

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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



CONTENTS OF THIS NUMBER :

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR COMMON SCHOOLS IN ONTARIO FOR 1869.....	81
II. PAPERS ON PRACTICAL EDUCATION.—(1.) Hours for Study. (2.) Value of Memoriter Recitations. (3.) Word-Pictures to Dull Pupils. (4.) Ridicule in the School-Room. (5.) Friendly Hints to Teachers and Local Superintendents.	84
III. PAPERS ON NATURAL HISTORY AND SCIENCE.—(1.) Botany in Common Schools. (2.) Collecting and Preserving Botanical Specimens. (3.) The Bird and the Quadruped. (4.) The Crow's Value to the Farmer.....	86
IV. BIOGRAPHICAL SKETCHES.—(1.) Hon. J. E. Small. (2.) The Rev. John Gilmour. (3.) Death of the Inventor of the Reaping Machine. (4.) Educators Deceased in 1868.....	87
V. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	89
VI. PAPERS ON STATISTICS AND SCIENCE.—(1.) Size and Population of London. (2.) Extent of the London Charities. (3.) Wonders of Minute Workmanship. (4.) Remarkable Works of Human Labor.....	60
VII. PAPERS ON CANADIAN SUBJECTS.—(1.) Geological Survey of the North-West. (2.) The Seal of the Dominion. (3.) The Early French Settlers of Canada..	91
VIII. MISCELLANEOUS.—(1.) If We Knew (2.) How the Queen Travels. (3.) Anecdote of the Princess Royal. (4.) The Queen's Model Farm.....	91
IX. EDUCATIONAL INTELLIGENCE	93
X. DEPARTMENTAL NOTICES.....	96

population as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862 to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

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

The mode of paying these grants has been altered since last year. They will now be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will issue immediately in favour of those Municipalities which have sent in duly audited school accounts and Local Superintendents' reports to this office.

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

I am, Sir, your obedient servant,

E. RYERSON.

Education Office, Toronto,
26th June, 1869.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR COMMON SCHOOLS IN ONTARIO FOR 1869.

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

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

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the School

APPORTIONMENT TO COUNTIES FOR 1869.

1. COUNTY OF GLENGARRY.	
Townships.	Apportionment.
Charlottenburgh.....	\$636 00
Do for Separate Schools...	\$90 00
Kenyon.....	567 00
Lancaster.....	391 00
do for Separate Schools...	\$57 00
Lochiel.....	454 00
do for Separate Schools.....	\$133 00
	\$280 00 \$2048 00
Total for County, \$2,328.	
2. COUNTY OF STORMONT.	
Cornwall.....	\$522 00
Finch.....	348 00
Osabruck.....	711 00
Roxborough.....	328 00
	\$1909 00
3. COUNTY OF DUNDAS.	
Matilda.....	\$531 00
Mountain.....	448 00

COUNTY OF DUNDAS—(Continued.)

Townships.	Apportionment.
Williamsburgh.....	557 00
Winchester.....	515 00
	\$2101 00
4. COUNTY OF PRESCOTT.	
Alfred.....	\$160 00
Caledonia.....	107 00
Hawkesbury, East.....	420 00
do for Separate Schools.....	\$136 00
do West.....	229 00
Longueuil.....	186 00
Plantagenet, North.....	273 00
do for Separate Schools.....	\$18 00
do South.....	130 00
	\$154 00 \$1505 00
Total for County, \$1,659.	
5. COUNTY OF RUSSELL.	
Cambridge.....	\$ 60 00
Clarence.....	249 00
Cumberland.....	338 00
Russell.....	203 00
	\$850 00

6. COUNTY OF CARLETON.

Townships.	Apportionment.
Fitzroy.....	\$349 00
Gloucester.....	452 00
do for Separate Schools...	\$25 00
Goulbourn.....	358 00
Gower, North.....	298 00
Huntley.....	318 00
March.....	170 00
Marlborough.....	277 00
do for Separate Schools	28 00
Nepean.....	416 00
do Separate Schools.....	51 00
Osgoode.....	454 00
do for Separate Schools	43 00
Torbolton.....	110 00
	\$147 00 \$3202 00
Total for County, \$3,349.	

7. COUNTY OF GRENVILLE.

Augusta.....	\$606 00
Edwardsburgh.....	604 00
do for Separate Schools.....	\$32 00
Gower, South.....	135 00
Oxford on Rideau.....	488 00
do for Separate Schools...	19 00

COUNTY OF GRENVILLE—(Continued.)

Townships.	Apportionment.
Wolford.....	308 00
	\$51 00 \$2141 00
Total for County, \$2,192.	

8. COUNTY OF LEEDS.

Bastard and Burgess, South.....	\$477 00
Crosby, North.....	289 00
Crosby, South.....	318 00
Elizabethtown.....	656 00
Elmsley, South.....	209 00
Escott, Front.....	178 00
Kitley.....	369 00
do for Separate School.....	\$9 00
Leeds and Lansdowne, Front.....	318 00
do do Rear.....	280 00
Yonge, Front.....	229 00
Yonge and Escott, Rear.....	219 00
do for Separate School.....	21 00
	\$30 00 \$3542 00
Total for County, \$3,572.	

9. COUNTY OF LANARK.

Bathurst.....	\$378 00
Beckwith.....	287 00
Burgess, North.....	130 00
Dalhousie.....	192 00
do for Separate School.....	\$11 00
Darling.....	100 00
Drummond.....	308 00
Elmsley, North.....	170 00
Lanark.....	269 00
Lavant.....	40 00
Montague.....	412 00
Pakenham.....	309 00
Ramsay.....	517 00
Sherbrooke, North.....	40 00
do South.....	85 00
	\$11 00 \$3237 00
Total for County, \$3,248.	

10. COUNTY OF RENFREW.

Admaston.....	\$272 00
Algona.....	70 00
Alice.....	99 00
do for Separate School.....	\$ 9 00
Bagot and Blithfield.....	140 00
Brougham.....	61 00
Bromley.....	176 00
Brudenell, Raglan and Radcliffe.....	96 00
Grattan.....	137 00
do for Separate Schools.....	27 00
Griffith.....	18 00
Horton.....	197 00
McNab.....	248 00
Matawathan.....	20 00
Pembroke.....	51 00
do for Separate Schools.....	19 00
Petewawa, Buchanan and McKay.....	30 00
Rolph and Wylie.....	60 00
Ross.....	189 00
Sebastopol.....	65 00
Stafford.....	105 00
Westmeath.....	328 00
Wilberforce.....	209 00
	\$55 00 \$2571 00
Total for County, \$2,626.	

11. COUNTY OF FRONTENAC.

Barrie.....	\$44 00
Bedford.....	139 00
do for Separate School.....	\$41 00
Clarendon.....	21 00
Hinchinbrooke.....	74 00
Kennebec.....	45 00
Kingston.....	450 00
do for Separate School.....	\$37 00
Loughborough.....	291 01
Olden.....	74 00
Oso.....	60 00
Palmerston.....	47 00
Pittsburgh.....	507 00
Portland.....	298 00
Storrington.....	348 00
Wolfe Island.....	277 00
do for Separate Schools.....	\$101 00
	\$179 00 \$2675 00
Total for County, \$2,854.	

12. COUNTY OF ADDINGTON.

Townships.	Apportionment.
Amherst Island.....	\$120 00
Angelsea and Kaladar.....	132 00
Camden, East.....	721 00
do for Separate School.....	\$15 00
Denbigh and Abinger.....	35 00
Ernestown.....	513 00
Sheffield.....	294 00
do for Separate School.....	\$44 00
	\$59 00 \$1815 00
Total for County, \$1,874.	

13. COUNTY OF LENNOX.

Adolphustown.....	\$ 91 00
Fredericksburgh, North.....	199 00
do South.....	150 00
Richmond.....	418 00
	\$858 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$370 00
Athol.....	199 00
Hallowell.....	388 00
Hillier.....	269 00
Marysburgh.....	457 00
Sophsburgh.....	298 00
	\$1981 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$123 00
do for Separate Schools.....	\$12 00
Hungerford.....	523 00
do for Separate School.....	\$14 00
Huntingdon.....	365 00
Madoc.....	477 00
Marmora and Lake.....	187 00
Rawdon.....	452 00
Sidney.....	537 00
Thurlow.....	527 00
Tudor.....	60 00
Tyendinaga.....	862 00
do for Separate Schools.....	\$13 00
	\$39 00 \$4113 00
Total for County, \$4,152.	

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$155 00
Brighton.....	430 00
do for Separate Schools.....	\$20 00
Cramahe.....	456 00
Haldimand.....	736 00
do for Separate Schools.....	\$24 00
Hamilton.....	690 00
Monaghan, South.....	160 00
Murray.....	470 00
Percy.....	414 00
do for Separate School.....	\$22 00
Seymour.....	500 00
	\$66 00 \$4011 00
Total for County, \$4,077.	

17. COUNTY OF DURHAM.

Cartwright.....	\$370 00
Cavan.....	590 00
Clarke.....	740 00
Darlington.....	750 00
Hope.....	600 00
Manvers.....	510 00
	\$3,560 00

18. COUNTY OF PETERBOROUGH.

Asphodel.....	\$323 00
do for Separate Schools.....	\$24 00
Belmont and Methuen.....	116 00
Burleigh.....	50 00
Cardiff.....	2 00
Chandos.....	18 00
Douro.....	372 00
Dummer.....	246 00
Dysart.....	40 00
Ennismore.....	120 00
Galway.....	70 00
Harvey.....	37 00
Minden.....	90 00
Monaghan, North.....	140 00
Otonabee.....	445 00
do for Separate School.....	\$21 00
Smith.....	370 00

COUNTY OF PETERBOROUGH—(Cont'd.)

Townships.	Apportionment.
Snowdon.....	45 00
Stanhope.....	10 00
	\$45 00 \$2494 00
Total for County, \$2,539.	

19. COUNTY OF VICTORIA.

Anson and Hindon.....	43 00
Bexley.....	44 00
Carden.....	110 00
Draper, Macaulay, Stephenson, Ryde and Oakley.....	80 00
Eldon.....	238 00
Emily.....	487 00
Fenelon.....	328 00
Laxton and Digby.....	75 00
Lutterworth.....	28 00
Mariposa.....	656 00
Ops.....	447 00
Somerville.....	95 00
Verulam.....	223 00
	\$2944 00

20. COUNTY OF ONTARIO.

Brock.....	\$557 00
Mara and Rama.....	296 00
do for Separate School.....	\$ 32 00
Pickering.....	922 00
Reach.....	750 00
Scott.....	318 00
Scugog Island.....	80 00
Thorah.....	187 00
Uxbridge.....	532 00
Whitby, East.....	407 00
do West.....	348 00
	\$32 00 \$4397 00
Total for County, \$4,429.	

21. COUNTY OF YORK.

Etobicoke.....	\$331 00
do for Separate School.....	\$ 7 00
Georgina.....	200 00
Gwillimbury, East.....	428 00
do North.....	246 00
King.....	953 00
Markham.....	864 00
Scarborough.....	520 00
Vaughan.....	950 00
Whitchurch.....	547 00
York.....	866 00
do for Separate Schools.....	146 00
	\$153 00 \$5905 00
Total for County, \$6,058.	

22. COUNTY OF PEEL.

Albion.....	\$587 00
Caledon.....	577 00
Chingacousy.....	746 00
Gore of Toronto.....	125 00
do for Separate School.....	\$ 15 00
Toronto.....	716 00
	\$15 00 \$2751 00
Total for County, \$2,766.	

23. COUNTY OF SIMCOE.

Adjala.....	\$278 00
Essa.....	467 00
Flos.....	175 00
Gwillimbury, West.....	397 00
Innisfil.....	607 00
do for Separate School.....	\$ 7 00
Medonte.....	397 00
Mono.....	470 00
Monck.....	44 00
Morrison.....	65 00
Muskoka.....	33 00
Mulmur.....	279 00
Nottawasaga.....	586 00
Orillia and Matchedash.....	120 00
do for Separate School.....	25 00
Oro.....	437 00
Sunnidale.....	140 00
Tay and Tiny.....	249 00
Tecumseth.....	517 00
Tossoronto.....	179 00
Vespra.....	173 00
do for Separate Schools.....	7 00
	\$39 00 \$5613 00
Total for County, \$5,652.	

41. COUNTY OF LAMBTON.		COUNTY OF LAMBTON—(Continued.)		COUNTY OF ESSEX—(Continued.)	
Townships.	Apportionment.	Townships.	Apportionment.	Townships.	Apportionment.
Bosanquet.....	\$442 00	Warwick.....	462 00	Gosfield.....	298 00
Brooke.....	263 00			Maidstone.....	193 00
Dawn.....	102 00		\$48 00 \$3072 00	Malden.....	179 00
Enniskillen.....	165 00	Total for County, \$3,120.		Meresa.....	310 00
Euphemia.....	266 00			Rochester.....	180 00
Moore.....	410 00			Sandwich, East.....	338 00
do for Separate School.....	\$17 00			do West.....	234 00
Plympton.....	467 00	42. COUNTY OF ESSEX.		Tilbury, West.....	199 00
Sarnia.....	268 00	Anderdon.....	\$107 00		
Sombra.....	227 00	do for Separate School.....	\$33 00	Total for County, \$2,362.	\$33 00 \$2329 00
do for Separate School.....	\$31 00	Colchester.....	291 00		

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1869.

CITIES.	Common Schools.	R. C. Sep'rate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Hamilton.....	1610 00	380 00	1990 00
Kingston.....	1068 00	322 00	1390 00
London.....	1376 00	214 00	1590 00
Ottawa.....	717 00	773 00	1490 00
Toronto.....	2945 00	1505 00	4450 00
	7716 00	3194 00	10910 00
TOWNS.			
Amherstburgh.....	141 00	108 00	249 00
Barrie.....	163 00	56 00	219 00
Belleville.....	477 00	190 00	667 00
Berlin.....	267 00	31 00	298 00
Bothwell.....	110 00		110 00
Bowmanville.....	269 00		269 00
Brantford.....	657 00	70 00	727 00
Brockville.....	308 00	130 00	438 00
Chatham.....	466 00		466 00
Clifton.....	87 00	51 00	138 00
Cobourg.....	362 00	110 00	472 00
Collingwood.....	160 00		160 00
Cornwall.....	203 00		203 00
Dundas.....	197 00	111 00	308 00
Galt.....	358 00		358 00
Goderich.....	359 00		359 00
Guelph.....	423 00	154 00	577 00
Ingersoll.....	271 00	57 00	328 00
Lindsay.....	181 00	68 00	249 00
Milton.....	103 00		103 00
Napanee.....	189 00	30 00	219 00
Niagara.....	157 00	67 00	224 00
Oakville.....	101 00	59 00	160 00
Owen Sound.....	269 00		269 00
Paris.....	219 00	60 00	279 00
Perth.....	210 00	69 00	279 00
Peterborough.....	291 00	141 00	432 00
Picton.....	168 00	71 00	239 00
Port Hope.....	438 00		438 00
Prescott.....	140 00	109 00	249 00
Sandwich.....	150 00		150 00
Sarnia.....	234 00		234 00
St. Catharines.....	432 00	264 00	696 00
St. Mary's.....	292 00	61 00	353 00
St. Thomas.....	187 00		187 00
Simcoe.....	155 00	19 00	174 00
Stratford.....	308 00	50 00	358 00
Whitby.....	236 00	62 00	298 00
Windsor.....	370 00		370 00
Woodstock.....	365 00		365 00
	10470 00	2188 00	12658 00

VILLAGES.	Common Schools.	R. C. Sep'rate Schools.	Total.
	\$ cts.		
Arnprior.....	132 00		132 00
Ashburnham.....	125 00		125 00
Aurora.....	126 00		126 00
Bath.....	66 00		66 00
Bradford.....	120 00		120 00
Brampton.....	185 00		185 00
Brighton.....	130 00		130 00
Caledonia.....	115 00		115 00
Cayuga.....	82 00		82 00
Chippawa.....	116 00	33 00	149 00
Clinton.....	145 00		145 00
Colborne.....	96 00		96 00
Dunnville.....	165 00		165 00
Elora.....	158 00	27 00	185 00
Embro.....	70 00		70 00
Fergus.....	139 00	21 00	160 00
Fort Erie.....	110 00		110 00
Gananoque.....	170 00		170 00
Garden Island.....	60 00		60 00
Georgetown.....	154 00		154 00
Hawkesbury.....	130 00		130 00
Hespeler.....	105 00		105 00
Holland Landing.....	76 00		76 00
Iroquois.....	80 00		80 00
Kemptville.....	114 00		114 00
Kincardine.....	150 00		150 00
Lanark.....	70 00		70 00
Listowel.....	100 00		100 00
Merrickville.....	105 00		105 00
Mitchell.....	196 00		196 00
Morrisburgh.....	118 00		118 00
Mount Forest.....	127 00	13 00	140 00
Newburgh.....	100 00		100 00
Newcastle.....	98 00		98 00
New Edinburgh.....	40 00		40 00
New Hamburg.....	121 00		121 00
Newmarket.....	125 00	40 00	165 00
Oil Springs.....	155 00		155 00
Orangeville.....	95 00		95 00
Orillia.....	130 00		130 00
Oshawa.....	231 00	43 00	274 00
Pembroke.....	63 00	30 00	93 00
Petrolia.....	100 00		100 00
Portsmouth.....	93 00	37 00	130 00
Port Dalhousie.....	135 00		135 00
Preston.....	127 00	27 00	154 00
Renfrew.....	67 00		67 00
Richmond.....	50 00		50 00
Seaforth.....	90 00		90 00
Smith's Falls.....	71 00	49 00	120 00
Southampton.....	90 00		90 00
Stirling.....	96 00		96 00
Strathroy.....	140 00		140 00
Streetsville.....	85 00		85 00
Thorold.....	152 00	62 00	214 00
Trenton.....	128 00	77 00	205 00
Vienna.....	97 00		97 00
Wardsville.....	98 00		98 00
Waterloo.....	160 00		160 00
Welland.....	108 00		108 00
Wellington.....	76 00		76 00
Yorkville.....	185 00		185 00
	7141 00	459 00	7600 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1869.

COUNTIES.	Common Schools.	R. C. Sep'rate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1. Glengarry.....	2048 00	280 00	2328 00
2. Stormont.....	1909 00		1909 00
3. Dundas.....	2101 00		2101 00
4. Prescott.....	1505 00	154 00	1659 00
5. Russell.....	850 00		850 00
6. Carleton.....	3202 00	147 00	3349 00
7. Grenville.....	2141 00	51 00	2192 00
8. Leeds.....	3542 00	30 00	3572 00
9. Lanark.....	3237 00	11 00	3248 00
10. Renfrew.....	2571 00	55 00	2626 00
11. Frontenac.....	2675 00	179 00	2854 00
12. Addington.....	1815 00	59 00	1874 00
13. Lennox.....	858 00		858 00
14. Pr. Edward.....	1981 00		1981 00
15. Hastings.....	4113 00	39 00	4152 00
16. Northumber-land.....	4011 00	66 00	4077 00
17. Durham.....	3560 00		3560 00
18. Peterborough.....	2494 00	45 00	2539 00
19. Victoria.....	2944 00		2944 00
20. Ontario.....	4397 00	32 00	4429 00
21. York.....	5905 00	153 00	6058 00
22. Peel.....	2751 00	15 00	2766 00
23. Simcoe.....	5613 00	39 00	5652 00
24. Halton.....	2068 00		2068 00
25. Wentworth.....	3168 00	42 00	3210 00
26. Brant.....	2248 00		2248 00
27. Lincoln.....	1989 00	36 00	2025 00
28. Welland.....	1988 00	101 00	2089 00
29. Haldimand.....	2416 00	42 00	2458 00
30. Norfolk.....	3175 00	43 00	3218 00
31. Oxford.....	4719 00		4719 00
32. Waterloo.....	3291 00	147 00	3438 00
33. Wellington.....	5238 00	320 00	5558 00
34. Grey.....	5410 00	224 00	5634 00
35. Perth.....	4063 00	80 00	4143 00
36. Huron.....	6143 00	68 00	6211 00
37. Bruce.....	4280 00	47 00	4327 00
38. Middlesex.....	6614 00	147 00	6761 00
39. Elgin.....	3331 00		3331 00
40. Kent.....	3045 00	125 00	3170 00
41. Lambton.....	3072 00	48 00	3120 00
42. Essex.....	2329 00	33 00	2362 00
Dist. of Algoma.....	360 00		360 00
	135170 00	2858 00	138028 00
GRAND TOTALS.			
Counties and Dis- tricts.....	135170 00	2858 00	138028 00
Cities.....	7716 00	3194 00	10910 00
Towns.....	10470 00	2188 00	12658 00
Villages.....	7141 00	459 00	7600 00
Res. for arrears and new Schools. Apportionments of '68 paid in '69.....		395 50	395 50
	225 00	183 50	408 50
	160722 00	9278 00	170000 00

II. Papers on Practical Education.

1. HOURS FOR STUDY.

Below we take an article from the *Educational Gazette*, which we can heartily endorse. During our connection of two years with the Minneapolis, Minnesota, Public Schools, the Board of Education adopted the four-hour system. Never have we observed such energy in pupils, nor equal rapidity of progress in studies. The teachers likewise were more vigorous, evincing greater enthusiasm and vivacity in the class-room. The languor, which is frequently

so noticeable among pupils and teachers, was rarely perceptible in the Minneapolis school-room. But to the article referred to: "An important change in the system of educating children has been inaugurated in Germany. There school authorities have determined to have no afternoon classes. They have ascertained that three or four hour's clear-headed morning study, without any mental tasks in the afternoon, leads to better results than the old system. It would be well if the hours of study were shortened in our schools. Too much study not only dwarfs the intellect, but damages physical health. Let the first half of the day be devoted to the acquiring of book-knowledge, and the last half to the gaining of bodily strength and vigor.

"And, in order to do this, the lessons must not be so long and hard as to encroach upon the afternoon. An hour or so after supper ought to be sufficient to devote to study, leaving the rest of the evening for some pleasant game or conversation; and, in the case of young or weak children, for sleep. Sensible as these views are, it is almost impossible to make teachers conform to them.

"One word more. If German children should thus not be overworked, much more is it true of American children. The stimulation of the brain and nervous energy in this country is something terrible, and we must encourage the physical in order to counteract this result of our social and political education by every rational means in our power."—*Iowa School Journal*.

2. VALUE OF MEMORITER RECITATIONS.

It is no unusual thing to hear teachers disparage or even ridicule *memoriter* recitations. Stopping at a first good thought without taking a needed second, and dwelling rightfully enough upon necessity for the pupils thoroughly understanding the text-book, some inexperienced educators, with noses turned askew, too inconsiderately condemn or depreciate the verbal committing and reciting of lessons. Memory falls into disrepute with them, as being unworthy of careful cultivation. When before their classes, such instructors, with a good deal of self-complacency, seek to lessen the estimate placed upon the mere language of a rule of definition, and to magnify the value of the thought, exhorting the scholars to ignore the one, but fathom the other. A good deal is said about diving and reaching the bottom. And to inspire the pupil to depth of diving, the impression is sought to be conveyed that the author of the book has no special claim as authority; but that the eighteen-years-old bubby on the bench can bring up a bigger and better shaped and more finally polished gem from the ocean of truth, than the beshadowed LL.D. "Never mind the language of the book, James,—only understand it—and you may frame your own definitions in the class." And when on the morrow, said James attempts to recite, his failure to define brings a request from his teacher that he illustrates; but possibly he will have proceeded but a step at his attempted illustration, before down comes the Faber, with "Oh! I see you *understand* the subject—that's sufficient." Now, the boy might have gained his shadowy apprehension of the truth at home with once reading; but faithful tutelage at school includes the advantages of reciting, (1) the definition, (2) the illustration, and (3) whatever original thought or (4) illustration he can offer. Thus with the understanding, memory would be cultivated, and its ready and exact use required. Originality of thought would be prompted, while exactness of expression would be encouraged.

It is true that any recitations are to be unqualifiedly condemned that can be justly compared to the gibberish of a parrot. A thorough knowledge of the subject first; the memory of it afterwards; this is the general rule. The teacher may even find it expedient to himself to see to it personally that obviously needed explanations be made of obscure language in the coming lesson, before the class is set upon the learning of it. And if a scholar be suspected of superficial work in the committal of his lesson, his balloon should be pierced, and he brought from his serial flight with as uncomfortable a shock as possible.

On the other hand, it is one obvious duty of the teacher to require his pupils to thoroughly memorize and recite *verbatim* (not the mass of the lesson, perhaps, but) such *definitions, propositions, and rules* as are the embodiment of the instruction afforded by the book. Truth is cased in words. Thoughts are shaped by words as much as words by thoughts. The shell of the walnut moulds the meat, and not the meat the shell. Or if both first pliantly shape themselves to each other, the hardening crust of words outside protects the truth within, and preserves its figure, and beauty, and sweetness. Or you may say that the truth is solid—that words are merest sand. Call truth iron if you choose, but it is molten in flowing from mind to mind, and it speedily cools into hardened forms of ugliness or beauty—of uselessness or usefulness. Better be wise, take a hint from the foundry, and cut a mould in the sand! Truth is a straight edge that must not be nicked. The serrature of a word dropped out may make ragged ruling. A defective definition, of a part of speech, for instance, if rigidly applied as a test of words in parsing, may make "confusion worse confounded." A defective definition in the outset of geometry, might string every proposition on a single doubt, dried-apple fashion.

But we go farther than perhaps all our readers, in the belief that although the terse statement of truth given by the text-book, chance to be quite beyond the capacity of the scholar, yet he should be required to commit it to memory. "What!—to swallow the juiceless words, unmasticated, unsalivated and indigestible, to warp the unfortunate with the direst colic, and murder him with dyspepsia?"

Yes—with important qualifications. Choose a book exactly adapted to the child's capacity if possible. But rather a little above than any below. Then let him struggle up to it. Let your illustrations be copious and transparent. Set his understanding vigorously to work. But do not allow him to reject or pass over any little kernel he cannot crack. The memory has a place for storing such. And by and by, as he gains intellectual power, with the greatest satisfaction he will break open the little casements of truths one by one, and greedily digest and grow upon what otherwise might to him have been wholly lost. It is a matter of common experience with many grown persons of to-day, that what may have seemed to them in childhood the merest verbiage, without interest, and which it was considered the most unrecompensed drudgery to memorize, now breaks upon the consciousness with the most exquisite delight, as containing truths of the most novel, impressive, pleasurable and important character.

The Irish boy who committed to memory his New Testament, understood but the smallest portion of the divine word, but he hoarded in his intellectual upper story precious grains of truth that would thereafter, little by little as they found room, gravitate downward to the mind and heart, entering into the very essence of the young Christian's nature and life.

Even men grown, men educated, doctors of divinity who themselves pen our catechisms, do not comprehend those eternal truths of God which they have embodied in "the form of sound words," and would have us and our children memorize. Humanity is too small a measure to take in divinity. Creeds can not hold all of God; nor can men comprehend their creeds. Language can reveal God to us only as through a glass darkly.

In the world of science men chatter glibly about things—or rather about words which stand for things—the things themselves being more enigmatical than a puzzle-book. We are obliged to follow formulas whether we will or not—to take words on trust. You may put into John's hands the multiplication table; he learns it; he perhaps demonstrates to his youthful satisfaction that two times three are six. But that twelve times twelve are one hundred and forty-four he takes on faith, until in after years he shall have ability and opportunity for proof in counting out his gross of eggs for market. And so, in a thousand ways must children, do children, old and young, put confidence in teachers, in books—in words.

An earnest, world-compassing disciple of Hugh Miller, in his tours of observation, coming upon a strange unclassified fossil on the beach, because unable on the instant to unfold all the divinely-deep mysteries of its formation, or understand the story of creation it could tell, would not therefore hurl it, unquestioned to the sea, but would, because of its incomprehensible character, the more carefully label it and preserve it for the severe study of the ripe scholarship of later years. Oh! prudent educator, teach not a child to hurl into the sea of oblivion, or pass by neglected, every precious truth which he cannot now completely comprehend. His after years of mental maturity and ripened experience may unfold it to him as itself full of meaning, and possibly furnishing the key and the lamp to unlock and to light a hundred other darkened labyrinths of thought to which otherwise he must always be a stranger.—*Joseph Jones, A. M., in Iowa School Journal*.

3. WORD-PICTURES TO DULL PUPILS.

A general exercise that will, at any time and among any pupils, arouse much interest, is the sketching of *word-pictures*. Whenever it is tried, the dull eye brightens, the listless mind becomes attentive, and an *interest* is at once awakened. At first, the teacher should present the *pictures* until the students are familiar with the exercise, and then allow them to contribute their share. To prepare for it, histories will be attentively read, parents will be asked to suggest topics, and the striking occurrences of the past will be studied carefully, in order to be forcibly and correctly presented before the school. The benefits to be derived from this exercise are many. Among them are a love for reading, a knowledge of history and biography, a correct and ready expression of ideas, etc. The latter point is one of very great importance. In no way can *grammar* be more profitably taught than by bringing the attention of the pupil to the actual use of words and expressions; and by insisting on the presentation of a subject without stammering and hesitancy, fluency and ease of expression will be acquired. It may often be well for certain classes to write out an abstract of one or more of these word-pictures in place of the regular composition. To express better the nature of the proposed exercise, a sample one follows.

"I see a young person of humble birth on one of the islands of a sea that separates two of the grand divisions. There is nothing about him to attract special attention but this: *he is always engaged*

in study and reading. His perseverance and the unusual amount of knowledge he has stored up attract the attention of the rich and powerful, and by them he is sent to one of the military schools of a neighboring country to be educated. After graduating, he distinguishes himself, at the age of twenty-four, in a siege, and, before thirty years old, becomes the conqueror of two countries. He is soon placed at the head of his own nation, where he usurps the authority and reestablished a throne but a few years before destroyed. After becoming a terror to every ruler near him, he is finally compelled to relinquish his power, and retire to a neighboring island. After a short period he returns to his country, collects an army, and marches against his enemies. By them he is defeated and banished to a distant island, where, after six years' imprisonment, he dies. Who is this man, and what are the events mentioned?"

As soon as each one knows for a certainty who is meant, he raises his hand. When the picture is completed, some one is called upon to answer. This is done somewhat as follows:

"The person represented is Napoleon Bonaparte. The island on which he is first pictured is Corsica, in the Mediterranean Sea. The military school he attended was that of Brienne in France. He distinguished himself in the siege of Toulon, and afterwards conquered Italy and Egypt. Having been appointed First Consul of France, he overthrew the republic established by the French Revolution, and proclaimed himself Emperor. He was compelled to abdicate and retire to the island of Elba, was defeated after his return, at Waterloo, and died at St. Helena in 1821."—*I. A. S., in Illinois Teacher.*

4. RIDICULE IN THE SCHOOL-ROOM.

A weapon so keen, so stinging and so swift-winged as ridicule is not likely to be overlooked in the strife between Knowledge and Stupidity; but the question comes, "How often shall we employ it, if, indeed, it can ever be right to use poisoned arrows?"

If we were sure of hitting the mark, if it were only stupidity that is wounded, then we should be justifiable in using ridicule. But the glancing arrow often strikes that self-respect which is so necessary to noble action, or that earnest endeavor to do right which is feeble from infrequent use. Then, besides its bad effect on the scholar, the use of the arrows of ridicule obliges, or at least tempts, the teacher to carry with him that ugly quiver, cynicism.

Now there's Jim Lawton, on the recitation bench at your right hand. He is not handsome. A freckled skin, large blue eyes, curiously-mobile mouth, and brown hair with just that tinge of red that warns you of a quick-tempered scholar,—these are his equivocal attractions. Jim's a genius in his way, however. Don't you remember opening one of his books once, thereby sending a flock of paper birds fluttering to the floor? He had drawn them in ink, shading delicately with black, blue and red, and then, after cutting out, had deposited them in his Arithmetic, whence you so unintentionally scattered them. The wise scholars smiled, the silly ones laughed, but you stopped to admire Jim's handiwork. That boy can imitate the note of every bird that frequents the village, or, for aught you know, the state; he can mimic, to perfection, the gait of all the horses around; can sing to the admiration of all the school; can do any thing, in fact, except *persevere*. And there's Jim, chalking crosses on his boots, forehead, and nose! Of course, he thinks you don't see him; and, pretending not to, you meditate what you will do. He is in mischief so often that he is familiar *ad nauseam* with every species of reprimand conveyable by look, voice, or gesture. You pause, then say, "We will wait, until the gentleman has finished his peculiarly appropriate and graceful toilet." The class titter, and Jim's eyes blaze like lightning. (The opportunity of watching the play of features comparatively uninfluenced by conventionality is not the least of a teacher's privileges.) Now probably you have done good in this case, especially if you take pains within the next few days to let Jim see you bear him no personal grudge.

I remember hearing Prof. Griffith train a reading-class for a long time on the verses—

"Ah! what is that flame which now bursts on his eye?
Ah! what is that sound which now larums his ear?
'Tis the lightning's red glare, painting hell on the sky!
'Tis the crash of the thunder, the groan of the sphere!"

The girls' reading did not suit him, and, as one of them finished the stanza with that sweet timidity of articulation and general amiability of manner so provoking in a spirited piece, he struck an attitude and inquired, in a simpering tone, "The crashing of—dumplings," did you say? That provoked a laugh and decidedly improved the reading.

But there are many cases where the scholar feels (and, possibly, with justice) that it is not his errors, but *himself*, that the teacher

ridicules; and a feeling of bitterness springs up that hardly any thing can remove. Perhaps it is well to laugh at some scholars, while it would be wrong to treat others so.

We are told to look to the Saviour for an example in teaching. Doubtless he saw the comic side of things. Bushnell, in words I can not recall, advises those who doubt that the Creator has a keen sense of the ridiculous to go to the monkey, consider his ways, and —. For Jesus, though freely reminding the rich and great of their inconsistencies, and that in words of the keenest sarcasm, had no phrase of ridicule for the lowly. Those who lacked self-esteem he did not degrade in their own eyes by laughing at. Perhaps it would be well if in this respect we paid greater heed to his example.—*M. P. Wright in Illinois Teacher.*

5. FRIENDLY HINTS TO TEACHERS AND LOCAL SUPER-INTENDENTS.

There is in most schools, particularly in the country, a great degree of embarrassment experienced by both teachers and pupils whenever the superintendent calls. As a consequence, every thing seems to go wrong during his stay, and even he, to some extent, partakes of the prevailing feeling.

It is suggested that, as a remedy for this, the intercourse between the superintendent and teacher should be, not supercilious, but cordial, and frank. The teacher ought always to be ready to meet the visitor with such an outward demonstration of welcome as shall show to the pupils that he is pleased to meet the officer as a friend and just at that time.

Smiles beget smiles, a hearty welcome on the part of the teacher causes the same on that of the pupils, and thereafter they will feel that a friend is among them: they will recite their lessons, answer questions and converse without restraint, feeling that true sympathy is felt for and with them in their studies, and at the close of the visit will listen to a few words of advice or commendation with pleasure and profit.

If the teacher wishes to insure success, he must enter heartily into the work of his pupils, and show no want of confidence when strangers are in the room. If the superintendent desires his visit to be remembered with pleasure, to leave behind him some positive good done, he, too, must possess the spirit of a true teacher, and show himself the friend of both teachers and pupils. Is the former to be instructed or censured, by all means let it be done out of the hearing of the school. He should strive to cause the school to wish for a repetition of the visit.—*G., in Illinois Teacher.*

III. Papers on Natural History and Science.

1. BOTANY IN COMMON SCHOOLS.

The flowers of the summer are coming, and will not only invite the teacher to look admiringly at their beauty, but also give him ample material for study and instruction.

Take one hour a week for botany in the common school, during the flower season. Gather some specimens for each hour, first show the children the various parts of the plant, and especially of the flower, and teach them the names. That is not a mere study of language, not mere object-teaching, it is all combined, a spelling-lesson in the Creator's great work, "*cosmos*," and in the instruction to *His* volume on Plants which He publishes anew every year and gives free to all, enabling all to read and study and be thankful. But alas, how few do read, or study, or even recognize the publication of that wondrous volume? How many teachers do inculcate in the rising generation reverence and love, founded on knowledge, for these beautiful and bountiful gifts of the Creator? And we wonder when the people do not appreciate the teacher's work? The teacher is served as he serves. For aught the teacher does, the pupils would not even know the common plants which the farmer raises to feed the race. How can the teacher expect sympathy and appreciation, if he himself blindfolds the pupil, neglects intelligently to direct the faculties of observation and reflection to the successive editions of that great book on Plants?

But perhaps our teachers have been served, as they now do serve. They have never been taught to study botany—except perhaps by "being heard" in recitation from some text-book; that is to say, have had inborn fondness for the observation and study of the vegetable world most effectually rooted up.

Those among our teachers, who, with the appearance of the new edition on plants now opening before our eyes in untold beauty, still find something of the inborn longing for the silent beings of meadow, and forest left in their hearts, will often wander in the free air, and not only bring home with them increased health of body, but also food for healthy mental activity in the shape of botanical specimens.

2. COLLECTING AND PRESERVING BOTANICAL SPECIMENS.

I doubt not many of your readers will be glad to have some suggestions and directions as to the best methods of collecting and preserving botanical specimens; and also as to the best means of engaging the attention of the scholars in the observation of objects of Nature, particularly of the plants which grow every where around them.

A very good and convenient press for making specimens consists of merely two pieces of planed boards, each about fourteen by twenty inches, and with two clests screwed across each board to prevent them from warping or splitting. Next provide an abundance of paper for dryers. Common wrapping-paper will do, about twelve by eighteen inches in size, or newspapers folded to that size will answer. Then we want a quantity of white printing paper, of about the same size. Newspaper, folded to the proper size, will answer for many plants, but the white printing paper is best.

Now, how much of a plant shall we take for a specimen? I answer, whenever the plant is small enough to go into a sheet 10 by 16 inches without much crowding of the parts, take the whole plant. Let it be in flower, or better, in flower and fruit, and take the root also, or a part of the root, if it is large. The principle is to have as fair and full a representation as possible of all the parts of the plant. The roots, or the bulbs and tubers, of some plants are important characters, and some times furnish distinctive marks. To make good specimens of Claytonia or Spring-beauty, it is best to dig up the tubers, which are buried several inches in the ground, and not to separate the stems from the tuber; they may be thinned out, however, where they are too numerous. The same rule should be observed with respect to specimens of Trillium, Erythronium, Scilla, Allium, and some Orchidaceous plants. When the tuber or bulb is large and bulky, it may be reduced to a convenient size by slicing off longitudinal pieces. Some long and slender plants, as grasses, can be easily bent once or twice, so as to include the whole in a single sheet. But where the plant is too large to be used entire, we take a portion, as a branch with leaves, flowers and fruit, if possible. In some cases we have to take specimens of a plant at different times, in order fully to represent its characters: for instance, some Willows, the Elms, and some Maples, develop their flowers and nearly mature their fruit before the leaves are fully expanded. In this case we get first specimens of the flowers, and afterward of the leaves and fruit in the order in which they appear.

Now, suppose we are ready to prepare botanical specimens. We first lay down one of the press-boards, upon which we place five or six sheets of the drying-papers. Next the specimen is to be spread out, as naturally as possible, in the white sheet. Of small plants several specimens may often be placed in one sheet. This sheet, containing the specimen or specimens, is next to be placed on the layer of dryers, and five or six sheets of dryers to be placed above it. Now, if we have any more specimens, we may fill another white sheet and place on it more dryers, and so alternate them until we have in press all the specimens we wish. The object of these dryers is to absorb the moisture from the plants. To effect this, we apply the other press-board above, and upon it we place a heavy weight, not generally less than fifty pounds, and for most plants, especially when there are many in the press, one hundred pounds will not be too much. The usual custom is to leave the press in this state, without change, for twenty-four hours, then to remove the dryers, which have by this time become damp with the moisture absorbed from the plants, and replace them with fresh ones; then re-apply the weights and leave them another day, repeating the change of dryers daily until the moisture is entirely removed from the specimens, which usually require about a week: some succulent plants will require a longer time. The damp drying-papers may be prepared for use again by half an hour's exposure to a hot sun, or by holding them before a fire.

It frequently happens, after a lot of plants have been in press for one, two or more days, we want to introduce more specimens. In this case we should separate those which are partially dry from the fresh ones, by intervening a piece of oiled cloth or oiled paper. This should be done for every new addition to the press. When dry, the specimens are to be carefully transferred to the Herbarium. We shall be more sure of making good specimens, and shall make them in less than half the time, if we change the dryers twice per day. With some delicate plants this is essential in order to preserve the colors of the flowers.

The process of making botanical specimens involves a considerable amount of labor. True, it does; but it will pay. No person can become an accurate botanist without a Herbarium; for well-prepared specimens may be kept any length of time, and are always ready for examination and comparison. Besides, a good Herbarium is a source of pleasure, and nothing is more suitable for a place on

the parlour table, even though it contains only a source or two of plants. Much intellectual enjoyment and pleasure may be derived from such a collection. The Ferns and Mosses, especially, make beautiful specimens, well worthy a place in every lady's cabinet of curiosities.—George Vasey in *Illinois Teacher*.

3. THE BIRD AND THE QUADRUPED.

With what a glance of scorn may the weakest bird regard the strongest, the swiftest of quadrupeds—a tiger a lion. The bird needs not to seek the air that he may be reinvigorated by touching it. The air seeks and flows into him; it incessantly kindles within him the burning fires of life. It is this, and not the wing, which is so marvellous. Take the pinions of the condor, and follow its track, when from the summit of the Andes, and the Siberian glaciers, it swoops down upon the glowing shore of Peru; traversing in a moment all the temperatures of the globe, breathing at one breath the frightful mass of air,—scorching, frozen, it matters not. You would reach the earth, stricken as by thunder. Strength makes joy. The happiest of beings is the bird, because it feels itself strong beyond the limits of its action; because cradled, sustained by the breath, it floats, it rises without effort, like a dream. The boundless strength, the exalted faculty, obscure among inferior beings, in the bird is clear and vital, of deriving at will its vigour from the material source, of drinking in life at full flood,—is a divine intoxication.—Jules Michelet.

4. THE CROW'S VALUE TO THE FARMER.

Whatever wrong the Crow commits against the cultivators of the soil may, by a little painstaking, be materially lessened or wholly prevented. The benefits he confers are both numerous and important. During the time he remains with us he destroys, so says no less authority than Wilson, "myriads of worms, moles, mice, caterpillars, grubs and beetles." Audubon also affirms that the Crow devours myriads of grubs every day of the year,—grubs which would lay waste the farmer's fields,—and destroys quadrupeds innumerable, every one of which is an enemy to his poultry and his flocks. Dr. Harris also, one of the most faithful and accurate observers, in speaking of the fearful ravages wrought in our grass-lands and gardens by the grub of the May-beetles adds his testimony to the great services rendered by the Crow in keeping these pests in check. Yet here in Massachusetts, regardless of such testimony in their favor, we have nearly exterminated these birds, and the destructive grubs, having no longer this active enemy to restrict their growth, are year by year increasing with a fearful persistence. We have seen large farms, within an hour's ride of Boston, in which, over entire acres, the grass was so completely undermined and the roots eaten, away that the loosened turf could be rolled up as easy as if it had been cut by the turving spade. In the same neighbourhood whole fields of corn, potatoes, and almost every kind of garden vegetable, had been eaten at the root and destroyed. Our more intelligent farmers, who have carefully studied out the cause of this unusual insect growth, have satisfied themselves that it is the legitimate result, the natural and inevitable consequence, of our own acts. Our shortsighted and murderous warfare upon the Crow has interrupted the harmonies of nature, disturbed her well-adjusted balance, and let loose upon agriculture its enemies with no adequate means of arresting their general increase.—By T. M. Brewer, in *Atlantic Monthly*.

IV. Biographical Sketches.

1. HON. J. E. SMALL.

Judge Small was in the 72nd year of his age, having been born in February, 1798. He was a native of York (now Toronto), his father being clerk of the Executive Council. Early in life he entered the legal profession which he pursued with much success. He took great interest in political affairs, and ranged himself with the reformers of those days when they were battling for responsible government against the Family Compact. In 1839 he went as a commissioner to the Home Government touching the questions which had agitated and were still agitating the country. Shortly after the union between Upper and Lower Canada was effected, he became the first member for Toronto. In September, 1842, he entered the government of Mr. Baldwin as Solicitor-General for Upper Canada, and in December of the same was made an Executive Councillor. Upon a change in the government he retired, though much pressed to remain, and did not afterwards engage, to any considerable extent, in political affairs. In October, 1849, he was appointed Judge of the County of Middlesex, remaining so till his death, a period of twenty years. *London Free Press, May 29.*

2. THE REV. JOHN GILMOUR.

Mr Gilmour was a Scotchman by birth, having first seen the light in the now classical town of Ayr, in the west of Scotland. He was born in August 1791, and so was approaching the age of 78. After his apprenticeship at sea was over, he was sent out to Quebec to be one of a party to bring home to England a timber vessel or raft fashioned shipwise. They had brought the raft safely over the Atlantic and had entered the English Channel, when a French privateer seized the hulk and made prisoners of all its inmates. He remained a captive for five years, and was set at liberty on the declaration of peace. Here we must notice what he regarded as the most important event of his life. While in prison at Angiers, one of his fellow prisoners was in the habit of reading the scriptures and exhorting the others, as to the concerns of their souls. It was under the plain but earnest talkings of his fellow prisoner that the subject of this notice was struck with conviction and converted into a new life. So that when he was released from French captivity, he returned to his native land a free man in a higher sense. For a time after this he employed himself in teaching a school in Scotland, and prosecuted his studies under the Rev. Dr. Stedman, a Baptist divine of that day of much eminence. In 1830, he emigrated to Canada and became the first pastor of the Baptist Church, Montreal, the pastorate of which he held for six years. His labours while in this sphere were abundant and most successful; many there are who still remember his administrations in the pulpit and in his Bible classes while in that city. Not a few of his Bible class have attained to positions of great influence in the country, and it is not too much to say that the principles which the deceased inculcated into their youthful minds have done much to sustain them and make their influence salutary on this generation. A fond memorial of the esteem in which he was held by the young men of his congregation in Montreal, is now inherited by his son; it is a watch of great intrinsic value, and that enhanced by the inscription it bears. The work of his denomination called him in 1836 to revisit his native land; thither he went for the purpose of collecting funds for the benefit of the Baptist College in Montreal. In the spring of the following year he returned to this country and came to Peterboro' in the fall of 1837, having received the appointment from the New England Company, which he held till May of last year.

3. DEATH OF THE INVENTOR OF THE REAPING MACHINE.

Dr. Patrick Bell, of Carmyllie, Forfarshire, Scotland, died last month. The old settlers in and about Fergus (says the *Guelph Mercury*) will remember him well, as he came out from Scotland with the late James Webster, to whom he was tutor, and resided there some time. But he is still more widely known as the inventor of the reaping machine, the model which he made many years ago being still in Fergus. In noticing his death, the *London Telegraph* of the 29th ult., pays the following well deserved tribute to his genius: Dr. Patrick Bell, a member of the Established Church of Scotland, better known as the inventor of the first reaping machine ever constructed, died last week at his quiet "manse" in Forfarshire. In him we have lost the earliest laborer in a very fruitful field. The son of a farmer, and thus practically acquainted with agriculture from childhood, he used his acquired knowledge of natural philosophy, and his taste for mechanics, to aid the agriculturist in securing some share of those advantages which science was then conferring on nearly every other industry. More than forty years ago he constructed a reaping machine so good that it is scarcely even yet superseded; indeed, so thoroughly had he mastered the right principles of construction, so carefully had he provided for every conceivable need, that all the progress made since by inventors and others has hardly resulted in any change or improvement upon the original design. Ere the modest parish minister of Carmyllie is quite pushed out of sight by the crowd of familiar names that succeeded him, it is worth while to recall the fact that to his practical skill, patient research, and earnest ardour in pursuit of science, we are largely indebted for the beneficent revolution now in progress in agriculture.

4. EDUCATORS DECEASED IN 1868.

John David Macbride, D.C.L., F.S.A., died at Oxford, January 24th, aged 89 years. He was graduated from Oxford University in 1799, and soon after elected a Fellow of Exeter College. Remaining a resident tutor, he became M.A. in 1802, D.C.L. in 1812, and the same year succeeded to the Assessorship of the Chancellor's Court. In 1813 he was appointed Principal of Magdalen College,

and, the same year, Reader in Arabic. He held these two offices till his death. He was the author of several theological books, some of which were used for many years as text books in the University.

On the 28th January, Adalbert Stifter, an accomplished German scholar and novelist, died at Linz, on the Danube, aged 62 years. He was educated at the Gymnasium of Kremsmünster, and the University of Vienna. He devoted himself for some years to landscape painting, in which he greatly excelled, his landscapes being to this day much prized by connoisseurs. At the age of 27 he commenced writing fictions, and soon attained a great popularity by his admirable powers of description. In 1840 he was appointed by Prince Metternich tutor to his son Richard (the present Prince), to whose instruction and improvement he devoted himself very sedulously for ten years. He was then appointed *Schulrath* (Commissioner of Schools) for Upper Austria, and removed to Linz, the capital of that province, where he died.

William Herapath, an eminent chemist and toxicologist, well known for his evidence in the Palmer and other cases of murder by poisoning, died at Bristol, England, on the 6th of February, aged 71 years. He was one of the founders of the London Chemical Society, and of the Bristol School of Medicine, and had been for many years Professor of Chemistry and Toxicology in the last-named institution.

On the 10th February, Sir David Brewster, one of the most illustrious names in connection with physical science, died at Allery, near Melrose, Scotland, aged 87 years. In 1800, when but 19 years of age, he received the honorary degree of M.A. from Edinburgh University, and in 1807 the degree of LL.D. from the same source. The same year he became a Fellow of the Royal Society of Edinburgh, and projected the great Edinburgh Encyclopædia, of which he was editor till its completion in 1830. Elected fellow of the Royal Society of London in 1813, he contributed numerous valuable papers to its transactions, and received more of its medals than have been awarded to any other one man. He edited scientific magazines, made discoveries in Light and Electricity, wrote scientific works, popularized science, was Principal of the United Colleges of St. Leonard's and St. Salvator at St. Andrew's University, from 1833 till his death. From 1859 to 1868, he was Principal and Vice-Chancellor also of the University of Edinburgh. So long and ample a series of benefactions to education and science, few men have had the ability to make.

Dr. B. B. Baker died at Malta on the 20th of February. He was for several years director of the College of Corfu, and Professor of English Literature in the Ionian University. During the administration of Sir Henry Storks in Malta, he rendered much assistance to the cause of education, particularly as one of the examiners in competitive examinations, and as a member of the commission appointed to inquire into the instruction given in the Lyceum and primary schools of Malta and Gozo.

On the 25th of February, Dr. Ludwig Turck, an eminent professor of the pathology of the Nervous System, in the University of Vienna, died in that city, aged 56 years. He had held a professorship in connection with the general hospital for almost thirty years, and was regarded as the highest living authority on the minute anatomy of the brain and nervous system. He was also, in conjunction with Czermak, the inventor of the art of laryngoscopy, or the visual examination and surgical treatment of the larynx.

On the 11th of March, J. Vander Höven, Ph. D., Professor of Zoology in the University of Leyden, Holland, died at Leyden, aged 67. He ranked with Owen, Huxley, and Cuvier, as a thoroughly accomplished zoologist. He was a member of most of the scientific societies of Europe, and author of several treatises on the vertebrate and invertebrate animals.

Rev. Robert Lee, D. D., Professor of Biblical Criticism in the University of Edinburgh, died at Torquay, March 15th, aged 64 years. Dr. Lee was born at Tweedmouth, and educated at Berwick-upon-Tweed, and the University of St. Andrews. Having a high reputation for learning and eloquence, he was called to Edinburgh in 1843, and, on the creation of a chair of Biblical Criticism and Biblical Antiquities in the University in 1846, he was appointed the first professor, and held the position till his death. He was the author of numerous works, mostly theological or religious.

Madame Henrietta Feller, an accomplished Swiss lady, the widow of a Swiss professor, and herself a successful teacher in Switzerland, and subsequently a missionary and teacher among the French Canadians, died at Grand Ligne, Canada, on the 27th of March. Her age was about 80 years. She came to Canada in 1835, and established the Grand Ligne Mission and Schools, which have been wonderfully successful. She deserves honor for her remarkable philanthropy and self-sacrifice.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for APRIL, 1869.

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

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Highest, Lowest, Daily Range, and Warmest/Coollest Days.

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

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds, and Aurora details.

* An accident to the barometer at Cornwall occasions a defective record for this month. c Where the clouds have contrary motions, the higher current is entered here. d Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

BARRIE.—On 17th, hail; two cloud currents, higher from N, lower from W. Very heavy thunder storms in the night, 18th-19th; depth of rain, 1.26 inches. 20th, very dense fog. 26th, frogs first heard. 23rd, lightning with thunder. 25th, ice disappeared from Kempenfeldt Bay. Fog also 19th, 28th. Snow 2nd, 3rd, 6th, 7th, 12th, 21st. Rain 16th, 17th, 19th, 20th, 21st, 23rd, 27th.

lake opposite the town only on 30th; navigation not yet open in Southampton. Latter part of the month very warm; vegetation rapid after it had begun, but the spring is considerably later than usual. Wind storms, 16th, 17th, 18th, 20th, 23rd. Fog on lake, but not in town, on 28th. Snow 1st, 3rd, 4th. Rain 16th, 18th, 20th, 23rd, 24th, 27th, 28th.

HAMILTON.—On 1st, hail and snow. 2nd, trees and fences covered with ice. 7th, frogs and pigeons announced. 9th, woodpecker seen. 10th, rainbow at 5.15 P.M. in E; earthworm mound first observed. 17th, Burlington Bay clear of ice. 19th and 20th, a storm of lightning, thunder and rain; freshest very severe and widespread. 22nd, dandelion and burdock seen. 23rd, soft maple in bloom. 27th, thunder. High winds, 3rd, 5th, 6th, 9th, 15th, 16th, 17th, 20th, 21st, 22nd, 23rd, 26th, 29th. Fogs, 19th, 20th. Snow, 1st, 3rd, 12th, 13th. Rain, 1st, 16th, 17th, 18th, 19th, 20th, 21st, 24th, 27th, 28th. The frequency of the aurora during this month has been remarkable. On 4th, arch and a few streamers. 5th, arch, streamers and waves. 8th, auroral light and a few streamers. 9th, arch and streamers. 10th, a faint light and a few streamers. 15th, a grand sight—at 9.50 P.M., corona completed, but continued for a few seconds only. The auroral light moved S, and at 10 P.M. approached within 15° of SH, bright flashes in E and SW; one long bright cloud 5° wide stretched from E to W along the Z. Crimson vapor observed in E and SW. At 10.10 P.M., movements of streamers very rapid all round the H, higher towards E, lower in SE. Crimson vapor at 10.15, and bright spots all round the heavens; at times all seemed to start and stream from the Z. The effort to re-form the corona repeatedly put forth, but abortive. Waves faint and gentle in SE at 10.20; at 10.23, a faint corona nearly completed; at 10.30, phenomena fainter, though there were bright patches in many places; at 10.55, waves, streamers and another effort to form the corona; after this time all seemed to subside gently.

PEMBROKE.—On 7th, severe squall from N, with snow from 11.15 to 11.30 A.M. 8th, shower of sleet from 8.30 to 9 A.M. 15th, shooting star to NE near Z at 11 P.M. 23rd, at 10.30 to 11.30 A.M., and at 4.30 P.M., hail, turning into rain on the wind changing to SE; thunder at 10.45 P.M. 26th, frogs first heard; ice broke from shore. 28th, first crossing in boat, partly over ice. 30th, ice completely broken up, but much still remaining where the current is not strong. The greater part of the snow gone by 21st, but considerable quantities in shady places till end of month. Wind storms, 3rd, 5th, 8th, 10th, 17th, 22nd. Fogs, 19th and 20th. Snow, 2nd—7th, 9th. Rain, 15th, 17th, 19th—21st, 23rd, 24th, 27th.

PETERBOROUGH.—On 2nd, hail. 5th, swallows reported seen about three miles up the river, but not by observer. 7th, at 9.35 P.M., observed meteor in WZ behind the clouds, i. e. several times while passing clear spaces; the clouds were lit up as from sheet lightning. 12th, swallows first observed in town. 13th, snow still in large patches in open country. 16th, snow in great measure disappeared. 17th, martins or large house-swallows first observed. 19th, snow in long drifts still visible in open country; frogs first heard to-night. 24th, snow finally disappeared from open country; ice generally gone from the lakes. Snow, 1st, 2nd, 3rd, 4th, 5th. Rain, 17th, 18th, 19th, 20th, 21st, 27th. Auroras as follows: 5th, auroral light showing above clouds. 6th, from 8 to 9.50 P.M., auroral light, with a few streamers occasionally. 7th and 8th, auroral light appearing over clouds. 9th, auroral light first showing through clouds—clouds soon dispersed, disclosing NH and NZ covered with auroral light, in some places in large irregular patches—a few spindles and streamers here and there appearing and disappearing, springing sometimes from masses of light and sometimes from H. 10th, aurora showing over clouds at 8.15 P.M.; soon after a few streamers appeared. 15th, faint streamers discerned pointing to Z; sky cleared by degrees about 11.30 P.M.; aurora at Z and reaching down towards W and EH—the flashing of the auroral light very remarkable—towards morning a broad band, irregular in shape, was formed from E to W to within 14° of H on each side; aurora continued all night, and there was no auroral light observed at NH during night. 30th, faint auroral light at 8.25, which had entirely disappeared by 9 P.M.

SIMCOM.—On 9th, rumbling sound as of an earthquake between 9 and 10 A.M.; the observer conjectures it may have been caused by the explosion of a meteor; the sound lasted for about ten seconds, and seemed to come from the north. On the evening of 15th, a very brilliant auroral light was visible through the clouds; it extended from NE to NW, and varied in intensity; the greatest brilliancy was at 8.30 P.M., but the clouds prevented any accurate observations being made. A very violent storm of rain and hail, accompanied by thunder and lightning, on Sunday night, 18th—19th; the flashes of lightning unusually vivid and frequent. Lightning, thunder and rain also on 20th. Wind storms, 1st, 5th, 16th, 17th, 21st. Fog, 19th. Snow on 3rd. Rain, 1st, 16th, 19th, 20th, 21st, 29th.

STRATFORD.—On 17th, mill pond free from ice; first frogs heard. 18th, severe storm of lightning, thunder and rain began at 8.30 P.M.; the lightning and thunder continued till 2 A.M., and the rain till 4 A.M. of 19th; the flood in the river was so high that the mill dam was partially destroyed. 20th, lightning, thunder and rain. Wind storms, 1st, 3rd, 4th, 16th, 17th, 18th, 20th, 21st. Fogs, 13th, 19th. Snow, 1st, 3rd, 4th, 6th, 7th, 13th, 21st. Rain, 16th, 17th, 18th, 19th, 20th, 23rd, 24th, 27th, 28th, 29th.

WINDSOR.—On 5th, Detroit River open for navigation from lake to lake. 15th, lunar halo. 17th, rainbow at 6 P.M.; lunar halo; meteor from NE towards E. 19th, lunar halo. 24th, lunar halo. Lightning, with thunder and rain, on 18th, 19th, 28th. Thunder with rain on 23rd. Wind storms, 1st, 4th, 5th, 6th, 7th, 15th, 16th, 17th, 20th, 21st, 27th. Fog, 12th. Snow, 1st, 2nd, 3rd. Rain, 5th, 7th, 16th, 17th, 18th, 19th, 20th, 23rd, 26th, 27th, 28th, 29th.

VI. Papers on Statistics and Science.

1. SIZE AND POPULATION OF LONDON.

A late English paper says:—

"It is not easy to define where London begins and ends. The 'London' of the Registrar-General extends, east and west, from Paplar to Hammersmith, and from Woolwich to Wandsworth, and north and south from Norwood to Stamford Hill and Hampstead.

The area of London thus defined is 77,997 acres, or 122 square miles, equal to 31,503 hectares, or 316 kilometres. The area of London is equal to a square of a little more than 11 miles, 18 kilometres to the side. The people live in 400,778 houses, each inhabited on an average by 7.8 persons. The Registrar-General, by whom these statements are given, remarks that, though the streets are irregular and often narrow, the elevation of the houses is not often so lofty as to cover the streets with unhealthy shadows. The population of London at the present time is about 3,150,000. About 3,637,000 people live within 15 miles of Charing Cross, the police district. The mean density of population in London is expressed by nearly 100 people to a hectare, 40 to an acre, 25,655 to square mile; the population density of the capital being 100 times the density of the United Kingdom. The average elevation of the ground on which the population of London live is 39 feet, or 11.9 metres, above Trinity high-water mark in Plumstead marshes to 429 feet above high-water mark in Hampstead.

"The estimated increase of population in London in 1868 is 44,263, whereof 40,836 consisted in excess of births over deaths, the rest being due to migration. Eight companies supply London with water from the Thames and the Lea, supplemented by wells. The quantity supplied in 1863 was equal to a ton a day for every house; correcting for supplies to factories and to streets, the domestic supply is equivalent to twenty-six gallons (twelve decalitres) daily to each person. The sewerage of London is approaching completion. The sewers constructed have already produced excellent effects. They are sufficient to carry off the rainfall in the common year, except on about 12 days, when the sewerage flood is thrown bodily into the Thames through overflow weirs. But it has to be said, as yet, that the water supply is not in every house; it is intermittent; and the water, not always pure, is never soft; the air also is often charged with smoke; and the sewage is not entirely removed from all the dwellings."

2. EXTENT OF THE LONDON CHARITIES.

More than two pages of the *Times* have been filled with a condensed statement of the statistics of London charities, distributing alms to the amount of £2,000,000 sterling; a statement which threw a *Times* leader-writer into a state of "bewilderment, incredulity, disgust and despair." Three of these sensations may vanish in time, but the last will remain. London charities are beggary in excelsis. The crossing sweeper with his broom at the next corner, is the exact type of the Honourable Secretary with his £300 a year salary, sending out his thousands of circulars, and collecting guinea subscriptions from all parts of the kingdom, to educate his own family and demoralise a few more beggars, who give him this employment. These are the vaunted charities of London—her pride and boast; and it costs one-half the money collected to get the other half, and half of that to spend it. The foundations are worse, but people do not care much for them. Seven hundred years ago some good old soul left a house and garden in the city as a perpetual maintenance for three poor women and a cat. The property is worth now £40,000 a year. Three poor women and their cat—friends of the trustees—are maintained; and the rest of the income, £39,650 per annum, is expended in salaries on the uncles, aunts, cousins, appointed as secretaries, treasurers, chaplains, visitors, &c., who see to the proper distribution of alms, catechise the old women, and stroke the cat.

3. WONDERS OF MINUTE WORKMANSHIP.

In the 20th year of Queen Elizabeth a blacksmith named Mark Scaliot made a lock consisting of eleven pieces of iron, steel and brass, all of which, together with a key to it, weighed but one grain of gold. He also made a chain of gold, consisting of forty-three links, and having fastened this to the above mentioned lock and key, he put the chain about the neck of a flea, which drew them all with ease. All these together, lock and key, chain and flea, weighed only one grain and a half. Oswaldus Norhingerus, who was more famous even than Scaliot for his minute contrivances, is said to have made 1600 dishes of turned ivory, all perfect and complete in every part, yet so small, thin, and slender, that all of them were included at once in a cup turned out of a peppercorn of the common size. Johannes Saad, of Mitelbrach, carried this wonderful work with him to Rome, and showed it to Pope Paul, who saw and counted them all by the help of a pair of spectacles. They were so little as to be almost invisible to the naked eye. Johannes Ferrarius, a Jesuit, had in his possession cannons of wood, with their carriages, wheels, and other military furniture, all of which were also contained in a peppercorn of the ordinary size. An artist named Claudius Gallus made for Hippolytus d'Este, Cardinal of Ferrara, representations of sundry birds sitting on the tops of trees,

which, by hydraulic art and secret conveyance of water through the trunks and branches of the trees, were made to sing and clap their wings; but at the sudden appearance of an owl out of a bush of the same artifice, they immediately became all mute and silent.

4. REMARKABLE WORKS OF HUMAN LABOR.

Nineveh was 14 miles long, 8 miles wide, and 46 miles round, with a wall of 100 feet high, and thick enough for three chariots abreast. Babylon was 50 miles within the walls, which were 75 feet thick and 100 feet high, with 100 brazen gates. The Temple of Diana, at Ephesus, was 420 feet to the support of the roof; it was 100 years in building. The largest of the pyramids was 481 feet in height, and 953 on the sides; the base covers 11 acres; the stones are about 60 feet in length, and the layers are 208; it employed 320,000 men in the building. The labyrinth in Egypt contained 300 chambers and 12 halls. Thebes, in Egypt, presents ruins 27 miles round and 100 gates. Carthage was 20 miles round. Athens was 25 miles round and contained 350,000 citizens and 400,000 slaves. The Temple of Delphos was so rich in donations that it was plundered of £10,000,000, and Nero carried away from it 200 statues. The walls of Rome were 13 miles round.

VII. Papers on Canadian Subjects.

1. GEOLOGICAL SURVEY OF THE NORTH-WEST.

The "Algoma," yesterday, took up a party of seven gentlemen, under Professor Bell, of the Geological Survey, who will, we understand, be engaged during the summer in making an examination of the country lying between Lake Neepigon and the United States boundary line on the one hand, and Lake Superior and Lake of the Woods on the other. Professor Bell, being a civil engineer as well as a practical geologist, will be able to contribute much important information as to the best route for a railway or other means of communication through the country which he will traverse. We anticipate very important results from this survey of mining region between Lake Superior and the great agricultural country beyond.

2. THE SEAL OF THE DOMINION.

Messrs. J. G. and A. B. Wyon have now on view at 287 Regent Street, says an English paper, impressions from the seals of the four provinces of Canada, and the Great Seal of the Dominion, just completed, with the gold medal that has been struck in commemoration of the union of the provinces. They are all designed and executed in a very high style of art. Of the seals, that for the Dominion is, of course, the largest. It represents the Queen, seated under a Gothic canopy, and holding the ball and sceptre, while the wings of the canopy contain the shields of the province—two on either side—hanging on the stem of an oak. These Gothic canopies occupy nearly the whole of the middle space of the seal; the ground between them and the border is covered with a rich diaper, and a shield bearing the Royal Arms of England fills the space beneath the centre canopy. The border of the seal bears the inscription, "Victoria, Dei Gratia, Britanniae, Regina, F. D. In Canada Sigillum." This work would add to the reputation of any other seal engraver, though it can hardly do so to that of the Messrs. Wyon, whose productions have long enjoyed a high and deserved celebrity. The seal is well filled, as it should be in a Gothic design, but it is not crowded; the ornaments are all very pure in style, and the whole is in the most perfect keeping. The execution is not less remarkable: the relief is extremely high in parts (although it does not at first appear to be so, owing to the breadth of the composition), but, in spite of this difficulty, the truth, sharpness, and finish of every part have been preserved as well as they could possibly be on a medal, or even on a coin. The smaller seals for the provinces are engraved on one general design. The crown surmounts a central shield bearing the Royal Arms, below which is a smaller shield, bearing the arms of the particular province—New Brunswick, Ontario, Quebec and Nova Scotia. The Royal motto on a flowing ribbon fills up the space at the sides; a border adapted to the outline of the design runs outside this, and touches the circular border of the seal, containing the legend. These seals are no less remarkable for the carefulness of execution than the one to which we have referred.

The medal which has been struck to commemorate the confederation of the provinces is in solid gold, and is so large and massive that its value in metal alone is 50*l.* On the obverse there is a head of the Queen, for which Her Majesty recently gave Mr. Wyon sittings; the reverse bears an allegorical design—Britannia seated and holding the scroll of confederation, with figures representing

the four provinces grouped before her. Ontario holds the sheaf and sickle; Quebec, the paddle; Nova Scotia, the mining spade; and New Brunswick, the forest axe. Britannia carries her trident, and the lion crouches by her side. The following inscription runs round a raised border:—"Juventas et Patrius Vigor Canada Instaurata, 1867." The relief on this side is extremely bold, and the composition, modelling, and finish are such as to leave little to be desired. The treatment on the head on the obverse is broad and simple; the hair is hidden by a sort of hood of flowing drapery, confined by a plain coronet, and the surface is but little broken anywhere. The ornaments are massive rather than rich; there is a plain pendant in the ear, and a miniature of the Prince Consort is attached to a necklace of very chaste design.

3. THE EARLY FRENCH SETTLERS OF CANADA.

BY THE AUTHOR OF "MAPLE LEAVES."

Very different was the *status* of our early settlers to that of those who settled in other French colonies, or in some of the English ones. Canada never had to build up its fortunes on the success in after life of ex-convicts, ex-garroters, or ex-ticket-of-leave-men. Hardy farmers, industrious mechanics, soldiers, adventurous fishermen, landed in crowds on the shores of a country reported to contain something more than fertile fields,—mineral wealth in exhaustless quantities. The first nobles of the French realm vied with one another in finding men and treasure to build up this new France, whose future so flattered the vanity of the great monarch. High-born women, such as the Duchesses de Bouillon, D'Aiguillon, and Madame de La Peltrie, undertook to provide virtuous young girls to go and seek their fortunes and husbands in this favored land. It is astonishing to see with what solicitude these emigrants were watched over before they left France, until they landed in Canada. In some cases, the slightest indiscretion caused them to be sent back to where they came from. This is a very different version let it be remembered, to that circulated by Baron Lahontan; but it is nevertheless the truth.

Many French gentlemen of ancient lineage, but unable to maintain their families in the extravagant splendor which obtained at Court, asked for concessions of lands in Canada. The progeny of some of these *seigneurs* exists amongst us to this day. At that early period, none but gentlemen could obtain commissions in the French army; and it required Court influence to procure these appointments.

Canada was then singularly fortunate, both under French and under English Dominion, in the class of settlers attracted to it. Under the latter, religious and political persecution deposited on its shores the cream of the population of other countries. The War of Independence in the New England provinces drove over our borders crowds of the most educated, influential and refined men, whose descendants exercise a powerful influence amongst us to this day.

The historian Ferland has devoted the first fifteen pages of the second volume of his excellent work to vindicate his countrymen from the aspersions which some ignorant writers, such as Baron Lahontan, had attempted to fasten on them. The antecedents of the early settlers of St. Christopher, one of the West Indies, may have been doubtful; but, on reference to history, nothing of the kind can be imputed to New France. From 1621 to 1641, the emigration came plentifully from Perche, Normandy, Beauce, Ile de France, Saint Onge, Poitou, and le Pays d'Aunis. The Huguenots were not encouraged to settle, for fear of religious strife.

The Company of Rouen, and that of M. de Monts, which had preceded it, were under the control of merchants and traders, who resided chiefly in Normandy. It is, then, not surprising that they selected their *employes* at Rouen, at Dieppe, at Cherbourg, at Fecamp, and at Honfleur. These *employee* became familiarized with the country; and when England returned it to France in 1632, and France appeared inclined to keep it, they enticed over to Canada their friends and relatives, who occasionally sailed for America with their whole families. It was from Dieppe that Champlain, after his return from England, where he had been carried a prisoner by the English, sailed in 1633, with a party of officers, missionaries and colonists. These pioneers had doubtless been taken from Normandy and the Pays de Caux.—From "New Dominion Monthly," for May.

VIII. Miscellaneous.

1. IF WE KNEW,

If we knew the woe and heartache
Waiting for us down the road,
If our lips could taste the wormwood,
If our backs could feel the load,

Would we waste the day in wishing
For a time that ne'er can be ;
Would we wait in such impatience
For our ships to come from sea !

If we knew the baby fingers
Pressed against the window pane,
Would be cold and stiff to-morrow—
Never trouble us again—
Would the bright eyes of our darling
Catch the frown upon our brow ;
Would the print of rosy fingers
Vex us then as they do now ?

Ah, these little ice-cold fingers,
How they point our memories back
To the hasty words and actions
Stewn along our backward track !
How those little hands remind us,
As in snowy grace they lie,
Not to scatter thorns—but roses—
For our reaping by-and by !

Strange we never prize the music
Till the sweet-voiced bird has flown ;
Strange that we should slight the violets
Till the lovely flowers are gone ;
Strange that summer skies and sunshine
Never seem one-half so fair
As when winter's snowy pinions
Shake their white down in the air !

Lips from which the seal of silence
None but God can roll away,
Never blossomed in such beauty
As adorns the mouth to-day ;
And sweet words that freight our memory,
With their beautiful perfume,
Come to us in sweeter accents
Through the portals of the tomb.

Let us gather up the sunbeams
Lying all around our path ;
Let us keep the wheat and roses,
Casting out the thorns and chaff ;
Let us find our sweetest comfort
In the blessings of to-day,
With a patient hand removing
All the briars from our way.

2. HOW THE QUEEN TRAVELS.

The Queen of England, writes an American in London, has so far yielded to the public pressure as to return somewhat to public life. She announced a series of drawing room levees, greatly to the satisfaction of London and the people. On Tuesday, she came in from Windsor castle to hold a levee. The whole pathway—about three miles—from the station to Buckingham palace, was lined with people anxious to catch a sight of the Queen. Notwithstanding the talk of the papers, she is immensely popular with the people. Her coming is hailed with great delight, and if she would put on the trappings of royalty and appear in public as of old, she would be received with demonstrations of enthusiasm such as never before marked her reign.

She is thoroughly a good woman. She is exceedingly liberal in her notions. Many of her personal attendants are dissenters, and she encourages their attendance at dissenting chapels to the great disgust of ultra churchmen. At Balmoral and Osborne, where the chapels are far away, she furnishes her domestics with coaches. The little time she spends in London she devotes to visiting hospitals and institutions for the infirm, sick and poor under her special charge. Then she has so much pluck that while the English people regret her withdrawal from public life, they respect her spirit in doing as she pleases.

She came from Windsor the other morning in fine style. About a dozen coaches moved out of Buckingham Palace, wound up Hyde Park, and met the Queen at the station. The Seventeenth Lancers, the finest corps in England, and the favorite, performed escort duty. The magnificent Horse Guards, with their scarlet uniforms and brass helmets and fountain plumes, on black horses, selected with great care from all parts of the world, were stationed at intervals on the road as sentinels. Her Majesty alone rides under the marble arch into Hyde Park, and through the Royal highway, over which none but royal wheels roll. The Triumphal Arch on which is the colossal statue of Wellington, has a gateway through which no carriage passes but the Queen's.

It is quite a royal sight to see the cortege move along. First

came two outriders, one before the other, in the scarlet uniform of the Queen—white breeches and topped boots, black stove-pipe hat with a cockade, and riding at an angle of forty-five degrees, as all Englishmen ride ; then a detachment of Lancers ; the Queen's carriage drawn by four horses, ridden by two postillions. The Lancers brought up the rear, the Horse Guards being on the right and left ; the inevitable Brown sitting on the box. The royal carriage was an open barouche. The Queen, Princess Louise and Beatrice and Prince Arthur were inside. Her Majesty looked uncommonly well.

Her face rather pale, than florid as usual ; her hair light, and in a condition of neglect, as is common to the Queen. She was dressed completely in black, but with more dress and less widowly than formerly. She has a court suit, which, while she maintains her mourning, and while the suit is perfectly black in material, the white ermine trimming, and the ornaments in which the Queen indulges, make her look even more regal than when in the tawdry robes of State. The ceremonial robes are very costly, but they are old-fashioned, do not fit, and give a bunched and uncomfortable and untidy appearance to the wearer, and are really outshone in richness and heavy embroidery by the robes worn by the coachmen, footmen, and lackeys of foreign ambassadors. But the new court dress of the Queen is very rich and tasteful, and becomes her Majesty well. Winterhalter has painted a portrait of the Queen in her new court robes. It is not completed and is in the Queen's private apartments at Windsor Castle. I saw it the other day, and it is one of the finest productions of that eminent artist. Princess Louise was dressed in fine taste in black. She is a very talented young lady, and has just executed a marble bust of her mother, which is on exhibition at the Royal Academy. Beatrice has more talent than any other member of the family.

3. ANECDOTE OF THE PRINCESS ROYAL.

When the Princess Victoria was a child little was known about her more than that she was met, even on cold and windy days, dressed and in exercise in good pedestrian style—crossing a heath, perhaps, with her young companions, in thick shoes and stout duffle cloak—and that she was reared with as much honesty and care about money matters as any citizen's child. It became known at Tunbridge Wells that the Princess had been unable to buy a box at a bazaar, because she had spent her money. At this bazaar she had bought presents for almost all her relations, and had laid out her last shilling, when she remembered one cousin more, and saw a box, priced half a crown, which would suit him. The shop people, of course, placed the box with the other purchases, but the little lady's governess admonished them by saying, "No ; you perceive the Princess has not got the money, and therefore, of course, she cannot buy the box." This being perceived, the next offer was to lay by the box till it could be purchased, and the answer was, "Oh, well, if you be so good as to do that—," and the thing was done. On quarter day, before seven in the morning, the Princess appeared on her donkey to claim her purchase.—*Miss Martineau.*

4. THE QUEEN'S MODEL FARM.

Queen Victoria's model farm, situated about a mile from Windsor, is probably the most perfect, as it is the most expensive thing of the kind in the world. It is thus described by a gentleman writing from London to the *Philadelphia Bulletin*.—

"We entered a beautiful cottage, and were shown by one of the Queen's favourite servants into a room about thirty feet square, the roof supported by six octagonal columns of white marble, with richly-carved capitals. The floors were of white porcelain tiles, the windows stained glass, bordered with May blossoms, daisies, buttercups and primroses. The floors were lined with tiles of porcelain of a delicate blue tint, with rich medallions inserted of the Queen, Prince Consort, and each of the children. Shields, monograms of the Royal family, and bas-reliefs of agricultural designs, representing the seasons, completed the ornamentation of this model dairy. All around the walls run a marble table, and through the centre two long ones, supported by marble posts, resting on basins, through which runs a perpetual stream of spring water. By this means the table slabs are always cold, and the temperature of the dairy is chill, while the white and gilt china milk and butter dishes resting on the tables are never placed in water. We drank the delicious milk just brought in in bright metal buckets, lined with porcelain, the Queen's monogram and crest glittering on the brass plates on the covers. In the room where the butter was made, milk skimmed and strained, we feasted our eyes on the rows of metal porcelain-lined cans of every size, made to lock, and sent to the royal family even as far as Scotland ; so they always have good milk and butter. The churn was of metal also, and lined with porcelain, and made in two compartments. The outside chamber surrounding the cylinder could have warm or cold water poured in to

regulate the "coming of the butter" without disturbing the cream. The lid was screwed on, and the stationary stand on which the whole was turned made the work easy and rapid."

IX. Educational Intelligence.

— THE ANNUAL CONVOCATION of the University of Toronto took place on the 10th inst. Proceedings were commenced by Dr. McCaul presenting the candidates for the degree of M.D. The presentation address was made and the degrees were conferred as usual in Latin. Dr. L. W. Smith presented the candidates for LL.B. Dr. McCaul, those for M.B. Mr. Loudon, the B.A.'s. The following is the list of those obtaining the different degrees:—M.D.—J. P. Brown, H. E. Buchan, J. Cassidy, L. H. Evans, T. C. Howe, W. H. Miller, J. S. Tennant, M.A.—H. E. Buchan, R. Cameron, J. M. Goodwillie, G. M. Greer, J. M. Hagar, A. Hamilton, D. Junor, A. Murdoch, E. G. Patterson, D. J. Prunyn, J. Preston, H. Rennelson, W. F. Walker, G. S. Wright. LL.B.—J. M. Gibson. M.B.—E. Allen, T. B. Bentley, R. Carney, H. H. Fell, S. P. Ford, W. C. Gouinlock, N. Gamble, J. E. Graham, G. W. Grote, J. Hickman, C. Humble, D. J. King, W. Milne, J. C. McArthur, J. H. McCollum, J. D. McConnell, S. B. Pollard, A. R. Robinson, C. A. Steele, T. Swan. B.A.—A. Baker, J. M. Barber, W. H. Bickford, C. R. W. Biggar, G. Burnfield, M. Cumming, A. Dowsley, G. Gilmour, J. H. Hughes, J. A. Jewell, J. Killmaster, R. E. Kingsford, T. Langton, G. Lewis, H. J. Macdonald, W. R. Mulcock, W. A. McKay, J. B. McQuesten, W. R. Nason, G. A. Radenurst, G. H. Robinson, H. H. Ross, J. Scrimger, J. B. Smith, J. Somerville, R. M. Thornton, D. F. H. Wilkins, L. Woolvertog, F. H. Young. Scholarships.—Matriculation, 1868.—Medicine—R. Zimmerman. Arts (Junior).—Classics—1. J. Fletcher, (double); do. 2. J. White. Mathematics—1. J. W. V. Punshon, (double); 2. J. Nichols. General proficiency—1. J. Fletcher; 2. J. W. V. Punshon; 3. J. Crerar, F. A. Clarkson, D. A. O'Sullivan, J. H. Panton, J. W. V. Punshon, W. J. Reid, T. S. T. Smellie, T. H. Smyth, D. Stewart, P. Straith, J. J. Tilley, J. Wallace, J. White, J. Wilkie. *Ad Eundem Statum*.—Faculty of Medicine.—James Appelbe, from Victoria College, Cobourg; H. J. Cole, from Medical Council of Ontario; S. P. Ford, from University of Buffalo; W. H. Graham, from Medical Council of Ontario; S. Minor, from Queen's College, Kingston. Faculty of Arts.—W. R. Mulock, from Queen's College, Kingston. Mr. G. Grasett then recited the Prize Poem, in Greek verse, after which Mr. T. W. Taylor presented the Gold Medallist, in the Faculty of Law, Mr. J. M. Gibson. Dr. Aikins presented the gold medallist in Medicine, Mr. J. E. Graham. The Chancellor presented the gold medal and the Starr medal to Mr. J. E. Graham, and silver medals to Messrs. C. Humble, J. H. McCollum, and T. B. Bentley. Dr. McCaul called up the medallist in classics: gold medal, Mr. T. Langton; silver medals, Messrs. R. E. Kingsford, G. Burnfield, and G. H. Robinson. Professor Cherriman presented the Medallists in Mathematics:—Gold Medallist, Mr. A. Baker; Silver Medallist, Mr. W. Cumming; and Dr. Oldwright presented the successful candidates in Modern Languages. Professor Croft presented the medallists in Natural Sciences: Gold Medallist, Mr. C. R. W. Biggar; Silver Medallists, Messrs. J. H. Hughes, D. F. H. Wilkins, H. H. Ross, and W. R. Nason. Dr. Bevan presented the Medallists in Metaphysics and Ethics:—Gold Medal, Mr. M. Cumming; Silver Medals, Messrs. J. Scrimger and R. M. Thornton. The Scholarships in the different faculties and for the different years were then presented. Mr. T. W. Taylor presented Mr. J. McIntosh as the winner of the 3rd year Scholarship in Law; and Dr. Wright the winners of the Scholarships in Medicine. These are:—1st year, R. Zimmorman; 2nd year, C. S. Moore; 3rd year, A. Greenless. The winners of the Scholarships in Arts were then presented to the Chancellor. Greek and Latin by Mr. Crombie; Mathematics by Mr. E. G. Patterson, B.A.; Modern Languages by M. Pernet; Prof. Croft in Natural Sciences, and Dr. Bevan in Metaphysics. The winners are:—Greek and Latin—1st year, J. White; 2nd year, (1) W. Dale (Treble); (2) M. Kew; 3rd year, G. Gibson. Mathematics—1st year, J. W. V. Punshon (Double); 2nd

year, (1) W. Dale; (2) W. H. Ballard; 3rd year, A. Sinolair. Modern Languages—2nd year, (1) W. Houston; (1) H. Fletcher (Treble); 3rd year, (1) J. H. Coyne (Double); (2) E. B. Edwards. Natural Sciences—2nd year, H. Fletcher; 3rd year, Z. C. Spencer. Metaphysics, &c.—2nd year, J. R. Wigthman. Dr. Wilson presented the recipients of the General Proficiency Scholarships. 1st year, (1) J. Fletcher; (2) J. W. V. Punshon; (3) F. A. Clarkson. 2nd year, (1) W. Dale; (2) H. Fletcher; (3) J. R. Teefy. 3rd year, J. H. Coyne. Dr. McCaul in presenting the prizeman in Greek verse, Mr. G. Grasett, availed himself of the opportunity to state that taking into consideration the length of time devoted to the acquisition of skill in versification in Latin and Greek, and also bearing in mind the practical interests of the country, the Senate had determined for the future to allow the fourth year men their option between a paper on grammar and a translation from English into Latin and Greek verse, in accordance with the usage in Cambridge. He entirely agreed with this change, and, indeed, suggested it himself, not that he undervalued this attainment, but because he felt that too much time can be devoted to it. The prizeman in French and German were then presented, and those in oriental languages. 1st year, Mr. H. Montgomery; 2nd year, Mr. H. McPherson; and 4th year, Mr. Geo. Lewis. Dr. McCaul then introduced the Prince of Wales' prizeman, Mr. M. Cumming. In doing so he said that it was with peculiar pleasure that he presented the prizeman, because it was the proceeds of a fund given to the University at the time of the visit of His Royal Highness to this country. It differed from all the other rewards in that it is for general proficiency. In presenting Mr. Cumming, he did so as being of the highest standing in general proficiency which he obtained by being first in metaphysics and English, first in mathematics, second in classics, a combination never before achieved. He felt a peculiar pleasure at the result, because from the very first entrance into the University, the recipient's conduct, demeanour and progress had been most satisfactory. But there was another reason, and he thought there would be a large amount of sympathy accorded the recipient on the same account. He came from the South of the dividing line between this and the neighbouring country, and was not a Canadian. They had the pleasure for some years back in welcoming friends from the other side, and he very distinctly remembered that there were some came from New York who wrote their names high in the list of academic honours. After that they found that Kentucky took the lead, but now, last of all, Georgia has capped them by her son. It will be a satisfaction to find many coming from the States here, if they find the advantages such as will warrant their coming. We can, he said, assure them that this is an open field and no favour, and he ventured to assert that if they won any honours from our men they will creditably take them. Of course, during the troubles that are now ended, there were many homes made desolate and household gods were strowed on many a hearth, and even now the vegetation is scarcely grown up that was trodden by the iron heel of war. There are those who still retain a feeling to the old cause, of whom may be said, as was said of the old Roman—

Victrix causa diis laeuit, sed victra Catoni—

For the benefit of his lady friends who may not have graduated, he would express it in the rendering of the old translation:—

"The gods and Cato should in this divide
They first the conquering
Showed the conqueror's side."

Perhaps there may be in the North those who feel that success and may be of that opinion. It was not for us to express an opinion, but this he did venture to say that as kind friends and good neighbours, our earnest hope is that peace and plenty, and happiness may traverse the land with their attendant train over every portion of the Dominion of the vast Republic. (Cheers). The Chancellor stated that the exercises of the day were now concluded, but before they dispersed he proposed to give some statistics to contrast the working of this institution with previous years. They would be pleased to be informed that there was a considerable addition as compared with 1868. In the degree of Doctor of Medicine the figures were 7 last year to 8 this year. With regard to M.A.,

there was a considerable increase, the number in 1868 being 11, this year 14. Law showed a decrease, for while there were 7 last year, there was only 1 this year. In M.B. the figures were 14 in 1868, 20 this year. In B.A. there were 29 graduates this year, last year but 21. In matriculations in Arts there were 36 against 22 last year. Civil Engineering last year 1, this year 3. In Agriculture he was pleased to see an increase also, and although it was small, it was still encouraging. He trusted that the people in this country would impress on their sons the necessity of attending the lectures from this chair. The senior matriculants were six this year, four last year. He also stated that he was told by the examiners that the matriculants were all very high in efficiency. It was gratifying to discover, year after year, this increase. Everyone was interested in the prosperity that this indicated. The Chancellor then adverted to Upper Canada College, but merely, he said, to state that the Senate governed that institution, and all its members were unanimously of the opinion that the earliest opportunity should be given and the greatest facility offered for looking after its affairs and management. They were willing to divulge everything, and they felt there was no foundation for the charges made against them. The Chancellor, who continued to speak in a low tone of voice, was understood to say that the main question for the country to decide was whether it is deserving the support given to it. He bore testimony to the efficiency of its management, and stated that he said this much to show that as far as they were concerned, their effort was to obtain true efficiency. In referring to Victoria and Queen's Universities, he said it was in the memory of all that the Government thought it proper to withdraw the grant to these institutions; the result was expected to mar to some extent their efficiency, but happily with a success gratifying to everyone, their people were appealed to, and they responded nobly. Everyone interested in either of these Universities must be gratified at the result; we, he said, wish them God-speed. He was glad there was a gentleman present who stood very high as a Professor, he referred to Mr. Goldwin Smith, and he was glad that gentleman did them the honour to be present; and he only hoped that when he left them, he would do so holding a favourable view with regard to them. Loud cries were made by the students for Professor Goldwin Smith, who, in response, rose and stated that he was quite unprepared for the honour of being called upon to address them. But the opportunity could not be unwelcome to one who has been a professor at an English University, and now a professor in the United States at a kindred institution. The largest part of his life had been spent in the most ancient University of the Anglo-Saxon race, and his mind now went back to Oxford, as she lies at this moment the old grey site, in the fullness of her summer beauty, with her grounds full of the associations of the illustrious past; but if there is a charm and attraction in the past, there is a charm and attraction also in the new; and it is a very great pleasure, he said, to tread the courts of this noble pile, dedicated in the style of the old Oxford to learning and science in the new world. It is pleasant to me to see degrees conferred and the favours of the University awarded, much in the form in which the honours used to be awarded amongst us in Oxford, to see the students kneel to receive the guerdon of their academic efforts, as I knelt when a boy to receive a like recognition at the hands of the Vice-Chancellor. It is pleasant to hear also, what I supposed we should seldom hear in the Universities of America, the signs of the Greek exercises read by one of your students. I am glad to find that here, at all events, the utilities have not quite thrust out the humanities. In a new country, your first desire is to lay a solid foundation—civilization. In civilization, as in architecture, you must begin and lay the foundation broad and deep, in order that you may build the dome and the soaring pinnacle. (Cheers). But Academic education has a real pleasure. How narrow are the pleasures of the man who has merely to spend his wealth in great houses and dinners, but to whom great objects and public interests are inexplicable? I am glad, therefore, to see the Universities holding their own here. I cannot fail also to see with special interest, that memorial window (to the dead at Ridgeway) above your head, Mr. Chancellor.

(Loud cheers). It is the teaching of conclusive testimony that high culture does not destroy the sinews of action, and that a good scholar may yet be ready to give his blood for his country; long may it be ere it is again necessary to leave the quiet domains of learning for the battlefield. Long may it be, especially, before a rupture takes place between the two great branches of the Anglo-Saxon race. (Cheers). Such a rupture would not only be the greatest, the most calamitous to themselves, but it would be the heaviest blow that could possibly fall on the progress and civilization of the world. (Cheers). You, Mr. Chancellor, have already apologised for the length of the proceedings. I must not add to that length. Let me only add my best wishes for the prosperity of this seat of learning. To the students also, if I may presume to do so, I offer my best wishes; may this happy day be the commencement to many happy and prosperous days. May their barks which this day set sail on the sea of life meet with smooth seas and a happy haven, but if it may be their fortune to encounter storms, may they meet them in the spirit encouraged by honourable competition under such a roof as this. After again offering his heartiest good wishes for the success of the institution, Prof. Smith took his seat amid applause. The Chancellor expressed his pleasure at hearing the Professor, and thanked him for his good will to the University and the students. The proceedings then broke up with three cheers for the Queen, three for the ladies, the Chancellor and the Professors. The University Association held their annual dinner the same evening. The chair was occupied by Dr. McMichael. After dinner, the Chairman in a few patriotic remarks, proposed the health of Her Gracious Majesty the Queen, which was enthusiastically responded to, the whole assembly rising to their feet after the toast had been drunk, and under the leadership of Dr. L. Smith joined in singing the National Anthem. The Chairman then proposed the health of the Prince and Princess of Wales and the Royal Family. Mr. Pernet responded. The Chairman then gave the Governor-General of Canada, and the Lieutenant-Governor of Ontario. Song by Col. Spicer. The Chairman then gave the toast of "The Army, Navy and Volunteers." Col. Spicer and Capt. Prince responded. The Chairman then gave the "Dominion of Canada," coupled with the name of Mayor Harman. His Worship in responding, thanked the meeting for coupling his name with so important "a toast," but he thought in the absence of any of the M.P.'s, some of the University authorities should have responded to this rather than he. It was 27 years since he first saw Canada, and he could look back and see the mighty progress of this Dominion—a progress which, if continued, would soon place Canada on the front of the nations of the earth. Speaking of Toronto, its progress had coped with that of almost any city on the continent. And though that progress had not been so apparent as that of some cities, still such a substantial basis commercially had been laid that any municipal fabric could be raised upon it. He then referred to the religious, philanthropic and literary institutions which have sprung up in the city, unparalleled, according to population, by any city in the world. He next touched upon the position which the railway schemes and municipal credit had attained in the London market; and everything connected both with the city and the Dominion indicated that they were on the right road to honour and prosperity. The Chairman next proposed the University, the University College, and kindred institutions. The Chancellor, Judge Morrison, responded. Also Rev. Dr. McCaul. Professor Goldwin Smith also responded to the toast, and said he thanked them for the honour they had done to the Universities kindred to this. He could respond for two—the one of which was old, the other was of yesterday. The first, the University of Oxford, was founded by Alfred more than a thousand years ago. The other was founded by Ezra Cornell a few years ago. He need not refer to Oxford, as it was an essential figure in the history of England. As for Cornell, it was in a rude and unfinished state, still it flourishes; but you know it is the habit of the American Eagle to open and boast of its institutions before they were quite fixed up. Still he looked upon Cornell as an honour both to its founder and to the people amongst whom it had been raised. In fact, it was typical of the country

in which it was. Cornell was a very poor man, realized a munificent fortune, and spent it in raising a munificent institution. The education at Cornell is of a practical character, and he questioned whether they would ever hear within its walls Greek Iambics so correctly recited as they had heard here to-day; still he hoped to see mingled with the study of the natural science there some attention to the higher classics. There were two points of sympathy between the University of Cornell and that of Toronto—first, our aim is to ramify education through all the strata of society; and, secondly, we are undenominational. He could respect the feelings of the man who thought education and religion should go together, and he regarded the Chapel and the College as a beautiful union; still it was a fact that the religion was now divided, and it was impossible to split the world up in an educational aspect, into as many sections as there were religious beliefs, for then the great laws which tended towards the universal spread of education would be marred in their operation, and their work lost by the multiplicity of agencies. He did not by any means ignore religion; but it should be left to the Church to provide religious teaching for her children. He was proud of his connection with Cornell. He was indebted in every way to the Anglo-Saxon, and on this account he trusted to further the interests of Cornell. But the other day he thought his position somewhat precarious. He was afraid he would have to cross the lines and take refuge in Canada. But he was glad to see that thunderstorm was passing rapidly away without doing any harm, except, perhaps, sousing a little all. Sumner had quoted his (the Professor's) remarks to substantiate his denunciations of England; but he alone took up the cause of England, stated her cause, and for this had received a pretty full amount of abuse, and especially from the press; but as he was here under the safe protection of the British flag, he might say that the American press is not universally celebrated for its intelligence; and one of the papers that had been particularly fierce in its denunciations of him, had the day before had a brilliant article bearing on the hat and boots of a rival editor. He sincerely hoped the storm would blow over, and the more he saw of the American people, the more he was convinced of their readiness to meet every other people in a fair and honourable spirit. All he feared was the extreme virtue of some of the politicians. It was possible that they might do something too disinterested and sublime. He was afraid of this, for *hasty progress in that direction would lead to consequences.* (Laughter). We—the English—were ready to repair any wrong we might have committed; and if we had done any injury to any other people, let that people come in a proper spirit, and we would at once acknowledge it. We are ready to do that, but we are not by any means ready to allow anyone to have the honour of trampling our flag under foot. (Loud and prolonged cheers). Englishmen were by no means too tenacious of their purse, but they were very tenacious of their character; their money might be wrested from them, but no one would take from her her honour with impunity. That is the line the Americans must take care to discriminate. Let them over-slip that and serious consequences will ensue. (Loud cheers). Our Government had shown real desire to repair any wrong done, and to sooth the wounded feelings of the American people, therefore he thought this cloud is nearly completely dispelled and the storm passed away. Social and commercial intercourse were the great cords which must ever bind nation to nation, and these intertwined with intelligence and religious sentiments, and feelings of common brotherhood, must ever prevent any serious breach between the people of the United States and the people of England. Again he thanked them for the honour they had done him in speaking of kindred Institutions. (Loud and prolonged cheering). Mr. J. A. Boyd, 2nd Vice-Chairman, had the pleasure of giving "The Honourmen of the year." Mr. T. Langton, B.A., could only say a few words in response to the toast. He felt that the College course of the Honourmen of the year would always be a bright spot in their history, and they would all feel duly proud of the honour done to them by the reception of the toast. Mr. M. Cumming, B.A., felt confident that he but gave vent to the feelings of all the Honourmen when he said, he felt proud of the manner

in which the toast had been received. J. M. Gibson, L.M.B., could only re-echo the sentiments so ably expressed by the Honourmen who had preceded him. Mr. Bigger, B.A., represented a class of men who had found their expectations more than realized by what they had experienced at the University, though local predilections at first led them to seek knowledge elsewhere. He hoped and believed that the Honourmen of 1869, would never bring discredit upon the badges of honour which had been conferred upon them. The first Vice-Chairman next proposed "The University Rifle Corps," and in so doing, eloquently referred to the gallant conduct of that body during the trouble of 1866. Lieut. Ellis responded. The 2nd Vice-Chairman next proposed, "The Literary and Scientific Society." Mr. W. H. Ellis, M.A., responded. The Chairman next offered the Professors and ex-Professors of the University, to whom he paid a handsome compliment in a brief speech. Dr. Wilson said it was always a source of pleasure to him to join in the annual gathering of the University, though it was a somewhat monotonous task to respond year after year to the same toast. He suggested a reform in this respect, so that they would not have to listen year after year to the same old Professors, but might call upon the younger men who were reaping the honours of the present and looking forward to those of the future. He would like to hear from their honoured guest from Cornell College in reply to the toasts of the ex-Professors. (Applause). Associated as he was with other institutions of this kind, it was with peculiar pleasure that he joined in such a gathering which awoke memories of kindred institutions in the Mother Land, and he felt that he was looking upon young men fitted for the duties and labours attending the possession of education, who would do no discredit to the educational traditions of the old land. (Loud applause). While acknowledging the merits of the people of the neighbouring Republic, who sprang from the same good old stock as ourselves, he still felt that this Dominion of Canada was destined to occupy a very prominent place in the annals of this continent. (Applause). Dr. Richardson, on behalf of the ex-Professors, returned sincere thanks for the manner in which the toast had been received. Prof. Pernet was loudly called for, and responded with a song, which was enthusiastically applauded. Mr. Moss, M.A., first Vice-President, then gave "Our Graduates and under-Graduates." Mr. T. W. Taylor appeared before them as a graduate of the Edinburgh University, and also as graduate of the Toronto University. He tendered his sincere thanks for the manner in which the toast had been received. The first Vice-President then proposed the "Press," which was responded to by the representatives of the *Globe* and *Tribune*. The health of the ladies having been received with due honours, the gathering dispersed.—*Globe*.

—EDUCATIONAL PROCEEDINGS, WESLEYAN CONFERENCE.—From the proceedings of the Conference we extract the following educational item:—*Victoria College*.—Rev. Richard Jones, Co-Treasurer, submitted a general statement of the position and operations of the College for the past year, when William Kerr, Esq., the Bursar, submitted the financial sheet. Receipts from all sources during the year, including a loan of \$1,000, are \$8,350; the payments have been \$10,409, leaving a balance due the Treasurer of \$2,059. The assets of the College are \$44,008; while the total liabilities are only \$5,159. The total number of students in all the departments is 440. Several questions were asked, and satisfactory answers were given, when the College report was unanimously adopted. Rev. Dr. Nelles moved, and Rev. Dr. Rice seconded, a resolution, asking the annual meeting to recommend the College Board to appoint a suitable agent to co-operate with the President of Conference and Treasurers in raising the Endowment Fund. Dr. Rice very forcibly urged the necessity of enlisting such an agency as would, within the next five or six months, be able to overtake the work, so that the canvass could be made as promptly as possible. Several ministers took part in the discussion of College matters; all of whom expressed the confident hope and trust that the sum of \$110,000, at least, would be speedily raised for the Endowment Fund. The amount of \$53,000 has already been contributed. The College report was unanimously adopted. Rev. Dr. Nelles moved, and Rev. R. Jones seconded, that the following persons be appointed Trustees of the College in the room of the retiring

Trustees, namely, Revs. J. B. Howard and G. Douglas, and J. H. Dumble and John Beatty, Esqs. The names of the College visitors are, the President of Conference, ex-President, Drs. Jeffers and Taylor, and Hon. James Ferrier, B. M. Britton, B.B., W. W. Dean, B.A., C. M. Cameron, M.D., M. Lavell, M.D., Wm. Beatty, M.P.P., and W. Brouse, M.D. The motion was unanimously adopted. The President of the Conference suggested the propriety of making the December collections more remunerative in future, so that the result may be more commensurate with the wants and claims of the College. The Revs. Thomas Keough, D. Madden, and Wm. Pollard, were appointed Auditors for the College accounts for next year. The thanks of the Conference were presented to the Treasurers of Victoria College for their services during the past year. The Rev. Dr. Rice read the report of the Educational Fund Committee, from which it appears that the amount in the Treasurer's hand, including a balance from last year, is \$3,308, that the disbursements attendant on the examinations are \$492, disbursements to students attending College \$444, loan to Victoria College \$1,000, and leaving a balance on hand of \$1,372. The report which was very satisfactory, was unanimously adopted. It was then resolved that the Collections for the Educational Fund be made, during this year as last year, in aid of the general fund for the working of the College. In the address to the British Conference the Canadian Conference says:—The Government having withdrawn public aid heretofore granted to the denominational Colleges of this country, we have decided upon appealing to the liberality of our people, and uniting our own personal contributions with theirs, for the sum of, at least, one hundred thousand dollars to endow the University of Victoria College. More than half that sum has been subscribed already; and we hope, by Divine blessing, to complete, in the course of the present Conference year, the work so auspiciously commenced, of placing our University College in a position of independent and entire efficiency. It is a matter of thankfulness and encouragement that the attendance of students and pupils at our University and Female College is in advance of any former year; while we bear testimony to the truly Christian and Wesleyan spirit, and efficient manner in which these noble institutions have been conducted.

X. Departmental Notices.

DEPARTMENT OF PUBLIC INSTRUCTION.

1. In regard to those Publishers and Printers who have transferred, or may hereafter transfer to the Chief Superintendent of Education, and to the control of the Council, the copyright of School Text Books which have been or may be approved and authorized by the Council, it is deemed right, and best for the encouragement of authors, and the maintenance of a proper standard in the mechanical execution of the books, that the Chief Superintendent of Education should not sanction or countenance, for at least twelve months after the authorization of such text books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first edition of such authorized school text books.

2. It is regarded by the Council as a duty in their acceptance of and subsequent action respecting the copyright of any book authorized by them to be used in the Public Schools, to secure the interests of the public by the issue of a good and suitable edition at a reasonable price, and, at the same time, to provide, so far as they properly can, for the adequate remuneration of both Author or Editor and Publisher.

3. The interests of the public are sufficiently secured by the existing arrangements, that no book or new edition shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

4. The interests of the Publisher are also sufficiently provided for by the arrangement that he shall have exclusive rights for at least one year.

5. With a view to the adequate remuneration of the Author or Editor, and the encouragement of the preparation of Literary or Scientific Works by Canadians, no extension of time shall be granted, nor any new or revised edition sanctioned or permitted without payment by the Publisher for the privilege; the amount and mode of such payment to be determined by arbitrators, one to be selected by the Council of Public Instruction, one by the Publisher, and an umpire, if required, to be selected by the two previously appointed. Such arbitrators shall also decide whether all or a portion, and if a portion, what portion, shall be paid to the Author or Editor, for the new revised edition, even though the latter shall have been prepared by another Editor specially employed for the work.

6. In the case of several publishers wishing to publish a new or revised edition, each shall pay the same amount.

7. The payment of the said arbitrators shall be divided equally between the Author or Editor and the Publisher or Publishers.

8. In those cases in which works that are not portions of a series, are approved by the Council before publication, tenders shall be invited by public advertisement, from Publishers within Canada, for the purchase of the exclusive right of publishing for at least one year, such tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, what part of each book will be executed within the Dominion.

9. New or revised editions shall not be published or advertised under the designation of new or revised editions until such date as may have been approved by the Council and communicated to the Publisher or Publishers.

10. Each Publisher of a new or revised edition shall give security, himself in \$2,000, and two sureties in \$1,000 each, guaranteeing that such edition, when completed, shall be, including each separate copy, in accordance with the official standard copy. The necessary bonds shall be prepared at the expense of the Publishers, and executed before permission to print or advertise the new or revised editions.

11. Before the receipt of the final authorization from the Council, satisfactory provisions must have been completed relative to the payment of the Author or Editor.

12. All new or revised editions, after January 1st, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

EDUCATION OFFICE, }
Toronto, April, 1869. }

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—LORD ELGIN.
"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—HORACE MANN.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate-payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under the control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

We cannot too strongly urge upon School Trustees, the importance and even the necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard. The 100 per cent. is allowed on these lessons when ordered with maps and apparatus, &c.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that a new edition of the School Acts is now ready. Single copies, 35 cents, including postage. New School Sections will be supplied gratuitously.