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JOURNAL OF



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Ontario.

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No. 5.

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this year is the population as enumerated in the census of 1871. The total amount available for apportionment is the same as that of last year, and those Townships in which there are feeble schools and a sparse population have been specially considered in an additional apportionment from the poor School Grant.

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

The grants are, by law, payable on the 1st July, by the Hon. the Provincial Treasurer, on the certificate of the Chief Superintendent. These certificates will be issued on or before 30th June, in favour of those Municipalities which have sent in duly audited school accounts and Inspectors' 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, May, 1875.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO FOR 1875.

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

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

The basis of apportionment to the several Municipalities for

Apportionment to Counties for 1875.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.	Total
Charlottenburgh.....	\$886 00	
Do for Separate Schools.....	\$48 00	
Kenyon.....	730 00	
Lancaster.....	640 00	
Do for Separate Schools.....	11 00	
Lochiel.....	532 00	
Do for Separate Schools.....	180 00	
	239 00	2788 00
Total for County.....		\$3027 00

2. COUNTY OF STORMONT.

Cornwall.....	\$749 00
Finch.....	403 00
Osnabrock.....	854 00
Roxburgh.....	495 00
Total	\$2501 00

3. COUNTY OF DUNDAS.

Townships.	Apportionment.
Matilda.....	\$703 00
Mountain.....	481 00
Williamsburgh.....	697 00
Winchester.....	603 00
Total.....	\$2484 00

4. COUNTY OF PRESCOTT.

Alfred.....	\$250 00
Caledonia.....	189 00
Hawkesbury East.....	455 00
Do for Separate Schools.....	225 00
Do West.....	292 00
Longueuil.....	271 00
Plantagenet, North.....	403 00
Do for Separate Schools.....	39 00
Do South.....	232 00
	264 00
Total for County.....	\$2356 00

5. COUNTY OF RUSSELL.

Cambridge.....	\$113 00
----------------	----------

Townships.	Apportionment.
Clarence.....	\$393 00
Cumberland.....	431 00
Russell.....	345 00
Total.....	\$1282 00

6. COUNTY OF CARLETON.

Fitzroy.....	\$505 00
Gloucester.....	706 00
Goulbourn.....	477 00
Gower, North.....	373 00
Huntley.....	388 00
March.....	253 00
Marlborough.....	333 00
Nepean.....	597 00
Do for Separate Schools.....	151 00
Osgoode.....	573 00
Do for Separate Schools.....	56 00
Torbolton.....	130 00
	207 00
Total for County.....	\$4542 00

7. COUNTY OF GRENVILLE.		
Townships.	Apportionment.	
Augusta.....	\$762 00	
Edwardsburgh.....	768 00	
Do for Separate Schools	28 00	
Gower, South.....	153 00	
Oxford on Rideau.....	587 00	
Do for Separate Schools	11 00	
Wolford.....	376 00	
	39 00	2646 00
Total for County.....	\$2685 00	

8. COUNTY OF LEEDS.		
Bastard and Burgess, South.....	\$522 00	
Crosby, North.....	314 00	
Do South.....	303 00	
Elizabethtown.....	793 00	
Elmsley, South.....	183 00	
Escott, Front.....	205 00	
Kitley.....	423 00	
Leeds and Lansdowne, Front.....	555 00	
Do Rear.....	349 00	
Yonge, Front.....	246 00	
Yonge and Escott, Rear.....	257 00	
Do for Separate Schools	7 00	
	7 00	4150 00
Total for County.....	\$4157 00	

9. COUNTY OF LANARK.		
Bathurst.....	\$475 00	
Beckwith.....	290 00	
Burgess, North.....	202 00	
Dalhousie.....	269 00	
Darling.....	118 00	
Drummond.....	364 00	
Elmsley, North.....	209 00	
Lanark.....	335 00	
Lavant.....	70 00	
Montague.....	470 00	
Pakenham.....	358 00	
Ramsay.....	475 00	
Sherbrooke, North.....	60 00	
Do South.....	135 00	
Total.....	\$3830 00	

10. COUNTY OF RENFREW.		
Admaston.....	\$293 00	
Algoma.....	110 00	
Alice and Fraser.....	224 00	
Do Separate Schools	21 00	
Bagot and Blithfield.....	168 00	
Brougham.....	91 00	
Bromley.....	181 00	
Do for Separate Schools.....	33 00	
Brudenell, Kaglan, Radcliffe and Lyncloch.....	298 00	
Grattan.....	160 00	
Do for Separate Schools.....	66 00	
Griffith.....	103 00	
Horton.....	187 00	
McNab.....	421 00	
Matawathan.....	102 00	
Pembroke.....	96 00	
Petawawa.....	116 00	
Rolph and Wylie, Buchanan and McKay.....	162 00	
Ross.....	248 00	
Sebastopol.....	130 00	
Stafford.....	128 00	
Westmeath.....	388 00	
Wilberforce.....	288 00	
	120 00	3894 00
Total for County.....	\$4014 00	

11. COUNTY OF FRONTENAC.		
Barrie.....	\$105 00	
Bedford.....	271 00	
Clarendon and Miller.....	135 00	
Hinchinbrooke.....	176 00	
Howe Island.....	118 00	
Kennebec.....	139 00	
Kingston.....	605 00	
Loughboro'.....	350 00	
Olden.....	153 00	
Oso.....	149 00	
Palmerston and Canonto.....	124 00	
Pittsburgh.....	579 00	
Portland.....	408 00	
Storrington.....	440 00	

Townships.	Apportionment.	
Wolfe Island.....	\$298 00	
Do for Separate Schools	122 00	4050 00
Total for County.....	\$4172 00	

12. COUNTY OF ADDINGTON.		
Amherst Island.....	\$175 00	
Anglesea and Kaladar.....	182 00	
Camden East.....	854 00	
Denbigh, Abinger, Ashby and Eppingham.....	144 00	
Ernestown.....	624 00	
Sheffield.....	329 00	
Do for Separate Schools.....	60 00	2308 00
Total for County.....	\$2368 00	

13. COUNTY OF LENNOX.		
Adolphustown.....	\$112 00	
Fredericksburgh, North.....	254 00	
Do South.....	221 00	
Richmond.....	485 00	
Do for Separate Schools.....	22 00	1072 00
Total for County.....	\$1094 00	

14. COUNTY OF PRINCE EDWARD.		
Ameliasburgh.....	\$487 00	
Athol.....	257 00	
Hallowell.....	524 00	
Hillier.....	328 00	
Marysburgh, South.....	316 00	
Do North.....	265 00	
Sophiasburgh.....	399 00	
Total.....	\$2576 00	

15. COUNTY OF HASTINGS.		
Carlow and Mayo.....	\$92 00	
Elzevir and Grimsthorpe.....	229 00	
Faraday and Dunganon.....	121 00	
Hungerford.....	683 00	
Huntingdon.....	421 00	
McClure, Wicklow, Bangor, Herschel, and Monteaagle.....	274 00	
Madoc.....	513 00	
Marmora and Lake.....	251 00	
Rawdon.....	544 00	
Sidney.....	776 00	
Thurlow.....	765 00	
Tudor, Wollaston, Limerick, and Cashel.....	293 00	
Tyendinaga.....	990 00	
Total.....	\$5952 00	

16. COUNTY OF NORTHUMBERLAND.		
Alnwick.....	\$201 00	
Brighton.....	532 00	
Do for Separate Schools.....	18 00	
Cramahe.....	564 00	
Haldimand.....	840 00	
Do for Separate Schools.....	23 00	
Hamilton.....	844 00	
Monaghan, South.....	169 00	
Murray.....	537 00	
Percy.....	508 00	
Do for Separate Schools.....	64 00	
Seymour.....	623 00	
Do for Separate Schools.....	9 00	
	114 00	4818 00
Total for County.....	\$4932 00	

17. COUNTY OF DURHAM.		
Cartwright.....	\$371 00	
Cavan.....	702 00	
Clarke.....	845 00	
Darlington.....	875 00	
Hope.....	749 00	
Manvers.....	607 00	
Total.....	\$4149 00	

18. COUNTY OF PETERBOROUGH.		
Asphodel.....	*\$374 00	
Belmont and Methuen.....	440 00	

* Public School returns not yet received, so that apportionment cannot be determined.

Townships.	Apportionment.	
Burleigh, Anstruther, and Chandos.....	\$149 00	
Douro.....	294 00	
Dummer.....	287 00	
Ennismore.....	165 00	
Galway and Cavendish.....	171 00	
Harvey.....	108 00	
Monaghan, North.....	226 00	
Otonabee.....	*589 00	
Smith.....	476 00	
Total for County.....	\$3279 00	

19. COUNTY OF HALIBURTON.		
Clyde.....		
Dysart, Dudley, Harcourt, Guildford, Harburn, and Burton.....	\$249 00	
Eyre.....		
Havelock.....		
Hindon, Anson, and Lutterworth.....	201 00	
Lawrence.....		
Livingston.....		
Minden.....	178 00	
Monmouth and Cardiff.....	106 00	
McClintock.....		
Nightingale.....		
Snowdon and Glamorgan.....	165 00	
Stanhope and Sherburne.....	151 00	
Total.....	\$1050 00	

20. COUNTY OF VICTORIA.		
Bexley.....	\$127 00	
Carden and Dalton.....	220 00	
Draper, Ryde and Oakley.....	210 00	
Eldon.....	450 00	
Emily.....	439 00	
Fenelon.....	405 00	
Laxton, Digby and Longford.....	188 00	
Macaulay.....	202 00	
Mariposa.....	791 00	
Ops.....	494 00	
Somerville.....	170 00	
Stephenson.....	150 00	
Verulam.....	397 00	
Total.....	\$4243 00	

21. COUNTY OF ONTARIO.		
Brock.....	\$763 00	
Mara and Rama.....	531 00	
Pickering.....	1088 00	
Reach.....	734 00	
Scott.....	409 00	
Scugog Island.....	130 00	
Thorah.....	290 00	
Uxbridge.....	494 00	
Whitby, East.....	503 00	
Do West.....	475 00	
Total.....	\$5417 00	

22. COUNTY OF YORK.		
Etobicoke.....	\$427 00	
Do for Separate Schools.....	13 00	
Georgina.....	293 00	
Gwillimbury, East.....	580 00	
Do North.....	340 00	
King.....	1104 00	
Markham.....	1017 00	
Scarborough.....	681 00	
Vaughan.....	1072 00	
Whitchurch.....	740 00	
York.....	1298 00	
Do for Separate Schools.....	178 00	
	191 00	7552 00
Total for County.....	\$7745 00	

23. COUNTY OF PEEL.		
Albion.....	\$598 00	
Caledon.....	706 00	
Chinguacousy.....	904 00	
Gore of Toronto.....	208 00	
Do for Separate Schools.....	22 00	
Toronto.....	881 00	
	22 00	3297 00
Total for County.....	\$3319 00	

24. COUNTY OF SIMCOE.		
Adjala.....	\$425 00	
Essa.....	578 00	
Flores.....	259 00	

Townships.	Apportionment.
Gwillimbury, West	\$448 00
Innisfil	786 00
Do for Separate Schools.	22 00
Medonte	375 00
Mono	587 00
Monck	173 00
Morrison	182 00
Muskoka	166 00
Mulmur	517 00
Nottawasaga	782 00
Orillia and Matchedash	*279 00
Do for Separate Schools	644 00
Oro	234 00
Sunnidale	240 00
Tay	474 00
Tiny	623 00
Tecumseth	232 00
Toscorontio	*306 00
Vespra	
Do for Separate Schools	22 00
Total for County	\$8370 00

* Public School report not yet received.

25. COUNTY OF HALTON.

Esquesing	\$784 00
Nassagaweya	437 00
Nelson	558 00
Trafalgar	741 00
Total	\$2520 00

26. COUNTY OF WENTWORTH.

Ancaster	\$738 00
Barton	423 00
Beverley	856 00
Binbrook	287 00
Flamborough, East	574 00
Do for Separate Schools	470 00
Do West	33 00
Do for Separate Schools	300 00
Glanford	410 00
Saltfleet	
Total	\$4091 00

27. COUNTY OF BRANT.

Brantford	\$1011 00
Burford	818 00
Dunfries, South	512 00
Oakland	164 00
Onondaga	284 00
Total	\$2789 00

28. COUNTY OF LINCOLN.

Caistor	\$319 00
Clinton	410 00
Gainsborough	445 00
Grantham	235 00
Do for Separate Schools	127 00
Grimsby	461 00
Louth	279 00
Niagara	309 00
Total	\$2458 00

29. COUNTY OF WELLAND.

Bertie	\$433 00
Crowland	194 00
Humberstone	365 00
Pelham	371 00
Stamford	422 00
Do for Separate Schools	20 00
Thorold	369 00
Wainfleet	394 00
Willoughby	184 00
Total	\$2732 00

30. COUNTY OF HALDIMAND.

Canborough	\$178 00
Cayuga, North	297 00
Do South	143 00
Dunn	155 00
Moulton and Sherbrooke	310 00
Oneida	454 00
Do for Separate Schools	15 00
Rainham	305 00

Townships.	Apportionment.
Seneca	\$484 00
Walpole	797 00
Do for Separate Schools	11 00
Total for County	\$3149 00

31. COUNTY OF NORFOLK.

Charlottetown	\$604 00
Houghton	312 00
Middleton	481 00
Townsend	807 00
Walsingham	780 00
Windham	661 00
Do for Separate Schools	47 00
Woodhouse	570 00
Total for County	\$4215 00

32. COUNTY OF OXFORD.

Blandford	\$296 00
Blenheim	944 00
Dereham	625 00
Nissouri, East	541 00
Norwich, North	490 00
Do South	476 00
Oxford, North	274 00
Do East	385 00
Do West	414 00
Zorra, East	681 00
Do West	501 00
Total	\$5627 00

33. COUNTY OF WATERLOO.

Dunfries, North	\$580 00
Waterloo	1157 00
Wellesley	748 00
Do for Separate Schools	95 00
Wilnot	802 00
Do for Separate Schools	55 00
Woolwich	822 00
Total	\$4109 00

34. COUNTY OF WELLINGTON.

Amaranth	\$287 00
Arthur	433 00
Do for Separate Schools	97 00
Eramosa	554 00
Erin	786 00
Garafraxa, East	381 00
Do West	461 00
Guelph	436 00
Luther	261 00
Maryborough	594 00
Minto	411 00
Nichol	357 00
Do for Separate Schools	47 00
Peel	710 00
Do for Separate Schools	78 00
Pilkington	305 00
Do for Separate Schools	36 00
Puslinch	667 00
Total	\$6643 00

35. COUNTY OF GREY.

Artemesia	\$502 00
Do for Separate Schools	12 00
Bentick	602 00
Collingwood	527 00
Derby	289 00
Egremont	581 00
Euphrasia	428 00
Glenelg	493 00
Do for Separate Schools	104 00
Holland	450 00
Do for Separate Schools	29 00
Keppel and Brooke	321 00
Melancthon	306 00
Normanby	788 00
Do for Separate Schools	32 00
Osprey	447 00
Proton	267 00
Do for Separate Schools	55 00
Sarawak	151 00
St. Vincent	483 00
Sullivan	453 00
Do for Separate Schools	12 00

Townships.	Apportionment.
Sydenham	\$555 00
Do for Separate Schools	37 00
Total for County	\$7924 00

36. COUNTY OF PERTH.

Blanchard	\$576 00
Downie	508 00
Do for Separate Schools	46 00
Easthope, North	442 00
Do South	337 00
Ellice	408 00
Do for Separate Schools	18 00
Elma	533 00
Fullarton	429 00
Hibbert	498 00
Logan	473 00
Mornington	561 00
Wallace	402 00
Total for County	\$5167 00

37. COUNTY OF HURON.

Ashfield	\$568 00
Colborne	358 00
Goderich	533 00
Grey	514 00
Hay	571 00
Howick	694 00
Hullett	511 00
Do for Separate School	32 00
McKillop	562 00
Morris	522 00
Stanley	562 00
Stephen	490 00
Do for Separate Schools	51 00
Tuckersmith	545 00
Turnberry	287 00
Usborne	522 00
Wawanosh, East	391 00
Do West	316 00
Do for Separate School	20 00
Total for County	\$8049 00

38. COUNTY OF BRUCE.

Albemarle and Eastnor	\$205 00
Amabel	266 00
Arran	558 00
Brant	726 00
Bruce	555 00
Carrick	674 00
Do for Separate School	64 00
Culross	446 00
Elderslie	361 00
Greenock	440 00
Huron	602 00
Kincardine	604 00
Kinloss	446 00
Saugeen	240 00
Total for County	\$6187 00

39. COUNTY OF MIDDLESEX.

Adelaide	\$429 00
Biddulph	434 00
Do for Separate School	47 00
Caradoc	747 00
Delaware	374 00
Dorchester, North	607 00
Ekfrid	471 00
Lobo	512 00
London	1459 00
McGillivray	608 00
Do for Separate School	47 00
Metcalfe	361 00
Mosa	355 00
Nissouri, West	525 00
Westminster	919 00
Do for Separate School	23 00
Williams, East	367 00
Do West	241 00
Do for Separate School	72 00
Total for County	\$8598 00

40. COUNTY OF ELGIN.

Aldborough	\$517 00
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COUNTIES.	\$ cts.	\$ cts.	\$ cts.	COUNTIES.	\$ cts.	\$ cts.	\$ cts.	Districts of—	\$ cts.	\$ cts.	\$ cts.
6 Carleton	4335 00	207 00	4542 00	27 Brant	2789 00	2789 00	2789 00	Parry Sound	224 00	224 00	224 00
7 Grenville	2646 00	39 00	2685 00	28 Lincoln	2458 00	127 00	2585 00	Manitoulin I	297 00	297 00	297 00
8 Leeds	4150 00	7 00	4157 00	29 Welland	2732 00	20 00	2752 00	Algoma	739 00	739 00	739 00
9 Lanark	3830 00		3830 00	30 Haldimand	3123 00	26 00	3149 00	Total			183398 00
10 Renfrew	3894 00	120 00	4014 00	31 Norfolk	4215 00	47 00	4262 00				
11 Frontenac	4050 00	122 00	4172 00	32 Oxford	5627 00		5627 00				
12 Addington	2308 00	60 00	2368 00	33 Waterloo	4109 00	150 00	4259 00				
13 Lennox	1072 00	22 00	1094 00	34 Wellington	6643 00	258 00	6901 00				
14 PrinceEdw.	2576 00		2576 00	35 Grey	7643 00	281 00	7924 00				
15 Hastings	5952 00		5952 00	36 Perth	5167 00	64 00	5231 00				
16 Northum- berland	4818 00	114 00	4932 00	37 Huron	7946 00	103 00	8049 00				
17 Durham	4149 00		4149 00	38 Bruce	6123 00	64 00	6187 00				
18 Peterboro'			* 3279 00	39 Middlesex	8409 00	189 00	8598 00	Counties and Districts			183398 00
19 Haliburton			1050 00	40 Elgin	4423 00		4423 00	Cities			19557 00
20 Victoria			4243 00	41 Kent	4400 00	131 00	4531 00	Towns			24149 00
21 Ontario	5417 00		5417 00	42 Lambton	4316 00	106 00	4422 00	Villages			15274 00
22 York	7552 00	191 00	7743 00	43 Essex	3668 00	64 00	3732 00	Grand Total	*	*	242378 00
23 Peel	3297 00	22 00	3319 00	Districts of—							
24 Simcoe			* 8392 00	Nipissing	264 00		264 00				
25 Halton	2520 00		2520 00	Muskoka	278 00		278 00				
26 Wentworth	4058 00	33 00	4091 00								

GRAND TOTALS.

	\$ cts.	\$ cts.	\$ cts.
Counties and Districts			183398 00
Cities			19557 00
Towns			24149 00
Villages			15274 00
Grand Total	*	*	242378 00

* Public School returns imperfect.

REPORT OF THE PROCEEDINGS AT MEETINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, HELD MAY 4TH AND 19TH, 1875.

No. 385.
 COUNCIL ROOM,
 EDUCATION OFFICE, 4th May, 1875.

The Council met, pursuant to notice, at Three o'clock p. m., the Very Reverend H. J. Grasett, B. D., in the chair.

- Present:—The Chairman,
 The Chief Superintendent of Education,
 The Honourable William McMaster,
 The Right Reverend T. B. Fuller, D.D.,
 James Maclellan, Esquire, Q.C.,
 The Very Reverend William Snodgrass, D.D.,
 The Reverend John Ambery, M.A.,
 The Reverend S. S. Nelles, D.D.,
 Daniel Wilson, Esquire, L.L.D.,
 Samuel C. Wood, Esquire, M.P.P.,
 Goldwin Smith, Esquire, M.A.

- The following communications were laid before the Council.
 - 2583, from the Treasurer of the Law Society, acknowledging receipt of letter.
 - 3312, from Mr. W. Warwick, on the publication of certain text books.
 - 6951, from Messrs. J. Campbell & Son, for permission to print certain books.
 - 2781, from Mr. B. M. Brisbin, B.A., for a certificate of eligibility as Head Master.
 - 13168, 4168, from Mr. J. B. Hamilton, M.A., to the same effect.
 - 6118, from Mr. R. Unsworth, B.A., to the same effect.
 - 6851, from Mr. John R. Ross, M.A., to the same effect.
 - 4107, from the Honourable the Treasurer of the Province, replying to letter respecting the salaries of High School Inspectors.
 - 5595, from Rev. W. H. Withrow, for information as to the Canadian History.
 - 5471, from Mr. C. P. Simpson, submitting his Geographic Charts.
 - 8412, from the same, on a system of Phonography.
 - 2660, from the Agent of Adam's Historical Chart.
 - 5796, from Messrs. Copp, Clark & Co., submitting certain books.
 - 3666, from the Education Department, London, on the subject of English Grammar Text Books.
 - 6119, from the High School Inspectors, being a scheme for the payment of the High School Grant.
 - 3368, from the High School Board, Drummondville, recommending amendments to the Regulations.
 - 4265, from the High School Board, Goderich, recommending amendments to the Regulations.
 - 5616, 6928, from Mr. W. Badger, on a proposed Arithmetic.
 - 4031, from Professor Roberts, on the Agricultural Text Book.
 - 3715, 4715, 5620, from Mr. J. Jepson, on the Tonic Sol Fa System, and report thereon.
 - 3668, from the Science and Art Department, London, on Drawing Books.
 - 5184, from the Toronto Teacher's Association, on the Text Books on Geography.

- Reports of the following Committees were presented.
 - (6508) On Regulations and Text Books.
 - (7042) Special Committee on Supply of Library and Prize Books.
- The Rule requiring notice of motion was suspended.

Ordered, That Messrs. Campbell be informed that they will be allowed to publish the Arithmetical Text Books, but that the subject of English Grammar was under the consideration of the Committee.
- Ordered, That the Chief Superintendent be empowered on behalf of the Council to grant certificates to candidates for Head Masterhips in High Schools, who have complied with the Regulation already adopted.
- Ordered, That application for an allowance for the travelling expenses of the High School Inspectors be again made to the Government.
- Ordered, That the Public School Board, Toronto, be informed that the time fixed for the High School Entrance examinations was adopted on the recommendation of the High School Inspectors, after full consideration, as the time most convenient generally for the purpose throughout the Province, and the Council do not feel it expedient to change it.
- Ordered, That on the recommendation of the Chief Superintendent the following pensions to superannuated Teachers be granted:

(3617) Wm. Bradley, of Fonthill,	28 years service.
(4661) John Bruce, Markham,	27 do
(6970) Benj. Burkholder, Waterloo S.,	28 do
(3796)* Asahel B. Clark, Aurora,	17 do
(6256)* James C. Clark, Mountain	26 do
(3308) Thomas Foley, Louth,	40 do
(4662) Robt. Graham, Goulbourn,	25 do
(5463) Henry Greer, Gower S.,	26 do
(4232) James Irvine, Morris,	31 do
(5034) Wm. Hy. Janson, Bastard,	28½ do
(6571) John S. Kingston, Seneca,	10 do
(5592) A. B. C. McConnell, Gwillimbury	9 do
(2387)* John McMahan, Eramosa	17 do
(5326)* Peter F. Neilson, Ernestown,	16 do
(6583) Wm. Jno. Ridley, Mountain,	20 do
(5175)* Samson Roberts, Whitby	28 do
(6117) Wm. Reid Rodway, Simcoe,	16 do
(5823) Edward Rothwell, Goderich,	40 do
(4763) Solomon P. Smith, Harvey,	35 do
(5865) James Spence, Streetsville,	17¼ do
(2011) Daniel Sullivan, Peterboro'.	22½ do

9. On motion of Professor Wilson, seconded by the Chief Superintendent, the Report of the Committee on Regulations and Text Books was adopted, also

The following Resolutions to carry the recommendations of the Report into effect:

a Ordered,—That the lists of books recommended by the Committee on Regulations and Text Books to be added to the list of approved text books, be added thereto, and that those recommended to be struck off the list be so dealt with.

To be added.

Lessons in Elementary Physics, by Balfour Stewart, LL.D.
 Physics, by Balfour Stewart, LL.D. (Science Primers,)

* The persons whose names are marked thus (*) must furnish an annual medical certificate of continued disability.

Elementary Mechanics, including Statics and Dynamics, by J. B. Cherriman, M.A.

Elementary Statics, by J. Hamblin Smith, M.A.

Elementary Hydrostatics, by J. Hamblin Smith, M.A.

Outlines of Natural History, by H. Alleyne Nicholson.

Physiology (Science Primers) by M. Foster, M.A., M.D.

Lessons in Elementary Physiology by Professor Huxley, F.R.S.

Physical Geography, by Archd. Geikie, LL.D. (Science Primers),

Geology, by Archd. Geikie, LL.D. do.

Introductory Text Book of Physical Geography, by David Page, F.R.S.E., (for High Schools).

Chemistry by H. E. Roscoe, (Science Primers).

History of English Literature by Wm. Spalding, A.M.

Craik's English Language and Literature.

Freeman's European History.

In the Department of Classics the following books are recommended:—

Latin.—Dr. Wm. Smith's Series, I, II, III, IV, and his smaller Grammar of the Latin language;

Arnold's First and Second Latin Books; the English editions or revised and corrected by J. A. Spencer.

Harkness' Introductory Latin Book.

do Latin Reader.

do Latin Grammar.

Bryce's Series of Reading Books.

J. Esmond Riddle's Latin Dictionary.

Greek.—Dr. Wm. Smith's Initia Græca.

Curtius' Smaller Grammar.

Farrar's Greek Syntax.

Greek Lexicon, Liddell & Scott, smaller and larger editions.

Ancient History, Geography and Antiquities.

Schmitz's Ancient History (retained at present).

Pillan's First Steps in Classical Geography.

Dr. W. Smith's Smaller Classical Dictionary of Biography, Mythology and Geography.

Dr. W. Smith's Dictionary of Greek and Roman Antiquities.

Drawing.

Mr. Vere Foster's two series of Drawing Books, but the Council desire to invite the attention of teachers to the great benefits recognized as resulting from teaching children at an early stage to draw from the objects themselves, instead of from drawings.

The following are struck off the list of approved Text Books:

Peck's Ganot's Natural Philosophy,

Davidson's Animal Kingdom,

Collier's History of English Literature.

b Ordered.—That the plan, recommended by the Inspectors, for the distribution of the moneys by results to High Schools be adopted, and ordered to be carried out.

c Ordered.—That the Regulations prepared and submitted by the Chief Superintendent for granting certificates to teachers in new and remote Townships, be adopted.

d Ordered.—That the revised scheme of entrance Examinations for the Normal School, and the revised course of study, as reported, be adopted.

e Ordered.—That the Examinations for the Normal School Pupils proceed for the present year at the usual time; but that any of the Normal School Students who desire to compete for the Provincial or other medals must do so at the Midsummer Competition, along with all other candidates. Also that in future the examination of Normal School Students and of Teachers generally take place at the same time and on the same papers.

f Ordered.—That the Government be requested to take the requisite steps for carrying out the principle, already sanctioned by the Council, that Second Class certificates should only be granted on an examination by the Central Committee, by taking the requisite steps for making this law; and also that it be enacted that the Summer vacation shall be from the 1st instead of the 15th of July to the 15th of August, for the Public Schools.

g Ordered.—That the Principals of the Normal Schools be empowered, after consultation with their colleagues, to remove from the Roll the names of any students who show marked incapacity for the teaching profession; or who have been reported by the teachers of the Model School as unlikely to receive even the lowest mark upon a Normal School certificate.

h Ordered.—That lists of subjects of study, and the revised Limit Table be printed and pasted inside the Text Book boards [on the plan suggested by the Inspector of Halton.]

10 Ordered.—That the Chief Superintendent be requested to convey to the Inspectors of High Schools the acknowledgments of the Council for the care and labour bestowed by them in preparing

the scheme for applying the principle of payment by results, to Collegiate Institutes and High Schools.

11 Ordered.—That the attention of the Committee on Regulations and Text Books be directed to the Text Books used in Roman Catholic Separate Schools.

*12 Adjourned to Tuesday, May 18th, at Three o'clock.**

(Signed)

H. T. GRASETT, B. D.,
Chairman.

No. 386.

COUNCIL ROOM,

EDUCATION OFFICE, 19th May, 1875.

The Council met, pursuant to notice, at Three o'clock p.m., the Very Reverend H. J. Grasett, B.D., in the chair.

Present:—The Chairman,
The Chief Superintendent of Education,
The Reverend J. Jennings, D.D.,
His Grace the Most Reverend J. J. Lynch, D.D.,
The Honourable W. McMaster,
Hammell M. Deroche, Esquire, M.P.P.,
James MacLennan, Esquire, M.A., Q.C.,
The Very Reverend W. Snodgrass, D.D.,
The Reverend J. Ambery, M.A.,
The Reverend S. S. Nelles, D.D., LL.D.,
The Reverend Bishop Carman, D.D.,
Daniel Wilson, Esquire, LL.D.,
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.

2. The following communications were laid before the Council:—

7063, from the Registrar of University College, Toronto, reporting the resignation of the Rev. Dr. McCaul, as the representative of the College in the Council of Public Instruction, and the appointment of Professor Cherriman in his place.

7406, 7602, from the High School Inspectors, on the outline of Programme.

7487, from Mr. S. C. Wood, on his absence.

7636, from the Head Master of the High School, Markham, on mode of apportioning the grant.

7622, from Mr. W. Warwick, on the privilege allowed to publishers to print the Readers.

7623, from the same, applying for permission to publish certain Text Books.

7584, from Messrs. Copp, Clark & Co., on publishing the authorized Arithmetics, and the regulations affecting the same.

7583, from the same, applying for permission to print certain Text Books.

7587, from Mr. C. Camidge, referring to previous correspondence.

7403, from the Hon. Provincial Treasurer, acknowledging receipt of letter.

7398, from Messrs. J. Campbell & Son, on permission granted certain publishers to print the Readers.

7667, from the Hon. the Attorney-General, respecting the Ottawa Normal School.

Also, several applications from candidates for positions in the Ottawa Normal School:—

3. The letters from Messrs. Warwick, Campbell & Son, and Copp, Clark & Co., were referred to a Committee, to report thereon at the next meeting, such Committee to consist of Messrs. MacLennan, McMaster and Deroche.

4. The letter of the Head Master of Markham High School was referred to the Committee on Regulations and Text Books.

5. Reports from the following Committees were laid before the Council:—

On Regulations and Text Books.

On Library and Prize Books.

6. The Rule respecting a day's notice of motion was suspended.

7. *Ordered.* That the Report of the Committee on Regulations and Text Books be received.

8. *Ordered.* That the Report of the Committee on Library and Prize Books be adopted.

9. *Ordered.* That the School Trustees be instructed not to give any pupil, as a prize, any religious work not previously approved of by the parent or guardian of the pupil.

* In consequence of the funeral of His Excellency the late Lieutenant-Governor on the 18th, the meeting was postponed to the 19th May.

10. *Ordered*, That the Rules of the Normal School, now recommended by the Committee on Regulations, be enacted.

(Printed elsewhere.)

11. *Ordered*, That Dr. Morris's English Grammar (Primer) be added to the list of approved Text Books.

12. *Ordered*, That the Council having laid down a principle which precludes the introduction into the Text Books used in Public Schools of religious dogma, opposed to the tenets of any Christian denomination, and having removed from those Text Books everything which had been pointed out to them by the Roman Catholic Archbishop of this Province, as offensive to the feelings of Roman Catholics, think it right also to state what they conceive to be their duty with regard to the Text Books to be used in the Separate Schools. With respect to these books, the Council do not consider themselves responsible for any statements of religious doctrine, or for any expression of religious feeling, nor will they interfere with anything to which those terms may be fairly applied; but they consider themselves responsible for the historical veracity of the books, and for their consistency with civil duty, and the concord which ought to prevail, and which it is one object of a system of public education to promote, among all classes of Her Majesty's subjects.

13. *Ordered*, That the amendments and additions to the regulations for granting certificates in remote townships, now recommended by the Committee, be approved. The regulations will accordingly be as follows:—

(Printed elsewhere.)

14. *Ordered*, That the same gentlemen who acted as scrutineers last year, to examine and report upon the ballots for the election of members to this Council, be appointed and requested to perform the same duties this year, for the election of representatives respectively by Inspectors of Public Schools, and the Head Masters and Teachers of Collegiate Institutes and of High Schools.

15. *Ordered*, That the notice to be given under section 27, subsection 9, of the High School Act, relating to the election of members of this Council, shall be by advertisement, to be published forthwith, for two successive issues, in the JOURNAL OF EDUCATION, and also three times a week, for two weeks, in each of the following Toronto daily newspapers, namely:—The Toronto *Globe*, *Mail*, *Leader*, and *Liberal*.

16. *Ordered*, That applications be received until 1st July next, from candidates for Masterships in the Normal School at Ottawa, which is to be opened in September of the current year. The applications, with testimonials, must be addressed to the Chief Superintendent of Education, Toronto.

17. *Ordered*, That when this Council adjourns, it adjourns to meet the first Wednesday in July.

Adjourned.

Certified—ALEX. MARLING,
C. C. P. I.

PAYMENT BY RESULTS.

THE SUGGESTIONS OF THE HIGH SCHOOL INSPECTORS

(Considered and approved by the Council of Public Instruction, May 4th, 1875.)

For applying the principle of "Payment by Results," to Collegiate Institutes and High Schools under the authority of the following Section of the High School Act:—

"66. The High School Grant shall be exclusively applied in aid of High Schools and Collegiate Institutes conducted according to law, and shall be apportioned to each High School and Collegiate Institute, upon the basis, as compared with other High Schools and Collegiate Institutes, of the length of time each such High School or Collegiate Institute is kept open, of the daily average attendance of pupils at such High School or Collegiate Institute, and of their proficiency in the various branches of study named in the programme of studies and general regulations prescribed according to law for High Schools and Collegiate Institutes."

TORONTO, 10th April, 1875.

SIR,—Having carefully considered the resolutions of the Council of Public Instruction communicated to us in your letter of 8th February,* we have the honour to lay before you the results of our

* Extract from a Report of a Committee, adopted by the Council of Public Instruction 2nd February, 1875.

1. That with respect to the recommendation of the High School Inspectors, as to the payment of the grant to the Schools on the *Results*, it is desired that the opinion of the Inspectors may be obtained as to whether the following plan would not be practicable, viz.: to pay the schools at a much smaller rate per pupil in the lower classes, and to make a larger grant per pupil for those in the higher classes. The Committee suggest that this may be preferable to dividing the Schools into classes, according to their

deliberations on the important questions submitted for our consideration.

I. THE PRINCIPLE OF PAYMENT ACCORDING TO RESULTS.

After a thorough discussion of the various methods that have been proposed to give effect to the law on this point, we venture to submit a scheme which, combining the advantages of several of those hitherto suggested, will, we are convinced, prove at once practicable and effective. We propose that the Legislative Grant for High Schools be distributed as follows:—

I. A part in the payment of a fixed allowance to each School as at present, in order that the smaller Schools may be assured of a certain degree of stability.

II. A part on the basis of average attendance; that each School receive, per unit of average attendance, a sum equal to what is paid per average unit of attendance to the Public Schools.

III. A part on the results of *Inspection*—that the sum (say) of ten thousand dollars be distributed among the Schools according to their efficiency as determined by the Report of the High School Inspectors.

IV. A part on the results of a uniform written examination in the subjects of the Second Form work as at present prescribed.

There is already a Primary, or Entrance examination; the one now proposed, assumes that pupils have completed at least half the High School curriculum; it may, accordingly, be conveniently termed the "Intermediate" examination.

As this solution of a most important problem has not hitherto been placed before you in its entirety, we shall make a few observations on each of these heads, in order to present the essential features of the scheme in as clear a light as possible.

I. It is proposed that the present fixed allowance [of \$400 to each School be continued. We have already recommended the closing of a few Schools that are never likely to do High School work; but with these exceptions, it seems desirable that the remaining schools should be assured of a certain degree of stability. Accordingly, by the plan we submit—

(1.) No existing School is threatened with extinction, nor is the position of any school even weakened. On the contrary,

(2.) Not only are the existing interests of the smaller schools carefully protected, but the position of such schools may be largely improved, since it is plain that, in addition to the present minimum allowance,

(a.) Every school must receive something from that portion of the Legislative Grant which it is proposed to distribute on the basis of average attendance.

(b.) Every School that does its work well, whether that work pertain to the lower or to the higher Forms, will receive an additional sum from that part of the Grant which it is proposed to distribute on the results of *Inspection*.

(c.) Every High School, worthy of the name, will be able to do some *bona fide* High School work, and according to the amount of such work honestly done, it will receive an additional allowance from that part of the Grant which it is proposed to distribute on the results of the "Intermediate" examination.

II. It is proposed to distribute a part of the Grant on the basis of average attendance.

Each High School should receive a grant per unit of average attendance equal to the grant per unit of average to the Public Schools.

At present the annual grant per unit to the Public Schools is about one dollar; to the High Schools about sixteen dollars. As a consequence, the Public Schools are injuriously depleted of their "advanced" pupils to increase the numbers in the High Schools; and thus, in some instances, the latter are found crowded with pupils who require only an ordinary Public School education, and who do not remain sufficiently long in the High Schools to receive any of the "higher education" which is the proper function of these schools to furnish. This evil has been markedly exhibited in London, St. Catharines, and Hamilton; we may add that the evil is on the increase. It is evident that, in self-protection, other important places must speedily follow the same pernicious course; and thus the Public Schools in the principal centres of population will be immeasurably injured, while the High Schools must suffer a serious

merits, and paying the whole of the schools of one class at a uniform rate per pupil, and the schools of a higher class at a higher rate.

2. The Committee, having considered the recommendation of the Inspectors as to the number of masters required in the larger High Schools, in which they desire a considerable increase in the number of teachers, resolved to ask the Inspectors whether any modification of their views has occurred, or whether they still regard that large increase as essential to the welfare of the Schools, particularly if the alterations are made in the Programme, as desired.

3. The Inspectors are also to be asked for specific recommendations as to the alterations required in the Programme, which they report as wanting in simplicity and elasticity.

degradation, vainly attempting at once to discharge the high trust committed specially to them, and to usurp the proper functions of the Public School.

We are strongly of opinion that if the plan we propose be adopted, it will, at least to a very great extent, prove a remedy for the serious evils flowing from the present system, inasmuch as

(1.) The strong temptation unduly to deplete the Public Schools, in order to swell the numbers in the High Schools, and thereby secure a larger apportionment from the Legislative Grant, will be very greatly weakened, if not wholly removed; for

(a) Since a pupil in the High School will be worth no more to the municipality than he will be in the Public School, school authorities will not, as now, be anxious to remove from the Public Schools, those pupils who require only a Public School education, and who cannot remain long enough in the High School to pass the "Intermediate" examination which alone can result in pecuniary advantage; besides,

(b) If such pupils be drafted in large numbers into any High School, there necessarily follows a degradation which must seriously diminish its chances of securing a handsome dividend from that portion of the Grant which will depend on the results of Inspection.

III. It is proposed to distribute a part of the Grant on the results of Inspection.

The sum of (say) ten thousand dollars, should be distributed amongst the Schools according to their efficiency, as determined by the Report of the Inspectors.

On this we remark—

(1.) Thorough inspection is admitted to be absolutely essential; but it does not accomplish its important purposes, unless it bestows on efficiency a pecuniary reward, and visits inefficiency with a pecuniary penalty. Teachers and school authorities should understand that substantial advantages depend on the results of the personal examination of the Schools by the Inspectors. This principle is recognized in the English, Irish and Scottish systems of Inspection; its practical application in Ontario will, we are persuaded, be attended with most satisfactory results.

(2.) This part of the plan is the necessary supplement of the two written examinations, viz; the "Primary" or Entrance examination, already established, and the "Intermediate" examination, which it is proposed to establish. Written examinations are important, perhaps necessary, in a thoroughly effective system of Inspection; but they are not sufficient; and we are confident that, unless other important elements which cannot be determined by written examinations, be taken into account in some such manner as we propose, the value of inspection, as a means of securing increased efficiency, will be very greatly impaired. We think this part of the plan is essential to the entire scheme. For

(a) It will greatly counteract that tendency to mere "cramming," which is fostered to a greater or less degree by written examinations.

(b) It will take into account certain elements in school efficiency, as indicated (in 3) below, which are of paramount importance, but which find no recognition in the comparatively inadequate test of written examinations.

(c) It will take into account the character of the work done between the limits fixed by the Entrance examination and the Intermediate examination, and thus bestow reward for faithful work done in the lower forms.

(d) It will take into account the higher work, i. e. the work done beyond the limit fixed by the "Intermediate" examination, and thus supplement the written examination in determining the scholarship in the higher forms of any school.

(3.) In classifying the Schools (a classification which may or may not be made public) with a view to the distribution of the part of the Grant which it is proposed to apportion on the results of Inspection, account ought to be taken of the following:

(a) School accommodation, condition of School premises, general educational appliances, (maps, apparatus, &c).

(b) Number of masters employed, as compared with the number of pupils and classes, qualifications of masters, character of the teaching, &c.

(c) The character of the work done between the two limits already mentioned; so that any School which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work which it may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit, i. e., by those pupils who shall continue their studies in the higher course prescribed for those who pass the Intermediate examination.

(e) Government, discipline, general morale.

IV. It is proposed that a part of the Grant shall be distributed on the results of an "Intermediate" examination of the nature following:

(1.) This examination should be instituted at a point about midway between the beginning and the end of the High School course, for promotion from the lower to the upper forms. It should, on the whole, be equal, in point of difficulty, to that which candidates for Second Class certificates now undergo. Pupils that pass this examination, would form what may be called the UPPER SCHOOL; while those that have not passed it, would form what may be called the LOWER SCHOOL, in any High School or Collegiate Institute.

(2.) Candidates for promotion from the Lower School to the Upper School should be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches, or groups:—

(a) Latin.

(b) French.

(c) German.

(d) Chemistry, Botany and Drawing.

(e) Natural Philosophy, Physiology and Book-keeping.

In order that Masters may not be compelled to teach the six subjects in (d) and (e) concurrently, papers in these groups should be set for the examinations alternately, i. e. papers should be set in in group (d), at the examination for the first half of each year, and papers in group (e) at the examination for the second half.

(3.) That part of the Grant which it is proposed to distribute on the results of this "Intermediate" examination, should be apportioned on the basis of the average daily attendance of the pupils in the Upper Schools, it being understood that, in every case, pupils passing the "Intermediate," are to be regarded as having been admitted to the Upper School at the beginning of the half year in which they pass such examination.

(4.) It will be necessary to remodel the Programme, and to appoint examiners to assist the Inspectors in reading the answers at the "Intermediate" Examination.

We have now placed the essential features of the scheme before you; but it may not be inappropriate to add a few explanations on—

(1) The "Intermediate" examination;

(2) The necessity of assistant examiners;

(3) The proposed change in the Programme; and

(4) In illustration of the working of the plan.

(1.) The Intermediate examination should be held in June and December of each year, at the time fixed for the entrance examination.

The questions should be prepared by the High School Inspectors (or by the central committee), and sent under seal to the Public School Inspectors. The Public School Inspectors, or their substitutes (who should in no case have any connection with the Schools to be examined) should alone be responsible for the proper conduct of the examinations. The answers of candidates should be sent to Toronto, to be read and valued by the High School Inspectors, or by sub-examiners acting under their supervision. [The Inspectors recommended that "any pupil that passes the University Matriculation Examination should be considered as having passed the Intermediate." This clause was not concurred in by the Council.]

(2.) The High School Inspectors would require assistance in reading the answers of candidates at the Intermediate. We could prepare the questions, but we could not, unassisted, read and value the answers. About fourteen papers would have to be prepared—of which each candidate would be required to answer about ten. There would probably be 800 candidates at the first examination, and therefore eight thousand papers to be read and examined. It is clear, therefore, that sub-examiners to assist the Inspectors are a *sine qua non*. These might be appointed by the Council of Public Instruction, on the recommendation of the Inspectors, and paid by the Department. For the first examination six sub-examiners would be required, and the expense would be about three hundred dollars. In order somewhat to lighten the labour of examination, it is proposed to make certain branches test subjects. It would, accordingly, be expedient to reject, without further examination, any candidate who should fail to make forty per cent. in any one of the following subjects:—English Grammar, Dictation, History, Geography, Arithmetic, Algebra, Euclid; these subjects would therefore be read first.

(3.) A change in the Programme, or more properly, a re-arrangement of the subjects of the Programme, is necessarily involved.

Instead of the fixed amount of work at present prescribed for each form, we suggest that the Council should prescribe the subjects of study and the amount to be done in each subject in the Lower School, and in the Upper School respectively, leaving it to the local authorities to decide (subject to the approval of the High School Inspectors), according to the varying circumstances of

the Schools, the order in which the subjects should be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once. We have no doubt that these changes in the Programme would be a great improvement on the existing arrangement. It has been found that the formal distinction between the English and the Classical Course cannot in practice be maintained; that the sharp division into four forms cannot be effected; and that too many subjects and too many classes have to be carried on concurrently.

The plan we propose leaves a good deal, (but in our opinion not too much) to the discretion of the masters, as regards the subjects to be taken up, and the classes to be carried on during any term.

While sacrificing nothing important, it will remove, we venture to hope, the evils resulting from an impracticable classification, and a too extensive curriculum. We submit herewith an outline of the new arrangement of the Programme, which, if generally approved by the Council, we should wish fully to elaborate for publication.

(4.) Illustrations of the working of distribution on proposed combined plan :-

(a.) The High School Grant is (say) \$72,000; this would be distributed as follows :	
I. 106 schools receive a minimum of \$400 each	\$42,400
II. One dollar per unit of average attendance (about 5,000)	5,000
III. Sum to be apportioned on report of the Inspectors	10,000
IV. Balance to be distributed on results of intermediate examination	14,600
Total.....	72,000

The apportionments I. and II. present no difficulty whatever. The apportionment in III. would be determined by the rank obtained by the school. And apportionment IV. would simply require the average attendance of pupils in the Upper School to be kept separate in the half-yearly report. Thus the distribution of the Grant, on the proposed plan, would entail on the Department little or no increase of labour.

(b.) Let us take the case of a school having an average attendance of forty, and regarded by the Inspectors as one of the second class. Assume that, for the whole Province, the average attendance of pupils in the Upper Schools would be 240, and that the school in question would have an average attendance of eight in the Upper School. Then the probable apportionment would be :

I. Minimum grant.....	\$400
II. One dollar per unit of total average attendance....	40
III. Awarded according to rank of the school.....	180
IV. Average attendance (8) in Upper School	240
Total.....	\$860

(c.) Take the case of a well equipped Collegiate Institute, with an average attendance of seventy, and ranked in the first class. Assume the average attendance in the Upper School to be twenty. Then the probable result would be made :

I. Minimum grant.....	\$400
II. One dollar per unit of total average	70
III. Awarded on account of rank	300
IV. Average attendance in Upper School	600
Total.....	\$1,370

(d.) Take the case of one of the lowest class Schools, having none in the upper School. Assume its total average attendance to be 20. Then the probable result would be :

I. Minimum.....	\$400
II. Total average attendance.....	20
III. On rank of School	50
IV. Average attendance in upper School	00
Total.....	\$470

The School might be so inefficient that nothing could be allowed on III. ; its apportionment would then be \$420.

In Conclusion : The principal difficulty in the way of the practical working of the proposed scheme, is the labour attending the intermediate examination. This can be surmounted by the appointment of sub-examiners, at an expense quite insignificant when compared with the desirable objects to be attained.

After repeated and careful consideration of the subject, and after consulting with some of the best masters in the Province, we state with confidence our opinion that the proposed solution of a difficult and important problem will, if fairly carried out, be attended with most satisfactory results.

It will give effect to the principle of payment by results without injuriously affecting the position of the smaller schools; by lessening the importance of mere numbers, it will improve the High Schools, and prevent the degradation of the Public Schools; it will stimulate the masters by a direct pecuniary inducement, not as heretofore to prepare pupils for entrance, but to PERFORM WELL THE WORK PROPERLY PERTAINING TO HIGH SCHOOLS; it will show the country what Schools are really doing High School work, and what nominally High Schools are doing only Public School work, and will thus ultimately force the latter class to become what they profess to be, or give way to more efficient Public Schools; it will, we think, give a more powerful impetus to the progress of the High Schools than anything else that has yet been devised; and thus, by increasing the efficiency of the High Schools, it will exert no small influence for good on the entire educational system of the country.

Upon the other points to which our attention has been called by the Resolutions, but little need be said after the preceding statement.

With regard to the recommendation made in our Report for 1873, "as to the number of teachers to be employed in the larger High Schools," and Collegiate Institutes, we are of opinion that, should the suggestions made in this letter be adopted, the present tendency to swell the numbers in the High Schools will be, in a great measure, arrested, and that, therefore, it will not be necessary to take immediate action in the matter.

But if the present system is to continue, we adhere to the opinions expressed in the recommendation to which reference is made.

As to "specific recommendations regarding the alterations required in the Programme," we have already given them in the preceding pages, and respectfully refer you, also, to the outline of the proposed Programme herewith submitted.

We have the honour to be,

Sir,

Your obedient servants,

J. A. McLELLAN.

J. M. BUCHAN.

S. ARTHUR MARLING.

Rev. E. Ryerson, D.D., LL.D.,
Chief Superintendent of Education
for Ontario.

NORMAL SCHOOL, TORONTO.

GENERAL REGULATIONS AND COURSE OF STUDY.

(Adopted by the Council of Public Instruction.)

I. The sole object of this School is to prepare students for the profession of Teacher; and to this end, students have, in addition to the lectures, the advantage of practice in the Model School under the direct supervision of the Principal and Masters of the Normal School, and the teachers of the various Divisions.

II. In future there shall be but one Session annually.

The Session shall commence on the 15th September, and close on 15th July, with vacation from the third Wednesday in December to the second Tuesday in January; and from the Wednesday before, to the Tuesday after Easter, inclusive.

[If the day of opening fall on Sunday, the Session shall begin on Monday.]

III. The School shall consist of two Divisions. The work of the Second Division shall be entirely with a view to Second Class Certificates, while the First Division shall be prepared for First Class Certificates.

1. The Second Division shall be divided into two sections. The Junior Section shall comprise students who, having passed the entrance examination, are preparing for Second Class Certificates grade B. The Senior Section shall comprise, (1) students who are preparing for Second Class Certificates, grade A, having already passed through the Junior Section and obtained grade B Certificates; (2) those who, have obtained grade B, granted by County Boards, and passed a special examination in Arithmetic, Algebra and Natural Philosophy within certain limits; (3) lastly, those who have passed the entire entrance examination for this Section.

2. The First Division shall contain (1) the students who have passed through the Second Division and obtained Second Class Certificates, grade A; and (2) those who hold Second Class grade A certificates granted by County Boards, provided they can pass an examination (within specified limits) in Natural Philosophy, Algebra and Euclid.

IV. Applicants for admission to the Normal School, if females, must be seventeen years of age; if males, eighteen years.

V. Applications for admission accompanied with certificate of moral character, dated within three months of its presentation,

signed by a clergyman or member of the religious persuasion with which the applicant is connected, must be made at the Department of Education, on the 15th day of September of each year. No application shall be received, if made after the 16th September, but if the 15th September falls on Sunday, applications will be received on the 16th and 17th.

VI. Candidates must pass the prescribed entrance examination, sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

VII. There shall be examinations in the different subjects of Study at stated intervals during the Session, and any student failing at these examinations, may be placed in a lower section or division.

VIII. Immediately before the close of the Session, there shall be a special examination of those students who have failed at previous examinations, or have lost through illness or otherwise, any particular examination.

IX. The Principal may, after consultation with his Colleagues, remove from the roll the name of any student who shows by general demeanour, by lack of scholarship, or by his record in the Model School, that he has no aptitude for the profession of a teacher.

X. Upon these conditions, candidates shall be admitted to the advantages of the Institution without any charge, either for tuition or the use of the Library.*

XI. The Teachers-in-training must lodge and board in the city, in such houses and under regulations approved of by the Council of Public Instruction.†

XII. It is expected that the students will by their demeanour in the class-rooms and in the waiting-rooms, as well as elsewhere, shew that they are alive to the important work that lies before them.

PRACTICE IN MODEL SCHOOL.

The classes, detailed for practice in the Model School, visit the school and teach for a definite period under the direct supervision of the Divisional Teachers, who are the critics of work done. The leader is responsible for the distribution among the members of the class of the lessons that have been assigned by the teachers of the respective divisions of the Model School. Each sub-division of the class is assigned to a particular division, and thus each section and each division passes through the hands of the teacher-in-training. From time to time a general criticism is made by the Principal before the whole school, and a special criticism with the individual students. These criticisms are quite distinct from those referred to above which are made at the time or immediately after the recitation.

I.—ENTRANCE EXAMINATION FOR SECOND DIVISION.

SUBJECTS.	The applicant must—
SPELLING	Spell correctly. The written examination papers will be read with special regard to spelling.
WRITING	Write legibly and neatly.
ETYMOLOGY	Know the <i>Prefixes and Affixes</i> , and the more important Greek and Latin <i>Root Words</i> .
GRAMMAR	Know the elements and be able to parse with application of Rules any prose sentence. Be able to analyse any ordinary prose passage from the Readers. Applicants for <i>Senior Section</i> will be expected to analyse Poetry and discuss Grammatical Constructions.
COMPOSITION	Write an ordinary business letter, or Composition on some simple subject assigned.
GEOGRAPHY	Know the definitions, the outlines of the physical geography of AMERICA and EUROPE; the outlines of political geography generally—that of CANADA, of AMERICA, and of EUROPE more particularly.
HISTORY	Know the outlines of <i>Ancient and Modern</i> , and the introductory part of History of CANADA.
ARITHMETIC	Be acquainted with Notation, Numeration, Simple and Compound rules, G. C. M., L. C. M., Fractions and Proportion. Applicants for <i>Senior Section</i> will be examined to the end of STOCKS.

MENSURATION	(<i>Senior Section</i>)—Be familiar with the mensuration of the Square, Rectangle and Triangle.
ALGEBRA	Be acquainted with the Simple Rules. The examination for the <i>Senior Section</i> will also include <i>Factoring, Simple Equations H. C. M. and L. C. M.</i>
NATURAL PHILOSOPHY	(For <i>Senior Section</i>)—The Parallelogram of Forces; the Triangle of Forces; Resolution of Forces; Principle of Moments and Centre of Gravity.
EUCLID	(For <i>Senior Section</i>)—Book I.

II.—COURSE OF STUDY IN JUNIOR SECTION OF SECOND DIVISION.

SUBJECTS.	
READING	In Fifth Book.
SPELLING	Oral and to dictation.
WRITING	Under supervision of Writing-master.
ETYMOLOGY	General.
GRAMMAR	Book work and analysis of some Standard poetical work.
COMPOSITION	Writing official and business letters and general composition.
GEOGRAPHY	Mathematical and Political.
ARITHMETIC	To Stocks inclusive, together with Mental Arithmetic.
MENSURATION	Square, rectangle, triangle and circle.
ALGEBRA	To Simple Equations inclusive.
NATURAL PHILOSOPHY	The properties of matter. Elements of Statics.
PHYSIOLOGY	Bones, Muscles, Digestions, Circulation and Respiration.
EUCLID	Book I., with Deductions. Book II.
EDUCATION	Attendance at lectures, with practice in Model School.
DRAWING	Elementary and from objects.
MUSIC	Practice in Vocal Music.
SCHOOL-LAW	With reference to Public School Teachers.
BOOK-KEEPING	By double entry.
CHEMISTRY	1. NON-METALLIC BODIES, viz: Oxygen, Hydrogen, Nitrogen, Carbon, Carbonic Acid, Water, Atmosphere, Chlorine, Sulphur, Phosphorus, Silicon. 2. COMBINING PROPORTIONS, &c. 3. COMBUSTION, &c.
BOTANY	Elementary. Gray's "How Plants Grow," Part I.

III.—COURSE OF STUDY IN SENIOR SECTION OF SECOND DIVISION.

SUBJECTS.	
READING	In Fifth Book.
SPELLING	As in Junior Section.
WRITING	Under supervision of Writing-master.
ETYMOLOGY	General.
GRAMMAR	Advanced with special reference to Analysis.
COMPOSITION	On any prescribed subject.
GEOGRAPHY	Political and Physical.
ARITHMETIC	From Interest to end of text-book, with practice in Mental Arithmetic.
MENSURATION	Of surfaces, cubes, parallelopipeds and spheres.
ALGEBRA	From Simple Equations to Surds inclusive.
NATURAL PHILOSOPHY	Statics (reviewed) Hydrostatics and Pneumatics.
PHYSIOLOGY	Nervous System, Sensory Organs.
EUCLID	Book II., with problems on Book I. and II. Book III.
EDUCATION	Attendance at lectures, with practice in Model School.
DRAWING	Advanced including construction of maps.
MUSIC	Practice in vocal, with instruction in theory.
SCHOOL-LAW	With reference to Public School Trustees.
BOOK-KEEPING	By double entry.
CHEMISTRY	Junior Section subjects reviewed and extended. The more important metals.
CHEMICAL PHYSICS	Heat—Sources, Effects. Liquefaction, Latent Heat, &c.
NATURAL HISTORY	General view of Animal kingdom. Mammalia.
BOTANY	Same as in Junior Section.

* The books which they may be required to use in the school are supplied at a reduced rate.

† The cost of board ranges from \$2 to \$3 dollars per week.

IV.—SPECIAL SUBJECTS FOR ENTRANCE TO FIRST DIVISION.

SUBJECTS.	
ALGEBRA	A thorough examination in this subject as prescribed for Course of Study in Senior Section of Second Division.
NATURAL PHILOSOPHY	Statics, Hydrostatics and Pneumatics.
EUCLID	Book III.

V.—COURSE OF STUDY IN FIRST DIVISION.

SUBJECTS.	
READING	Sixth Book—prose and verse.
SPELLING	To dictation.
WRITING	Under supervision of Writing-master, with special reference to the teaching of it.
ETYMOLOGY	More fully pursued than in Second Division.
GRAMMAR	Advanced, with special reference to History, Analysis, Figures and Comparative Grammar.
COMPOSITION	On prescribed subjects.
ENG. LITERATURE	Sketch of the Literature of special Eras, with critical examination of one or more works, Prose and Poetry.
GEOGRAPHY	Physical, Mathematical and Astronomical. Outlines of Geology.
EDUCATION	Attendance at lectures, with practice in Model School.
SCHOOL-LAW	With reference to Municipal Councils and Public School Inspectors.
DRAWING	Perspective and outline in books and on blackboard.
ARITHMETIC	Advanced.
ALGEBRA	Quadratics, Indeterminate Equations, Progression, Variations, &c., &c.
EUCLID	Books IV., VI., with definitions of V. and problems.
TRIGONOMETRY	So far as to enable students to solve Triangles and express their area in terms of their sides.
NATURAL PHILOSOPHY	Statics and Dynamics, treated mathematically, Hydrostatics and Pneumatics.
CHEMICAL PHYSICS	Heat, Light and Electricity.
CHEMISTRY	General principles of Chemical Philosophy. Chemistry of Metalloids. Chemistry applied to agriculture and the arts.
PHYSIOLOGY	General view of the subject.
NATURAL HISTORY	General view of the Animal Kingdom, character of the principal orders, classes and genera.
BOTANY	Systematic Botany, as given in Second Part of Gray's "How Plants Grow." Flowering plants of Canada.

TEACHERS' CERTIFICATES IN NEW TOWNSHIPS.

REGULATIONS under which Public School Inspectors may grant "Special Certificates of Qualification from time to time, to Teachers in new and remote townships, as provided in the 20th clause of 112th section of the Consolidated School Act (37 Vic., ch. 28)"

I. Inspectors' Special Certificate—3rd Class.

- (1). The examination of candidates for special certificates, may, at the discretion of the Inspector, be held yearly, or oftener, in new and remote townships, and when practicable, at some central point or points in such townships.
- (2). The subjects of examination for such special certificates shall be those prescribed for third class certificates. The questions shall be prepared by the Inspector, and may be written or printed at his discretion.
- (3). No candidate shall be eligible for examination who does not present to the Inspector a certificate of good moral character satisfactory to him, and signed by some minister or magistrate. The certificate must bear date within, at least, three months of the time of examination.
- (4). No certificate issued under these regulations shall be granted for a longer period than one year; but it may be renewed at the discretion of the Inspector, for periods not exceeding two years.

Note—Certificates to Assistant Teachers and Monitors may be granted under the regulations already prescribed.

II. County and Provincial Certificates.

Candidates for third class County, and second class Provincial certificates in new and remote townships may be examined for such certificates under the following regulations:—

I. The examination shall be held at the same time as the County examination.

(1). The Chief Superintendent, at his discretion, or upon the report and recommendation of an Inspector, may appoint some fit and proper person or persons, in new and remote townships, to hold an examination of such candidates for second and third class certificates as may be reported eligible for such certificates by an Inspector.

(2). The Chief Superintendent shall transmit under seal to the Examiner or Examiners thus appointed by him, in such way as he shall deem best, the examination papers prescribed for the July examination of Teachers.

(3). It shall be the duty of the Examiner or Examiners thus appointed to observe the following regulations:—

Duties of Examiner.—The Presiding Examiner shall receive and be responsible for the safe keeping, unopened, of the examination papers until the day of the Examination. He shall also at the close of the examination of candidates for certificates, seal up separately, and transmit without delay, to the Inspector, the answers received from each candidate, together with all certificates of character, ability and experience in teaching, which such candidates may have presented to him. The Inspector shall see that the written answers received from the candidates for second and third class certificates and all reports thereon, as approved by the county board of which he is a member, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted to the Education Department.

NOTE.—In case the new and remote townships concerned are not attached for any purpose to a county municipality having a Board of Examiners, the Inspector having jurisdiction, shall examine the answers and other papers transmitted to him by the presiding Examiner, and shall send a full report there (together with the answers and papers) to the Chief Superintendent for his confirmation.

(4). *Declaration of Examiners.*—The presiding Examiner shall transmit to the Chief Superintendent, on the first day of the examination, a copy of the following declaration, signed by himself and the other examiners:—

"I solemnly declare that I will perform my duty of examiner without fear, favour, affection or partiality towards any candidate, and that I will not knowingly allow to any candidate any advantage which is not equally allowed to all."

(5). *Proceedings at Examination.*—The Examiner shall preside at the opening of the examination; and, at nine o'clock on the morning of the first day, in the presence of such of his colleagues as may be there, and of the candidates, he shall break the seal of the package of examination papers received for that examination, from the Education Department. He shall also break open the seal of each additional packet of examination papers as required, in the presence of a co-examiner and of the candidates. He shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates. He shall, if desirable, appoint one or more of his co-examiners to preside at the examination in any of the subjects named in the programme.

(6). *Viva voce, and Special Examinations in certain subjects.*—The Examiner or Examiners shall subject the candidates to *viva voce* examination in reading, of the result of which a record shall be made. He shall also have authority to obtain the services of special examiners in vocal music and linear drawing, in case members of the board are not familiar with these subjects. The report of the Examiners on these subjects shall be in writing addressed to the Inspector. The payment for such services shall be certified by the Inspector to the county treasurer, or, where no county municipal organization exists, to the Education Department for payment.

(7). *Examination to be on paper—Drawing—Music.*—The examination, except in reading, shall be conducted wholly on paper. A written examination in the principles of linear drawing and vocal music will be required of all candidates for second class certificates. The further special examination of such candidates in linear drawing on the blackboard, and practice of vocal music, is at the discretion of Examiner or Examiners, who, in case of its omission, shall report the reasons to the Inspector.

(8). *Information for Chief Superintendent.*—The presiding Examiner shall furnish to the Chief Superintendent through the Inspector, full returns and other information in all matters relating to the results of the examinations.

(9). *Directions as to the Papers of Candidates.*—The candidates, in preparing their answers, will write only on one page of each sheet. They will also write their names on each sheet, and having arranged

their papers in the order of the questions, will fold them once across and write on the outside sheet their names, and the class of certificate for which they are competing. After the papers are once handed in, the Examiner will not allow any alteration thereof, and he is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus Examination Papers, to the Inspector.

(10). *Punctuality in Proceedings.*—The presiding Examiner must be punctual to the moment in distributing the papers, and in directing the candidates to sign their papers at the close of the allotted time. No writing, other than the signature, should be permitted after the order to sign is given. The candidates are required to be in their allotted places in the room before the hour appointed for the commencement of the examination. If a candidate be not present till after the commencement of the examinations, he cannot be allowed any additional time on account of such absence.

(11). *Penalty for Copying—Evidence.*—In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room any books, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Inspector, who shall reject the candidate if he deems the evidence conclusive.

NOTE.—All second class certificates granted under these regulations shall be issued by the Chief Superintendent; third class certificates shall bear the signature of the Inspector having jurisdiction.

I. Education in Various Countries.

SCHOOL EXAMINATIONS IN ENGLAND.

The first annual report of the Oxford and Cambridge Schools Examination Board, which has just been issued in England, contains some particulars which are of interest in view of the attempt to establish similar examinations in connection with McGill University. The report states that the work which the Universities have set themselves is rapidly extending; numerous fresh applicants are coming in from the larger schools, while most of those who have already availed themselves of the system will continue to do so. The Board has two distinct functions, the one to superintend the inspection and examination of schools, and the other to grant certificates to boys examined under its authority. It is only with the latter that we are now concerned. Those who receive certificates become entitled to various privileges, such, for example, as exemption from the entrance examination of the Colleges, and from the first University examination. For the sake of uniformity, therefore, the same papers are set to all the candidates in most of the subjects, and their work is submitted to a central board of examiners. With respect to the attainments of candidates, the report marks great deficiency in the grammar of the Latin and Greek tongues, even when there was apparently considerable knowledge of the language. The same remark applies to the examination in French, the candidates showing a readiness in making out the sense, while almost universally ignorant of the grammar and idioms. It is not surprising to those acquainted with the usual curriculum of an English school to be told that the candidates showed no facility in English composition. Mathematical attainments were generally respectable, but in physical science there was frequently too much trust in mere book-work and learning by rote. The result of the competition for certificates showed that the failures to attain them were, in Latin, 75 out of 252; in Greek, 77 out of 241; French, 7 out of 13; in German, 3 out of 5; in elementary mathematics, 43 out of 254; in English, 6 out of 16, &c., the total number of candidates being 259, and the number of certificates awarded 155. In all, 104 candidates out of 259 failed. The statement of accounts gives the receipts at £2,327, made up by fees for school examinations, £1,793, and fees of candidates for certificates, £534. The principal payments were—To examiners, £1,430; for printing, £318; secretaries' salaries, £40, leaving a balance in hand of £24. The total number of boys being educated at all the schools under examination was 9,095, and of examiners employed 61.

McGILL UNIVERSITY EXAMINATION.

The Toronto *Liberal* refers to the school examinations instituted by McGill University, and says the movement is deserving of the heartiest sympathy from all true friends of education. Our con-

temporary adds; "The thought at once suggests itself; why cannot our Toronto University authorities go and do likewise? Confessedly an immense amount of benefit has resulted from the movement in England, and it is quite manifest that improvements in the educational machinery of the country would follow in Ontario as certainly as in England. Those engaged in the practical work of education can easily recognize the general elevation of the standard since the introduction of the new system of examining and classifying teachers, and still more since the institution of written examinations for entrance into the High Schools. The lesson to be learned from this is the value of written examinations as a test of the character of educational work. So quickly has this lesson been learned, that many of the public school inspectors have combined written examinations with their inspection of their schools, and with the most satisfactory results wherever sufficient time has been allowed." * * * "This may be thought too insignificant a work for our university authorities to undertake, but surely if it is not below the dignity of Oxford and Cambridge, hoary with the frosts of many centuries, it cannot be below that of their Canadian antitypes which, compared with them, are but of yesterday. Nor will the university which first heartily engages in the work go unrequited. Her name will then become a household word in the mouths of thousands who would otherwise never have heard of her, and who would still remain in ignorance of all her contemporary rivals."

3. METHODIST EDUCATION SOCIETY.

ADDRESSES BY DRs. NELLES AND DOUGLAS.

The Rev. Dr. said that wherever he went throughout the country he found his former students prosperous and occupying good positions. The Educational Society was of recent origin, although the work of the Methodist Church in connection with University education was not new. He and Dr. Douglas were not there to plead the cause of one of their educational institutions in particular, but of them all. The United Conference, composed one half of ministers and the other of laymen, had organized the Society, the object of which was to lay annually before the people the claims of higher education. When the union was consummated the General Conference assumed the direction of the different Colleges in the several Provinces, and it was decided that a general education fund should be established, under the control of a special Educational Committee. He was happy to say that wherever he had gone, the enterprise had proved prosperous in a high degree. One of the principle objects of the Society was to provide the necessary means for the University training of candidates for the ministry. He was not there to say a word in disparagement of the old men, the pioneers of Methodism in the land, many of whom, although not in their early days in possession of the facilities for obtaining an education such as were general now, were nevertheless men of vast reading and remarkable culture. He always respected these men for the work they had done, and he was ever willing to pay them a tribute of respect. While he said this, he maintained that the present requirements of the times demanded that the rising ministry should be thoroughly educated men. Some people said that a minister should be a man of one book, and that such a man was Wesley; but if Wesley was a man of one book he was also a ripe and polished Oxford scholar. The Methodist Church wanted to educate her ministers on a broad and liberal basis, on which to build the richest theological lore possible to impart. There was a good deal of scepticism abroad now-a-days, and it was necessary that ministers should be men of culture, able to defend intelligently in the pulpit the great principles of Christianity, now assailed from various quarters. This question of education was a great national one. Canada had been born and baptized, and it could be recorded of her national birth that it was without a baptism of blood. While he spoke of a national birth he did not wish to be understood as referring to Canada being separate and distinct from the old land. They now enjoyed all the blessings of a free Government, and so long as were sent to our shores such representatives of Her Majesty as Lord Dufferin they never desired a change. If our country was to be great and prosperous, religion and education must prosper. Dr. Nelles then referred to the connection between the different systems of education, from the teaching of the elementary branches to the highest branches taught in the Universities. In our advancement in material wealth we must not forget the claims of higher education, which exerted so powerful an influence for good. Professional men should be thoroughly educated, and none should be educated to a higher degree than the minister of the Gospel. Dr. Nelles' speech was a forcible argument in favour of the claims of education, particularly in reference to the pulpit.

The Rev. Dr. Douglas stated that the statement of facts made by

by Dr. Nelles would render it unnecessary for him to deal with figures. He proceeded to consider the obligations which the Methodist Church of Canada was under to carry on the work of higher education. From the far off East to where the waters of the Pacific touched the Western shore they were now a united Church. The eloquent speaker took a consecutive glance at the territorial extent of the Provinces forming the Dominion, and compared them with European lands, the whole united making the Dominion a country of much greater area than the United States of America, which is capable of sustaining six hundred millions of immortal men. What a responsibility is here for the present and the future! The cause of education must be sustained, and the Church must provide an educated ministry to meet the necessity and demands of the times. In reading the report of Dr. Ryerson, Chief Superintendent of Education, he found that there were about 6,000 Government Educators in this Province, and it was computed that besides these there were 4,000 educators more engaged in the Universities, Ladies' Colleges and other institutions, making about 10,000 persons of more or less culture and refinement engaged in this important work. Then if those similarly employed in the other Provinces were added to this number there would be 20,000 persons engaged in the work of education—from the simple teacher of the lowest grade up to the learned professor who inculcated the principles of philosophy and disclosed the profound secrets of science, revealing the mysteries of nature to the mind. Dr. Douglas next referred to the spread of literature, and said that he had been astonished in travelling through the Ottawa valley and elsewhere to find where he did not expect them, the *Westminster* and other reviews and magazines. Taking everything into consideration, and after giving the subject some thought, he was of opinion that in the matter of education the Province of Ontario would compare favourably with any land beneath the sun. In the old world and in New England, in the Universities there were doubtless more prominent men, but taking the population man by man, Ontario was second to none of them. The study of theology was a different thing now from what it was even twenty years ago. There was not a fundamental question of their common Christianity that was not now confronted. New questions in science were constantly springing up. There were for instance the origin of life, the antiquity of man, the question whether there is anything but matter, whether the mind is more than matter. The personality of Christ and other doctrines were assailed. He asked the Church to be bold in meeting this state of affairs, and if it was to have men capable of dealing with the advanced questions of the day they must possess the best education possible for them to receive. He protested against putting incapable men into the pulpit, as it was neither justice to the church nor themselves. He, like the learned Principal of Victoria, who had preceded him, honoured the old men; but the necessities of this age were pressing. Their church pews were occupied by men of culture, and the pulpit must not be behind in the matter, and in connection with it we must take at least a stand of equality with other churches. In proportion to the culture of the ministers will be the character of the churches of the future. The 30,000 Methodists of Quebec had done liberally in providing for the establishment and endowment of a theological and other colleges, but there was yet much to be done.—*Kingston Chronicle and News*.

4. KINDERGARTEN IN SCHOOL.

Certain educators are recommending that Kindergarten departments be established in connection with our public-school system, and we most heartily approve the suggestion. As, however, many needed reforms get into operation very tardily, because of the lack of some one to take the initiative, we would remind our readers that every citizen or parent has a right to inform himself (or herself) on the Kindergarten system, to importune teachers and members of school committees, to interest their neighbours, to search for persons containing the mental qualifications necessary to Kindergarten teachers, and to assist in defraying the expense (which is not great) of the special education of such teachers. Where the public authorities will not move, a Kindergarten can be cheaply established by private enterprise.—*Union*.

For the Journal of Education.

5. TEACHERS' BOARDING IN TAVERNS.

As some teachers in towns and a few in the country board in taverns, it is sometimes asked, "What effect the places have on their moral habits?" My opinion is that, young teachers who have no desire for spirituous beverages and have made no resolution against them, are likely to give way; and that, for moderate men, a tav-

ern is the worst place. But I am sure that a man can board even there, without tasting; but he must be extremely weak in desire and extremely strong in resolve. I believe all men are, at first, weak in desire; but what they do desire is, to be thought manly, friendly, social and liberal. If, in the cases in which nature has omitted to confer these qualities, whiskey could make them permanent, I would make one grand experiment myself. Now, with regard to manly, I believe that in the whole scale of being, a drunken man has no moral similitude; by a single act of volition, he becomes neither man nor brute—we cannot classify him—he is unique in Nature. Thus, in his notion to be social, he becomes unfit for his own or any other species. And his ephemeral friendship commonly ends in hostility; and what do we care for that liberality that needs a pint of whiskey to unlock it? It is exceedingly desirable that teachers be able to cope with this chronic habit, and so far as my own observations extend, they are bravely doing so: I cannot name one drunken teacher, nor one that is even a "moderate" drinker. Thirty years ago I could have named a dozen; at that time the vocation was accessible as a *dernier resort* to many who had been unsuccessful in the business world, and as they wandered into teaching, of course brought their habits with them; but now, the qualifications are more peculiar to the calling, and we have fewer juicy exotics. If men of letters could be induced to stand off a quarter of a century, so that the habit could be charged only to ignorance, it would then become *unfashionable*, which few things can very long outlive.

Fergus P. O.

JOHN IRELAND, Teacher.

II. Short Critical Notices of Books.

Claude Melnotte as a Detective. By Allan Pinkerton: Hunter, Rose & Co., Toronto.

The success attending the publication of his first tale: "The Expressman and the Detective," has induced Mr. Pinkerton, we presume, to publish this second story of his operations as a most successful detective in the United States. The "merit of strict truthfulness" which is claimed is a feature, without which the tales would be valueless, and its absence in any degree would reduce the great interest felt in reading them to a comfortable complaisance at any fate meted by a sensation novelist to his hero. The secret of Allan Pinkerton's great success seems to be his wonderful knowledge of men and the ease with which he reads their character. This is evidenced by his anticipation of what we may call his victim's movements, and the rapidity with which, having taken a glance at a man's acquaintances and haunts, he notes both the use that may be made of each, and his readiest plan of transferring their usefulness to his own sphere of operations. This power is surpassed, or perhaps rather extended, by an intuition which, aided by a view of the place and history of the crime committed, Melnotte is able to sketch in his mind a portrait of the criminal; and his thorough knowledge of every one in his employment enables him to put emphatically, "the right man in the right place." His contempt of "professional detectives," is not concealed, and perhaps is rather increased by a long experience of the incompetence which a large portion of such a class of men display; a class from which he could expect no assistance but rather embarrassment. The stories are told in a straightforward manner; the only weak part of the book being where the author gives us some imaginative pictures of what might have occurred after his "Prince" had retired into private life.

The appearance of the volume is most creditable to the publishers; it is a great improvement on some former publications and compares very favourably with those of older houses. The engravings, however, might receive more careful attention.

Invasion of the Crimea. A. W. Kinglake, Vol. III, HARPER BROTHERS, New York; HART & RAWLINSON, Toronto.

This volume of what promises to be a somewhat protracted work is entirely devoted to the *Battle of Inkerman*. As it would be useless for us to criticise, so it would be presumptuous to defend such a writer—yet we must disagree with those who have expressed a dissatisfaction at so much space being devoted to a single battle: one most memorable as the "soldiers battle." It is certainly minute history, but still it is history; and though the vision may be dazzled by the multiplicity of details, the decisive moments and graphic incidents chronicled make it intensely interesting to Englishmen and soldiers.

Annual Record of Science and Industry, HARPER BROTHERS, New York.
HART & RAWLINSON, Toronto.

This annual contribution of Mr. Spencer Baird will be cordially welcomed. The "Record" has increased in size and has added some new departments, noticeably Bibliography, including a list of the more prominent scientific treatises which have appeared during the year. It is a most valuable work, and while containing a vast amount of information, its arrangement is such as to make reference easy. Its publishers are the enterprising firm of Messrs. Harper Brothers, New York.

Complete Works of John Bunyan. BRADLEY, GARRETSON & Co., Philadelphia, Galesburg, Columbus, Nashville, Houston & San Francisco.

Fleetwood's Life of Christ, BRADLEY, GARRETSON & Co.

These very handsome drawing-room editions of two well-known works are published by the prominent firm of Bradley, Garretson & Co., of Philadelphia. They are handsomely bound in morocco and gilt, as well as enriched with engravings; their appearance is highly creditable to the publishers, who desire to employ Agents to circulate these valuable books in the Provinces, and will be glad to communicate with parties on the subject.

The Maritime Trade Review. A journal devoted to the Commercial and Industrial interests of the Dominion, published at St. John, N. B.

We have great pleasure in noticing this Review. Its appearance is similar to our own *Monetary Times*, whose place it takes in the Maritime Provinces. It contains a good deal of information clipped from its exchanges, both in Canada and the United States, on various subjects, on which their editors are supposed to be at home. We would call attention to an editorial relating to Commercial Travellers, in which the injustice of levying a license on that body is discussed. The Commercial Traveller is not in the position of a pedlar, whose circumscribed sphere and operations make him a competitor of retailers, but he is a middleman, through whom goods are bought and sold. The firms for which he travels, it may be supposed pay their taxes at home, so that they have not the advantage over local firms in having less expenses. Travellers for Old Country houses do not, however, come into competition with local interests to any great extent as yet. As the writer observes the visits of these Commercial men bring more or less money to a town, in meeting his various expenses, and those expenses should be considered as a quite sufficient tax on those who send him. Insurance matters also receive their share of attention from the Review.

David, King of Israel, by Revd. Wm. M. Taylor, D.D., of New York.

This work will supply a want which its author in the first sentence of his book undertakes to satisfy. This is a "clear conception of the state of affairs in the land" both when David became King, and during his life. With this knowledge the reign of David will be better understood and its results appreciated. Another and more important end which the author has in view, is to throw on the Psalms of David the serene or troubled light of his life, and make each more vivid by the bright or clouded setting of the experience which gave it birth. The "Cave Songs" are a striking example of success in this attempt; the words of the Psalms seem so wonderful when we hear them from the dark cave that concealed the fugitive king and his faithful few.

The Academy.—This the first appearance of a College sheet, published under the auspices of the St. Catharine's Collegiate Institute. We are very glad to welcome the "Academy," both for its own sake and for the sake of the encouragement it will afford to similar efforts by its success. As the prospectus says, it is not so "extraordinary an undertaking," and we are sure it only needs a little enterprise to make it successful. The advertisements should balance the expenses of publication, and leave the editors free to expend their energy on the literary character of their paper. This issue contains two or three original articles on various subjects, a Horatian Ode translated, and the Class Lists for the Examinations. We only wish that other institutions would follow this good example. Conducting a school paper is an admirable training for future journalists.

Wolverine Messenger: Organ of the Detroit Cadets.—This ambitious little sheet is published by the Detroit Cadets, and contains many features hardly hoped for in a junior journal. It is a great improvement on many similar publications, and though the editors have already perceived the chief difficulty with which they must contend, viz., the predominance of strictly local news, yet should the various departments be sustained, that difficulty will be easily surmounted. We have great pleasure in wishing it success.

Queen's College Journal. Kingston, Ont.

We have great pleasure in noticing this month, two issues of this Journal published by the Alma Mater Society. Its size, somewhat large for a College Journal, must necessitate a great amount of work, and will lead we trust to the introduction of what is too often omitted in similar sheets, that is, selections from well-known writers or periodicals. There is, of course, a danger of too much reliance on the efforts of others, but there is the corresponding benefit derived from the introduction of articles illustrating different modes of thought and styles of writing, which may serve as guides to contributors. The original articles are very readable, and we will look forward to a very prosperous future for this journal.

The Capitol. Published by the Detroit High School.

Another school paper of very respectable appearance and with very creditable articles, all of which seem to be written for "the Capitol." It has our best wishes. We have been very happy to have been able to notice

two or three similar publications from different parts, and hope that they may continue to be as readable as at present.

Sigma Epsilon. Published by the Sigma Epsilon Society of the Sewanee University, Tennessee, U. S.

This is the first issue by the Society of its paper, and we wish it all success. We presume from its name that it is published by one of those numerous societies, so common in American universities, which seem to be formed chiefly for social purposes by undergraduates, and to which our universities furnish no exact parallel.

Graded Singers for Day Schools edited by Messrs. Blackman & Whittemore, Cincinnati, O.; MESSRS. JNO. CHURCH & Co., No. 66 W. Fourth St.

These are a series (in 4 volumes) of singing books graded to suit various classes, which have been issued by Messrs. Church & Co., musical publishers, of Cincinnati, and are designed to fill a want hitherto felt in the Schools of the United States. The idea of musical study as a feature of the Public School System, has already been agitated in our different cities. It has already been introduced as an element in current School Education, but there is a vast field for improvement in the method and process used in its study found in the Public Schools. What little instruction is given in the art is often crude, and without uniformity, and consequently but little interest is felt in the study by pupils. In this respect many of the cities of the United States, are making the most successful efforts. This series is in four books, graded as follows: No. 1 commences the study of singing in the Primary Department, carrying the pupil through lower grades, and occupying about three years time. No. 2, is adapted to the Public Schools, whether graded or not. No. 3, is a fine collection of music, arranged in three parts. No. 4, is for High Schools, and Adult classes of mixed voices. The only objection, we see to the use of these otherwise admirable books, in Canadian Schools, is the fact that they contain numerous essentially American pieces, not adapted to Canada, but, omitting these, there are many beautiful pieces, including a number of sacred airs adapted to all classes. Teachers will find these books an invaluable aid to them in their work in the School, and in getting up social entertainments, &c., where it is often difficult to obtain suitable, and at the same time easy music. They will be found all that can be desired. Apart from the value of the subject matter, the typographical part of the series is really excellent. The books are issued in board covers, and are printed very neatly and clearly, an important requisite in our estimation. The prices are 25, 50, 75 cents and \$1.00 respectively, and the books will be sent to any address on remitting the price to the publishers, John Church & Co., Cincinnati.

Silver Threads of Song.—By H. Millard, S. T. Gordon & Son: New York. A very complete collection of songs, duets, trios, &c., from various composers, living and dead, European and American. To it is added an Overture "Little Red Ridding Hood," and a musical charade, the opening chapter being devoted to the "Elements of Music." We are happy to recommend this as a very popular compilation.

Book-keeping at one view, by C. E. Poud, Ann Arbor, Mich., U.S.

A diagram and complete chart of a business Ledger, comprising all the fundamental principles of the science of Double Entry Book-keeping. Although this notice gives no official sanction to the book under review, yet we may say that it will be found valuable to those who feel the need of a convenient formula for opening, conducting and closing accounts. In addition to debit and credit rules, the title and meaning of each account are explained, and a concise view of the principles, on which such accounts are conducted, is added to the sheet.

Mrs. Gerald's Niece, by Lady Georgiana Fullerton. D. & J. SADLER & Co., Montreal.

This novel is very handsomely bound in cloth, and printed on finished paper, and is very creditable to its publishers.

Internal Mission of the Holy Ghost, by Cardinal Manning, D. & J. SADLER & Co., Montreal.

This latest work of the latest made Cardinal will doubtless be read with interest as being strictly in accord with the Vatican, and is a companion volume to the Author's *Temporal Mission of the Holy Ghost*, lately published.

Eagle and Dove, from the French, of Mlle. Fleuriot, by Emily Bowles. P. O'SHEA, New York. D. & J. SADLER & Co., Montreal.

A novelette of the Franco-Prussian War and the succeeding Reign of Terror. The last few chapters are the most interesting—they give a very good description of Paris under the Communists, and sacrificed to les *petroleux*. The death of the heroine occurs during that time, and brings the story to a satisfactory appalling climax.

Criterion; or How to detect Error and arrive at Truth, by Rev. J. Balmes. Translated. P. O'SHEA, New York. D. & J. SADLER & Co., Montreal.

Rather an interesting treatise on thinking, or as its translator calls it, "practical philosophy for the people, by a noted Roman Catholic author." It is not too bulky to be read by those whose time is limited, nor too meagre to interest those whose studies lie in its direction. The translator's style is easy and readable, and we have no doubt that the English edition will achieve a large measure of the success attained by the Continental edition.

The Double Triumph. D. & J. Sadler, Montreal.

We have just received a little work with the title of "The Double Triumph," a drama in two acts. The author, the Rev. A. J. O'Reilly, D.D., Apostolic Missionary of this city, has already made several excellent contributions to literature, among which may be mentioned "The Martyrs of the Coliseum." "The Double Triumph" is founded upon the story of Placidus, and while replete with interest, is written in an easy graceful style, and in choicely expressed language. A most useful little work for Separate School examinations.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for FEBRUARY, 1875.

OBSERVERS.—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Rev. George Grant, B.A.; Windsor—A. Sinclair, Esq., M.A.

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

Approximation. a On Lake Simcoe. e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. n Inland Towns. * Minimum Thermometer broke Feb. 6th.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds, and Amount of Rain and Snow.

REMARKS. e 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds. g Where the clouds have contrary motions, the higher current is entered here. h Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. 1858, (when observation were first made here) to the present time. January was also the coldest for the same period. GODERICH. Wind storms 3rd, 4th, 11th, 10th, 11th, 19th, 20th, 23rd, 25th, 27th. Rain, 2nd, 3rd, 22nd, 23rd, 24th. Month remarkable for stormy weather and the length and severity of the cold spell. PEMBERKING. Snow, 1st, 4th, 8th, 17th, 19th, 20th, 22nd, 23rd, 25th. Iron Bridge which spanned the Otonabee River broke by contracting from intense cold. BELLEVILLE. Wind storms, 3rd, 4th, 5th, 6th, 10th, 11th, 17th, 19th, 20th, 22nd, 24th. Rain, 3rd, 22nd, 23rd, 25th. Great scarcity of water, both in town and country. The coldest February from city of water, both in town and country.

STRATFORD.—Parhelia, 7 a.m., 9th. Wind storms, 3rd, 4th, 5th, 8th, 10th, 11th, 17th, 25th. Fog, 24th. Snow, 4th, 5th, 10th—12th, 17th, 19th—21st, 23rd, 25th, 26th. Rain, 3rd, 22nd, 23rd, 24th. Difference of monthly mean temperature from average of 14 years:—13°.

HAMILTON.—Snow, 4th, 8th, 10th, 15th, 16th, 18th—20th, 22nd, 23rd. Rain, 3rd, 22nd, 23rd.

SIMCOE.—Lightning and thunder with rain, 24th. Wind storms, 3rd, 4th, 10th, 11th, 17th, 25th. Snow, 5th—10th, 11th. Rain, 3rd, 24th, 25th.

WINDSOR.—Solar halo, 5th. Lunar, halo, 12th. Meteor, S. E., 25th. Wind storms, 3rd, 4th. Snow, 10th, 19th, 20th. Rain, 2nd, 23rd, 25th.

IV. Departmental Notices.

COUNTY EXAMINATIONS FOR GRANTING CERTIFICATES TO PUBLIC SCHOOL TEACHERS IN ONTARIO, JULY, 1875.

In accordance with the Statute, and the General Regulations adopted by the Council of Public Instruction, the Annual examination of Candidates for Public School Teachers' Second and Third Class Certificates, for the year 1875, will be held (D. V.) in each County Town of Ontario, commencing on

Monday, 19th July, at 1.30 P. M., for Second Class; and on Tuesday, 20th July, at 9 A. M., for Third Class.

The Examination of Candidates for First Class Certificates, will be held at the same place, commencing on

Monday, 26th July, at 1.30 P. M.

Forms of the notice to be previously given by the Candidates, can be obtained on application to any Inspector.

Candidates should notify the Inspectors not later than 23rd June, of their intention to present themselves for examination.

COUNCIL OF PUBLIC INSTRUCTION.

ELECTION OF REPRESENTATIVES.

Notice to Public School Inspectors, and the Trustees, Masters and Teachers of Collegiate Institutes and High Schools.

The Chief Superintendent of Education hereby gives notice, that an election of a member of the Council of Public Instruction, by the legally qualified Masters and Teachers of Collegiate Institutes and High Schools, also of another member by the Inspectors of Public Schools, will take place on Tuesday, the 17th day of August next.

The member then elected will continue in office for two years, to be reckoned from the time of his election, and until his successor is elected.

The provisions of the law (37 Vic., Chap, 27) respecting that election are as follows:—

15. Every High School or Collegiate Institute Board (or Board of Education, in case of union with a Public School Board), shall furnish in like manner to the Chief Superintendent not later than the fifteenth day of July, in the year one thousand eight hundred and seventy-five, and not later than the fifteenth day of July in every subsequent second year thereafter, a return of the name and address of every legally qualified master of, and teacher in, a High School or Collegiate Institute at such time employed by the board.

NOTE.—No teacher or assistant holding an Inspector's certificate, has a right to vote, as provided in the following section:—

104. In this Act, the words "legally qualified masters and teachers," * * * shall mean any persons * * * who, under the Grammar or High School * * * Act, are legally qualified to act as such masters and teachers; but the words shall not be held to apply to persons holding interim certificates from an Inspector, or certificates qualifying senior pupils, or other parties, to act as monitors or assistants.

18. Every election by Inspectors, Masters or Teachers, held under this Act, shall be in the manner following, that is to say:—

1. The votes shall be given by closed voting papers (in the form in schedule A of this Act) delivered to the Chief Superintendent of Education, or to the Deputy Superintendent, or other officer of the Education Department appointed for this purpose by the Chief Superintendent;

2. Any voting papers received by post or otherwise, by the

said Chief Superintendent or other officer appointed by him, during the said third Tuesday of August, or other appointed day, or during the preceding week, shall be deemed to be duly delivered to him;

3. The voting papers shall on the day succeeding the third Tuesday (or other appointed day, in case of election to fill a vacancy) be opened by the said Chief Superintendent, or other officer aforesaid, in the presence of two or more scrutineers to be appointed for that purpose by the Council of Public Instruction;

4. The Chief Superintendent, or other officer, and the scrutineers shall scrutinize and count the votes, and keep a record thereof in a proper book to be provided for the purpose, which book shall be preserved in the office of the Chief Superintendent, and shall at all reasonable times be open to the inspection of every person desiring to see the same;

5. Any person entitled to vote at the election shall be entitled to be present at the opening of the voting papers;

6. The person having the highest number of votes of the members of the body voting for him, shall be deemed to have been elected;

7. In case of an equality of votes between two or more persons, the scrutineers shall forthwith put in a ballot-box papers with the names written thereon of the candidates having said equality of votes, one paper for each candidate; and the Chief Superintendent or other officer acting for him as aforesaid, shall draw by chance from the ballot-box, in the presence of the scrutineers, one of such papers; and the person whose name is upon the paper so drawn shall be deemed to have been elected.

19. At the close of the election the Chief Superintendent or other officer on his behalf, and the other scrutineers shall certify to the Chairman of the Council of Public Instruction under their hands and seals, the name of the person or persons who, having the majority of votes, shall be declared by them to be duly elected a member or members of the Council, and shall also send to each member elected a like notification of his election.

OTTAWA NORMAL SCHOOL.

APPOINTMENT OF MASTERS.

The Council of Public Instruction hereby gives notice, that application will be received until the 1st of July next, from Candidates for Mastership in the Normal School at Ottawa, which will be opened (D. V.) in September of the current year.

The applications, with testimonials, must be addressed to the Chief Superintendent of Education, Toronto.

V. Advertisement.

THE LIBERAL, TORONTO.

TO THE TEACHING PROFESSION!

THE DAILY LIBERAL pays more attention than any other leading Canadian Journal to matters of interest to the teaching profession—courses of study, text-books, salaries of teachers, High School, and University Reform, &c., besides complete and frequent news, summaries of the progress of Education in Canada and throughout the world. No member of the teaching profession can afford to be without it, who desires to keep abreast of the times. Besides making educational matters a special feature, THE LIBERAL is behind no journal in Canada in any department necessary to a great newspaper. Both for daily and weekly we have special rates for teachers. The regular price to the DAILY LIBERAL is \$6 00 per annum. We give it to teachers for \$4 00, and no postage to pay. Our regular subscription for THE Weekly Liberal and Western Advertiser is \$1 50 per annum. We give it to teachers for \$1 25 each, and no postage to pay. We have a special offer in the shape of

A TRIAL SUBSCRIPTION.

We send the Weekly Liberal and Western Advertiser to any address (see pay postage) for three months for twenty-five cents, which of course is less than the cost of the white paper. Try it and see for yourselves, if it is not the best weekly in Canada. Address all communications simply,

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