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If not called for within one month, the Postmaster will please send to the School Inspector,

# JOURNAL OF EDUCATION,

Province of



Ontario.

VOL. XXX.

TORONTO, MAY, 1877.

No. 5.

CONTENTS OF THIS NUMBER.

PROCEEDINGS OF THE EDUCATION DEPARTMENT.—(1) Non-receipt of Circulars; (2) Additional Regulation to apply to the examination of Public School Teachers for the year 1877; (3) Apportionment to Counties for 1877; (4) Apportionment to Roman Catholic Separate School Sections; (5) Apportionment to Cities, Towns and Villages; (6) Borrowing Money by School Trustees; (7) State of Education in Ontario in 1876	65
II. PROCEEDINGS OF TEACHERS' CONVENTIONS.—(1) Lecture and Presentation; (2) Lennox and Addington Teachers' Association; (3) Grenville Teachers' Association	71
III. EXTRACTS FROM PERIODICALS.—(1) Errors of Youthful and other Teachers; (2) Health Reform in the School-room; (3) Necessity of Ventilation; (4) What Height should School-windows be? (5) Adorning Country School-rooms; (6) In the School-room	73
IV. DEPARTMENTAL NOTICE.—(1) The Education Department of the International Permanent Exhibition at Philadelphia; (2) Statute Labour by Teachers	79
V. BOOKS RECEIVED BY THE EDITOR	79
VI. ADVERTISEMENT	80

2. ADDITIONAL REGULATION TO APPLY TO THE EXAMINATION OF PUBLIC SCHOOL TEACHERS FOR THE YEAR 1877.

Any teacher who has taught successfully for one year, may be examined on the subjects of Examination prescribed for Second-class certificates, omitting School Law, Education, Music, and Drawing; and, if he pass such Examination, he shall then be eligible for admission to a Normal School, as a Teacher in training with a view to his obtaining a Second-class certificate; and any person who has passed the Intermediate Examination, or who shall pass either of the Intermediate Examinations to be held during the year 1877, may, on producing proof of having taught successfully for one year, be allowed to attend a Normal School as a Teacher in training, with a view to his obtaining a Second-class Certificate. Also, any Candidates who at present hold Third-class Certificates, and who have proved their ability to teach, but who may fail to pass the prescribed Examination for Second-class Certificates, may, on the recommendation of the Central Committee, having regard to the character of their answers at such Examination, receive from the Minister authority to teach on their present Certificate for such time as he may deem fit.

ADAM CROOKS,  
Minister of Education.

Education Department, Ontario,  
Toronto, 23rd May, 1877.

I. Proceedings of the Education Department.

1. NON-RECEIPT OF CIRCULARS.

Much inconvenience has been caused to Public School Inspectors by the miscarriage of a number of circulars mailed at the Toronto Post Office, on the 17th May, giving intimation of the times and the regulations respecting the Midsummer Examinations, and containing forms for returns of names of candidates. By an accident in the Post Office, all these circulars, which were sent up to Maganetawan, were detained there nearly a month, being at last returned to this office on the 13th June. This notice is given as an explanation.

Apportionment to Counties for 1877.

<b>1. COUNTY OF GLENGARRY.</b>	
<i>Municipalities.</i>	<i>Apportionment.</i>
Charlottenburgh	\$934 00
Kenyon	730 00
Lancaster	593 00
Lochiel	517 00
Total for County	\$2774 00
<b>2. COUNTY OF STORMONT.</b>	
Cornwall	\$724 00
Finch	362 00
Onabruck	854 00
Roxborough	495 00
Total for County	\$2435 00
<b>3. COUNTY OF DUNDAS.</b>	
Matilda	\$703 00
Mountain	481 00
Williamsburgh	697 00
Winchester	603 00
Total for County	\$2484 00
<b>4. COUNTY OF PRESCOTT.</b>	
Alfred	\$241 00
Caledonia	189 00
Hawkesbury, East	442 00
Hawkesbury, West	292 00
Longueuil	271 00

<b>4. COUNTY OF PRESCOTT.—Continued.</b>	
<i>Municipalities.</i>	<i>Apportionment.</i>
Plantagenet, North	382 00
Plantagenet, South	232 00
Total for County	\$2049 00
<b>5. COUNTY OF RUSSELL.</b>	
Cambridge	\$113 00
Clarence	393 00
Cumberland	431 00
Russell	345 00
Total for County	\$1282 00
<b>6. COUNTY OF CARLETON.</b>	
Fitzroy	\$505 00
Gloucester	644 00
Goulbourn	477 00
Gower, North	373 00
Huntley	398 00
March	153 00
Marlborough	333 00
Nepean	645 00
Osgoode	556 00
Torbolton	111 00
Total for County	\$4185 00
<b>7. COUNTY OF GRENVILLE.</b>	
Augusta	\$762 00
Edwardsburgh	768 00
Gower, South	153 00

<b>7. COUNTY OF GRENVILLE.—Continued.</b>	
<i>Municipalities.</i>	<i>Apportionment.</i>
Oxford, Rideau	584 00
Wolford	376 00
Total for County	\$2643 00
<b>8. COUNTY OF LEEDS.</b>	
Bastard and Burgess, South	\$522 00
Crosby, North	279 00
Crosby, South	273 00
Elizabethtown	793 00
Elmsley, South	183 00
Escott, Front	205 00
Kitley	414 00
Leeds and Lansdowne, Front	555 00
Leeds and Lansdowne, Rear	349 00
Yonge, Front	246 00
Yonge and Escott, Rear	264 00
Total for County	\$4083 00
<b>9. COUNTY OF LANARK.</b>	
Bathurst	\$475 00
Beckwith	290 00
Burgess, North	200 00
Dalhousie	269 00
Darling	118 00
Drummond	364 00
Elmsley, North	209 00
Lanark	335 00
Lavant	37 00
Montague	470 00
Pakenham	358 00
Ramsay	475 00

## 9. COUNTY OF LANARK.—Continued.

Municipalities.	Apportionment.
Sherbrooke, North	\$33 00
Sherbrooke, South	123 00
<b>Total for County</b>	<b>\$3756 00</b>

## 10. COUNTY OF RENFREW.

Admaston	\$293 00
Alguna, South	103 00
Alice and Fraser	207 00
Bagot and Blithfield	168 00
Brougham	77 00
Bromley	180 00
Brudenell, Raglan, Radcliffe and Lyndoch	116 00
Grattan	129 00
Griffith and Matawatchan Head	61 00
Horton	187 00
McNab	421 00
Pembroke	94 00
Petewawa	55 00
Rolph, Wylie, Buchanan and McKay	68 00
Ross	248 00
Sebastopol	96 00
Stafford	118 00
Westmeath	388 00
Wilberforce and North Alguna	288 00
<b>Total for County</b>	<b>\$3288 00</b>

## 11. COUNTY OF FRONTENAC.

Barrie	\$47 00
Bedford	271 00
Clarendon and Miller	60 00
Hinchinbrooke	147 00
Howe Island	118 00
Kennebec	113 00
Kingston	583 00
Loughborough	343 00
Olden	83 00
Oso	73 00
Palmerston and Canonto	81 00
Pittsburgh	491 00
Portland	401 00
Storrington	425 00
Wolfe Island	315 00
<b>Total for County</b>	<b>\$3556 00</b>

## 12. COUNTY OF ADDINGTON.

Amherst Island	\$175 00
Anglesea and Kaladar	111 00
Camden, East	854 00
Denbigh, Abinger, Ashby and Effingham	48 00
Ernestown	624 00
Sheffield	330 00
<b>Total for County</b>	<b>\$2142 00</b>

## 13. COUNTY OF LENNOX.

Adolphustown	\$112 00
Fredericksburgh, North	254 00
Fredericksburgh, South	221 00
Richmond	484 00
<b>Total for County</b>	<b>\$1671 00</b>

## 14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$487 00
Athol	257 00
Hallowell	524 00
Hillier	328 00
Marysburgh, North	265 00
Marysburgh, South	316 00
Sophiasburgh	399 00
<b>Total for County</b>	<b>\$2576 00</b>

## 15. COUNTY OF HASTINGS.

Carlow and Mayo	\$42 00
Elzevir and Grimthorpe	205 00
Faraday and Dungannon	66 00
Hungerford	683 00
Huntingdon	421 00
Jones	
McClure, Wicklow, Bangor, Herschel and Montegale	137 00
Madoc	518 00
Marmora and Lake	251 00
Rawdon	544 00
Sidney	776 00
Thurlow	765 00
Tudor, Wollaston, Limerick and Cashel	156 00
Tyendinaga	990 00
<b>Total for County</b>	<b>\$5549 00</b>

## 16. COUNTY OF NORTHUMBERLAND.

Municipalities.	Apportionment.
Alnwick	\$201 00
Brighton	533 00
Cramahe	564 00
Haldimand	835 00
Hamilton	844 00
Monaghan, South	169 00
Murray	537 00
Percy	523 00
Seymour	456 00
<b>Total for County</b>	<b>\$4662 00</b>

## 17. COUNTY OF DURHAM.

Cartwright	\$371 00
Cavan	702 00
Clarke	845 00
Darlington	875 00
Hope	749 00
Manvers	607 00
<b>Total for County</b>	<b>\$4149 00</b>

## 18. COUNTY OF PETERBOROUGH.

Asphodel	\$
Belmont and Methuen	232 00
Burleigh, Anstruther and Chandos	149 00
Douro	294 00
Dummer	287 00
Ennismore	163 00
Galway and Cavendish	77 00
Harvey	99 00
Monaghan, North	218 00
Otonabee	
Smith	476 00
<b>Total for County</b>	<b>\$1995 00</b>

## 19. COUNTY OF HALIBURTON.

Clyde	\$
Dysart, Dudley, Harcourt, Guilford, Harburn and Burton	97 00
Eyre	
Havelock	
Hindon, Anson and Lutterworth	78 00
Lawrence	
Livingston	
Minden	118 00
Monmouth and Cardiff	106 00
McClintock	
Nightingale	
Snowdon and Glamorgan	59 00
Stanhope and Sherbourne	46 00
<b>Total for County</b>	<b>\$504 00</b>

## 20. COUNTY OF VICTORIA.

Bexley	\$72 00
Brunel	
Carden and Dalton	151 00
Chaffey	
Draper, Ryde and Oakley	77 00
Eldon	450 00
Emily	439 00
Fenelon	405 00
Franklin	
Laxton, Digby and Longford	125 00
Macaulay	22 00
McLean and Ridout	
Mariposa	791 00
Ops	494 00
Percy	
Ryerson	
Somerville	158 00
Stephenson	75 00
Stisted	
Verulam	272 00
<b>Total for County</b>	<b>\$3531 00</b>

## 21. COUNTY OF ONTARIO.

Brock	\$763 00
Mara and Rama	531 00
Pickering	1088 00
Reach	734 00
Scott	409 00
Seugog Island	130 00
Thorah	290 00
Uxbridge	494 00
Whitby, East	503 00
Whitby, West	475 00
<b>Total for County</b>	<b>\$5417 00</b>

## 22. COUNTY OF YORK.

Etobicoke	\$440 00
Georgina	293 00

## 22. COUNTY OF YORK.—Continued.

Municipalities.	Apportionment.
Gwillimbury, East	\$580 00
Gwillimbury, West	340 00
King	1104 00
Markham	947 00
Scarborough	681 00
Vaughan	1072 00
Whitchurch	682 00
York	1309 00

**Total for County**.....\$7448 00

## 23. COUNTY OF PEEL.

Albion	\$598 00
Caledon	706 00
Chinguacousy	904 00
Gore of Toronto	210 00
Toronto	881 00
<b>Total for County</b>	<b>\$3299 00</b>

## 24. COUNTY OF SIMCOE.

Adjala	\$425 00
Essa	578 00
Flos	259 00
Gwillimbury, West	448 00
Innisfil	797 00
Medonte	375 00
Mono	587 00
Monck	79 00
Morrison	89 00
Muskoka	72 00
Mulmur	517 00
Nottawasaga	782 00
Orillia and Matchedash	
Oro	644 00
Sunnidale	294 00
Tay	240 00
Tiny	474 00
Tecumseth	623 00
Tosserontio	232 00
Vespra	
Watt	175 00
<b>Total for County</b>	<b>\$</b>

## 25. COUNTY OF HALTON.

Esquesing	\$784 00
Nassagaweya	437 00
Nelson	558 00
Trafalgar	741 00
<b>Total for County</b>	<b>\$2520 00</b>

## 26. COUNTY OF WENTWORTH.

Ancaster	\$738 00
Barton	423 00
Beverley	856 00
Binbrook	287 00
Flamborough, East	574 00
Flamborough, West	484 00
Glanford	300 00
Saltfleet	410 00
<b>Total for County</b>	<b>\$4072 00</b>

## 27. COUNTY OF BRANT.

Brantford	\$1011 00
Burford	818 00
Dunfries, South	512 00
Oakland	164 00
Onondaga	284 00
<b>Total for County</b>	<b>\$2789 00</b>

## 28. COUNTY OF LINCOLN.

Caistor	\$319 00
Clinton	410 00
Gainborough	445 00
Grantham	320 00
Grimsby	351 00
Louth	279 00
Niagara	309 00
<b>Total for County</b>	<b>\$2433 00</b>

## 29. COUNTY OF WELLAND.

Bertie	\$433 00
Crowland	194 00
Humberstone	365 00
Pelham	371 00
Stamford	423 00
Thorold	369 00
Wainfleet	394 00
Willoughby	184 00
<b>Total for County</b>	<b>\$2735 00</b>

**30. COUNTY OF HALDIMAND.**

Municipalities.	Apportionment.
Canborough	\$178 00
Cayuga, North	297 00
Cayuga, South	143 00
Dunn	155 00
Moulton and Sherbrooke	310 00
Oneida	460 00
Rainham	305 00
Seneca	484 00
Walpole	795 00
<b>Total for County</b>	<b>\$3127 00</b>

**31. COUNTY OF NORFOLK.**

Charlotteville	\$604 00
Houghton	312 00
Middleton	481 00
Townsend	807 00
Walsingham	780 00
Windham	666 00
Woodhouse	570 00
<b>Total for County</b>	<b>\$4220 00</b>

**32. COUNTY OF OXFORD.**

Blandford	\$296 00
Blenheim	944 00
Dereham	625 00
Nissouri, East	541 00
Norwich, North	359 00
Norwich, South	476 00
Oxford, North	274 00
Oxford, East	385 00
Oxford, West	414 00
Zorra, East	681 00
Zorra, West	501 00
<b>Total for County</b>	<b>\$5496 00</b>

**33. COUNTY OF WATERLOO.**

Dumfries, North	\$580 00
Waterloo	1157 00
Wellesley	746 00
Wilnot	796 00
Woolwich	822 00
<b>Total for County</b>	<b>\$4101 00</b>

**34. COUNTY OF WELLINGTON.**

Amaranth	\$287 00
Arthur	485 00
Eramosa	554 00
Erin	786 00
Garafraza, East	381 00
Garafraza, West	461 00
Guelph	436 00
Luther	261 00
Maryborough	594 00
Minto	411 00
Nichol	373 00
Peel	719 00
Pilkington	341 00
Puslinch	667 00
<b>Total for County</b>	<b>\$6756 00</b>

**35. COUNTY OF GREY.**

Artemesia	\$505 00
Bentinck	597 00
Collingwood	527 00
Derby	289 00
Egremont	581 00
Euphrasia	428 00
Glenelg	523 00
Holland	449 00
Keppel and Brooke	321 00
Melancthon	301 00
Normanby	785 00
Osprey	447 00
Proton	322 00
Sarawak	102 00
St. Vincent	483 00
Sullivan	453 00
Sydenham	536 00
<b>Total for County</b>	<b>\$7649 00</b>

**36. COUNTY OF PERTH.**

Blanchard	\$576 00
Downie	511 00
Easthope, North	442 00
Easthope, South	337 00
Ellice	407 00
Elma	533 00
Fullarton	429 00
Hibbert	498 00
Logan	473 00

**36. COUNTY OF PERTH.—Continued.**

Municipalities.	Apportionment.
Mornington	\$543 00
Wallace	402 00
<b>Total for County</b>	<b>\$5151 00</b>

**37. COUNTY OF HURON.**

Ashfield	\$568 00
Colborne	358 00
Goderich	533 00
Grey	514 00
Hay	571 00
Howick	694 00
Hullet	504 00
McKillop	562 00
Morris	456 00
Stanley	562 00
Stephen	463 00
Tuckersmith	545 00
Turnberry	287 00
Usborne	522 00
Wawanosh, East	335 00
Wawanosh, West	317 00
<b>Total for County</b>	<b>\$7791 00</b>

**38. COUNTY OF BRUCE.**

Albemarle and Eastnor	\$102 00
Amabel	266 00
Arran	558 00
Brant	726 00
Bruce	555 00
Carrick	676 00
Culross	446 00
Elderslie	361 00
Greenock	440 00
Huron	602 00
Kincardine	604 00
Kinloss	446 00
Saugeen	240 00
<b>Total for County</b>	<b>\$6022 00</b>

**39. COUNTY OF MIDDLESEX.**

Adelaide	\$429 00
Biddulph	431 00
Caradoc	747 00
Delaware	374 00
Dorchester, North	607 00
Ekfrid	408 00
Lobo	512 00
London	1057 00
McGillivray	638 00
Metcalfe	361 00
Mosa	293 00
Nissouri, West	525 00
Westminster	922 00
Williams, East	367 00
Williams, West	229 00
<b>Total for County</b>	<b>\$7900 00</b>

**40. COUNTY OF ELGIN.**

Aldborough	\$517 00
Bayham	722 00
Dorchester, South	305 00
Dunwich	550 00
Malahide	688 00
Southwold	761 00
Yarmouth	771 00
<b>Total for County</b>	<b>\$4314 00</b>

**41. COUNTY OF KENT.**

Camden	\$431 00
Chatham	466 00
Dover	489 00
Harwich	674 00
Howard	514 00
Orford	459 00
Raleigh	486 00
Romney	105 00
Tilbury, East	272 00
Zone	160 00
<b>Total for County</b>	<b>\$4056 00</b>

**42. COUNTY OF LAMBTON.**

Bosanquet	\$546 00
Brooke	374 00
Dawn	165 00
Enniskillen	225 00
Euphemia	352 00
Moore	560 00
Plympton	572 00
Sarnia	507 00

**42. COUNTY OF LAMBTON.—Continued.**

Municipalities.	Apportionment.
Sombra	\$450 00
Warwick	477 00
<b>Total for County</b>	<b>\$4228 00</b>

**43. COUNTY OF ESSEX.**

Anderdon	\$223 00
Colchester	395 00
Gosfield	442 00
Maidstone	278 00
Malden	174 00
Mersea	340 00
Rochester	317 00
Sandwich, East	553 00
Sandwich, West	329 00
Tilbury, West	353 00
<b>Total for County</b>	<b>\$3404 00</b>

**DISTRICTS.**

Nipissing	\$264 00
Muskoka	278 00
Parry Sound	224 00
Algoma	1036 00
<b>Total</b>	<b>\$1802 00</b>

**Extra Grants from the Poor School Fund.**

FOR WHICH AN ASSESSMENT WILL BE MADE BY THE COUNTY COUNCIL.

**COUNTY OF CARLETON.**

March	\$54 00
Torbolton	19 00
<b>Total</b>	<b>\$73 00</b>

**COUNTY OF LANARK.**

Burgess, North	\$2 00
Lavant	33 00
Sherbrooke, North	27 00
Sherbrooke, South	12 00
<b>Total</b>	<b>\$74 00</b>

**COUNTY OF RENFREW.**

Algona, South	\$7 00
Alice and Fraser	14 00
Brougham	14 00
Bromley	3 00
Brudenell, Raglan, Radcliffe, Lynedoch	120 00
Grattan	8 00
Griffith and Matawatchesan	144 00
Pembroke	2 00
Petewawa	61 00
Rolph, Wylie, Buchanan and McKay	94 00
Sebastopol	34 00
Stafford	10 00
<b>Total</b>	<b>\$511 00</b>

**COUNTY OF FRONTENAC.**

Barrie	\$58 00
Clarendon and Miller	75 00
Hinchinbrooke	29 00
Kennebec	21 00
Loughboro'	7 00
Olden	70 00
Oso	76 00
Palmerston and Canoto	43 00
Pittsburgh	88 00
Portland	7 00
Storrington	15 00
Wolfe Island	16 00
<b>Total</b>	<b>\$505 00</b>

**COUNTY OF ADDINGTON.**

Anglesea and Kaladar	\$71 00
Denbigh, Abinger, Ashby and Effingham	96 00
Sheffield	3 00
<b>Total</b>	<b>\$170 00</b>

**COUNTY OF HASTINGS.**

Carlow and Mayo	\$50 00
Elzevir and Grimsthorpe	24 00
Faraday and Dungannon	55 00

COUNTY OF HASTINGS.—Continued.		COUNTY OF VICTORIA.		COUNTY OF BRUCE.	
Municipalities.	Apportionment.	Municipalities.	Apportionment.	Municipalities.	Apportionment.
McClure, Wicklow, Bangor, Herschel and Monteagle.	137 00	Bexley	\$55 00	Albemarle and Eastnor	\$103 00
Tudor, Wollaston, Limerick and Cashel.	137 00	Carden and Dalton	69 00	Total	\$103 00
Total	\$403 00	Draper, Ryde and Oakley	133 00	Town of Cobourg	\$23 00
<b>COUNTY OF PETERBOROUGH.</b>		Laxton, Digby and Longford	63 00	<b>SUMMARY.</b>	
Belmont and Methuen	\$208 00	Macaoulay	50 00	County of Carleton	\$73 00
Ennismore	2 00	Somerville	12 00	“ Lanark	74 00
Galway and Cavendish	94 00	Stephenson	75 00	“ Renfrew	511 00
Harvey	9 00	Total	\$457 00	“ Frontenac	505 00
Monaghan, North	8 00	<b>COUNTY OF SIMCOE.</b>		“ Addington	170 00
Total	\$321 00	Monck	\$94 00	“ Hastings	403 00
<b>COUNTY OF HALIBURTON.</b>		Morrison	93 00	“ Peterborough	321 00
Dysart, Dudley, Harcourt, Guilford, Harburn and Burton	\$152 00	Muskoka	94 00	“ Haliburton	546 00
Hindon, Anson and Lutterworth	123 00	Total	\$281 00	“ Victoria	457 00
Minden	60 00	<b>COUNTY OF GREY.</b>		“ Simcoe	281 00
Snowdon and Glamorgan	106 00	Bentinck	\$5 00	“ Grey	59 00
Stanhope and Sherburne	105 00	Melancthon	5 00	“ Bruce	103 00
Total	\$546 00	Sarawak	49 00	Town of Cobourg	23 00
		Total	\$59 00	Total	\$3,526 00

**Apportionment to Roman Catholic Separate School Sections.**

FOR WHICH NO MUNICIPAL ASSESSMENT WILL BE MADE.

Alfred	3	\$9 00
Alice	2	24 00
Anderdon	3 and 4	56 00
Arthur	6	45 00
Artemesia	6	9 00
Asphodel	4	—
Do	10	—
Biddulph	6	35 00
Do	9	15 00
Brighton	15 (or 1)	17 00
Bromley	3	31 00
Brudenell	1	38 00
Do	5	24 00
Carrick	1	39 00
Do	2	23 00
Colchester	7	36 00
Cornwall	1	25 00
Downie	9	43 00
Edwardsburgh	2	28 00
Ellice	7	19 00
Finch	5	41 00
Flamboro', W	2	19 00
Glenelg	2	15 00
Do	5	48 00
Do	7	11 00
Gloucester	14	62 00
Grantham	3	42 00
Grattan	1	98 00
Hagarty	1	—

Haldimand	21	\$28 00
Harwich	9	30 00
Hawkesbury, E	2	51 00
Do	4	33 00
Do	7	100 00
Do	15	36 00
Do	16	18 00
Holland	3	30 00
Hullet	2	39 00
Innisfil	12	11 00
Kingston	8	22 00
Kitley	7	9 00
Lancaster	13	20 00
Do	14	38 00
Locheil	10	187 00
Do	12	8 00
Maidstone	4	25 00
Malden	3	56 00
March	3	46 00
Moore	3, 4 and 5	30 00
Mornington	4 (or 15)	18 00
McGillivray	1	17 00
Nepean	7	26 00
Do	15	77 00
Nichol	1	31 00
Normanby	10	35 00
Oneida	6	9 00
Orillia	1	—
Osgoode	1	43 00
Do	15	30 00
Otonabee	10	—
Oxford Rideau	6	14 00
Peel	8	17 00
Do	12	52 00
Percy	5	19 00

Percy	12	\$11 00
Do	17	19 00
Plantagenet, N	4	32 00
do	9	28 00
Proton	6	—
Raleigh	5	25 00
Do	4	41 00
Do	6	50 00
Richmond	10 and 17	23 00
Sheffield	5	56 00
Sombra	5	52 00
Stamford	7	19 00
Stephen	6	78 00
Sullivan	3	12 00
Sydenham	7	36 00
Do	14	20 00
Seymour	—	8 00
Toronto Gore	6	20 00
Vespra	7	—
Walpole	17	13 00
Wawanosh, W	1	19 00
Wellesley	9 and 10	35 00
Do	11	40 00
Do	12 (or 6)	22 00
Williams, W	10	36 00
Do	11	48 00
Wilmot	15	61 00
Westminster	13	20 00
Windham	8	42 00
Wolfe Island	1	31 00
Do	4	58 00
York	1	42 00
Do	6	27 00
Do	21	25 00
Do	22	73 00

**Apportionment to Cities, Towns and Villages, for 1877.**

CITIES.	Public Schools.	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Brantford	1044 00	151 00	1195 00
Hamilton	3151 00	790 00	3941 00
Kingston	1246 00	584 00	1830 00
London	1956 00	378 00	2334 00
Ottawa	1633 00	1545 00	3178 00
St. Catharines.	834 00	326 00	1160 00
Toronto	6631 00	1643 00	8274 00
			21912 00
<b>TOWNS.</b>			
Amhersburgh..	143 00	142 00	285 00
Barrie	395 00	107 00	502 00
Belleville	877 00	200 00	1077 00
Berlin	344 00	60 00	404 00
Bothwell	147 00	—	147 00
Bowmanville..	448 00	—	448 00
Brampton	306 00	—	306 00
Brockville	587 00	165 00	752 00
Chatham	703 00	163 00	866 00
Clifton	147 00	90 00	237 00
Clinton	297 00	185 00	482 00
Cobourg	520 00	—	520 00

TOWNS.	\$ cts.	\$ cts.	\$ cts.
Collingwood	417 00	—	417 00
Cornwall	173 00	128 00	301 00
Dundas	340 00	122 00	462 00
Durham	147 00	—	147 00
Galt	564 00	—	564 00
Goderich	534 00	49 00	583 00
Guelph	817 00	197 00	1014 00
Ingersoll	522 00	71 00	593 00
Kincardine	281 00	—	281 00
Lindsay	340 00	257 00	597 00
Listowel.	146 00	—	146 00
Meaford	251 00	—	251 00
Milton	134 00	—	134 00
Mitchell	266 00	—	266 00
Napanee	437 00	—	437 00
Niagara	170 00	66 00	236 00
Oakville	194 00	54 00	248 00
Orangeville	215 00	—	215 00
Orillia	195 00	—	195 00
Owen Sound	463 00	34 00	497 00
Palmerston	163 00	—	163 00
Paris	326 00	63 00	389 00
Perth	285 00	66 00	351 00
Peterborough..	—	—	682 00
Petrolia	392 00	—	392 00
Pictou	300 00	48 00	348 00
Port Hope	756 00	—	756 00
Prescott	212 00	174 00	386 00
Sandwich	172 00	—	172 00
Sarnia	342 00	90 00	432 00
Seaforth	200 00	—	200 00

TOWNS.	\$ cts.	\$ cts.	\$ cts.
St. Mary's	381 00	80 00	461 00
St. Thomas	284 00	40 00	324 00
Stratford	514 00	122 00	636 00
Strathroy	476 00	—	476 00
Thorold	159 00	81 00	240 00
Tilsenburgh	236 00	—	236 00
Walkerton	157 00	—	157 00
Waterloo	235 00	—	235 00
Whitby	365 00	38 00	403 00
Windsor	627 00	—	627 00
Woodstock	587 00	—	587 00
			22213 00

**INCORPORATED VILLAGES.**

VILLAGES.	\$ cts.	\$ cts.	\$ cts.
Acton	\$123 00	—	\$123 00
Ailsa Craig	86 00	—	86 00
Alliston	118 00	—	118 00
Almonde	231 00	76 00	307 00
Arkona	112 00	—	112 00
Arnprior	172 00	81 00	253 00
Arthur	71 00	44 00	115 00
Ashburnham	177 00	—	177 00
Aurora	167 00	—	167 00
Aylmer	132 00	—	132 00
Bath	89 00	—	89 00
Bayfield	—	—	—

INCORPORATED VILLAGES.				INCORPORATED VILLAGES.				COUNTIES.			
									\$ cts.	\$ cts.	\$ cts.
Belle River	—	—	—	Parkhill	148 00	44 00	192 00	5 Russell	1282 00	—	1282 00
Blenheim	177 00	—	177 00	Pelee Island	16 00	—	16 00	6 Carleton	4185 00	284 00	4469 00
Blyth	122 00	—	122 00	Pembroke	129 00	91 00	220 00	7 Grenville	2643 00	42 00	2685 00
Bobcaygeon	125 00	—	125 00	Penetanguish'e	—	—	—	8 Leeds	4083 00	9 00	4092 00
Bolton	118 00	—	118 00	Petersville	162 00	—	162 00	9 Lanark	3756 00	—	3756 00
Bracebridge	106 00	—	106 00	Portsmouth	170 00	80 00	250 00	10 Renfrew	3288 00	215 00	3503 00
Bradford	167 00	—	167 00	Port Colborne	94 00	50 00	144 00	11 Frontenac	3556 00	111 00	3667 00
Brighton	200 00	—	200 00	Port Dalhousie	100 00	60 00	160 00	12 Addington	2142 00	56 00	2198 00
Bruseels	115 00	—	115 00	Port Elgin	146 00	—	146 00	13 Lennox	1071 00	23 00	1094 00
Burlington	123 00	—	123 00	Port Perry	260 00	—	260 00	14 P. Edward	2576 00	—	2576 00
Caledonia	184 00	—	184 00	Port Stanley	109 00	—	109 00	15 Hastings	5549 00	—	5549 00
Campbellford	168 00	—	168 00	Preston	209 00	—	209 00	16 Northum-	—	—	—
Carleton Place	178 00	—	178 00	Renfrew	104 00	26 00	130 00	berland	4662 00	102 00	4764 00
Cayuga	118 00	—	118 00	Richmond	71 00	—	71 00	17 Durham	4149 00	—	4149 00
Chippawa	136 00	—	136 00	Richmond Hill	115 00	—	115 00	18 Peterboro'	—	—	2958 00
Clifford	122 00	—	122 00	Ridgetown	152 00	—	152 00	19 Haliburton	504 00	—	504 00
Colborne	120 00	—	120 00	Simcoe	274 00	—	274 00	20 Victoria	3531 00	—	3531 00
Drayton	115 00	—	115 00	Smith's Falls	170 00	—	170 00	21 Ontario	5417 00	—	5417 00
Dresden	149 00	—	149 00	Southampton	129 00	—	129 00	22 York	7448 00	167 00	7615 00
Dunville	215 00	—	215 00	Stayner	208 00	—	208 00	23 Peel	3299 00	20 00	3319 00
Elora	180 00	41 00	221 00	Stirling	115 00	—	115 00	24 Simcoe	—	—	8111 00
Embro	72 00	—	72 00	Stouffville	128 00	—	128 00	25 Halton	2520 00	—	2520 00
Exeter	148 00	—	148 00	Streetsville	90 00	—	90 00	26 Wentworth	4072 00	19 00	4091 00
Fenelon Falls	177 00	—	177 00	Teeswater	120 00	—	120 00	27 Brant	2789 00	—	2789 00
Fergus	217 00	28 00	245 00	Thamesville	116 00	—	116 00	28 Lincoln	2433 00	42 00	2475 00
Forest	162 00	—	162 00	Trenton	171 00	94 00	265 00	29 Welland	2733 00	19 00	2752 00
Fort Erie	123 00	—	123 00	Uxbridge	219 00	—	219 00	30 Haldimand	3127 00	22 00	3149 00
Gananoque	300 00	—	300 00	Vrenna	87 00	—	87 00	31 Norfolk	4220 00	42 00	4262 00
Garden Island	113 00	—	113 00	Wallaceburgh	136 00	41 00	177 00	32 Oxford	5496 00	—	5496 00
Georgetown	190 00	—	190 00	Wardsville	80 00	—	80 00	33 Waterloo	4101 00	158 00	4259 00
Glencoe	125 00	—	125 00	Watford	133 00	—	133 00	34 Wellington	6756 00	145 00	6901 00
Grimsby	110 00	—	110 00	Welland	166 00	—	166 00	35 Grey	—	—	7865 00
Harriston	147 00	—	147 00	Wellington	78 00	—	78 00	36 Perth	5151 00	80 00	5231 00
Hastings	134 00	—	134 00	Wingham	178 00	—	178 00	37 Huron	7791 00	136 00	7927 00
Hawkesbury	246 00	—	246 00	Wyoming	116 00	—	116 00	38 Bruce	6022 00	62 00	6084 00
Hespeler	117 00	—	117 00	Wroxeater	113 00	—	113 00	39 Middlesex	7900 00	171 00	8071 00
Holland Land'g	94 00	—	94 00	Yorkville	321 00	—	321 00	40 Elgin	4314 00	—	4314 00
Iroquois	115 00	—	115 00	Total	—	—	\$17019 00	41 Kent	4056 00	146 00	4202 00
Kemptville	127 00	—	127 00					42 Lambton	4228 00	82 00	4310 00
Lakefield	130 00	—	130 00					43 Essex	3404 00	173 00	3577 00
Lanark	110 00	—	110 00					Districts of—			
Leamington	139 00	—	139 00					Nipissing	264 00	—	264 00
L'Orignal	—	—	—					Muskoka	278 00	—	278 00
London East	402 00	—	402 00					Perry Sound	224 00	—	224 00
Lucan	139 00	—	139 00					Algoma	1036 00	—	1036 00
Lucknow	155 00	—	155 00					Total	—	—	\$177684 00
Markham	126 00	—	126 00								
Merrickville	137 00	—	137 00								
Merritton	174 00	44 00	218 00								
Millpoint	126 00	—	126 00								
Morrisburgh	171 00	—	171 00								
Mount Forest	190 00	12 00	202 00								
Newboro'	65 00	—	65 00								
Newburgh	122 00	—	122 00								
Newbury	116 00	—	116 00								
Newcastle	163 00	—	163 00								
New Edinb'h.	88 00	—	88 00								
New Hamb'h.	148 00	—	148 00								
Newmarket	198 00	62 00	260 00								
Norwich	131 00	—	131 00								
Oil Spring	81 00	—	81 00								
Omamee	119 00	—	119 00								
Oshawa	391 00	79 00	470 00								
Paisley	185 00	—	185 00								

NOTE.—With respect to newly incorporated villages, the amounts to be apportioned to them will be deducted from the Township or Townships from which they have been separated, as soon as the necessary information is obtained.

Summary of Apportionment to Counties, for 1877.

COUNTIES.	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1 Glengarry	2774 00	253 00	3027 00
2 Stormont	2435 00	66 00	2501 00
3 Dundas	2484 00	—	2484 00
4 Prescott	2049 00	307 00	2356 00

GRAND TOTALS.

Counties and Districts			
Counties and Districts	—	—	\$177684 00
Cities	—	—	21912 00
Towns	—	—	22213 00
Villages	—	—	17019 00
Grand Total..	—	—	\$238828 00

Approved, ADAM CROOKS, Minister.  
Education Department,  
June, 1877.

6. BORROWING MONEY BY SCHOOL TRUSTEES.

Memorandum as to the Law governing the Borrowing of Money by Trustees of Rural School Sections.

- The purposes for which trustees can legally borrow money on a loan, repayable after a term or period of years, are for expenditures on capital account, and not to meet current expenditures for the maintenance or carrying on of the school in any year.
- Expenditures on capital account are, as expressed in the Act of 1874, section 48 (2), such as the Trustees think necessary, (1) for the purchase of school sites; (2) for the erection or repairs of a school-house or school-houses, and their appendages; or (3) for the purchase or erection of a teacher's residence.
- The Township Council is, under the amended Act of 1877, section 3 (5), bound to recognize such action of the Trustees, and on their requisition to issue Township Debentures for the amount of the required loan, to be repayable in any period under ten years (see 37 Vic. cap. 28, sec. 46 (6); 89 Vic. cap. 7, schedule 3).
- The Township Council is further bound to levy in each year on the taxable property of the school section concerned, a sufficient sum to pay the interest on the Debentures, and also to form a sinking fund sufficient to pay off the principal sum on the expiration of the period when the Debentures become due. The Debentures cannot bear a higher rate of interest than six per cent. per annum.

5. The Township Councils, however, cannot borrow money for School purposes (any more than for Municipal purposes) without adopting the formalities prescribed by the Municipal Law, and hence a Township By-law to create a debt and issue Debentures for School purposes must conform to the special requisites to be found in sections 248 and 249 of the Municipal Institutions Act of 1873.

- I have framed a form of By-law which contains all the requisites which any Court can think legally necessary. This will serve as a safe guide in these cases, if properly adapted to the special facts in each case.
- As mentioned, the Trustees have no power to borrow money by way of a loan extending beyond the year for current yearly expenditure for maintenance of the School, such as the salary of the Teacher and other annual outgoings, and a By-law for such purpose which would have the effect of making the ratepayers in any year pay debts of this nature which ought to have been paid in their own proper year, would probably be illegal.
- The Trustees can, however, borrow money which is to be payable within the year out of the rates for the year, in order to pay the Teacher's salary quarterly, according to Section 9 of the Amended Act of 1877.

(Signed) ADAM CROOKS, Minister of Education.

EDUCATION DEPARTMENT,  
Toronto, May 3rd, 1877.

Form of By-law for School Loan.

PROVINCE OF ONTARIO.

Township of \_\_\_\_\_  
 County of \_\_\_\_\_  
 By-law numbered \_\_\_\_\_ to raise by way  
 of loan the sum of \_\_\_\_\_ for the purposes of Public  
 School Section, number \_\_\_\_\_ of said  
 Township.

Whereas the Public School Trustees of section number \_\_\_\_\_ in the said Township of \_\_\_\_\_ have required the Municipal Council of the said Township to sanction the borrowing by the said Trustees of the sum of \_\_\_\_\_ dollars, by way of loan, repayable on the expiry of [not to exceed ten] years from the day on which the By-law is to take effect, with interest in the meantime at the rate of six per cent. per annum, payable half-yearly, in order that out of the moneys so borrowed the said Trustees may pay [for the erection of a School-house and its appendages required in and for said School Section (as may be)];

And whereas the total amount required to be raised annually by special rate for paying the said debt and interest under the terms of this By-law is the sum of \_\_\_\_\_ dollars;

And whereas the amount of the whole ratable property of the said Township of \_\_\_\_\_, according to the last revised assessment roll is the sum of \$ \_\_\_\_\_;

And whereas the Municipal Corporation of the said Township [has no existing debt (or as the case may be), is now indebted for principal in the sum of \$ \_\_\_\_\_, and for interest in arrears];

And whereas the amount of the whole ratable property in the said School Section, according to the last revised Assessment Roll, is the sum of \_\_\_\_\_ dollars;

And whereas the said School section has no existing debt [if there is any debt it should be stated, as in the recital of any debt of the Township Municipality];

And whereas the annual special rate of \_\_\_\_\_ in the dollar on the said amount of the ratable property in the said School section is required for paying the interest and creating a yearly sinking fund for paying the principal of the said debt;

And whereas the said debt is created on the security of the special rate aforesaid, and on that security only;

The Municipal Council of the said Township of \_\_\_\_\_ enacts as follows :-

1. It shall be lawful for the Reeve of the Township of \_\_\_\_\_ to raise, by way of loan, from any person or corporation who may be willing to advance, upon the credit of the debentures hereinafter mentioned, the sum of \_\_\_\_\_ dollars, for the purpose and with the object above recited.

2. It shall be lawful for the said Reeve to cause one or more Debentures to be made to the amount of the said sum of \_\_\_\_\_ dollars in all, but not less than one hundred dollars each, and that the said Debentures shall be sealed with the seal of the said Municipal Corporation, and be signed by the said Reeve, and countersigned by the Treasurer thereof.

3. The said Debentures shall be made payable in (not to exceed ten) years from the day hereinafter mentioned for this By-law to take effect, at the office of the Bank of \_\_\_\_\_ in \_\_\_\_\_, and shall have attached to them coupons for the payment of interest.

4. The said Debentures shall bear interest at the rate of six per cent. per annum from the date hereof, which interest shall be payable half yearly on the \_\_\_\_\_ day of \_\_\_\_\_, and the \_\_\_\_\_ day of \_\_\_\_\_ in each year at the said office of the Bank aforesaid.

5. For the purpose of forming a sinking fund for the payment of the said Debentures, and the interest at the rate aforesaid to become due thereon, an equal special rate of \_\_\_\_\_ cents in the dollar shall, in addition to all other rates, be raised, levied and collected in each year upon all the ratable property in the said School Section, during the continuance of the said Debentures or any of them.

6. This By-law shall take effect and come into operation upon the \_\_\_\_\_ day of \_\_\_\_\_ [the same day as the Debentures are to be dated, and it should be selected with reference to the time the special rate should be collected in each year, so there may be funds on hand to pay interest, and, at maturity, to pay principal.]

Form of Township Debentures for School Loan.

PROVINCE OF ONTARIO.

\$ \_\_\_\_\_ No. \_\_\_\_\_ Debentures of the Township of \_\_\_\_\_  
 County of \_\_\_\_\_, for School Loan.  
 The Corporation of the Township of \_\_\_\_\_ hereby promise to  
 pay to Bearer, at the office of the Bank of \_\_\_\_\_ in \_\_\_\_\_

the sum of \_\_\_\_\_ dollars, lawful money of Canada, years from the date hereof, and to pay interest at the rate of six per cent. per annum, half yearly, to the bearer of the annexed coupons respectively, upon the presentation thereof at the said Bank.  
 Issued at \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_\_\_\_, by virtue and under the authority of the Statute in that behalf, and pursuant to By-law No. \_\_\_\_\_ of said Township of \_\_\_\_\_, passed on the \_\_\_\_\_ day of \_\_\_\_\_, A. D. 18 \_\_\_\_\_, intituled "By-law numbered \_\_\_\_\_ to raise, by way of loan, the sum of \_\_\_\_\_ dollars, for the purposes of Public School Section No. \_\_\_\_\_ of said Township" (or as the case may be.)

A. B., Reeve. [Corporate Seal] C. D., Treasurer.

COUPON, No. \_\_\_\_\_

The Corporation of the Township of \_\_\_\_\_ will pay  
 the Bearer, at the Office of the Bank of \_\_\_\_\_ in \_\_\_\_\_  
 , on the \_\_\_\_\_ day of \_\_\_\_\_ the  
 sum of \_\_\_\_\_ dollars, interest due on that day on Debenture  
 No. \_\_\_\_\_  
 C. D., Treasurer.

7. STATE OF EDUCATION IN ONTARIO, IN 1876.

Extracts from the Annual Report of the Department for 1876, showing the progress of the school system during that year, by the Hon. Minister of Education. (Published in advance.)

RECEIPTS.	—	Increase.	Decrease.
From Teachers' Salaries (Legislative Grant)	\$ 249,956	\$ 1,894	\$
" Maps, Prizes, &c. (Legislative Grant)	49,082		1,363
" Municipal School Assessment	793,161	34,693	
" Trustees' School Assessment	1,553,574	6,448	
" all other sources	776,344		13,472
<b>Total Receipts</b>	<b>3,393,655</b>	<b>28,201</b>	
<b>EXPENDITURE.</b>			
For Teachers' Salaries	1,838,322	80,221	
" Maps, Prizes, &c.	49,082		4,718
" Rent, Repairs, &c.	150,745	2,290	
" Building, Sites, &c.	680,265		72,064
" other Expenses	338,042	7,646	
<b>Total Expenditure</b>	<b>3,006,456</b>	<b>13,375</b>	
<b>Balance reported unexpended</b>	<b>387,199</b>	<b>14,825</b>	
School Population (5 to 16)	502,250	1,167	
Number attending Public Schools	490,637	16,296	
Pupils attending less than 20 days	46,474		1,742
" " 20 to 50 days	91,612		1,709
" " 51 to 100 "	128,455	1,805	
" " 101 to 150 "	108,122	3,604	
" " 151 to 200 "	94,953	13,321	
" " 201 to whole year	20,921	1,017	
Average attendance	212,483	13,909	
Number in Spelling	444,281	15,685	
" Writing	400,774	17,351	
" Arithmetic	389,933	11,107	
" Geography	368,733	17,161	
" History { Canadian	29,055		3,602
" " English	49,808	2,352	
" " General	7,559	1,578	
" Grammar	207,239	9,914	
" Drawing	119,479	10,566	
" Music	152,148	10,680	
" Algebra	9,519	1,500	
" Book-keeping	11,657	509	
Number of Teachers	6,185	167	
Highest salary paid Male Teacher	\$1,000		
Lowest salary paid Male Teacher	\$120		
Average salary, Male Teacher	\$533	\$7	
" " Female	\$268	\$8	
Number of Certificates	6,185	167	
" Provincial 1st	241	5	
" " 2nd	1,201	113	

EXPENDITURE.	—	Increase.	Decrease.
Old Co. Board 1st .....	\$ 372	\$	\$ 39
“ 2nd .....	139		24
“ 3rd .....	51	22	
New Co. Board 3rd .....	3,688	136	
Interim .....	493		46
Number of Schools open .....	5,042	208	
Number of School-houses .....	4,926	68	
Brick .....	1,417	185	
Stone .....	514	22	
Frame .....	2,253	136	
Log .....	742		275
Number of School Visits .....	90,981	5,421	
Number of Schools opened and closed with prayer .....	4,173	159	
Number of Schools using Maps .....	4,603	104	
Number of Maps in Schools .....	36,874	1,485	
Average time Public Schools open .....	11 mo 14 d's	3 days	
Number of Roman Catholic Separate Schools .....	167	11	
Receipts of Roman Catholic Separate Schools .....	\$106,483	\$15,856	
Number of Pupils, Roman Catholic Separate Schools .....	25,294	2,621	
Average attendance, Roman Catholic Separate Schools .....	12,779	1,005	

We refer, with feelings of approval, to the amendments to the School Law, recently introduced by you to the Legislature, respecting provision to be made for the training of teachers. It is one of the most urgent needs of our school system at the present time; and we hail with satisfaction the increased importance this subject is assuming under the encouragement and countenance afforded by you to conventions of teachers like the present, as well as by the recent Legislative enactments.

In the hope that the proceedings about to commence may prove of interest to you, by affording some insight into the nature of the school teacher's work, and the difficulties that usually beset him, as your presence here to-day stimulates and encourages us. We again bid you welcome to the meeting of our Association.

Signed, on behalf of the Association,

J. B. SOMERSET,  
President.

Mr. Crooks made a suitable reply.

A large and appreciative audience assembled in the City Hall last (Friday) evening to listen to an address from Hon. Adam Crooks, Minister of Education. The audience was principally composed of the school teachers who are at present in St. Catharines attending the County Convention, and others who are the friends of, and take an interest in, the Educational Institutions of the Province. On the platform we noticed, in addition to the Hon. lecturer, the Mayor, Calvin Brown, Esq., J. B. Somerset, County Inspector; Dr. Comfort, City Inspector; Mr. Seath, Principal of the Collegiate Institute; Mr. A. Jeffrey, Mr. J. D. Hawes, Mr. Hipple, and many other trustees and teachers whose names we did not learn.

On motion the Mayor took the chair, and in an appropriate speech, in which he expressed the pleasure he felt in being called to preside on that occasion, and also in the progress which public education had made, and contrasting the school buildings and appliances of the present day with those of the past as he remembered them, and complimenting the Hon. Minister of Education on the success which had resulted from his administration, he introduced that gentleman to the meeting.

Mr. Crooks arose, and in an address replete with information, historical and statistical, reviewed the School System of Ontario, and pointed out clearly and distinctly the great advantages which it possessed over every other. He said he appeared before them by request, and expressed his high sense of the great importance of education as a public matter, and his great pleasure in the interest which was so signally manifested in its progress. He spoke of the effects of ignorance in producing crime, and the influence of education in preventing it. He said the education of our youth and the intelligence resulting therefrom were necessary to the material progress of the country. He mentioned the great services rendered to the cause of education by Dr. Ryerson, and the change which had occurred in its being placed in charge of a Minister responsible to the Legislature. He alluded to his own position as Minister of Education, and his call to study what to him was a new system, and although he did not speak in a boastful manner, he felt free to assert that the Educational System of Ontario was unequalled in the world, and declared that whether he himself or another held the position, they were all bound to see that the interests committed to their care did not suffer in their keeping. He pointed out the universality of the system, and said that in this Province the way to education and the highest positions were open to every youth. He said the great requisite to its success was the attendance at our schools. He alluded to the compulsory clauses of the School Act, but showed how much might be done by Trustees and Inspectors and others in their influence with parents in securing the attendance of children without invoking the law. He referred to the School Laws and Regulations of England, Scotland, and other nationalities, and the superior advantages enjoyed by the people of Ontario over them in their social and domestic position. He then glanced at the facilities offered by our High Schools, Collegiate Institutes and Universities for acquiring a higher education, saying that the system required every child to be educated and afforded the opportunity. He spoke of the effects of education in forming the character of a people, and expressed the hope that it might soon be said of Ontario as was said of Saxony, that there could not be found in it a child of twelve years of age who could not read and write.

The Hon. gentleman was listened to throughout his address very attentively, and sat down amidst the applause of all present.

Mr. J. D. Hawes, of St. Davids, then stepped forward, and after addressing the Chairman, asked on behalf of the Public School Teachers of the County, to be permitted to transact a little business, and read the following

MEMO.—The increase of Receipts and Expenditure, although less than usual, is nevertheless, considering the existing monetary and commercial depression of the year 1876, satisfactory. *Teachers' salaries*, which, at the time of the passing of the School Act of 1871, were, for males, \$449; for females, \$224; are now \$533 and \$268,—an increase in the former case of \$84, and in the latter of \$44 per teacher. The amount paid for teachers' salaries in 1871 was \$1,191,476; and in 1876, \$1,838,322—being an increase of \$646,846. The sum expended on school-houses, although it has decreased \$72,064 in 1876, has greatly increased during the past six years. For instance, in 1871, \$261,833 were expended on school-houses; in 1876, \$630,265,—being an increase of \$368,432—while in quality the comparison is equally gratifying. There were, in 1871, 898 Brick school-houses, 425 Stone, 1,928 Frame, 1,425 Log; in 1876, 1,417 Brick, 514 Stone, 2,253 Frame, 742 Log; increase, 519 Brick, 89 Stone, 325 Frame, while the number of log houses has been diminished by no less than 683. *Daily and average attendance* in 1876 exhibit a very fair progress, as also the number of pupils in the different branches of education. Of *Certificates, Old County Board and Interim* have decreased; the higher class *Certificates* have increased. The *average time of keeping the schools open* has also increased three days.

## II. Proceedings of Teachers' Conventions.

### 1. LECTURE AND PRESENTATION.

The Hon. Adam Crooks, Minister of Education, arrived in this City on Friday, to take part in the Teachers' Institute proceedings. He was met by a deputation at the station, and on arrival at the school, he was presented with the following address by J. B. Somerset, Esq., County Inspector, on behalf of the teachers:—

ST. CATHARINES, May, 1877.

To the Hon. Adam Crooks, M.P.P., Minister of Education for Ontario:—

SIR,—The Lincoln Teachers' Association, on behalf of the Public and High School Teachers of the Niagara District, beg to offer you a cordial welcome on this your first visit, as Minister of Education, to our City and County.

We desire to convey to you our congratulations on your accession to the control of the Educational interests of the Province; and this we are enabled to do the more heartily, as your administration, during your short term of office, has been characterized by an earnest desire on your part to make yourself familiar with the duties that belong to your responsible position, and an intelligent comprehension of the condition and the wants of our schools.

We have confidence that the Educational System, devised and established by your venerable and worthy predecessor, will, under your management, be so perfected as fully to meet the requirements of this enlightened and progressive country.



## ADDRESS.

To J. B. Somerset, Esq., Inspector of Public Schools of the County of Lincoln:—

DEAR SIR,—The Public School Teachers of the County of Lincoln, appreciating your services as Inspector, during the term you have held that office; the uniform kindness which you have ever shown to them while under your charge; the many valuable suggestions you have given them in your visits to their schools, as well as other times; and the courtesy you have always exhibited in your intercourse with them, beg leave to give expression to their gratitude by some tangible proof of their sincerity.

You have not only shown, during your term in the Inspectorship of this County, a deep interest in the cause of education generally, but you have also evinced a genuine heartfelt desire for the personal welfare of every teacher under your charge. You are personally acquainted with their trials and drawbacks, and have, by every available means, tried to lessen or remove their difficulties.

They are fully sensible, dear sir, of your kindness, and in assurance thereof, we now, on their behalf, ask you to accept, for yourself and Mrs. Somerset, this slight memento of the kindly feeling which exists between you and them.

They hope that you and Mrs. Somerset may be long spared to be useful in this world, and that when your work here is done, you may be received into a more blessed and enduring Home above.

Signed,  
JOHN D. HAWES,  
W. N. NASH,

S. H. BELE,  
J. HIPPLE.

Mr. Hipple then presented to Mr. Somerset a very handsome silver tea set, consisting of seven pieces.

Mr. Somerset, who appeared to be rather surprised and embarrassed by the situation, thanked his kind friends for the very beautiful token of their esteem and regard then presented to him. He hoped that he would be excused if, under the circumstances, he could not express adequately, his full appreciation of the generosity which dictated such a costly and magnificent gift. He looked back upon his connection with the teachers of the County during the five years he had held the office of Inspector, and assured them that it needed not the tangible token of their good will and esteem then before him to assure him of their sincerity, but he would always keep it as a souvenir of their love and an incentive to his pride and increased usefulness in the great work in which they are all engaged. He said that his object in the past had been the improvement and advancement of the schools placed in his care, and if he had met with any success he was indebted for it to the teachers throughout the County who had always met him with urbanity and good feeling, and had cordially co-operated with him in all his efforts. He again thanked them for himself and Mrs. Somerset, and assured them that their kindness would ever be remembered.

D. W. Beadle, Esq., then moved, and Dr. L. S. Oille seconded, a vote of thanks to the Hon. Mr. Crooks for the able and instructive address to which they had listened.

The vote was carried unanimously and presented by the Chairman to the Hon. gentleman, who briefly acknowledged it, after which the audience dispersed.

The tea service presented by the teachers was procured from Mr. Douglas, and is very artistic and beautiful in its design and workmanship. It consists of seven pieces, and is well worthy of the donors and the honored recipients. It was greatly admired by many who took the opportunity at the close of the meeting to examine it.—*From the St. Catharines Journal.*

## 2. LENNOX AND ADDINGTON TEACHERS' ASSOCIATION.

A special meeting of the Lennox and Addington Teachers' Association was held in the High School building, Napanee, on Friday and Saturday of last week, in order to meet the Deputy Minister of Education, J. George Hodgins, Esq., LL.D., hear his address and lecture, and transact other necessary business in connection with an Institute which it was proposed to hold at the same time as an integral part of the Association's work. In order to make the most of the possibilities of the occasion a Departmental order constituted Friday a legal school holiday, and the result was seen in the large attendance. The Association was opened shortly after one o'clock p.m., by Mr. Bowerman. Mr. Tilley (Secretary) read the minutes of the last meeting (25th Nov. 1876), and on motion they were confirmed. Chemical experiments, designed to illustrate the detection of one substance in a compound, by the action of another substance, were shown and explained by Mr. Tilley. Mr. Bowerman then said a few words by way of introduction to a subsequent exhibition of calisthenic exercises by a class which would be introduced. The idea had been obtained in Oswego while visiting the schools there

about a year ago. They had not yet acquired any marked proficiency but found the exercises helpful in many ways. The movements were made simultaneously by all the members of the class and consisted of three variations. He recommended teachers to procure and study "Wytson's Manual of Calisthenics."

The Deputy Minister was then introduced, and in an address of more than half an hour gave a full explanation in regard to the recent school legislation. That legislation he would divide into four parts. First, that affecting the condition of teachers; second, the increased duties of trustees; third, the increased facilities for the formation of school sections; and fourth, that relating to High Schools. The first part of the legislative changes provided facilities for furnishing thoroughly trained teachers. In future it would be necessary for teachers, even of the lowest grade, to have a professional training. A distinction would be drawn between literary and professional training. Regulations for the formation of County Model Schools and County Institutes would soon be issued, the Normal Schools would also be made more effective, and these together would afford teachers the opportunity of acquiring the necessary professional training. Inquiries had been made at the Department for information relative to quarterly payments to teachers, and he desired to say that the law was not imperative but permission had been given to County Councillors to make arrangements for supplying funds on the note of the school corporation. High Schools had been placed, in relation to the Government grant, upon the same footing as Public Schools. There was now harmony here as to the right of property being pledged to support the High Public schools and, by the munificence of the Sovereign the Universities. They would now be made to work into each other, the Universities not doing the work of High Schools, nor High Schools that of Public Schools, and it devolves upon us to see that every dollar is turned to account. When he was first connected with the Department the annual expenditure was less than half a million, now it exceeds three millions, and increased anxiety was felt that all the institutions should harmonize so that nothing should be wasted. That was the object of legislation and would be of the regulations. One thing to which Rev. Dr. Ryerson adhered was that the feeling of the county should be consulted and that was being carried out by the Hon. the Minister of Education. Reliance would be placed on the people for the local promotion of Education, and if wisely directed from head quarters he was assured the result would be successful.—(Applause.)

Mr. Burrows referred to the loss which had been incurred by reason of the want of professional training of teachers. He was glad that increased aid would be given to High Schools. He had always contended that the whole country was interested, as they had to look to the High Schools for teachers, and if they languished, how could the teachers be expected to succeed? In this country they had already held Teachers' Institutes, and much benefit had been derived from them. The teachers had gone into them heartily and willingly, and Mr. Tilley, had he been a salaried officer, could not have done more. (Applause.) He hoped the teachers would take advantage of the opportunity of asking questions of the Deputy Minister.

Rev. Mr. Blackstock referred briefly to the importance of the teacher's work, and the advances made on educational matter since his school days. Dr. Bristol also made a few remarks. Mr. Morden, chairman of the Napanee Board of Education, spoke at some length in honour of the profession, hoping that teachers would always consider it second to none, and in the prosecution of their duties seek to instil and cultivate truth and all those virtues which are most highly prized.

Mr. Bowerman then put a class through a series of calisthenic exercises designed to strengthen and enlarge the chest, with much regularity, eliciting the heartiest encomiums. A class of larger scholars took their places with the same exhibition of regularity and system, under the superintendency of Misses James and Fraser, showed the perfection to which these agreeable and healthy exercises may be brought in a few months. Dr. Agnew and Rev. J. J. Bogart followed with short and appropriate speeches. Mr. Bowerman, by the aid of the blackboard, gave a practical and lucid exposition of his system of map drawing, the plan being composed entirely of parallelograms, squares, and right-angled triangles.

Dr. Hodgins, in answer to several questions, explained that although the papers of second-class applicants would be examined in Toronto, no change would be made in the mode or place of examination. The change had been made as the result of a conviction that the second-class certificates having a Provincial status should also have a common standing. He had been much pleased with the calisthenic exercises, and would say that such exercises were included in the Normal School programme. Apart from their physical importance, they afforded an agreeable means of breaking the tediousness of routine.

Mr. Matheson moved that a hearty vote of thanks be presented

to the Deputy Minister of Education for coming to meet the Association, and his lucid and interesting explanations; and that he be enrolled as an honorary member of the Lennox and Addington Teachers' Association. Mr. Dorland seconded the motion, and it was carried amid applause.

Dr. Hodgins said that he accepted the enrolment as a great honour, and evidence of a oneness of interest between himself and the teachers. On them the country largely relied to stem the tide of evil. Much would be prevented if teachers implanted in the plastic mind of children the highest sentiments of religion. It was hard to tell what would not be accomplished if that were done, and the example of the great Dr. Arnold more closely followed.

The very interesting proceedings were brought to a close by the singing of the National Anthem, by a class of school children. In the evening Dr. Hodgins gave a lecture in the Town Hall. The residents of Napanee were thus indebted to the Teachers' Association for one of the best literary treats afforded for some time. Napanee audiences have been hard to please for some reason or other, and lecturers enjoying a more than Provincial reputation have been sadly disappointed, as their audiences have also been, by their visit here. But the Deputy Minister of Education, J. Geo. Hodgins, Esq., LL. D., struck a sympathetic chord, and his next visit will be hoped for with something akin to the pleasure created by this one, but greatly intensified. In the choice of his subject, he was peculiarly happy. The ordinary abstract subjects of platform speeches have long ago been voted a bore, but he had a subject which recalled a reality to many, and was fresh and interesting to all. The audience was large and influential, and from beginning to end of the lecture observed the most careful attention. The Mayor occupied the chair, and in addition to the lecturer there were on the platform, Dr. Agnew, Inspector of Frontenac, Mr. Burrows, the county Inspector, and other influential citizens and strangers. The lecture was brimful of information, and with so little superfluity that it will not bear condensation with any retention of its beauties. After expressing gratification at being present, he announced his lecture as "Lessons for Canadians from the Centennial," and proceeded to trace the history and development of international exhibitions from that at Venice in 1208 to the one forming the subject of his lecture. He showed particularly the rise of Social Science and Education from a subordinate to a principal department and portrayed the beneficial effect produced in the advancement of civilization and morality. He dwelt at length upon the flattering position taken by Canada, and especially Ontario, among the educationists and educational systems of the world, and thought that the lessons to be learned were self-reliance, self-respect in its highest sense, and the necessity of redeeming our pledge to realize yet higher achievements. A cordial vote of thanks was tendered to the lecturer and acknowledged in appropriate and eloquent terms. The success of the lecture was undoubted. On the second day the exercises were resumed at 10 o'clock. The first subject was: "How to teach Arithmetic," by Mr. D. McKay, Head Master of the Newburgh Public School. Mr. McKay, who has made the study of mathematics his favourite study, is decidedly able in Arithmetic, and gave a great deal of valuable instruction in the course of his lecture. The next subject was: "How to teach Reading," by R. Matheson, B. A., Head Master of Napanee High School. Mr. Matheson dwelt upon the great importance of reading so as to communicate to others the meaning of the author, in such a way as to give pleasure. He then referred to the common faults in reading; giving suggestions as to the best mode of correcting them. In the afternoon the election of officers for the current year took place, viz.:—President—F. Burrows, Esq., I. P. S.; 1st Vice-President—Wm. J. Black, Head Master Tamworth Public School; 2nd Vice-President—Donald McKay, Head Master Newburgh Public School; Treasurer—R. Matheson, Head Master Napanee High School; Secretary—Wm. Tilley, Assistant Teacher Napanee High School; Executive Committee—J. Bowerman, Head Master Napanee West Public School; W. Chipman, Math. Master Napanee High School; Miss Belfour, of Adolphustown; Miss Huyck, of Richmond, and Miss Walsh, of Napanee. Auditors—J. Bowerman and W. Chipman.

The next subject: "How to teach History," was taken up by Mr. Tilley, who illustrated, upon the black-board, his method of grouping the more important events of history so as not only to remember them, but to derive most useful lessons from them.

Mr. R. R. Lennox, Head Master of Napanee East Ward Public School, then took up, "How to teach Composition to a junior class." He handled the subject with much ability, showing that, at a comparatively early age, children can be taught to express their thoughts in writing with accuracy, and a fair approach to smoothness of style. The next meeting of the Association will be held on Saturday the 16th June next, with the following programme: "How to teach an infant class," Miss Phelan; "Object teaching and the Kindergarten," Mr. Matheson; "Physical Geography," Mr. Chipman;

"How to teach Penmanship," Mr. Bowerman; School Hygiene," the President (Illustrated by Chemical Experiments by Mr. Tilley). Readings, by Misses McLeod and Langmuir; "Grammatical Analysis," Mr. Black, of Tamworth. Condensed from the Napanee Standard.

### 3. GRENVILLE TEACHERS' ASSOCIATION.

The regular half-yearly meeting of this Association was held on May 25 and 26, at Kemptville.

The opening address of the president, A. McPherson, M.A., pointed out the necessity of Teachers meeting frequently to interchange ideas and discuss subjects pertaining to their profession, so that they may thereby be the better fitted to perform the duties of their office.

This was followed by the reading of the minutes of the last meeting, after which Mr. R. W. Hicks drew attention to some of the errors usually found in writing, and the best methods of preventing them. He spoke very strongly in favour of blackboard exercises and simultaneous writing. It was clearly shown that ultimate success depends largely upon the care that is taken in teaching the first stages.

The Rev. Geo. Blair, M.A., I.P.S., next followed with an address upon "Defects in Teaching." This address dwelt principally upon the subjects of Reading, Spelling and Arithmetic. It was further shown that the effect which the example of the Teacher will have upon his pupils is very powerful, particularly where his faults are concerned.

"How to teach Fractions" was discussed in an essay by Mr. T. Meech who showed how the reasons for certain processes should be explained. In connection with this subject Analysis was introduced. Several speakers expressed themselves in favour of solving all problems by this method. The applicability of this method to stocks was shown by Miss Kirkup, who solved several of these problems in this manner.

Next in order was a lecture on Reading by (Mr.) J. A. McCabe, (B.A.) Principal of the Ottawa Normal School. The lecturer explained the four principal methods of teaching reading: 1st, The A. B. C. method or that by which the child is taught the name of the letter without regard to its sound; 2nd, The "Look and Say" method or that by which the child is taught the word without reference to the letters composing it; 3rd, The Phonetic, or that method in which new characters are introduced to supply the wants of our alphabet; 4th, (That which the lecturer recommended as the best), The Phonic or that by which the sounds of the letters are taught. Mr. McCabe next discussed the essentials of good reading, drawing attention particularly to Fluency, Distinctness, Good Pronunciation, and Expression, and pointed out the best means of acquiring these.

A vote of thanks was passed to Mr. McCabe, after the presentation of which an appropriate reply was made.

An essay entitled "I'm proud I'm a Canadian" by W. M. Elliot, M.A., portrayed in glowing terms the rise and progress of Canada. Arguing from the steady rise of the past and the continued progress of the present, he pictured for Canada a glorious destiny in the not far distant future.

During the forenoon of the 26th a paper on Geography was read, followed by Black-board Linear Drawing as applied Geography.

Natural Philosophy was the next subject upon the programme; some of the 2nd Class problems of last year were solved.

The next meeting of this Association will be held in Merrickville during the month of October.

This was a very successful meeting.

(WM. THOMPSON, Secretary.)

Kemptville.

### III. Extracts from Periodicals.

#### 1. ERRORS OF YOUTHFUL AND OTHER TEACHERS.

During a recent ramble among schools I jotted down in my notebook a few errors, as they seemed to me, which I detected in the work of certain teachers. Believing these faults—I am almost inclined to term them radical defects—to be more common among inexperienced instructors than we are willing to admit in these days of Centennial glorification, I venture to reproduce my criticisms, with a few comments thereon, for more general comparison.

1st. "The teacher talks too much." This is an especial temptation to an instructor who is well versed in the subject under consideration. Saturated with knowledge, he is like a wet sponge, needing only a touch to cause his information to drip out upon the class. In the recitation criticised as above, the teacher was intelligent, almost learned. His remarks were excellent, and the pupils were

interested, and perhaps instructed; but the time was so occupied that there was no opportunity for regular recitation work. No test was made of the pupils' preparation of the lesson, no searching questions were asked, no analysis of the subject was given. It was merely a delightful talk to a number of girls by a scholarly gentleman. It was not teaching. In a neighbouring school I witnessed a similar recitation, and while conversing with one of the pupils after class, he slyly remarked, "We always get Miss —, to talk about something when we haven't got our lesson." Now, the lecture system is beneficial only to advanced pupils, young men and women thirsting for knowledge, who have absorbed all their textbooks contain, are eager to know what their professor can impart, and whose minds are trained to receive and retain information.\*

With young pupils, mere beginners in study, ignorant of the methods of mental acquirement and assimilation, with no especial taste for work and no power of concentration, there must be class-drill and proofs of previous labor demanded. The recitation is for the benefit of the pupil, not the teacher. In general, it is mentally more profitably to tell a thought than to receive it. Under the talking-system pursued in some schools, the teacher grows much faster than his pupils. He is actively employed all the time; while they are mere recipients, delighted sometimes, indeed, but not held to labor for what they wish to know. He acquires a choice of words, and learns to talk fluently and to tell what he knows; while they get neither experience in expression nor criticism on their use of language and their grammatical mistakes.

A little information may often be imparted to great advantage, it is true, but only to enliven the monotony of hard work and to act as a stimulant to fresh exertion. *The maximum of talking on the part of the pupil and the minimum of talking on the part of the teacher is the perfection of a recitation.* In my own classes when topical recitations are fully established, I have always required the class to conduct the entire recitation from the blackboard diagrams, with only an occasional suggestion or remark during the progress of the work, and a general commentary at the close.

2nd. "*The teacher makes no point.*" In the recitation I witnessed, there seemed no special goal to be reached, but the pupils were wandering aimlessly about, toiling to get over a certain number of pages of the book. When they finished, it was with an air of relief that another task was performed. On no cheek was there the glow of victory. No one seemed to feel that he had taken a step, a definite, measured step in the path of knowledge, and had gone up a little higher to a better outlook. Neither teacher nor pupil appeared to grasp the relations of that lesson to the one of the day before, and the one assigned for the succeeding day, whereby it became a link in the chain of the term's work, which, if dropped out by inattention or absence, would break the whole asunder.

Now, every lesson should have an object, else the children had better be out on the play-ground breathing fresh air, and developing their muscles. The class should assemble for a specified purpose: to master some difficulty clearly perceived beforehand, upon which they have worked during the time of preparation and are to report their success; to give clearer intelligence about what they have done; to get fresh facts; and to prepare for a new struggle and advance. They should know where they stand when they come to class, and whether they have conquered the point of the lesson; and when they have, it should be with a distinct idea of something they have gained or failed to gain. At the close of each lesson, the teacher should tell the class the object of the next day's work, give directions about doing it, and remove any unsurmountable obstacles, thus preparing the way for intelligent, profitable and economical labor on the part of the class, and preventing the necessity of individual help, which is so annoying to the teacher and often so injurious to the pupil. If the teacher unfortunately uses a textbook which does not give an analysis of the lesson in bold paragraph headings, he should prepare such an outline and let the students classify the lesson. Many studies admit of a uniform analysis. Thus, in Chemistry I have used the following topical outline—Source, Preparation, Properties, Uses, Compounds; and in the Periods of Geology—Location, Kinds of Rocks, Fossils, Remarks. These titles answer as labelled pigeon-holes in which the pupil can sort off all the facts of the lesson and, to stretch the figure, are like elastic bands, which will expand to receive the knowledge one may gather in future life. They aid alike in learning, reciting, and retaining a lesson, and are invaluable in all teaching and studying worth the name.

When a scholar thus looks over the advance lesson, finds the thick underbrush parted by a strong hand, so as to give him an unobstructed view to the end, detects its point, has its analysis clearly in his mind, and is warned of the dangerous places—he feels as if he half knew the lesson already, and sets about it with a light heart and an assurance of success. Such a course begets in him confidence, both in himself and in his teacher. With each lesson there is a consciousness of something done under the direction of a skilful guide. School work is reduced to a system; the pupil knows where he is, and how fast he is advancing; he is constantly reaching a result, and with the satisfaction of progress, the delight of acquisition, and the pleasure in employing his powers usefully, he finds a daily interest in his work.

3d. "*Pupils are kept in at recess and after school to study.*" This is literally a crying evil. It is a custom handed down to us from the past, and sanctioned by age; but teachers are perceiving its enormity, and are fast discarding the practice. It is both unnecessary and injurious. Scholars may be profitably directed to remain after school for the purpose of receiving suggestions, counsel, &c., from the teacher, but not to study, and *at recess NEVER!* The object of an intermission is to preserve the health of the pupil. Nature demands this, and it is her right. No teacher should rob a child of legitimate exercise. It is a physical wrong. Moreover, in play the superabundant flow of the animal spirits is worked off, and that force is employed in throwing a ball, or running a race, which would otherwise find vent in mischief or restlessness. The whole fifteen minutes usually given is demanded, and the thoughtful teacher, instead of depriving a pupil of any of those precious moments, should urge every one to use them in the best manner possible. It is well to explain this object especially to the few studious girls who are inclined to keep their desks at that time, and to convince them of their duty to preserve their health, and that play-hours should be as sacredly devoted to recuperation as study hours to work. Even when the weather is unfavourable for outdoor sports, the necessary relaxation can be secured by throwing open the windows far enough to obtain fresh air (taking pains that no one shall receive the direct draught) and then putting the school through the light gymnastics.

Keeping a pupil after school to learn a lesson is wrong in principle. It begets a dislike for the teacher, the school-room, the study, and all connected with it. What should be a delight, is made a punishment. Moreover, it punishes the teacher as much as it does the pupil. It wearies him unnecessarily, and, depriving him of time for rest and study, unfits him for work, and so robs the school of its right—his best services. The difficulty with the pupil is generally an inability to concentrate the mind upon the lesson. If that cannot be secured during the fresh, vigorous hours of the day, under the inspiration of the class, and the example of companions, the teacher may well despair of success under less favourable conditions.

I cannot sum up the matter better than in the words of Superintendent Harris, "The cure prescribed (*i. e.* retention after school) only aggravates the disease. Prepare the lesson so that the pupil can carry it by storm, and never allow him to make a dissipated, scattered attack upon it."

J. DORMAN STEELE.

## 2. HEALTH REFORM IN THE SCHOOL-ROOM.

Education is a term easily defined, yet very seldom fully realized in the schooling of our youth. Its Latin derivation makes it signify leading out or drawing out, rather than cramming, or filling up. We believe the word education to mean the drawing out, or developing, of all the mental and bodily powers symmetrically.

We can not complain at the importance given to mind culture as far as it has to do with mere intellectual advancement, yet there are vast resources of mind and soul that remain untouched by the hand of education.

We do not intend to touch the metaphysical in this article, but we would urge the wants of a better physical education. Our people are far from being too practical, yet they spend all their resources of body and mind in one direction alone—money getting.

Money, ambition, self-indulgence, pride, are leading us to corruption, decay, ruin. Indeed, it is from the cradle to the school, through school into life, through life into the grave, but a series of anticipations on our part, a race, with success just beyond our reach like a will-o'-the-wisp, and death at our heels—but it usually turns out the same, death victorious, and human pride and ambition finally yielding to its power. There is truly a great need of health reform, if we would see men and women of our generation fulfilling the promises of success and happiness that might be theirs to realize.

Perhaps some one is ready to skip this humble article and pronounce this idea of health reform a mere hobby. Let him call it a hobby when he can deny or explain away the fact that of every one

\* It is a curious fact that while we are turning to the lecture-system from the over-extract text-book recitations of our fathers, the Germans, of whom we learned the new art, are beginning to perceive their mistake and considering the propriety of introducing recitation-drill even in their Universities. Strangely, too, the privilege of attending the so-called "Discipline Exercises," the nearest approach to a regular recitation, is eagerly sought after and granted only to the best scholars.

hundred persons in our land to-day, at least an average of ninety-five are sick and prematurely old, are dying before their time. Our habits of living beget many diseases, that are sapping away the power ruling him at its will, his intellect is crowded forward until it has far outgrown the weak and poorly developed body. This can not sustain stress of an active cultured mind under the rule of such an ambition. Recourse must be had to some outside influence to tone up the body's weak energies, and, little by little, the young man accustoms himself to resort to stimulants in his hours of efforts until, after a time, the base appetite is fixed upon him, and the young man of intellect and promise sinks into the hopeless debauchee before he even dreams of danger.

Surely there is a great mistake in our plan of living and a greater mistake in our plan of education. Where is a better place to begin to live healthfully, and to teach others so to live, than in the school-room wherein habits of thought and of living are formed that cling to us throughout our lives?

Are our schools performing their mission in doing all they can to teach our youths to live properly and healthfully, so that they can go forth at graduation, strong and vigorous, ready for life's battles? Ask the young men and women in our college halls to-day, get your reply from the thousands of newly-made graves that contain the buried hopes of fond teachers and bereaved home circles, or, more forcibly still, get your answer from the puny, consumptive faces of scholars, who barely escape with their lives, who have gone forth, not to bless the world, but to burden society and friends with their brief, perhaps useless, lives.

The scholar should learn how to live, as well as what to do while he lives. Of what account is the most liberal education to the invalid, the consumptive, the prematurely old?

Now comes the practical question, wherein do our schools lack in the training they afford?

They fail to give the student a thorough knowledge of himself. Very true he gets a good idea of his bodily structure, the general functions of its organs, the exact number of bones and muscles, the mechanical uses of each; but of the great question of his powers and weaknesses, of the question how to relate himself to persons and things about him, to live the most happily and successfully, of the question how to save or waste his vital force, of all these, not a word of advice does he receive, indeed, it is all a chance, this physical life, and woe and suffering to that one who ignorantly steps beyond the path of law and right living.

Granting it to be the mission of schools to teach people how to live, the question arises, how can our district school-teachers benefit their scholars, in this respect? They are with them but three or four months in the year, they have them but six hours in the day—have no control over their habits of life, or of person. Three things the teacher can do, each of which will have its effect. He can introduce the study of Physiology and Hygiene into the school-room, thus acquainting the scholars with the mechanism of their bodies. The teacher should be a student beyond the mere text-book, not everything is found written down in text-books that a teacher should impart. Habits of life, habits of thought, must be instilled into the scholars' minds, which only the true teacher can impart.

Teachers should be examples of real healthful living; teachers should be reformers by inquiring into and obeying all the laws of their physical life, and thus giving force and zest to their precepts by real consistent example.

Not all good comes from scholars' associations with each other. Secret and pernicious habits are contracted, habits that in thousands of cases have been effectual in dragging down promising boys and girls into the lowest depths of misery and suffering. Parents fail to detect this decline, or if they do, they cannot guess its origin; friends know gradual not how to interfere; of all others, the teacher is best fitted to speak the words of warning that shall save the boy or girl from premature weakness or death. The subject of food, of healthful dieting, has been laughed at, jeered at, and ridiculed only to gain ground among our people, until the more intelligent and thoughtful are beginning to accept the reform in food as they are also that of dress. Plain healthful food, warm healthful dress, simple natural habits, all these, with a body well trained and cultured, free from disease and dissipation, will afford a fitting abode for the active, well-cultured intellect of the present age. The school is the place to train the scholar in all these requirements, because the mass of the people, young and old, are groping in the dark yet, on many of these questions. Schools should be beacon lights to warn the youth of the many dangerous places that threaten them. The teacher, if a teacher, should be so thoroughly posted on all question of physical endurance, that he can instruct his scholars as to the care of their bodies, the saving of their vital power, and the certain effects that must follow irregular habits of any kind.

One course pursued brings happiness and health, another suffering and sickness, one brings prosperity, another adversity. Learning

these from experience, from research and from reason, we can not fail to impart instruction in a science outreaching all others in its effects, as it excels all others in its unchanging exactness. The health reformer in the school is working for his community, his country, his kind, inasmuch as he is working to improve and strengthen mind, soul and body.

S. H. GOODYEAR.

Dansville Hygienic Seminary.

### 3. NECESSITY OF VENTILATION.

Pure air and plenty of it is a necessity of our being.

The old botanists tell us that a plant can live and thrive on an atmosphere of carbonic dioxide, but we, not being plants, would soon breathe our last. Our grandfathers told us of the pure air of the old-fashioned log school-house, with its immense fire-place and huge back-logs, scorching the face, while freezing the back.

It is not reeking with obnoxious vapours and unsavory smells, for the wide chimney carried them all away to be scattered to the four winds of heaven. The instruction was poor but the air was good.

After the log school-house was torn down, there came a generation of tight boarded houses, with red hot stoves. There was no huge chimney to take away the smell of roasting apples, old boots and shoes, and scorching clothes.

Into a small room were often crowded fifty scholars, and on a cold afternoon the air became positively abominable. Here were bred fevers, consumption, scrofula, rheumatism and many of the "dispensations of Providence" that followed. The results are not at all obliterated, but linger in the constitutions of the men and women of to-day, for the curse of foul air descends even to the third and fourth generation.

But do not say that things are changed now, and that ill-ventilated school-houses are all burned up or remodelled. See what the *Lima Recorder* of a recent date says: "The school-house of the village district-school in this town, besides being altogether too small to accommodate the children of the district, is in a woful condition as regards ventilation, and should be looked to immediately. No adequate means have been provided for properly ventilating it, and after the school has been in session an hour or so, the air is wholly unfit for human beings to breathe. Lately, we have heard of numbers of cases where the children have been taken with vomiting, while many others have gone home with headaches or other ills contracted in the close, foul, or poisonous atmosphere. This is a matter that demands the prompt attention of the people, for we believe, this school-house is undermining the health of the children who are confined in it, and that a long train of ills will result if it is allowed to remain as it is."

Lima is a beautiful village in the Genesee Valley, with a flourishing seminary, and fine churches, and surrounded with a sober, industrious and intelligent community, but they do not think they are sustaining a hot-bed of disease in their midst. Let them take off a part of the roof, arrange ventilating flues, lower the window from the top, do something to arrest this disease-breeder. It would pay to close the school, and send the children out into God's pure air awhile, giving them a chance to grow up strong and hearty.

An old-fashioned minister was preaching in a tight, unventilated church, in which by some means a window was left partly open. A good deacon during the sermon closed it. The minister stopped, and turning to the deacon, said in solemn tones, "If I were preaching in a jug I believe you would put the cork in."

We are abating this nuisance somewhat but it would not be difficult in New York or Chicago to find school-houses filled with children, in which the air is not fit to be breathed. Several school-rooms in New York last winter, were pronounced by the health officer to be unfit for human beings to live in.

But it is not only from stoves and foul breath that the poison comes. In our cities there rise from the sewers gases which should pass away, but like unwelcome visitors come back, and the trouble in this case is, we do not smell the most poisonous of them. Bad smells are not as injurious as smells that do not smell at all. Such gas comes from cess-pools and other abominations, the mere suggestion of which makes us turn sick.

Now to make our children live in such poison is not a part of civilization; it belongs to barbarism.

It is time our city and school officers looked into this matter and remedied it. Darkness still lingers, and in more places than we think.

Foul air and foul gases are ruining the health of our children. —*National Teachers' Monthly.*

#### 4. WHAT HEIGHT SHOULD SCHOOL WINDOWS BE ?

At what height should the windows in schoolrooms be placed above the floor? is a practical question in Boston just now. The architect of the Dorchester Everett School has placed the windows of the two schoolrooms in the upper story five feet above the floor, while those in the other rooms (32) are placed three feet above the floor. The school committee have petitioned the architect for a change of his plans without avail; now they have requested the City Council to order a change to be made. The result does not yet appear. The action of the school committee is as follows:

"Whereas any theory relating to the admission of light, which is correct in its application to thirty-two windows placed three feet from the floor in eight rooms, cannot be correct in its application to ten windows placed five feet from the floor in two rooms, all in the same schoolhouse.

"Ordered, That the City Council be respectfully requested to cause the windows of the two schoolrooms described in the preamble of this order, to be lowered to the height of the windows in the other schoolrooms of the same building."

Two things strike us as remarkable in this discussion. The first is, that no uniform rule prevails in the mind of the architect as to the proper location of windows for the admission of light; and the second is, that the school committee of a city is powerless to secure valuable results in architecture, heat, light, and ventilation, when its views may be in opposition to those of an architect who may or may not know the requirements of school hygiene.

In a recent article in an architectural journal with reference to schoolhouse windows, the following "practical considerations that influence the placing of windows in any building" are given; viz., their uses in lighting and ventilating the building, construction, convenience, and architectural effect.

Reasoning from these, the writer claims that the windows of rooms which are to be used as sitting-rooms or living rooms, should be placed low enough to enable the occupants to look out-of-doors: while in rooms to be used only for study or writing, the windows should be so placed as to give sufficient light, and have it come from the right quarter; and that when this is secured, nothing else need be considered. He goes on still further to make a practical application, saying that in schoolrooms five feet is, on the whole, a better height for the sills than three feet.

But are study and writing the sole things to be considered in a schoolroom where pupils from five to fifteen years of age are to spend a large part of their time? Are we to consider, in the construction of these rooms, simply the quantity and direction of the light, as in an artist's studio, a picture gallery, or a photographer's room? or are they to be, at the same time, cheerful, airy, homelike rooms, where the children may be happy as well as studious? or, perhaps, still better, be happy that they may be studious? A good teacher will have no trouble with "children looking out of the windows" three feet from the floor, as the article suggests; and no dungeon-like contrivance will force children to be studious with a poor teacher.

The schoolroom partakes of the nature both of a study-room and a living-room, and the nearer it can be made like the home of the middle class of scholars, the better. Pictures and flowers and mottoes are employed for this purpose by the most successful teachers; but this element of school-life and school architecture is fast being forgotten in this city, in a desire to imitate foreign examples.—*New England Journal of Education.*

#### 5. ADORNING COUNTRY SCHOOL ROOMS.

The memories at the school-room cling to us through life, and influence us in no slight degree; hence it should be the brightest of all places. There youth, with its love of beauty, its keen appreciation of tasteful adornments, its never-failing admiration of the beautiful in nature or art, spends much of the first years when all impressions are lasting. Later in life, we are clad in the armor of good taste, and awkwardness, uncouthness, or deformity, have little effect on our well protected character; but the child, exposed to these influences, and susceptible to their contamination, has no defence. They steal upon him like the treacherous tide, slowly but surely overwhelming the correct ideas of beauty which are inherent in every soul. As the heliotrope seeks the sunlight, so the soul of the little learner turns to beautiful things, grows, in the contemplation, and drink in their sweet qualities.

In cities, teachers are brought into close competition with each other, and nearly ever one makes an attempt to beautify the room where her pupils congregate, but from lack of funds, taste, or judgment, the attempt is often futile. Few rooms are really decorated, but many have in them some curious and tasteful objects that break the monotony. In visiting hundreds of city schools, I have never

seen a room utterly devoid of beauty. But, during a childhood of district school attendance, and in inspecting many district schools in, at least, two states in the Union, I have seen no more than five that were adorned by any of the thousand beauties that might have been placed in them. The very acme of bare, blank dreariness is reached in these schools. Who does not remember the expanse of rough, smoky wall, relieved by nothing save, perhaps a dusty line of cobweb along the angles? The old rusty stove, broken, perhaps, and minus a leg, the drunken pipe that zigzags its way to the smokiest part of the room, the dilapidated wood-box, the patched blackboard, the dusty, uncurtained windows, the grimy, uncomfortable benches (the bane of all country schools), where little forms lose all their grace, and little faces grow weary and pitiful—all these are parts of the average district school. Yet fond parents send their children to those places, and earnest teachers stand there working for them, and both think they ask a possible thing when they urge the young creatures to be good, to be ambitious, to practice all the virtues. *Can a child be good* when the love of beauty and comfort which God has planted in its heart is *outraged* every hour by its surroundings? Teachers, parents, ask yourselves this question; ponder it carefully, then answer it in *works not words*. If the above be a picture of *your* school-room, begin the work of beautifying it to day. The labour belongs to parents as well as to teachers, but I know, by experience, how hard it is for teachers to impress parents with this fact, especially in the district schools, in whose behalf I write. I say, however, to every teacher, "Begin the work." The children will prove earnest little helpers, and often impart their enthusiasm to the apathetic parents. The first requisites are soap, water, and whitewash. Cleanse the building and the plot of ground surrounding it. If you can, take Saturday for the work; this will show that you do not desire to interfere with the school programme; that you are willing to sacrifice something for the beauty of the room, and will inspire the pupils with a desire to "clean up." Divide your little army of volunteers into companies, giving each division its own work. On this day the "big boys"—bless the roguish, boisterous creatures!—will prove the best workers. Encourage them by judicious smiles, and they will do all the hardest work, leaving the easy and ornamental part for the girls. The uncomfortable benches cannot be remodelled, but they can be cleaned; the smoky wall whitened; the stove polished; the floor and windows washed and the yard freed from all its *debris*. Then your tired little band must be sent to their homes after you have informed them of some articles they might furnish to make "our house pretty." They rush off to sound the praises of the clean room, and nine out of every ten appear on Monday with some contribution. Some may be wholly unfit for your purpose, but some means may be found of urging Johnny to donate his ugly glaring print to the girl's playhouse, and of disposing of Susie's impossible cotton-flannel cat, without wounding the loving little donors. If the house has no closets, have the large boys make a corner cupboard, to hold the broom, pails, wood, and all unsightly paraphernalia; paint or stain this cupboard, if possible.

Country teachers are rarely burdened with the "filthy lucre," so desirable when one begins to indulge in adornments. Mindful of this, I will give some cheap, yet tasteful articles that may be easily made. To begin with mottoes: These may be made of evergreen, but they are more durable, and even prettier, when cut from dark blue or green paper sold at all stationers, and faced and tipped with a narrow line of gilt paper. The letters should be of ornamental patterns, and be fastened on the wall with pin-head tacks. At the usual elevation of mottoes, the tacks are not visible. The paper need not be attached to pasteboard. For small mottoes, to be framed with evergreen or rustic work, take white card-board and trace the letters and accompanying vines on it. Then paste dried fern leaves and other leaves over the tracing and you have a motto quite as beautiful as any that can be purchased. For cheap frames, encourage the boys to whittle out strips of pine, dip them into a strong solution of logwood, and glue them into the shape of common rustic frames. They look nearly as well as walnut. For money to buy pictures, get parents to contribute, deny yourself some luxury, or give an evening entertainment, conducted by the school, always stating clearly for what purpose the money is to be used. *Select the picture yourself*. Have nothing glaring; quiet, tinted landscapes, children at play, animals resting, these have a charm for any one, though they are nothing more pretentious than lithographs. Procure a large chromo or engraving for the front of the room, if possible, and let it be a subject from which many an instructive "talk" can be framed. I know nothing better for the purpose than the portraits of Washington or Beatrice Cenci.

Brackets can be made in the same manner as the rustic frames. I know no prettier design for the front of the room than a paper motto arched above this large picture, or a group of small pictures and a bracket placed each side, upholding a vase from which Madeira

vines run along the wall and twine among the letters of the motto. English ivy is a beautiful vine for this purpose; in fact, any vine looks well on white walls. Have some plants, even if they are wild plants, and make rustic or wire hanging baskets for moss and vines. In winter, when plants freeze in your school-room, replace these vines with the common partridge berry, whose green leaves and scarlet berries are always beautiful, and your moss and vine will grow all winter. Perforated card wall-pockets, worked with bright zephyr, are very pretty. Cigar-lighters, or strips of tinted paper, sewed with zephyr in the usual diamond form for card-pockets make lovely receptacles for ferns and pressed autumn leaves. Gentlemen teachers must delegate these two classes of ornaments to the young ladies. In autumn, gather maple leaves, press and varnish them, and you have material for wreaths, crosses, anchors, etc., whose beauty is unfading. The stems from bunches of raisins dipped in melted red wax, form good imitations of coral branches, and from these, pretty basket, brackets, and small frames can be constructed.

Encourage your pupils to make geological and botanical collections. Very young children, with a little instruction, can classify the common rocks and earths, and learn the parts of plants and flowers in an incredibly short time.

Last, not least, however, comes the teacher and his appearance. It is not necessary that this individual possess a faultlessly beautiful face and figure. But there should be on his face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher's attire should be in good taste, and suited to the dimensions of his person. However cheap the material, let it never be slovenly, gaudy, or monotonous. With this room, and this teacher, few children will turn from school with hatred. A new interest in the place, and care for it, will instantly be manifest, and one week's enjoyment will amply repay all trouble and expense.

—*Educational Weekly.*

## 6. IN THE SCHOOL-ROOM.

In school-rooms having double-seating, pupils when studying or called to position for any purpose, occupy the ends of their seats. A pupil's duty consists in quietly attending to his own business at his own desk, which is his place of business. He is never allowed to be turning around or idly gazing about the room, but is expected to keep busy with his school work. When visitors enter school, some pupils do no more than notice the fact, and do not allow it to interfere in their duties. Pupils are often cautioned against acquiring a stooping position at their desks. With young children, frequent changes of position are necessary, and are always allowed and encouraged by the teacher, the only condition being that they shall change their position so quietly as not to disturb their schoolmates. At their seats, pupils try to keep the floor about them neat and clean, and everything about them in the best order, the rule being a place for every thing and every thing in its place. Whispering is fatal to proper school discipline, and is highly detrimental to the best interests of the pupil, and therefore is not tolerated. Making a noise with the lips while studying is not permitted, except so far as it is unavoidable on the part of small children in the primary grade. Good order in the school is attained when each pupil quietly attends to his own business at his own desk. Absolute stillness is not at all desirable in a school-room, the little noise which attends busy work is natural, but noise resulting from idleness and carelessness works mischief.

Physical exercise shall be had not less than three or four times a day, for those between ten and twelve years of age. During recess, intermission and physical exercises, the teacher sees that the air in the room is changed. As a rule not enough attention is given to the matter of thoroughly ventilating school-rooms.

*Signals.*—The movements of school and classes are regulated by signals. Signals from a teacher consist of strokes upon a muffled bell (usually one stroke for a signal), strokes of a pencil upon a book or table, letters of the alphabet, and counting. For the sake of variety, different signals are used for different exercises. The following are samples for signals: Two quick strokes upon a call-bell, are used for stopping a school or class when in motion, and this signal from a teacher causes every member of the moving class to stop at once. Three quick strokes upon a bell is the signal for a class or school to be seated, and endeavour by another trial to obey a signal better.

A teacher seldom speaks to her school without first calling its attention by means of a stroke upon the call-bell, or a stroke of a pencil upon the table. Ringing or rattling a call-bell or drumming upon a table with a pencil, only increases any existing confusion, and should never be allowed as signals during school hours. After signals have been fully explained and understood, pupils are required to obey them. There should always be time enough given between two signals to enable pupils to obey the first one. The or-

inary signal used by a pupil, is raising the right hand when he desires anything; and he seldom speaks to a teacher in school without first obtaining permission in this way. In raising the hand the pupil brings the palm to the front about as high as his chin, *never shaking the hand or snapping the fingers*, nor getting out of his place in the class so as to be disorderly. Pupils never raise hands in a class during recitation to make corrections, till the pupil who is reciting has finished. Teachers often require pupils to use the following convenient signals:

4th. The whole palm raised to the front, indicates that the pupil is prepared to recite or explain and answer questions and give information.

3rd. Raising three fingers is a request to leave the school-room.

2nd. Raising two fingers indicates the pupil has a correction to make.

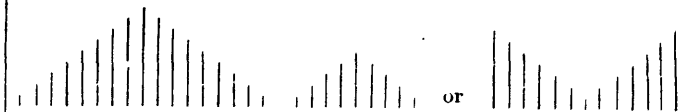
1st. Raising one finger indicates that the pupil desires to ask a question.

The advantages of formal order are many; it teaches obedience to properly constituted authority, regard for the rights of others, and leads the pupil towards self-control and regulation, and shows him that the highest good is to be sought and found in acting in combination and in harmony with his fellows.

*Recitations.*—After the schedule of daily exercises is once arranged, classes are worked exactly in accordance with its requirements. Punctuality cannot be too strictly adhered to. In calling classes for recitation, the dismissal of one class is the signal for the next class to prepare to rise; at the second signal—a stroke upon a muffled call-bell—the class rises with books in hand, facing in lines the direction in which they are to move in order to reach the place for recitation; at the third signal they move quietly to the place of recitation with books closed. Boys carry books in left hands at their sides.

Girls carry books in the same uniform manner as the teacher directs, generally in the left hand, raised as high as the waist and resting against the person, the arm bent nearly at a right angle. The manner of carrying books should be easy and graceful, or as nearly as possible like that of a lady carrying a small parcel.

When in position in class, pupils stand naturally, placing their books behind them; slates, if needed, may be quietly placed upon the floor in front of the class. The teacher should so arrange the classes at their desks, that when they go upon the floor they may stand in one of the following orders:



From the fifth year of school or from eleven years of age and upwards, pupils, particularly girls, should be provided with recitation seats, and not be required to stand while reciting. During recitation pupils do not lean against the wall, and when the teacher is instructing they stand with their hands folded behind them, giving their undivided attention to the instruction.

When the teacher calls "*Lesson*," right hands are raised, and she asks some pupils or the whole class to announce the page and lesson; and pupils do not drop their hands till the right answer is given. At the signal "*Books*," all books are brought to the front and opened at the proper page. Pupils hold books in left hands, the thumb and little finger on the pages, and three fingers on the cover; a pupil never holds a book high enough to conceal any portion of his face. The leaves of the book are turned from the top with the middle of the forefinger, as directed by the teacher; small children may hold the book with both hands till they gradually learn to hold with one.

When the school-room admits it pupils stand a little distance apart, each having a book of his own. The floor where the class stands is divided on a line, into spaces—twenty or twenty-four inches each—by brass-headed nails or chalk marks. When the recitation is finished and the next lesson assigned, the first signal is to close books and place them with hands folded behind; the next signal is to turn, facing the direction in which the class is to move in order to reach their seats, the third signal is to place hands at the sides for boys, and for girls as the teacher directs, and move quietly to their seats, carrying books as prescribed above. Pupils should never walk with their hands behind them. During recitation pupils give their undivided attention to their books or to their teacher. During the recitation the teacher's time belongs to the class which is reciting, and, so far as possible, she should not allow interruptions. The length of time for a recitation varies with the age of the pupils. Pupils from six to eight years of age ought to have from five to fifteen minutes for recitation; those from eight to ten years of age from fifteen to twenty minutes; those from ten to twelve years of age from fifteen to twenty-five minutes.

In reading and speaking in class, pupils use full natural tones of voice, and are encouraged to the utmost activity and promptness in recitation.

DUANE DOTY,  
Ass't. Supt. Schools, Chicago.

WHERE DOES THE DAY BEGIN.—The day begins on an irregularly curved line drawn southwardly from Behring's Straits, through the Pacific Ocean. Islands which received their civilization from this continent are on the east of this line; those which received it from Asia are on the west of the line, it starts from Behring's Straits at a point near the 180th meridian, and comes westwardly along the coast of Japan, passing between the Philippine Islands and Borneo, thence eastwardly to a point near the 180th meridian on the Antarctic Circle. Practically the change of date in the log-book is made by navigators on passing the 180th meridian, unless they have touched, or are intending to touch, at the Philippine Islands; in that case the change is made between those islands and Borneo.

Everybody should be taxed to support a public system of education, because everybody is benefited. A knowledge of even the very elements of education, makes men feel better citizens. The first duty of the state is self-preservation, and we support schools for the same reason we fence our farms and protect our houses. If a state has a right to govern, it has also a right to prescribe how it shall govern. If it is required to shut up criminals, it has a right to so manage affairs, that it shall have as few as possible to shut up. It is right to say that public instruction shall be sustained, for it lessens crime, diminishes pauperism, and perpetuates law and order.

STUDYING OUT OF SCHOOL.—It is indeed a depressing sight to see groups of girls released at night from our public schools, struggling homeward, laden with six or eight text-books which they are to pour over with intense anxiety during the long evening hours—hours which should be devoted to healthful recreation. An anxious school girl is a pitiable object, as with that anxiety comes cough, sleeplessness, loss of appetite, and a long train of formidable evils. We are almost willing to say, that girls ought to be prohibited by statute law from studying out of school hours. A law of this nature would seem to be as much needed as that which prohibits manufacturing establishments from employing children under a certain age.—*Journal of Chemistry.*

The King of Sweden who is known to be somewhat of a poet and a scholar, has delivered an address, in his capacity as a diplomaed doctor of philosophy, at the Swedish University of Lund, upon the importance of scientific learning, which the classes constituting the majorities in the legislative assemblies of Sweden, as well as those of Norway and Denmark are disposed to undervalue. He attributed the assaults upon society and the rights of property, which are causing so much disturbance in other European States, mainly to the want of liberal culture.

The executive of the Ontario Teacher's Association held its annual meeting lately, when the following subjects were selected for discussion at the annual Convention, which is to be held in Toronto on the 7th, 8th and 9th of August next:—1. Township School Boards. 2. Uniform promotion examinations in the Public Schools. 3. The relation between the programmes of the Public and High Schools. 4. Training Schools for Teachers. The Secretary was ordered to communicate with several prominent gentlemen with a view to securing their services to deliver addresses during the session of the Convention.

The teacher must prepare his pupils by suitable introductory steps for the lesson they are to learn. This need not be a long exercise, but it should be made a strong connecting link between what they already know and what they are to learn. He will naturally elucidate the principles embodied in the lesson, and show by progressive steps of thought how these are related to each other. He will then proceed to give specially selected examples that will require the application of these principles in their solution until the pupil has obtained a clear understanding of them: *instruction, drill, training.*—*N. Y. School Journal.*

MANNERS OF SCHOOL CHILDREN.—An American educational journal says that "the manners of our school children depend largely on the manners of those who are placed over them as teachers. This is undoubtedly true, and as important as are the qualifica-

tions of geography, history, spelling and writing in the teacher, gentlemanly and lady-like manners and correct deportment are hardly less essential. We have seen teachers so boorish in temper and so *gauche* in behaviour, that those children placed under them for instruction, however much they benefit in the mere acquirement of book knowledge, cannot but suffer, or at least fail to be improved in that general behaviour, that indescribable something that differentiates children, which aristocrats attribute to blood, but which really depends upon association and the placing before them models worthy of imitation. Our teachers, we believe, have no reason to be ashamed of their educational status when brought into comparison with the teachers of any other country; but in deportment, in the *manière d'agir*, it must be confessed there are glaring deficiencies.

Teachers in their style of dress, in their actions, in their phraseology, in their carriage, in walking across the school-room, in the way they take their seat at their desk, in every trifling particular which constitutes what we generically call manners, ought to be worthy models, because it is an undoubted fact that, whether for evil or for good, they are insensibly imitated by their scholars. The politeness of the teacher is reflected in the children under his charge and his *généralité* is intensified in the pupils.

In making this high demand, we may be asking too much, considering the miserable remuneration that is offered to teachers, particularly in out-lying districts, where this deportment on the part of the teacher is most essential. But we believe that many, if they reflected how important it is that their behaviour should be as correct as their grammar, would exhibit less carelessness, and make it a study to improve their own *manière*, in order that their pupils might also be improved with them.

INSPECTORS VISITING SCHOOLS.—The most effective work of a superintendent is in visiting schools. It is a fact well known, that many teachers well qualified for teaching lack method in organization and discipline. Such persons have not had the advantage of normal instruction, and teach as they have been taught. Under such circumstances the school inspector can do more work in the school-room in one hour than by many outside of it. There certainly can be many justifiable excuses rendered by teachers for the loose manner of conducting schools, viz: improper facilities, or none at all; the tardiness of pupils, and irregularity in attendance.

The duty of a superintendent in visiting a school is two-fold; first to examine the plan of the teacher in his school classification, the number of daily recitations, the time devoted to each, the number of classes in each branch, the method of instruction used, and mode of government: and secondly, to encourage the teacher in what is right and proper, to show him how to remedy existing evils, to properly drill by using class exercises, and to enkindle a manly enthusiasm in the pupils themselves. If he does all this, he will have accomplished much good. Such work requires time; half of a day would be little enough time to rightly preform this labour, or two visits of two hours each, or three visits during the year.—*J. H. Groves, State Supt. of Delaware.*

READING FOR TEACHERS.—We have frequently urged upon teachers the duty of constant intellectual self-activity and growth. This is indispensable to their professional success, and equally indispensable to their own intellectual salvation. We believe we said truly last month that, "As soon as one ceases to be a student, a learner, he begins to lose the qualities that make his thoughts fresh, his example contagious, his presence a power." He cannot be a good teacher who does not cultivate and keep himself intellectually vigorous. We now go further and say that the constant contact with the childish minds, which the teacher's work necessarily involves, is intellectual degradation to one who has no antidote in some form of intellectual activity outside of the class room. This is a terrible truth too often overlooked. Can we, then, too frequently or too earnestly commend to teachers the prime duty of self culture?—*Wisconsin Journal of Education.*

OBJECT TEACHING.—While object-teaching is not a substitute, but an indispensable complement to what is already practised among us, its value will depend more upon the teacher than the subject-matter selected. Mere machine-teachers, mere followers of prescribed order, those who cannot distinguish between means and ends, those who can infuse no inspiration, but daily walk under the dark shadow of a doomsday examination, shutting out the light of aught but such technicalities as may enable the teacher to pass with good marks—these will create fearful havoc with object-teaching. As an instrument of good or evil, its capacity is well-nigh measureless. It is worth encouragement; it is worth fair and unprejudiced trial

by every teacher; but if the expected fruits be turned into apples of Sodom on our lips, let us not, like the disciplinarians of old, attribute the fault to Nature; but closely examine ourselves and our methods, to see if we have not made mistakes, and interpreted nature wrongly. There is a wide difference between a galvanized corpse and a body quick with nerves, force and intelligence; between the trade of keeping school and the profession of teaching school; and likewise between the inspiration of object teaching and the heavy grinding out twice trituated object-lessons.—*W. L. C. Stevens, Savannah, Ga.*

**ART AND NATURE.**—Give the children a school-house that is habitable and looks inhabited,—a place that in its order, neatness, comfort, and judicious ornamentation may remind them of home. Set your school building in some beautiful spot, adorn it with the appliances of art, and let both art and nature become educators. There is in our lovely land, no lack of pleasant places where we may cast the lines of youthful school life. There are such places all around us.—*Home and School.*

**MICHAEL ANGELO AND THE TORSO.**—Old and blind, Michael Angelo, in the Vatican, used to stand before the Torso, the famous fragment of a statue made, possibly, by one of the most skilled chisels of antiquity; and with his fingers upon the mutilated lines, he would tell his pupils how the entire figure must have been formed when it was whole. He would trace out the fragmentary plan, and say that the head must have had this posture, and the limbs that posture, and that the complete work could only have been what the fragments indicated. Religious science, with the dim torch of reason and not illuminated by the light of revelation, is a blind Michael Angelo, standing before the Torso of the religious universe, and feeling blindly along fragmentary lines. Although the head of this statue is infinitely beyond our touch or sight, in the infinities and the eternities above us, and although its feet stand on adamant, lower than thought can reach with its plummet, we do know, in the name of the universality of law, that the lines we touch in our blindness in natural religion would, if completed according to the plan which is tangible to us, be revealed religion and nothing else.—*Rev. Joseph Cook.*

#### IV. Departmental Notice.

##### 1. THE EDUCATION DEPARTMENT OF THE INTERNATIONAL PERMANENT EXHIBITION AT PHILADELPHIA.

We have been furnished with an advance proof of the official bulletin of the International Exhibition company, and are thus enabled to give our readers the following interesting facts:—

A special attraction of the exhibition will be the educational department. Thirteen thousand square feet of floor space has been set apart for an educational display. This department will include the following important features: 1. Model school-rooms, graded and ungraded. 2. School work from different countries, states and cities. 3. School apparatus, classified according to the subjects they are intended to illustrate. 4. School-books, charts, maps, etc., arranged according to subjects treated. 5. Natural history collections. 6. Models, plans and photographs of school buildings. 7. Work done by students in universities, colleges, scientific and technical schools, normal and commercial schools, and benevolent institutions. 8. School laws, reports, journals, blanks and forms. 9. Periodical literature, including newspapers, magazines, etc. An attempt will be made to collect at least one specimen of every newspaper, journal, magazine, or other periodical issued in this country. These will be arranged according to the States in which they are published.

##### SCHOOL-ROOMS.

Rooms will be fitted and furnished to represent: I. *Rural Schools.*—An ungraded school with one room. 2. A graded school with two rooms. II. *City Schools.*—3. A Kindergarten school. 4. A Primary school. 5. An Intermediate school. 6. A High school. The design is to make each room a model of its kind, which shall contain every appliance needed by the most skilful teacher, and no expense will be spared to obtain the most desirable apparatus that can be procured either in this country or abroad. Various systems of ventilation will be represented.

##### SCHOOL WORK.

Space contiguous to each of the school-rooms will be fitted up for the display of pupils' work. Each city that agrees to contribute work will have allotted to it sufficient wall and floor space to admit of three cases, each ten feet high and two feet wide, and as deep

as the material furnished requires. One of these cases will be for the reception of work from the primary rooms, one for that from intermediate rooms, and one for that from advanced grades. There will also be exhibited work from colleges, universities, normal, commercial and art schools, and benevolent institutions. In the Kindergarten school will be exhibited all the material used in a complete Kindergarten course, and also the best specimens of work done, of all kinds, and by children of all ages.

##### BOOKS, MAPS AND CHARTS.

will be classified and displayed in cases, and upon uprights and frames, according to the subjects treated. For example, all the arithmetics published in this and other countries, so far as they can be secured, will be brought together in one case. So with geographies, etc.

##### \* SCHOOL OF ARCHITECTURE.

The department is prepared to exhibit to the best advantage, models, designs, drawings, prints, and photographs of school-houses and heating apparatus and arrangements for lighting and ventilating, illustrating the best manner of applying each to the purpose for which it is designed. The models will comprize one, two, three, and four-room buildings, and such as are denominated grammar and high schools in large cities.

##### COLLECTIONS IN NATURAL HISTORY

will be exhibited in this department, for the purpose of showing their importance as educational aids in all institutions of learning. They will be so arranged as to support what is needed in schools of different grades. It is hoped that this exhibition will have the effect of directing more attention to the study of Natural History. To attain this end it is intended to make this department very complete, systematic, and attractive. Specimens will be exhibited fully illustrating the following branches: Botany, Zoology, Geology and Natural History of man. All who can contribute to the exhibit are earnestly invited to do so.

##### THE ARRANGEMENT OF EXHIBITS

will entail no expense upon the exhibitors. All show-cases, platforms, counters, frames, etc., will be provided by the commission. An intelligent person will be employed to take charge of the department, and will be in constant attendance to give all needed information to visitors.

##### LECTURES, ETC.

A room will be fitted up in which from time to time, lectures will be given and discussions carried on upon topics connected with the schools. It is intended, if practicable, to have classes gathered in the class-rooms occasionally and taught there.

##### STATE AND FOREIGN EXHIBITS.

It is hoped that many of the States and foreign countries that made such excellent exhibits of educational means and results at the Centennial Exhibition will make similar display at this one. Your correspondent, for one, hopes that Massachusetts will give us entire the delightful and unrivalled display she made at the Centennial. It is universally conceded that the Massachusetts exhibits of the results of art-training in her schools was the finest display of the kind in the whole exhibition.

All matters pertaining to this department are in charge of the "Council of the Department of Education, International Exhibition, Philadelphia, Pa."

##### 2. STATUTE LABOUR BY TEACHERS.

Teachers frequently write to the Department, remonstrating against their being required to perform Statute Labour, or to pay any equivalent for it. As the obligation arises under the Assessment, and not under the School Law, the Department has no jurisdiction in the matter, and cannot therefore interfere in it.

#### V. Books Received by the Editor.

FROM BELFORD BROS., TORONTO:

*Autobiography of Rev. Thomas Guthrie, D.D.*, and Memoir by his sons, Rev. David K. Guthrie and Charles J. Guthrie, M.A., with portrait from a photograph. A large and handsome 8vo.; pp. 781.  
*The Starling*, a Scotch story, reprinted from "Good Words." By the late Rev. Norman Macleod, D.D. With illustrations.  
*Footsteps of the Master.* By Mrs. Harriet Beecher Stowe.  
*From Ocean to Ocean.* Sandford Fleming's Expedition through Canada to the Pacific in 1872. By the Rev. George M. Grant, of Halifax N.S. Enlarged and revised edition. With illustrations.



*The Prince of Wales in India; or from Pall Mall to the Punjab.* By J. Drew Gay, special correspondent of the London "Daily Telegraph." With illustrations.

*Ten Years of My Life.* By the Princess Felix Salm-Salm, relict of the Prince Felix zu Salm-Salm. Record of the events of the American Civil War, and Mexico and France, 1862-1872.

*The Bastonians: a tale of the American invasion of Canada in 1775-76.* By John Lesperance, Editor of the "Canadian Illustrated News."

*Kate Danton; or Captain Danton's Daughters.* A Canadian novel. By May Agnes Fleming.

*The Pearl Fountain, and other Fairy Tales.* By Bridget and Julia Kavanagh. With thirty illustrations by J. Moyr Smith.

*The Family Doom, or the Sin of a Countess.* By Mrs. Emma D. E. N. Southworth.

*Madcap Violet.* By William Black.

*A Mad World, and its Inhabitants.* By Julius Chambers (or Felix Somers), an amateur lunatic. In three books.

*The Detective and the Somnambulist.* By Allan Pinkerton. Illustrated.

*Eli Perkins (at Large), His Sayings and Doings.* By Melville D. Landon. Illustrated.

*Thankful Blossom.* By Bret Harte. Illustrated.

*Readings and Recitations* Adapted for Public and Private Entertainments, with Hints on Public Speaking. By Richard Lewis.

*The New Poems of Jean Ingelow, J. G. Whittier, and H. W. Longfellow.*

*The Home Cook Book, Tried, Tested, Proved.* By Toronto Ladies.

*Moody's Anecdotes and Illustrations.* Related by him in his revival work. Compiled by Rev. J. B. McClure.

*Cartwright's Life.* Life and Letters of Hon. Richard Cartwright. Edited by the Rev. C. E. Cartwright, M.A.

*Edith Lyle.* By Mrs. Mary J. Holmes.

*My Little Love.* By Marion Harland.

*Norine's Revenge.* By May Agnes Fleming.

*A Woman in the Cask.* By Bessie A. Turner.

*Macleod and Macaulay.* Two Essays, by Right Hon. W. E. Gladstone, M.P.

*Dame Europa's Remonstrances, and her Ultimatum.* By the Author of "Dame Europa's School."

*The Cruise of the "Challenger."* Cruise of Her Majesty's ship, "Challenger." Voyage over many seas. Scenes in many lands. By W. J. J. Spry, R.N. With portrait of the Captain, George S. Nares, R.N., F.R.S., and numerous full-page and other illustrations, map, etc.

*FROM MESSRS. SCRIBNER, ARMSTRONG, & CO., NEW YORK. Messrs. Wiling and Williamson, Toronto:*

*St. John.* The Life and Writings of St. John. By the Rev. James M. Macdonald, D.D. Princeton, New Jersey. Edited with an introduction by Very Rev. Dean Howson, D.D. With five maps and thirty full-page illustrations from Frith's photographs. 8vo.; pp. 436. \$5.

*Christian Doctrine of Sin.* By Rev. John Tulloch, D.D., Principal of St. Mary's College, St. Andrew's University. \$1.50.

*Charles Kingsley.* Rev. Charles Kingsley, M.A.; his Letters and Memoirs of his life. Edited by his wife. Abridged from the London edition. With portrait and illustrations. \$2.50.

*Shelley.* Anecdote Biography of Percy Bysshe Shelley. Edited by Richard Henry Stoddart. Sans-Souci Series. With Portrait. \$1.50.

*Political Economy.* An introduction to Political Economy. By Professor Arthur Latham Perry, LL.D., of Williams' College. \$1.50.

*Epochs of Ancient History.* 1. The Athenian Empire, by George W. Cox, M.A. With five maps. 2. The Roman Triumvirate, by Very Rev. Charles Merivale, D.D., Dean of Ely. With a map, \$1. each.

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*European Travel.* From the Lakes of Killarney, through Europe, to the Golden Horn (Constantinople). By Rev. Henry Field, D.D. \$2.

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*Boy Emigrants.* By Noah Brooks. With illustrations. \$1.50.

*Camping Out.* How to Camp out; or Hints on Camping and Walking. By John M. Gould. With illustrations. \$1.

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*FROM A. & C. BLACK, EDINBURGH.*

*Ossian's Poems.* The Poems of Ossian. Translated by James Macpherson.

*Jukes' Geology.* The School Manual of Geology. By J. Beete Jukes, M.A. Third Edition, revised and enlarged. Edited by Alfred J. Jukes Brown, B.A., of H. M.'s Geological Survey.

*FROM A. S. BARNES & CO., NEW YORK.*  
*Plant Record.* Wood's Illustrated Plant Record and Guide to Analysis. Adapted to any American Botany.

*FROM LEE AND SHEPPARD, BOSTON.*  
*Dolbear's Projecting.* The Art of Projecting. A Manual of Experimentation in Physics, Chemistry and Natural History, with the Porte Lumiere and Magic Lantern. By Prof. A. E. Dolbear, of Tuft's College. Illustrated.

*FROM JANSEN, McCLURE & CO., CHICAGO.*  
*Jordan's Vertebrates.* A Manual of Vertebrates of the Northern United States. By David Starr Jordan, M.S., M.D.

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