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1. SCHOOL SITES AND SCHOOL HOUSES.

Now that the period of the year is approaching when the arrangements for building new school houses, during the summer, are being made by trustees, we deem it appropriate to state what is the law on the subject, both as to school sites and school houses.

Meeting for the Selection of New School Sites.—On this point the law is very explicit. It says:—"No steps shall be taken by the trustees of any school section for *procuring* a school site on which to erect a new school house, or for *changing* the site of an established school house, without calling a special meeting of the [assessed] freeholders and householders of their section to consider the matter. And in case of a difference of opinion as to the site of a school house between the majority of the trustees and a majority of the [assessed] freeholders and householders at such special meeting, each party *shall* choose an arbitrator, and the local superintendent, or in case of his inability to attend, any person appointed by him to act on his behalf, shall be a *third arbitrator*, and such *three* arbitrators, or a majority of them, shall finally decide the matter." 2. In carrying out these provisions of the law, the calling of a public school meeting of the ratepayers of the section to consider the matter, is the first step. This should be done by the trustees; but in case of their neglect or refusal to do so, the law authorizes the local superintendent to call the meeting. If a majority of the trustees, and of the ratepayers, *who may happen to be present at the school meeting*, agree upon a site, the choice will be a legal one, without further trouble or difficulty. 3. Subsequent

meetings may be lawfully called to reconsider the decision of former meetings, if desirable; but the necessity for such reconsideration may in most cases be avoided, by giving the fullest publicity to the notice calling the first meeting. In all cases the law requires notices of meetings to be posted in *three* of the most public places in the section, *at least six clear days* before the day of meeting. 4. It will be seen that the law does not require the trustees to submit the question of the *enlargement* of an existing school site to the ratepayers. This power belongs to the trustees, if they choose to exercise it, and no meeting need be called on the subject, unless desired by the trustees themselves, and then only with a view to counsel and advice.

Proceedings by Arbitration.—Should a difference of opinion in regard to the site arise at the school meeting, the law *requires* a majority of the trustees, and a majority of the ratepayers present at the meeting, to choose each an arbitrator. These two arbitrators, with the local superintendent, or some one chosen by him to act in his place, have full authority to choose a school site for the section. 2. It will be observed that the law *requires* an arbitration to be held, in case a majority of the trustees, and of the ratepayers, cannot come to an amicable understanding in regard to the site. There is no other way to settle the difficulty, should it arise. The words "*shall choose an arbitrator*," are, by the Interpretation Act, declared to be imperative and binding upon the "majorities" concerned, should a contingency arise, for which the law thus provides. 3. Sometimes parties opposed to paying taxes for building a school house, if they be in a majority at the school meeting, or in the section, persistently refuse to appoint an arbitrator to select the site, and thus frustrate the intentions of the Legislature, and prevent the trustees from proceeding with the erection of the school house. In such a case no arbitration can be held, or a new site selected, as the trustees' arbitrator and the local superintendent, have no power to proceed with the arbitration. Should the ratepayers persist in refusing to appoint their arbitrator, the trustees have no resource but to erect the new school house on the *old site*.

Powers of the Arbitrators.—After the three arbitrators shall have been appointed, they should at once call a meeting, and proceed with the arbitration. The arbitrators are not *required* to choose either or any of the sites desired by the trustees or the ratepayers. They should be untrammelled in their choice;

but they should take into consideration the wants and circumstances of the section, and select a site in the most convenient and suitable place—all things considered. The decision of the arbitrators, when made, should be embodied in a document called an "award," they should "make" it—that is, each one of the arbitrators should sign it; they should then "publish" it—that is, they should send it, or a certified copy of it, to the trustees; having done so, their powers cease, and the arbitration is at an end. After publication of the award, no public meeting can lawfully set it aside for at least one year, and even then, not without good ground being shown for doing so, or provided there is no contract existing with the trustees arising out of, or in consequence of, the award; but the trustees should, without unreasonable delay, proceed to give it effect, by taking steps for securing the site selected, and erecting the house.

Sale of an old School Site.—The law itself is so explicit on this point that it will be sufficient to quote it, as follows:—

"It shall be lawful for any School Trustee Corporation to dispose, by sale or otherwise, of any school site or school property not required by them in consequence of a change of school site, and to convey the same under their corporate seal, and to apply the proceeds thereof for their lawful school purposes. And all sites and other property given or acquired, or which may be given or acquired, for common school purposes, shall vest absolutely in the Trustee Corporation for this purpose."

Erection of a School House.—The law, it will be seen, gives trustees full power "To do whatever they may judge expedient with regard to building, repairing, renting, warming, furnishing and keeping in order the section school-house, and its furniture and appendages, and the school lands and enclosures held by them": that is, to the trustees it exclusively belongs to decide what shall be the size, kind or description of school house which they shall erect: whether it shall be brick, stone, frame or log, and what shall be its cost. No public meeting has any authority under the Act to interfere with or deprive trustees of the right to determine these things according to the best of their judgment; but a public meeting has the right to determine how the money required by the trustees for the erection of the house shall be raised, whether by loan, rate bill, subscription or otherwise.

School Teacher's Residence.—With a view to induce trustees to employ good teachers for a more lengthened period of service than formerly, and also to give a greater influence and permanence to the profession of teaching, the school law authorizes trustees, with the consent of the Township Council, to borrow money "for the purchase or erection of a teacher's residence." This provision of the law has been acted upon in many instances with great benefit to the school concerned, and has given heart to the teacher, and increased his interest in the progressive advancement of his school and pupils. We trust the trustees will still more generally avail themselves of this most excellent and salutary provision of the law.

Providing Funds for erecting School House.—As already intimated, moneys for the erection of school houses and their appendages may be raised by loan, school rate, or subscription. If by school rate, the Township Council is requested to aid the trustees in this matter, and to use its authority to provide it necessary funds by taxation. The following is the provision of the law on this subject:—"For the purchase of a school site; the erection, repair, rent, and furniture of a school house; the purchase of apparatus and text-books for the school, books for the library, and salary of the teacher, each Township Council shall [the word "shall" is here imperative,] levy, by assessment, upon the taxable property in any school section, such sum as may be required by majority of the [assessed] freeholders and householders, expressed by the trustees of such school section, in accordance with the desire of the freeholders at a public meeting called for that purpose, as authorized by the tenth clause of the twenty-seventh section of this Act." Should the funds required to be raised by loan, the Township Council is authorized to "grant to the trustees of any school section, on their application, authority to borrow any sums of money necessary for the purposes above-mentioned, in respect to school sites, schools houses and their appendages, or for the purchase or erection of a teacher's residence, and in that event shall cause to be levied in each year upon the taxable property in the section, a sufficient sum for the payment of the interest on the sum so borrowed, and a sum sufficient to pay off the principal within ten years." That is, the trustees borrow the money, while the Council issues Township Debentures for the sum which, under its authority, the trustees may have borrowed. The Council, in the by-law, should provide for levying a yearly rate on the school section concerned for the repayment of the loan.

Use of the School House.—The school house and other property is by law vested in the trustees, and they have no legal power under the School Act, to permit their school house to be used for other than school purposes, though usage has invested them with a sort

of discretion in this respect. If they should abuse their trust, an application can be made by any dissatisfied party to the Court of Chancery for an injunction to compel the trustees to confine the use of their school house to school purposes; although no mandamus from the Court of Queen's Bench would likely be granted to compel the trustees to allow it to be used for other than school purposes, unless there was any express provision in the deed requiring the trustees to open it for public or religious meetings. The teacher has charge of the school house on behalf of the trustees. He has no authority to use the school house other than as directed by the trustees; nor to make use (or prevent the use) of it at any other time than during school hours, without the sanction of the trustees. At the request of the trustees he must at once deliver up the school house key to them.

School Premises and Grounds.—It will be seen by the previous extract from the law that trustees have full power to decide what fences, outbuildings, sheds and other accommodation shall be erected on the school site, adjacent to the school house. To them also exclusively belongs the pleasant duty of having the school plot planted with shade trees, and nicely laid out. In the County of Waterloo, and other parts of Canada, some of the school plots are beautifully planted with flowers and shrubs, and sustain no injury from the pupils. We know of no more beautiful sight than to see these softening and harmonizing influences around the school house, thus brought to bear upon the young while at school. The school house and its "surroundings" are too often cheerless and repulsive. There is no reason why this should be so. The memories of school life ought to be most pleasant and agreeable to the young: for the process of learning itself is difficult and irksome, while the confinement to the school-house consequent thereon, if an uncomfortable one, is doubly dampening and depressive to the buoyant spirit of youth. We trust that teachers and parents interested in the matter will urge upon trustees the necessity and advantage of something being done in the coming spring to enclose the school sites, plant the plot in front with grateful shade trees and beautiful flowers.

2. HOW TO MAKE A TOWN OR SCHOOL BEAUTIFUL.

In Secretary Northrop's last school report are four pages on "How to make a Town Beautiful." In 1853 the citizens of Stockbridge, Ct., formed an association for this purpose, which has since been sustained. It has changed an unsightly village into one of the most beautiful towns in New England. The record shows that over 3,500 trees of many varieties have been set out, not only in the village, but along the streets leading into the country. Both public and private grounds abound in hedges, evergreens and choice plants, and the wide streets are kept like a lawn. A beautiful soldiers' monument and a noble library edifice are among the fruits of the enterprise. Similar associations are being formed in other towns. We commend this example to the towns and villages of the West. It also suggests the propriety of forming associations in our schools to beautify the school grounds. Pupils could easily be led thus to organize, and their united efforts would soon work a wonderful change. The association should be a permanent one, and the work should be carried on from year to year. Try it.

I. Papers on Teachers and Teaching.

1. TEACHERS' STUDIES.—THEIR NECESSITY.

An academical teacher cannot worthily discharge even his educational functions unless he has some leisure for private study, and is enabled to keep himself on a level with the advancing thought of the age. If he is merely retailing the little stock which he gathered himself as student, his intellectual poverty will reappear in the minds of his pupil.

Invalidique patrum referent jejunia nati.

But a university worthy of the name has two duties. Education is one; the national advancement of learning and science is the other; and the professors, while education is their direct duty, ought to discharge both. This is more clearly recognized at present in the old world than in the new. In the great universities of Germany and France, there are professors of a superior order who are called upon to do comparatively little of the drudgery of tuition, which is undertaken by assistant professors or teachers of a lower grade, and who have abundance of leisure for private study and research. The greatness and usefulness of the German universities, especially, are closely connected with this part of their constitution, as not only the learned world but the world of practical science has good reason to acknowledge.

Niebuhr used to call his pupils his wings; they would have been leaden wings if he had been required to drudge with them like a teacher of a common school. Nor would Newton have been what he was to England and the world if, as a professor at Cambridge, he had been compelled to give four recitations a day, and to eke out his income by travelling about to deliver public lectures besides. I do not claim for the ministers of learning and science great incomes; they above all men ought to cultivate simplicity of life; but the highest interests of civilization require that such of them as have shown superiority and devotion to their calling should be released from incessant and engrossing toil for daily bread. If it were only as the indispensable precursors of practical science, which cannot advance without the guidance of previous investigations unremunerative to the investigators, such professors would repay reasonable liberality many fold. The prospect of a higher claim is also requisite as a stimulant to the ordinary teachers, whose calling must be otherwise somewhat hopeless, and being hopeless, will be apt to be somewhat lifeless.—*Goldwin Smith.*

2. A FEW WORDS ON SCHOOL DISCIPLINE.

It has always been my firm belief that as the tone and spirit of our school system becomes elevated, the question of school government, and the means to be employed to secure obedience, will resolve itself.

Discipline in schools is too generally regarded simply as a means for accomplishing that which is foreign to itself. It is said with truth that without good order little instruction can be given. This, however, is but a partial statement. Wholesome discipline, while absolutely indispensable as a means, yet deserves a very high place as an end. We should be unwilling to award to merely intellectual exercise, greater importance in the education of a child than the acquirement of a spirit of cheerful obedience, the cultivation of a courteous manner in speaking and in acting, the manifestation of a becoming deference for those older and wiser than himself, and the exercise of such constant care and thoughtfulness as judicious restraint is calculated to beget.

Such being the importance of discipline, the suggestion forces itself upon us, that to no subject should a teacher give more thorough study or deeper thought. The qualities essential to governing well are self-control, judgment, firmness, kindness of heart, and a thorough insight into human nature.

We have in this day little to apprehend from severity of punishment. The only fear of which I am sensible is that our teachers do not all contemplate so fully the permanent effects of their discipline, its moulding influence upon the character and spirit of the child, as the results immediately reached. It is easy to govern by absolute rules, but it is not *right*. If fully conscious of his moral responsibility, a teacher will not dare, in shaping mind and in framing character, to apply the same principles which govern men in dealing with material substances. If a mechanic has fifty bars of iron, he can, if he will, by the use of fire and hammer, transform them into bolts or rods closely resembling each other. The teacher, on the other hand, has to do with beings possessed of individualities, which may be to a certain extent directed, but which can never be overcome, or fully assimilated. These differences are so marked that any system of discipline must be based either upon no principle, or at best a very unphilosophical one, which does not recognize them. Select from a school of fifty pupils the child most sensitive and refined in his feelings, the child who instinctively shrinks from all that is low or untrue or dishonorable, the child, and there are many such, who keenly feels even a look of reproach, and place him beside that child whose coarse, low nature, manifesting itself constantly in insolent bearing, wilful neglect of duty and deliberate contempt for proper authority, the teacher has found it utterly impossible to reach or control, save by the infliction of physical pain; and we have before us as great a dissimilarity of organization as exists between the delicate mechanism of a watch, and the roughest embodiment of the same principles. The absurdity of adopting the same course of discipline for those whom God has made so thoroughly unlike is only equalled by the wrong inflicted. Teachers have sometimes expressed to me the fear lest, if the same form of disorder be not always visited with the same punishment, they may expose themselves to the charge of injustice or partiality. Justice requires that the severity of punishment be measured by the guilt of the offender; and the guilt of the offender bears a very close relation to the amount of wrong intended. Every enlightened judicial system graduates its penalties, not so much by the mere outward act as by the motives prompting the act. Thoughtlessness or wilfulness may lead a child to break the same rule. In either case there should be correction, but to apply the same punishment would be most clearly an act of gross injustice.

Too great leniency, however, may be as injurious as the other extreme. Teachers, as well as parents, may exercise false kindness, and do irreparable harm by the omission of deserved punishment. To say that the rod shall be commonly used, and to say that it shall never be used, are both unwise extremes.

The best teacher may sometimes feel it his duty to resort to corporal punishment; but one who does so, frequently lacks some important element in dealing with human nature.

In closing this subject, I would suggest the following as safe general rules for a teacher's guidance, open, of course, to such exceptions as peculiar circumstances may create.

I. All absolute rules, which shall make corporal punishment a fixed penalty for prescribed offences, are to be avoided. They bind the teacher, and their enforcement is sometimes unwise.

II. Let the school see as little discipline as possible. The offender is encouraged by the presence of others, and privacy is more congenial to the manifestation of a penitent spirit.

III. Let all reasonable efforts be made to lead the offender to acknowledge the justice of punishment before it is inflicted. No permanent good is likely to ensue from punishment which the child feels at the time to be unjust.

T. W. T., in *R. I. Sch.*

3. ORAL INSTRUCTION AS A RELAXATION.

It has long been a favorite wish that teachers would more frequently interest their pupils by oral instruction of various kinds, and thus relieve their minds from the dry and arduous study of book lessons. A teacher with good pleasing conversational powers could often break in upon the usual dolorous monotony of the school room, and afford the children an agreeable surprise.

Teachers have the whole world at their command. There is no limit to useful and interesting topics. And a familiar talk of half an hour or more, occasionally, or even daily, in language suited to the capacity of the pupils, would prove highly beneficial in many respects.

On such occasions the department could be formed into one class. Or, as our legislators say, resolved into a committee of the whole, to discuss the topic in hand; or rather allowed to ask questions as the theme advances, so as to create a lively interest in what is being said, and make sure of their comprehending the various points.

The mind is usually more retentive of what it learns by hearing, than what is learned by reading.

We all know how eagerly interested children and youth are in the relation of a story, or an incident in their hearing; and how readily they can repeat the most of what they have heard but once. This is perfectly natural. Our teachers should take advantage of this peculiarity, and satisfy these natural cravings with good and wholesome food. It may require some extra efforts on the part of teachers to inform themselves respecting the passing events and other interesting subjects, and prepare themselves to make their "little speech;" but in view of the great benefit their pupils will derive from the exercise, they should cheerfully and earnestly select a subject, and digest the familiar and interesting points.

Children should be told all about important events as they transpire, explaining the "whys and wherefores," as well as the mechanical and philosophical details, as far as they can be understood or made interesting. They should be informed of the various occupations men engage in, and the benefits or evils of such engagements, encouraging the good and discouraging the bad. In fact they should be, as far as is practical and beneficial, made acquainted with the active world about them, so that when their school days are over, and they have to engage in the active duties of life, it will not seem as though they had commenced to live in a different world from the one in which they were born and educated.—*Chinon Republican.*

II. Papers on Practical Education.

1. ILLUSTRATIVE TEACHING APPLIED TO INSTRUCTION IN READING.

I came near losing my patience not long since in hearing the principal of a first-class private school, a gentleman of culture, who had travelled extensively in the Old World, conduct a reading lesson, with a class of twenty-five young ladies—his pupils. The extract being read was a beautiful, spirited description of Scottish scenery. Each of the young ladies arose in her turn and called off the words of her paragraph with no more conception of the spirit and grandeur of the scenes delineated by them, as far as I could

judge by manner, feature or voice, than the veriest infant toying with the book-covers might have had. The fault was not in the class. They brought the ability and willingness to be impressed. The bread should have been blessed in the breaking as to have become "spirit and life" to them. My indignation culminated in utter despair when, the exercise read through, I had looked that he should say he had seen those very mountains and glens, forests and lakes, and so elucidate the author and awaken some thought in the class, to hear him say "I observed Miss A. omitted the word 'the,' 2nd line, 10th paragraph. The pause after 'and' 15th paragraph, 4th line, was not properly observed. As it is a comma, Miss S. should have counted 'one' before proceeding. The young ladies must try to read somewhat louder. That is sufficient." Then to me aside, "We have a reading lesson once a week to cultivate a taste for solid reading, and to furnish a pleasant variety." "Solid reading!" Solid—as a body from which the spirit has departed is solid, solid as that through which a ray of light, at noonday in midsummer does not pass; but in any educational purpose subserved, physical, intellectual, moral or aesthetic exceedingly vapory!

A reading lesson with advanced pupils need never be dull; and if it is so, the teacher is in fault, for its possibilities are almost limitless. Elocution, grammar and rhetoric may be most effectually taught in addition to the facts of the lesson itself. There is scarcely a lesson but contains allusions to events in history or facts of science, the tracing out of which furnish the best kind of mental exercise. We have all found that very few pupils know how to make dictionaries, cyclopedias and miscellaneous books of reference serve them in obtaining information upon a given point. What they desire to find may be at hand; but possessing neither the affinities of the plant nor the instincts of the beast, they must be taught where to look among, and how to select from the great mass of facts before them just what is to their purpose. When we have put them in the way to search out matters for themselves, and reduce to order, to correlate so to speak, the information derived from different sources bearing upon the same point, we have done for them an invaluable work. This result can be obtained only in doing; and there is no school exercise that affords so good an opportunity for this kind of culture as the reading lesson. Here it never seems forced, because essential to the development of the ideas; and never becomes monotonous, because the allusions are so various. If reading lessons were conducted as we can conceive of their being, time spent upon them in the High School, and college even, would be far more profitably spent, both for culture and instruction, than much that is now spent upon other subjects. The lesson should be made to quicken thought, to cultivate a love for reading, to create a taste for what is pure in sentiment and beautiful in style in literature.

In no lesson, as I have hinted, are pupils so dependent upon the teacher as in this. Few of them unaided, having called the words, will reach back after the ideas. The teacher is not to serve these to the class, a collation furnished at his own expense, however much his generous impulses may incline him to do so; but awakening, setting in motion, guiding their own activities, he is to compel them to the enjoyment of Heaven's richest benediction, "In the sweat of thy face shalt thou eat bread."—*D. A. L., in Massachusetts Teacher.*

2. PRACTICAL DRILLS IN READING.

In the first place, let the teacher carefully consider and study the lesson before the time for assigning it. Let its general character be studied and understood. Let there be a careful looking up of the allusions,—historical, biographical, and scientific. Let the meaning of words and the nature of the comparisons be thoughtfully examined; and, finally, let the teacher give himself a thorough practical drill in the actual reading of the selection.

Thus prepared, let him go before his class and assign the lesson. What is to be required of the pupils, must be distinctly set forth. All the points enumerated above, need not be required at once. But the work to be done must be clearly assigned. If the reading book used is prepared with questions intended for thought analysis, a certain number of these may be given as a lesson. But if not, the teacher must prepare such questions himself, and require clear, accurate answers to them, expressed in good English. A general direction "to study the lesson" is not sufficient, especially when given to pupils who have all their lives been accustomed to a thoughtless calling of words,—such pupils find nothing in the lesson demanding study; they have not risen to the level of difficulties. The questions may be written on the blackboard for the class to copy. Great care is required in their preparation. They must be framed in such a way as to provoke the pupil to thought,—as to compel a concentra-

tion of his mind upon the power and meaning of what is read. Special pains must be taken with paragraphs, sentences, or words liable to be misunderstood or inadequately understood. In every such case test questions must be proposed. The burden of determining the right meaning must be laid upon the pupil.

When the hour for recitation arrives, the pupil should be allowed to bring forward all the facts he has been able to gather, and all the thought he has been able to develop, in answer to the questions, subject always to the condition that his speech be good English. When it appears that the pupils have mastered the thought of the lesson, they should be required to tell how it should be read, with what degree of force, speed, pitch, and volume of voice, with what kind of stress and what quality of tones. All changes in these respects, required in the reading, should also be pointed out, and the reasons therefor. The emphases and inflections must be explained, as they are demanded, and the necessity shown in each case; and the actual reading must be made to conform to the directions thus given,—the pupil must be required to illustrate his own rules in his practice.—*R. Edwards, in Ohio Monthly.*

3. READING IN SCHOOLS.

A letter before us takes issue with the common idea of teaching reading in schools. "As I understand it," says the writer, "our boys and girls should be taught reading for two purposes, first, to acquire knowledge, and, secondly, to communicate it. To acquire it first in order and first also in importance; to communicate is also of high value, but yet it is quite secondary to the other. To put this secondary object not only as first, but as the only aim in teaching reading in schools, is a great error. Why not utilize the time and efforts of our pupils while learning to read, just as the carpenter does his apprentice's time while learning his trade?" The letter closes by asking us to "think of this whole matter." We intend to do so, meanwhile let us record some of our first efforts. The primary object of a reading exercise in school must be to teach pupils to read. Is not this plain? What is reading? Silent reading is the recognition of written or printed words and characters, and a comprehension of the ideas, thoughts and emotions they express. Oral reading is the proper oral expression of the ideas, thoughts, and emotions recorded by written or printed characters. But as comprehension must necessarily precede utterance, the proper teaching of oral reading includes the imparting of the ability of silent reading. Moreover, oral reading, as a school exercise, has two aims, viz.: (1) to the pupil's comprehension of what is read, and (2) to impart the ability to impart it to others. What, then, is the primary aim of a reading exercise in school? Is it to teach oral reading or silent reading? Will our friend tell us whether this is a good beginning? If it is, we will try to carry our thinking to a practical conclusion. But we are now troubled to see where we can bring in the idea of utilizing the time, etc. This seems to have an eye on the subject-matter of the reading lesson. Is there a logical connection here? We will think a little on this point.

4. A TALK ABOUT PUNCTUATION.

The matter of punctuation is little understood even by people who have to write a great deal; and it is almost entirely overlooked by occasional writers. Almost all business is faulty in this particular, while the correspondence of social life is still worse.

The period is perhaps the only mark used with any degree of correctness. To print *verbatim et literatim et punctuatim*, nine-tenths of the letters received, would subject the writers to unlimited ridicule. In every publishing house and newspaper office, it is necessary to supply the deficiencies in punctuation before the bulk of manuscripts received are fit to be put in type. The sentences are generally too long. The breaks in the sense are marked often by a dash where commas, colons and semi-colons are needed. Indeed, it is exceedingly rare to find a manuscript which can be printed as it is written.

Now, the principles of punctuation are very simple. They may be stated somehow thus: 1. A complete sentence ends with a period, and the next word after a period begins with a capital letter. 2. The next mark to a period is a semi-colon. This is used to connect two sentences which are not complete in themselves. 3. A comma denotes a pause in the sense, and is a smaller division than a semi-colon. These three marks, if properly used, will divide sentences so that they can be made intelligible.

The following sentence will illustrate the use of these three: "Let us be accurate in writing, in speaking and in reading; and let us be as interesting as accurate."

It will be perceived that the reading of this sentence is greatly

facilitated by the use of this simple pointing. If the words were all run together it would be hard to get at the sense. Very few persons agree as to the correct pointing of every sentence, but almost all will agree as to the correctness of the general principles just stated, viz. : that we can get along very well in ordinary sentences with these three marks.

The colon is a useful point. Its use will be noted in several places in this article. The interrogation mark cannot be dispensed with in asking questions, thus : Have you seen the man? The exclamation point need rarely be used in ordinary correspondence, although it plays an important part in impassioned narration. Quotation marks should not be omitted when we desire to convey the exact words of another. The old fashioned parentheses are now usually omitted, and commas or dashes used in their stead.

It will be a good practice for the letter writer to think well of periods, and use them freely. It will secure brevity and clearness. The great fault of most writings is the obscurity which arises from the length of the sentences. The same sentence cut up would be much better, very much better.

Our business men often subject themselves to censure and to ridicule by the unpunctuated letters they so often send. John Smith sends off an order somehow thus : 'Dear sir, Please send me by bearer a barrel of flour a chest of tea a sack of salt and charge the same to yours truly.' The party to whom this is sent replies :— 'I have no flour we are out of tea and our salt is not good. send next week we will do the best we can then for you, we want to oblige you but cant yours respectfully.' For other illustrations just look over your pile of letters. Very much might be added upon this subject, but we abstain from saying more ; asking simply that each writer will remember the three rules : When you have expressed a complete thought, use a period. If the thought is to be divided, use a semi-colon ; and then put commas for the pauses.

This all seems very simple, but it covers the theory of punctuation of ordinary sentences.—*Penn. Sch. Journal.*

5. USE OF FOREIGN WORDS AND PHRASES IN WRITING.

There is no use in enjoining it upon those who write the English language, to write it in its purity, dispensing with all foreign words and phrases. It would only be a waste of time. They will use them ; and in view of the fact that our language is made up of words from other languages, and is continually receiving further accessions, in the shape of Anglicized foreign words, they are excusable. But what I desire particularly to urge upon the general reader is this : Do not, if you would not appear ridiculous in learned eyes, attempt to use foreign words and phrases unless you are familiar with their signification, and can both spell and pronounce them correctly. To pronounce them accurately, especially if they are French or Spanish, is the most difficult part. A correct pronunciation may be acquired by consulting the dictionary, where they are carefully marked or re-spelled, but not otherwise : especially not by merely seeing them in print. Beware ! Latin words are not so hard to pronounce, because their original pronunciation is not known, and the English and Americans pronounce them in conformity with the pronunciation of English words. One thing that should be remembered, however, is, that it is a rule with but few exceptions that Latin words contain a syllable for every vowel. Hence, *vice* is a word of two syllables, thus : *vi-ce*. The following words are thus divided : *si-ne di-e, De-o, da-te, dul-ce, an-te, al-i-bi, etc.* The following Latin words, and many others too numerous to mention, are all marked in the dictionary with the first sound of *a*, as in *game, late, etc.*, and not with the second sound, as in *cat, rat, etc.*, as we often hear them pronounced : *verbatim, literatim, ignoramus, gratis, habes, apparatus* (which, however, is now an Anglicized word), *seriatim, seriatim, rabies, etc.*

French words and phrases are getting to be pretty freely interspersed through our language. Many of them we must allow to retain their original pronunciation, because to give them an English sound, as they are spelled, would make them sound almost ludicrous. For example, *sobriquet* is properly pronounced *so-bre-ka*, the accent being on the last syllable. How would *sobri-quet* sound ? *Cabriolet* is another example. It would be almost melancholy to hear it called *cabrio-lett*. In England the word is abbreviated to *cab*. It is not much used in this country. In French, *e* has the sound of our *a*, and *i* of *e*, as in *elite*, pronounced *a-leet*. *Eau* is pronounced like *o*, as in *beau* ; *ou* as *oo* ; *ch* as *sh* ; *en, ent* and *ant*, through mouth and nose both at once, as *ong*, though the *ng* is dropped ; *ance* as *ons* ; hence, *attache* is pronounced *at-ta-sha*—the accent being on the last syllable. *Nonchalant* is pronounced *known-sha-lo(ng)* ; *nonchalance, known-sha-lons* ; *denouement, dx-noo-mo(ng)* ; *couchee, koo-sha* ; *coupe, koo-pa* ; *coupon, koo-po(ng)* ; *cou-*

teau, koo-to ; all of which words have the accent on the last syllable, except *denouement*, which has it on the second.

It should be borne in mind that the French *age* is pronounced *ozh*—the *o* very short—hence, *mirage* and *badinage* are pronounced *me-rozh* and *badi-nozh*—the former accented on the last syllable, the latter on the first. *Ennui* is *o(ng)-nwe*, and *suite, sweet*.

There is an endless variety of French words that are frequently used by English speakers and writers, and it is impossible to notice them all. But please bear in mind what I before enjoined : "Never use a foreign word of which you do not thoroughly comprehend the meaning, or which you know not how to spell and pronounce."

German words and phrases are not so frequently quoted in the English language as Latin and French ; but many of our words are derived from the German. We have a great many Germans in this country, and as they have all brought their names with them from *Vaderland*, it is important that we should know how to pronounce them. They are not so complicated as French names, and yet there are some *ei's* and *ie's* about them which are calculated to puzzle the uninitiated. The rule for the pronunciation of the diphthong *ei* or *ie* of the German is : Give it the first or long sound of the last of the two letters. Hence, *Hiester* is pronounced *Heester* ; *Steinway, Stine-way* ; *Greider, Gri-der* ; *Seiler, Si-ler* ; *Fahrenheit* (name of the inventor of the thermometer in common use), *Fahrenhite* ; and I might add, although the fact is pretty generally known, that *bier* spells *beer*.

The *au* in German is pronounced the same as our *ou*, as in *house*. Hence, the Germans spell the word *haus*. Many examples might be offered, among which is the orthography of that excellent oleraceous dish, *saur-kraut*, in English.

The German proper names, *Krause, Strause, Bauer, etc.*, often to be met with, are pronounced, according to the rule given in the above examples, *Krouse, Strouse and Bower*.

I might give many other examples, but have not the space. I will conclude by informing the reader who is unfamiliar with the German, that he can almost rely on it as a certainty, that he will mispronounce every German word he sees in print, unless he shall first take the trouble to obtain the proper pronunciation from some good source.—*A. F. Hill in California Teacher.*

6. KINDERGARTEN METHODS.

"Let us live for our children," said Frederick Froebel, the founder of the Kindergarten. To do this we must first learn the great truth that if a child's body survives the enforced quiet of school, the finest qualities of his spiritual nature can live only in action. "Activity," said Pestalozzi, "is a law of childhood ; educate the hand, teach a child to do." Pestalozzi, impracticable as he was great, was the blossom, and Froebel was the ripe fruit. so far as the education of little children is concerned. For what Pestalozzi saw was necessary, Froebel devised a plan for accomplishing.

The central thoughts of Froebelian primary training, are, that it cannot begin too soon, that it must not restrict the child's activity, but discipline it, and that it must be a source of delight to the child. Perhaps we might also add that it esteems mental habits, at first, as of much more importance than remembered facts, and that moral discipline is of the first importance.

The Kindergarten is a home. It is a place in which the children play as well as learn, a place in which they may talk, and walk, and work, and sing. But all these activities are studiously regulated, and made a source of development, and this without unpleasant constraint. The whole atmosphere of the Kindergarten is one of love and trust.

THE KINDERGARTEN ARTS.

We cannot, of course, attempt in such articles as these, a systematic treatise on the arts used in the Kindergarten system. They begin with a ball and block in the hands of the mother, for the Froebelian system begins as soon as a child can notice. It is not a system of forcing, but of careful training ; a *garden*, wherein the gardener does not seek fruit before the time, but in which the careful gardener trains all straggling branches, and guides the luxuriant growth in such a way that the fruit may be abundant and excellent, when the time of fruit arrives. The most important of the arts taught in the Kindergarten, as vehicles of instruction and means of discipline, are, net-drawing, mat-weaving, pin-pricking, stick-laying, pea-work, clay-modelling, slat-weaving, paper-folding, paper-cutting, and block-building. By means of these little delightful arts, a child is taught, not only all the knowledge of value that is ordinarily acquired in the primary school, but he is taught also to observe, to judge of size and distance, to understand form, and the principles of ornamental art. All the principal geometrical figures are familiar to a child in the Kindergarten. Some idea of the

amount of instruction, to be gotten from these arts, may be gathered by the fact that whole hours have been spent on a single slat in our own Kindergarten, and we heard of a teacher in Charleston, Mass., who, having to wait until she could import her material from Germany, spent a whole day on one little stick three inches in length! And all this time is spent profitably and pleasantly.

To illustrate the use of these arts, we translate a specimen lesson from a German work. It is a lesson by a mother. We give this the rather because we desire in these articles to help two classes of people especially, mothers and infant-class teachers. And this lesson will suggest to a thoughtful mother very many others. It is a lesson in the art of slat weaving. The slats are ten inches long, three-eighths wide, and one-twentieth of an inch in thickness. They may be made from maple veneering.

SPECIMEN LESSON.—FROM THE GERMAN.

MOTHER. Look! I am going to teach you, to-day, a new kind of work, with wooden sticks. We call these *slats*. (Gives the child a slat.) Tell me now all that you notice about this slat.

CHILD. The slat is long. (A previous acquaintance with the small kindergarten stick is taken for granted.)

M. When you feel it what do you notice.

C. It is thin; I can bend it.

M. How were the sticks you played with before?

C. They were thicker and round.

M. Could you bend them, too?

C. No.

M. Can you tell of anything else that you can bend?

C. Yes, a reed—a piece of whalebone—the switch that I broke off the tree.

M. What is there that you can make this slat seem to be?

C. I can play it is a yard stick—a ruler—a lath.

M. Have you ever seen slats like this, only much larger, with one end driven into the ground?

C. O! yes, around our garden. (This would not apply to American gardens, of course.)

M. I will give you the slat again, and you may show me how they are fixed. (The child takes the stick and fixes it like a picket.) Good! You have observed that very well. What do they call them? &c., &c.

* * * * *

Did you ever know how pickets are made out of trees? &c., &c.

* * * * *

Sometimes people have for flowers—the kind of flowers they keep in flower-pots—a sort of trellis of little sticks, about as large as these of ours. Did you ever see them? We will make one. (By interlacing the slats, a flower-trellis is made in the fan-shaped pattern.)

Look! the trellis is done, and we can hold it up in our hands. What will you plant around it? &c., &c.

* * * * *

Your trellis is exactly right. See! What difference is there between the upper part and the lower?

C. The upper part is broad, the lower part is small.

M. How is the middle one of the up-and-down sticks?

C. It is straight up and down.

M. And the other two that, at the lower ends, lap over one another?

C. They are sloping! (*Slanting* or *oblique* are better words.)

M. And how have you woven in the three other slats, by which these are held together?

C. Sidewise. (Horizontally.)

M. Now lay your trellis on the table, and very carefully move the slanting slats—down where they lap over one another—move them out from each other until they are straight up and down, like the middle one.—That's it!—Now shove the slats so that all may be just the same distance apart. (The child does it.) Now what has your trellis turned to?

C. A window.

M. How many panes of glass can you put in your window?

C. (Counting.) Four!

M. How many sides and corners must the panes have to fit in these plates?

C. Four sides and four corners.

M. See whether you can find anything else in this room with four sides and four corners?

C. The picture-frame, the table, &c.

M. What sort of lines do we see in such corners?

C. Horizontal and perpendicular.

M. Draw your finger along the slats there, that are perpendicular.—Right.—Now do the same with the horizontal ones. What

do we call the corner which is made when a perpendicular line hits a horizontal one?

C. A right angle.

M. Very good! Now take hold with your left hand of the upper left corner of your window, and with your right hand of the lower right hand corner.—That's it!—Push down just a little with the left hand, and up a little with the right. Now! Your window has changed to something else! How about the angles now?

C. Some are sharper, (smaller,) and some are more open, (larger,) than they were, &c.

* * * * *

M. Now take hold once more and change them all back as we put them at first, &c.

The trellis becomes the starting point for other lessons. We have only space to call attention to the discipline of the perceptive faculties, of form, and size, and number, the faculty of comparison, and the constructive powers, in this conversation, and the habits of close observation and general thoughtfulness that such instruction must produce.

It will be observed that at each point marked by stars the mother can diverge into an extended conversation, and that this is rather the outline of several, than one complete lesson.—*Rer. E. Eggleston.*

7. COMPREHENSIVE PLAN FOR SCHOOL STUDIES.

In our school and home education, we are liable to forget the cultivation of child manners and morals, while attending more exclusively to the mere routine of text-book instruction. The following plan of school studies was drawn up by our venerable friend, the Rev. Thomas Williams, of Providence, and was presented to the Hon. Tristram Burges, for his approval. We publish the plan and part of the letter.—*Ed. Rhode Is. Sch.*

CLASSES AND STUDIES.

FIRST CLASS.—ACTS AND ARTS.

I. Manners.

1. Standing.
2. Walking.
3. Sitting.
4. Talking.

II. Simple Arts.

1. Reading.
2. Spelling.
3. Speaking.
4. Singing.

III. Compound Arts.

1. Arithmetic.
2. Penmanship.
3. Composition.
4. Disputation.

SECOND CLASS.—ARTS AND SCIENCES.

I. Necessary.

1. Agriculture.
2. Architecture.
3. Merchandise.

II. Convenient.

1. Geography.
2. History.
3. Policy.

III. Elegant.

1. Eloquence.
2. Philosophy.
3. Poetry.

THIRD CLASS.—DUTIES AND BLESSINGS.

I. Personal.

Duty.

1. Purity.
2. Temperance.
3. Patience.

Blessing.

1. Light.
2. Health.
3. Triumph.

II. Social.

Duty.

1. Truth.
2. Justice.
3. Kindness.
4. Prudence.

Blessing.

1. Peace.
2. Order.
3. Comfort.
4. Plenty.

III. Divine.

Obligations.

1. Reverence.
2. Submission.
3. Confidence.
4. Gratitude.
5. Worship.

Privileges.

1. Approbation.
2. Acceptance.
3. Forgiveness.
4. Complacency.
5. Communion.

Mr. Burgess says:—Your plan of a school is very satisfactory. No addition of things to be taught is suggested to my mind, nor any alteration in their arrangement or classification as you have drawn out and delineated them in the chart of instruction placed by you in my hands. Too early or efficient attention cannot be given to the attitudes and movements of the body, or to the modulation of the voice of one who is to stand up to read or to speak, or

to sit down to listen, to attend and to hear. When great truths, important to the whole range of our existence, are to be communicated or received, any awkwardness of position, movement or utterance may so far obstruct or break up the course of intercommunication as to render the most honest and ardent efforts almost ineffectual.

A perfect system of education for children should comprehend all that which, when they become men and women, should be known, believed, thought, said or done by them. What cannot be learned in families should be taught and learned in schools. Your scheme seems to embrace all which schools can teach; and when carried into operation, must be a rich fountain of art, science, literature, knowledge, morals and piety.

8. THE BOYS AND GIRLS' HOME TORONTO.

HOW SUNDAY IS SPENT THEREIN—PROSPECTS IN LIFE.

Of all the words in the English language, it has been said that the sweetest is the little word Home, *den heissen Regionen wo liebreichen Herten wohnen*, embracing, as it does, all that is purest and holiest in life; taking within its meaning every delightful recollection of a mother's devotedness and love's sweetest emotion. And what comes with a drearier sound than the term *homeless*? After exile, whether does the heart yearn, but to the native land, and to the old familiar place where childhood's days were passed. Then how inexplicably sad the fate of those who have no home, whose existence opens on a blank world, and who pass on into life with no endearing recollections of where their earliest days were spent, to draw them to that other home that has been prepared for them in heavenly mansions. Yet every capital has its hundreds, whose only resting place is the door-step, or the goods shed of some desolate wharf, or worse, the low haunt where vice hides its head from honest day. There are only too many like that centre figure of Hood's poem, that can stand by the river's brink, "all homeless by night;" and what is to become of the offspring of such? Either die of early exposure, or, more hapless still, live blighted and miserable lives, a curse to themselves and society that they haunt like things of evil. To save such children from this fate, and to prevent others better born but reduced by their parent's poverty or dissipation, from descending to such a state, the Boys and Girls' Homes in this city have their missions.

THE BOYS' HOME.

This Home is situated on George street, near Gerrard street, and has an average of fifty inmates, though at present there are only thirty-three receiving its protection; there is an eager demand from various farmers for the more grown boys, whom they are anxious to employ about their places, as those who have been already obtained from the institution have given so much satisfaction. At the beginning of last year there were fifty children on the rolls; and this number was increased by the admittance of thirty-eight. During the year, however, seventeen were withdrawn by their parents, six have been provided with situations, two have absconded, one has died, and eighteen were placed with farmers on trial previous to apprenticeship, reducing the number of those in the Home to forty-four, which has been still further reduced, from time to time, to the present small number of thirty-three. There is ample accommodation for more children, but the management is not in a position to increase the expenses of the Institution.

The age at which the children are received is five, but this rule is sometimes broken through in special cases. Destitution is the claim for the children's admittance, and though a large proportion of them are orphans, such is not imperatively necessary, as it is often considered, by the Committee that a child is worse off when placed within the contaminating influence of a vicious parent than if deprived of that relationship altogether. A few of the children are paid for at the rate of \$1 to \$1.50 a month, which, without giving the child any advantage over another maintained free of charge, is sometimes a satisfaction to the person making the payment, that while for the ridiculously small sum, the child is receiving every care and kindness, he is not absolutely a pauper on the funds of the institution. The children may be adopted out at any age upon the payment of a small sum and satisfactory evidence given to the trustworthiness of the adopters, who must be of the Protestant persuasion. Or, if not adopted sooner, at the age of twelve or thirteen they are sent to farmers on trial for three months, and if their conduct be satisfactory, they are apprenticed on the following terms:—\$4 for the first year, and an additional dollar for each succeeding year till the boy becomes of age, when the entire sum is handed him as something with which to commence life. There seems to be, however, a want in this as in another charity lately described, that of raising the pupil or inmate to a higher stand point than that in which he was found. It is much, but it is

not enough that the institution should prevent them retrograding, it should also elevate; and that all the inmates except those adopted, whose after career, of course, depends upon the circumstances and disposition of the adopters; that all the inmates should be laid out as farm labourers does not seem to be doing all that might be done for them. Some of these children are offspring of those whose position would have been considerably higher were it not for some social evil or physical infirmity. Orphans of respectable mechanics, and illegitimate children of well circumstanced people, who perhaps pay for them at the institution, and who might, with great advantage to themselves, and benefit to society, be placed apprentices to trades or provided with education fitting them to hold mercantile situations, according to their aptness for such positions; but, doubtless, one answer could be given to these suggestions by the Directorate of the Institution, and that would be a want of funds to enable them to carry out such intentions; but surely if this be the case, the citizens of Toronto, when acquainted with the circumstances, will not hesitate in coming forward to provide a fund for the better education of these children, and giving them a more suitable start in life.

The boys get up at 7 a. m. in winter, and 6 a. m. in summer; having washed and dressed, there are morning prayers, after which breakfast at 7.30. As soon as this meal is over there are more prayers and instruction in the bible till 9 a. m., when the grown up boys go to the neighbouring Common School. Dinner takes place at noon, after which school is resumed till 4 p. m., and from that to tea time, at 6.15, is devoted to play; and after tea till bed time, which is according to the age of the inmates, from 6 to 8, is devoted to the same object, except twice a week, when the time is occupied in singing lessons. The appearance of the school in all departments, whether the dormitories, which are well ventilated and have a fresh wholesome smell about them, or the school rooms, which are wonderfully clean, or the large apartment where the children recreate, or the basement where the cooking, and washing of the children as well as clothes is carried on, all speak well for the excellent management of the Institution; and if one thing more were needed, the appearance of the children themselves supply the want, and the report of the medical attendant, which shows the small amount of sickness among the children. This is highly creditable to the matron, whom circumstances have placed in the position of a mother to those who never new the blessings of a mother's love; and this arduous undertaking of looking after the requirements of such a number of children many of them of that critical age requiring the most constant care, is performed by the matron, assisted by one teacher and the servants.

SUNDAY AT THE HOME.

The children, accompanied by the matron, attend a Protestant Church in the morning, and after dinner religious instruction is given to them by a number of young ladies of the city (who are not unfrequently accompanied by earnest young gentlemen—the bees after the flowers!) The attention of these children, and their readiness of answering, though the questions did seem rather of the set kind, were very satisfactory, and their singing, with musical accompaniment, was pleasing. The beneficial influence of music cannot be too strongly commented on, and its refining power is well known, and while its professional votaries are too often, unfortunately, addicted to intoxication, it is rarely that the grave charges in the calendar are laid to the door of a musician. The walls of the institution are adorned with several large sized coloured prints and engravings, which take away the naked charity aspect of many of the public schools, and give it a certain home air, which cannot be without its effect on the pupils, who will, in future years, look back upon the matron and the place as among their dearest recollections.

GIRLS' HOME.

The Girls' Home and Public Nursery is situated on Gerrard street, and has an annual attendance of between fifty and sixty. At the beginning of last year there were thirty-seven children on the roll, fourteen in the Home and twenty-three in the Nursery. During the year the latter received twenty-six and the former twenty-four, making a total of eighty-seven. Of these, eleven went to service, the same number were adopted, two died, thirteen were removed by parents, and one was sent to the House of Industry, leaving forty-nine children in the Home, which number is increased at present to sixty-seven, and of these there are fifteen little boys, the remainder being girls. The children are received in the Nursery as early as eighteen months old, and the boys are kept till they are seven years of age, when they may be sent to the Boys' Home, though not unfrequently the matron, having watched their progress from infancy to that age, retains them still and tries to have them adopted. There is no stated age for the girls to leave the institution; the only rule observable is, in the case of their not being adopted, to allow

them to remain till they are fit for service. And here, as in the other home, the same defect is observable; the inmates, no matter how respectable her parents may have been, can only look forward to a very low position in life, and there is many a bright and intelligent face among the little band, that you would wish better things for than the life of a servant, and judging from their deftness in sewing and knitting, they would make valuable apprentices to dress-makers and milliners, if there were only the requisite fees to accompany them. Out of the entire number there are some ten or twelve for whom payments are made in sums varying from \$1 to \$2, even as high, in a few instances, as \$5 a month. The work of this establishment, and the care and anxiety evolving out of the charge of children so young is considerable, and is performed in a most efficient manner by the matron, assisted by her daughter, with a nurse, housemaid and cook under them, and the aid of the eldest girls, who, with that instinct that first displays itself in the care of a doll, make themselves useful as young mothers to the infants in the house.

The hour for rising is 6 a.m., with breakfast at 6.45, the time between being occupied in washing and prayers. After breakfast the eldest girls, in turn, go marketing, sew, knit, and attend to the duties of the house. School commences at 10, and continues till 12.30—the dinner hour—and after dinner till supper, at 5, the time is spent in house-work and play. The young children go to bed at 7 o'clock, while the others remain up a couple of hours longer. The eldest girl in the Home is fifteen years, and the average age is from six to seven. The aspect of the entire establishment, from garret to basement, is marked by cleanliness; and the children themselves have a wholesome, well cared-for look, contrasting so pleasantly with the gaunt neglect observable in the waifs and strays in the streets. They are all tidily dressed, but still are, by no means, show children, who are kept from needful exercise and play, for fear of soiling their frocks; and their laughter and fun in the play-room, and the happiness which shows itself in their appearance, soon convinces that they are enjoying many of the comforts of home, that, but for this charity, they would never have known.

Of all melancholy sights, perhaps one of the saddest is a neglected child. There is the germ of such great results, the hidden promise of such mighty fulfilments neglected; and sad as the contemplation of this is, the case is made more sorrowful still, by reflecting that nothing in this world stands still, that child that might have advanced in knowledge and goodness, is only hurrying forward to evil and destruction, a curse to itself, and spreading a contaminating influence on all with which it comes in contact. The child becomes the man, aiding the cause of purity or championing evil. Then how ought every hand, even from the most selfish feeling of self-protection, if there were no higher motive, how ought every hand to be ready to aid these institutions; but they come with a higher appeal. Little children, that the Blessed Master loved, appeal to you: they beseech you, with their tender suffering, to save them from a life of sin and misfortune. They are hungry, give them meat; they are thirsty, give them drink; naked, clothe them; homeless, take them in, and hear the words from Heaven greeting you: "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto ME."—*Toronto Telegraph*.

III. Biographical Sketches.

1. THE HON. GEORGE J. GOODHUE.

The Hon. Mr. Goodhue, after a long illness, died at London last Tuesday night. He was one of the oldest settlers in that Western district. The *Prototype* says: "The deceased came to this part of the country in the year 1822, from Massachusetts, United States, settled in Westminster, and opened a general store on the farm at present owned by Mr. Nelson Norton. He afterwards removed to London, and was appointed postmaster until the appointment of the present incumbent, Mr. L. Lawless. In 1832, he formed a partnership with Mr. L. Lawrason, the present police magistrate, in a general mercantile business, in this city. This venture proved very prosperous, and when Mr. Goodhue retired from the firm, in 1840, he had realized what was then considered a large amount of money. During the rebellion, Mr. Goodhue took no active part in military operations, and did not attach himself to any of the military companies. He was a Reformer of the Baldwin school. He was subsequently appointed a member of the Legislative Council. After the dissolution of partnership with Mr. Lawrason, in 1840, Mr. Goodhue, by devoting his attention to loaning money and speculation, amassed a princely fortune, which is variously estimated at from half a million to a million dollars. The deceased was an active member of the English Church up to the time of his death, at the advanced age of seventy-one."

2. COL. J. B. ASKIN.

Col. J. B. Askin, one of the most widely known residents of the Western Peninsula, died recently at his residence in Westminster, near London, at the patriarchal age of 82. He was identified with the early settlement of the London district, and was known and respected by nearly the whole of the population. Col. Askin was born in Detroit, in 1787, his father being then a trader in the employ of the Hudson's Bay Company, and his mother a full-blooded Indian woman of one of the western tribes. In the war of 1812, the deceased served on the British side, and was present at the capture of Fort McHenry. After the close of the war he was appointed clerk of the peace for the western district, which included all the western counties, the court-house and jail being located at Victoria, Long Point. In 1832, he removed to London, then a backwoods hamlet, where he has since resided. He held several offices connected with the settlement of Crown lands, and took an active part in inducing population to flow into the productive country around London. He was president of the Middlesex Agricultural Association till 1867. He saw many changes during his long and eventful life, and went down to the grave lamented by all acquainted with him. His wife, one son, Dr. Askin, of Chatham, and two daughters survive him.

3. DONALD McDONALD, ESQ.

By the death of Mr. McDonald, formerly proprietor of the *Transcript*, Montreal has lost one of her oldest and most highly esteemed citizens, and the printing profession one of its oldest and best members. Mr. McDonald was born in 1798 in the parish of Chronyardt, Inverness-shire, but the family moved to Glasgow when he was five years old. In that city he learned the printing business, and in 1815 emigrated to Canada. The family went to Lochiel, in the County of Glengarry, but Mr. McDonald remained in Montreal, working at his trade in the *Gazette* office, then owned by Mr. Brown. In 1824 he became foreman of the *Herald* office, then owned by Archibald Ferguson, Esq., and continued to fulfil in a very able manner the duties of that responsible position till Mr. Ferguson sold the establishment in 1834. Mr. McDonald then formed a partnership with Mr. John Lovell, and commenced the *Transcript*, of which he afterwards became sole proprietor, and which he carried on for thirty years. He then, on account of advanced age, disposed of it, and under the name of the *Daily News* and *Weekly Transcript* it is still continued by his first partner. Mr. McDonald never took any very decided stand in politics or public affairs; but, as a business man, he was very highly respected for his courtesy and probity, and in private life his virtues endeared him to all who knew him. Eminently kind, gentle and generous, he lived in charity with all men and was especially considerate for the poor and the helpless. His partner in life for the last thirty years was like-minded, and though he was connected with the Church of Rome, and she with the Presbyterian Church, they never had a jar. Whenever they invited their friends to a party he was careful to see that as much as the party cost was given to the poor, and he would never allow any applicant for charity to be turned away without some relief, lest he might, as he said, be turning away Christ from his door. He has frequently told the writer of this notice that his pastors, whether in Scotland or Canada, never forbade him to read the Bible, but rather exhorted him to the practice, which was with him a lifelong one; and next to the Bible, as he said himself, he valued the *Witness*, notwithstanding its occasional hard raps, as he called them, at his religion. These he overlooked, he said, for he believed they were conscientiously given. He was a true Catholic, in the only correct acceptation of that term, loving all and desiring to do good to all, so far as he could, without distinction of creed or origin. Indeed, the description of Nathaniel applied peculiarly to him, namely, "An Israelite in whom there is no guile." Though he died in communion with the Church of Rome, the Rev. Mr. Gibson, his wife's pastor, was with him at the end, which was eminently calm and peaceful. In his own words, he died trusting in Jesus.—*Witness*.

4. MR. EDMUND HODGES.

Mr. Edmund Hodges, a veteran of the war of 1812, died at his residence, near Nanticoke, on the 7th inst., in the 74th year of his age. He was one of the first settlers in the township of Walpole, to which place he went at the close of the war. The deceased was one of those native Canadians, who nobly volunteered to meet the foe, though a mere youth at the breaking out of the war, and served with distinction during the continuance of the same, attaining the rank of Ensign. He was present at many of the principal battles of the war, such as Lundy's Lane, Chippewa, and Queenstown Heights.

IV. 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 Grammar School Stations, for NOVEMBER, 1869.

OBSERVERS:—Barrie—H. B. Spotton, Esq., M.A.; Belleville—A. Burdon, Esq.; Cornwall—J. L. Beadbury, Esq., M.A.; Goderich—James Preston, Esq., B.A.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—James J. Wadsworth, Esq., M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, RANGE, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, MONTHLY MEANS, RAIN, SNOW, AURORAS, TENSION OF VAPOUR, MONTHLY MEANS.

Approximation. d On Lake Simcoe e Near Lake Ontario (on Bay of Quinte). f On St. Lawrence. g On Lake Huron. A On Lake Ontario. i On the Ottawa River. ? Close to Lake Erie. m On the Detroit River. * Inland Towns.

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

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. Note.—The mid-day thermometer was omitted at Pembroke on the 18th.

REMARKS.—Barrie.—On 4th and 5th, violent storm of wind. 5th, heavy rain and turnips still in the ground; much fruit, also, which had been left upon the trees was destroyed by the frost. Belleville.—Rain, 4th, 5th, 17th, 19th, 20th, 29th, 30th. Snow, 6th, 7th, 8th, 16th, 17th, 18th, 22nd, 23rd, 27th. Rain, 6th, 7th, 8th, 16th, 17th, 18th, 22nd, 23rd, 27th. CORNWALL.—Month opened with Indian summer. 5th, brisk showers from 7 to 8.20 A.M.; at 5 P.M. violent wind storm—lasting all night—

birds seen. Fogs, 1st, 30th. Hail, 8th, 12th. Rain, 4th, 5th, 12th, 14th, 19th, 29th, 30th. Snow, 5th—7th, 9th, 11th—13th, 15th—17th, 19th—23rd, 27th. Month very cold and stormy. On night of 22nd, snow fell to depth of 8 inches, but on 29th and 30th, nearly all disappeared. Two very heavy wind storms, the former 4th to 8th, with a slight lull on 6th, and the latter from 16th to 18th—very heavy gales in both cases.

HAMILTON.—On 7th, at 9.20 P.M., meteor SW, 40° high, fell towards SW; at 9.30 P.M., meteor in SW near horizon, brilliant, disappeared beneath horizon. Hail, 10th, 13th, 17th, 27th. High winds, 1st, 2nd, 3rd, 4th, 5th, 8th, 9th, 13th, 16th, 17th, 18th, 30th. Snow, 6th, 7th, 8th, 13th, 14th, 16th, 17th, 19th, 20th, 22nd, 24th. Rain, 4th, 5th, 13th, 16th, 17th, 19th, 20th, 26th, 27th, 29th, 30th.

PEMBROKE.—On 18th, lunar halo. Rain, 2nd, 5th, 30th. Snow, 6th, 7th, 8th, 10th, 17th, 19th, 20th—23rd, 27th, 29th. Weather unusually fine till 5th, when a severe wind storm began, which lasted till the 8th, being at its height on 7th; the temperature fell during the storm, and continued low till near the end of the month. Wind storms also 9th, 10th, 13th. Snow 2 feet deep in woods, impeding lumbering. Ottawa river frozen over 22nd, but partly broken up by the rain of 30th.

PETERBOROUGH.—On 3rd and 4th, Indian summer. On 4th, began blowing about 9.40 P.M., and blew hard occasionally during night; about 5.35 A.M., on 6th, force 6 occasionally, barometer 28.763; not an unusual storm. 7th, very high wind during night; about 3 A.M., 8th, force sometimes 7. On 17th, first sleighing; back country lakes closed by ice. 18th, blew very hard at night again, force about 6. 16th, part of wide halo at NEZ. 21th, fog over river and lake. 25th, auroral light at NH from about 8 till about 10 P.M. 30th, heavy wet fog at 7 A.M. Rain, 4th, 5th, 29th, 30th. Snow, 5th—8th, 16th—20th, 22nd, 23rd. Hail, 5th. Month very unseasonable: cold weather set in early; sky unusually clouded; atmospheric changes very sudden, as indicated by the barometer on several occasions.

SIMCOE.—Wind storms (violent), 5th, 8th, 15th. Snow, 8th, 19th, 23rd. Rain, 5th, 17th, 20th, 30th. The first week of November, Indian summer.

STRATFORD.—1st and 3rd, Indian summer. 5th, mill pond free from ice; 7th, mill pond frozen second time. Wind storms, 4th, 5th, 7th, 8th, 16th, 17th, 22nd, 30th. Fogs, 2nd, 3rd, 13th, 29th, 30th. Snow, 5th—11th, 13th, 15th—22nd, 27th, 30th. Rain, 4th, 5th, 16th, 17th, 29th, 30th. The snow fall, as to both depth and duration, by far the largest in November, since the establishment of the station in 1860.

WINDSOR.—On 3rd, meteor from Pleiades towards N. 4th, lightning and rain; lightning, thunder and rain; rainbow at 8 A.M. 15th and 23rd, lunar halo. Wind storms, 4th, 5th, 6th, 7th, 17th. Fog, 24th. Rain, 4th, 5th, 16th, 29th, 30th. Snow, 6th, 16th—20th, 22nd, 27th. Month remarkable for considerable and abrupt changes in the barometric pressure. We regret to state that the observer suspended operations from 7th to 14th, rendering it impossible to produce a statement of monthly results from his station.

V. Papers on Physical Science.

1. REMARKABLE BAROMETER MOVEMENT.

FROM THE TORONTO MAGNETIC OBSERVATORY.

The following table gives the reading of the barometer (corrected to 32°) commencing Saturday morning, at 8 a. m., when it stood at its ordinary height:—

Barometer.	Barometer.
Jan. 1, 8 a.m. 29.65	Jan. 2, 3 p.m. 28.40
" 2 p.m. 29.58	" 4 p.m. 28.34
" 4 p.m. 29.57	" 5 p.m. 28.28
" 10 p.m. 29.40	" 6 p.m. 28.23
" midnight 29.37	" 7 p.m. 28.21
Jan. 2, 8 a.m. 29.01	" 8 p.m. 28.18
" 10 a.m. 28.85	" 9 p.m. 28.17
" 10.30 a.m. 28.78	" 9.30 p.m. 28.17
" 11 a.m. 28.71	" 10 p.m. 28.18
" noon 28.64	" 11 p.m. 28.25
" 1 p.m. 28.56	Jan. 3, 6 a.m. 28.71
" 2 p.m. 28.47	" 8 a.m. 28.81

The most rapid fall was at the rate of fifteen hundredths of an inch per hour, and took place between 10 a. m. and 10.30 a. m. on Sunday morning. The greatest depression, 28.17, which occurred at 9.30 p. m. on Sunday, was lower by twelve hundredths of an inch than any reading before recorded at the Observatory.

G. T. K.

2. CELESTIAL PHENOMENA IN 1869.

During the past year, the accounts of one phenomenon after another have succeeded each other with a rapidity which is startling. Earthquakes have been common occurrences; volcanic eruptions have come to be expected as items of daily news; an eclipse, such as is but rarely to be seen, has taken place; and several interesting meteors have been observed. There comes now the description of a strange discovery which has been recently made, and which transcends almost all the wonders which have been manifested since the apparitions in the heavens which were seen previous to, and appeared to foretell, the fall of Jerusalem. In the Southern skies, Australasian astronomers have long watched, with interest, a

singular object. Of a class with the remarkable nebula which surrounded the constellation of Orion in our own hemisphere, the "nebula in Argo exceeds it in brilliancy almost in the same degree as the sun does the moon." The Orion nebula can be seen only on the darkest nights, but that of Argo shines as gloriously as a star of the third magnitude, "and is scarcely obliterated by the effulgence of the full moon."

This splendid object has been, of course, greatly noticed, but, nearly a year ago, a report came, taken from the observations of a small telescope of five inches aperture, that the wonderful mass was changing entirely in character. Sir John Herschell avers that this information was of a most important character. Proceedings were immediately taken for hastening the completion of the great Melbourne telescope, which is a reflector of four feet in diameter—and this is now at work. The news coming from it more than confirms the previous intelligence.

It seems that the nebula has not only changed in form, but has actually shifted and drifted about the heavens, while the stars connected with it have retained their positions; apparently showing that the nebular and stellar systems are unconnected, and at different distances from the earth.

But on closer inspection a far more wonderful phenomenon than the shifting, strange though it is, of the beautiful nebula was discovered. The star Eta Argus, which is said to be the most wonderful object in the whole heavenly expanse, has undergone an apparently miraculous metamorphosis in brilliancy. This star was marked in Halley's catalogue as a fourth rate; in Lacailles', two centuries later, as of the second magnitude; in 1843 it surpassed every star in the heavens except the Dog Star. At present it cannot be seen at all with the naked eye.

Without going deeply into the causes of these extraordinary manifestations, it appears probable that the singular electric commotions which are at present going on in the chromosphere of the sun are not unlikely to have exercised material influence on the brightness of the stars. It is well known that there is at present a large current or column of electric light shooting out to an enormous distance from the verge of the sun's atmosphere, and it may be that the reflection which certain of the nearer stars must naturally take from this pillar of light may have the effect, not only of bringing themselves into extra brilliancy, but of dimming and casting into shade stars of greater distance from our earth.—Globe.

3. WEATHER WISDOM.

A rosy sky at sunset, whether clear or cloudy, indicates fine weather; an Indian-red tint at sunset foreshadows rain. A red sky in the morning, bad weather, or much wind—perhaps rain. A gray sky in the morning, fine weather; a high dawn, wind; a low dawn, fair weather.

Soft-looking or delicate clouds foretell fine weather, with moderate or light breezes; hard-edged, oily-looking clouds, wind. A dark, gloomy, blue sky is windy; but a light bright blue sky indicates fine weather. Generally, the softer clouds look the less wind (but perhaps more rain) may be expected; and the harder, more "greasy," rolled, tufted, or rugged, the stronger the coming wind will prove. Also a bright yellow sky at sunset presages wind; a pale yellow, wet; and a greenish, sickly-looking color, wind and rain. Thus, by the prevalence of red, yellow, or other tints, the coming weather may be foretold very nearly; indeed, if aided by instruments, almost exactly. Small, inky-looking clouds foretell rain; light scud-clouds, driving across heavy masses, show wind and rain; but if alone, may indicate wind only.

High upper clouds crossing the sun, moon, or stars in a direction different from that of the lower clouds, or the wind then felt below, portend a change of wind towards their direction. After fine clear weather, the first signs in the sky of a coming change are usually light streaks, curls, wisps, or mottled patches of white distant clouds, which increase, and are followed by an over-casting of murky vapor that grows into cloudiness. This appearance, more or less oily or watery, as wind or rain will prevail, is an infallible sign.

Usually, the higher or more distant such clouds seem to be, the more gradual but general the coming change of weather will prove.

Light, delicate, quiet tints or colors, with soft undefined forms of clouds, indicate and accompany fine weather; but gaudy or unusual hues, with hard, definitely-outlined clouds, foretell rain, and probably strong wind.

Misty clouds forming or hanging on heights show wind and rain coming, if they remain, increase, or descend; if they rise or disperse, the weather will improve, or become fine.

When sea-birds fly out early, or far to seaward, moderate wind and fair weather may be expected; when they hang about the land,

or over it, sometimes fly inland, expect a strong wind with stormy weather. As many creatures besides birds are affected by the approach of rain or wind, such indication should not be slighted by any observer who wishes to foresee weather, or compare its variations. There are other signs of a coming change in the weather known less generally than may be desirable, and therefore worth notice; such as when birds of long flight,—rooks, swallows, or others, hang about home, and fly up and down, or low, rain or wind may be expected. Also when animals seek sheltered places instead of spreading over their usual range; when pigs carry straws to their styes; when smoke from chimneys does not ascend readily (or straight upwards during calm), an unfavorable change is probable.

Dew is an indication of fine weather; so is fog. Neither of these two formations occur under an overcast sky, or when there is much wind. Occasionally one sees fog rolled away as it were by wind, but seldom or never actually formed while it is blowing.

Remarkable clearness of atmosphere near the horizon; distant objects, such as hills, unusually visible, or raised (by refraction); and what is termed "a good hearing day," may be mentioned among signs of wet, if not wind, to be expected. More than usual twinkling of the stars, indistinctness, or apparent multiplication of the moon's horns, haloes, "wind dogs," and the rainbow, are more or less significant of increasing wind, if not approaching rain with or without wind.—[Abridged from Admiral Fitzroy's *Observations on Weather*, in the *Barometer Manual*, published by the London Board of Trade.]

4. HOW TO JUDGE THE WEATHER BY THE SKY.

The colors of the sky at particular times afford wonderfully good guidance. Not only does a rosy sunset presage fair weather, but there are other tints which speak with clearness and accuracy. A bright yellow in the evening indicates wind; a pale yellow wet; a neutral gray color constitutes a favourable sight in the evening—an unfavourable one in the morning.—The clouds are full of meaning in themselves. If their forms are soft, undefined, and feathery, the weather will be fine; if the edges are hard, sharp and definite, it will be foul. Generally speaking, any deep, unusual hues betoken wind or rain, while the more quiet and delicate tints bespeak fair weather. Simple as these maxims are, the British Board of Trade has thought fit to publish them for the use of seafaring men.

5. SIGNS OF FOUL WEATHER.

By DR. JENNER.

The hollow winds begin to blow;
The clouds look black, the glass is low;
The soot falls down, the spaniels sleep,
And spiders from their cobwebs peep,
Last night the sun went pale to bed,
The moon in halves hid her head.
The boding shepherd heaves a sigh,
For, see, a rainbow spans the sky.
The walls are damp, the ditches smell,
Closed is the pink-eyed pimpernel.
Hark! how the chairs and tables crack,
Old Betty's joints are on the rack;
Her corns with shooting pains torment her,
And to her bed untimely sent her.
Loud quack the ducks, the sea-fowl cry,
The distant hills are looking nigh.
How restless are the snorting swine!
The busy fly disturbs the kine.
Low o'er the grass the swallow wings;
The cricket, too, how sharp he sings.
Puss, on the hearth, with velvet paws,
Sits wiping o'er her whisker'd jaws.
The smoke from chimneys right ascends,
Then, spreading, back to earth it bends.
The wind, unsteady, veers around,
Or settling in the south is found.
Through the clear streams the fishes rise,
And nimbly catch the incautious flies.
The glow-worms curious, clear and bright,
Illumed the dewy hill last night.
At dusk the squalid toad was seen,
Like quadruped, stalk o'er the green.
The whirling wind the dust obeys,
And in the rapid eddy plays.
The frog has changed his yellow vest,
And in a russet coat is dress'd.
The sky is green, the air is still;
The mellow blackbird's voice is shrill.
The dog, so altar'd in his taste,

Quits mutton bones on grass to feast.
Behold the rooks, how odd their flight,—
They imitate the gliding kite,
And seem precipitate to fall,
As if they felt the piercing ball.
The tender colts on backs do lie,
Nor heed the traveller passing by.
In fiery red the sun doth rise.
Then wades through clouds to mount the skies.
'Twill surely rain, we see't with sorrow,
No working in the fields to-morrow.

THE "young moon with the old moon in her arms" is a sign of bad weather in the temperate zones of the middle latitudes,—probably because the air is then exceedingly clear and transparent.

6. AN ARCTIC PICTURE.

Lieutenant Payer, who accompanies the German North Pole expedition in a scientific capacity, has written to the *North-German Correspondent* an interesting account of the progress of the work under date of July 15. He gives the following picture of the remarkable scenery of the North Sea:

"Yesterday the calm sea and quiet air formed a picture of the most perfect peace. The ship lay almost motionless on the deep blue transparent water. At noon to-day, when the fog cleared off, the white borders of the ice-pack, with its blue shadows and rifts lay before us, at about three hundred paces distance, broken, and in rugged and cold sublimity. It reminded us at once of the picturesque end of an immense glacier, and the wind that blew in our faces was truly glacial. The ice, which at first appeared to form one great close wall, proved when we approached it to be split into wild masses and fields; the latter are often miles in length. Still no passage which the captain thought navigable showed itself. He was surprised to find the ice so far to the east, as last year it was not met with till 15 degrees west longitude. The continually shifting mist brought us in the afternoon within fifteen paces of the ice. The roll of the surf, the mournful and monotonous fall of the water which flows in blue cascades from the vast masses of ice, the low sound of the ice-fields as they grate against each other, and even the sea-gulls as they sit on their edges and are rocked on the waves—every detail of the Arctic world, at whose gates we were standing, awoke a deep and awe-filled interest. By far the greater part of the ice seemed to have been formed in the sea; the dirty cliffs which come from the glaciers were rare.

"The forms of the great separate blocks are of the most romantic kind; they realize almost every picture the imagination can conceive; for the most part, however, they are overhanging cliffs or pear-shaped masses, the stalk being washed away by the waves until at last it breaks. The pieces brought on board had a rough and porous surface, and were in a state of transition from a crystalline to a fibrous condition, being also full of cavities filled with air and water. This proved they were melting. Both solid and crystalline pieces are to be found. It is well known that the polar ice is free from salt, as the water in the process of crystallization throws out all foreign substances. Our first task is now to find the Hansa, to take the rest of our coal and provisions on board, and then to steam through the ice to Pendulum Island. If we do not find her soon we must be content with what we have, as it is doubtful whether we shall meet her again."

7. WHERE THE SUN DOES NOT SET.

The following graphic passage is from the description of a scene witnessed by a Mr. Campbell and his party, in the north of Norway, from a cliff 1,000 feet above the sea:—"The ocean stretched away in silent vastness at our feet; the sound of its waves scarcely reached our airy lookout; away in the north, the huge old sun swung low along the horizon, like the slow beat of the pendulum in the tall clock of our grandfather's parlour corner. We all stood silent, looking at our watches. When both hands came together at twelve, midnight, the full round orb hung triumphantly above the wave—a bridge of gold running due north spanned the water between us and him. There he shone on silent majesty which knew no setting. We involuntarily took off our hats; no word was said. Combine, if you can, the most brilliant sunrise and sunset you ever saw, and its beauties will pale before the gorgeous colouring which now lit up the ocean, heaven and mountain. In half an hour the sun had swung up perceptibly on his beat, the colours changed to those of morning, a fresh breeze rippled over the flood, one songster after another piped up in the grove behind us—we had slid into another day."

VI. *Miscellaneous.*

I. ONE WORD,

BY MRS. A. CAMPBELL.
One word ! one little word !
A heard may aching be,
And you may fill the void
By look of sympathy.

One word ! one little word !
It will not cost you much ;
But if 'tis sweetly given,
It may some grieved one touch.

One word ! one little word,
To one inclined to stray,
May kindly check in time,
And keep him in the way.

One word ! one little word,
Of trust, or hope, or love,
May prove the very turning point,
That leads to Heaven above.

One word ! one little word,
Angry and harshly said,
May, like corrosive acid,
Burn deep where'er 'tis laid,

One word ! one little word,
Perchance it be the last.
May carry sad remembrance,
When our day is past.

One word ! one little word,
May raise in judgment, too,
In crushing down some broken reed,
Some feeble one undo.

One word ! one little word,
May brighten a life o'er,
And silver line its clouds,
When we are here no more.

One word ! one little word !
We little heed the power,
That we send floating idle,
The offspring of the hour.

One word ! one little word !
O Lord ! in pity bend
To set a watch upon our lips,
That we may not offend.

One word ! one little word !
In right the heart to say,
Give, Lord before the night,
Steals dark on now day.

Quebec Gazette.

2. FAITH IN GOD.—A BEAUTIFUL INCIDENT.

A naval officer being at sea in a dreadful storm, his wife, who was sitting in the cabin near him, filled with alarm for the safety of the vessel, was so surprised with his composure and serenity, that she cried out :—

“My dear, are you not afraid ? How is it possible you can be so calm in such a dreadful storm ?”

He rose from his chair, lashed to the deck, supporting himself by a pillar of the bed-place, drew his sword, and pointing it to the breast of his wife, exclaimed :—

“Are you afraid of that sword ?”

She instantly answered “No.”

“Why ?” said the officer.

“Because,” rejoined the lady, “I know that it is in the hands of my husband, and he loves me too well to hurt me.”

“Then,” said he, “remember, I know in whom I believe, and that He holds the winds in His fists and the waters in the hollow of His hands.”

3. HALLOWE'EN AT BALMORAL CASTLE.

This time-honoured festival was duly celebrated at Balmoral Castle in a manner not soon to be forgotten. As the shades of evening were closing in upon the Strath, numbers of torch lights were observed approaching the Castle

both from the cottages on the eastern portion of the estate and also those on the west. The torches from the western side were probably the more numerous, and as the different groups gathered together the effect was very fine. Both parties met in front of the Castle—the torch-bearers numbering nearly one hundred. Along with those bearing the torches were a great many people belonging to the neighborhood. Dancing was commenced by the torch-bearers dancing a “Hulachan” in fine style, to the lilting strains of Mr. Ross, the Queen’s piper. The effect was greatly heightened by the display of lights of various colors from the top of the staircase of the Tower. After dancing for some time the torch-bearers proceeded round the Castle in martial order, and as they were proceeding down the granite staircase at the north-west corner of the Castle the procession presented a singularly beautiful and romantic appearance. Having made the circuit of the Castle, the remainder of the torches were thrown in a pile at the south-west corner, thus forming a large bonfire, which was speedily augmented with other combustibles until it formed a burning mass of huge proportion, round which dancing was spiritedly carried on. The flames of the bonfire shot up to an immense height, illuminating the Castle wall with a ruddy glare, while the figures of the dancers, in their agile and grotesque movements, were shown to great advantage. The play of light and shade on the groups of interesting spectators was not the least attractive part of the interesting spectacle. Fun and daffin’ were not, of course, wanting where so many

“Merry friendly countra folks
Together did convene,
To burn their nits, an’ pu’ their stocks,
And haud their Hallowe’en
Fu’ blithe that night.”

Her Majesty witnessed the proceedings with apparent interest for some time, and the company enjoyed themselves none the less heartily on that account.—*Dundee Advertiser.*

4. RETIREMENT OF SIR WM. E. LOGAN.

The retirement of Sir William E. Logan from the Geological Survey will be received with regret by all who are acquainted with the faithful services which he has rendered to his country. Sir William Logan is a man of learning ; his achievements in his own particular subject have earned the applause of scientific bodies in Europe, who are the best qualified to judge of their value. But Sir William is also a man of strict honesty, and what is not so often found in men of science, is possessed of remarkable common sense. Many times his statements in reference to economical minerals have been questioned—sometimes even with what appeared at the moment to be with justice. Experience, however, invariably proved him to be right. He has always wisely and prudently guarded his statements so as to prevent reckless expenditure of money in unproductive mines, while he has given all needful encouragement to reasonable and intelligent hopes of a financial return. It is something for him to say in leaving the Survey that his statements have deceived no one ; that not one dollar has been expended by reason of errors or too sanguine statements on his part.

In the choice of his subordinates and the expenditure of moneys allotted to him by the Legislature, he has been all that the Government and the public could desire. It may safely be said that from no other department of the Administration have such results been obtained as from the Geographical Survey.

We part from Sir William Logan with regret, but congratulate ourselves that, though laid aside from public duty, he is still by no means incapable of labour ; and we trust that he may live many years to enjoy the honours which he has so well earned. We know nothing of Mr. Selwyn, his successor, but Sir William Logan’s recommendation is sufficient of itself to secure his appointment ; the public will judge him afterwards by his labours.—*Globe.*

5. CANADIAN ILLUSTRATED NEWS.

Attempts that have hitherto been made to establish an illustrated paper in Canada have failed, owing chiefly to the difficulty of obtaining the services of talented artists and wood engravers. The latest effort to found a Canadian first-class pictorial journal has been made by Mr. Geo. E. Desbarats, Queen’s printer, who has furnished an office in Montreal, where the paper is published. Two numbers have already been printed, the editor being Mr. Alexander Robertson, lately of the *Ottawa Times*. We think the *Canadian Illustrated News* is a success. The paper used, the letter-press and the general arrangement are all fully up to the best standard, and the illustrations are improving. A process known as the “Leggotype,” by which impressions are transferred directly to the wood

from photographs, has been adopted. It may be said that in several instances the process has been pursued with better success—in those, for instance, where representations have been given of works by some of the old masters. As we have said, the literary matter of the *Illustrated News* is excellent, and the new venture should be liberally supported by all who are interested in the advancement of Canadian art.

VII. Educational Intelligence.

—GRAMMAR SCHOOL MASTERS' ASSOCIATION.—The third annual meeting of the Ontario Grammar School Masters' Association, was held in the Music Hall, Mr. Tassie, of Galt Grammar School, in the chair. The minutes of the preceding meeting having been read, the President delivered the following Address:—GENTLEMEN,—At the annual meeting of our Association, held in August, last year, you came to the conclusion that such a crisis had arrived in the interests of higher education in the Province as to warrant your again assembling at the close of the year, and in accordance with this resolution we are met together to-day. In the printed notice before me, three subjects are submitted for your consideration, viz:—1. Superior Education in Ontario—a general consideration of the interests involved. 2. The best mode of eliciting the sense of the people on the subject of Grammar School Education. 3. The most advantageous curriculum for Grammar Schools—the subjects considered particularly with reference to effective instruction in (a) Physical Science, (b) The English Language and Literature. Since our last meeting the two Bills which were then before the country have been withdrawn. I must say, in regard to the one relating to the Common Schools, that I regret its abandonment for two reasons. First, on account of the admirable provision contained in it for the examination of teachers by the establishment of a Central Board; and, secondly, for the clause relative to compulsory attendance, so far, at least, as towns and cities are concerned. Such an enactment would be beneficial to all Common Schools, at least, I believe, to the majority of them. As you are about to discuss Superior Education, I shall leave the matter in your hands, merely expressing the hope that your deliberations may lead you to the conclusion that English must be made the basis of our schools in order to render them useful to the people. Whilst saying this, I must not be regarded as decrying the study of the Latin and Greek classics. I yield to no one in high appreciation of their importance, but the study of these is not incompatible, and from a forgetfulness of this fact arises the many misapprehensions on the subject. In connection with Superior Education, there is one institution which has been prominently before the public for the last twelve months. I have reference to Upper Canada College. I have hitherto, as you are aware, taken no part on this question from motives of delicacy. That such an educational institution as Upper Canada College, fairly administered, must exercise a most beneficial influence on higher education in the country at large every one will, I think, admit, and I am free to admit its influence in this respect on the school with which I am connected. We must not, however, lose sight of its connection with the Grammar Schools in one respect,—I have reference to the exhibition which it annually offers to the pupils of the country schools. These exhibitions, however advantageous to Upper Canada College, have necessarily a most withering effect on the schools from whence the exhibitions are drawn. I merely draw your attention to the subject as constituting the chief, if not only, grievance under which the Grammar Schools labour in connection with Upper Canada College. Before closing, I would advert to the urgent great necessity for a school for Mechanical Engineering—a want which has the effect of sending our young men to a foreign country to obtain instruction which cannot be had in their own. Such a school might readily be established in connection with the University of Toronto, and might be rendered in a measure self-sustaining, with some help from Government. I would advise the appointment of a Committee to press the matter on the Government, and the authorities of the University, and with this suggestion I beg to close these few remarks.

GRAMMAR SCHOOL TEXT BOOKS.

The meeting then took up the subject of "Text Books," and after a short discussion, it was moved by Mr. Woods, seconded by Mr. Hinks, That the Association approves of the Readers as issued by the Council of Public Instruction; but would respectfully recommend that an additional Reader should be prepared, embodying selections from standard literature, suitable for the more advanced classes in our Grammar Schools. Carried. On the subject of English Grammar being introduced, it was moved by Mr. Hinks, seconded by Mr. Kerkland, That the authorized English Grammar be submitted to a Committee composed of the following members:—Messrs. Seath, Tassie and Woods, Carried. Moved by Mr. Kirkland, seconded by Mr. Seath, That a Committee consisting of Messrs. Hunter, Ball, Thorn and the mover be appointed to report on our authorized Arithmetics. Carried. Moved by Mr. Woods, seconded by Mr. Thorn, That this Association recommend that Harkness' Greek Reader be improved by embracing fuller information in the Grammatical department, and further illustrations of the Greek idioms by more copious extracts from Greek Literature. Carried.

GRAMMAR SCHOOL BILL.

Moved by Mr. Lennox, seconded by Mr. Woods, That the following Masters be a Committee to draft a Grammar School Bill, to be submitted to the Association at the next general meeting: Messrs. Strachan, Hodgson, Seath, Woods and Hunter.

SUPERIOR EDUCATION.

Mr. Hunter (Dundas) said a very important change had been made in the manner of conducting Grammar Schools. Under the old system the classics were the basis of Grammar School education. Everything was moulded to suit that classical basis. In the new system, as he understood it, it was proposed to make English the basis. He saw in the papers of the day reference made to the Prussian system. In that system, as he understood it, they had two classes of schools; one they called the *real Schulen*, or, as we would call them, mathematical schools, and the other the *Gymnasias*. Some advocate the establishment here of collegiate schools, which would be somewhat similar to the Prussian school. Now, the Grammar Schools are somewhat similar to the Prussian schools. In the *real Schulen* the classics are taken as a basis; in the *Gymnasias*, the teaching was of a more practical character. It was quite clear to him that if we adopted the Prussian system, it should be adopted in its entirety. If the collegiate institutes were to be considered as *Gymnasias*, the high schools should be made equal to the *real Schulen* of Prussia. And all this change that he had been speaking of must evidently be accompanied by a similar change in our University. The Grammar Schools must occupy an intermediate position between the Common Schools and the University. If so, the University system must be modified greatly, he should say, by establishing a new degree of Bachelor of Science, having a course specially arranged similar to the training in the High Schools. Mr. Seath—It is practically done in the University. Mr. Hunter said it was so in some measure. It would be, perhaps, easier to have a distinctive degree, as in the English Universities. It was quite clear to him, that if the High School system were adopted it would be necessary to frame a curriculum to correspond with that of the University. Otherwise, there would be nothing definite for which the boys would be working. Now, in taking English as the basis, as it was proposed, the danger appeared to be that there would be no clearly defined line between the High Schools and the Common Schools. That was one difficulty that appeared to him in reading over the proposed School Law. He feared there would be a kind of vanishing line between the two schools. The result would be that Grammar School money would be expended, as had hitherto been done to a slight degree, in Common School education. There was another point that the meeting might very justly consider—the introduction of Physical Science into High School education. There was a point made by Mr. Young at the last meeting of this Association with regard to the Council of Public Instruction. He urged that there should be an element of representation introduced into that body, or it should be entirely reconstructed and made wholly representative. That Council might very materially affect the state of superior education in Ontario. The English Educational Council was supposed to guide education in England, and undoubtedly our own body, if fully administered, might do the same, and probably will do the same for Ontario. In view of the importance of the duties devolving on this body, it was quite clear that the Association must not ignore its existence. It was quite clear also, that the present constitution could not long be maintained. The question of text books had brought the matter up, so that the Association could not utterly ignore the existence of the Council. Text books which did not meet the approval of the best Grammar School Masters in the Province had been forced on the Grammar School Teachers. The Council had the cutting out of the curriculum too. The Grammar School, however, had to follow the University of Toronto in their curriculum, and the Council of Public Instruction had been given authority to model the curriculum for the Grammar Schools. Either they must accept the University curriculum, or draw up one in opposition to it. Practically, therefore, the Senate modelled the Grammar School curriculum, and the University must co-operate in carrying out any scheme adopted by the Legislature; otherwise, the whole would be futile. The great trouble of the Grammar Schools hitherto has been a want of sympathy with the real difficulties that Grammar School masters had to encounter. Mr. Lennox—Do you consider the superior education of Canada a success? Mr. Hunter said it was, partially, for it had been improved; and he considered it had been improved from the individual efforts of Grammar School masters. Mr. Hodgson (Weston) would just say that the success of the Grammar Schools had been attained in spite of the system, for the regulations had really a tendency to keep down the Grammar School instruction, rather than to exalt it. Mr. Woods said a great difficulty existed in the many changes which were being made in the school laws. There were so many changes, so many regulations, and so many performances to be gone through, that in reality it kept the teachers on the stretch to find them all out. What was wanted was a stable system. The Council of Public Instruction, as a body, he believed, was not altogether to blame. It was an unconscious body. One or two of its members did all the work, and the body had to bear all the blame for their blunders. Mr. Hunter said there was a want of sympathy with the difficulties which the Grammar School masters had to contend against. In the Education Office, no doubt, with the best intention in the world, they had devised a system which might answer one or two places, but which, it was undeniable, especially with regard to the last High School

Bill, would have been most detrimental to the vast majority of schools in the country. He now spoke of the efficient Grammar Schools, because, after deducting the less prosperous schools, there were still a large number which were most efficient. Now, it would naturally be supposed that the Council of Public Instruction would have had the framing of the School Bill; but what were the facts of the case. A deputation of the Grammar School Association waited on Dr. McCaul to consult with him on the provisions of the Bill, and Dr. McCaul, who was certainly competent to offer an opinion on the subject, assured them that he never had been consulted on the High School Bill, and he had never seen it. Dr. McCaul, as all were aware, was the most prominent member of the Council. Mr. Kirkland said Dr. Ryerson had to bear a great deal of blame which he did not really deserve. In 1856 or '57, he brought in a Bill which, if it were before the country now, the majority of teachers would say was a good Bill. He took it to Quebec, and every clause was taken out of it that was worth anything. There was every thing in that Bill that the Association now contended for. The Common School Bill, which had met with general favour throughout the country, had been torn to pieces by the Legislature. He thought these members of Parliament needed overlooking as much as the members of the Council of Public Instruction. He believed they should be taken in charge and educated themselves. Mr. Bail (Thorold) did not think the collegiate schools were needed. The Grammar Schools supplied all the classical education that was requisite. Mr. Hodgson held that the principle of giving to Collegiate Institutes an extra sum of \$750 per year was quite an injustice to the large union schools that might be found in many parts of the Province, if these institutes were to be established at all. He thought the principle unfair. If, on reading the Grammar School Bill, it would be seen that the Grammar Schools were for the purpose of teaching the higher branches of English, the classics and mathematics as far as was necessary, for preparing young men for the University. He held that the principal object of Grammar Schools was for teaching higher English branches and natural sciences, and then classics and mathematics sufficient to prepare for the University. He had no jealousy towards Upper Canada College. He only asked to have the Grammar Schools placed on fair terms with it. He thought U. C. College should be placed under the same regulations as the Grammar Schools. (Hear.) He believed it should be submitted to surveillance the same as the Grammar Schools, and to use the same text books, and then, perhaps, they would have a fair race in educational matters. The principal difficulty existed in the manner in which the Council of Public Instruction was managed. As an instance of this, he would relate an occurrence which happened not long ago. A Committee of two had been appointed to examine the Normal School at the close of the year. These two gentlemen never received a notice of their appointment even. The Secretary of the Council of Public Instruction never took the trouble to inform them of it. Now, if the Council were composed, as it should have been, of men representing the public instruction of the country, the authority of the Chief Superintendent would not have been ignored. The sooner there was an end to such despotism as that the better for the interests of public instruction. Mr. Lennox could not sympathise with the last speaker with respect to the text books. If Upper Canada College pupils were able to take away so many prizes in the University, there was something in that. They should, therefore, not be compelled to use our text books. Mr. Hodgson contended for a uniform system. Mr. Lennox was sorry that such a narrow view had been taken of this question. He would dislike to have the Upper Canada College fettered in such a matter. He would not like to see each Grammar School master allowed to choose his own text books, but he would not like to see him bound too strictly in his choice. The chief object of education was to prepare the mind to grapple with any subject which might come before it. Mr. Mill and Mr. Lowe have denounced the present system of superior education. (Cries of "No, no, not Mr. Mill!") Well, he believed Mr. Mill had denounced it in a recent speech. Mr. Kirkland said that had reference to the old country, not to this. Mr. Lennox believed the chief objections to the Grammar Schools was an impression which existed in the country that the education which they gave was not sufficiently practical. He did not approve of many changes. Dr. Ryerson had a mania for tinkering with our school laws. He had tinkered with them till he had spoiled them. Mr. Sargent (Ingersoll) said fault had been found with the Grammar Schools that the English training was deficient. That was more the fault of the Common Schools in which the pupils were prepared, before being sent to the Grammar Schools. Mr. Wood said in this country it was necessary to consider the class of people in the country, and the means at their disposal to keep the pupils at school. He was not one of those who wished to throw the classics overboard, but he believed the teachers should be permitted to educate pupils to a certain stage in English branches, and afterward put them into classics. Up to the age of 12 or 14 he believed a boy should be confined to the English branches only. At that age the Latin Grammar could be placed in his hand, and his mind would be so developed that he could proceed without difficulty in the classics. At that age, too, a boy's future course was likely to be marked out for him. If he were to be a mechanic he could be trained in mathematics; if he were to be sent to the University, he could be taught the classics and higher mathematics. He (Mr. Wood) believed the system of putting boys into classics at a tender age was like making Sunday a day of confinement in church, and only tended to make him dread the subject with which he was crammed. He (Mr. Wood) believed pupils should be taught the English language thoroughly. A pupil should be so thorough-

ly trained that he could take up a book or a paper, and go through it, giving the origin of each word in it, whether it was derived from Saxon, Latin, Greek or French. Mr. Hunter doubted whether any gentleman present could do that. Mr. Wood said he could himself. He had made the study of the English a speciality, and believed every boy should be thoroughly trained in it. He would also teach boys English literature. This, he considered, should be taken as one of the distinguishing marks of the High School. He objected to the cast-iron rule of compelling boys to learn the classics, or remain out of the school. Mr. Hodgson agreed with the preceding speaker. He considered this same rule one of the greatest grievances of which the Grammar Schools had to complain, and it was time that it should be done away with. Mr. Seath could not see that the system of education under the present law was not at fault. A great deal of the trouble arose with the teachers themselves. They admitted boys from Common Schools who were not fit to enter Grammar Schools. If the present system were properly enforced there would not be so much trouble. The Common Schools should be further advanced in order the better to prepare boys for the Grammar Schools. It seemed to him that Grammar School teachers should not admit boys who were unfit to enter their schools, merely for the purpose of increasing the grants from Government. With respect to the grants to the Collegiate Institute, he could not agree with the remarks from Mr. Hodgson. He (Mr. Seath) believed a grant of \$750 was not too much to give a good collegiate school. The teachers must necessarily be thoroughly competent men, and they should receive higher wages than Grammar School teachers. Mr. Woods moved, seconded by Mr. Tytler, that the Association would respectfully recommend that in any future legislation on the Grammar School subject, the basis of appropriation should not be confined to classical studies alone, but that due regard should be given to a thorough English training. Mr. Ball said the fault lay in the distribution of the Government grant. Grammar School masters were naturally anxious to increase the grants to their schools by increasing the number of pupils, and were not sufficiently careful in admitting pupils from the Common Schools. The fault, therefore, lay in the law itself. The mode of distributing Legislative Grant: It is given according to average attendance. As long as this mode is in operation, the evil will still exist. I would propose a plan that would remedy this evil. It is this. Let the Legislative Grant be proportioned to amount contributed by Board of Trustees. Let a minimum amount be fixed for Trustees to contribute to entitle the school to the Legislative Grant: let the County Council contribute an equal amount; let the Legislature contribute an amount equal to those two. In places where the Grammar School is appreciated, the Grant by Board of Trustees will be liberal; where there is little or no demand for Grammar School education, the Grant will be in accordance. The Grant from the Legislature should have a maximum, say \$1,000. The motion was then carried.

ASSISTANT MASTERS ELIGIBLE AS MEMBERS.

In accordance with a notice of motion, it was moved by Mr. Kirkland, seconded by Mr. Thom, "That Assistant Masters of Grammar Schools, having the legal qualifications of Head Masters, be eligible to become members of the Association."—Carried.

ELECTION OF OFFICERS.

On motion of Mr. Hunter, Mr. Tassie was re-elected President, and Mr. Woods Vice-President of the Association for the ensuing year. Mr. Hunter was re-elected Secretary, and Mr. Hodgson, Treasurer. Messrs. Kirkland, Thom and Strachan were elected Councillors.

The meeting then adjourned till the first Tuesday in July.

UNIVERSITY OF TRINITY COLLEGE.—The annual Convocation of Trinity College was held in the College Hall on the usual day this month. After a prayer in Latin had been said by the Provost, the ceremony of conferring degrees and admitting matriculants and presenting prizes was gone through in the true Oxford style. The students kept up a running fire of witticisms, in the course of which the Dons came in for a great deal of direct criticism. The prizes, too, are got up, exactly in the same style as the Oxford prizes, in fact they are ordered direct from England. After an original poem in Greek Iambics had been read in beautiful style by Mr. Cox, the Chancellor addressed a few words to the Assembly. He expressed his gratification at finding that so many had taken degrees, and that there was a fair number of matriculants. With respect to the latter, one thing gave him particular pleasure, namely, that five of them were from Trinity School at Port Hope. This was very encouraging, and he hoped they would soon have matriculants from Weston likewise. Notwithstanding the difficulties these institutions had to contend with, and the adverse positions they occupied when compared with the Government supported institutions, whence the University of Toronto drew its students, still they held their own and were doing a great work. He trusted that the College would continue to receive the earnest support of the members of the Church of England. It was important that the members of that Church should do everything in their power not only to propagate their principle, but to intensify them, and this the more especially as they saw so many once attached to their Church passing over into the most extraordinary forms of dissent. The history of the College hitherto had dissolved a great many of the gloomy prognostications that have been made of it. When it commenced it was to be a nursery for Popery; but instead of that it was continually sending out men who took honourable positions amongst the hard-working zealous ministers

of the Church. The Chancellor concluded his address by referring to the miserable accommodation the hall afforded for such a meeting as the present, and sincerely trusted that by this time next year the foundation of a new Convocation Hall, commensurate with their wants, would be laid. The proceedings were brought to a conclusion by the Bishop pronouncing the benediction, and the audience singing "God Save the Queen." In the course of the proceedings the following degrees were conferred:—B. A.—George Allen McKenzie, Thomas Wilson Patterson, Rev. Henry Abel Coleman, Allan Napier Macnab, Henry Osborne Jones, Clarence Widmer Ball, Alan Frederick Mathewson, Edward Fairfax Milburn. M. A.—William Hermanus Case, Rev. Archibald George Lister Trew, Rev. James Mockridge, Rev. Charles Henry Mockridge, Rev. Henry Wilson, Rev. William Grant. The following prizes were awarded:—Mr. Case, Natural Theology, prize; Mr. Ford, Prince of Wales prize for 1st class in Classical Honours, 1868; Mr. Ford, Chancellor's prize for Mathematical Honours, 1868; Mr. McKenzie, English Essay prize, 1868; Mr. Coleman, Bishop of Toronto's prize in Theological examination, 1869; Mr. Shaw, Hamilton Memorial prize for 1869; Mr. McKenzie, Classical prize in the third year, 1869; Mr. Cox, Classical prize in the second year, 1869; Mr. Cox, Mathematical prize in the second year, 1869; Mr. McKenzie, French prize in the first division, 1869; Mr. Ball, French prize in the second division, 1869. The following prizes were also announced:—Mr. McKenzie, Prince of Wales' prize for 1st class in Classical Honours, 1869; Mr. McKenzie, prize for English Essay, 1869; Mr. Cox, prize for Greek Iambic Verse, 1869. Admitted to the Divinity Class.—Thomas Wilson Paterson, B.A.; Allan Napier Macnab, B.A.; Thomas Armstrong, William Massey. Matriculants.—William Cartwright Allen, George Hallen, Frederick Montye Morson, Alexander Burnside Chaffee, J. A. J. McDonald, Frederick W. Macqueen, A. W. Mortimer, F. W. Wilson.

VIII. Departmental Notices.

CALENDAR FOR THE YEAR 1870.

1870.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1870.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY (31 days.)	2	3	4	5	6	7	8	JULY (31 days.)	3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
	30	31							31						
FEBRUARY (28 days.)		6	7	8	9	10	11	AUGUST (31 days.)	7	8	9	10	11	12	13
		13	14	15	16	17	18		14	15	16	17	18	19	20
		20	21	22	23	24	25		21	22	23	24	25	26	27
		27	28						28	29	30	31			
MARCH (31 days.)		6	7	8	9	10	11	SEPTEMBER (30 days.)	4	5	6	7	8	9	10
		13	14	15	16	17	18		11	12	13	14	15	16	17
		20	21	22	23	24	25		18	19	20	21	22	23	24
		27	28	29	30	31			25	26	27	28	29	30	
APRIL (30 days.)		3	4	5	6	7	8	OCTOBER (31 days.)	2	3	4	5	6	7	8
		10	11	12	13	14	15		9	10	11	12	13	14	15
		17	18	19	20	21	22		16	17	18	19	20	21	22
		24	25	26	27	28	29		23	24	25	26	27	28	29
MAY (31 days.)		1	2	3	4	5	6	NOVEMBER (30 days.)	3	4	5	6	7	8	9
		8	9	10	11	12	13		6	7	8	9	10	11	12
		15	16	17	18	19	20		13	14	15	16	17	18	19
		22	23	24	25	26	27		20	21	22	23	24	25	26
		29	30	31					27	28	29	30			
JUNE (30 days.)		5	6	7	8	9	10	DECEMBER (31 days.)	4	5	6	7	8	9	10
		12	13	14	15	16	17		11	12	13	14	15	16	17
		19	20	21	22	23	24		18	19	20	21	22	23	24
		26	27	28	29	30			25	26	27	28	29	30	31

MOVABLE AND OTHER FESTIVALS.

Circumcision	Jan.	1	Good Friday	April	15
Epiphany	Jan.	6	Easter Sunday	April	17
Septuagesima Sunday	Feb.	13	Rogation Sunday	May	22
Sexagesima Sunday	Feb.	20	Ascension Day	May	25
Quinquagesima Sunday	Feb.	27	Whit Sunday	June	5
Ash Wednesday	March	2	Trinity Sunday	June	12
First Sunday in Lent	March	6	Advent Sunday	Nov.	27
Palm Sunday	April	10	Christmas Day	Dec.	25

NUMBER OF TEACHING DAYS IN 1870.

County Grammar Schools

January	17	July	—
February	20	August	18
March	23	September	22
April	16	October	21
May	21	November	22
June	18	December	16
Total	115	Total	99

Terms, Vacations, Daily Exercises, and Holidays in the Grammar Schools of Ontario.

1. There shall be four terms each year, to be designated the winter, spring, summer and autumn terms. The winter term shall begin the seventh of January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the autumn term shall begin the Monday following the close of the summer term, and shall end the twenty-second of December.

2. The exercises of the day shall not commence later than nine o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.*

3. Every Saturday shall be a holiday; or, if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoon of Wednesday and Saturday in each week shall be half holidays. The Anniversary of the Queen's Birthday shall be a holiday in all the Grammar and Common Schools of Ontario.

4. The public half yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Upper Canada Consolidated Grammar School Act, 22 Vict., cap. 63, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

5. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school teaching days of each year, to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.

Teaching Days in Common and Separate Schools.

January	21	July	20
February	20	August	13
March	23	September	22
April	20	October	21
May	22	November	22
June	22	December	17
Total	128	Total	118

N.B.—In Cities, Towns and Villages, Common and Separate Schools have only two teaching days in August; and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

Hours of Daily Teaching, Holidays and Vacations in the Common and Separate Schools of Ontario.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Good Friday shall be a holiday, and every Saturday, as directed by the statute. The anniversary of the Queen's Birthday shall be a holiday in all the Grammar and Common Schools in Ontario.

3. There shall be two vacations in each year; the first, or summer vacation, shall continue for two weeks from the first Monday in August; the second, for eight days at Christmas.

NOTE.—In cities, towns and incorporated villages, the summer vacation shall continue four weeks, from the first Monday in August. (See also paragraph 4 of the Grammar School Terms, Vacations, &c.)

* It should be observed, that the twenty-fourth and twenty-fifth sections of the Upper Canada Consolidated Grammar School Act, empower Boards of Trustees to prescribe any duties, or make regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor General in Council. It is within the power of the trustees and masters, both of Grammar and Common Schools, and is much to be desired, that certain of the school hours in each week should be devoted to training the pupils in military drill and gymnastics. Experience proves that the literary work of the school is facilitated rather than retarded, by time so employed.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.‡

5. Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.†

6. In order to enable the Education Department to make an equitable apportionment to Roman Catholic Separate Schools in cities, towns and villages where Union Grammar and Common Schools exist, it is necessary that both the Common and Separate Schools should observe the regulations affecting holidays and vacations in Grammar Schools as above.

7. Each Grammar and Common School Master and Teacher must give at least, one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Education Department, so that he may not be absent during the visits of the Inspector to his school. In order that no less an apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

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-SECOND SESSION.—DATED 22ND DECEMBER, 1869.

MALES.	
<i>First Class.—Grade A.</i>	<i>Second Class.—Grade A.</i>
2821. Campbell, James (2311)*	2848. Davis, Murdoch Lloyd.
	2849. Deacon, John Scott.
<i>Grade B.</i>	2850. Dowswell, John (2752).
2822. Bretz, Abram (2722).	2851. Kellogg, Charles Palmer.
2823. Clapp, David Philip (2751).	2852. McLurg, James (2753).
2824. Davis, Samuel Percy (2736).	2853. Patterson, Andrew (2747).
2825. Emory, Cummings Van Norman (2738).	2854. Richardson, Joseph (2755).
2826. Findlay, David (2739).	2855. Tonkin, Edward.
2827. Fisher, John Henry Cole Fitzgerald (2740).	2856. Williams, Edwin Rice.
2828. Hooper, Henry.	<i>Second Class.—Grade B.</i>
2829. Meldrum, Peter Gordon (2716).	2857. Armour, Samuel.
2830. Moore, Charles (2717).	2858. Beer, Henry.
2831. Murray, Adam (2718).	2859. Bowman, George Washington.
2832. Payne, Edward (2748).	2860. Guest, Joseph.
2833. Wilson, John (2630).	2861. Kinney, William Thomas.
	2862. Laidlaw, John Beattie.
<i>First Class.—Grade C.</i>	2863. Lynn, John.
2834. Alford, William (2731).	2864. McCardell, David.
2835. Crossley, Hugh Thomas (2735).	2865. McIntosh, Angus.
2836. Dickenson, Henry (2737).	2866. Nash, Samuel Shelly.
2837. Hodgins, William (2742).	2867. Nixon, Frederick.
2838. Holbrook, Robert (2724).	2868. Strathers, Andrew Wither- spoon.
2839. Johnson, Daniel.	2869. Teskey, William (2757),
2840. McDiarmid, Hugh.	<i>Second Class.—Grade C.</i>
2841. Murray, John L. (2745).	(Expire one year from date.)
2842. Silcox, Abner (2749).	2870. Adams, Thomas.
2843. Summerby, William Joseph.	2871. Ballard, John Francis.
2844. Sutton, Marshall (2750).	2872. Bell, William.
2845. Swallow, William Francis.	2873. Kerr, George Jonathan.
2846. Tibb, John Campbell (2758).	
2847. Wood, Frank (2730).	

‡ No deduction whatever can be lawfully made from any teacher's salary for any allowed holidays or vacations; or for the exemption of payment of rates by indigent persons authorized by law.

† This regulation applies to Union Grammar and Common Schools as the law provides for the union of Common Schools with Grammar Schools, not the union of the latter with the former. In all cases, therefore, in which Common Schools are united with the Grammar Schools, the Union Schools are subjected to the regulations which are here prescribed in respect of Grammar Schools.

FEMALES.

<i>First Class.—Grade A.</i>	2905. Nixon, Jennie (2817).
2874. Kessack, Jessie (2764).	<i>Second Class.—Grade B.</i>
2875. Lundy, Louisa Elizabeth (2775)	2906. Carney, Barbara Charlotte.
2876. McCausland Fannie (2767).	2907. Chadwick, Elizabeth Miriam (2681).
2877. McCreight, Sarah (2768).	2908. O'Donovan, Mary.
2878. Spink, Jane Elizabeth (2770).	2909. Johnston, Sarah (2801).
<i>First Class.—Grade B.</i>	2910. Joyce, Mary Greeves (2688).
2879. Burriss, Mary Jane (2671).	2911. McKenna, Teresa Maria.
2880. Gray, Emma (2773).	2912. McNaughton, Jane (2816).
2881. Gunn, Mary (2774).	2913. Martin, Caroline.
2882. McCreight, Isabella (2776).	2914. Partington, Annie Lavinia (2806).
2883. O'Neill, Mary Anne (2787).	2915. Bayne, Maria.
2884. Turnbull, Elizabeth (2789).	2916. Robinson, Alfaretta.
2885. Walsh, Mary Anne (2792).	2917. Silcox, Fannie A.
<i>First Class.—Grade C.</i>	2918. Stokes, Georgina (2808).
2886. Ashmore, Sara Anne (2793).	2919. Wilson, Eliza.
2887. Black, Annie (2794).	<i>Second Class.—Grade C.</i>
2888. Buckle, Sarah Amy (2796).	(Expire one year from date.)
2889. Cusack, Margaret.	2920. Atkinson, Harriet Emma.
2890. Duncan, Eleanor (2798).	2921. Brass, Annie.
2891. Hanson, Fannie Mary Elizabeth (2784).	2922. Cody, Caroline Sabrina.
2892. McNeile, Mary Anne (2805)	2923. Cruise, Jane Ann.
2893. Manning, Elvira Amelia (2812).	2924. Findlay, Isabella (2811).
2894. Marsden, Sara (2813).	2925. Lightburne, Annie Eliza.
2895. Moule, Fannie Barbara (2804).	2926. Lough, Mary.
2896. Weir, Sarah Emma (2712).	2927. McKenzie, Susan (2815).
<i>Second Class.—Grade A.</i>	2928. McTavish, Margaret.
2897. Adams, Annie.	2929. Murison, Annie.
2898. Cummings, Louisa Ellen (2810).	2930. Murphy, Anne.
2899. Durand, Emma Louisa.	2931. Ramsay, Annie.
2900. Fulton, Mary Helen.	2932. Riddell, Sarah Jane.
2901. Good, Agnes Louisa.	2933. Richardson, Caroline Amanda.
2902. Howland, Mary Ann (2800).	2934. Richardson, Jemima.
2903. McMulkin, Martha Jane.	2935. Robertson, Jane.
2904. Munshaw, Matilda Caroline (2710).	2936. Rutherford, Grace.

EXPIRED CERTIFICATES.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session have been limited to one year from their respective dates. Lists of Certificates which expired before December, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month.

MALES.	
2644. Crawford, Duncan.	2647. McKee, George.
2645. Obtained <i>Second Class A</i> (2723).	2648. Obtained <i>Second Class A</i> (2730), and <i>First Class C</i> (2847).
2646. Kelly, John William.	
FEMALES.	
2705. Adkins, Fannie Mary.	2709. Obtained <i>Second Class C</i> (2814).
2706. Burk, Mary Emily.	2710. Obtained <i>Second Class A</i> (2904).
2707. Obtained <i>Second Class A</i> (2783).	2711. Obtained <i>Second Class A</i> (2788).
2708. Obtained <i>Second Class B</i> (2799).	2712. Obtained <i>First Class C</i> (2896).

* The figures in brackets indicate the number of a previous Provincial Certificate obtained by the student, and now recalled. If more than one such Certificate has been obtained, the number of the last only is given.

Certified,

ALEXANDER MARLING.

Registrar.

PROVINCIAL CERTIFICATE CANCELLED.

THE Second Class Provincial Certificate, Grade B, granted on the 15th June, 1866, to REUBEN KEAM, has for good cause been revoked by the Chief Superintendent of Education, under the authority of the Consolidated Common School Act, 22 Vic. chap. 64, sec. 107, and of the School Law amendment Act, 23 Vic. chap. 219, sec. 22, said certificate having been first suspended by the Local Superintendent. Trustees will accordingly take notice that the said Reuben Keam lately teaching in the Counties of Northumberland and Durham, no longer holds a Provincial Certificate of any class or grade qualifying him to teach a Common School in any part of the Province of Ontario.

(Certified.)

ALEXANDER MARLING,

Registrar.

Education Office,
Toronto, 30th November, 1869.