

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

JOURNAL OF



EDUCATION,

Upper

Canada.

VOL. XX.

TORONTO: JULY, 1867.

No. 7.

CONTENTS OF THIS NUMBER:

	PAGE
I. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1867.....	113
II. PAPERS ON PRACTICAL EDUCATION—(1) Aids to Successful Teaching. (2) Oral Instruction in the School Room. (3) Conscience in Teaching. (4) Hints to Inexperienced Teachers. (5) Encouragement of School-Teachers.....	116
III. PAPERS ON THE SCHOOL-ROOM—(1) What every School-House should have. (2) A Plea for Beautiful School-Rooms.....	119
IV. PAPERS ON SCIENTIFIC SUBJECTS—(1) Valuable Scientific Discovery. (2) Skeleton Leaves and Phantom Bouquets. (3) Eozoon in Canada. (4) Disinfecting School Offices.....	120
V. PAPER ON METEOROLOGY.....	121
VI. PAPERS ON COLONIAL SUBJECTS—(1) The Pistols of Dr. Badilart.—An Incident of the Battle of the Plains of Abraham. (2) Inspection of Schools in Nova Scotia. (3) Progress of Nova Scotia.....	122
VII. BIOGRAPHICAL SKETCHES—17. Mr. Joseph Dennis. 18. Sir Archibald Allison. 19. Mr. B. M. Clark.....	124
VIII. FRIDAY SCHOOL READINGS—(1) The New Dominion. (2) Queen Victoria. (3) Windsor Memorial Statue of Prince Albert. (4) The Oriflamme. (5) A Few Old Proverbs Critically Considered. (6) Opening of Navigation. (7) The London Newspapers.....	125
IX. EDUCATIONAL INTELLIGENCE.....	126

age attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The gross sum apportioned to all the schools this year is the same as that of last year; and, as many townships have rapidly increased in population, the apportionment in such cases has been proportionably augmented, which of course necessitates a reduction where the population has not been increased.

The apportionment is made on the supposition that the amount hitherto annually placed on the estimates, for the support of Common Schools, will be placed at the disposal of the department at the usual time. I hope the inevitable delay in the assembling of the Legislature, this year, will not occasion any obstacle in the payment of the school money, for which application has already been made to the Government.

I shall endeavour to have the apportionment paid at this office, to the Agent of the Treasurer of your Municipality, about the 2nd of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of municipalities which have not yet sent in their accounts of school moneys, now several months over-due, and in these cases the payment must necessarily be deferred until the law has been complied with.

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

I am, Sir, your obedient servant,

E. RYERSON.

Education Office,

Toronto, 16th June, 1867.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1867.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

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

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the school population as reported by the Local Superintendents for 1866, and I have no more generally accurate statistics of a late date. From 1862, to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for 1866, and for the current year.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the aver-

APPORTIONMENT TO COUNTIES FOR 1867.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$634 00
do. for Separate Schools.....	\$106 00
Keayon.....	540 00

COUNTY OF GLENGARRY—Continued.

Townships.	Apportionment.
Lancaster.....	415 00
do. for Separate Schools.....	65 00
Lochiel.....	521 00
do. for Separate Schools.....	102 00
Total for County, \$2,403 00.]	\$373 00 \$2130 00

2. COUNTY OF STORMONT.

Townships.	Apportionment.
Cornwall.....	\$534 00
Finch.....	319 00
Osabruck.....	725 00
Roxborough.....	355 00
Total for County, \$1,933 00.]	\$1933 00

3. COUNTY OF DUNDAS.

Table with 2 columns: Townships, Apportionment. Rows include Matilde, Mountain, Williamsburgh, Winchester.

4. COUNTY OF PRESCOTT.

Table with 2 columns: Townships, Apportionment. Rows include Alfred, Caledonia, Hawkesbury, East, do. for Separate Schools, do. West, Longueuil, Plantagenet, North, do. for Separate Schools, Plantagenet, South.

5. COUNTY OF RUSSELL.

Table with 2 columns: Townships, Apportionment. Rows include Cambridge, Clarence, Cumberland, Russell.

6. COUNTY OF CARLETON.

Table with 2 columns: Townships, Apportionment. Rows include Fitzroy, Gloucester, do. for Separate School, Goulbourn, Gower, North, Huntley, March, Marlborough, do. for Separate School, Nepean, do. for Separate School, Osgoode, do. for Separate School, Torbolton.

7. COUNTY OF GRENVILLE.

Table with 2 columns: Townships, Apportionment. Rows include Augusta, Edwardsburgh, do. for Separate Schools, Gower, South, Oxford on Rideau, do. for Separate Schools, Wolford.

8. COUNTY OF LEEDS.

Table with 2 columns: Townships, Apportionment. Rows include Bastard and Burgess, South, Crosby, North, do. South, Elizabethtown, Elmsley, South, Escott, Front, Kitley, Leeds and Lansdowne, Front, do. Rear, Yonge, Front, Yonge and Escott, Rear, do. for Separate School.

9. COUNTY OF LANARK.

Table with 2 columns: Townships, Apportionment. Rows include Bathurst, Beckwith, Burgess, North, Dalhousie, do. for Separate School, Darling, Drummond, Elmsley, North, Lanark, Lavant, Montague, Pakenham, Ramsay, Sherbrooke, North, do. South.

10. COUNTY OF RENFREW.

Table with 2 columns: Townships, Apportionment. Rows include Admaston, Algona, Alice, do. for Separate School, Bagot and Blithfield, Brougham, Bromley.

COUNTY OF RENFREW—Continued.

Table with 2 columns: Townships, Apportionment. Rows include Bridenell, Raglan, and Radcliffe, do. for Separate Schools, Grattan, do. for Separate Schools, Griffith, Horton, McNab, Matawatchan, Pembroke, do. for Separate School, Petewawa, Buchanan and McKay, Rolph and Wylie, Ross, Sebastopol, Stafford, Westneath, Wilberforce.

11. COUNTY OF FRONTENAC.

Table with 2 columns: Townships, Apportionment. Rows include Barrie and Clarendon, Bedford, do. for Separate School, Hinchinbrooke, Kennebec, Kingston, do. for Separate School, Loughborough, Olden, Oso, Palmerston, Pittsborough, Portland, Storrington, Wolfe Island, do. for Separate Schools.

12. COUNTY OF ADDINGTON.

Table with 2 columns: Townships, Apportionment. Rows include Amherst Island, Anglesea and Kaladar, Camden, East, do. for Separate School, Denbigh and Abinger, Ernestown, Sheffield, do. for Separate School.

13. COUNTY OF LENNOX.

Table with 2 columns: Townships, Apportionment. Rows include Adolphustown, Fredericksburgh, North, do. South, Richmond.

14. COUNTY OF PRINCE EDWARD.

Table with 2 columns: Townships, Apportionment. Rows include Ameliasburgh, Athol, Hallowell, Hillier, Marysburgh, Sophiasburgh.

15. COUNTY OF HASTINGS.

Table with 2 columns: Townships, Apportionment. Rows include Elzevir, Hungerford, do. for Separate School, Huntingdon, Madoc, Marmora and Lake, Rawdon, Sidney, Thurlow, Tyendinaga.

16. COUNTY OF NORTHUMBERLAND.

Table with 2 columns: Townships, Apportionment. Rows include Alnwick, Brighton, do. for Separate Schools, Cramah, Haldimand, do. for Separate Schools, Hamilton, Monaghan, South, Murray, Percy, do. for Separate School, Seymour.

17. COUNTY OF DURHAM.

Table with 2 columns: Townships, Apportionment. Rows include Cartwright, Cavan, Clarke, Darlington, Hope, Manvers.

18. COUNTY OF PETERBOROUGH.

Table with 2 columns: Townships, Apportionment. Rows include Anstruther, Burleigh, and Chandos, Asphodel, do. for Separate Schools, Belmont and Methuen, Douro, Dummer, Ennismore, Galway, Harvey, Minden, Stanhope and Dysart, Monaghan, North, Otonabee, do. for Separate School, Smith, Snowden.

19. COUNTY OF VICTORIA.

Table with 2 columns: Townships, Apportionment. Rows include Anson and Hindon, Bexley, Carden, Eldon, Emily, Fenelon, Laxton and Digby, Lutterworth, Mariposa, Ops, Somerville, Verulam.

20. COUNTY OF ONTARIO.

Table with 2 columns: Townships, Apportionment. Rows include Brock, Mara and Rama, do. for Separate School, Pickering, Reach, Scott, Scugog Island, Thorah, Uxbridge, Whitby, East, do. West.

21. COUNTY OF YORK.

Table with 2 columns: Townships, Apportionment. Rows include Etobicoke, do. for Separate School, Georgina, Gwillimbury, East, do. North, King, Markham, Scarborough, Vaughan, Whitechurch, York, do. for Separate Schools.

22. COUNTY OF PEEL.

Table with 2 columns: Townships, Apportionment. Rows include Albion, Caledon, Chinguacousy, Gore of Toronto, do. for Separate School, Toronto.

23. COUNTY OF SIMCOE.

Table with 2 columns: Townships, Apportionment. Rows include Adjals, Bass, Flos, Gwillimbury, West, Innisfil, do. for Separate School, Medonte, Mono, Morrison and Muskoka, Mulmur, Nottawaraga, Orillia and Matchedash, do. for Separate School, Oro, Sunnidale, Tay and Tiny, Tecumseth, Tossoronto, Vespra, do. for Separate School.

24. COUNTY OF HALTON.

Table with 3 columns: Townships, Apportionment, and Total. Includes Esqueving, Nassagaweya, Nelson, and Trafalgar.

25. COUNTY OF WENTWORTH.

Table with 3 columns: Townships, Apportionment, and Total. Includes Ancaster, Barton, Beverley, Binbrooke, and others.

26. COUNTY OF BRANT.

Table with 3 columns: Townships, Apportionment, and Total. Includes Brantford, Burford, Dumfries, South, and others.

27. COUNTY OF LINCOLN.

Table with 3 columns: Townships, Apportionment, and Total. Includes Caistor, Clinton, Gainsborough, and others.

28. COUNTY OF WELAND.

Table with 3 columns: Townships, Apportionment, and Total. Includes Bertie, Crowland, Humberstone, and others.

29. COUNTY OF HALDIMAND.

Table with 3 columns: Townships, Apportionment, and Total. Includes Canborough, Cayuga, North, and others.

30. COUNTY OF NORFOLK.

Table with 3 columns: Townships, Apportionment, and Total. Includes Charlotteville, Houghton, Middleton, and others.

31. COUNTY OF OXFORD.

Table with 3 columns: Townships, Apportionment, and Total. Includes Blandford, Blenheim, Dereham, and others.

32. COUNTY OF WATERLOO.

Table with 3 columns: Townships, Apportionment, and Total. Includes Dumfries, North, Waterloo, and others.

33. COUNTY OF WELLINGTON.

Table with 3 columns: Townships, Apportionment, and Total. Includes Amaranth, Arthur, Bramosa, and others.

34. COUNTY OF GREY.

Table with 3 columns: Townships, Apportionment, and Total. Includes Artemesia, Bentinck, Collingwood, and others.

35. COUNTY OF PERTH.

Table with 3 columns: Townships, Apportionment, and Total. Includes Blanchard, Downie, Easthope, and others.

36. COUNTY OF HURON.

Table with 3 columns: Townships, Apportionment, and Total. Includes Ashfield, Colborne, Goderich, and others.

37. COUNTY OF BRUCE.

Table with 3 columns: Townships, Apportionment, and Total. Includes Albemarle and Amabel, Arran, Brant, and others.

38. COUNTY OF MIDDLESEX.

Table with 3 columns: Townships, Apportionment, and Total. Includes Adelaide, Biddulph, Carradoc, and others.

39. COUNTY OF ELGIN.

Table with 3 columns: Townships, Apportionment, and Total. Includes Aldborough, Bayham, Dorchester, and others.

40. COUNTY OF KENT.

Table with 3 columns: Townships, Apportionment, and Total. Includes Camden and Gore, Chatham and Gore, Dover, and others.

41. COUNTY OF LAMBTON.

Table with 3 columns: Townships, Apportionment, and Total. Includes Bosanquet, Brooke, Dawn, and others.

42. COUNTY OF ESSEX.

Table with 3 columns: Townships, Apportionment, and Total. Includes Anderton, Colchester, Gosfield, and others.

Apportionment to Cities, Towns, and Villages, for 1867.

	Common Schools.	R. C. Sep. Schools.	Total.
Cities—			
Toronto	\$3105 00	\$1611 00	\$4716 00
Hamilton	1788 00	314 00	2100 00
Kingston	1111 00	389 00	1500 00
London	1357 00	201 00	1558 00
Ottawa	776 00	856 00	1632 00
	\$8135 00	\$3371 00	\$11506 00
Towns—			
Amherstburgh	\$140 00	\$110 00	\$250 00
Barrie	159 00	61 00	220 00
Belleville	528 00	174 00	700 00
Berlin	260 00	40 00	300 00
Bothwell	106 00	.....	106 00
Bowmanville	230 00	.....	230 00
Brantford	609 00	119 00	728 00
Brockville	324 00	136 00	460 00
Chatham	429 00	51 00	480 00
Clifton	88 00	54 00	140 00
Cobourg	423 00	107 00	530 00
Collingwood	155 00	.....	155 00
Cornwall	210 00	.....	210 00
Dundas	215 00	115 00	330 00
Galt	358 00	.....	358 00
Goderich	360 00	.....	360 00
Guelph	422 00	158 00	580 00
Ingersoll	338 00	84 00	422 00
Lindsay	138 00	102 00	240 00
Milton	100 00	.....	100 00
Napanee	187 00	33 00	220 00
Niagara	158 00	77 00	235 00
Oakville	103 00	67 00	170 00
Owen Sound	280 00	.....	280 00
Paris	224 00	46 00	270 00
Perth	211 00	79 00	290 00
Peterborough	274 00	176 00	450 00
Pictou	175 00	65 00	240 00
Port Hope	450 00	.....	450 00
Prescott	140 00	120 00	260 00
Sandwich	145 00	.....	145 00
Sarnia	230 00	.....	230 00
St. Catharines	545 00	285 00	830 00
St. Mary's	345 00	.....	345 00
St. Thomas	187 00	.....	187 00
Simcoe	165 00	25 00	190 00
Stratford	313 00	47 00	360 00
Whitby	240 00	60 00	300 00
Windsor	371 00	.....	371 00
Woodstock	390 00	.....	390 00
	10623 00	2391 00	13013 00

Villages—

	Common Schools.	R. C. Sep. Schools.	Total.
Arnprior	\$130 00	.....	\$130 00
Ashburnham	110 00	.....	110 00
Aurora	130 00	.....	130 00
Bath	75 00	.....	75 00
Bradford	113 00	.....	113 00
Brampton	185 00	.....	185 00
Brighton	130 00	.....	130 00
Caledonia	125 00	.....	125 00
Cayuga	81 00	.....	81 00
Chippewa	106 00	44 00	150 00
Clinton	145 00	.....	145 00
Colborne	96 00	.....	96 00
Dunnville	156 00	.....	156 00
Elora	141 00	29 00	170 00
Embro	74 00	.....	74 00
Fergus	130 00	20 00	150 00
Fort Erie	81 00	24 00	105 00
Georgetown	164 00	.....	164 00
Georgetown	156 00	.....	156 00
Hawkesbury	140 00	.....	140 00
Hespeler	95 00	.....	95 00
Holland Landing	80 00	.....	80 00
Iroquois	76 00	.....	76 00
Kemptville	117 00	.....	117 00
Kincardine	150 00	.....	150 00
Lanark	62 00	.....	62 00
Listowell	98 00	.....	98 00
Merrickville	64 00	34 00	98 00
Mitchell	195 00	.....	195 00
Morrisburg	118 00	.....	118 00
Mount Forest	99 00	16 00	115 00
Newburgh	120 00	.....	120 00
Newcastle	100 00	.....	100 00
New Edinburgh	37 00	.....	37 00
New Hamburg	121 00	.....	121 00
Newmarket	101 00	59 00	160 00
Oil Springs	140 00	.....	140 00
Orangeville	88 00	.....	88 00
Orillia	176 00	.....	176 00
Oshawa	208 00	51 00	257 00
Pembroke	66 00	26 00	92 00
Petrolia	78 00	.....	78 00
Portsmouth	92 00	39 00	130 00
Port Dalhousie	145 00	.....	145 00
Preston	148 00	27 00	175 00
Renfrew	75 00	.....	75 00
Richmond	60 00	.....	60 00
Smith's Falls	125 00	.....	125 00
Southampton	90 00	.....	90 00
Stirling	92 00	.....	92 00
Strathroy	130 00	.....	130 00
Streetsville	83 00	.....	83 00
Thorold	154 00	66 00	220 00
Trenton	135 00	65 00	200 00
Vienna	100 00	.....	100 00
Waterloo	158 00	.....	158 00
Welland	115 00	.....	115 00
Wellington	80 00	.....	80 00
Yorkville	183 00	.....	183 00
	\$6816 00	\$499 00	\$7315 00

Summary of Apportionment to Counties for 1867.

	Common Schools.	Separate Schools.	Total.
1. Glengarry	\$2130 00	\$273 00	\$2403 00
2. Stormont	1933 00	.....	1933 00
3. Dundas	2181 00	.....	2181 00
4. Prescott	1510 00	144 00	1654 00
5. Russell	799 00	.....	799 00
6. Carleton	3265 00	114 00	3379 00
7. Grenville	2249 00	41 00	2290 00
8. Leeds	3631 00	20 00	3651 00
9. Lanark	3217 00	16 00	3233 00
10. Benfrew	2482 00	84 00	2566 00
11. Frontenac	2881 00	153 00	3034 00
12. Addington	1893 00	70 00	1963 00
13. Lenox	901 00	.....	901 00
14. Prince Edward	2054 00	.....	2054 00
15. Hastings	4153 00	11 00	4164 00
16. Northumberland	4047 00	70 00	4117 00
17. Durham	3710 00	.....	3710 00
18. Peterborough	2518 00	42 00	2560 00
19. Victoria	2796 00	.....	2796 00
20. Ontario	4528 00	6 00	4534 00
21. York	6172 00	153 00	6325 00
22. Peel	2891 00	17 00	2908 00
23. Simcoe	5530 00	37 00	5567 00
24. Halton	2151 00	.....	2151 00
25. Wentworth	3267 00	63 00	3330 00
26. Brant	2304 00	.....	2304 00
27. Lincoln	2084 00	38 00	2122 00
28. Welland	2096 00	114 00	2210 00
29. Haldimand	2442 00	29 00	2471 00
30. Norfolk	3213 00	45 00	3258 00
31. Oxford	4770 00	.....	4770 00
32. Waterloo	3340 00	157 00	3497 00
33. Wellington	5018 00	384 00	5402 00
34. Grey	5019 00	228 00	5247 00
35. Perth	3901 00	104 00	4005 00
36. Huron	5898 00	82 00	5980 00
37. Bruce	3882 00	43 00	3885 00
38. Middlesex	6778 00	131 00	6909 00
39. Elgin	3489 00	.....	3489 00
40. Kent	3077 00	153 00	3230 00
41. Lambton	2936 00	42 00	2978 00
42. Essex	2363 00	46 00	2409 00
District of Algoma	350 00	.....	350 00
	138799 00	2910 00	138709 00
GRAND TOTALS.			
Counties and Districts	\$138799 00	\$2910 00	\$138709 00
Cities	8135 00	3371 00	11506 00
Towns	10623 00	2391 00	13013 00
Villages	6816 00	499 00	7315 00
	\$161372 00	\$9171 00	\$170543 00

II. Papers on Practical Education.

1. AIDS TO SUCCESSFUL TEACHING.

It is an old saying, that poets are born, not made. In degree, the same thing is true of teachers; there is a certain tact, or art, almost indescribable, possessed by very few, but which, when possessed, renders the teaching of the fortunate individual so attractive as to make him, without doubt, a successful teacher, so far as that lies within the range of human attainment. It is true, as Addison has said—

“Tis not in mortals to command success,”

but then he adds—

“But we'll do more, Sempronius, we'll deserve it.”

It is in this latter view of *deserving* success, that we purpose laying before our readers a few of the more prominent aids to successful teaching.

I. To be successful, you must be in earnest.

Does this admit of doubt? Look around you in the world, see those who through many difficulties and dangers have achieved great success in any undertaking, and you will invariably find that one main feature of their character was earnestness. They set a fixed end before their mind's eye, and with indomitable perseverance they pressed on to its attainment.

As an illustration of this, take the case of Dr. Livingstone; having offered himself as the pioneer of Christian missions to Central Africa, see with what heroic courage he has persevered in the work, amidst difficulties and disasters which would have compelled most men to succumb and retire. Driven back by the unfriendly and suspicious natives, attacked by disease, his wife falling a martyr by his side, he has yet continued at his post. And to be successful teachers, we must imitate this example; we must not be deterred by trifles; difficulties that appear must be surmounted; the work to which we have put our hands is great and important; the time at our disposal is short and fleeting; every moment as it wings its flight is lessening

our opportunities of doing good; oh, then, be earnest in the work, and go to your classes with the conviction and sentiment of Nehemiah, when, in answer to those who sought to hinder him in his work of re-building Jerusalem's prostrate walls, he replied, “I am doing a great work, so that I cannot come down.” If this spirit were more manifested in teachers, there would be less of that inconstant—by fits and starts, here to-day and away to-morrow—sort of teaching which unhappily too much prevails in all our schools.

We read in history that at the time when this country was torn into shreds and sections, when Saxon and Dane and Norman were fighting for the supremacy, it was customary when any leader wished to rouse a district of country, and recruit his wasted forces, to take a war arrow, split it into four parts, and send them out north and south, and east and west; the splinter passed from one freeman's home to another; if it was put into his hand, he must needs send it on to his next neighbour, or if he was absent, it was stuck into the lintel of his door, or into the house-father's great arm chair, which stood by the fireside, and woe betide the man who failed, on his return to send it on. And thus from house to house the arrow sped, oftentimes throughout the night; and then, in the grey light of the morning, the leader's heart was gladdened by the sight of many flocking to his standard.

II. Be patient.

We once read a story of a little girl who got a number of seeds from her father, and a piece of ground in which to sow them; this was to be her garden, no one was to work there but herself; with great glee she set to work and sowed every seed she had; day by day, aye many times a day, she visited the spot, expecting to see the flowers shooting above the soil, but alas nothing was to be seen; growing impatient, she one day raked away the soil to ascertain the reason why, and in doing so, as was to be expected, she raked away the seeds as well. This is an apt illustration of the history of many Sunday school teachers. For a time they continue to work with commendable zeal, none are so regular or punctual as they; but by and bye the interest flags, they do not see any result of their labour, the work becomes irksome and annoying, they find it interferes with their leisure and convenience, and, like the restive horse, becoming

impatient of the bridle, they grow weary and resign, and thus the seed is scattered to the winds.

Now all this is foolish, wrong, and effectually frustrates any chance of success. It is told of a famous political prisoner, who during his long incarceration had many fits of despondency, that he learned a lesson in patience from a spider; the little insect had set its heart on climbing up the wall of his cell, but it was a difficult task; time after time it missed its hold and fell to the ground, but only again to begin the ascent, and at length, after many a trial, its efforts were crowned with success. And to be successful teachers we must be like the spider, difficulties and disasters must only serve as fresh starting places; as the wave thrown back by the land only recedes to cast itself with renewed force upon the sand, so throw yourself with more ardour and zeal into the work, and be assured your patience will at length be blessed with great reward.

Perhaps no better illustration could be found of patience meeting its due reward, than that connected with the laying of the Atlantic Cable; the story is familiar as "household words." In 1865, the great ship sailed, with the hearts of all on board beating high with hope; for a time the welcome news "all going well" was daily passed from ship to land; but suddenly a break took place, the cable snapped, and flying with lightning speed over the side, was lost an "hundred fathoms down." What now? Was the ship's head turned east to bear the sad news home? Ah no! again and again they attempted its recovery, and only gave the pursuit up when every appliance on board had failed. Last year the trial was repeated; once and again the cable was hooked and brought to the surface, once almost within grasping distance, but alas, it slipped away; but the work was continued on another plan, and then at length it was brought on board safe and strong.

Teacher, is thy work seemingly a failure, have thy fond hopes been blasted, has the bud of promise proved delusive? be not discouraged, but persevere, and learn the important lesson that he who would be successful, must, like the husbandman waiting long for the fruits of the earth, "possess his soul in patience."

III. Preparation.

To teach with comfort and success there must be preparation; no one, however talented he may be, possesses the ability to lucidly explain the doctrines of the Bible, and enforce its lessons in a manner likely to captivate the hearts of his scholars, without due study.

The skilful archer who is able with his bow and arrow not only to bring down his bird upon the wing, but to pierce it in any part he chooses, did not acquire his unerring aim without much preparation; at first his hand was unsteady and unskilful, he made many a blunder, and missed many a fair shot; but the practice he thus obtained all told in time, and made him at length win the approbation of the masters in his art.

And your work of teaching is in some respects the same, you wish to pierce the hearts of your scholars with the arrow of conviction, but how can you hope to succeed if you are unpractised and unprepared, your shaft will go wide of the mark, and only lacerate where you hoped to cure.

One result of not being prepared is the inattention of the scholars; it is difficult enough sometimes, with all due preparation, to secure attention, but it can never for a moment be obtained without. You repeat yourself over and over again, until your scholars know as well as yourself what to expect, they have heard it all before; like the well without a fountain but a constant flow, you will soon exhaust your store, and your mental poverty will be all disclosed.

To render your teaching attractive it should abound with illustrations, not stories told for the mere sake of passing the time, but anecdotes of all or every kind that will throw light on what you are trying to explain.

IV. Prayer.

A heathen philosopher once said, give me a fulcrum large enough on which to rest my lever, and I will move the world; but prayer is a greater power than that for it moves the world's God. And we are enjoined in God's word to make our requests known unto Him; and in the Bible, as well as in common life, many remarkable answers to prayer are recorded for our encouragement; and we believe with Tennyson, that—

"More things are wrought by prayer
Than this world dreams of."

It was when Abraham pled for Sodom that God promised to spare it if ten righteous men could be found within its walls. It was when Solomon asked for wisdom to rule Israel wisely, that God gave him that, and riches and honour beside; and if we would be successful teachers, we must pray, and pray earnestly, like Jacob at the brook, that God in the infinitude of His mercy would bless the seed we sow, and water it with His grace, that it may yield an abundant harvest.

Without prayer our earnestness, patience, and preparation, will be all in vain; but with these, we shall have placed the highest

excellence of the faithful teacher in its proper position, as the key-stone that holds firm and secures the whole spiritual arch.

Teach the young children, careless tho' they be;
A blessed mission 'tis from heaven to thee.
Teach them, oh teach them, in the saving word,
Pray thou for them, and surely thou'lt be heard;
With earnestness and love the truth unfold,
Sweetly and mildly be the lesson told.

Altho' the soil be rough, the seeds may spring,
And in Life's noon a plenteous harvest bring;
Faint not, and tire not in thy work of love,
Angels smile on thee from the realms above,
And when thy task is ended, may'st thou see,
Among the blessed, some that learned of thee.

—R. C., in *English S. S. Teacher's Magazine*.

2. ORAL INSTRUCTION IN THE SCHOOL ROOM.

Perhaps few better evidences can be given of effective teaching, than ability in the instructor to seize on passing observations, illustrative of scientific truths, or facts taught in the daily lessons for recitation. I have sometimes witnessed the influence of such suggestive hints, and have inferred that more lasting impressions have been made by them, on the minds of pupils, than by a long time spent in the ordinary routine of school-room exercise.

In many schools a short period is set apart for the pupils to propose questions to each other,—to be solved, either on the spur of the moment, or on the next day allotted to similar exercises. A great part of the examples proposed, have, in most instances, been taken from the text-books in use by the pupils, and repeated at the time proposed. So far as these questions are adapted to familiarize the lessons before studied, they may be useful and often entertaining to the pupils. But if they had been trained with a love of investigation, to observe various objects in nature, it might often occur to them that questions involving illustrations of the principles of the sciences will often be suggested, and the solutions will frequently give a zest to their studies, by showing that many phenomena and facts are transpiring continually, of which they have never before inquired into the causes. Let us suppose a class engaged in the rudiments of Natural Philosophy, and that their preceptor, in order to cultivate their powers of observation, has requested that at their next recitation, the class shall each come prepared, with at least one question, supposed to have a bearing on some fundamental principle of the science in which they are engaged.

The following are a few of the queries that have at different times been suggested to the minds of pupils, on their way to the school-room, or from other occasions of reading and observation.

1. One of the students inquires of another respecting a peculiar form of dew on the grass, having observed, on the morning of the exercise, the moisture on the blades of grass assuming the form of little globules. Myriads of those little shining globes of water were seen standing on the tip ends of the blades. It is required to explain by what law the water assumes this form on the grass. Another of the class has remarked what is commonly called *white* or *hoar frost* on many vegetable substances. The peculiarity of the appearance has suggested the question. 2. In what form does the frost descend to the earth? and 3. What power in nature causes the particles of frost to assume the crystallized form that is so frequently observed? 4. Why is it that when a certain degree of heat is applied to lead, iron or other metals, it changes the respective masses to a fluid form? 5. What would be the effect of applying different degrees of heat to a vessel of quick-silver? 6. On what principle does *water* act in cleansing soiled clothes, or any other surface to which it may be applied? 7. There are two cars at the top of a hill or inclined plane, from which each has a track for descent. Supposing the cars to be of the same size and construction, but one loaded and the other empty, and both be allowed to descend without obstruction, at the same moment,—will they arrive at the foot of the plane at the same, or at different times?

There is another question connected with a branch of national history, called Entomology. It is known that there is a remarkable insect, called the seventeen-year locust (*Cicada Septendecem*). This insect appears at intervals of seventeen years. Will some member of the class inform by what means it finds its way into the earth, and what are its movements during the long periods of its imprisonment in the earth, or during the time passed beneath its surface.*

In this way by the pupil's propounding questions for solution, a spirit of ingenious inquiry may be awakened and many young minds incited to the study of nature.

The above are offered as a specimen of the inquiries which the

* Its first appearance within the recollection of the writer was in the year 1800, and the next of course will be in the year 1868.

writer has heard made on different occasions in the school-room. The teacher will readily perceive that any observing student of the laws of nature, may multiply his inquiries on such subjects to an unlimited extent, in Natural Science; and he need not be told how much judicious answers to the queries, will facilitate the progress of the pupil, as well as increase his love for these useful studies.—HUMANITAS, in *Pennsylvania School Journal*.

3. CONSCIENCE IN TEACHING.

The architects of the Grecian temples, not content with outward semblance, carefully wrought every stone irrespective of its place in the structure. They might have reasoned that a slight defect in a stone placed in the pinnacle or behind a projecting ledge would forever remain unnoticed; yet, though no eye might ever behold its imperfections, they considered it sacrilege to offer the immortal gods anything less than the best efforts of their hands. Their pious fidelity has reaped an abundant reward, not merely in the stability of their works, nor in the unanimous praises of posterity, but also in the honor which ever crowns faithful labors, and in the glory attending such bright examples of duty performed, such enduring lessons of conscientious zeal.

Let us now assume that the truth and nothing but the truth is expressed in the frequently uttered statement, that the work of teaching is the noblest in which man can be engaged, because the work is that of training immortal souls, and of necessity enduring; because on the teacher is devolved the future welfare of the race;—and then these heathen builders, though dead, should stir us up to execute our nobler work with greater zeal, with more pains-taking care, with higher aims, and with the certainty of a more glorious reward. If the highest example of perfect man found his most congenial work in teaching, surely there is constant need that teachers should have and maintain a good conscience. We shall strive to show what this requires.

The mere derivation of the word (*scio*) assumes knowledge; therefore to have a good conscience the teacher should have a right perception of the nature of his calling, the duties it entails, the requirements for executing its obligations, and its capabilities for good. It follows as a necessary consequence of this, that no man is justified in assuming the responsible position of teacher heedlessly, or as a chance avocation to busy his otherwise idle hours. It also follows that teaching is a profession in the best sense of the word, and, like other professions, requires that, before a man assumes his duties, he should thoroughly understand how they may be performed. Unless this knowledge guides our efforts, we shall expose ourselves to the punishments which Eastern legends narrate befel him who through ignorance offered unholy sacrifice to Brahma; purity of design did not avail him, he was bound to know the unclean nature of his gift and forbear the sacrilege.

Having this knowledge the teacher should measure himself so as to ascertain how far he is fitted to carry out the work entrusted him, whether his merits are to be measured by the requirements of a county certificate, or whether they should not far exceed the legal minimum; whether he should be merely a scholar, or whether he should not bring to his work a healthy mind, full of sympathy for his charge, full of love for their welfare, and full of thought for their advancement; whether he should not throw out of view all selfish aims, and absorb self in the complete discharge of his duties. Not by any means do we intend to say that his disregard of self should exclude a proper anxiety for sufficient remuneration; that part of his business should be transacted with the trustees; with his pupils he should have no mercenary plans. As far as they are concerned, he is to know nothing of the sort, but exclude from the school-room everything of this nature.

He should further measure himself to decide whether he is competent to direct the training of the souls committed to him; mere scholarship will not make him competent; neither will a genial nature, nor administrative ability. These are well, but he must also have a clear perception of the plans he intends to pursue and their probable results; and he is bound not to enter upon his labors without some plan carefully considered and digested.

But conscience unless in constant exercise will become dull, however keen at the outset. Not so the conscience of the teacher; it should be quick and tender from daily use. A fit application of conscience would be to decide how much extra labor he can undertake, or whether his daily work will not require all his energies. Clearly he has no right to weary himself either by business or study or the late hours of fashionable society, so as to incapacitate himself for the duties of the school. The headaches of midnight suppers ought not to be charged to the fatigue of teaching. Another application of conscience would be to determine whether his duties end with the day, or whether he is not to bear his school with him at all times. Not that he should be perpetually talking or even thinking about it, for a tender conscience will demand that he should so rest

that he will be fresh for labors to come, and that relaxation and recreation be taken to fit himself for this, as is required in other walks of life. But as is the practice of men engaged in trade, he should be ever on the watch for new plans and fresh investments in his pursuit. He must therefore be ever active to find out the new inventions, and keep pace with the times. Some make their boast that they never carry their classes with them; in the sense we have indicated, this is right, but to forget them utterly is not the part of a good conscience.

That which calls for the most sensitive exercise of conscience, is the necessity of supplying the special needs of each pupil. To do this in large schools is a hard matter, and herein there is danger lest we suffer conscience to lie dormant by merely considering the aggregate to the exclusion of the individual. In this way injustice is often done those whose peculiar hindrances should call for more zealous efforts. The work of the teacher is not to impart facts, but to develop whatever there may be of talent in his rough diamonds; to polish them as well as circumstances will permit, and, if need be, unsparringly cleave off their nodosities and work them into roses or tablets as their nature fits them. But this kind of labor is possible only with individuals. If we treat them only in the aggregate, our best work will be merely to round them off into pebbles, some larger, some smaller, but all uniform.

A good conscience demands that each bit of work be done faithfully; that no labor should be shirked that may benefit the pupil, however tiresome or troublesome it may be.

Thus we have endeavored to indicate rather than express a few points in which the conscience may have a voice. He whose conscience is ever awake and active can not fail to be true and faithful in all things. No better standard was ever reared than that which emblazoned the deeds of a Scottish knight, and which in another age and on other fields may well be our own—FAITHFUL TILL DEATH!—*Ohio Ed. Monthly*.

4. HINTS TO INEXPERIENCED TEACHERS.

To call the roll.—Appoint one scholar in each class, whose duty it shall be, each morning and afternoon, to stand and report the names of such members of his class as are not present,—the teacher recording them at the time. Or, if more convenient, divide the school into sections, and make it the duty of one scholar to look after and report his division. In a school of eighty scholars, it requires but a minute or two to take the attendance; whereas calling each name would consume three or five minutes each half-day. No school can afford to lose eight or ten minutes each day in reading the scholars' names as is the custom of many teachers. With the constant pressure of important school-work, we must economize the time as much as possible.

To secure a good attendance.—Offer a half-holiday a month to those scholars who are not absent or tardy during the month. It works admirably. There are few scholars but will occasionally (and very many frequently) be absent for half a day or a day for no good reason, or, at best, a very trivial one, and with the consent of their parents too. What teacher has not been severely tried on account of frequent absences, which he knew were unnecessary! He has, on a given day, an important subject to teach; but two or three of the class, more or less, are not there, and very likely they are those who most need the explanations. Better furnish them a half-day when all who are entitled to it can be out together. The regular lessons for that half-day can be omitted, and review lessons or miscellaneous exercises given, which those who are present will be most likely to need. This method may not be entirely free from objections, and will not wholly remedy the evil of irregular attendance, by any means; but we have learned by experience that it very much lessens it.—*C. W. C. in Mass. Teacher*.

5. ENCOURAGEMENT OF SCHOOL-TEACHERS.

Though it is allowed by nearly all who have any business or interest in school matters that teachers have many things to discourage them, yet there are some things (and they should not be overlooked) which tend to encourage them in their work.

As a class they have generally salaries which can keep them not only above want, but respectable; and though perhaps they have neither the opportunity nor the inclination to go into the speculations of business men, who sometimes make great gain in a short time, yet by economy, any teacher can, with a fair salary, provide for his own wants, those of his family if he has one, and save money too.

Another thing is, their salaries are sure. Private business employers may fail in their business and be unable to pay their employees, but a teacher's salary (which depends on the residents of the section, who each by law have to pay so much of taxes to make up his salary) is sure. Scarcely any person's money is more easily re-

covered by law than a teacher's. Nothing but his own wilful violation of the school law can prevent him receiving it.

Teachers also who work hard and bring on well the children under them have the sympathy and co-operation of the section. Scarcely anything delights parents so much as to know their children are progressing in knowledge; and the person who is thus the means of their progress is almost sure to receive the thanks and respect of the parents.

Another feature of encouragement is that of later years teachers are becoming more respected. This of course impels them to still go on in the ways of respectability and virtue, to not only retain, but also if possible increase the public esteem on their behalf.

They have also a good deal of time to improve themselves either in body by exercise or in mind by reading, studying, &c. Teachers need not be more unhealthy than other persons in similar occupations. They have plenty of time for bodily exercise if they would only use it. They have also as much, if not more, time for improving their minds than most persons in similar vocations.

Teachers have also the satisfaction of knowing that their labours will in the future make those under their care intelligent men and women, and that almost in every way their teaching will prove an invaluable blessing to them. If the teacher is a christian—one who is converted and has the love of God shed abroad in his heart—so much the better. His holy consistent life, and the influence of his Christian tempers may be the means of leading at least some of his pupils, in after years, to seek the "love of Christ which passeth knowledge."

J. S. ROSS.

West's Corners, May 11th, 1867.

III. Papers on the School Room.

1. WHAT EVERY SCHOOL-HOUSE SHOULD HAVE.

In the first place, it should have a pleasant location, where it will not be exposed too much to the noise and dust of the highway, nor have noisy factories, nor distilleries, nor pork-houses, as its near neighbours. Nor is it advisable to locate it, as is often seen, close by the burying-ground. Its surroundings are educators not to be neglected.

It should have separate entrances for the sexes, and entrance-halls large and light, well supplied with nails, or wardrobe-hooks, to accommodate the outer and upper garments of the pupils. An umbrella-stand, and boxes, or pigeon-holes, for overshoes and dinner-pails, are desirable. If the school be large and graded, the primary scholars should have separate entrances, and separate grounds. Otherwise, they will always be exposed to injury from the larger pupils.

Every school-house should have a room which can be made comfortable for the pupils, to be occupied by them at noon, or when the teacher is away. Most of the damage to school-houses is done at noon by those who remain, often expressly to be rude and noisy. A plain room, with only a single stout bench around the wall, will answer. This can be put into the ordinary small school-houses between the two doors. It can be used as a recitation room, and it will generally repay very large interest on its cost.

Every school-house should have a well, and a place for washing. What thirsty creatures school-children are can only be realized by teachers, and by those who live near schools. Most mothers are aware of the startling facility with which the hands and faces of their little ones become "of the earth, earthy." And to save annoyance, to teacher and to neighbours, and to enforce cleanliness, water and the means of using it should be supplied.

Every school-house should have an ample play-ground, especially in villages, so that the scholars can have room for active amusements without being on the street, or in the neighbouring premises. And this should not be made a garden, or closely set with trees. Ornamental shrubbery is out of place in a play-ground. A row of shade-trees around the outside is well, but no cramping the play ground should be allowed.

Every school-house should have a large floor-space unoccupied by desks. There should be a wide passage-way outside the desks, entirely around the room. No teacher wants scholars lolling against the wall, or leaning on the window-sills. The walls are thus free to be used for blackboards, and classes can be placed on either side of the room at convenience. There is then room for visitors at examinations where they can sit apart from the pupils. A teacher can pass entirely around the room with freedom.

Every school-room should have a suitable place to keep its books and apparatus under lock and key when not in use, a closet; with glass doors, if there is anything worth displaying, but something safe and strong, where the globe can be kept from revolving too often,

and the dictionary be secure from that "play upon words" which is sometimes indulged in.

Every school-room should have its windows so that they can be lowered from the top, as the safest cheap ventilation practicable.—*Illinois Teacher.*

2. A PLEA FOR BEAUTIFUL SCHOOL ROOMS.

Happily for coming generations, the old notion has passed away, that *shelter* is the chief element in school architecture. In the memory of our fathers it was thought enough if, externally, the school house had four sides, a floor and a roof; and internally, a fire-place and a row of benches. At best it was an uncouth box, into which children were whipped, and from which their instincts prompted them to run. Neither without nor within was their anything to attract children. There was a general impression that learning was a good thing, and that children *must* go to school, *nolens volens*. There was no attempt to make the school such an attractive place that children would find their greatest enjoyment there. Nor was this the result of a hard necessity. The homes from which these children came were made pleasant in various ways. White walls, tidy furniture, carpets, music and pictures made home a pleasant spot, pleasanter, perhaps when contrasted with the dreary school room.

Now, however, school architecture studies *beauty* as well as *utility* and there is a general recognition of the truth that beauty has high and essential uses. Had we no needs but clothing and food, there might be some ground of distinction between the beautiful and the useful; but so long as we have an immaterial nature yearning for culture and development, we must use nectar and ambrosia to satisfy the needs of our divine being. In respect to true manhood, a flower garden may be more truly useful than a potato field, an oil painting than a blank cheque, a piano than a locomotive.

In human culture, the most potential forces are intangible ones. They proceed from unrecognized sources, and their ministrations are so unconscious that they scarcely seem to have any existence. In the work of school discipline, he governs best who seems not to govern at all. The true disciplinarian is a centre from which proceed forces silent in their operation, and potential in their results, and potential in proportion as they are unobserved. Such a person knows that his school is orderly, but how or why, he can not tell. Neither do pupils themselves know. There is some invisible, intangible force at work upon heart, mind and muscle, and to this force no resistance can be made, because its very existence is unnoticed and unknown. This "unconscious tuition," as Dr. Huntingdon calls it, resides in *things* as well as in persons; and it is to a consideration of this fact that we wish to direct attention. The very appointments of a school room may invite disorder or prevent it—they may either co-operate with the teacher in securing good discipline, or they may counteract and neutralize his best efforts in this direction.

In this "Plea for Beautiful School Rooms" we have in mind not only the modest school houses by the country road-side, but also the costly and beautiful buildings in our towns and cities. In all these much has been done in the direction of good taste and beauty at public expense, but opportunity has been wisely left for individual enterprise and taste. Common taxation usually provides a beautiful exterior, as well as light, warmth, white walls and varnished furniture within; but it does not furnish carpets, pictures, flowers and other ornaments necessary to make the school room a truly beautiful place. It is best that all these things are not provided at public expense. Why is it that school property is so wantonly destroyed? The boy who scratches or cuts his desk at school would not think of doing such a thing in his mother's parlor. Why is there this difference? Evidently for the reason that in one case there is a feeling of ownership, or a regard for the rights of others, while in the other there is neither of these things. The school building and contents belong to many persons in general, but to no one in particular. Hence any injury done to such property affects a given individual so slightly that it scarcely seems to be a positive violation of right. Before the rights of such property will be respected, there must be in the school room a feeling of personal ownership; and this feeling can be established in no other way so successfully as by a real investment in something bought for the common good. Hence we say that in providing ornaments for the school room, they should be bought by teachers and pupils, and not in such a way as to leave the impression that their ownership is fictitious, and that they can be injured without individual loss.

The first step towards the work under consideration is to arouse a lively interest among pupils; and this calls for some tact on the part of the teachers. Have pupils pleasant homes? Why are they so pleasant? Why have their parents bought pianos, carpets, elegant furniture, books and pictures? How much time do they spend in those beautiful parlors? How much in the school room?

If so much is done to make a room pleasant in which they spend only a small part of their time, ought not something to be done to beautify the school room in which they pass so many hours, weeks and terms? Such conversation will usually give the right *direction* to pupil's thoughts, and when this is done, the work is easily carried forward.

The thing of all others which must be done at the very first is to secure absolute cleanliness in every thing which can be effected by broom, soap and water, or paint. It is useless to talk of pictures and carpets, while floors, wood-work and ceilings are begrimed with dirt; and if the proper authorities will not do this work, teachers and pupils must. This is one of the cases in which we must make a virtue of necessity; but even this necessity may become a source of pleasure. It is certainly a source of sweet satisfaction to draw a paint brush over surfaces which can be redeemed in no other way. As stain after stain disappears under your magic touch, you experience a feeling of wonderful comfort; and you realise as never before that cleanliness is next to godliness. When these matters have been suitably attended to the curtains should be adjusted in some becoming manner. It seems like an easy thing to fix window curtains in proper position; but it is painful to notice the ugly shapes into which the ingenuity of pupils can torture them.

If, as in most school rooms, there is a rostrum for the teacher's table, it will add very greatly to the appearance of things to have it neatly carpeted. There is probably no one thing which gives so decided a parlor-like aid to a school room as this; and on this account it will be well to make this the next thing in order. There will now be need of money, and it may be profitable to speak of some ways of raising funds. In many cases moderate amounts can be raised by requesting each pupil to contribute to the proposed object. If there is the right *sentiment* in school, the matter can be managed in this way without difficulty. Where larger amounts are required, a very pleasant way is to invite the members of the school to meet at some convenient place in a social way, with the expectation that each one shall pay a small sum towards the object in view. The circumstances must be very peculiar in which one or both of these methods will not succeed.

Next in order we would mention a picture. Its character and price must be determined by the grade of the school and the amount of money to be expended. There are hundreds of beautiful engravings which cost but little, but which give an air of comfort and elegance to the school room. Our advice is *buy pictures of some sort, good ones if you can, but of any degree of merit rather than none at all.*

In work of this nature an all important element of success is *patience*. Do not be disheartened if there is no immediate response to your appeal. We have in mind an instance where an attempt was made, in the early part of the term, to interest pupils in this matter; but it seemed to be to no purpose. On the very last day of the term, however, a beautiful painting was hung upon the wall of the room, procured by voluntary contributions.

When one point has been gained, it is best to take stock of the progress already made before making another attempt. The pleasure derived from one improvement will prepare the way for another; and so the work may go on by degrees till the school room, once dingy and unlovely, has been transformed into a beautiful drawing room, as attractive as the home parlor.

Another element of culture, which we have not space to notice at proper length, is music. This is one of the most efficient governing forces which can be employed in school discipline. A school room without music is not a fit place for a child; and when we reflect that five out of every six children can sing, we see no excuse for such neglect. We hope the day will come when a musical instrument, of some sort, will be used in every school. Every High School should have its Piano, or if this can not be afforded, a Cabinet Organ.

We have no doubt that these ideas seem Utopian to some; and did we not know that they are just as true in practice as in theory, and that it is entirely possible to accomplish the work for which we plead, we should not venture to speak in the way we have: but having had some experience in the management of schools, and knowing that there is this better way, we confidently invite attention to this "*Plea for Beautiful School Rooms.*"—*Michigan Teacher.*

IV. Papers on Scientific subjects.

1. VALUABLE SCIENTIFIC DISCOVERY.

An interesting and important scientific discovery was made at Cohoes, in the State of New York, on Friday last, during the excavation of a peat bed for the foundation of a new mill. About a month ago the jaw bone of a mastodon was found in the same place, and the discovery on Friday was of the remaining bones of the anted-

luvian animal. They were found fifty feet below the surface, and are thus described in a telegram to the New York papers:—

"Two tusks, backbone, the upper jaw and cranium, a number of the ribs, the hip bones, shoulder blades, and the bones of the hind legs. The tusks were each nearly six feet long and about nine inches in diameter. One of them, upon exposure to the light, crumbled to pieces like clay, resembling that substance in appearance and texture. The ribs, of which there were fourteen found, are about four-feet long, the largest being four feet nine inches. The upper jaw bone is four feet nine inches long from the extremity of the mouth to the cranium, and across the forehead measures about three feet. So heavy is it that it was with difficulty four labourers could move the mass. The sockets in which originally were located the eyes of the monster, are almost large enough to admit the head of a man. The hip-bone is five feet long, and weighs 100 pounds; the shoulder-blades measure two feet nine inches, and weigh about 50 pounds each. The bone of the leg at the knee-joint measures thirteen inches in diameter. The other fragments found are in harmonious proportion to those already mentioned. Professor Marsh, of Yale College, was present soon after the discovery was made, and pronounced it the most remarkable scientific event of the age. The structure will now be united in its several parts by means of wire, and thus a very accurate idea can be formed of the size and weight of the monster to which it belonged. After a separation of countless ages, probably, the several parts will be re-united.

2. SKELETON LEAVES AND PHANTOM BOUQUETS.

We give the method of preparing skeleton leaves and phantom bouquets, for the benefit of our lady teachers. By taking a little pains, they can easily interest their pupils, and awaken within them a love for such pursuits; and who can tell how many homes may be made beautiful, and how many hearts happy, and how many lives purer, by such love!

A solution of caustic soda is made by dissolving three ounces of washing soda in two pints of boiling water, and adding one and a half ounces of quick lime previously slacked; boil for ten minutes, decant the clear solution and heat it to boiling. During ebullition add the leaves; boil briskly for some time—say an hour,—occasionally adding hot water to supply the place of that lost by evaporation. Take out a leaf, put it into a vessel of water, and rub it between the fingers under water. If the epidermis and parenchyma separate easily, the rest of the leaves may be removed from the solution, and treated in the same way; but if not, then the boiling must be continued for some time longer. To bleach the skeletons, mix about a drachm of chloride of lime with a pint of water, adding sufficient acetic acid to liberate the chlorine. Steep the leaves in this till they are whitened—about ten minutes—taking care not to let them stay in too long; otherwise, they are apt to become brittle. Put them into clear water and float them out on pieces of paper.—*Illinois Teacher.*

3. EOZOON IN CANADA.

A correspondent writing from the University of London to the *Athenæum* says:—

"Sir William Logan has just brought to this country a specimen of Eozoon, recently discovered in Canada, which is more perfect in its external configuration than any previously found, and which, occurring in a homogeneous limestone, cannot have been manufactured by the processes which are supposed by Profs. King and Rowney to have been at work in the production of the serpentine Eozoon. This specimen would undoubtedly have been supposed to be a coral allied to Stromatopora, but for the evidence afforded by the microscopic structure of the serpentine specimens, which unmistakably demonstrates its foraminiferal affinities in the opinion of every naturalist who has established his claim to authority upon such a question; and it will come to be considered hereafter whether Stromatopora itself will not have to be transferred to the same group. "If any should now persist in regarding *Eozoon Canadense* as the product of 'a plastic virtue latent in the earth,' they must for consistency's sake adopt Dr. Plot's ætiology as good for all fossils.

4. DISINFECTING SCHOOL OFFICES.

Stradbroke Vicarage: November 16, 1866.

SIR,—I have to thank several of your correspondents for replies to my inquiry about the best mode of disinfecting school-offices. One simple remedy, recommended by a schoolmaster in Lancashire, I have found very effectual and very cheap. It is coppera, or green vitriol, dissolved in water, and thrown into the offensive place. It costs about 2s. a stone in coarse crystals.

Yours faithfully,

J. C. RYLE.

V. Paper on Meteorology.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for May, 1867.

OBSERVERS.—Barrie—Rev. W. F. Cheekley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit, RANGES, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, WINDS, HUMIDITY OF AIR, TEMPERATURE OF AIR, TENSION OF VAPOUR.

Table with columns: STATION, MONTHLY MEANS, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, RAIN, SNOW, AURORAS, WHEN OBSERVED.

Barrie.—On 1st ice left Kempenfeldt Bay—latest day for several years. 6th, hail storm at 5 p. m. from W. 25th, very heavy blow from SE between 10 and 12 a. m. 27th, remarkable aura, very similar to that seen 17th April, 1866, and fully recorded. Frost on 2nd and 3rd. Rain on 6th, 19th, 13th, 14th, 15th, 16th, 20th, 21st, 22nd, 23rd, 24th, 25th, 29th, 30th. Vegetation this month very backward. BELLEVILLE.—On 2nd, about 9.30 a. m. hail began and continued a few minutes; high winds this day W and NW, and at night severe cold, next morning half an inch of ice. 17th, hail with rain for some minutes, commencing at 1.15 p. m. 27th, between 9 and 10 p. m. luminous ap- pearance in north and auroral segment discerned, although northern horizon obscured by clouds; at same time a brilliant arch of light com- pletely spanned the heavens from E to W, apparently reaching the zenith in the centre. On 31st, about same time, a similar but fainter arch, 30th, distant thunder began 7.30 p. m., and at 8.30 p. m. rain, which soon ceased. Frost 2nd, 3rd and 4th. Rain on 1st, 4th, 5th, 6th, 8th, 9th, 18th, 14th, 15th, 17th, 20th, 21st, 22nd, 23rd, 25th, 28th, 29th, 30th, 31st. An exceedingly wet and gloomy month. The follow- ing is a statement of rain in May at this station for ten years:— May, 1858, 17 rainy days 5.056 inches. May, 1859, 7 rainy days 3.988 inches. " 1860, 11 " 2.289 " " 1861, 12 " 8.760 " " 1862, 5 " 1.837 " " 1863, 7 " 1.891 " " 1864, 11 " 4.782 " " 1865, 6 " 2.500 " " 1866, 9 " 2.432 " " 1867, 19 " 5.285 " CORNWALL.—Violent wind NW during night of 1st. Light shower of

snow during morning of 2nd; at 1 p. m. wind from NW (velocity 1); at 2.30 p. m. a sudden storm of wind (5) from S and quick gathering of nimbi; slight snow and very heavy rain lasted about half an hour; at 3 p. m. gentle rain, wind NW (2). 14th, thunder during morning. 30th, lightning about 10 p. m. Frost on 13th. Fogs 1st and 9th. Rain on 1st, 4th, 6th, 7th, 8th, 9th, 10th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 22nd, 23rd, 24th, 25th, 26th, 29th, 30th, 31st.

GOBERICH.—On 2nd at 10 a. m. and 7th, at 11.30 a. m., flurry of snow melting as it fell. 14th, lunar halo at 8 p. m. 16th, solar halo. 20th, Michigan side clearly visible, vessels and harbours seen. Frost 2nd, 3rd, 10th, 13th. Fogs 7th, 14th, 23rd. Rain 4th, 5th (Sunday), 6th, 13th, 14th, 15th, 21st, 22nd, 23rd, 24th, 26th (Sunday), 27th, 28th. Season unusually backward and cold; the crops, nevertheless, look well, and to all appearance there will be an abundance of fruit.

HAMILTON.—Barometer fell gradually from 7 a. m. 3rd, 30.102 to 7 a. m. 9th, 29.187. 13th, first thunder storm of season; flashes very bright, rain in torrents, passed over city from W to E. 9th, at 9.30 p. m., an ordinary meteor in S, 15° high, fell towards W. 27th, an extraordinary display of aurora, began about 10 p. m. and continued till long after midnight; the whole north illumined with fitful flashes, radiations sometimes extending across the zenith. The following dates of blossoming were noted: soft maple on 3rd, burdock on 5th, elm on 6th, dandelion on 16th, weeping ash on 18th, cherries on 24th, pyrus japonicus and flowering currant on 24th, hard maple on 25th, plum trees on 27th, strawberries on 28th. Frost on 2nd, 3rd, 4th, 20th, 22nd, 27th. Storms of wind on 1st, 2nd, 4th, 8th, 9th, 14th, 20th, 21st, 22nd, 23rd, 24th, 25th, 28th. Rain on 1st, 4th, 5th, 6th, 13th, 14th, 15th, 17th, 19th, 20th, 21st, 22nd, 23rd, 24th, 27th, 28th, 29th, 30th. In temperature the average of the averages of the five weeks beginning Monday 30th April, and ending Saturday 2nd June this year is 48°57, while in corresponding weeks last year it was 50°88, while the winter of 1866-7 was the milder. The month very cold and wet, wind unusually raw and chilly; deaths, chiefly from pulmonary disease, very numerous, the aged and middle aged chiefly affected.

PEMBROKE.—Ice on the Ottawa broken up on 1st; first boat crossed 2nd. Ice floated 4th, 5th, 6th and 7th; on 8th, river was free and the steamer began running. On 11th, first raft passed. Leaves started on 21st; small trees green on 28th. Some wild flowers, but spring unusually late. Lightning with rain on 30th. Frost on 2nd, 3rd, 4th, 13th. Storms of wind 2nd, 4th, 8th, 9th, 10th, 25th. Fog on 6th. Snow on 2nd. Rain on 1st, 4th, 5th, 6th, 7th, 8th, 9th, 11th, 14th, 16th, 18th, 20th, 21st, 22nd, 23rd, 25th, 28th, 29th, 30th. Unusual number of sudden deaths in the vicinity of station, generally with a few hours illness; supposed cause "spotted fever," and chiefly confined to children. Temperature changeable and atmosphere damp. Ground constantly wet and little growth.

PETERBOROUGH.—On 1st, faint auroral light. 2nd, faint auroral light with a few streamers; ice broken up on the large back lakes. 3rd, hard frost; thick ice on the bays and narrows of the lakes. Rain from 12.37 p. m. 18th till 10.40 p. m. 15th. On 16th, parhelion observed on the end of a stratus over N W H at 6 p. m., atmosphere murky in vicinity of cloud—very bright—continued for 35 minutes, when faded gradually as sun declined. On 17th, several times during the day a nimbus appeared at about N N W and passed over the sky in a southerly direction; wind ranged generally during the day between W and N W, but these nimbi always appeared to carry with them a current nearly due N; as soon as they began to approach Z, the vane pointed N, until the cloud had passed over, when the vane resumed its original direction. 22nd and 23rd, a humming bird observed on both days, though raining. 27th, strong auroral light appeared over N H—very luminous at N E; at 9.30 p. m. a slender arc appeared, spanning the heavens from E to W, passing about 6° south of γ Ursæ Majoris and terminating at each end about 11° above H; it did not change its position but continued to quiver and flicker gently and disappeared gradually in about 25 minutes. Month remarkable for cloudiness and frequent rains; very unlike same month in ordinary years. Oldest settler in vicinity does not recollect a May in Canada like it. Also remarkable for prevalence of severe attacks of the lungs and bronchitis, also of catarrh and influenza. The leaves were only half out on the early forest trees on 31st, and the buds only bursting on the oaks and other late trees. Frost on 2nd, 3rd, 4th, 7th, 11th, 19th, 21st, 27th, 28th. Snow on 2nd. Rain on 1st, 4th, 5th, 6th, 8th, 9th, 13th, 14th, 15th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 29th, 30th.

SIMCOE.—On 3rd, about 9 p. m. very luminous falling star in S. 4th, magnificent solar halo from before 12 till nearly 1 p. m., blue and brown-red circles about 40° in diameter; heavy rain followed at 4 p. m. 8th, 7 a. m. cloud motion N E, also rapid S W, while vane was N; at 1 p. m. under clouds S W, upper N E, vane N. 13th, thunder and lightning; ordinary lunar halo. 14th, thunder and lightning, 9.30 till 11 a. m., and again with rain same day. 20th, at 1 p. m. upper current N E, under W, surface wind E. 21st, lightning, thunder and heavy rain from 3 till 5 p. m. 24th, full foliage now bursting out; willows and other early trees green and the rest following; peach, plum, and other fruit trees in bloom, having been budding for the last seven weeks; grass and wheat luxuriant; the spring though tardy and bleak is upon the whole propitious. 27th, aurora at least 10° in depth, and stretched round to E; it looked like a bank of dense white clouds, but stars were visible through it; two beams pointing up from horizon. 28th, lightning. A falling star at 9 p. m. from near Z on 27th and 28th at 9 p. m. On 30th, at 5 p. m., magnificent double rainbow in E. Frost on 2nd, 3rd, 4th, 13th. Rain on 1st, 4th, 13th, 14th, 17th, 20th, 21st, 22nd, 23rd, 25th, 28th, 30th.

STRAFORD.—9th, large lunar halo. 12th, arc of colored solar halo. 18th, at 10.30 p. m. large lunar halo. 24th, thunder, lightning, hail and rain from 1.25 till 2.30 p. m.; hail from 1.35 to 1.38 p. m. very heavy. 28th, currant bushes in leaf and flower. 29th, wild plum trees in bloom. Frost on 2nd, 3rd, 4th, 11th, 12th, 18th, 24th, 27th. Storms of wind 2nd, 21st, 25th. Fogs 13th, 29th. Snow 2nd, 17th. Rain on 1st, 4th, 5th, 6th, 13th, 14th, 15th, 17th, 19th, 21st, 22nd, 23rd, 24th, 26th, 28th.

WINDSOR.—On 15th, violets in bloom; rainbow in afternoon. Lightning thunder and rain 12th and 13th. Heavy rainstorm from midnight of 20th to 7 a. m. 23rd, raining continuously for over fifty hours. 31st, tulips and lilies. Frost on 2nd, 3rd, 8th. Storms of wind 21st and 25th. Fog 16th, Rain on 4th, 9th, 13th, 14th, 15th, 16th, 20th, 21st, 22nd, 23rd, 25th, 27th, 28th. Month unusually rainy; season exceedingly backward in consequence, and farming operations much impeded.

St. JOHN, NEW BRUNSWICK.—We extract the following from a report kindly sent by an observer at this point: for the month of May the corrected mean readings of *Barometer* were at 8 a. m. 29.885, at 2 p. m. 29.870, at 10 p. m. 29.885, mean 29.881. Highest, 30.484 on 4th; lowest, 29.631 on 13th; range .953. *Temperature*: mean at 6 a. m., 43°13, 10 a. m. 50°65, 2 p. m. 52°22, 6 p. m. 49°18, 10 p. m. 43°87. Highest 68° on 28th, lowest 31° on 4th. Greatest daily range 21° Warmest day, 28th, mean 58°7; coldest, 4th, mean 37°3. *Tension of vapour*: mean at 8 a. m. .258, 2 p. m. .290, 10 p. m. .256, mean 268. *Humidity*: mean at 8 a. m. 78, 2 p. m. 74, 10 p. m. 84, mean 78.7. *Wind*: E to S W 23 days at 2 p. m. *Rain*: 14 days and 9 nights, total fall, .5760 inches.

VI. Papers on Colonial subjects.

I. THE PISTOLS OF DR BADILART.—AN INCIDENT OF THE BATTLE OF THE PLAINS OF ABRAHAM.

Our correspondent L. sends us the following:—Of the several corps who served in 1759 under the immortal Wolfe, the 78th, or Fraser's Highlanders, is probably the one which left the most memories. About ten years after the battle of Culloden, which terminated the unlucky rising of 1745, Mr. Pitt, observing with a liberal and statesmanlike eye the spirit of loyalty towards those who placed confidence in them, which was the distinguishing characteristic of the Highland clans, resolved to employ them in the foreign service of Great Britain, under the command of officers chosen from the most esteemed Scottish families. He knew the chiefs could be depended upon where their faith was engaged; and he was aware of the devotion with which the clansmen followed the fortunes of his chieftain. The experiment succeeded to the fullest extent; and Mr. Pitt had the merit of drawing into the British service a hardy and intrepid race of men, who served the crown with fidelity, who fought with valour, and who conquered for England in every part of the world. Following up this enlightened policy, in 1757 the Hon. Simon Fraser, who had himself been engaged in the rebellion and whose father, Lord Lovat, had been beheaded for high treason on Tower Hill, was appointed Lieut. Col. Commandant of a battalion to be raised upon the forfeited estate of his own family, then vested in the Crown. Without estate, money, or influence, beyond the hereditary attachment of his clan, the Master of Lovat found himself in a few weeks at the head of 800 men, entirely recruited by himself. His kinsmen, officers of the regiment, and the gentlemen of the country around added 700 more. The battalion was thus formed of 13 companies of 105 men each, numbering in all 1,460 men, including 65 sergeants and 30 pipers and drummers—a splendid body of men, who afterwards carried the military reputation of the nation to the highest pitch. In all their movements they were attended by their chaplain, the Rev. Robert Macpherson, who was called by them *Caipal Mor*, from his large stature. They wore full Highland dress, with muskets and broad swords. Many of the soldiers added at their own expense the dirk and the purse of otter's skin. The bonnet was raised or cocked on one side, with a slight bend inclining down to the right ear, over which were suspended two or more black feathers. Eagle's or hawk's feathers were worn by the officers. During six years in North America, Fraser's Highlanders continued to wear the kilt both winter and summer. They, in fact refused to wear any other dress, and these men were more healthy than other regiments which wore breeches and warm clothing. At the battle of the Plains the loss of Fraser's Highlanders amounted to three officers, one sergeant, and fourteen rank and file killed—ten officers, seven sergeants, and one hundred and thirty-one rank and file wounded. It is a singular fact that Scotchmen were occupying high offices in both armies. General Levi's aide-de-camp was the Chevalier Johnstone. The French had also a Scotch officer in charge of one of the Sillery outposts; his name was Douglass. It was one of the celebrated warriors of the master of Lovat who was the chief actor in the following incident; it has never appeared in print, a family tradition, carefully preserved amongst the lineal descendants of the other actor, the Panet family, of Quebec. During the last year of the French dominion in Canada, there was a cele-

brated French surgeon, Dr. P. Badilart, an army physician. On the memorable 13th of September, 1757, Dr. Badilart was in attendance on the Plains of Abraham; on the retreat being sounded, a powerful Highlander, of the name of Fraser, selected the French physician amongst the fugitives and attempted to capture him. The disciple of Esculapius immediately drew a pistol and attempted to shoot his captor, who succeeded in disarming him before any harm was done, after a struggle in which the *sauvage d'Ecosse*, as the Highlanders were then styled by the French, remained the victor. After the surrender of Quebec the French surgeon was released, and having accepted the new *regime*, he determined to continue the practice of his profession in Quebec. Fraser having also obtained, shortly after, his discharge, settled in Quebec, where he taught a school in the vicinity of the residence of Dr. Badilart, in Garden street, we believe. A good feeling sprung up between the doctor and the Highlander, who, whenever he met the son of Hippocrates, used to familiarly greet him with the salutation, "Bon jour, mon prisonnier." Dr. Badilart, being a man of ability, was well treated, nay, honoured with appointments by the English Government. Thus we find him in 1785 charged by Government, as assistant military surgeon, to go and enquire and report on a new and dreadful disease then showing itself and known as *Le mal de la Baie St. Paul*. Relentless fate successively removed the valiant Highlander and his fiery friend "mon prisonnier," and the incident of the Plains might possibly have been lost and forgotten had not, on the 13th September, 1859, the centennial anniversary of the great battle, a descendant of Fraser unexpectedly presented and returned to a descendant of Dr. Badilart, the late John Panet, Coroner of Quebec, the identical pistols used a century before; they are now the property of Mr. Panet, of this city.—*Quebec Chronicle*.

2. INSPECTION OF SCHOOLS IN NOVA SCOTIA.*

For the information of trustees and teachers, we give below a transcript of the most important items contained in the portfolios recently forwarded to the inspectors of schools, by the Superintendent of Education. No provision of the law has done more for the encouragement and stimulus of public education, than that which provides for the half-yearly inspection of schools and school premises. Under the operation of the amended law, it becomes a matter of the first importance that every award of public money shall be based upon reliable statistics, obtained by careful and minute inspection.

By a careful perusal of the following, trustees and teachers of common schools may obtain a pretty correct idea of the nature of the official inspection.

To THE INSPECTORS OF SCHOOLS :

The following are the points under the head on which notes are expected to be made :—

ACCOMMODATION.	SCHOOL.
BUILDING :	CLEANLINESS, &c. :
(1) Site.	(1) Cleanliness of premises.
(2) Repair.	(2) Neatness in disposal of apparatus, &c.
(3) Ventilation.	(3) Tidiness of Pupils.
(4) Commodiousness.	
FURNITURE :	CLASSIFICATION :
(1) Style of Desks.	(1) Good or not.
(2) Condition.	(2) Interfered with by want of books or not.
(3) Supply.	(3) If graded, according to law or not.
(4) Arrangement.	(4) Time-table, judicious or not.
APPARATUS :	MODES OF TEACHING :
Enumerate the several articles, using abbreviations, if necessary : e.g. 140 b. bd., for 140 sq. feet of blackboard; <i>Eng. dict. 4to.</i> , for 1 English Dictionary, quarto size, &c.	(1) Skill in presenting subjects.
	(2) Skill in conducting class-exercises.
	(3) "Oral lessons," (<i>Comments</i> , p. 33, par. 3).
	(4) Class of license, sustained or not.
TEXT BOOKS :	PROGRESS, &c. :
(1) The prescribed or not.	(1) Satisfactory or not.
(2) Supply.	(2) If below middling, cause.
(3) Properly cared for.	
(4) Reg. carried out (<i>Circ.</i> 10).	ORDER, &c. :
PLAY GROUP :	(1) Quietness of school.
(1) Size.	(2) Attention to work in hand.
(2) Fenced or not.	(3) Order in assembling and dismissing.
(3) Improved or not.	(4) General character of punishments.

OUTDOORS :

- (1) Fitness of Construction.
- (2) Location.
- (3) Cleanliness.

PHYSICAL EXERCISES :

- (1) Due amount of.
- (2) Judicious or not.
- (3) Precision in performance of.

Notes on the above points, in order to be serviceable for publication, should be uniform, i.e., a uniform system of classification should be followed. In every case where quality or style is involved, the relative degrees of excellence will be sufficiently indicated by using the following descriptive words : very good, good, middling, poor, very poor. The numbers given above may be used for reference, thus : BUILDING, "(1) not central," for "site, not central," &c.

T A B L E.						
Weather :	Roads :	Registered in	Present in	Estimate	Aver.	
						Vocal Music
READING AND RECITATION.	Book.	Book.	Book.	Recitation.	Aver.	
						Oral (on reading lessons, &c.)
						Written (by dictation).
SPELLING AND DEFINITE.	Text-Book.	General.	N. Scotia.	Oral.	Aver.	
GEOGRAPHY.	Sketch Book.	Model Cards.	First Lessons.	Half Text.	Fine Hand.	
DRAWING.	Ball Frame (obj-jects).	Mental.	State.	Oral (on reading lessons).	Text Book.	
ARITHMETIC.	British.	Brit. American.	Keeping of Accounts.	Chemistry of Common Things.	Aver.	
HISTORY.	Aver.	Aver.	Aver.	Aver.	Aver.	

* The official regulation on this subject, to be observed by local superintendents of schools in Upper Canada, will be found in the *Trustees' School Manual* for 1864, pages 86 and 87.

In the Table enter the numbers registered and present in all the branches taught in the school. The estimate must, of course, be confined to the subjects in which pupils are actually examined.

It has been decided that, for indicating the proficiency of the pupils in the several branches, the following scale will be more serviceable, and more easily applied, than the system of marking formerly used: very good, good, middling, poor, very poor. To indicate these degrees, use the figures 5, 4, 3, 2, 1, respectively.

Under READING, space is given for three books—the numbers being left blank. It is undesirable that more than three should be simultaneously in use in the one school.

Inspectors are requested to pay particular attention to the encouragement of Singing and Drawing, in the schools. Singing should be one of the first exercises at the inspection of a school, especially of an elementary one.

REMARKS.

Under REMARKS, note any very special features in the LIFE of the school. The interest taken by the people and trustees, &c. State, also:—

I. Whether defects pointed out at previous inspection, have been remedied by trustees and teacher.

II. Whether the agreement between trustees and teacher is according to law. Report faithfully every case of illegal stipulation in regard to the county fund.

III. Whether the provisions of the law respecting accommodation have been carried out.

These notes are to be forwarded to this office at the close of the term. Number the pages in order, and fill out an index of the whole.

T. H. RAND, *Superintendent of Education.*

Education Office, January, 1867.

—*Nova Scotia Journal of Education.*

3. PROGRESS OF NOVA SCOTIA.

Who can predict what the future of British America will be? Our progress has been rapid. In less than half a century the face of nature has been changed. The Indian wigwam is now seen only as the relic of a by-gone day. A more active and a more vigorous race has supplanted the red man. The bustle and hum of civilization everywhere greet the ear. Its blessings are widely diffused. Comfortable farm-houses, thriving villages, towns and cities, seats of learning and temples of the Most High everywhere adorn the land.

The manner in which many of our Provincialists have acquitted themselves in the world's broad field of action, ay, and on the field of mortal strife, amid the din of battle and clang of arms, proves that we are not unworthy descendants of the men who fixed our language and modelled our constitution, or of those who victoriously fought at Agincourt, Louisburg, Quebec and Waterloo. The inherent energy of the population of these Provinces will rapidly develop our resources. Our ancestors who made their homes in the forests of this western world, were men of strong arms and brave hearts. With difficulties they had to struggle to which their providence and toil have made us strangers. We are descendants of a race whose strength of will ever made it formidable in the face of obstacles of every kind; a race that drove off the invading foemen more than once, that forced the Magna Charta from an obstinate king, that has ever guarded with jealous care its country's interest of every nature; a race that has expanded into a nation whose colonies are planted in every corner of the globe, whose treasure-laden argosies plough every sea, whose sons explore every land, whose iron walls with their latent thunders guard the deep, and whose "flag for a thousand years, has braved the battle and the breeze."

Our country is capable of supporting a population of 50,000,000. Let emigration be encouraged. Let British subjects come to live and labour among us. Let all that liberal and wise legislation can do, be done in making our country an attractive and remunerative field for enterprise, ambition, and talent. And let us teach the rising generation to love our flag, to love our time-honoured institutions, to love the homes of their fathers. As the tide of progress advances, the fertile plains of the far west will be settled; and who will dare to say that in half a century the Amherst merchant will not receive his teas and other products of the distant East by railway direct from British Columbia, and that Nova Scotia in wealth and importance will not be the England of this continent?

EDUCATIONAL PROGRESS OF NOVA SCOTIA.

Early in the history of our Province, while our fathers cleared the forests and caught fish, while they traded and bartered, while they formed the nuclei of villages and towns, although interest in educational matters was at a low ebb, it was not altogether wanting. Scattered over our land were clergymen who had come from the fatherland to break the bread of life to the scattered children. While these honored men toiled and suffered all the privations incident to travelling through our country at this early period, while they erected altars to God amid the forest homes, they sedulously labored to educate the people, and to found educational institutions. And their labor was not fruitless. Seats of learning soon sprang

into existence. King's College, Windsor, the oldest in British America, was founded by Royal charter in 1789, in the eventful reign of George III. Pictou Academy was founded in 1814; Acadia College in 1838. The Male Branch of the Mount Allison Institution, founded by the late C. F. Allison, Esq., was opened in 1843, the Female Branch in 1854, and the College in 1862. Dalhousie College, under present arrangements, was opened three years since. St. Xavier's College now confers degrees. The University of New Brunswick, and the different higher seats of learning in Canada were established at an early day. Prince of Wales College, Charlottetown, was opened six years ago, and St. Dunstons many years previously.

Not a few of the thousand sons of these various institutions have made themselves illustrious in letters, in science, in politics, in jurisprudence and in arms. While with pride we claim as our countrymen the heroes Williams and Inglis, whose names will long remain household words, not only in Nova Scotia, but throughout the British empire, with pride, too, we point to their Alma Mater, King's College, Windsor.

More than two centuries ago the pious pilgrim fathers conceived the magnificent idea of placing education within the reach of all the people, and established the basis of that system of Free Schools which has done so much for the New England States. The Free School System in Canada, under the able superintendence of Dr. Ryerson, has worked wonders. In 1852, through the praiseworthy exertions of the Hon. George Coles, then leader of the Government of P. E. Island, the Legislature of that Colony passed a Free Education Act, which has proved itself an invaluable blessing. And the unprecedented activity, interest and zeal manifested at present in educational matters by the people of our own Province of Nova Scotia, the fact that hundreds of spacious and elegant school-houses have been erected within the past two or three years or are in course of erection, the fact that talent of the highest order has been enlisted in the work of instruction, and that our schools, *now free*, are attended by so many thousands of pupils, clearly indicate that the system which is now being initiated in our country is already doing a noble, a philanthropic work. From address by J. T. Mellish, Esq., Head Master, Amherst Academy, N. B.

VII. Biographical Sketches.

No. 17.—MR. JOSEPH DENNIS.

Mr. Joseph Dennis was one of the earliest settlers in Upper Canada, having come here in 1792, when he was three years of age. His father, the late Mr. John Dennis, in common with many others of that sterling band known as the "United Empire Loyalists," suffered much in consequence of persecution at the hands of the Americans after the war of the revolution. His estates, now of immense value, were confiscated, and himself and family obliged to leave the country. He first settled on the Humber, and while there the seat of Government was moved over from Niagara to York—the latter place being then represented by an old fort and some two or three trading houses. Having been a ship-builder he was employed to superintend the building of some vessels for the government. Among others he built at the Humber, one christened *The Toronto*, a yacht of some 60 or 70 tons, for Governor Simcoe. There are those now living who well remember this vessel, with her raking masts and beautiful model—no expense having been spared either in building or fitting her out—as she lay during the intervals of her cruises, anchored at her usual ground then opposite the village, now about abreast of where Crawford's spice factory stands. In those days the supplies had to be brought from Niagara, and it used to be hinted that the best time ever made by the beautiful vessel with her crew of eight men and two officers, was when sent across to Niagara for a few pounds of fresh butter for the Governor's table. Mr. Joseph Dennis served during the war of 1812, and was a prisoner in the States for some months till exchanged. After the war he turned his attention to trade on Lake Ontario, then ship-building, and finally retired from active business altogether, settled down upon the family property on the Humber about the year 1830, where he died at the ripe old age of 78. Mr. Dennis, whether as a magistrate or in his private relations, was of unblemished integrity and uprightness of character, and was respected accordingly. He was father of Brigade-Major Dennis, of this city.

No. 18.—SIR ARCHIBALD ALLISON.

The cable despatches mention the death of Sir Archibald Allison, the eminent historian, in the seventy-fifth year of his age. He was born in England of Scottish parents, and was educated at the University of Edinburgh where he had the advantage of studying under DUGALD STUART and other professors who then made that seat of learning so celebrated. He was called to the Scottish Bar in 1814,

and was deputy-advocate during the Duke of WELLINGTON'S administration. Between 1830 and 1834 he wrote the work on "Criminal Law," which now bears such a high reputation in Europe and America. In 1834 he was appointed Sheriff of Lanarkshire by Sir ROBERT PEEL, and in 1852 he was created a Baronet by Earl DERBY. Previous to this he had been Lord Rector of Marischal College, Aberdeen, and of the University of Glasgow. Sir ARCHIBALD'S chief work, "The History of Europe from the commencement of the French Revolution to the battle of Waterloo," has been translated into three or four foreign languages, and has spread his fame as a historian throughout the world.—*Leader*.

No. 19.—MR. B. M. CLARK.

It is with much regret that we hear of the sudden death of Mr. B. M. Clark, of San-Francisco, formerly Deacon of the Pickering Church, con. 6, and more recently of the Bond Street Church, Toronto. He left Canada two years ago for California, with his family, several of the members of which were long known, and much esteemed, in connection with the Normal and Model Schools of Toronto.—*Canadian Baptist*.

VIII. Friday School Readings.*

1. THE NEW DOMINION.

CANADA'S MAPLE LEAF.

While Albion may boast of her sweet roses blushing,
Old Scotia and Wales of their thistle and leek,
And Erin her shamrock (by clear waters gushing)
Its tri-leaves half hiding, so modest and meek.
Let Canada take to the wood-skirted clearing,
A badge whose bright beauties have long been untold ;
In Summer so green, but in Autumn appearing,
All gloriously tinted with crimson and gold.

'Tis of badges the chief,
'Tis the badge of the free ;
'Tis the beautiful leaf
Of her own Maple Tree.

In ages gone by, the dark eyed Indian maiden,
Beneath it's soft shade often lingered to meet
Her Hunter's returning canoe, deeply laden
With spoils of the chase to be laid at her feet
But soon towards the far-setting sun they departed,
And Palefaces came from beyond the dark sea,
Who found to their bosoms pure freedom imparted ;
When first they reclined 'neath the Indian's sweet tree.

Then they said to their Chief,
" Let our badge ever be,
" The beautiful leaf
" Of this sweet Maple Tree."

Dear Canada ! o'er thy brave sons and fair daughters,
Long, long may thy banner auspiciously wave,
And long may thy forests and wide spreading waters,
Be Liberty's stronghold and Tyranny's grave.
And when older nations in history hoary,
Have sunk into ruinous, hopeless decay,
May unborn millions still add to thy glory,
And thro' the wide world thy proud banner display.

And misery's grief
From thy badge ever flee,
That beautiful leaf
Of thy own Maple Tree.

2. QUEEN VICTORIA.

The New York *Express*, whatever its prejudices against the British nation, never forgets to say a kind word of our beloved Queen, in its issue of Friday last, says :

" Yesterday, the 20th of June, 1867, was the thirtieth anniversary of the acceptance by Victoria of the throne of Great Britain. During this long interval, there can be no doubt that the power and prosperity of the Kingdom have vastly increased, and that the Queen must be considered as the most fortunate of Sovereigns, so far as the determined loyalty of her subjects is concerned. She has been blessed in the welfare of her children, having known but the one great sorrow in her domestic relations—the loss of her husband.

* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL.—Our Chief motive in maintaining the "Miscellaneous" department of the Journal is to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

The people of England invest the Queen with all the most admirable qualities, and adhere to a loving admiration of her Majesty, with that obstinate resolution so characteristic of the nation. In the settlement of her children the Queen has indeed been most fortunate, while she has seen her enemies forced to submit to her power. The revolted East Indians, the aroused Irish, all have been compelled to acknowledge the supremacy of the Queen, and though the political prestige of her kingdom seemed obscured, the late successful peace negotiations on her part prove that England is still influential, still has her weight in the council of nations. The length of her reign, its unbroken prosperity, the vast increase of the commercial power and influence of the country, will place it in history, doubtless, as among the most remarkable in the annals of Great Britain. The Queen is still comparatively young, is in the enjoyment of robust health, and may continue upon the throne of England until her heir, the Prince of Wales, shall have grown gray in his active pursuit after pleasure. The longer she rules the less likely is it that serious political agitations will endanger the crown. The people venerate her as their Sovereign, and this sentiment will restrain even the most turbulent. This being the case, English patriots may well hope that Victoria may be long spared to rule them.

3. WINDSOR MEMORIAL STATUE OF PRINCE ALBERT.

The statue to the late Prince Consort and Queen Victoria, which has been placed in the principal corridor of Windsor Castle, is thus described: The group consists of figures of her Majesty and the Prince Consort, the size of life, in the Saxon costume of the ninth century, which lends itself favorably to sculpture. Her Majesty wears a light and graceful diadem and a rich mantle. The Prince has also a mantle, and his dress, in which reminiscence of antique are discernible, displays his figure to great advantage. The position of the two figures readily tells the tale of deep affection and present earthly separation. They stand side by side, her Majesty looking up at her husband with an expression in which grief and hope are combined, her right hand over his left shoulder, her left hand grasped in his left. The Prince is looking down at the Queen with tender solemnity, with his right hand raised, and pointing upward. The heads and hands are portraits, conceived with admirable feeling. Round the left arm of the Queen is an armet inscribed with the name "Albert." Round the right arm of the Prince is one inscribed "Victoria."

4. THE ORIFLAMME.

The Oriflamme (auri flamme) was already more than four hundred years old when it became the royal banner of France. King Dago-Convent of St Dagobert, A. D. 630, gave a flag to the Abbott and Convent of St. Denis. The spear which bore the flag was covered over with gold or copper gilt, and the flag itself was without device, long and narrow, ending in three swallow tails, and of a bright scarlet color. The color typified the blood of the martyrs, especially of St. Denis, to whose honor the flag was consecrated. This was the Oriflamme, the distinguishing flag of the Abbots of St. Denis, who, as *ex-officio* Barons of Vexin, caused it to be borne at the head of their vassals when rendering military service in the field. When Louis le Gros became possessed of the Barony of Vexin, he promised the Abbot to adopt the Oriflamme for the royal standard. It first appeared at the head of the French armies in 1124. In 1147 Louis VII. took it from its resting-place over the altar of St. Denis, for the purpose of leading with it his immense army, then about to set forth on the second crusade. The last time mention is made of it as the Oriflamme is in the history of the battle of Agincourt. Among the heaps of the best of French chivalry who "lorded the plain," was Guillaume Martel, the Oriflamme-bearer. The chronicles give no account of the manner of his death, but it may surely be concluded that he died like most valiant gentlemen in defense of his sacred trust. Since that eventful day the Oriflamme ceased to be borne in the French armies. It remained in the Tower of London till the year 1841, when it was unfortunately burnt in the fire which consumed so many of the national trophies of England.

5. A FEW OLD PROVERBS CRITICALLY CONSIDERED.

" *Fine feathers make fine birds,*" or as the Chinese say in a more pointed manner, "Rich clothes cannot conceal a clown."
" *The wheel of fortune turns swifter than a mill-wheel.*" (Spanish.) Good luck obtains a more rapid result than industry. So does bad luck.

" *Man proposes but God disposes.*" (Scotch). Or as Shakespeare says, "There's a divinity that shapes our ends, rough hew them as we may."

" *Respect and contempt spoil the world.*" (Italian). Only when they are misplaced, however ; but rightly placed, they would reform the world.

" *To-day a fire, to-morrow ashes.*" (Arabic). Violent passions

are soonest exhausted; to-day all-powerful, to-morrow nothing, or the consequences.

"The shortest way's the longest home." (Scotch). Beware how you jump at conclusions, lest it cost you many a fall or a long journey round to recover it.

"No proof of penetration to tell the hour when the clock strikes." (Chinese). In ridicule of the "I told you so's," or those who prophesy after the event.

"Make yourself the lamb in jest, and the wolf will eat you in earnest." (German). Place yourself in the power of a greedy man, a bully, a punster, or a satirist, in an unguarded moment, and ten to one, he will take advantage of it. "Do not play with edged tools."

"The monkey feared transmigration lest he should become a gazelle." (Arabic). The matchless conceit of some persons, and utter ignorance of themselves, either as to appearance or abilities, are finely expressed in the above.

"What the ant collects in a year, the ant-hunter destroys in a night." The rich and penurious, who in a laborious and self-denying manner are gathering fortunes to be scattered by their heirs.

"When the heart is past hope, the face is past shame." (French). And when the face is past shame, there is no hope in, or for, the heart; there is no test of character greater than this; the power of out-facing anything, shows that all inward emotion is lost or good for nothing.

"Birds of a feather flock together," or "show me your company and I'll tell you what you are." A certain man of genius being introduced to a literary lady, said to her, "Shall we dispense with all ceremony and understand each other at once?" "By all means," replied the lady. "Well then," said he, "who are your favourite authors and poets?"

6. OPENING OF NAVIGATION.

We have been favoured by Mr. Heatly with the following interesting extract from the Log of the Quebec Observatory, relating to the opening of navigation, during the last twelve years:—

Year.	River ice broke up.	First ship.
1855.....	4th May	6th May.
1856.....	No bridge	28th April.
1857.....	23rd April.....	21st April.
1858.....	No bridge.....	
1859.....	18th April.....	28th April.
1860.....	No bridge.....	28th April.
1861.....	"	22nd April.
1862.....	"	22nd April.
1863.....	29th April.....	3rd May.
1864.....	No bridge.....	24th April.
1865.....	15th April.....	29th April.
1866.....	19th April.....	28th April.
1867.....	1st May	1st May.

—Quebec Gazette.

7. THE LONDON NEWSPAPERS.

The London correspondent of the Chicago Tribune, who has been making researches among the daily newspapers of that city, gives some interesting statistics on the subject. Of the Times, he says, "I am informed that its circulation, morning and evening, is about 60,000, and that its net profits, last year, were not far from £50,000—\$250,000." The most popular paper in England, owing to its cheapness, and its powerful advocacy of the Reform question, is the London Telegraph. It is a morning paper only, and its circulation ranges from 155,000 to 160,000 daily, and its profits, last year, were within a fraction of \$260,000. The Standard, a cheap paper, somewhat similar to the last mentioned, circulates, in its morning and evening editions, about 85,000 copies, yielding a profit, last year, of not far from \$125,000. The Herald, the old Tory organ, has a daily circulation of 1,000 only, which pays, however, about \$10,000 profits. The Morning Advertiser, the victuallers' paper, has a circulation of 25,000, and cleared, last year, \$60,000. The Morning Post, the aristocratic organ, circulates even less than the Herald, and pays about the same. The Daily News gets credit, in well-informed circles, for a daily circulation of 5,000, and for a yearly net profit of \$25,000. The Star, John Bright's organ, in which he is an owner, and sometimes a contributor, has a morning and evening edition, and circulates about 30,000 copies daily, and the stockholders of the Star property divided among their own selves, on the first of last January, a little more than \$40,000.

IX. Educational Intelligence.

—TORONTO UNIVERSITY.—The annual convocation of the Toronto

University took place on the 6th ult. There was a large attendance of spectators, one-half of whom were ladies. The following degrees were conferred by the Chancellor, the candidates in Medicine being presented by Dr. Walker, one of the examiners, and those in Arts by Mr. Kerr, also an examiner:—

M.D.—Kelly, M. J., Mickle, W. J., McCullough, J., McKay, A., Oldright, W., Oronhyatekha, Smith, D., and Wallace, J. M.A.—Lafferty, A. M., McWilliam, Rev. W., Miller, J. H., Mitchell, J. W., Oldwright, W., Patterson, J. A., and Roger, W. M. LL.B.—Clarke, A. A., and Waters, D. M.B.—Aberdeen, R., Bowman, J. W., Buchan, H. E., Burnett, D., Clerke, C. H., Eccles, F. K., Graham, W., Harbottle, R., Montgomery, J., McFarlane, L., Newton, J. H., Palmer, R. N., Richardson, H., Sparks, T., and Wright, G. B.A.—Adams, J., Anderson, A., Barron, J., Black, D., Bryce, G., Cannon, C. H., Curry, C. D., Ellis, W. H., Hill, A. C., Hope, R., Ledyard, W. E., Mitchell, G. A., Mulholland, J. P. W., McBride, W., McDiarmid, W., Patterson, E. G., Preston, J., Pryyn, D. J., Reesor, F. A., Shaw, A., Sills, O., Smythe, E. H., Stewart, McL., Sully, J. D. D., Taylor, J., Walker, W. F., White, J., and Yale, H. The names of the following were entered on the paper as having matriculated in the faculty of Medicine in March last:—Breden, R., Brown, J. P., Farewell, G. McG., Galbraith, D., Hunt, R. H., Humble, C., Moore, C. Y., McConnel, J. D., McDiarmid, D., Reid, G., Reynolds, T. N., Sparks, T., Steele, C. A., Swan, T., Waters, G., and Williams, A. Ellis, W. H.,* winner of the prize for English verse, was called forward amid the loud applause of his fellow students. He ascended to the reading desk, and in a clear, musical voice read his composition as follows:—

"CONSIDER THE LILIES OF THE FIELD."

O weary child of toil and care, Trembling at every cloud that lowers, Come and behold how passing fair Thy God hath made the flowers.	The Violet in the mossy glade, Of labour has no share.
From every hillside's sunny slope, From every forest's leafy shade The flowers, sweet messengers of Hope, Bid thee "Be not afraid."	They toil not—yet the lily's dyes Phœnician fabrics far surpass; Nor India's rarest gem outvies The little blue-eyed grass.
The wind-flower blooms in yonder bowyer, All heedless of to-morrow's storm; Nor trembles for the coming shower, The lily's stately form,	For God's own hand hath clothed the flowers With fairy form and rainbow hue, Hath nurtured them with summer showers, And watered them with dew.
No busy shuttle plied to deck With sunset tints the blushing rose: And little does the harebell reck Of toil and all its woes.	To-day, a thousand blossoms fair, From sunny slope or sheltered glade, With grateful incense fill the air— To-morrow they shall fade.
The water lily, pure and white, Floats idle on the summer stream— Seeming almost too fair and bright For aught but poet's dream.	But thou shalt live when sinks in night Yon glorious sun; and shall not He Who hath the flowers so richly dight, Much rather care for thee?
The gorgeous tulip, though arrayed In gold and gems, knows aught of care;	O faithless murmurer, thou mayest read A lesson in the lowly sod, Heaven will supply thine utmost need; Fear not, but trust in God.

The following received gold or silver medals:—Messrs. R. N. Palmer, T. Palmer, Sparks, Harbottle, Eccles, McFarlane, Newton, Hill, Cannon, Patterson, Reesor, White, Yale, Ellis, Bryce, Barron and Smythe.

The scholarships competed for at the recent examinations were then awarded:—FACULTY OF LAW.—Second year, Fenton, F., and Gibson, J. M.; third year, Street, W. P. R. FACULTY OF MEDICINE.—First year, Forrest, W.; second year, Grahame, J. E.; third year, Howe, J. C. FACULTY OF ARTS.—Greek and Latin, 1st year, Coyne, J. H., (double); 2nd year, Burnfield, G.; 3rd year, Cassels, A. Mathematics, 1st year, Wiggins, R. S., (double); 2nd year, Baker, A.; 3rd year, Galbraith, J., (double), and Hamilton, A. Modern Languages, 2nd year, Kingsford, R. E.; 3rd year, Macdonald, W. Natural Sciences, 2nd year, Biggar, C. R. W.; 3rd year, Atkinson, C. T. General proficiency, 1st year, Wiggins, R. S., Armstrong, W., Gibson, G., Coyne, J. H., Spencer, Z. C., and Robinson, H. G.; 2nd year, Rylie, D.; 3rd year, Galbraith, J.

Prizes, consisting of handsomely bound books, were next awarded:—ORIENTAL LANGUAGES.—2nd year, McKay, W. A.; 3rd year, Rennelson, W. H.; 4th year, Barron J. CIVIL ENGINEERING.—2nd year, Brown, G. C. AGRICULTURE.—2nd year, Bryce, G. FRENCH ESSAY.—Galbraith, J. LATIN PROSE.—Cassels, A. GREEK PROSE.—Cassels, A. ENGLISH VERSE.—Ellis, W. H. The Vice-Chancellor then presented the winner of the Prince's prize, Barron, J., whose appearance was loudly applauded.

The Chancellor, before closing the convocation, delivered a short address. He said he would take the liberty, in order to show the working of this institution, of drawing a comparison between it and the University of London, the model upon which this University was founded, the Queen's

It is gratifying to know that young Ellis received his elementary training in the Boys' Model School.

colleges in Ireland and also some of the leading universities of the United States. To enable him to do this statistics had been furnished by the Vice-Chancellor, who took a deep interest in the University; and he (the Chancellor) had no doubt it would be gratifying to the audience, composed as it was, of friends of the University, to hear that as compared with the other institutions mentioned, the progress of Toronto University was satisfactory, that the number of its students was on the increase, that its standard was excellent, and that the attainments of the matriculants were now of a higher order than those of previous years. In saying this he did not wish to detract in the slightest from the merits of the matriculants of former times, for in all probability the improvement in this respect was in consequence of the curriculum of the University being raised and the graduates meeting with greater difficulties in gaining honors. He then spoke of the necessity of a high medical standard, in order that only those who were thoroughly competent should receive diplomas to practise a profession upon which the lives and happiness of the public so largely depended. The statistics which had been furnished him by the Vice-Chancellor, whose modesty alone prevented him from occupying the chair to-day, covered a period of only seven years with regard to the Toronto University, while they embraced fourteen years with regard to the University of London and the Queen's University. In making the comparison then it would be but fair to reduce the whole to an average of seven years, and then see how the different Universities stood with respect to the number of degrees conferred. In seven years from 1860 to 1866 the following degrees were conferred in the University of Toronto:—

LL.D.....	3	M.B.....	108
M.D.....	16	B.A.....	129
M.A.....	51		
LL.B.....	58	Total.....	360

In the University of London in fourteen years from 1839 to 1852 the degrees conferred were

LL.D.....	6	M.B.....	119
M.D.....	113	B.A.....	513
M.A.....	45		
LL.B.....	45	Total.....	841

Or for a period of seven years, 420. The Queen's University (Ireland) in fourteen years from 1852 to 1865 conferred the following degrees:—

LL.D.....	5	B.A.....	435
M.D.....	248		
M.A.....	115	Total.....	821
LL.B.....	18		

Or for a fixed period of seven years 410. These figures would show how satisfactory had been the progress of the University of Toronto. Although the efficiency of a University was not to be judged by the number of degrees conferred, but by the character and capability of the graduates, yet the number was a fair illustration of progress when the standard was as high as that of the University of Toronto. Then, as to undergraduates, let them compare this institution with the leading Universities of the United States. In 1866 five of the New England Universities having the largest number of undergraduates showed the following numbers:—

Harvard.....	981	Bowdoin.....	232
Yale.....	709	Amherst.....	225
Dartmouth.....	248		

The number of undergraduates in Toronto University was as follows:—

Arts.....	192	Law.....	19
Medicine.....	78	Total.....	284

Besides occasional students who attended the lectures but were not entered upon the books of the University. He (the learned Chancellor) thought these figures were exceedingly gratifying, and showed that the public of this country were appreciating the advantages which this institution afforded to those desirous of acquiring a good education. He then went on to speak of the probability of a still greater interest being taken in the University now that our fellow-subjects of the lower provinces were about to be united with us under one government. It would, no doubt, attract students from those provinces, and assume still greater prominence among the educational institutions of the country. He trusted that this would be the result, and that those who went forth from the University would look upon their *alma mater* with satisfaction and pride. He concluded by mentioning the names of those institutions and persons to whom the library and museum of the University were indebted for contributions during the year. Three cheers were then proposed and heartily given for the Chancellor, three for the Vice-Chancellor and Senate, and three for the ladies, when the proceedings of Convocation were brought to a close. A

large number of the professors, graduates, and students of the University, with their guests, assembled in the large dining-hall in the evening to commemorate Convocation in the usual way by a dinner.

— MODEL SCHOOL FOR UPPER CANADA.—The annual public examination of the Model School took place on the 20th ult., and, as usual, passed off in the most gratifying manner. As the weather was delightful the pupils were enabled to appear in their holiday attire, and consequently presented a very pleasing appearance. There was a very large attendance of parents and others interested in the prosperity of this valuable educational institution. The school rooms were tastefully decorated with mottoes in evergreens and roses—the handiwork of the pupils themselves, and which reflected the highest credit upon their artistic ability. The examination was conducted by the teachers of the respective divisions both in the forenoon and the afternoon. The quickness of the pupils in answering the questions put to them in the various subjects taught in the school evinced a degree of training which was alike creditable to the perseverance of the teachers and to the industry and intelligence of the pupils; and the visitors expressed themselves highly pleased with the marked proficiency of the scholars generally. The exercises were agreeably varied by the pupils engaging in singing several appropriate pieces under the leadership of Mr. Sefton, the musical teacher. Dr. Carlyle has charge of the first division of boys, Mr. Glashan of the second, and Mr. Hughes of the third, and it was pleasing to observe the feeling of attachment which seemed to exist between the teacher and the pupils. Where such harmony prevails in a school, the pupils cannot fail to advance rapidly and satisfactorily. Mrs. Cullen teaches the first division of girls, Miss Turnbull, the second, and Miss Clark the third; and the same remarks applied to the male teachers and their pupils will also apply with equal force to them and to their respective charges. Dr. Sangster, the head master of the Normal School, who directed the arrangements, seemed to be ubiquitous, and evidently took a very deep interest in the day's proceedings. Major Goodwin was also present, and at the close of the examination put the girls through an exhibition at calisthenics in the school-yard, and subsequently under his instruction the boys gave an exhibition at gymnastics. The gallant major appeared to enter into these exercises with as much vigor and enthusiasm as he is supposed to have done when he assisted in defeating the French at Waterloo. The pupils then adjourned to the theatre, where the presentation of prizes took place at four o'clock. There was a perfect jam in this building, and several hundreds who could not gain admittance had to go reluctantly away. Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, presided. The proceedings were opened by singing and a few appropriate recitations. Dr. Sangster then stated that he was much pleased with the day's proceedings, and he bore testimony to the ability of the teachers at present employed in the school. The private examinations, he said, had been conducted not by the teachers of the Model School, but by the masters of the Normal School, so that the prizes that had been awarded could not be supposed to have been given through any favoritism on the part of the examiners. He was glad to be able to state that the Chief Superintendent of Education would present the prizes. (Applause.)

The prizes having been distributed, Dr. Ryerson then delivered a brief address, remarking that he had to congratulate his young friends and their parents, as well as all present, upon the very fine weather, by the prevalence of which they had been enabled to attend. He had also to congratulate all present upon the efficient state of the school, which, as he had often said before, was nothing more than an appendage of the Normal School for the purpose of illustrating the system of teaching in that school. The number of pupils had necessarily to be limited, and more than one hundred applicants had to be annually rejected for want of accommodation. The Model School was not for Toronto alone, but for the accommodation of the children of the whole of Upper Canada. It was chiefly occupied, however, by children resident in Toronto. He was pleased to be able to say that by the energy of the head master of the Normal School, Dr. Sangster, both the Normal and Model Schools had been brought more closely together, and he had no doubt that much good would be the result. In referring to the examination, he also stated that the examiners had been chosen from among the masters of the Normal School; and although some of the examiners had children of their own at the Model School, prizes were awarded to other pupils, thus showing that the meritorious only received prizes; and he was glad to say that he had never seen the school in a more prosperous state than at the present time. He also expressed his satisfaction at the introduction of recitations upon the

occasion of presenting prizes, believing that it was a very pleasing feature of the proceedings. The recitations that had been given were very creditable, as they had been given in a very natural manner. Whilst on his recent tour in Europe he had conversed with a Prussian nobleman on the state of education, and that gentleman had remarked that much attention was given to teaching the pupils in the Prussian schools to read well. "You might," he said, "teach a scholar writing and arithmetic, but if you do not teach him to read well, you can never get much useful knowledge into his head." He was also much impressed with the importance of good reading, and he trusted that much attention would be paid to it. Whilst on his third and last trip to Europe for the purpose of examining into the state of education there with a view of ascertaining whether any improvements could be introduced into the common school system of Canada, he had been able to obtain nothing of additional importance to incorporate into the common school system of Canada; and he was glad to observe that the common schools of this country were far in advance of the national schools in Europe. Whilst he was in England he had heard the highest officer of state in connection with the national schools say that the Canadian national system of education was the most perfect that was known to exist, and he believed that it would be productive of much good to the community at large. (Applause.) He pointed out that the superiority of the Canadian system resulted from the power that was given to the municipalities to levy a tax for the support of their own schools, and consequently a greater interest was taken in their prosperity. He then cited a few noble examples of men having risen from the common schools in France to offices of the highest distinction, and he had no doubt that a pupil of that school would hereafter occupy the position of chief superintendent of education for Upper Canada. He then closed his remarks by announcing that there would be a vacation till the second Monday in August. (Applause.) The national anthem was then sung, after which the Rev. Dr. Jennings pronounced the benediction and the meeting separated.—*Leader.*

—**ENDOWMENT OF KNOX'S COLLEGE.**—The committee appointed to consider the practicability of securing an endowment of Knox's College in the present circumstances of the church, and to draw up, should they deem it expedient, a plan for the successful prosecution of this undertaking, reported as follows:—"That after careful consideration and inquiry they find that while the importance and necessity of an endowment for Knox's College are admitted on all hands; and while there can be no doubt of the ability of the church to contribute the amount needed, the committee were led to the conclusion that in present circumstances the effort to secure an endowment could not be made with sufficiently satisfactory prospects of success. They do not, therefore, deem it expedient to submit any plan for the prosecution of this undertaking, deeming it important that the synod itself should give fuller expression of its mind on the subject." The report was received and referred to the college board to be taken into consideration when the report on the state of the college should be taken up.

—**MONTREAL PRESBYTERIAN COLLEGE.**—At the recent Presbyterian Synod in Toronto the following report was presented by the Presbytery of Montreal:—"The presbytery beg to report that their labors in this matter have been attended with gratifying success. It was deemed necessary to enlist the sympathies of the presbyteries of Brockville and Ottawa, believing them to have also a deep interest in the proposed institution. Deputations were appointed who visited the two presbyteries above mentioned and many of the congregations within the bounds. These deputations were everywhere kindly received, and in most places, liberal subscriptions were obtained, and in all a deeper impression made of the necessity of the college to the prosperity of our church in this part of the province. The following is the amount of subscriptions obtained, viz:—From the Presbytery of Montreal, \$19,187 70; from the Presbytery of Ottawa, \$834 00; from the Presbytery of Brockville, \$359 25; total amount subscribed to date, \$20,380 95. From the subscription lists in the hands of the presbytery it appears that of this sum \$8,000 will be paid on the appointment of a professor, and the greater part of the balance within a period of two years, and the remainder in four years. In addition to this endowment the sum of fifty dollars has been contributed to a bursary fund and six scholarships in the University of McGill College, Montreal, are held by members of this church, and several other scholarships may be regarded as attainable to our students. The presbytery would respectfully submit the following recommendations for the consideration of the synod, viz:—1. That one professor would be

sufficient to begin with. 2. That the salary of the professor should be at least two thousand dollars per annum. 3. That no steps be taken in the meantime to erect college buildings. 4. That the presbytery of Montreal be permitted to continue to increase the endowment fund to at least thirty thousand dollars. 5. That the synod unite the presbyteries of Brockville, Ottawa and Kingston with that of Montreal in their effort to erect and maintain the college. 6. That the Synod appoint a college board, in which the above named presbyteries should be largely represented, to have power over the local government of the college, and to nominate to professorships and other offices while the power of appointing to such offices should always remain in the hands of the supreme court, and its management and operations be subject to its control. 7. That a professor be appointed at this meeting of synod, if possible, and that the college be put into active operation in October next. The report, with the exception of the three last clauses, which were postponed till after the disposal of the question of Knox's College, was adopted. There was a division of opinion in the synod as to the wisdom of allowing a portion of the church to have the power of nominating the professors of the college whilst the whole church had to contribute toward the support of the institution. A few of the members suggested the propriety of allowing the board of trustees to nominate the first professor.

—**PRIMITIVE METHODIST COLLEGE.**—At the recent conference of this body in Toronto the subject of establishing a theological institute, in connection with the Primitive Methodist Church, was introduced and discussed. It was stated that Toronto Circuit had agreed to give \$300 annually towards the support of such an institution.

—**RUTGERS FEMALE COLLEGE, NEW YORK.**—A college for women is added to the educational institutions of this city by the new charter granted to the trustees of the Rutgers Female Institute. This excellent school has been in existence just twenty-nine years, and under its enlarged powers it begins a new career with flattering prospects of success. Several changes are to be made in the order of study, in order to meet the requirements of a full collegiate course, and among the new departments will be one devoted to the fine arts, and another for instruction in business pursuits. Institutions of this kind for the education of women are becoming a prominent feature in the life of the city. Within a few years past, the Cooper Institute Art School has been placed upon a good footing, and the Medical College for Women has been opened; and now the Rutgers Female College offers to students the advantages of a full course of collegiate instruction.—*N. Y. Post.*

RESULTS OF REFORMATORY SCHOOLS IN ENGLAND.—At the last quarter sessions for Surrey, the chairman, Mr. Tilson, said he was happy to see a very light calendar, there being only thirty-six prisoners for trial, and those for slight offences. For the last three years, he said, there had been a considerable diminution of crime, which was chiefly due to the establishment of successful reformatory institutions. Mr. Tilson added:—"Eight per cent. of the lads committed to these institutions came out well and prospered, and a very few relapsed into their old habits. An act had been passed during last year, establishing industrial schools in the kingdom, and he had the pleasure of saying that, with recent alterations, that act now worked very well. It had been said by police magistrates that they had no industrial schools in this county. Such was the fact, but he had to inform the court that a committee of magistrates had been formed for that purpose, and in a very short time industrial schools would be in working order in the County of Surrey, and they would be able to receive one hundred or one hundred and fifty boys."

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an examination of Common School Teachers, and others, will take place on Wednesday, the 28th day of August, 1867, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce certificates of moral character, from their respective ministers, and if Teachers before, also from their respective Trustees.

JOHN JENNINGS, D.D., *Chairman Co. Board, York.*
City of Toronto, 1867.

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.
Education Office, Toronto.