity, Arts and Medicine, were presented respectively by Dr. Scadding, Prof. Jones and Dr. Hodder, acting Deau of the Medical Faculty. Prof. Ambery acted as Registrar.

The following degrees were conferred:—B.A.—Robert Gregory Cox, M.B.—Henry Orton. M.A.—Rev. William Banfield Carey, Frederick Barlow Cumberland, Rev. Henry Harcourt Waters, Lewis Henry Moffatt. D.D.—Rev. Henry William Davies. M.A. (*ad eunlem*).—Rev. Septimus Jones, Lemnoxville. Entered the Divinity Class.—(Charles Dundas, Arthur Jarvis, Stuart Foster, George John Everest. The University and College prizes were then distributed by the Lord Bishop of Toronto:—G. A. Mackenzie, Prince of Wales' prize for first class in Classical Honours, 1869. G. A. Mackenzie, prize for English Essay, 1869. R. G. Cox, prize for Greek Iambic Verse, 1869. J. H. Nimmo, Hamilton Memorial prize, 1870. J. H. Nimmo, Bishop of Toronto's Theological prize in the annual examination, 1870. R. G. Cox, Classical prize in the annual examination of the 3rd year, 1870. R. G. Cox, Mathematical prize in the annual examination of the 3rd year, 1870. To Mr. Cox also were assigned first classes in Classics and Mathematics at the final examination for B.A., 1870. J. A. Worrell, Classical prize in the annual examination of the 2nd year, 1870. J. B. Abbott, first French prize, 1870. L. G. Morgan, second French prize, 1870. The following gentlemen were admitted as Mathematical students of the College:—Stuart Foster, John Woodburn, Clare Worrell, (1st Foundation Scholar, Trinity College, Port Hope); Richard Power Palmer, (2nd Foundation Scholar, Weston Church School); Charles John Logan, (3rd Foundation Scholar, Upper Canada College); Charles B. Crawford, George John Everest, Charles Leslie Ferguson, Robert Leckie Mulock Houston, James Bovell Johnson, Walter Hawkins Perram, Albert Arthur Fulton Wood. After the benediction, pronounced by the Lord Bishop, the proceedings closed with the students singing "God save the Queen," and with three cheers for the Chancellor, the Bishop, the Provost, and Professors, &c. In the evening the Literary Institute of the College gave their second annual conversazione. The Reverend Provost opened the proceedings with a brief address, in which he read letters of regret from the Bishop of Western New York and the Bishop of Ontario. The musical part of the entertainment was commenced with a Latin chorus by the students, "Gaudemus Igitur." Songs and music followed by several amateurs. The Bishop then addressed a few words, more particularly to the students, in which he alluded, in happy terms, to the foundation, the growth, and the objects of the University. The audience then dispersed to the library to inspect the views of Egypt, furnished by the kindness of the Hon. G. W. Allan, and also the exhibition of art specimens which Mr. Gilbert had generously sent up. The Latin and Greek choruses formed a noteworthy feature of the entertainment, being sung in admirable time and harmony, and having the charm of novelty. The party broke up with many expressions of satisfaction and pleasure.

—ONTARIO SCHOOL LEGISLATION.—At the opening of the Ontario Legislation, Lieutenant-Governor Howland thus referred to the new School Bill:—"While perfecting our system of public instruction, so as to render common school education accessible and free to every child in the land, and to provide more effectually for giving a higher English and commercial education in the superior schools, your attention will be invited to the expediency of making that education more practical, and directly instrumental in promoting the interests of agriculture and manufactures. The life of our country's wealth and progress depends upon its agriculture and manufactures, and the development of its mineral resources; and our system of public instruction should provide a suitable preparation for agricultural, mechanical, manufacturing and mining pursuits, and is now enjoyed by those who make choice of the professions of law and medicine, and thus be promotive of the highest material, no less than of the intellectual and moral interests of the people."

—SCHOOLS IN ONTARIO.—Rev. Mr. Herring, on his return to England, spoke in high praise of the free school system, and said, if we in England carry out our new Education Bill, we should still be behind Ontario in progressive educational matters.

—CAMBRIDGE UNIVERSITY.—The commencement of the academical year at Cambridge has been marked with important changes in regard

to College expenses. The large number of freshmen entered includes many whose means are limited, and, to meet this state of things, the University authorities have reduced College charges. It was from time immemorial the practice for students to be supplied with "full commons," as it is termed, from the butteries. By "full commons" we mean a full supply of bread and butter—namely, two small loaves and four butters; but under this year's regulations that custom is not general, as students now have the option of ordering half commons—in other words, one loaf and two butters. Butter at Cambridge is sold by the yard, and hence the term "butters," signifying pieces of about two or three inches in length.

—LONDON METROPOLITAN SCHOOL BOARD.—At the first meeting of the London School Board, out of the 49 members who represent the ten cities, which make up the modern Babylon, 48 were present; and the only absentee—Mr. Macgregor, of "The Rob-Roy" canoe—was prevented from being in his place by an engagement to deliver a lecture for a benevolent purpose in a remote part of the country. The Board includes men of all classes and parties, from the peer to the chair-maker, but its constitution is decidedly sectarian, and its proceedings will require to be watched with very jealous eyes by the ratepayers of the metropolis. The election of chairman was the chief business transacted at this meeting. Ecclesiastical combinations, which have been the talk of the town for weeks past, proved too strong for Mr. McCullagh Torrens, and Lord Lawrence, an ex-Governor-General of India, a peer of the realm, and a staunch advocate of religious education, was elected chairman by a large majority. His is a very indifferent speaker, and his abilities are, therefore, purely administrative. The two lady members were present; and Miss Garrett delivered an excellent speech. It was the first time that a lady has ever held forth in the council chamber of the City of London.

—EDUCATION IN IRELAND.—The thirty-sixth report of the commissioners of national education in Ireland, just issued, shows that at the close of 1868 there were 6,586 schools in operation, which had on their rolls for the year then ended, 967,563 children, with an average daily attendance for the same period of 354,853. At the close of the year 1869, the number of schools in operation was 6,707. The total number of children on the rolls within the year was 991,335, and the average daily attendance of children for the year was 358,560. There has been, therefore, an increase of 23,772 on the rolls, and of 3,707 in the average daily attendance. During the last year, an increase has been made of 121 schools, and schools are in course of building which will afford accommodation to 14,000 more children. The total expenditure for the year was £415,864.

—EDINBURGH UNIVERSITY.—Sir R. Murchison has offered £6,000 towards the endowment of a separate Chair of Geology and Mineralogy in the University of Edinburgh, on condition that the Government will supplement the gift by granting a similar sum.

—CHICAGO SCHOOLS.—The annual report of the Chicago Board of Education, just published, shows that 38,973 children were taught in the public schools of that city during the year, at a cost, for teachers and superintendents, of \$421,113.67. In addition to this amount, \$137,057.16 was paid for permanent improvements to schools, and \$156,657.55 on account of lots purchased.

VII. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common

Schools, a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into Classes in harmony with the general programme, according to which all Teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate.

Each Certificate is numbered and recorded in the Register of the Department, in the following order:—

FORTY-THIRD SESSION.—DATED 15th JUNE, 1870.

MALES.

First Class—Grade B.

2937. Crews, Lewis Warner.
2938. Eastman, Samuel Henry.
2939. Mackintosh, William.
2940. Payne, Edw. (2748, 2832.)
2941. Scilly, Samuel Thomas.

First Class—Grade C.

2942. Briggs, Addison Arnold.
2943. Chaisgreen, Charles, (1069.)
2944. Clendenning, William Scott, (2227.)
2945. Hendry, Andrew, (2329.)
2946. Langford, Charles James.
2947. Langrell, Edward Pierce Hopkins.

2948. McIlvaine, Samuel, (2570.)
2949. Minaker, William.
2950. Stuart, Farquhar McRae.

Second Class—Grade A.

2951. Bean, David.
2952. Steel, Andrew Cheeseman.

Second Class—Grade B.

2953. Ballard, John Francis, (2871).
2954. Bigger, Charles Albert.
2955. Currie, Dugald.
2956. Gray, William.
2957. McCamus, John Armstrong.
2958. McGladry, William.
2959. McGowan, Thomas Manson Kinney.
2960. McKay, Murdoch.
2961. McKee, George, (2647.)
2962. McKillop, Charles.
2963. Purves, William.
2964. Rosebrugh, Melvin Moe.

Second Class—Grade C.

2965. Anson, James.
2966. Bowerman, Cornelius.
2967. Crawford, William Henry.
2968. Cummings, William Richardson.
2969. Hall, Henry Walter.
2970. Morton, Alfred Clarence.
2971. Sheppard, Daniel Erastus.
2972. Smith, Sylvester.
2973. Wellwood, Richard.

FEMALES.

First Class—Grade A.

2974. Moule, Fannie Barbara, (2804, 2895.)

First Class—Grade B.

2975. Adams, Annie, (2897).
2976. Harvey, Helen, (2763.)
2977. Philips, Mary Louisa.

First Class—Grade C.

2978. Croley, Mary Frances.
2979. Cruise, Jane Ann, (2923).
2980. Donovan, Mary, (2908.)
2981. Fullerton, Eleanor.
2982. Hagarty, Kate.
2983. Horton, Rachel.
2984. Johnston, Sarah, (2801, 2909.)
2985. Joyce, Mary Greeves, (2688, 2910.)
2986. McGinty, Winifred Unity.
2987. McKenna, Teresa Maria, (2911).

2988. Munshaw, Matilda Caroline, (2710, 2904.)
2989. Nixon, Jennie, (2817, 2905.)

2990. Ramsay, Annie, (2931).
2991. Richardson, Caroline Amanda, (2933.)
2992. Robinson, Alfaretta, (2916).
2993. Stokes, Georgina, (2808, 2918.)

Second Class—Grade A.

2994. Bailey, Emma Charlotte.
2995. Berry, Jane.
2996. Cradock, Agnes.
2997. Riddel, Sarah Jane, (2932)
2998. McKenzie, Susan, (2815).

Second Class—Grade B.

2999. Addison, Ellen.
3000. Allan, Kate Morrison.
3001. Atkinson, Harriet Emma, (2920.)
3002. Campbell, Elizabeth.
3003. Cody, Caroline Sabrina, (2922.)
3004. Dingman, Margaret Mahala, (1993.)
3005. Dunlop, Elizabeth.
3006. Frisby, Adah.
3007. Grabell, Ladonia Maria Emmeline, (1701).
3008. McCoy, Susanna.
3009. Meneilly, Julia Isabella.
3010. Mulholland, Sarah.
3011. Munro, Janet.
3012. Murison, Annie, (2929).
3013. Neilson, Isabella Helen.
3014. Robertson, Jane, (2935.)
3015. Shaw, Mary.
3016. Stewart, Margaret.
3017. Thompson, Emily Clara.
3018. Twohey, Eleanor Teresa.
3019. Williamson, Eliza Moneta Leavens.
3020. Wilson, Eliza, (2919.)
3021. Zeigler, Lydia Ann.

<i>Second Class—Grade C.</i>	
3022. Campbell, Elizabeth, (the 2nd).	3030. McIntosh, Isabella.
3023. Campbell, Jessie.	3031. McPherson, Hughena Eugenie.
3024. Crawford, Margaret.	3032. Metcalfe, Janet.
3025. Hawley, Charlotte Cordelia.	3033. Moffat, Eliza.
3026. Henry, Mary Jane.	3034. Rich, Catherine.
3027. Kennedy, Alice Smart.	3035. Rowe, Mary Ann.
3028. Kennedy, Emma.	3036. Thompson, Jane.
3029. McDonald, Mary Ann.	3037. Woods, Maria.
	3038. Yorke, Lucinda Elma.
	3039. Zeigler, Lizzie.

3110. Meehan, Mary Matilda Aloysia.	3129. McCammon, Kate.
3111. Moffat, Eliza, (3033.)	3130. McCaully, Mary Jane.
3112. Moore, Lizzie.	3131. McKay, Sarah Elizabeth.
3113. Neilson, Isabella Helen, (3013).	3132. Ray, Agnes, (2818).
3114. Thompson, Jane, (3036.)	3133. Richards, Drusilla.
3115. Woods, Maria, (3037.)	3134. Ross, Jennie.
	3135. Rowell, Ada Matilda.
	3136. Spafford, Alice Adalia.
	3137. Zeigler, Lizzie, (3039).

*Second Class—Grade B.**Second Class—Grade C.*

3116. Abbott, Mary Caroline.	3138. Boyle, Kate.
3117. Barber, Mary.	3139. Clarke, Anna Mary.
3118. Campbell, Maggie Ellen,	3140. Hudson, Lucy Maria.
3119. Chambers, Annie Catherine, (2809.)	3141. Hume, Annie.
3120. Farrow, Harriet Amelia.	3142. Jackson, Margaret.
3121. Henry, Mary Jane, (3026).	3143. McCaully, Ellen.
3122. Johnston, Phoebe Jane.	3144. McIntosh, Isabella, (3030).
3123. Kennedy, Emma, (3028).	3145. Newell, Maria Elizabeth.
3124. Lavin, Armina.	3146. O'Brien, Kate Stanislaus.
3125. Lennon, Bridget Mary.	3147. Pettey, Selenia.
3126. Metcalfe, Janet, (3032.)	3148. Purkiss, Irene Elizabeth.
3127. Miller, Harriet.	3149. Scott, Jane Chrystalle.
3128. Moran, Alicia, (2709).	3150. Waugh, Fanny Racey.

Certified.

ALEXANDER MARLING,
Registrar.EDUCATION OFFICE,
Toronto, January, 1871.PROFESSIONAL BOOKS SUPPLIED TO LOCAL
SUPERINTENDENTS AND TEACHERS.

In the Depository Catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

PREPAYMENT OF POSTAGE ON BOOKS.

According to the postage law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local superintendents and teachers ordering books from the Education Department, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the customs duty on copyright books, as may be necessary.

INTER-COMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, 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

FORTY-FOURTH SESSION—DATED 22nd DECEMBER, 1870.

MALES.

<i>First Class—Grade A.</i>	
3040. Clendenning, William Scott, (2227, 2944.)	3057. Emerson, Samuel.
3041. McDowall, Joseph William, (2626.)	3058. Gray, William, (2956).
3042. Mackintosh, William, (2989.)	3059. Kerr, George Jonathan, (2873).
3043. Wilson, John, (2630, 1833.)	3060. McNeil, Frank.
	3061. Ovens, Thomas.
	3062. Shoff, Elgin.
	3063. Smith, Sylvester, (2972).
	3064. Stalker, John.

*First Class—Grade B.**Second Class—Grade B.*

3044. Bergey, David, (2721.)	3065. Bolton, John.
3045. Chaisgreen, Charles, (1069, 2943.)	3066. Braithwaite, William.
3046. Deacon, John Scott, (2849.)	3067. Carey, Dominic Hugh.
3047. McIlvaine, Samuel, (2570, 2948.)	3068. Clark, William.
3048. Sheppard, Daniel Erastus, (2971.)	3069. Cruise, George.
	3070. Hall, Henry Walter, (2969).
	3071. Harrison, James Murrel.
	3072. Madge, Walter.
	3073. McKibbon, Archibald.
	3074. Scott, Edward.
	3075. Wittet, George.

*First Class—Grade C.**Second Class—Grade C.*

3049. Carey, Robert.	3076. Comrie, Peter.
3050. Doupe, William, (2565.)	3077. Girardot, Ernest Joseph.
3051. McCamus, John Armstrong, (2957.)	3078. Jameson, Hugh Alfred.
3052. McCardell, David, (2864.)	3079. Neilly, William.
3053. Powell, George Kingdon.	3080. Nethercott, Samuel.
3054. Purves, William, (2963.)	3081. Smith, Robert Henry.
3055. Rosebrugh, Melvin Moe, (2964.)	3082. Wilson, Jasper.

Second Class—Grade A.

3056. Chapman, William Francis.

FEMALES.

<i>First Class—Grade A.</i>	
3083. Adams, Annie, (2897, 2975).	3095. Cummings, Louisa Ellen, (2810, 2898).
	3096. Dingman, Margaret Mahala, (1993, 3004.)
	3097. Gray, Caroline Martha.
<i>First Class—Grade B.</i>	
3084. Berry, Jane, (2995.)	3098. Hawley, Charlotte Cordelia, (3025.)
3085. Croley, Frances Mary, (2978.)	3099. McLaughlin, Mary.
3086. Donovan, Mary, (2908, 2980)	3100. Meneilly, Julia Isabella, (3009).
3087. Johnston, Sarah, (2801, 2909, 2984.)	3101. Rowe, Mary Ann, (3035.)
3088. McCoy, Susanna, (3008.)	3102. Shaw, Mary, (3015.)
3089. McGinty, Winifred Unity, (2986.)	3103. Thompson, Emily Clara, (3017).
3090. McKenna, Teresa Maria, (2911, 2987.)	3104. Williamson, Eliza Moneta Leavens, (3019).
3091. Stewart, Margaret, (3016.)	
<i>Second Class—Grade A.</i>	
	3105. Allan, Kate Morrison, (3000).
	3106. Burkholder, Hannah Dema.
	3107. Clark, Jessie Agnes, (2682.)
	3108. Crawford, Margaret, (3024).
	3109. Frisby, Adah, (3006).
<i>First Class—Grade C.</i>	
3092. Addison, Ellen, (2999).	
3093. Bailey, Emma Charlotte, (2994.)	
3094. Campbell, Elizabeth, (3002).	

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 Upper Canada. 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.

EXAMINATION OF SCHOOL TEACHERS AND COUNTY INSPECTORS.

In answer to numerous inquiries on this subject, we would state that the Departmental regulations designed to give effect to those of the Council of Public Instruction (in the next column) in regard to County Inspectors and Examiners, will be published in the next number of the *Journal*. In regard to the examination of teachers it is proposed, as intimated in the House of Assembly, that the same examination papers will be used on the same day in every county of the Province. In these examinations special prominence will be given to school organization and discipline, as well as to school house accommodation, internal arrangements, construction, etc.

NEW SCHOOL REGISTERS.

In reply to numerous applications for Public School Registers, &c., we desire to say that a new edition (including the modifications in the courses of study required by the new School Act) will be shortly prepared and published. They will be sent to the County Clerks, for distribution through the Local Superintendents or Inspectors, but none will be sent out direct to individual schools from the Education Department.

ANNUAL SCHOOL REPORTS.

Local Superintendents of Counties and Townships, and Boards of School Trustees in Cities, Towns and Villages, will please lose no time in transmitting their annual School Reports (now due) to the Education Department, together with such general remarks on the state of the schools in their various localities as they may desire to make.

CONSOLIDATED SCHOOL ACTS.

In an early number we hope to publish the entire text of the School Acts of 1850, 1860 and 1870-1. They will be incorporated in one Act, so that Local Superintendents, Trustees, Teachers and other interested parties will be able to see at a glance what modifications in our present School Laws have been made by the new Act.

NEW SCHOOL ACT IN FORCE.

We desire to state that the general provisions of the new School Act went into force on the day on which the Act itself received the Royal Assent. Certain portions of the new law cannot, however, go into operation until the regulations designed to give them effect shall have been prepared and approved by His Excellency the Lieutenant-Governor in Council. They will, when ready, be published.

QUALIFICATIONS OF PUBLIC SCHOOL INSPECTORS AND COUNTY EXAMINERS.

PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO, UNDER THE AUTHORITY OF THE SCHOOL ACT OF 1871, SECTION 7 AND SECTION 11.

I. QUALIFICATIONS OF INSPECTORS.

All County and City Superintendents of Common or Public Schools who have held that office consecutively for three years; all Teachers of Public Schools who have obtained or who shall obtain first-class Provincial certificates of qualifications; all Head Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and discipline of Public Schools; and all Graduates who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on their obtaining, in each case, from the Education Department, the certificates required by law.

II. QUALIFICATIONS OF EXAMINERS.

All Head Masters of Grammar or High Schools, and all Graduates who have proceeded regularly to their degrees in any University in the British Dominions, who have taught in a college or school not less than three years; and all Teachers of Common or Public Schools who have obtained a first-class Provincial certificate of qualifications, or who may obtain such certificate under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination on their obtaining from the Education Department the certificates required by law.

EDUCATION OFFICE,
TORONTO, 24th February, 1871.

Advertisements.

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JOHN DOUGALL & SON,

MONTREAL, 20th October, 1870.

Publishers, Montreal.