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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, TO PUBLIC SCHOOLS IN ONTARIO, FOR 1871.

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

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

The basis of apportionment to the several Municipalities for this year is the School population as reported by the Local Superintendents for 1869, as revised on comparison with previous returns. The total amount available for apportionment is \$5,000 more than last year, and in addition to the increased

amount available on the basis of population, those Townships in which there are feeble schools and a sparse population have been specially considered in the apportionment.

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

The grants will be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will be issued on or about 30th June, in favour of those Municipalities which have sent in duly audited school accounts and Local Superintendents' reports to this office.

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

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 30th May, 1871.

APPORTIONMENT TO COUNTIES FOR 1871.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$646 00
Do for Separate Schools.....	\$69 00
Kenyon.....	563 00
Lancaster.....	397 00
do for Separate Schools.....	\$47 00
Lochiel.....	468 00
do for Separate Schools.....	\$113 00
	<hr/>
	\$229 00 \$2074 00
Total for County, \$2,303 00.	

2. COUNTY OF STORMONT.

Cornwall.....	\$581 00
Finch.....	307 00
Osnabrock.....	681 00
Roxborough.....	356 00
	<hr/>
	\$1925 00

3. COUNTY OF DUNDAS.

Matilda.....	\$589 00
Mountain.....	444 00
Williamsburgh.....	552 00
Winchester.....	563 00
	<hr/>
	\$2148 00

4. COUNTY OF PRESCOTT.

Townships.	Apportionment.
Alfred.....	\$174 00
Caledonia.....	122 00
Hawkesbury, East.....	330 00
do for Separate Schools.....	\$130 00
do West.....	255 00
Longueuil.....	196 00
Plantagenet, North.....	276 00
do for Separate Schools.....	\$16 00
do South.....	144 00
	<hr/>
	\$146 00 \$1497 00
Total for County, \$1,643 00.	

5. COUNTY OF RUSSELL.

Cambridge.....	\$51 00
Clarence.....	273 00
Cumberland.....	340 00
Russell.....	245 00
	<hr/>
	\$909 00

6. COUNTY OF CARLETON.

Fitzroy.....	\$368 00
Gloucester, including \$24 for poor schools.....	499 00
do for Separate Schools.....	\$11 00
Goulbourn.....	416 00
Gower, North.....	330 00
Huntley.....	350 00
March.....	194 00
Marlborough, including \$25 for poor schools.....	316 00
do for Separate Schools.....	\$18 00

COUNTY OF CARLETON—Continued.

Townships.	Apportionment.
Nepean, including \$60 for poor schools.....	462 00
do for Separate School.....	\$51 00
Osgoode, including \$19 for poor schools.....	437 00
do for Separate School.....	\$68 00
Torbolton.....	105 00
	<hr/>
	\$148 00 \$3477 00
Total for County, \$3,625 00.	

7. COUNTY OF GRENVILLE.

Augusta.....	\$593 00
Edwardsburgh.....	617 00
do for Separate School.....	\$31 00
Gower, South.....	144 00
Oxford on Rideau.....	507 00
do for Separate Schools.....	\$19 00
Wolford.....	296 00
	<hr/>
	\$50 00 \$2157 00
Total for County, \$2,207 00.	

8. COUNTY OF LEEDS.

Bastard and Burgess, South.....	\$537 00
Crosby, North.....	270 00
Crosby, South.....	267 00
Elizabethtown.....	630 00
Elmsley, South.....	180 00
Escott, Front.....	174 00
Kitley.....	349 00
do for Separate Schools.....	\$21 00
Leeds and Lansdowne, Front.....	391 00

COUNTY OF LEEDS—Continued.

Townships.	Apportionment.
Leeds and Lansdowne, Rear.....	278 00
Yonge, Front.....	222 00
Yonge and Escott, Rear.....	220 00
do for Separate Schools.....	\$16 00
	\$37 00
Total for County, \$3,553 00.	\$3518 00

9. COUNTY OF LANARK.

Bathurst.....	\$350 00
Beckwith.....	307 00
Burgess, North.....	166 00
Dalhousie.....	197 00
do for Separate School.....	\$11 00
Darling.....	103 00
Drummond.....	296 00
Elmsley, North.....	152 00
Lanark.....	259 00
Lavant.....	40 00
Montague.....	384 00
Pakenham.....	296 00
Ramsay.....	533 00
Sherbrooke, North.....	80 00
do South.....	130 00
	\$11 00
Total for County, \$3,313.	\$3302 00

10. COUNTY OF RENFREW.

Admaston.....	\$282 00
Algona.....	90 00
Alice.....	120 00
Bagot and Blithfield.....	155 00
Brougham.....	80 00
Bronley.....	162 00
Brudenell, Raglan, and Radcliffe.....	131 00
Grattan.....	141 00
do for Separate Schools.....	\$55 00
Griffith.....	40 00
Horton.....	164 00
McNab.....	303 00
Matawatchesan.....	50 00
Pembroke.....	66 00
do for Separate Schools.....	\$19 00
Petewawa, Buchanan, and McKay.....	80 00
Rolph and Wylie.....	60 00
Ross.....	199 00
Sebastopol.....	66 00
Stafford.....	111 00
Westmeath.....	359 00
Wilberforce.....	270 00
	\$74 00
Total for County, \$3,003.	\$2929 00

11. COUNTY OF FRONTENAC.

Barrie.....	\$82 00
Bedford.....	132 00
do for Separate School.....	\$22 00
Clarendon.....	35 00
Hinchinbrooke.....	85 00
Kennebec.....	116 00
Kingston.....	438 00
do for Separate School.....	\$35 00
Loughborough.....	296 00
Miller.....	30 00
Olden.....	80 00
Oso.....	110 00
Palmerston.....	44 00
Pittsburg.....	467 00
Portland.....	311 00
Storrington.....	378 00
Wolfe Island.....	327 00
do for Separate Schools.....	\$92 00
	\$149 00
Total for County, \$3,080	\$2931 00

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$118 00
Anglesea and Kaladar.....	153 00
Camden, East.....	705 00
do for Separate School.....	\$13 00
Denbigh and Abinger.....	80 00
Ernestown.....	485 00
Sheffield.....	269 00
do for Separate School.....	\$68 00
	\$81 00
Total for County, \$1,891	\$1810 00

13. COUNTY OF LENNOX.

Adolphustown.....	\$78 00
Fredericksburgh, North.....	181 00
do South.....	166 00

COUNTY OF LENNOX—Continued.

Townships.	Apportionment.
Richmond.....	449 00
	\$874 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$361 00
Athol.....	206 00
Hallowell.....	374 00
Hillier.....	229 00
Marysburgh.....	456 00
Sophiasburgh.....	292 00
	\$1918 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$137 00
do for Separate Schools.....	\$11 00
Hungerford.....	538 00
do for Separate School.....	\$10 00
Huntingdon.....	370 00
Madoc.....	477 00
Marmora and Lake.....	220 00
Rawdon.....	459 00
Sidney.....	544 00
Thurlow.....	500 00
Tudor and Cashel.....	117 00
Tyendinaga.....	860 00
do for Separate Schools.....	\$4 00
	\$25 00
Total for County, \$4,247	\$4222 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$144 00
Brighton.....	438 00
do for Separate Schools.....	\$21 00
Cramahe.....	464 00
Haldimand.....	725 00
do for Separate Schools.....	\$23 00
Hamilton.....	668 00
Monaghan, South.....	167 00
Murray.....	482 00
Percy.....	400 00
do for Separate School.....	\$40 00
Seymour.....	504 00
do for Separate School.....	\$8 00
	\$92 00
Total for County, \$4,084.	\$3992 00

17. COUNTY OF DURHAM.

Cartwright.....	\$352 00
Cavan.....	600 00
Clarke.....	697 00
Darlington.....	723 00
Hope.....	623 00
Manvers.....	512 00
	\$3507 00

18. COUNTY OF PETERBOROUGH.

Asphodel.....	\$357 00
do for Separate Schools.....	\$39 00
Belmont and Methuen.....	250 00
Burleigh, Cardiff and Chandos.....	150 00
Douro.....	374 00
Dummer.....	255 00
Dysart.....	90 00
Ennismore.....	170 00
Galway.....	165 00
Harvey.....	95 00
Minden.....	123 00
Monaghan, North.....	154 00
Otonabee.....	430 00
do for Separate School.....	\$23 00
Smith.....	378 00
Snowdon.....	80 00
Stanhope.....	35 00
	\$62 00
Total for County, \$3,168.	\$3106 00

19. COUNTY OF VICTORIA.

Anson.....	\$110 00
Bexley.....	115 00
Carden.....	150 00
Draper, Stephenson, Ryde, and Oakley.....	120 00
Eldon.....	320 00
Emily.....	507 00
Fenelon.....	400 00
Laxton and Digby.....	141 00
Lutterworth.....	55 00
Macaulay.....	55 00
Mariposa.....	704 00
Ops.....	452 00
Somerville.....	130 00

COUNTY OF VICTORIA—Continued.

Townships.	Apportionment.
Verulam.....	310 00
	\$3369 00

20. COUNTY OF ONTARIO.

Brock.....	\$607 00
Mara and Rama.....	306 00
do for Separate School.....	\$23 00
Pickering.....	922 00
Reach.....	815 00
Scott.....	348 00
Seugog Island.....	85 00
Thorah.....	211 00
Uxbridge.....	570 00
Whitby, East.....	389 00
do West.....	340 00
	\$23 00
Total for County, \$4,616.	\$4593 00

21. COUNTY OF YORK.

Etobicoke.....	\$352 00
do for Separate School.....	\$11 00
Georgina.....	222 00
Gwillimbury, East.....	433 00
do North.....	252 00
King.....	931 00
Markham.....	894 00
Scarborough.....	519 00
Vaughan.....	894 00
Whitchurch.....	630 00
York.....	887 00
do for Separate Schools.....	\$162 00
	\$173 00
Total for County, \$6,187.	\$6014 00

22. COUNTY OF PEEL.

Albion.....	\$510 00
Caledon.....	619 00
Chinguacousy.....	697 00
Gore of Toronto.....	139 00
do for Separate School.....	\$13 00
Toronto.....	697 00
	\$13 00
Total for County, \$2,675.	\$2662 00

23. COUNTY OF SIMCOE.

Adjala.....	\$329 00
Essa.....	510 00
Flos.....	200 00
Gwillimbury, West.....	380 00
Innisfil.....	679 00
do for Separate School.....	\$11 00
Medonte.....	325 00
Mono.....	526 00
Monck.....	120 00
Morrison.....	130 00
Muskoka.....	75 00
Mulmur.....	348 00
Nottawasaga.....	626 00
Orillia and Matchedash.....	140 00
do for Separate School.....	\$15 00
Oro.....	500 00
Sunnidale.....	166 00
Tay.....	125 00
Tiny.....	252 00
Tecumseth.....	486 00
Tossoronto.....	210 00
Vespra.....	182 00
do for Separate Schools.....	\$14 00
	\$40 00
Total for County, \$6,349.	\$6309 00

24. COUNTY OF HALTON.

Esquesing.....	\$678 00
Nassagaweya.....	345 00
Nelson.....	482 00
Trafalgar.....	544 00
	\$2049 00

25. COUNTY OF WENTWORTH.

Ancaster.....	\$492 00
Barton.....	273 00
Beverley.....	685 00
Binbrooke.....	222 00
Flamborough, East.....	463 00
do West.....	411 00
do for Separate School.....	\$33 00
Glanford.....	252 00
Saltfleet.....	307 00
	\$33 00
Total for County, \$3,138.	\$3105 00

26. COUNTY OF BRANT.

Townships.	Apportionment.
Brantford.....	\$681 00
Burford.....	778 00
Dumfries, South.....	378 00
Oakland.....	133 00
Onondaga.....	215 00
	\$2185 00

27. COUNTY OF LINCOLN.

Caistor.....	\$229 00
Clinton.....	285 00
Gainsborough.....	310 00
Grantham.....	421 00
do for Separate School.....	\$35 00
Grimsby.....	315 00
Louth.....	215 00
Niagara.....	233 00
	\$35 00 \$2038 00

Total for County, \$2,073.

28. COUNTY OF WELLAND.

Bertie.....	\$282 00
Crowland.....	159 00
Humberstone.....	262 00
Pelham.....	273 00
Stamford.....	292 00
do for Separate School.....	\$23 00
Thorold.....	259 00
Wainfleet.....	292 00
Willoughby.....	123 00
	\$23 00 \$1942 00

Total for County, \$1,965.

29. COUNTY OF HALDIMAND.

Canborough.....	\$136 00
Cayuga, North.....	222 00
do South.....	118 00
Dunn.....	122 00
Moulton and Sherbrooke.....	215 00
Oneida.....	310 00
do for Separate School.....	\$23 00
Rainham.....	241 00
Seneca.....	415 00
Walpole.....	665 00
do for Separate School.....	\$13 00
	\$36 00 \$2444 00

Total for County, \$2,480.

30. COUNTY OF NORFOLK.

Charlotteville.....	\$437 00
Houghton.....	270 00
Middleton.....	389 00
Townsend.....	685 00
Walsingham.....	563 00
Windham.....	517 00
do for Separate School.....	\$27 00
Woodhouse.....	440 00
	\$27 00 \$3301 00

Total for County, \$3,328.

31. COUNTY OF OXFORD.

Blandford.....	\$226 00
Blenheim.....	815 00
Dereham.....	674 00
Nissouri, East.....	523 00
Norwich, North.....	382 00
do South.....	296 00
Oxford, North.....	189 00
do East.....	292 00
do West.....	333 00
Zorra, East.....	556 00
do West.....	393 00
	\$4,679 00

32. COUNTY OF WATERLOO.

Dumfries, North.....	\$422 00
Waterloo.....	971 00
Wellesley.....	632 00
do for Separate Schools.....	\$105 00
Wilmot.....	580 00
do for Separate Schools.....	\$59 00
Woolwich.....	667 00
	\$164 00 \$3281 00

Total for County, \$3,445.

33. COUNTY OF WELLINGTON.

Amaranth.....	\$222 00
Arthur.....	310 00
do for Separate Schools.....	\$157 00
Eramosa.....	452 00

COUNTY OF WELLINGTON—Continued.

Townships.	Apportionment.
Erin.....	678 00
Garafraza, East.....	337 00
do West.....	345 00
Guelph.....	311 00
Luther.....	185 00
Maryborough.....	556 00
Minto.....	486 00
Nichol.....	304 00
do for Separate School.....	\$15 00
Peel.....	632 00
do for Separate School.....	\$125 00
Pilkington.....	249 00
do for Separate School.....	\$43 00
Puslinch.....	600 00
	\$343 00 \$5667 00

Total for County, \$6,010.

34. COUNTY OF GREY.

Artemesia.....	\$445 00
do for Separate School.....	\$7 00
Bentinck.....	610 00
Collingwood.....	400 00
Derby.....	275 00
Egremont.....	450 00
Euphrasia.....	345 00
Glenelg.....	437 00
do for Separate School.....	\$67 00
Holland.....	396 00
do for Separate School.....	\$30 00
Keppel, Sarawak and Brooke.....	250 00
Melancthon.....	268 00
Normanby.....	566 00
do for Separate School.....	\$34 00
Osprey.....	418 00
Proton.....	195 00
do for Separate School.....	\$57 00
St. Vincent.....	573 00
Sullivan.....	272 00
do for Separate School.....	\$6 00
Sydenham.....	436 00
do for Separate School.....	\$38 00
	\$239 00 \$6336 00

Total for County, \$6,575.

35. COUNTY OF PERTH.

Blanchard.....	\$463 00
Downie.....	421 00
do for Separate School.....	\$65 00
Easthope, North.....	348 00
do South.....	292 00
Ellice.....	279 00
do for Separate School.....	\$21 00
Elma.....	389 00
Fullarton.....	363 00
Hibbert.....	449 00
Logan.....	311 00
Mornington.....	484 00
do for Separate School.....	\$12 00
Wallace.....	426 00
	\$98 00 \$4225 00

Total for County, \$4,323.

36. COUNTY OF HURON.

Ashfield.....	\$504 00
Colborne.....	259 00
Goderich.....	456 00
Grey.....	474 00
Hay.....	544 00
Howick.....	544 00
Hullett.....	443 00
do for Separate School.....	\$24 00
McKillop.....	504 00
Morris.....	426 00
Stanley.....	467 00
Stephen.....	385 00
do for Separate School.....	\$41 00
Tuckersmith.....	511 00
Turnberry.....	348 00
Usborne.....	511 00
Wawanosh, East.....	329 00
do West.....	253 00
do for Separate School.....	\$25 00
	\$90 00 \$6958 00

Total for County, \$7,048.

37. COUNTY OF BRUCE.

Albermarle and Amabel.....	\$150 00
Arran.....	515 00
Brant.....	623 00
Bruce.....	400 00
Carrick.....	587 00
do for Separate School.....	\$36 00

COUNTY OF BRUCE—Continued.

Townships.	Apportionment.
Culross.....	465 00
Elderslie.....	395 00
Greenock.....	311 00
Huron.....	410 00
Kincardine.....	510 00
Kinloss.....	358 00
Saugeen.....	310 00
	\$36 00 \$5034 00

Total for County, \$5,070.

38. COUNTY OF MIDDLESEX.

Adelaide.....	\$366 00
Biddulph.....	501 00
do for Separate School.....	\$10 00
Caradoc.....	544 00
Delaware.....	208 00
Dorchester, North.....	560 00
Ekfrid.....	333 00
Lobo.....	374 00
London.....	1160 00
McGillivray.....	593 00
do for Separate School.....	\$11 00
Metcalfe.....	282 00
Mosa.....	389 00
Nissouri, West.....	426 00
Westminster.....	613 00
do for Separate School.....	\$19 00
Williams, East.....	300 00
do West.....	323 00
do for Separate School.....	\$73 00
	\$113 00 \$6972 00

Total for County, \$7,085.

39. COUNTY OF ELGIN.

Aldborough.....	\$311 00
Bayham.....	530 00
Dorchester, South.....	241 00
Dunwich.....	412 00
Malahide.....	586 00
Southwold.....	623 00
Yarmouth.....	653 00
	\$3356 00

40. COUNTY OF KENT.

Camden and Gore.....	\$378 00
Chatham and Gore.....	419 00
Dover, East and West.....	296 00
Harwich.....	553 00
do for Separate School.....	\$28 00
Howard.....	497 00
do for Separate School.....	\$7 00
Orford.....	303 00
Raleigh.....	398 00
do for Separate School.....	\$102 00
Romney.....	78 00
Tilbury, East.....	174 00
Zone.....	107 00
	\$137 00 \$3203 00

Total for County, \$3,340.

41. COUNTY OF LAMBTON.

Bosanquet.....	\$504 00
Brooke.....	296 00
Dawn.....	115 00
Enniskillen.....	152 00
Euphemia.....	259 00
Moore.....	445 00
do for Separate School.....	\$22 00
Plympton.....	544 00
Sarnia.....	311 00
Sombra.....	230 00
do for Separate School.....	\$25 00
Warwick.....	452 00
	\$47 00 \$3308 00

Total for County, \$3,355.

42. COUNTY OF ESSEX.

Anderdon.....	\$144 00
do for Separate School.....	\$27 00
Colchester.....	285 00
Gosfield.....	319 00
Maidstone.....	215 00
Malden.....	185 00
Mersea.....	333 00
Rochester.....	199 00
Sandwich, East.....	311 00
do West.....	241 00
Tilbury, West.....	218 00
	\$27 00 \$2450 00

Total for County, \$2,477.

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1871.

Table with columns: CITIES, Public Schools, R. C. Sep'rate Schools, Total. Lists cities like Hamilton, Kingston, London, Ottawa, Toronto with their respective school counts and costs.

VILLAGES.

Table listing 70 villages from Arnprior to Yorkville with columns for Public Schools and R. C. Sep'rate Schools.

Public Schools.

R. C. Sep'rate Schools.

Total.

Summary table with columns: \$ cts., \$ cts., \$ cts. corresponding to Public Schools, R. C. Sep'rate Schools, and Total.

SUMMARY OF APPORTIONMENT TO COUNTIES, 1871.

Table with columns: COUNTIES, Public Schools, R. C. Sep'rate Schools, Total. Lists 16 counties from Glengarry to Algoma with their respective school counts and costs.

GRAND TOTALS.

Summary table for Grand Totals with columns: Counties and Districts, Cities, Towns, Villages, and their respective school counts and costs.

CIRCULAR TO THE WARDEN AND MEMBERS OF THE COUNTY COUNCILS IN THE PROVINCE OF ONTARIO.

Education Office, Toronto, 30th May, 1871.

SIR—In March last, I addressed, through you, to the County Council over which you preside, a circular letter on the subject of the New School Law. In that Circular, I explained some of the provisions of the law and the duties and powers of County Councils created by it.

become legally qualified for the office, presented themselves, and underwent an examination of six hours per day, during five days. A list of the names of all those who have become legally qualified for the office of Public School Inspector in any County of Ontario, including yours, is herewith appended.

soon to be published, provision will be made for the thorough teaching of the three primary subjects of all good education—reading, writing, and arithmetic—and for the teaching of other subjects directly connected with the social progress and practical pursuits of the people at large, and for the classification of the pupils, and the time of teaching each subject, per week, I am sure your County Council will feel with me how important it is to have an Inspector of Schools, practically acquainted with school organization, and thoroughly competent to examine and teach every class and every pupil in the school, and to see that the pupils are duly classified, and that every subject of the programme is thoroughly taught, and that the school is in all respects what it ought to be, and what it can be made. Heretofore the inspection of the schools has, as a general rule, been merely nominal, because the inspectors were, for the most part, not practical teachers, and not wholly devoted to the duties of their office. The New School Act is intended to remedy this evil, and give to our school system the right arm of strength, by requiring that the Inspectors be practical men, and wholly devoted to the duties of their office; and I trust that your Council will see that these important provisions of the Act be carried into full effect, by not appointing any but a thoroughly qualified Inspector, who shall wholly devote, at least, five days in the week to his work, as does every school teacher.

The office of Inspector is the highest prize held out in the school system for the meritorious teacher, and ought not to be snatched from him by any out-sider, of whatever pretensions, more especially as no teacher of a Public School can be legally qualified for the office except one who has obtained the highest grade of the highest class certificate of qualifications in his profession.

I have the honor to be, Sir,
Your faithful servant,
E. RYERSON.

NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES AND WHO ARE ELIGIBLE TO BE APPOINTED PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO.

Note.—All inspectors will be *ex-officio* members of the Boards of Examiners for their respective counties.

NAME.	POST OFFICE.	COUNTY.
Agnew, John, M.D.....*	Portsmouth.....	Frontenac.
Alexander, William.....*	Millbank.....	Perth.
Blaicher, Peter C.....	Hamilton.....	Wentworth.
Brebner, John.....*	Ottawa.....	Carleton.
Brown, James Coyle.....*	Hastings.....	Peterborough.
Bigg, William R.....*	Brockville.....	Leeds.
Brown, Alick Howard.....	Tilsonburgh.....	Oxford.
Ball, James H., B.A.....*	Thorold.....	Welland.
Burrows, Frederick.....*	Bath.....	Addington.
Blair, Rev. George, M.A.....*	Prescott.....	Grenville.
Bradbury, Joel Lawton, M. A.	Gananoque.....	Leeds.
Ballard, Wm. Henry, B. A.....	Whitby.....	Ontario.
Clarkson, Charles.....*	Paris.....	Brant.
Carlyle, William.....*	Galt.....	Waterloo.
Clapp, David P.....	Wellington.....	Prince Edward.
Clendenning, Wm. Scott.....	Point Edward.....	Lambton.
Colter, C. W., B. A.....	Dunnville.....	Haldimand.
Davey, Peter N.....	Perry Town.....	Durham.
Dewar, Archibald.....*	Seaforth.....	Huron.
Dunn, J. Murison, B.A.....	Guelph.....	Wellington.
De la Matter, Henry.....	Fonthill.....	Welland.
Donelly, Joseph Henry.....	Treacastle.....	Wellington.
Fullerton, James.....	Galt.....	Waterloo.
Freer, Benjamin.....*	Kincardine.....	Bruce.
Ferguson, Rev. W.....*	Winchester.....	Dundas.
Fotheringham, David.....*	Thorold.....	Welland.
Gick, Henry.....	Toronto.....	York.
Ganton, Stephen.....	Oakville.....	Halton.
Glashan, John C.....*	Toronto.....	York.
Groat, Stillman P.....*	London.....	Middlesex.
Gray, James B.....	Galt.....	Waterloo.
Gordon, Nathaniel.....	Wellington.....	Prince Edward.
Gordon, Rev. James, M.A.....	Crumlin.....	Middlesex.
Garrett, Rev. Thos., B.A.....	Bearbrook.....	Russell.
Hill, Rev. G. S. J., M.A.....	Unionville.....	York.
Hilliard, Thomas.....	Waterloo.....	Waterloo.
Harcourt, Richard, B.A.....*	York.....	Haldimand.
Hodgson, James.....*	Weston.....	York.

NAME.	POST OFFICE.	COUNTY.
Jenkyns, Rev. E. H.....*	Pembroke.....	Renfrew.
Johnston, John.....*	Belleville.....	Hastings.
Kelly, Michael J., M.D.....*	Brantford.....	Brant.
Kinney, Robert.....*	Brockville.....	Leeds.
Knight, James H.....*	Lindsay.....	Victoria.
Kidd, Wm. G.....*	Fergus.....	Wellington.
Langdon, Richard V.....*	Walkerton.....	Bruce.
Little, Robert.....*	Acton.....	Halton.
Livingston, John.....	Toronto.....	York.
Laing, Rev. John, M.A.....	Cobourg.....	Northumberland.
Malloch, Donald McGregor.....	Clinton.....	Huron.
Millar, John.....	St. Thomas.....	Elgin.
Miller, John R.....*	Goderich.....	Huron.
McCaig, Donald.....	Rockwood.....	Wellington.
McCausland, W. J.....	Woodstock.....	Oxford.
McFaul, John H.....	Peterborough.....	Peterborough.
McKinnon, Donald J.....*	Owen Sound.....	Grey.
McColl, Hugh.....	London.....	Middlesex.
McLean, John.....	St. Thomas.....	Elgin.
McKay, Hugh Munro.....	Woodstock.....	Oxford.
McKee, Rev. Wm.....*	Gifford.....	Simcoe.
McDowall, Joseph W.....	Wallaceburg.....	Kent.
McDiarmid, Donald, M.D.....*	Athol.....	Glengarry.
Mackintosh, Wm.....	Baltimore.....	Northumberland.
MacNab, Rev. F. F., B.A.....	L'Original.....	Prescott.
Morgan, James C., M.A.....*	Barrie.....	Simcoe.
Murray, Alexander, M.A.....	Colborne.....	Northumberland.
McNaughton, Alexander.....*	Newington.....	Stormont.
Muir, Rev. J. B., M.A.....	Galt.....	Waterloo.
McLean, Peter.....	Morrison.....	Wellington.
Moore, Charles Boyd.....	Brantford.....	Brant.
Moran, John Moran.....	Philipsburg.....	Waterloo.
McBrien, James.....	Raglan.....	Ontario.
May, Rev. John, M.A.....*	Ottawa.....	Carleton.
McCallum, Archibald, M.A.....*	Hamilton.....	Wentworth.
McClatchie, Alfred, B.A.....	Wallbridge.....	Hastings.
Matheson, Robert, B.A.....	Clinton.....	Huron.
Moore, John, B.A.....	Norwood.....	Peterborough.
Morgan, James C., M.A.....*	Barrie.....	Simcoe.
Nelles, W. W., M.A.....	Norwich.....	Oxford.
Nichol, Wm., M.D.....	Brantford.....	Brant.
Nichols, Wilmot M., B.A.....	Collingwood.....	Simcoe.
Ormiston, David, M.A.....	Brantford.....	Brant.
Platt, John Milton.....	Pictou.....	Prince Edward.
Purslow, Adam.....	Port Hope.....	Durham.
Preston, James, B.A.....	Goderich.....	Huron.
Price, Robert.....	Keswick.....	York.
Pearce, Thomas.....*	Berlin.....	Waterloo.
Ross, Donald Wilson, B.A.....	Walkerton.....	Bruce.
Ross, George W.....*	Strathroy.....	Middlesex.
Reazin, Henry.....*	Lindsay.....	Victoria.
Rodgers, Rev. Robert.....*	Collingwood.....	Simcoe.
Smith, Joseph H.....*	Appleby.....	Halton.
Sullivan, Dion C., LL.B.....*	Brantford.....	Brant.
Steele, Thomas O.....*	London.....	Middlesex.
Shaw, John.....	Omeme.....	Victoria.
Somerset, John B.....*	St. Catharines.....	Lincoln.
Slack, Henry Lloyd, M.A.....*	Arnprior.....	Renfrew.
Strauchon, George.....	Woodstock.....	Oxford.
Sinclair, William, B.A.....	Brampton.....	Peel.
Tilley, Wm. Edward.....	Bowmanville.....	Durham.
Vanslyke, Geo. Washington.....	Hamilton.....	Wentworth.
Withrow, Rev. W. H., M.A.....	Niagara.....	Lincoln.
Wood, Benjamin Wills.....	Heathcote.....	Grey.
Wadsworth, James J., M.A.....*	Simcoe.....	Norfolk.
Wilkinson, Wm., B.A.....	Mohawk.....	Brant.
Waters, Rev. D., M.A., LL.D.	St. Marys.....	Perth.
Wilson, John.....	Liskeard.....	Durham.
Willis, Robert.....	Toronto.....	York.
Wright, Daniel.....	Craigeleith.....	Grey.
Whitney, W. A.....	Iroquois.....	Dundas.
Young, F. H., B.A.....	Toronto.....	York.
Young, George, M.A.....	Trenton.....	Hastings.

* These gentlemen have been appointed Inspectors. A number of certificates have already been issued to persons eligible as Inspectors in certain specified counties, cities and towns, and as Examiners, in addition to the above.

VIII. PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS.

Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario—June, 1871.

BASIS OF INSTRUCTION.—EXPLANATORY MEMORANDUM ON THE FOLLOWING PROGRAMME.

1. The great object of this Programme is to secure such an education of youth as to fit them for the ordinary employments and duties of life. This includes :—
2. *First.* Reading, Writing, Arithmetic, and the use of the English language. Every youth, whether in town or country, should be able so to read that reading will be a pleasure and not a labour, otherwise his little knowledge of reading will be seldom, if ever, used to acquire information; he should be able to write readily and well; he should know arithmetic so as to perform readily and properly any financial business transactions, and be able to keep accounts correctly; he should be able to speak and write with correctness the language of the country. These subjects are the first essentials of education for every youth, and in which he should be primarily and thoroughly taught.
3. *Secondly.* An acquaintance with the properties and growth of the plants we cultivate and use, and the soils in which they grow; the instruments and machinery we employ, and the principles of their construction and use; our own bodies and minds, and the laws of their healthy development and preservation. Large experience shows not only the importance of a knowledge of these subjects of natural science and experimental physics, but that they can be taught easily for all ordinary practical purposes to pupils from six to twelve years of age.
4. *Thirdly.* Some knowledge of Geography and History, of the civil government and institutions of our own country, and, in all cases, of the first principles of Christian morals, so essential to every honest man and good citizen.
5. These are the subjects which should be embraced in a common school curriculum, and which have been and can be easily learned by pupils under twelve years of age. Those who aspire to a higher and more accomplished English education, can obtain it in the High Schools.
6. The length of time during which a pupil shall continue in any class must depend upon his or her progress. The promotion of a pupil from a lower to a higher class is at the discretion of the master or mistress of the school, and if any difference arise on this subject between the master or mistress of a school and the trustees, or any parent of a pupil, the inspector of the school must decide; but no pupil is to be promoted to a higher class without being thoroughly acquainted with all the subjects taught in the lower classes. A pupil, on being admitted into a school, must be examined by the master or mistress, and placed in the class into which such pupil is qualified to enter. In all cases the *order of subjects* in the programme must be followed, and the time prescribed for teaching each subject per week must be observed, nor must any subject of the course be omitted. Where a class is too large for all the pupils to be taught together, or where there is an obvious inequality in the ability and progress of the pupils, such class may be divided into two divisions—First and Second.
7. When the pupils in a school amount to more than fifty, and less than one hundred, the trustees must employ an additional teacher as an assistant.

N.B.—The work assigned for home preparation varies with the class in which the pupil is placed. In the first and second classes, the lessons are designed to occupy *half-an-hour* every evening; in the third and fourth, from an *hour to an hour-and-a-half*; and in the fifth and sixth, from an *hour-and-a-half to two hours*. Parents are expected to see that their children attend to their work at home.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
READING.....	First & Second Reading Books.	Third Reading Book, to p. 164.	Third Reading Book.	Fourth Reading Book, to p. 244.	Fourth Reading Book.	Fifth Reading Book.
SPELLING.....	First & Second Reading Books.	Third Reading Book, to p. 164 additional, and Spelling Book.	Third Reading Book, additional, and Spelling Book.	Fourth Reading Book, to p. 244 additional, and Spelling Book.	Fourth Reading Book, additional, and Spelling Book.	Reading and Spelling Books.
WRITING.....	Letters of Alphabet and Simple Words.	Simple Words.	Capitals and words neatly and legibly.	Neatly and legibly.	Neatly and legibly and with fair rapidity.	Neatly, legibly and rapidly.

ARITHMETIC	Arabic Notation to 1,000, Addition and Subtraction. Simple questions in Mental Arithmetic.	Arabic and Roman Notation to four periods, Compound Rules, Least Common Multiple and Gr. Con. Measure and Vulgar Fractions to Reduction, inclusive. Mental Arithmetic.	Principles Arabic and Roman Notation. Vulgar Fractions, Decimal Fractions, Simple Proportion, with reasons of rules. Mental Arithmetic.	Proportion, Practice, Percentage, Stocks, Theory of said rules. Evolution and Compound Interest. Mental Arithmetic.
GRAMMAR	Pointing out the nouns, verbs, adjectives, and pronouns and prepositions on any page of Second Reader.	Parts of speech. Gender, person and number of nouns, and comparison of adjectives. Separating simple sentences into their two essential parts.	Principal grammatical forms and definitions. Analysis of simple sentences. Parsing simple sentences.	Analysis of prose sentences contained in Reading Book. Parsing, with application of rules of Syntax.
OBJECT LESSONS.....	Lessons on common objects and things (a). Lessons on natural history (b) and on moral duties (c).			
COMPOSITION	Simple sentences, orally and in writing. Short descriptions of simple objects.	Simple and complex sentences, orally or in writing. Grammatical changes of construction. Short narrative or description. Familiar letters.	Simple and complex sentences of any kind. Grammatical changes of construction. Narrative and description. Familiar and business letters.	Composition on any assigned subject. Paraphrase of any assigned passage.
GEOGRAPHY	Definitions. Map of World generally. Maps of America and Ontario.	Map of Canada generally.	Maps of Europe, Asia and Africa. Maps of Canada and Ontario.	Physical geography of the continents generally. Use of the globes.
HISTORY			Elements of Canadian and English History continued.	Elements of Ancient and Modern History.
CHRISTIAN MORALS AND CIVIL GOVERNMENT.			Christian morals (c).	Elements of Civil Government.
HUMAN PHYSIOLOGY & NATURAL HISTORY.			General view of the animal kingdom.	Human Physiology.
NATURAL PHILOSOPHY.				Nature and use of the Mechanical Powers.
AGRICULTURAL CHEMISTRY AND BOTANY.			Elements of Chemistry and Botany in First Lessons in Agriculture, pp. 9-76.	Review of First Lessons in Agriculture, but pupils in cities and towns may omit Lessons 30, 31, 32, 34 and 37.

PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS—Continued.
 Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario—June, 1871.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
ALGEBRA.....					Definitions and first 17 exercises of authorized text book.	Authorized text book, 'quadratic equations.
GEOMETRY.....					Definitions, postulates and axioms. First 30 propositions of B. I.	Books I. and II.
MENSURATION					Definitions. Mensuration of surfaces.	Definitions. Mensuration of surfaces and solids.
BOOK-KEEPING.....					Single and double entry.	Single and double entry. Commercial forms and usages.
DOMESTIC ECONOMY					In First Lessons of Agriculture, Lesson 38.	
LINEAR DRAWING.....	On slates.		On slates and blackboard.	Outlines of maps, common objects on paper.	Outline of maps and common objects on paper and blackboard.	Outline and perspective sketches of common objects on paper and the blackboard.
VOCAL MUSIC.....	Simple songs.	Simple songs.	Simple songs.	Simple songs.	Simple songs.	Simple songs.

(a) EXAMPLES OF GALLERY LESSONS.

COMMON THINGS.—(To be illustrated by specimens of the articles named.)
 India. Rubber.
 Colors.
 Whalbone.
 Glass.
 Leather.
 Cotton.
 Hemp.
 Water.
 Fire.
 Wool.
 Paper.
 Milk.
 Coffee.
 Tea.
 Currants.
 Geometrical forms.
 Pins.
 Needles.
 Fruits.
 Flowers.
 Nuts.
 Cork.
 Oil.
 Salt.
 Sugar.
 Starch.
 Cheese.
 Crockery.
 Ivory.
 Camphor.

(b) EXAMPLES OF GALLERY LESSONS.

ANIMALS, ETC.
 (Illustrated by the Object Lesson Pictures of the Animals, &c., named.)
 Cow.
 Horse.
 Dog.
 Sheep.
 Cat.
 Chickens.
 Pig.
 Turkey.
 Geese.
 Ducks.
 Goat.
 Song Birds.
 Birds of Prey.
 Parrots.
 Lion.
 Tiger.
 Leopard.
 Elephant.
 Rhinoceros.
 Hippopotamus.
 Deer.
 Camel.
 Whale.
 Shark.
 Herring.
 Porpoise.
 Turtles.
 Serpents.
 Lizards.
 &c., &c., &c.

(c) EXAMPLES OF GALLERY LESSONS.

ON MORAL DUTIES (ONE PER WEEK).
 I. Love and hatred.
 II. Obedience, willing and forced.
 III. Truth and falsehood, dissimulation.
 IV. Selfishness and self-denial.
 V. Gentleness and cruelty—when right in word and action.
 VI. Cleanliness and tidiness.
 VII. Loyalty and love of country.
 VIII. Generosity and covetousness.
 IX. Order and punctuality.
 X. Perseverance.
 XI. Patience.
 XII. Justice.
 XIII. Self-control.
 XIV. Contentment.
 XV. Industry and indolence.
 XVI. Self-society.
 XVII. Destructiveness.
 XVIII. Tale-telling—when right and when wrong.
 XIX. Forbearance and sympathy—due to misfortune and deformity.
 XX. Tendency of one fault to give rise to another.
 &c., &c., &c.

IX. GENERAL LIMIT TABLE OF STUDIES IN THE PUBLIC SCHOOLS OF ONTARIO.

NOTE.—Where a class may be very small, or where the pupils of a class may be well up in one or more subjects of the programme, and deficient in others, the Teacher, with the sanction of the Inspector, may allow variations from the prescribed time. In any other unforeseen case of inconvenience or difficulty in giving effect to this Limit Table, the Inspector will communicate with the Chief Superintendent.

SUBJECT.	CLASS.	TIME Per Week	LIMIT TABLE IN EACH SUBJECT FOR PROMOTING FROM A LOWER CLASS TO A HIGHER ONE.
READING	FIRST ...	6½ hours.	Each Pupil on promotion is— To be able to read with ease and fluency any passage in the <i>First</i> or <i>Second</i> Books of Reading Lessons; also, to be able to enunciate clearly the elementary sounds of the language.
SPELLING.....	“	1½ “	To be able to spell any word in the <i>First</i> and <i>Second</i> Books, and to give its meaning in familiar terms.
WRITING	“	2½ “	To be able to form correctly and legibly on paper, all the letters of the alphabet, and to combine them into short words.
ARITHMETIC.....	“	4½ “	I. To be able to read and write any <i>Arabic</i> numeral up to 1000. II. To add and subtract ordinary numbers readily and accurately. III. To solve with ease, simple examples in such rules.
OBJECT LESSONS.....	“	2 “	Same as for <i>Second</i> Class.
GEOGRAPHY.....	“	2½ “	To know: I. The Cardinal points of the Compass. II. Generally the Geography of the locality and surrounding country. III. The meaning of geographical terms, the definitions, &c., map notation. IV. To be able to point out on a map of the world, each continent and ocean, and to know which part of the map is north, south, east or west.
LINEAR DRAWING ...	“	1 “	On Slates.
VOCAL MUSIC.....	“	1 “	Simple Songs.
=====			
READING	SECOND...	6½ “	To be able to read fluently and well, any passage in the <i>Third</i> Book, as far as page 164.
SPELLING.....	“	1½ “	To be able to spell any word in the <i>Second</i> Book, or in the first 164 pages of the <i>Third</i> Book, and to be able to write to dictation correctly, any passage selected therefrom, to give in familiar terms the meaning of any word therein, and to know the Saxon prefixes and affixes, and spelling book.
WRITING	“	2½ “	To be able to write the words in the Copy Book, No. 2, with neatness and legibility; also, to write legibly on paper from dictation with moderate rapidity.
ARITHMETIC	“	4½ “	I. To be able to read and write any <i>Arabic</i> number up to 1,000,000. II. Roman notation up to M. III. To be thoroughly and practically acquainted with the Addition, Subtraction, Multiplication and Division Tables, and the Tables of Money, Weights and Measures. IV. To be able to work readily and with accuracy ordinary questions in the four simple rules and Reduction. V. To be able to apply the simple rules to decimal currency. VI. To be able to solve simple questions in mental arithmetic.
GRAMMAR.....	“	2½ “	To be able to point out readily and accurately the Nouns, Pronouns, Adjectives, Verbs, Adverbs, and Prepositions, contained in any page of the <i>Second</i> Book of Reading Lessons.
GEOGRAPHY.....	“	2½ “	I. To thoroughly review part assigned the Junior Section. II. To know map of the world, so as to give relative positions, boundaries of continents and oceans, and the position of a few of the principal islands, seas, gulfs, bays, &c. III. To know the map of America, so as to give the boundaries of the continent, and to describe the position from recollection, or to point out on the map, countries and their capitals, and the capes, bays, islands, mountains, lakes, rivers, &c. IV. To know the map of Ontario generally.
COMPOSITION.....	“	½ “	I. To be able to form simple sentences orally and in writing. II. To be able to write a short description of any common object.
OBJECT LESSONS.....	“	2 “	I. To have gone through the course of lessons on <i>Common Things</i> , as is or may be prescribed. II. To have gone through those on <i>Natural History</i> , as may be prescribed. III. To have gone through those on <i>Moral Duties</i> , &c., as may be prescribed.
LINEAR DRAWING ...	“	1 “	On Slates.
VOCAL MUSIC.....	“	1 “	Simple Songs.

GENERAL LIMIT TABLE OF STUDIES IN THE PUBLIC SCHOOLS OF ONTARIO.—Continued.

SUBJECT.	CLASS.	TIME Per Week	LIMIT TABLE IN EACH SUBJECT FOR PROMOTING FROM A LOWER CLASS TO A HIGHER ONE.
READING.....	THIRD....	5 hours.	To be able to read fluently and well any passage in the <i>Third</i> Book.
SPELLING.....	"	2 "	To be able to spell correctly any word in the <i>Second</i> or <i>Third</i> Book, and to write to dictation correctly as to spelling, any passage from said lessons, to give the meaning of any word in these lessons, and spelling book.
WRITING.....	"	2½ "	To be able to form capitals well, and to write from dictation legibly and neatly on paper,— <i>Copy Book No. 3</i> , to be kept clean and neat, and the writing in it to be of regular size and slope.
ARITHMETIC.....	"	5 "	I. To revise carefully former Limit Table. II. To be able to read and write with facility in <i>Arabic Notation</i> , any number of not more than four periods to the left of the decimal point. III. <i>Roman Notation</i> up to the expression of the present year. IV. Principles of <i>Arabic</i> and <i>Roman</i> Notation. V. To be thoroughly and practically acquainted with the simple and compound rules, with reduction; G. C. M.; L. C. M.; and fractions as far as reduction of compound fractions. VI. To be able to solve problems in these rules with accuracy, neatness and dispatch. VII. To be able to solve simple problems in mental arithmetic in these rules, with facility.
GRAMMAR.....	"	2½ "	I. To know the different parts of speech, and to be able to point out the words belonging to each in any page of the Reading Book. II. To know the number, gender and person of Nouns, and the comparison of Adjectives, and the relation between Adjectives and Nouns. III. To be able to separate each simple sentence into <i>noun-part</i> and <i>verb-part</i> . IV. To be able to form simple sentences both orally and in writing.
COMPOSITION.....	"	½ "	I. To be able to form sentences of any specific kind, either orally or in writing, such as simple, compound, interrogatory, &c. II. To be able to write short descriptions of simple objects correctly, as to spelling, grammatical forms, &c.
GEOGRAPHY.....	"	2½ "	I. To review thoroughly portion assigned to the Second Division. II. To know the names and uses of the principal lines drawn on the map of the world, such as Meridians, Equator, parallels of latitude, Tropics, Arctic and Antarctic circles. III. To know the Map of Canada generally.
LINEAR DRAWING....	"	1 "	On Slates and Blackboard.
VOCAL MUSIC.....	"	1 "	Simple Songs.
READING.....	FOURTH..	5 "	To be able to read fluently and well any passage contained in the first 244 pages of the <i>Fourth</i> Book.
SPELLING.....	"	2 "	To be able to spell or define any word in the <i>Second</i> or <i>Third</i> Books, or in the first 244 pages of the <i>Fourth</i> Book, and to write to dictation correctly, as to spelling and capitals, any passage contained in said lessons, and spelling book.
WRITING.....	"	2½ "	To be able to write neatly, legibly and rapidly on paper from dictation. <i>Copy Books</i> to be kept scrupulously clean and free from blots. Writing therein to be of proper slope, even in form, and the capitals carefully made.
ARITHMETIC.....	"	5 "	I. To thoroughly review former Limit Tables. II. To be able to write with ease all numbers in <i>Arabic</i> Notation, not including more than six places to the right of the decimal point. III. To be acquainted with the principles of <i>Arabic</i> and <i>Roman</i> Notation. IV. To be thoroughly and practically acquainted with Vulgar Fractions, Addition, Subtraction, Multiplication and Division of decimal finite and infinite; Reduction of Vulgar Fractions to decimals, and mixed repetends to Vulgar Fractions; to be well acquainted with Simple Proportion; to understand the reason of the processes, V. To be able to solve ordinary problems in Mental Arithmetic with ease and accuracy.
GRAMMAR.....	"	2½ "	I. To be thoroughly and familiarly acquainted with the principal Grammatical Forms and Definitions. II. To be able to separate any easy sentence into clauses, and to distinguish between subject and predicate. III. To be able to parse the words of any easy sentence, giving the relation of the words, but not the rules of syntax.
COMPOSITION.....	"	½ "	I. To be able to form complex sentences, either orally, or in writing, II. To be able to make grammatical changes of construction. III. To write a short narrative or description, or a familiar letter, correctly as to spelling, grammatical and mechanical forms.

GENERAL LIMIT TABLE OF STUDIES IN THE PUBLIC SCHOOLS OF ONTARIO.—Continued.

SERVICE.	CLASS.	TIME Per Week	LIMIT TABLE IN EACH SUBJECT FOR PROMOTING FROM A LOWER CLASS TO A HIGHER ONE.
GEOGRAPHY.....	FOURTH..	2½ hours.	I. To be thoroughly acquainted with the subject, as far as it is assigned to former sections. II. To know the maps of Europe, Asia and Africa, in the same manner as they are required to know maps of Europe and America. III. To know the Maps of Canada and Ontario. Elements of Canadian and English History. General view of the Animal Kingdom. Christian Morals.
HISTORY.....	"	2½ "	
NATURAL HISTORY..	"	1½ "	
CHRISTIAN MORALS..	"	1 "	
CHEMISTRY AND BOTANY.....	"	1½ "	Elements of Chemistry and Botany in First Lessons in Agriculture, pp. 9-76.
LINEAR DRAWING....	"	1 "	Outlines of Maps, common objects on paper.
VOCAL MUSIC.....	"	1 "	Simple songs.
=====			
READING.....	FIFTH....	2½ "	To be able to read fluently and with expression, any passage in the <i>Third</i> or <i>Fourth</i> Books.
SPELLING.....	"	1 "	To be able to spell and define any word in the <i>Second</i> , <i>Third</i> , or <i>Fourth</i> Books, and to write to dictation correctly, as to spelling, capitals and punctuation, any passage contained therein, and spelling books.
WRITING.....	"	2¼ "	To be able to write neatly, legibly and rapidly on paper from dictation. <i>Copy Books</i> to be kept as in 2nd Division, writing therein to be carefully executed, regular as to size and shape, letters carefully joined and well-formed. Capitals well-formed.
ARITHMETIC.....	"	3 "	I. To review thoroughly the subjects as far as assigned in previous Limit Tables. II. To be familiarly and practically acquainted with <i>Arabic</i> and <i>Roman</i> Notation. III. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest. IV. To be able to work problems in these rules, and to know the reason for the various processes. Mental Arithmetic. To be able to solve ordinary problems in these rules with accuracy.
GRAMMAR.....	"	2 "	I. To be thoroughly and familiarly acquainted with all the grammatical forms and definitions. II. To be able to analyze and parse any sentence contained in their Reading Books, distinguishing between principal and subordinate clauses. Kinds of subordinate clauses. Grammatical and logical subjects and predicates. III. To be able to parse the words of any ordinary prose sentence contained in their Reading Books, giving relation, rules of Syntax &c.
COMPOSITION.....	"	1 "	I. To be able to form complex, compound, or simple sentences of any specific kind, either orally or in writing. II. To make readily the different grammatical changes of construction. III. To be able to write a familiar or business letter on any subject, with proper attention to grammatical structure, mechanical forms, &c.
GEOGRAPHY.....	"	2 "	I. To be thoroughly acquainted with the subject as far as is assigned to the other division. II. To know more minutely the Political Geography, Products, &c., of the principal countries in the world. III. To have an idea of the physical geography of all the Continents.
HISTORY.....	"	2 "	I. To review thoroughly the parts assigned to Fourth Class. II. The History of Canada and England continued.
HUMAN PHYSIOLOGY	"	1 "	Human Physiology.
NAT. PHILOSOPHY....	"	1½ "	I. Mechanical Powers, &c. Part I, to page 53, omitting paragraphs 47 to 53, inclusive.
CHEMISTRY AND BOTANY.....	"	1½ "	Remainder of First Lessons in Agriculture. Pupils in cities and towns may omit lessons 30, 31, 32, 34 and 37.
ALGEBRA.....	"	2 "	I. To know the definitions. II. To be able to work the examples in exercises, from I. to X., XIII. to XVIII.
GEOMETRY.....	"	1½ "	Definitions, Postulates and Axioms. First 30 Propositions of B. I.
MENSURATION.....	"	1½ "	I. To be able to solve problems concerning rectangles, triangles and circles.
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READING.....	SIXTH....	2½ "	To be able to read fluently and with expression, any passage in the <i>Fourth</i> or <i>Fifth</i> Books.

GENERAL LIMIT TABLE OF STUDIES IN THE PUBLIC SCHOOLS OF ONTARIO.—*Concluded.*

SERVICE.	CLASS.	TIME Per Week	LIMIT TABLE IN EACH SUBJECT FOR PROMOTING FROM A LOWER CLASS TO A HIGHER ONE.
SPELLING.....	SIXTH. ...	1 “	To be able to spell and define any word in the Reading Books, and to write to dictation correctly, as to spelling, capitals and punctuation, any passage selected from these Books, and Spelling Book.
WRITING.....	“	2½ “	To be able to write in a good business style of penmanship. Copy Books to be kept as indicated above in 2nd Division.
ARITHMETIC.....	“	3 “	I. To revise former <i>Limit Tables</i> thoroughly. II. To finish Commercial Arithmetic and be thoroughly acquainted with Involutions and Evolution. III. Compound Interest and Annuities. IV. To be familiar with the theory as well as practice of these rules, and to be able to work ordinary problems in them with accuracy, neatness and dispatch. V. Mental Arithmetic as in former sections.
GRAMMAR.....	“	2 “	I. To give evidence that they know all the Grammatical Forms and Definitions. II. To analyze prose or verse contained in Readers, distinguishing between principal and subordinate clauses—kinds of subordinate clauses. Analyze subject and predicate, give relation of words, grammatical and logical subject and predicate. III. To be able to parse the words contained in their Readers or Grammars with application of rules of Syntax, &c.
COMPOSITION.....	“	1 “	I. To be able to do all in former <i>Limit Tables</i> . II. To be able to write a composition on any simple subject, and to spell and punctuate it properly. III. To be able to paraphrase any assigned poetical passage.
GEOGRAPHY.....	“	2 “	I. To know thoroughly the former <i>Limit Tables</i> . II. Physical Geography of the Continents. III. The use of the Globes.
HISTORY.....	“	2 “	Elements of Ancient and Modern History.
CHEMISTRY AND BOTANY.....	“	“	To understand the elements of Chemistry, as taught in the first part of Dr. Ryerson's <i>First Lessons on Agriculture</i> , pages 9-70. Structure of Plants, &c., pp. 70-76 of Dr. Ryerson's <i>First Lessons on Agriculture</i> . Lessons II. III. and XXII.
ALGEBRA.....	“	2 “	Thoroughly review part assigned to the juniors, and complete Quadratic Equations.
GEOMETRY.....	“	1½ “	I. To know the definitions, postulates, and axioms, and to be able to demonstrate the first 30 propositions of <i>First Book</i> . II. To thoroughly review part assigned the juniors, and finish the <i>First Book</i> . III. To be familiar with the meaning of the different terms used in the <i>First</i> and <i>Second</i> Books, and to go through the first two books.
MENSURATION.....	“	1 “	Review the work gone over while in the junior section. Mensuration of Solids. NOTE.—Girls take easy lessons on reasoning instead of Geometry. Part I. II.
BOOK-KEEPING.....	FIFTH & SIXTH....	1 “	I. To know the definition of the various books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry. II. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book. III. To be able to journalize any ordinary business transaction, and to be familiar with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them. IV. To be familiar with the forms of ordinary Commercial paper, such as Promissory Notes, Drafts, Receipts for the payment of money, etc.
NAT. PHILOSOPHY....	“	1½ “	Nature and use of Mechanical Powers.
CIVIL GOVERNMENT..	“	1 “	Elements of Civil Government.
DRAWING.....	FOURTH & FIFTH	1 “	To evince facility in marking sketches of maps and common objects on black-board.
SINGING.....	WHOLE SCHOOL	1 “	To know the present principles of Vocal Music (provision to be made by the Trustees for the practice of Vocal Music).
GYMNASTICS.....	BOYS.....	1 “	(Provision to be made at the discretion of the trustees for Gymnastics and Calisthenics.)
NEEDLE WORK.....	GIRLS....	1 “	NOTE.—To be taught only in lower divisions of Girls Schools or Classes.
DOMESTIC ECONOMY..	SECOND & THIRD GIRLS....	1½ “	In place of Euclid where there is a female teacher. To have a general knowledge of the subject as taught in pp. 171-188 (Lesson 38) of Dr. Ryerson's <i>First Lessons on Agriculture</i> .
	FIRST & SECOND		

100 July 5 + 5

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

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for APRIL, 1871.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—James H. Coyne, Esq., B.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. McCallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

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

Approximation. d 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. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS, WHEN OBSERVED.

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

REMARKS.

PEMBROKE—On 6th, robin heard. 13th, lake crossed on ice for last time. 15th, chipmunk; wild ducks seen. 18th, boat crossed lake for first time. 19th, frogs heard. 23rd, swallows seen; first trip of steam-boat from Desjardins. 24th, solar halo. 28th, snow birds still to be seen. 4th, 20th, thunder, with rain. 20th, lightning and thunder, with rain. Wind storms, 4th, 5th, 9th, 11th, 23rd, 27th. Fogs, 10th, 20th. Snow, 5th, 13th, 15th. Rain, 11th, 12th, 20th, 22nd, 25th, 27th, 28th, 29th, 30th.

streamers from all points; patches of faint crimson at same time at SE Z. 17th, broad band of light transverse streamers; faint crimson, at 9.27; deep crimson column at 10 P.M. 20th, thunder and lightning at 9.21 A.M. 27th, thunder at 3 A.M.; much lightning between 10 and 11 P.M. 28th, greenish light soon after 8; at 9, beautiful arch of greenish light high over N H, lower edge defined—a perfect arch. 24th, large, distinct and very wide lunar halo at 9 P.M. 26th, lunar halo at 8.40, wide but indistinct. Snow, 1st. Hail, 4th. Rain, 2nd, 3rd, 10th, 11th, 19th, 20th, 25th, 27th, 28th, 29th. Commencement of month unusually mild; temperature generally equable, and generally much milder than this month ordinarily is. The snow disappeared about the 10th.

BELLEVILLE.—7th, lightning, with thunder. 19th, 27th, lightning and thunder, with rain. Rain on 1st, 3rd, 4th, 10th, 11th, 19th, 25th, 27th, 28th.

GODERICH.—On 1st, snow all gone except in a few shaded places; frogs first heard. 19th, thunder, with rain. 20th, currant and lilac and other shrubs putting forth leaves. 27th, lightning and thunder, with rain. Wind storms, 4th, 7th, 11th, 12th, 18th, 19th. Snow, 12th, 22nd. Rain, 2nd, 3rd, 10th, 13th, 19th—21st, 25th, 27th—29th. Spring early, but except two very warm days the weather has not been favorable to vegetation.

STRATFORD.—On 1st, frogs heard (first of season). 11th, soft maples in bloom. 19th, lightning and thunder, with rain. 20th, lightning. 27th, lightning, with thunder. 28th, hail. Wind storms, 10th, 11th, 12th. Fogs, 3rd, 11th. Snow, 1st, 11th, 21st, 22nd. Rain, 3rd, 10th—13th, 19th—22nd, 27th—29th. The excess of monthly mean temperature over average of nine years was + 2°. Measles and scarlet fever prevalent in town and vicinity; schools closed in consequence.

HAMILTON.—7th, swallows and frogs made their appearance to-day. 8th, burdock just appearing. 9th, aurora, class I.; streamers, crimson vapor and arch, all very brilliant. 13th, streamers, crimson vapor and arch; the last was a very brilliant one. 17th, streamers, crimson vapor, and at 10.05 P.M. a corona of detached bundles of streamers. 19th, first storm of lightning and thunder, with rain, at 3.40 P.M.; another similar storm at 5.10 P.M. 27th, lightning and thunder, with rain, from 6 in NW to 10 in NE. Wind storms, 4th, 7th, 8th, 10th, 11th, 19th. Fogs, 19th, 27th. Snow, 1st. Rain, 1st, 10th, 12th, 13th, 19th, 21st, 22nd, 25th, 27th, 28th.

SIMCOE.—On 27th, lightning and thunder, with rain. Wind storms, 7th, 11th, 12th, 28th. Snow (inappreciable), 1st. Rain, 3rd, 10th, 11th, 19th—22nd, 27th—29th.

WINDSOR.—On 22nd, hail. 27th, lightning and thunder, with rain. 19th, meteor in E, towards N. Lunar halo, 2nd, 3rd, 4th, 5th, 7th, 24th, 29th. Wind storms, 4th, 10th, 11th, 12th, 26th, 27th, 28th. Rain, 3rd, 5th, 10th, 19th, 21st, 22nd, 26th, 27th, 29th.

II. Educational Intelligence.

— VICTORIA UNIVERSITY.—The closing exercises, in connection with the late session of Victoria University, have taken place during the past week. The attendance of Graduates and other visitors from various parts of the country has been very good; and the greatest interest has been manifested in the proceedings throughout. The opening service was the Baccalaureate Discourse to the Graduating Class in Arts. This was delivered at the Wesleyan Church, on Sabbath evening, by the Rev. Dr. Nelles, the President of the University. The rev. gentleman took for his text, John iv., 37, 38,—“And herein is that saying true, One soweth and another reapeth. I sent you to reap that whereon ye bestowed no labour; other men laboured, and ye are entered into their labours.” After referring to the discussions which had taken place on the question of the unity of the race,—the rev. gentlemen expressed belief not only in that, but in what might be called the unities of the race,—common origin, common faculties, common wants, danger and aspirations, and especially in that grand historic unity by which the labours and sufferings of one age transmit their results to all succeeding times. This was the unity of the text. He considered, in the first place, some illustrations of this great fact. The world was at first unexplored and unsubdued; but by enterprise and toil, man had surveyed and developed its extent and resources. Thus we entered upon the labours of others. Again, the forces of nature were once a great mystery; and earth, sea, and sky were peopled with vague divinities. Through the teachings of revelation and science, however, man had attained the higher knowledge that the universe is the work, and under the control, of one Supreme Intelligence; and that the forces of nature are but the manifestations of His wisdom and love. Thus we entered into their labours. Again, in the arts of life, men had made great progress. At first, the art of government was but a chronic state of war; but through progress made in this art, wars became less frequent and less cruel. The Joint High Commission was a grand illustration of this progress. The British Constitution was the best instrument of civil government in the world. It gave liberty and order, stability and progress; and this inheritance to us was the result of much toil and suffering on the part of

others. The same line of argument was pursued in demonstrating the progress of letters and science; and the progress in all of these was shown to be a condition to advantages of a moral and religious kind. And the same law had been manifested in religious things. All men were once heathens or Jews. They had either no revelation, or only a fragment of one. They dwelt in the porch; while we, through the toils of apostles and holy men of God dwell in the great palace, illuminated with the light of heaven, and warm with the sympathies of the Cross. There was a marvellous contrast between the mortality of the workmen, and the immortality of their work. The spirits of those noble workers were in the atmosphere we breathe, their footsteps were upon every shore; and their voices echoed and re-echoed evermore along corridors of time. It was sad to stand by the graves of departed empires, and to tread on their mutilated statuary, and walk about their ruined temples and buried cities. But history, like man, has its immortal part; and some things the sand does not cover; some the waters of the sea do not wash away; some are not riven by the thunder-bolt, nor shaken by the earthquake; but bidding defiance to the convulsions of the globe and the peltings of the storm, live on through all the time, a perpetual demonstration of the Providence of God and the character of man. Nor is the world enriched alone by what remains; but often by what perishes. Not in vain has the patriot laid his head upon the block, or the confessor marched to the stake. Not in vain is the carnage and devastation of battle; for though it might desolate for a time, in a few years returning verdure takes the place of the battle's scars, while the nation's liberty, secured by those scars, remains imperishable. And all these were symbols of moral renovations.

“For the grain of God springs up
From ashes beneath;
And the crown of His harvest
Is life out of death.”

The rev. gentleman considered, in the second place, some of the applications of the subject to the present occasion. He referred to the laws of dissolution and of progress among men and nations. Old men should be revered; but it was not well for them to live forever. They did not readily enter into new views. This was illustrated by the old and the improved systems in science and art. Young men were required for the coming time. So it was with nations. Greece and Rome had heard the Gospel, and perished. But the Church had preserved the best results of that old civilization, and furnished the principles of a new and better order of things to us. And we, in turn, must restore to their descendants in those old lands, the higher and improved dispensation which we have received,—they must, from us, hear the Gospel and live! The Rev. Dr. applied the text, first, to our country. We were a new nation; and the pledge of our prosperity was not in our soil, our lakes, our skies, our woods; those old nations had all of these, as excellent as ours, and yet perished. But our peculiar advantage was in beginning under better auspices; and in the fact that, with the Bible and a pure religion free from the beginning, we were enriched by the past, while we were not trammelled by its bonds. The second application was to educated men. These were the first and chief inheritors of the past. As the streams which irrigate the valleys were fed by the mountains, so was a higher culture necessary to perpetuate and convey this inheritance to those of a later age. The third application was to young men. The glory of young men was their strength,—the strength of enthusiasm and of faith. Those before him must believe in the perishability of all evil, because it was wrong; and in the imperishability and triumph of all good, because it was right! Some had bequeathed pauperism, ignorance and superstition, to the world, what was their bequest? Some of them had left behind them undying epics, beautiful statues, magnificent cathedrals. Let their epic be that of a noble life; their statue that of a devoted heroism, and their imposing cathedral that of a stainless and exalted character. The peroration of the rev. gentleman's discourse, as he gave the parting word of advice and bade adieu

to the class before him, was eloquent and affecting in the extreme; and it furnished one more living example of the excellence of the precepts implanted in the hearts of young men while attending this University, and of the solicitude of its officers for their highest spiritual and temporal success. The annual Convocation took place at Victoria Hall, on Monday afternoon, at 3 o'clock. The chair was taken by the Rev. Dr. Nelles, the President; and upon the platform were seated a large number of the members of the Senate, of the Alumni Association, and others. After prayer by the Rev. Dr. Green, the Valedictory Oration was delivered by Mr. George H. Watson, of Schomberg. The subject of the Essay was "Queen Elizabeth," and in its preparation and delivery, it gave evidence of literary taste and elocutionary powers of a high order. The following degrees were then conferred:—B. A.—Richard Wornall Wilson, Gold Medallist; Allan Bowerman, Silver Medallist; George H. Watson, Valedictorian; M. H. Brethour, J. A. Chapman, Hector Currie, Charles S. Eby, S. A. Hickey, A. Lee Holmes, Rev. John Laing, Dougald MacBride, Wm. H. MacFadden John Saunders, Joseph W. Sparling. M. A.—John C. Dettlor, B. A., James Mills, B. A., James Roy, B. A., W. S. McCullough, B. A., George Washington, B. A., Wm. Wilkinson, B. A. M. D.—Andrew McKay, James F. Lovekin, John Fraser, Beresf. J. Gaban, Miles Brown, John H. Parsons, Wm. Lang, Samuel Hudson, Samuel Eell, Wm. J. Brereton, Fred. C. Cluxton, Ed. L. Cash, Robert Lawrence, Charles E. E. Jakeway, S. R. Richardson, Henry Moorehouse, Felix Gaticu, Joseph M. B. Perin, Benjamin Gagnan, Olivier Damiraud, Octave Mousseau, Pierre E. Danserau, Charles Legris, Louis A. Rare, Philemon Laberge, Pierre Sylvester, Jules Hardy, Victor Mignault, Honore Primeau, Laurent Grenier, Louis J. E. Gouin, Gregorie M. Groudin, Louis M. St. Onge, Ulric Belanger. John J. Sheppard, Antoine Gadbois, Henri Desjardin, Norbert Prevost, Wincelas Dick. LL.B.—Leonidas P. Bernard, Philippe H. Roy, George A. de St. George, Louis Laframboise, Francis O. Rinfret, Emmanuel L'Archeveque, Philippe Kierskowski, Flavien N. Boutillier. The total number of degrees conferred in the various departments was 671. Interesting and able addresses were then delivered, to the Graduates in Medicine, from Toronto department, by Dr. Canniff; and to those in Medicine and Law from Montreal (in French), by Prof. Geoffrion. In the course of his remarks, Dr. Canniff stated that of the Government candidates who were recently examined before the General Medical Board at Toronto, the number from Victoria College was equal to that from all the other Medical Schools in the Dominion combined; and that not one who had prosecuted his studies altogether at this University, failed to pass the final examination. Not only this, but the first five highest on the list in the primary class, were also from this institution. These favourable statements were received with great applause. The Rev. Dr. Nelles then made a few appropriate remarks, in which he referred to the present prosperous condition of the University, and the benefit conferred by it upon the town. He alluded to the pleasing fact that the present Graduating Class in Arts, had instituted a scholarship \$71, to be awarded annually to the student taking the highest stand at the Matriculation examination. The Dr. also alluded to the large number of valuable curiosities from Egypt and elsewhere, which, by the generosity of Rev. Lachlin Taylor, D.D., had just been added to the museum. He also referred to the present prosperity of the Medical Department; and to the providential dispensation which had, during the year, removed the late Hon. Dr. Rolph, the founder of the Toronto Branch, and one of the most learned and efficient teachers of medical science in America. The Dr. then alluded to the endowment fund, by which it was expected the institution would shortly be in a position not to feel the loss of assistance which depended upon the ever-shifting phases of political opinion. The handsome sum of \$80,000 had already been subscribed; and of this, \$41,000 had been collected and invested. With a congratulatory reference to the prosperous condition and efficient management of the Grammar School affiliated to the University; and to the great importance of a liberal education for girls, the Rev. Dr. concluded an ex-

cellent speech amid much applause. The following medals and prizes were then awarded:—Prince of Wales Gold Medal—Richard Wornall Wilson, B.A. Prince of Wales Silver Medal—Allan Bowerman, B.A. Ryerson Prize, first in Scripture History.—Benjamin Longley. Webster Prize, First English Essay.—Allan Bowerman, B.A. Cooley Prize, First in Ethics.—James S. Ross. Punshon Prize, First in Elocution and Composition.—George H. Watson, B.A. Wallbridge Prize, First in Greek Testament.—Allan Bowerman, B.A. Freshman Prize, First in Hebrew.—Parmenio A. Switzer. Fulton Prize, First in Chemistry.—Wm. Riddle, C. A. Moore. LITERARY ASSOCIATION PRIZES.—First English Essay.—Benjamin Longley. Second English Essay.—J. L. Whiting. First in Elocution—Kenneth Dingwall. Second in Elocution—A. Leo Holmes, B. A. The Prince of Wales Gold Medal was presented to R. W. Wilson, B. A., (son of Prof. Wilson, M. A.), in a very feeling address, by the Rev. Dr. Nelles: The Prince of Wales Silver Medal was presented to Allan Bowerman, B.A., in a most eloquent speech by Isaac Lawrence, Esq., American Consular Agent. The Ryerson Prize was presented by J. G. Hodgins, Esq., M.A., LL.D., of Toronto; Webster Prize, by Wm. Kerr, M.A., Mayor of Cobourg; the Cooley Prize, by Rev. Dr. Freshman, of Lindsay; the Punshon Prize, (founded by Wm. Kerr, Esq.) by W. W. Dean, Esq., B.A., of Belleville; the Wallbridge Prize, by Wm. Beatty, Esq., M.A., LL.B., of Parry Sound; the Freshman Prize, by Rev. Dr. Green, of Toronto; the Fulton Prize, to Mr. Riddle, by Dr. Schultz, of Red River; and the other part of the same prize, to Mr. C. A. Moore, by Hon. A. A. Burnham, Senator, Cobourg; the Literary Association's Prize, for the First English Essay, by Capt. Gifford, Cobourg; for the Second English Essay, by Thos. Holden, Esq., M.A., Mayor of Belleville; the first prize in Elocution, by Dr. Berryman, of Toronto; and the second prize in Elocution, by J. J. Maclaren, Esq., M. A., LL.B., of Montreal. During the awarding of the prizes interesting addresses were delivered, by Dr. Hodgins, on the Common and Grammar School Systems of Canada, and by Dr. Schultz, of Fort Garry, a Graduate in Medicine of this University. The benediction was pronounced by Rev. Dr. Green; and this highly satisfactory Convocation was brought to a close. The annual Conversazione of the Literary Association took place at Victoria Hall, on Monday evening. The attendance was large and respectable, comprising leading citizens of the town, with ladies, and a large number of the Alumni and other visitors from abroad. The proceedings were of the highest interest throughout; and contributed to make this one of the most successful Conversaciones which the Association has yet held. The chair was occupied by J. J. Maclaren, Esq., M.A., LL.B., of Montreal, and the efforts of those engaged to take a prominent part in the proceedings fully insured the enjoyment of those present. The annual meeting of the Alumni Association was held at University Hall, on Tuesday afternoon. The attendance was good. The chair was occupied by Wm. Beatty, Esq., M.A., LL.B., of Parry Sound. After the presentation of the usual report, and the transaction of business peculiar to the Association, but not of interest to the public, the following gentlemen were elected officers for the ensuing year:—President: Dr. Canniff, Toronto. 1st. Vice-President: Rev. Prof. Burwash, M.A., Cobourg. 2nd. Vice-President: J. George Hodgins, Esq., M.A., LL.D., Toronto. Secretary: H. Hough, M.A., Cobourg. Treasurer: J. W. Kerr, M.A., Cobourg. Managing Committee: The Graduates in all departments resident in Cobourg.—World.

—THE WATERLOO TEACHER'S ASSOCIATION held its seventh Session at Waterloo village, lately. The meeting was well attended. The following were the subjects discussed; 1: How to read. 2. Should teachers' county conventions be made obligatory by law? 3. The merits of Davis' Grammar. 4. The New School Bill. The subjects were discussed with much zeal by all present, especially the one relating to Davis' Grammar which was introduced by an able essay from Mr. John Moran, the President. The writer of the essay advocated the cause of the new Canadian series of school books showing they were vastly superior, in every way, to the old ones, that Davis' Grammar was just

the thing to supply a want long felt by teachers in Ontario, and by many examples, he went on to prove that it was better adapted to teacher and pupil than any of the others heretofore used in the province. After a pleasant and profitable day's work the Association adjourned till the second Saturday, in July next.

—THE NEW DOMINION MONTHLY for June has several articles of interest. A new serial tale, entitled "The Challoners," is commenced. "The Legends of the Micmacs" are continued. "The Newfoundland Seal Fishery" is a graphic description of an exciting and dangerous trade. The department for "Young Folks" contains, besides a continuation of "Moth and Rust," an original tale, entitled "Jessy's False Step." The "Home" department is very rich in information. "Little Rose" is the piece of music for the month, and there are several reviews of new books, with extracts, among which the most prominent place is given to "My First Year in Canada," by the Metropolitan Bishop of Montreal. This number concludes Part First of the *Dominion Monthly* for 1871, and forms a handsome volume of 308 pages. Part II. of the magazine for 1871 will commence with the next or July number, and new subscribers are invited to begin with it. They may either remit a year's subscription, \$1.50, or half a year's subscription, 75 cents; or, if they will form clubs of five remitting at once, the price will only be one dollar per annum to each, or half a dollar for the half year.

III. Departmental Notices.

NORMAL AND MODEL SCHOOLS.

The following appointments have recently been made by the Council of Public Instruction:—

1. The Rev. Henry W. Davies, D.D., Second Master of the Normal School, to be Principal, in place of John H. Sangster, M.A., M.D., resigned.
2. James Carlyle, Esq., M.D., Master of the Boys Model School, to be Mathematical Master in the Normal School, in place of Rev. Dr. Davies, promoted.
3. Thomas Kirkland, Esq., B.A., Head Master of the Whitby High School, to be Natural Science Master in the Normal School.
4. Mr. James Hughes, First Assistant Master in the Boys Model School, to be Head Master in place of Dr. Carlyle, promoted.
5. Mr. William Scott, Second Assistant Master in the Model School, to be First Assistant Master in place of Mr. Hughes, promoted.
6. Mr. Alexander McPhadrain to be Second Assistant Master, in the Model School, in place of Mr. Scott, promoted.

INSPECTOR OF HIGH SCHOOLS IN ONTARIO.

The Council of Public Instruction have recently appointed James McLellan, Esq., M.A., Master in Upper Canada College, to be one of the Inspectors of High Schools in Ontario.

THE JOURNAL OF EDUCATION.

The Editor of the *Toronto Globe*, at the instance of a correspondent, having, on the 20th inst., made one of his usual attacks on the *Journal of Education* and the Education Department, the following reply was sent to him on the same day. He first declined to insert the explanation sent him as a communication, and afterwards refused it as an advertisement! It was therefore, as requested, promptly inserted in the *Daily Leader* and *Telegraph*, and is now reprinted below for the information of our readers:

To the Editor of the *Globe*.

DEAR SIR,—In reply to your attack on the *Journal of Education* and the Department, I desire to say that the delay in issuing the *Journal* for the last two months will no doubt commend itself to any reasonable man, when I state the cause:

Being anxious to furnish all parties concerned with the entire school law, as it now stands, and with a complete set of the new General Regulations for the Public Schools, framed under the late Act, it was thought best to embody the whole in two consecutive numbers of the *Journal*, and to issue them together. This is now being done; and the two numbers now ready contain the following in a complete and compact form, viz.:—

1. The Consolidated School Act of 1850—the School Law Amendment Act of 1860 and the School Law Improvement Act of 1871, arranged in twelve parts.
2. The General Regulations for the Public Schools consolidated into thirteen chapters.

I may also state that this year the labour of the Department has been vastly increased under the new Act. The putting of it into operation, with other business, has involved the receipt of, and reply to, upwards of seven thousand letters since 1st of January (within two thousand of the whole number received last year), besides the preparation of the new programme of studies for the High and Public Schools. In addition, we have just sent out from twenty-five to thirty reams of examination papers, enclosed in about fifteen hundred sealed envelopes, together with all the necessary instructions, &c., for holding on the same days and hours examinations in every city and county town of the Province. Under these circumstances "reform" is needed (though I suppose we too shall have to wait, as you say, a "little longer" for it) in the system of unjust and indiscriminate attack on this Department by the *Globe* and its correspondents, rather than in the way of remedy for a trivial delay involving only temporary inconvenience.

Even the delivery of the *Globe* itself needs "reform,"—as "it is but reasonable it also should come regularly" to those who pay for it. That paper is frequently never left at this office at all, and I have often to send the same message from my own house. It was only left at this office *once* this week,—and I should not have observed your paragraph had I not seen the *Globe* elsewhere.

Believe me,
Truly yours,

J. GEORGE HODGINS,
Editor of the *Journal of Education*

Toronto, Thursday, 20th July, 1871.

PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and forms of application furnished to school authorities on their application.

* * IF Library and Prize Books be ordered *in addition* to Maps and Apparatus, it will BE NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper form of application for each class.

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.