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JOURNAL OF



EDUCATION,

Province of

Ontario.

VOL. XXIII.

TORONTO, JULY, 1870.

No. 7.

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SCHOOL LAW DECISIONS BY THE COURTS.

We commence in this number of the *Journal* a series of recent decisions by the Superior Courts on contested points in the School Law. They will be valuable for reference by Trustees and others interested in the working of the Acts relating to the Public Schools. The decisions given in this number are by the Courts of Common Pleas and Queen's Bench respectively.

DECISION.—LOCAL SUPERINTENDENT'S CHECK MUST BE BASED UPON SCHOOL TRUSTEE'S ORDER, &c.

Digest of the Case:—Declaration by a school teacher against defendant as sub-treasurer of school moneys, setting out an order signed by the local superintendent of schools in favour of plaintiff upon defendant, as such sub-treasurer, directing him to pay plaintiff \$27.80, and charge to account of county assessment for 1866, and alleging a refusal by defendant to pay plaintiff in pursuance of such order, with a claim for a mandamus, and £50 damages.

Held, on demurrer, declaration bad, as not shewing that the check or order was drawn on the order of the school trustees, and in setting out a check void on its face, because drawn upon a fund over which the local superintendent had no control, and in not shewing that the sub-treasurer had money in his hands belonging to the school section, or that the county council had made provision to enable him to pay the amount.

The declaration demurred to, in which there were two counts substantially the same, is sufficiently indicated by the head-note to the case.

J. WILSON, J., delivered the judgment of the Court.

This declaration has been framed upon the assumption that a duty is cast upon sub-treasurers of school moneys and on county treasurers to pay the local superintendent's order,

whether lawful or not, on behalf of a school teacher, in anticipation of the payment of the county school assessment, whether he has money in his hands for that purpose or not, and that the order or check, as it is called in the Statute, is lawful without the order of the school trustees.

This, we think, is not the law, for the primary duty is cast upon the municipality of the county to make the necessary provision to enable the county treasurer to pay the amount of such order, and that the check of the local superintendent is not lawful unless authorized by the order of the trustees.

In regard to raising the necessary funds for sustaining common schools, the 50th section of the Act respecting Common Schools enacts, that each county council shall cause to be levied yearly upon the several townships of the county such sums of money for the payment of the salaries of legally qualified common school teachers as at least equal the amount of school money apportioned by the chief superintendent of education to the several townships thereof for the year.

The 51st section enacts that the sum actually required to be levied in each county for the salaries of legally qualified teachers shall be collected and paid into the hands of the county treasurer on or before the fourteenth day of December in each year; but notwithstanding the non-payment of any part thereof to such treasurer in due time, no teacher shall be refused the payment of the sum to which he may be entitled from such year's county school fund, but the county treasurer shall pay the local superintendent's lawful order on behalf of such teacher, in anticipation of the payment of the county school assessment, and the county council shall make the necessary provision to enable the county treasurer to pay the amount of such order.

The 57th section enacts that, if deemed expedient, the county council shall appoint one or more sub-treasurers of school moneys for one or more townships of the county; in which event, each such sub-treasurer shall be subject to the same responsibilities and obligations, in respect to the paying and accounting for school moneys.

In enacting these clauses the Legislature took it for granted there would always be money in the hands of the county treasurer, from which he would be able to pay all orders drawn upon him by the local superintendents for the payment of the salaries of teachers, in anticipation of the school fund, in case it were not paid into his hands at the proper time.

The duty of the defendant was not to pay the order out of his own money, but from money of the school fund, if he had it, and if not, then from any money he might have in his hands, from which the county council had authorized him to pay it.

If the treasurer or sub-treasurer has the money and refuses to pay a lawful order of the local superintendent, a mandamus would lie; but if he has not, no duty lies on him, and therefore no mandamus ought to be granted.

The plaintiff, in the second count, on the same statement of facts, as on the first count, claims damages against the defendant for not paying the local superintendent's order, and a mandamus. For reasons already given, we think he cannot maintain his claim to damages on the second count, nor to have the mandamus prayed for. Assume for the moment, that the defendant had money of the county school fund in his hands, or other moneys from which he was authorized to pay it; was the order set out, a lawful order, which the defendant, as sub-treasurer, was bound to pay?

The declaration avers that the defendant was sub-treasurer of school moneys for the Township of Douro. He could, as such, only have so much of the county school fund as had been apportioned to the common schools of that township, or an authority to advance other moneys in anticipation of it. The order, to be lawful, ought to have been drawn upon that fund, and drawn in accordance with the 2nd sub-sec. of sec. 91 of the Act. The duty of the local superintendent was to give to any qualified teacher, but to no other, on the order of the trustees of any school section, a check upon the county treasurer or sub-treasurer for any sum of money apportioned and due to such section.

The local superintendent cannot give a check for the payment of money to a teacher without the order of the trustees of the school section, nor for any money which has not been apportioned and due to such section. But it is not averred in the declaration, nor does it appear on the face of the check set out, that it was given on the order of the trustees; nor that it was drawn upon the money due and apportioned to that section. It is in these words, "Douro, January 22nd, 1867: To sub-treasurer school moneys, Douro; Pay to Mr. Michael Welsh, or order, twenty-seven $\frac{80}{100}$ dollars, and charge to account of county assessment for 1866. ROBERT CASEMENT, Local Superintendent Common Schools, Douro, \$27 $\frac{80}{100}$." We can understand why a check should not be given, unless on the order of the trustees. They themselves may have advanced to the teacher his salary from moneys levied by their authority, and may desire to leave the school fund for a subsequent period.

We can see no reason why this order was not drawn properly, both in form and substance, for the chief superintendent has taken great pains to furnish local superintendents with forms and directions in the School Manual. The local superintendent had only authority to draw an order on the sub-treasurer for money apportioned and due the section where the teacher had taught. He did not draw it from money so apportioned, or from any specific money, but directed the sub-treasurer to charge it to the account of county assessment for 1866. The order of the trustees, if any such existed in this case, was his authority for drawing the check, and to the form now in use there might be added, "in accordance with the order of the trustees, dated the _____ day of _____."

We are, therefore, of opinion that this order, as it is called in the declaration, is not a legal check in accordance with the Statute, and cannot be enforced, and both counts are bad, in not showing that the check was drawn on the order of the trustees, and in setting out a check void on its face, because drawn on a fund, over which the local superintendent had no control, and bad in not showing that the sub-treasurer had money in his hands belonging to the school section, or that the county council had made provision to enable him to pay the amount. This disposes of the case, so that we need not allude to the other questions raised on these pleadings.

Judgment for Defendant on demurrer.

ASSESSMENT—AUTHORITY OF COLLECTOR—FORM OF ROLL.

Digest of the Case.—A Board of School Trustees in a town passed a resolution stating the sum required for school purposes, of which their Treasurer gave notice to the Town Clerk, verbally or in writing, but not under the corporate seal. The corporation, however, made no objection, and acted upon it as an estimate. *Held*, that though it would have been insufficient on application to compel the town to levy the money, yet an individual ratepayer could not object.

Sec. 24 of the Assessment Act, C. S. U. C. ch. 55, applies to the assessor's roll only, not the collector's.

Defendant was duly appointed collector of the municipality for the years 1865 and 1866. *Held*,—following *Newberry v. Stephens*, 16 U. C. R. 441, Chief Superintendent of Schools v. Farrell, 21 U. C. R. 441, and *McBride v. Gardham*, 8 C. P. 296—that he had authority in 1866 to distrain for the taxes of 1865 upon the owner of premises duly assessed.

Defendant held two rolls, each headed "Collector's Roll for the Town of Belleville," one being also headed "Town Purposes," the other "School Purposes." In the first, the column headed "Town or Village Rate" contained nothing, but in that headed "Total Taxes. Amount," \$40 was inserted. In the other that column had nothing, but \$16 was in the column headed "General School Rate." *Held*, insufficient, for there was nothing to shew for what purpose the sum not specified to be for school rate was charged.

Spry v. McKenzie, 18 U. C. R. 165, distinguished.

The omission to set down the name in full of the person assessed was treated as immaterial.

Appeal from the County Court of the County of Hastings. Replevin for chattels taken in a dwelling house, occupied by the plaintiff, in Samson Ward, in the Town of Belleville, on the 2nd of May, 1866.

Avowry, setting forth that the Corporation of Belleville passed a by-law to levy a tax for municipal purposes for the year 1865, and enacted that a certain sum in the dollar should be levied on the whole ratable property, and thereby also appointed the defendant collector of Ketcheson Ward, in the said town. The 174th section of the Municipal Act was stated, and that this by-law continued in force until after the said time, when, &c., that—after the assessment roll was finally revised and completed, and all due adjustments and equalizations had been made, and after the Board of School Trustees of the said town had, as a corporation, struck a rate on all the assessable property for common school purposes, and had made a return of the amount thereof to the Clerk of the municipality of Belleville, and after the School Trustees had duly appointed the defendant collector of common school rates for Ketcheson Ward for that year (1865), and after the Clerk of the municipality had made out a collector's roll for Belleville, in which (among other particulars set forth), in a column headed "town rates," the amount with which each party was chargeable, in respect of real and personal property, in respect to the sums ordered to be levied for town purposes, was set down, and after the said Clerk had, opposite to the property of each party named therein chargeable by the assessment, set down in a column named "school rate," the amount with which such party was chargeable in respect to the sum ordered to be collected for common school purposes, and after a similar collector's roll duly certified had been made for the collector of the common school tax of Ketcheson Ward, and the proper sum according to such school rate had been set opposite each parcel of land and the name of each party—the town clerk, within the time required by law, delivered the collector's roll to the defendant, and the common school rate roll was also duly delivered to him. And because the plaintiff was, at the time when the assessments for the said ward and the said town were made, the owner of certain freehold premises situate within Ketcheson ward, and was named and rated in the collector's roll for that ward as owner thereof, for \$40, in respect to his assessable real property in that ward, as a town rate, and on the school rate roll in that ward for \$16, in respect to the same real property, the plaintiff not being liable to any separate school rate. And defendant further says that one Blacklock was assessed on the said rolls as tenant of the said real property under the plaintiff, and the said sums at the said times, when, &c., were in arrear and unpaid by the plaintiff or Blacklock in respect of the said premises, and Blacklock had removed therefrom, and a stranger to the assessment was in possession. And because the plaintiff at the said time when, &c., and for a long time before, was domiciled within the town of Belleville, and the defendant after he had received the said rolls, and while they continued in his hands, he never having been removed from the office of collector by the municipality, nor by the school trustees; and while the by-laws of the municipality and the resolution of the trustees were in full force, and before the return of the rolls, and not being able to make oath before the Treasurer in respect of the sums due by the plaintiff, pursuant to sec. 106 of the Assessment Act, and after the plaintiff and Blacklock had neglected and refused to pay the said sums, and after the defendant had called at least three times on them and demanded those sums, the plaintiff being the person who ought to pay, the defendant took the said goods, then in the plaintiff's possession, for the purpose of levying the said moneys, &c.

The plaintiff joined issue on this avowry, and also pleaded to it that he was not the person who ought to pay the taxes. He also demurred to the avowry, and the defendant demurred to the plea thereto. Both demurrers were decided in the defendant's favor.

Upon the trial of the issue in fact, it was at the close of the plaintiff's case objected:

1. That it was not proved that the school trustees duly struck a rate, or made any requisition, return or request, in accordance with law, on the Clerk or the Town Council of Belleville, to collect a school rate.

2. That the plaintiff and Blacklock were not duly assessed, accord-

ing to law, as owner and occupant, the collector's roll showing that they were assessed as freeholder and householder.

3. That it was not proved that the defendant had any authority to collect taxes at the time the seizure was made.

4. That the collector's rolls shew that the plaintiff's name is not set down in full as required by the Statute, and that the amount which is chargeable is not put down on either roll as "Town Rate," or for what purpose the party was assessed.

There were other objections taken both at the trial and on the appeal book, but the foregoing were all that were taken at the trial and relied on the hearing of the appeal. There was another objection taken on the appeal book, but it did not appear to have been raised in the Court below, and it was not, therefore, argued.

The principal facts in evidence appeared to be as follows: The defendant put in two collector's rolls for 1865—one for the town taxes of the Town of Belleville, the other for school tax. In each of these the property was assessed, as No. 43, west of Front Street, and it was proved that it was a stone house of which James Blacklock was entered on the roll as the "Householder," and the plaintiff, by the name of C. L. Coleman, as the "Freeholder." It was proved that each of these rolls was made out by the Town Clerk, and after certifying them he delivered them to the Treasurer, who handed them to the defendant. A By-law was proved, passed by the Town Council in relation to the town tax. The Town Clerk proved that he got notice from the Treasurer of the Board of School Trustees of the rate imposed by them, but he could not say if it was in writing: he got no copy of the resolution under their corporate seal. It was also proved that the school rate was levied by resolution, and not by by-law of the School Trustees; and that Board, by a resolution passed on the 27th of November, 1865, appointed the defendant their collector for 1865. He was collector of the town taxes for Ketcheson and Coleman Wards in 1864, 5, and 6.

There was sufficient proof that the defendant demanded the taxes of the plaintiff, who refused to pay them, insisting on their being collected from Blacklock, who it appeared continued to reside in Belleville, though he gave up possession of these premises in April, 1865, after which it was sworn that the plaintiff had possession of them. The plaintiff was present when the seizure was made. He admitted that a demand had been made on him, and he then refused to pay. At that time the town tax was mentioned as being \$40, and the school tax \$16, and it was understood to be for premises formerly occupied by Blacklock.

It was agreed that a verdict should be entered for the defendant, with leave to the plaintiff to move to enter a verdict for himself, the goods being admitted to be equal in value to the taxes claimed. A rule nisi in pursuance of the leave reserved having been obtained, and after argument discharged, the plaintiff appealed.

C. S. Patterson for the appellant, Dougall, contra.

DRAPER, C. J., delivered the judgment of the Court.

As to the first objection: the Board of School Trustees apparently intended to act (though we must say, as far as is shewn, with very inadequate attention to the language of the Statute) under the 11th subsection of sec. 79 of the Common School Act, Consol. Stat. U. C., ch. 64, which authorizes them to prepare and lay before the Municipal Council an estimate of the sums they consider requisite for the Common School purposes of the year. It is proved that they passed a resolution for this purpose. A book containing it was produced at the trial, but no copy of it is before us. No objection seems to have arisen as to its being sufficient in terms, if a resolution and not a by-law constituted an "estimate" within the Statute. The Treasurer of the School Trustees gave notice of it to the Town Clerk of Belleville, whether in writing or not he could not say, though it certainly was not authenticated by the corporate seal of the Board of School Trustees. This mode of proceeding would, we have little doubt, have been held insufficient on an application for a mandamus to the Town Council to enforce payment, (see *School Trustees v. Port Hope*, 4 C. P. 418; *School Trustees v. City of Toronto*, 20 U. C. R. 302); but no objection was raised by the town corporation, and their Clerk acted upon the communication made to him as an estimate laid before the municipality. Under these circumstances, we are of opinion that an individual rate-payer cannot be heard to take the objection.

The second objection is rested upon sec. 24 of the Assessment Act, which declares that when the land is assessed against both owner and occupant the assessor shall on the roll add to the name of the owner the word "owner," and to the name of the occupant the word "occupant," and the taxes may be recovered from either. But this is the collector's, not the assessor's roll. It is made out under sec. 89, which requires the name of the person assessed, but does not require either the word "owner" or "occupant" to be added thereto. The objection, therefore, has not the foundation on which it was said to be based, and assuming that the Statute

was imperative on the assessor, and not merely directory, it does not extend to the collector's roll.

The third objection attacks the proof of the authority, and it may be said the authority itself, of the collector to collect the taxes at the time the seizure was made.

This objection seems to concede that the collector had at one time the necessary authority, and the argument in support of it involved that concession, for it was pointed out that the collector was appointed only for the year 1865, and the 104th section of the Assessment Act was expressly referred to for the purpose of shewing that he should have returned his roll on the 14th of December, and it was urged that the time was not legally extended; and moreover it was strenuously argued that the case of *Newberry v. Stephens* (16 U. C. R. 65) was distinguishable, on the ground that there the time had been extended, while here no extension was proved.

The difficulty arising from there being two rolls, which, unless blended into one, would not shew that both town and school tax were directed to be levied and collected, and from the want of any proof that the Town Clerk was authorized by the Municipal Council to act upon the estimate of the Board of School Trustees, was not presented on this objection for our consideration, although it was admitted during the argument of the defendant's counsel (who evidently rested his case on the theory that the distress was made under the authority of the School Trustees), that the estimate never was laid before the Town Council. We take the only question which we are to dispose of on this objection to be, whether the defendant had a continuing authority to collect and enforce payment of these taxes when he made the distress.

The facts are simply, that he was duly appointed collector of the municipality for the year 1865-1866. This, as regards 1865, is conceded both by the form of the objection and by the argument used in support of it, that the time for returning his roll was not extended. He received the two rolls spoken of in 1865, and he held them both in 1866, when he made the distress.

The plaintiff contends that under these circumstances, as the Statute required him to return his roll on the 14th of December, 1865, he became *functus officio*, at least as regarded the compulsory powers of enforcing payment.

On the other hand, the defendant relies on the 174th section of the Municipal Act: "The Chamberlain or Treasurer may be paid a salary or per centage, and all officers appointed by a council shall hold office until removed by the council."

The case of *Newberry v. Stephens* (16 U. C. R. 65), appears to us to be in the defendant's favour, though the Court were not unanimous. But Robinson, C. J., and Burns, J., both held that the collector for 1855, who was again collector for 1856, could in the latter year enforce by distress payment of rates imposed for 1855, though at the time he distrained there was no resolution in force extending the time for him to return his roll. This decision does not appear to be rested either on the ground that the same person was the collector for both years, or that there had been an extension which expired before, and that another extension was made after the distress was made. If the collector was *quoad* the taxes of 1855 *functus officio* on the termination of the first extension, he was without authority when he distrained. The subsequent extension could not have an *ex post facto* operation.

This Court acted upon *Newberry v. Stephens*, or at least in accordance with its principle, in the *Chief Superintendent of Schools v. Farrell*, (21 U. C. R. 441); and the Court of Common Pleas recognized its authority in *McBride v. Gardham*, (8 C. P. 296).

On these authorities, we think this objection untenable.

There remains only the fourth objection. So far as it regards the not setting down the plaintiff's name in full, it was, we think, properly given up on the argument; but strong reliance was placed on the allegation that the two collector's rolls shew that the amount which is chargeable against the plaintiff is not put down in either as a "Town Rate," nor is it otherwise shewn for what purpose he was assessed.

Each of these rolls is headed "Collector's Roll for the Town of Belleville," and to this heading is added in one roll, "Town Purposes," in which in the column headed "Town or Village Rate," nothing is entered; but in another column headed "Total Taxes. Amount," are inserted the figures, "\$40."

In the other there are added to the general heading the words, "School Purposes," and there is a column headed, "General School Rate," in which are added the figures "\$16," and in the column headed "Total Taxes. Amount," there is nothing entered. In each roll the names James Blacklock and C. L. Coleman are entered, and the property and the valuations thereof are alike in each.

We are constrained to the conclusion that this objection has not been displaced. Treating the two rolls as constituting in law one collector's roll, this one roll constituted his sole authority in the

nature of a warrant to compel payment, and it ought to shew the several taxes which constituted the aggregate amount, stated in the manner directed by the 89th section of the Assessment Act. And according to that section the amount with which a party is chargeable in respect to sums ordered to be levied by the Town Council "shall be" set down in a column, to be headed "Town Rate," and in a column to be headed "School Rate" shall be set down any school rate. Now, although there is in each of these rolls a column properly headed for a town rate, no amount is set down under this heading in either. In one the sum \$40 is set down in the column headed "Total Taxes," in the other the sum \$16 is entered in a column headed "General School Rate," and no entry is made as to amount in any other column, so that, blending the two, we have a roll charging in the school rate column \$16, and in the total tax column \$40, but not shewing, except as to the \$16, for what purpose the difference is charged. And if we treat them as separate rolls, the roll headed "Town Taxes" has no amount charged except in the column headed "Total Taxes;" and the school purpose roll appears to have been made out by the Town Clerk of his own proper motion—not directed by the Board of School Trustees, if indeed they had any control over him, or authorized by the Town Council, who are not proved to have had the estimate of the Board of School Trustees ever brought under their notice.

In neither way, as appears to us, can this distress be upheld. As regards the town tax, we see no reason for a doubt. As to the school tax, we endeavoured to find a sufficient ground for upholding it as levied under a separate roll issued under the authority of the Trustees, and distrained for by the defendant as their collector appointed by resolution, as was stated in evidence. But the 12th subsection of section 79 of the School Act only gives the power of Trustees of Common School sections in townships to Boards of School Trustees in towns, to levy rates on the parents or guardians of children attending a school under their charge. The facts of this case do not bring it within that provision.

The learned Judge in the County Court seems to have relied on a dictum in the judgment in *Spry v. McKenzie*, (18 U. C. R. 165) to the effect that a bailiff would not be liable as a wrong-doer for executing a warrant legal on its face, and made to him by public officers who had authority to make such a warrant by Act of Parliament. This was an action of replevin for a horse, under our Statute, which authorizes that form of suing wherever trespass or trover would lie, brought against the defendant, who pleaded that a collector of school taxes, under a warrant from the the School Trustees, had seized the horse and placed it in his hands as an innkeeper. But there was no avowry, only this plea by way of justification of the detention. In *Haacke v. Marr*, (8 C. P. 441) the distinction between such a plea and an avowry is pointed out, and it is held that an avowry must shew a good title *in omnibus*. That case was not referred to in the Court below, nor was this distinction noticed in the argument before us. But it confirms our opinion that the present avowry cannot be upheld.

We may as well add that no objection was taken to the plea in *Spry v. McKenzie*. It does not aver that the collector came to the inn as a guest, which, perhaps, was necessary according to the case of *Smith v. Dearlove*, (6 C. B. 132.)

On the whole, we are of opinion that this appeal must be allowed, and that the Court below should make absolute the rule to enter the verdict for the plaintiff.

The case of *Corbett v. Johnston* (11 C. P. 317) is so clearly distinguishable in its facts from the present that we merely mention it in order that it may not be supposed it was overlooked by us, especially as it was relied upon in the Court below.

Appeal allowed.

I. Papers on Practical Education.

1. METHODS OF TEACHING FOR COMMON SCHOOLS.

I have before urged that the number of grades or classes need not exceed three, or at most four, and that under judicious management three classes would be sufficient in a majority of schools.

I revive this proposition, at this time, in order to say, that, until this troublesome question of classification is settled in the minds of the teachers of our country schools, it will be of little avail to attempt to discuss methods of teaching adapted to their needs. While a teacher is so burdened with the number and diversity of his classes that he can give but five or ten minutes to each, no methods can be devised that will save him from superficial, inaccurate, and injurious results. He must, therefore, first classify his pupils according to a just average of their attainments and abilities; he must reduce the number of these classes to the minimum of three, or at most of four,—and then the discussion and application of philosophical methods of instruction will be profitable and possible.

Assuming that this indispensable preliminary work has been done, and that the other question as to the course of studies for our common district schools has been decided upon, I begin the discussion of methods with a suggestive course in reading.

Primary reading should include all the steps below the second reader.

During the first six weeks, words and not letters should be taught. If the teacher possesses the requisite degree of skill and earnestness, from fifty to sixty words may be learned by the children during this time. They should also be able to distinguish many of the words when written on the blackboard and slate, and to give the sounds contained in each word, as well as to read short sentences composed of them, which the teacher may write or print upon the blackboard. In drilling the class great pains should be taken to exercise the children in emphasis. They should be led, by a little judicious questioning, to throw the stress upon the different words.

For example, let it be supposed that the sentence "John has a good black dog," has been written or printed upon the blackboard by the teacher. The following colloquy will illustrate the method of securing emphasis upon the different words, and of avoiding a monotonous style in the reading exercise :

Teacher. Who has a good black dog?

Children. John has a good black dog.

T. What kind of a black dog has John?

C. John has a good black dog.

T. Has John a good white dog?

C. No: John has a good black dog. Etc.

In this drill each member of the class should be called upon separately, and occasionally the entire class may respond simultaneously. The questioning should extend to every word in the sentence, so that the children may be able to throw the emphasis upon any word which the teacher may desire.

In teaching new words, the following order may be observed :

1. Talk about the object or the action which the word represents.
2. If the word represents an object, show the object or a picture of it to the class. If it expresses an action, let the children, or some of them, perform the action if possible.
3. Show the word, give the sounds it contains, and let the children pronounce it several times. Let the children again name the object, at the same time pointing to it. Then to a picture of it, the children speaking of it as the picture of the object. Lastly, point again to the object-word, and let it be characterized by the children as such.
4. Require the children to find each new word many times on a chart or in a book.
5. Print it on the blackboard.
6. Write it on the board.
7. Send the children to their seats, requiring them to copy the written form on their slates.

At the end of six weeks, or thereabouts, let the teacher point to the letters in connection with the word-exercise, requiring the new words to be spelled orally, each letter being pronounced distinctly. The teacher should also insist from the first upon a clear and distinct enunciation of each word, so that careless habits of articulation may not be formed, which years of after training may not suffice to eradicate.

At this stage of the course, the children should be encouraged to learn new words before coming to the class. The exercises on the sounds of the letters, and in writing and printing upon the blackboard, should also be perseveringly continued. In this manner, at the end of three months, the pupils will have become almost independent of the teacher in the preparation of their lessons in reading, and there will be little left for the latter to do but to guide them cheerfully and rapidly forward.

I will conclude this sketch with the enunciation of a few brief rules for conducting primary reading lessons :

1. Require the children to stand in a straight line in an erect position, books in left hand, pointing to their lesson with the index finger of the right hand.
2. Before the books are opened, let the pupils tell what the lesson is about, giving a summary of the subject-matter as well as they are able. This will encourage them to study their reading lessons, if commended when they do well.
3. Require all the more difficult words in the lesson to be pronounced, spelled by sound, singly and in concert, and defined.
4. The children should not be allowed to read in regular order. The teacher should frequently call for volunteers, and if an inattentive child be observed, let him suddenly be called upon to read. Great caution and much animation should be observed by the teacher in conducting a lesson of this kind, or the work will all be done by the brighter and more intelligent pupils. If the dull children be properly encouraged to try, they will be stimulated and

aroused by the vivacious eagerness of the other members of the class.

5. Be sure that the words contained in each lesson, can be spelled by each child.

6. Require that some portions of each lesson be written by the children on their slates, and brought to the class at each recitation. Generally it would be well to allow the pupils to select the portion they will write.

7. It is better not to follow always the order of the lessons in the book, but to let the class occasionally choose their lessons.

8. Frequently turn back and read old lessons.

9. Give short lessons. Exercise the pupils in pronouncing each alternate word rapidly, the teacher pronouncing the other words.

10. Be cheerful, kind, animated, and interested yourself, if you expect your pupils to be so.

Provide your school with good blackboards, and with a set of reading charts or with Webb's dissected cards for primary classes. Use these thoroughly according to the foregoing suggestions, and your primary classes cannot fail to prosper.—*W. F. Phelps in Ohio Educational Monthly.*

2. MODES OF HEARING RECITATIONS.

The first that I shall name is called the concert method. This is practised chiefly in schools for very young children, especially for those who cannot read. There are many advantages in this method, some of which are not confined to infant classes. The timid, who are frightened by the sound of their own voices when attempting to recite alone, are thereby encouraged to speak out; and those who have had any experience with such children, know that this is no small or easy or unimportant achievement. Another benefit of the method is the pleasure it gives the children. The measured noise and motion connected with such concert exercises are particularly attractive to young children. Moreover, one good teacher, by the use of this method, may greatly multiply his efficiency. He may teach simultaneously fifty or sixty, instead of teaching only five or six; but, in estimating this advantage, one error is to be guarded against. Visitors often hear a large class of fifty or more go through an exercise of this kind, in which the scholars have been drilled to recite in concert; and, if such persons have never been accustomed to investigate the fact, they often suppose that the answers given are the intelligent responses of all the members of the class. The truth is, however, in very many such cases, that only some half-dozen or so really recite the answers from their own independent knowledge. These serve as leaders; the others, sheep-like, follow. Still, by frequent repetition, even in this blind way, something gradually sticks to the memory, although the impression is always apt to be vague and undefined.

The method of reciting in concert is chiefly useful in reciting rules and definitions, or other matters, where the very words are to be committed to memory. The impression of so large a body of sound upon the ear is very strong, and is a great help in the matter of mere verbal recollection. Children, too, are very sympathetic; and a really skilful teacher can do a great deal by this method, in cultivating the emotional nature of a large class.

Young children, too, it should be remembered, like all other young animals, are by nature restless and fidgety, and like to make a noise. It is possible, indeed, by a system of rigorous and harsh repression, to restrain this restlessness, and to keep these little ones for hours in such a state of decorous primness as not to molest weak nerves. But such a system of forced constraint is not natural to children, and is not a wise method of teaching. Let the youngsters make a noise; I had almost said, the more noise the better, so it be duly regulated. Let them exercise, not only their lungs, but their limbs, moving in concert, rising up, sitting down, turning round, marching, raising their hands, pointing to objects to which their attention is called, looking at objects which are shown to them. Movement and noise are the life of a child. They should be regulated, indeed, but not repressed. To make a young child sit still and keep silence for any great length of time is next door to murder. I verily believe it sometimes is murder. The health, and even the lives, of these little ones, are sacrificed to a false theory of teaching. There is no occasion for torturing a child in order to teach him. God did not so mean it. Only let your teaching be in accordance with the wants of his young nature, and the school-room will be to him the most attractive spot of all the earth. Time and again have I seen the teacher of a primary school obliged at recess to compel her children to go out of doors, so much more pleasant did they find the school-room than the play-ground.

Quite the opposite extreme from the concert method is that which, for convenience, may be called the individual method. In this method, the teacher examines one scholar alone upon the

whole lesson, and then another, and so on, until the class is completed.

The only advantage claimed for this method is, that the individual laggard cannot screen his deficiencies as he can when reciting in concert. He cannot make believe to know the lesson by lazily joining in with the general current of voice when the answers are given. His own individual knowledge or ignorance stands out. This is clear, and so far it is an advantage. But ascertaining what a pupil knows of a lesson is only one end, and that by no means the most important end, of a recitation. This interview between the pupil and teacher, called a recitation, has many ends besides that of merely detecting how much of a subject the pupil knows. A far higher end is to make him know more, to make perfect that knowledge which the most faithful preparation on the part of the pupil always leaves incomplete.

The disadvantages of the individual method are obvious. It is a great waste of time. If a teacher has a class of twenty, and an hour to hear them in, it gives him but three minutes for each pupil, supposing there are no interruptions. But there always are interruptions. In public schools, the class oftener numbers forty than twenty, and the time for recitation is oftener half an hour than an hour. The teacher who pursues the individual method to its extreme, will rarely find himself in possession of more than one minute to each scholar. In so brief a time, very little can be ascertained as to what the scholar knows of the lesson, and still less can anything be done to increase that knowledge. Moreover, while the teacher is bestowing his small modicum of time upon one scholar, all the other members of the class are idle, or worse.

Teaching, of all kinds of labor, is that in which labor-saving and time-saving methods are of the greatest moment. The teacher who is wise will aim so to conduct a recitation, that, first, his whole time shall be given to every scholar; and, secondly, each scholar's mind shall be exercised with every part of the lesson, and just as much when others are reciting as when it is his own time to recite. A teacher who can do this, is teaching every scholar, all the time, just as much as if he had no scholar but that one.

Even this does not state the whole case. A scholar in such a class learns more in a given time than he would if he were alone, and the teacher's entire time were given exclusively to him. The human mind is wonderfully quickened by sympathy. In a crowd, each catches, in some mysterious manner, an impulse from his fellows. The influence of associated numbers, all engaged upon the same thought, is universally to rouse the mind to a higher exercise of its powers. A mind that is dull, lethargic, and heavy in its movements, when moving solitarily, often effects, when under a social and sympathetic impulse, achievements that are a wonder to itself.

The teacher, then, who knows how thus to make a unit of twenty or thirty pupils, really multiplies himself twenty or thirty fold, besides giving to the whole class an increased momentum such as always belongs to an aggregated mass. I have seen a teacher instruct a class of forty in such a way as, in the first place, to secure the subordinate end of ascertaining and registering with a sufficient degree of exactness how much each scholar knows of the lesson by his own preparation; and, secondly, to secure during the whole hour, the active exercise and cooperation of each individual mind, under the powerful stimulus of the social instinct, and of a keenly-awakened attention. Such a teacher accomplishes more in one hour than the slave of the individual method can accomplish in forty hours. A scholar in such a class learns more in one hour than he would learn in forty hours in a class of equal numbers taught on the other plan. Such teaching is labor-saving and time-saving in their highest perfection, employed upon the noblest of ends.—*J. S. Hart in the School Room.*

II. Intercommunications with the "Journal."

1. QUERY TO TEACHERS.—NEW DIOPHANTINE PROBLEM.

The sides of a right angled triangle are 3, 4 and 5; what quantity added to the perpendicular, 3, will give the new hypotenuse a rational number, also if twice the quantity be added to the 3, the second new hypotenuse is rational?

JOHN IRELAND,
Teacher, Sec. 10, Garafraxa.

Answer will be published next month.

2. To the Editor of the Journal of Education.

SIR,—As several teachers have, from time to time, asked me for a solution of the equation $x + y^2 = 7$, $x^2 + y = 11$, I send you an examination of the generic equations to which these belong. I

proved the proposed cases to belong to the irreducible cubic, and I add their roots calculated to twenty places of decimals.

Yours respectfully,

J. C. GLASHAN.

BOTHWELL, May 31st, 1870.

$$I. x^2 + y = a \therefore y^2 = x^4 - 2ax^2 + a^2$$

$$x + y^2 = b \therefore y^2 = b - x$$

$$\therefore x^4 - 2ax^2 + x + (a^2 - b) = 0.$$

The discriminant of this quadratic is

$$\frac{(4a^2 - 3b)^3}{3} - \frac{27(144ab - 128a^3 - 27)^2}{432}$$

(See Salmon's Lesson on Higher Algebra, second edition Art. 203.)

This, with its sign changed, is the discriminant of the canonizing cubic (Sal. Art. 169: After *i* in the note, insert, with sign changed. See also Arts. 207 and 208.) The cubic can be reduced to its canonical form (primary or secondary) by real transformation, if its discriminant is positive or vanishes. (Sal. Arts. 164 and 104: I call the form x^2y the secondary canonical of the binary cubic with a square factor.) Therefore, if the above discriminant is negative or vanishes the reducing cubic, and in consequence the proposed equations can be solved, but if it is positive, the equations cannot be solved by any direct and artificial means. In the former case x and y will have each two real and two imaginary values, or else two equal values

II. The above discriminant will certainly be negative, and, therefore, the equations reducible if $3b =$ or $> 4a^2$. This, then, may be taken as a first test. If it fails, substitution in the discriminant must be made.

III. If there is one positive value of x greater than 1, simultaneous with one of y also greater than 1, satisfying the proposed equations, they are irreducible, and x and y have each four real values.

The above discriminant, neglecting positive numerical multipliers, which do not affect its sign, reduces to $256(a^2 - b)(b^2 - a) + (32ab - 27)$. Under the condition proposed, the latter term and each factor of the former term is positive, therefore the discriminant is positive, and as x and y have each one real value they have four. (Sal. Art. 209.)

The above propositions are true not only for the equation in x derived from the proposed equations, but also for any and every equation in x or y or both, derived from them. The form of the proof secures this. (Or see Sal. Art. 202.) Since the discriminant is an invariant, a and b may be interchanged in II.

EXAMPLES.

$x^2 + y = 11$ $x = 3$ and $y = 2$ satisfy the equations, therefore
 $x + y^2 = 7$ they are irreducible.

The values of x and y to twenty decimals are—

- $x = 3,$
- or $3.58442834033049174494,$
- or $-3.7793102533774689189,$
- or $-2.80611808695274485305,$
- $y = 2,$
- or $-1.84812652696440355354,$
- or $-3.28318599128616941226,$
- or $3.13131251825057296580.$

$x^2 + y = \frac{16}{9}$ The discriminant is positive and the equations
 $x + y^2 = \frac{25}{9}$ are irreducible.

The roots are $x = \frac{2}{3}$ or $-\frac{1}{3}$ or $\frac{-1 \pm 3\sqrt{13}}{6}$

$y = \frac{4}{9}$ or $\frac{5}{9}$ or $\frac{-9 \pm \sqrt{13}}{6}$

$x^2 + y = \frac{7}{8}$ $3b > 4a^2 \therefore$ the equations are reducible.
 $x + y^2 = \frac{7}{8}$

The roots are $x = \frac{4}{3}$ or $-\frac{5}{3}$ or $\frac{1 \pm 3\sqrt{-3}}{6}$

$y = -1$ or 2 or $\frac{0 \pm \sqrt{-3}}{6}$

$x^2 + y = 1\frac{1}{16}$ The discriminant vanishes, and \therefore two of the
 $x + y^2 = 1\frac{1}{4}$ roots are equal.

The roots are $x = \frac{1}{2}, \frac{1}{4},$ or $\frac{-1 \pm 4\sqrt{2}}{4}$

$y = 1, 1,$ or $\frac{-2 \pm \sqrt{2}}{2}$

The following is the calculation of the positive incommensurable root of x in the first example:—

1 + 3	-13	-38[3-58442834033049174494
+ 3	+18	+15
6	+ 5	-23000
3	+27	19125
9	3200	-3875000
3	625	3666912
125	3825	-208088000
5	650	187936704
130	447500	-20151296000
5	10864	18817867584
1358	458364	-1333428416000
8	10928	941008902888
1366	46929200	-392419513112000
8	54976	376406641882752
13744	46984176	-16012871229248000
4	54992	14115283316261187
13748	4703916800	-1897587912986813
4	550096	1882037962546163
137524	4704466896	-15549950440650
4	550112	14115284885373
137528	470501700800	-1434665555277
4	2750644	1411528488673
1375322	470504451444	-23137066604
2	2750648	18820379849
1375324	47050720209200	-4316686755
2	110026144	4234585466
13753268	47050830235344	-82101289
8	110026208	47050950
13753276	4705094026155200	-35050339
8	412598529	32593565
137532843	4705094438753729	-2114674
3	412598538	1882038
137532846	4705094851352267	-232636
3	5501314	188204
137532849	4705094906365407	-44432
	5501314	42346
	4705094961378,54	-2086
	413	1882
	4705094961791	-204
	413	188
	470509496220,4	-16
	4	
	470509496224,4	
	4	
	470509496228	

I propose these,—

- I. $x + y = -1$ } IV. $4xy^2 = 5(5 - x)$ }
- $x^6 + y^6 = -2$ } $2(x^2 + y^2) = 5$ }
- II. $x + y = 1$ } V. $(x - 5)^5 + (3 - y)^5 + 32 = 0$
- $x^8 + y^8 = 2\frac{1}{2}$ } VI. $2x^3 = (x - 6)^2$
- III. $x + y = \frac{1}{xy}$ }
- $x - y = xy$ }

III. Papers on Figures and Statistics.

1. COUNTING FOUR HUNDRED MILLIONS.

A writer thus undertakes to convey some idea of the greatness of the population of China: "The mind cannot grasp the import of so vast a number. Four hundred millions! What does it mean. Count it. Night and day, without rest, or food, or sleep, you continue the wearisome work; yet eleven days have passed before you count the first million, and more than as many years before the end of the tedious task can be reached." He also supposes this mighty multitude to take up its line of march, in a grand procession, placed in a single file at eight feet apart, and marching at the rate of thirty miles per day, except on Sabbath, which is given to rest. "Day after day the moving columns advances; the head pushing on toward the rising sun, now bridges the Pacific, now bridges the Atlantic. And now the Pacific is recrossed, but still the long proces-

sion goes marching on, straight across high mountains, and sunny plains, and broad rivers, through China and India, and the European kingdoms, and on the stormy bosom of the Atlantic. But the circuit of the world itself affords not standing room. The endless column will double upon itself, and double again and again, and shall girdle the earth eighteen times before the great reservoir which furnishes these multitudes is exhausted. Weeks, months, and years roll away, and still they come, men, women and children. Since the march began the little child has become a man, and yet they come, come in unfailling numbers. Not till the end of forty-one years will the last of the long procession have passed." Such is China in its population; and if Homer could preach eloquently on the vanity of man as a mortal, with equal eloquence, had he seen or contemplated the millions of China, could he have preached on the vanity of man as an individual!

2. A MILE IN DIFFERENT COUNTRIES.

The following statement of the number of yards contained in a mile in different countries will often prove a matter of useful references to readers:

A mile in England or America, 1760 yards.
 Mile in Scotland and Ireland, 2200 yards.
 Mile in Russia, 1100 yards.
 Mile in Italy, 1467 yards.
 Mile in Poland, 4400 yards.
 Mile in Spain, 5028 yards.
 Mile in Germany, 5866 yards.
 Mile in Sweden and Denmark, 7233 yards.
 Mile in Hungary, 8300 yards.
 A league in England or America, 5280 yards.

3. A WONDERFUL SQUARE MILE.

In twelve hours in one day in 1865, there were (in round number) 4,000 vehicles passed a particular spot in Aldersgate street, 4,500 at Barbican, the same number at Graham street, 5,000 at Eastcheap, 6,500 at Finsbury pavement, 7,500 at Bishopsgate street, 8,000 at Aldgate, 9,000 at Holborn hill (before the disturbance of traffic at that point by the works of the Holborn-hill Viaduct,) 10,000 at Blackfriars Bridge, 12,000 at Fleet street, and—marvel of marvels—19,000 at London Bridge! On one day of twenty-four hours (not specially selected as being more or less busy than usual,) 33,000 vehicles passed over the Thames at London, Southwark and Blackfriars Bridges. As there is comparative greatness in the great, we may be prepared to believe that the passenger traffic in the metropolis is still more wonderful than the vehicular—vast as the latter admittedly is. Mr. Haywood tells us that on nine hours out of one day in 1848 (8 a.m. to 5 p.m.) 315,000 persons entered the city; that on twenty-four hours of one day in 1860, the numbers reached the stupendous figures of 707,000, of whom 528,000 were between 7 a.m. and 7 p.m.; and that about three-fourths of the people came on foot, the remainder being in or on vehicles. In reference to foot passengers only—those who walk on the side pavements—the following numbers were presented at eight of the principal inlets into the city, in one day of twenty-four hours:—Aldersgate street, 16,000; Finsbury pavement, 21,000; Bishopsgate street, 23,000; Blackfriars Bridge, 24,000; Temple Bar, 25,000; Aldgate, 29,000; Holborn Bar, 30,000; and London Bridge, 42,000. All these were persons who entered the city; and as about an equal number left it, there were 420,000 persons who walked into or out of the city at those eight arteries alone. But great as this throng is at the city boundary, it is still greater in the heart of the city itself, enabling us easily to understand how it is that Smith and Brown and Jones, or Jack and Bill and Dick, are always knocking up against one another. Just look at the significance of the following figures. They relate to twelve hours (8 a.m. to 8 p.m.) of one day in 1867, and they include the foot passengers only, disregarding those who were riding in or on vehicles. Particular spots were selected, in the following thoroughfares, and the number of passers-by counted:—Walbrook, 17,000; Throgmorton street, 18,000; Threadneedle street, 22,000; Lombard street, 30,000; Newgate street, 33,000; Leadenhall street, 36,000, Cornhill, 44,000; Fenchurch street, 46,000; Fleet street (near St. Bride's church), 62,000; Poultry, 75,000. The busiest spot in the city—perhaps in the world—for foot traffic, is the north side of the Poultry; it overpowers the south side in the ratio of about eight to seven. Along that wonderful foot pavement of nine feet in width, there pass by more than a hundred persons per minute in a continuous stream for twelve hours!

4. HOW SMALL EXPENDITURES COUNT.

The *St. Louis Journal of Agriculture* says:—Five cents each morning—a mere trifle. Thirty-five cents per week—not much; yet it would buy coffee and sugar for a whole family. \$18.20 a year—and this amount invested in a savings bank at the end of each year, and the interest thereon at six per cent., computed annually, would in twelve years amount to more than \$670, enough to buy a good farm in the west. Five cents before breakfast, dinner and supper; you'd hardly miss it, yet it is fifteen cents a day—\$1.05 a week. Enough to buy a small library of books. Invest this as before, and in twenty years you have over \$3,000. Quite enough to buy a good house and lot. Ten cents each morning—hardly worth a second thought; yet with it you can buy a paper of pins or a spool of thread. Seventy cents per week—it would buy several yards of muslin. \$35.50 in one year—Deposit this amount as before, and you would have \$1,340 in twenty years; quite a snug little fortune. Ten cents before each breakfast, dinner and supper—thirty cents a day. It would buy a book for the children. \$2.10 a week, enough to pay for a year's subscription to a good newspaper. \$109.20 per year—with it you could buy a good melodeon, on which your wife or daughter could produce sweet music, to pleasantly while the evening hours away, and this amount invested as before, would in forty years produce the desirable amount of \$15,000. Boys learn a lesson if you would be a happy youth, lead a sober life, and be a wealthy and influential man—instead of squandering your extra change, invest in a library or savings bank.

5. KEEP A CASH ACCOUNT!

Every one who handles money, no matter how little, should keep an account of his receipts and expenses. To aid those who may not understand just how to keep such an account, we furnish the following directions. Commence on the second page using the left hand side for receipts, placing first the amount of cash on hand. The date of the entry going in the left hand column, the amount in the double column at the right of the page. Use the right hand side for expense, and whatever you pay out. The first is the Dr. side, the second the Cr. These can be headed as follows:—

2 Dr.	Cash.		Cash.	Cr. 3
-------	-------	--	-------	-------

The amount on the Dr. side must be equal to or greater than the Cr. side. The difference will be the amount of cash you have on hand, provided your account be right.

IV. Papers on Agriculture, &c.

1. AN OLD FARMER'S SLATE.

Writing about improvements reminds me that a farmer does not always think of what is needful and may be done when leisure times occur, and it recalls to my mind the practice of a large and successful farmer who at his death left his affairs in a prosperous condition, and his premises in complete order. His neighbours often wondered at the ease with which he conducted his operations, never hurried, but the right thing was always done at the right time, and and his work never lagged. Much of the improvement he made was in odd spells when the routine of regular business was broken by rainy weather, or after finishing the work on a crop and while waiting for another to get to the proper stage. He kept a large slate hanging in the kitchen where all his workmen could see it, and if a job occurred to him it was noted on the slate. For instance, some of his entries ran thus: 'Make a gate for the brook lot; clean out the open ditch in the wheat field; get some whitewood trees to mill for making garden fence pickets, &c.'" In this way his slate was filled, and if a leisure half day occurred his men all had plenty of work; and if the master happened to be absent, the slate told the workmen what to do. After a time it was his custom to lay out the day's work on the slate each evening previous, and when a job was finished the record was erased. To get the slate clean was the ambition of the workman.

2. SUMMER TOURS AND RAMBLES FOR SCHOOLS.

They have a delightful custom in the Swiss school for boys, which might be adopted with great advantage to all concerned in this country. During the weeks of the summer vacation, it is the habit of the teachers to make, with their pupils, what is called *voyages en zigzag*, i. e. pedestrian tours among the sublime mountains and charming valleys of that "land of beauty and grandeur." Squads of little fellows in their blouses, with their tough boots drawn on, and knapsacks on their back, may be met, during the season, on all

the highways, and sometimes in the remotest passes of the Alps, as chirrupy as the birds on the boughs, and as light and bounding as the chamois who leap from crag to crag. They are perfect pictures of health and happiness, and the treasures of fine sights that they lay up in their memories, during these perambulations, it would be difficult to describe. We know of more than one urchin that has thus scaled the summits of the Faulhorn, looked down from the precipices of the Bevent, walked over the frozen oceans of the glaciers, and gazed in rapture upon the sunsets on the Jungfrau or Mont Blanc. Their tramps are made without danger and without much expense, and the life is one of incessant enjoyment and rapture. But why could not the same thing be done here, where we have multitudes of inland lakes, hills and valleys, the great lakes, the river St. Lawrence with its rapids, Niagara, and the lovely scenery of the Bay of Quinté, which is scarcely surpassed on the continent? Over the long intervening stretches the railroad will bridge the distance; while the country inns are not expensive and the country fare wholesome and nutritious.—*Putnam's Magazine*.

3. FLOWERS ABOUT SCHOOL PREMISES.

A flower pole is one of the handsomest ornaments ever seen in the country, but is rather a rarity, because so few persons know how to make one, or know how to start the seed. But it well repays all labour and expense.

The materials needed are a pole or staff from 8 to 18 feet long, a barrel or hoghead hoop, a round wheel or truck made of a piece of pine board, from 6 to 12 in. in diameter, three hooks or pegs, plenty of good strong linen twine, one or two balls, and some shingle nails.

The pole, hoop and truck must correspond in dimensions: as, for instance, if you use a short staff, you must use a small hoop and truck, etc.

Select a good fertile spot, not exposed to the wind or shaded by trees or buildings, manure well, dig deep, rake fine and smooth, lay your hoop on the bed and mark a furrow just outside of it for your seed, which should have been soaked six or eight hours in warm water. Sow and cover about an inch deep, perhaps a little less.

Two or three weeks after sowing, or when the vines begin to grow, set your pole, which is prepared as follows. The pole, which should be from one to two inches in diameter at the large end, according to length, should be tapered down to one-half the size at the small end, and the truck fitted firmly on it, from 15 in. to 4 feet from the top. Now drive from fifteen to twenty-five shingle-nails, at equal distance from each other, into the edge of the truck, to fasten the strings upon; drive a nail into the top of the pole; begin and string the top first, by fastening the twine to one of the nails in the truck, then pass to the nail in the top, then down to the next nail, giving the twine a turn around every nail as you proceed. Now cut off as many lines twice as long as from the truck to the foot of the pole as you have nails in the truck, then fasten them in the centre upon the nails, taking care not to get them snarled or tangled, which may be prevented by driving a nail into the pole near the bottom and giving the lines a turn around it as you fasten them to the nails in the truck, draw them taut, so as to keep each line separate.

The best pegs are made from a piece of board, with a notch cut in it to allow the hoop to rise and fall as the lines shrink or stretch. Place the hoop in position inside of the plants, and fasten with the pegs driven with their backs inwards; leave the hoop a few inches above the ground, resting on the lower shoulder of the pegs; now fasten the lines at equal distance apart to the hoop, being careful not to raise the hoop by drawing the lines too tight, as this allowance must be made for contraction from dampness. Train the little vines as they appear, water and cultivate as you would any other vine, and you will have something to show your friends in a few weeks.

ROCKWORK.—As many school houses are placed in an enclosure, it gives a fine chance for flowers around the house and yard; and as every teacher is supposed to know how to arrange and sow the flower-beds, we will pass them by, and speak of another embellishment, rockwork. Gather stones ranging in size from a pint mug, or a piece of chalk, to a bushel basket, and lay some of the largest around in a circle, from three to six feet in diameter, according to the size and number of stones at hand; then fill up even with good soil; then lay on another row of the largest stones left, filling up as before, taking care to break joints and to draw in as you proceed, so as to have the pile come to a point, which may be made of one large conical-shaped stone. It may be as well to put in some sods, with the grass side down, among the stones, to prevent the dirt from washing out.

On the rockwork you can plant Nasturtium, Morning Glory,

Portulaca, Petunia, and if you have a Lautana, Heliotrope, Verbena or Madeira vine, it will be all the better. Be careful to water copiously and keep the weeds out, and you will have plenty of flowers.—*R. B. Cutter, in Illinois Teacher*.

V. Biographical Sketches.

1. CHARLES DICKENS.

Mr. Dickens' first start in life was as clerk in an attorney's office, and there he picked up enough of the dry formulas of English legal practice to point many a home-thrust at the profession during his subsequent career as an author. Soon, however, an opening upon the reporting staff of the *Morning Chronicle* gave him the first chance of displaying his literary talents to the world. His "Sketches by Boz" led to an invitation to write a serial story. The result was *The Pickwick Papers*. The genial humour and powerful delineations of human character which distinguished this work raised the unknown author at one bound, and at the age of twenty five, to a place in the front rank of living novelists. The sale was enormous, and "Boz" was announced in 1838, to be Charles Dickens. Having thus established an imperishable record as a humourist, Mr. Dickens was next to prove that he could worthily act the part of a social reformer. *Oliver Twist* and *Nicholas Nickleby*, the first exposing many of the hardships and sufferings of the pauper class, and the latter only too truthfully portraying many of the abuses to which the less favoured pupils of cheap private schools were often subjected, stimulated a spirit of enquiry that has led, during the past thirty years, to the most thoroughly practical results. They exhibited a habit of observation and analysis of the darker as well as the lighter and more humorous phases of character which proved Mr. Dickens to be something beyond a genial caricaturist, and as capable of delineating the depth of Fagin's iniquity, or the selfish brutality and malice of Squeers, as the wit and shrewd common sense of Sam Weller, or the good-natured, blundering unworldliness of Mr. Pickwick. *Oliver Twist* was not wanting in the purest and most natural pathos; but this characteristic in Mr. Dickens' delineations found a higher development in the story of "Little Nell" in the "Old Curiosity Shop." In the inexpressibly touching story of the child's life and death there is a touch of that real dramatic power which Charles Dickens constantly displayed, almost, as it seemed, unconsciously to himself, so perfectly natural and unaffected is the style in which he puts them upon or withdraws them from the stage. "Barnaby Rudge" was another of the same series which, under the general title of "Master Humphrey's Clock," appeared at this time. After compiling Grimaldi's memoirs, Mr. Dickens visited the United States, and on returning in 1842, published his well-known "American Notes." With the faculty of the caricaturist so strong upon him, and with the most abundant materials for his too ready pen, the Notes brought out into strong, and, as has sometimes been alleged, too unfavourable a light, the weaker and less amiable characteristics of American society. But Dickens himself lived to receive from the very people he had thus mercilessly ridiculed a welcome that told how highly the man and the author was appreciated, notwithstanding old grudges. In his next work, "Martin Chuzzlewit," such inimitable creations as Pecksniff and Sairy Gamp, were added to his collection of faithful photographs. Pausing for a while in his career as an author, Mr. Dickens assumed the position of editor of a newspaper, and the *London Daily News* was started under his auspices in 1846. He had surrounded himself with a staff of able colleagues and conducted the paper on broadly Liberal principles. Mr. Dickens, however, quitted his post as editor at the end of a few months, and retired to his old and well-loved avocation, "Dombey & Son" being given to the world in the following year. With marvellous versatility he produced *David Copperfield* in 1849-50. As a tale, *Copperfield* is perhaps, upon the whole the best of his productions. His own career aided him in giving life-like reality to its sketches, and a mature experience had, by the time it was written, chastened his style and broadened the author's human knowledge and sympathies. Poor Emily's story is handled with a degree of delicacy and tact that conceals all the grosser features of her fall, without abating one jot of the guilt of her seducer, Steerforth, while the noble and manly characters of Ham and Old Peggotty, the under-current of tenderness in *Copperfield's* stern and uncompromising aunt, the innocent whimsicalities of Mr. Dick, the calm dignity of the high-souled, but simple-minded, Doctor, the cringing servility of Uriah Heep, the childish love of little Dora, the faithful devotion of Anger, and, above all, the half-real, half-acted part of the immortal Micawber, make up a group of sketches that would have established for ever the fame of the artist, even if the works that had preceded "*Copperfield*" had been still unwritten. *Bleak House* in 1853, with its scathing exposure of the cruel delays and extortions of Chancery Practice,—*Little*

Dorrit in 1856, "A Tale of Two Cities," "The Uncommercial Traveller" and "Great Expectations" were added to the list of Mr. Dickens' library of fiction soon afterwards. As the proprietor of a weekly serial, first *House-hold Words*, and then *All the Year Round*, Mr. Dickens had scope for his abilities in a somewhat different field; but "Our Mutual Friend" and other emanations from his fertile brain have shown that his new avocation did not circumscribe the range of his literary powers. His Christmas stories were always looked for as affording a special fund of delight and enjoyment. His dramatic power, when reading his own works, and the perfect identity he established between himself and the character he was presenting, were known and appreciated by all who had the privilege of hearing him.

From a purely theological point of view, the works of Charles Dickens are, it must be admitted, wanting in religious tone and feeling; and there are caricatures in his pages which tend, perhaps a little too much, to bring into ridicule classes that may claim some protection by virtue of their office. But admitting this, can it be said that any one ever rose from the perusal of one of his novels without feeling elevated in thought and principle by the task. No one can dwell upon his pictures of human misery and suffering without a feeling of charity springing up in his heart; none can read the touching evidences of love and devotion so pathetically portrayed without feeling braver and stronger for the struggles of life before him, while the withering scorn that assails the mean and base, reads a moral that can have but one effect. It is something at least in favour of the man whose arm but yesterday rested from its toil, that, notwithstanding the almost unceasing labour of his brain and the temptations the example of others have spread in his path, he has not left behind him one book that a moralist can fairly condemn or written one chapter at which purity itself can be justly offended.—*Globe*.

2. HENRY WARREN ROEBUCK.

The subject of this obituary notice was a brother of the celebrated politician, John Arthur Roebuck, and if not distinguished by the great ability of the ex-member for Sheffield, he will be ever remembered for his sturdy independence, honesty of purpose and intrepid character. He came to this country about forty years ago, and settled at Coteau du Lac. He was one of the earliest and principal pilots that ever ran the steamers down the Coteau and Cedar Rapids. During the troubles of 1837 he was engaged, on account of his sagacity, loyalty, and knowledge of the country, as a guide to H. M. forces, and was also chosen pilot for the steamers which conveyed the troops from point to point on the St. Lawrence. His remarkable judgment in running the rapids was only equalled by his coolness and fearlessness. He was employed by the Government Surveyors of the Rapids, and upon one occasion he, with five others, narrowly escaped with their lives. The boat they were in was capsized in the Coteau Rapids, and it was mainly owing to Mr. Roebuck's wonderful presence of mind and dexterity that they were all saved. As a raftsmen in perilous circumstances he was unsurpassed. He was upon several occasions appointed a member of the Diocesan Synod of Montreal. He lived in the esteem of all who knew him, and has died universally regretted.—*Montreal Daily News*.

VI. Miscellaneous.

THE THREE LITTLE CHAIRS.

They sat alone by the bright wood fire,
The grey-haired dame and the aged sire,
Dreaming of days gone by;
The tear drop fell on each wrinkled cheek,
They both had thoughts that they could not speak,
As each heart uttered a sigh.

For their sad and tearful eyes descried
Three little chairs placed side by side
Against the sitting-room wall;
Old fashioned enough as there they stood,
Their seats of flag, and their frames of wood,
With their backs so straight and tall.

Then the sire shook his silvery head,
And with trembling voice he gently said,
"Mother, these vacant chairs,
They bring us such sad, sad thoughts to-night;
We'll put them forever out of sight,
In the vacant room up stairs."

But she answered, "Father, no, not yet,
For I look at them and I forget

That the children went away.
The boys come back, and our Mary too,
With her apron on of chequered blue,
And sit here every day.

Johnny still whittles a ship's tall masts,
And Willie his leaden bullets casts,
And Mary her patchwork sews;
At evening-time three childish prayers
Go up to God from those little chairs,
So softly that no one knows.

Johnny comes back from the billowy deep,
Willie wakes from his battlefield sleep,
To say a good-night to me.
Mary's a wife and a mother no more,
But a tired child whose play time is o'er,
And comes to rest on my knee.

So let them stand there, though empty now,
And every time when alone we bow,
At our Father's throne to pray,
We'll ask to meet the children above,
In our Saviour's home of rest and love,
Where no child goeth away."

2. HOMES AND CHILDREN.

"Home, sweet home; there's no place like home." There must be something done to make "no place like home." There must be exertion and planning to make home attractive. The sooner parents and guardians understand this, the better for the "dear ones" under their charge. They are responsible for not making "home" above all other places the most inviting. They lose sight of the fact in practice that home is, and should be, the place where their children should delight to dwell. When one sees children running around in the street, bare-foot and bare-headed, it says to him those children have no suitable home, and hence their home and affections are in the streets; all the sanctity of their homes is in the wide thoroughfares; there they receive impressions that grow into tendencies and harden into habits, and make them after a while what they will be. This is their school, their training. Children should have sunlight and oxygen, and they should get these at home. There should be their little world of comfort and joy. If they are agriculturally disposed, let them have their little ploughs, hoes and barrows and fields; if horticulturally disposed, let them have their spades and rakes; paths, and beds, and seeds, and flowers; let them have their little gymnasiums and Olympian and Pythian games and be athletic Greeks; marbles, tops and whistles should they have, and *home! home!* should be the theatre of their action and the place of their joys, hopes and aspirations. Don't let them run in the streets, for there they are to all intents and purposes waifs on the sea of life. You may not think so, but you do practically make them such. They are as much beyond your care and vigilance there as if they were in Lapland. The non-attractiveness of home is owing to neglect somewhere, and of course it lies at the door of the parents. They do not study the wants, necessities, and aspirations of their children. The mother is full of household duties, the father engaged in business; they can't attend to their children, and, as a consequence, these tender ones that should be educated in everything, and made happy at home, and constantly surrounded with home delights, but finding none there, push through the gates ajar, and get into the streets as eagerly as a culprit leaps the walls of his prison house, and they are waifs, and grow up as anything else would grow if neglected, come up some how. Two-thirds of the children come to manhood and womanhood in this way, and it is a matter of culpable oversight and ignorance on the part of otherwise fond parents. Mother, your household duties are secondary. Father, your children first, your business afterwards. Make your children happy; let them have home happiness where you can see them, watch them, care for them, love them. Administer to their little aspirations, and as they are a part of yourselves, let them not be separated from you. Don't send them to school either simply because they would annoy you at home; don't send them here to "get them out of the way." Send them to school to have them cultured for life's realities and duties, and for no other purpose, and you should know that those schools are rendered proper for them. Make home comfortable, delightful. There should be more study and system in regard to this than thousands of daily duties.

These words apply to "children of older growth," young men especially, who, finding no library, books and fresh reading at home, go out to the saloon and the bowling alley, and it is all because home is "duller than any other place." "Oh! that the words were true." "Home, sweet home! there's no place like home."—*Ex. in Montreal Daily News*.

3. THE POLICY OF HONESTY.

When an expression let fall by some writer in a moment of happy inspiration so accords with the convictions of men that its sentiment receives unanimous assent, it is called a proverb, and its very repetition henceforward has the force of unanswerable argument. Judged by the frequency of its repetition what proverb contains a truth more generally accepted than "Honesty is the best policy?" While we all must agree that it is not the highest motive to present to the mind of a youth, to show him not that dishonesty is wicked, a *heinous sin*, for which the sinner will be held strictly accountable, but that it is simply inexpedient and foolish still in seeking for means by which the feet of childhood and youth may be placed in the right path, the motive of expediency is by no means to be disregarded.

In a worldly and selfish sense it is politic, it is wise and more than this, it is the most politic and the wisest thing in the world for one to be strictly and unswervingly honest.

In society the forger, the counterfeiter, the clerk who robs his master's till, is a *fool* not less than a criminal, and it is the dictate of the plainest common sense as certainly as it is the injunction of the moral law to be honest, watched or unwatched, in public or in secret. We propose in a few simple and direct words to apply what has thus far been said to the case of pupils in school. There are among students, as everybody knows, manifold opportunities and frequent and strong temptations to dishonesty. No teacher with any skill in reading human nature can meet his class in the recitation room for a month or even a shorter period, without mentally dividing them into three classes.

1. Those who are everywhere and always honest.
2. Those who will cheat if the temptation is strong and the opportunity favours.
3. Those who will cheat *whenever they get a chance*.

Happy the Instructor who finds among his pupils so many of the first class, those who disdain to accept assistance by a school mate's whispered word, who scorn to sneak into a rank upon the teacher's record which they do not deserve, that the low deceiver who takes advantage of a back seat to recite slyly from the book, who smuggles a note book into the examination and shines by virtue of plumes which are not borrowed, but stolen, shall find the moral atmosphere *too hot for him*, and be compelled per force to be as honest as his neighbours. Unhappy he who makes the sad discovery that every recitation furnishes a new scene for the exhibition of juvenile depravity: that the honesty of his scholars is no higher than the desk, no broader than the backs of the pupils who sit in front, and no longer than the teacher's short eyesight.

Much of the prevalent dishonesty in school is hereditary, traditional, an evil bequest from former and less enlightened generations. In olden times, when the so called teacher was often an ignorant and brutal tyrant, it is easy to see how the relation between the pedagogue and his pupils was naturally that of antagonism. As stratagem was (as it is still) considered justifiable in war, pupils soon come to think that any act however dishonest it was, without just censure, to be resorted to, if it would only serve to avert the cruel blow of the passionate master. But when the teacher is the pupil's friend, working with him for his improvement and highest welfare, how despicable is that spirit on the pupil's part which leads him to make trickery and deception the substitute for *downright honest work!* And it is as foolish and as impolitic, as it is despicable. Was there ever a scholar habitually dishonest, even if (as is very unlikely to be the case), he should always succeed in baffling the teacher's vigilance, whose character was not well known to his class mates and fellow-pupils? Is there any one to whom good reputation among his daily companions is a matter of no moment?

A teacher has done much towards establishing the proper relation between himself and his pupils when he is able to drop the office of policeman, and devote himself, mind and soul, to his own proper work—the development of intellect and heart. To a refined and sensitive nature, nothing can be more distasteful, than the constant exercise of suspicion and distrust.

Detectives and informers doubtless have their place, and are useful therein, but it does not demand the highest and noblest attributes of character to be successful in such duties. While the good teacher will exercise a reasonable degree of vigilance, and punish promptly such derelictions of duty as he discovers, he will not make it his chief occupation to play the part of watch-dog. He has other and better business.

Pupils may be made to understand that the student who cheats, injures no one seriously but himself, and that this injury is great and irreparable. No logic so subtle, no intellect so acute, as to be able to prove, either in school life or the broader life of the world, that there is any permanent good to be gained by deception and fraud.

Always and everywhere, "*Honesty is the best Policy.*"—*Illinois Schoolmaster.*

4. THE BIBLE AS AN EDUCATOR.

While the question of "the Bible in the schools" is being agitated, let us glance at some of the main features of the book, and we shall be better prepared to judge the rank it should occupy as an educational text-book.

But previous to its examination, let us inquire, first, what is the aim of all true education? We answer in general terms: The symmetrical development of the triune nature of man. Second, is our present educational system accomplishing this end; if so, to what degree. As to what progress we are making with regard to man's physical education, for answer look at the large heads and small chests of most of our children; poor, hungry little creatures, begotten and bred in defiance of physiological laws, the only light that beams on their dark pathway, is at the end of the passage. The ignorance of hygienic conditions that prevails among all classes of society, and the more especially marked among the so called "liberally educated" is amazing. The majority are suffering from ailments, the origin of which may be traced to improper dress and diet. Can we then call our system of physical education a success?

Let us examine, next, some of the results of our moral culture. We pride ourselves that we are a Christian nation—though it is to be feared that Christ himself does not suspect it. We talk largely of the spirit of our institutions, boast of our civilization, our high culture, our benevolent organizations, but forget to mention our prisons that contain our lesser rascals, while we fete the successful villains on the fat of the land, and doff our caps as tribute to their smartness. We pity the "poor heathen," and send him instructors in morality and religion, while we make fashionable in our "best society," those crimes that would blanch the cheek of the pagan, then look up and "thank God," that we are not as other men, that we had our birth and education in a *Christian land*. If by their *fruits* ye shall know them, we would inquire wherein the moral status of the United States exceeds that of China, India, or Africa. Can we pronounce our system of moral education a success?

Our course of intellectual training has succeeded better, though it is far from being what it should be. The age is precocious—we have any amount of wonderful babies, smart children, and sharp men, great scholars (on the surface), yet intellectual culture lacks the strength, breadth, and depth it would possess, were not heart and health culture so ignored.

We put individuals into the hopper of our great educational mills, turn the crank, and they come through like so many pressed brick, only their use to society is of less practical value. Well may this peculiar process be termed education, which means to *draw out*, in the West we call it "*scoop out*," and he who is unfortunate enough not to have sufficient vital energy to withstand the withering, deadening, crushing pressure of the "regular course," gets "*scooped out*" of his manhood—viscerated of the attributes of true nobility, becoming a social automaton, to whose theories science must accommodate herself. A rational training would have developed the *man*, would have made him a living, moving, formative power in society.

Now we come to consider the main proposition, viz: The rank the Bible should occupy as an educator of mankind. Although we are not quite prepared to advocate its adoption as an entire curriculum, yet would we draw upon it so largely that the "powers that be," would consign us forever to the rank of old fogies, and the enemies of progress. The Bible strikes at once at the root of the matter, instructs the heart, makes pure the fount whence proceed the "issues of life." What other text-book of morals will accomplish as much?

Having then implanted holy desires and obedience, next "the instruction of wisdom" is imparted "to give subtlety to the simple, to the young man knowledge and discretion." Then the result is "health, length of days and peace." Do we need a better hygienic formula? But will the prescription perform all it claims? Well, one tried it more than 1,800 years ago, and we have no account that he ever was sick or the twelve who sojourned with him; but one of them, the ablest logician of his age, informed a certain people that one reason why so many of them were sick, was because of their lack of faith in the teaching of the great instructor.

With a sound body, and therefore a sound mind, and a soul in communion with the Father of Spirits is it not easy to see that such an one has a mighty vantage-ground? Would he not be a giant among the pigmies of to-day? As he scans the pages of the Book of books, he is called upon to grapple with the most gigantic problems of time—not abstract dogmas merely, but vital questions of the hour, that concern all mankind, that the angel intellects of Gabriel and Michael "have desired to look into." Could the Bible

be studied simply as a text-book for mental discipline, we would even then challenge comparison with it.

It first claims the attention and interests the student, by treating all familiar objects with simplicity; he is led along, step by step, from the narrative of the creation of inorganic matter, through the political and religious history of nations, wars and diplomacy, all the way onward and upward till he is brought to consider the subtle philosophy of spirit life.

Does he wish to study logic? Let him sit at the feet of him who stood on Mars Hill, and battered Athenian idols into dust, and before whose irresistible reasoning kings and potentates trembled. Would he learn the art of teaching? Let him hearken to him who taught the grandest doctrines of all time in simple language to the *common people*—but without a *parable* spake he not unto them, and he who is the most successful teacher of men, follows the same method.

Would he cultivate the artistic faculties? Where can be found such poetry as the Bible affords? What painter's imagination has ever soared to produce such a picture as it displayed by the great limner of Revelation. We have said but little on this inexhaustible theme; but we proposed at the outset only a glance at some of the main features of the book. It is the master-piece of a master workman, but he who would garner its jewels, must seek for them as for "hid treasures," must study its page as he would an algebraic problem, with all the strength of his being, looking unto Him who "lighteth every man that cometh into the world," to illumine his soul to receive its truths.—*Dr. A. J. Cook, in Illinois Schoolmaster.*

5. THE FRASER INSTITUTE, MONTREAL.

The late Hugh Fraser, Esq., of Montreal, has by his will conferred an immense benefit on his fellow citizens. He commenced life as a business man, about thirty years ago, in the house of Messrs. Leslie & Co., afterwards being for many years with the late Mr. Robert Hallowell, with whom he continued on most intimate terms until his death. For several years he was in partnership with his brother John, subsequent to which time he carried on business on his own account. By the exercise of the most persevering industry and of an excellent judgment in commercial matters, Mr. Fraser amassed a considerable fortune. From his will we learn that after donations to relatives and friends and to the Montreal General Hospital, the Ladies' Benevolent Society, the Protestant Orphan Asylum, and the St. Andrew's Home, the will proceeds as follows:—18th. "I give, devise and bequeath the whole of the rest and residue of my estate, real and personal, moveable and immovable, of every nature and kind whatsoever, to the said, Hon. John J. C. Abbott, and to the said Hon. Frederick Torrance, hereby creating them my universal residuary, fiduciary legatees. And it is my will and desire that they do hold the same in trust for the following intents and purpose, namely:—"To establish at Montreal, in Canada, an Institution to be called the 'Fraser Institute,' to be composed of a Free Public Library, Museum and Gallery, to be open to all honest and respectable persons whomsoever, of every rank in life, without distinction, without fee or reward of any kind, but subject to such wholesome rules and regulations as may be made by the governing body thereof from time to time, for the preservation of the books and other matters, and articles therein, and for the maintenance of order. And for that purpose to procure such Charter or Act of Incorporation as my said trustees may deem appropriate to the purpose intended by me, namely, to the diffusion of useful knowledge, by affording free access to all desiring it to books, to scientific objects and subjects, and to works of art, and to the procuring of such books, subjects and objects as far as the revenue of my estate will serve, after acquiring the requisite property, and erecting appropriate buildings; and after paying expenses of management, making always the acquisition and maintenance of a Library, the leading object to be kept in view; and it is my desire that three persons should be named by my said Trustees to compose with them the first Board of Governors of the 'Fraser Institute,' which it is my desire should always be composed of five persons professing some form of the Protestant Faith, with power to them to supply any vacancy caused by death, or resignation, or by any crime or offence—the conviction thereof shall vacate the tenure of office of the offender. And it is further my will and desire that my friend the Hon. J. J. C. Abbott shall be the first President of the 'Fraser Institute,' and shall retain that position during his life; and so soon as the requisite Charter shall have been obtained containing all the powers necessary to carry out my design herein contained, I desire that the residue of my estate and effects after the deduction of the expenses of the management thereof, shall be forthwith conveyed over to the Corporation to be thereby formed to be called the 'Fraser Institute,' for the purpose herein declared. In order to prevent any difficulty arising in the conduct of the business of the Trust hereby created, it is my will and desire that Mr. Abbott,

as the Senior Trustee, shall have a second or duplicate voice in the event of any difference of opinion between him and his co-trustees. And in the event of a vacancy occurring in the said trust from any cause whatever, whereby the number of Trustees is reduced, from time to time, to one, it shall be the duty of the other, and he is hereby authorized to name a trustee to fill the vacancy so occurring, by a notarial instrument to that effect, and therefore the Senior Trustee shall always have a second or decisive casting vote in case of difference of opinion."

The amount of residue thus bequeathed to the Fraser Institute will amount, it is believed, to above \$125,000 after payment of all legacies. So munificent a bequest for so praiseworthy an object, has not been made since the donation of the Burnside property by the late Mr. McGill; and the beneficent intentions of the testator have so large a scope, and will be of such universal advantage, that it is scarcely possible to imagine a monument to the memory of Mr. Fraser which could be so lasting, or which could confer at once so much honour upon the memory, and so many benefits upon his fellow-citizens and their descendants for all time, as the noble endowment which he devoted the best days of his life to perfect and mature. And we have no doubt that the confidence which his long friendship with Mr. Abbott, his senior trustee, and the well-known interest taken by Judge Torrance in the project of a free library appeared to him to justify, will be sustained by the management of the important trust reposed in them.

It must be remembered, however, that magnificent as this bequest is, it will form but the nucleus for the establishment of such a public library and institute as this great and growing city should possess. And it is to be hoped that the example of Mr. Fraser will not be forgotten by its citizens when it occurs to them to apply their superabundance for the benefit of their fellow-creatures. And although it is not to be expected that another man of equal wealth will shortly be found with views so wide and so benevolent as Mr. Fraser held, yet we hope the public may confidently anticipate the constant acquisition of contributions in aid of the object to which Mr. Fraser has devoted the bulk of his wealth.

6 ACCURACY IN EDUCATION.

I do not know that there is anything, except it be humility, which is so valuable as an incident of education, as accuracy. And accuracy can be taught. Direct lies told to the world are as dust in the balance when weighed against the falsehoods of inaccuracy.

These are the fatal things; and they are all-pervading. I scarcely care what is taught to the young, if it will but implant on them the habit of accuracy. * * * Besides there is this important result from a habit of accuracy, that it produces truthfulness even on those occasions where a man would be tempted to be untruthful. He gradually gets to love accuracy more even than his own interests.—*Arthur Helps.*

Nature forever puts a premium on reality. A little integrity is better than any career. We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light.

Every man's task is his life-preserver.

A high aim is curative as well as arnica.—*Emerson.*

I do not think that there is a country where, according to the ratio of the population, there are so few ignorant and learned men as in America. There, primary instruction is within the reach of every one. Superior instruction is scarcely within the reach of any one.—*De Toqueville.*

7. ILLUSTRATIONS—NATURAL EXPRESSION.

Watch a group of school-boys eagerly engaged in their sports. Listen to the tones of their voices and their sharply defined cadences and inflections. The utterance, how quick and emphatic! When anger prevails, how the voices roughen! When peace returns how plainly does your ear detect the change! The school bell rings. Trace the same boys to the school-room and the class in reading. Listen to the dull, droning, mechanical, monotonous expression given to the words upon the printed page. What is the lesson to be learned by this? It is this: On the play-ground, Nature is the teacher. There the boy expresses an emotion *when he feels it, and as he feels it.* He makes no mistake in this matter, for the simple reason that he never undertakes to say what he does not understand. Teacher, here is the secret in a nutshell. All good reading springs from emotion. It does not raise from, nor is it to any considerable degree to be guided by rules. Your pupils will become good readers not by empty and parrot-like imitation of yourself, who, it may be, really understand the sentiments and feel the emotions expressed, but by being made *themselves* to understand and to feel.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for May, 1870.

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

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT., HIGHEST, LOWEST, RANGE, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, MONTHLY MEANS, TEMPERATURE OF THE AIR, WARMEST DAY, COLDEST DAY, TENSION OF VAPOUR.

Approximation. d 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. k Inland Towns.

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

a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

CORNWALL.—Rain on 10th, 11th, 12th, 21st, 23rd, 24th. PEMBERKE.—On 3rd, lightning, 15th, humming bird seen. CRICKET; solar halo, 18th, night hawk. FROST, 2nd, 5th, 6th, 17th, tinct currents of air at 1 P.M.; dull lightning and thunder in evening. GODERICH.—On 3rd, lightning; double rainbow in E. at 1st, 10th, 11th, 12th, 13th, 16th, 24th, 26th. The instruments were 27th, faint auroral light at 9 P.M.; about 9.40, zenith suddenly suffused with faint crimson for 14 minutes. LUNAR HALO, 6th and 12th, inches in 24 hours. 10th, rainbow, 10th, rainbow, 3.50 P.M. 11th, thunder and rain. STRATFORD.—On 3rd, sudden fall of the mercury. 9th, lunar halo. 23rd, Frost, 2nd, 3rd, 8th, and in the country on 22nd. Rain, 10th, 11th, 12th, 23rd, lightning, thunder and rain. FOGS, 4th and 17th. Rain, 3rd-7th, 23rd, 24th. absence of frosts and chilling rains and winds. STRATFORD.—On 3rd, lilac and currant bushes in leaf; mosquitoes

seen. 4th, thunder; soft maple, poplar and early apple trees in half leaf. 7th, wild plum and cherry trees in bloom. 10th, thunder and rain. 14th, cultivated plum trees in bloom. 18th, apple trees in bloom and trees generally in full leaf. Lightning, with thunder and rain, on 4th, 6th, 23rd. Wind storms, 5th and 23rd. Rain, 4th—7th, 10th, 11th, 16th, 21st, 23rd. Mean temperature of May for nine preceding years, 51°.14.

HAMILTON.—Plants observed in bloom as follows: 3rd, dandelion; 4th, cherries; 7th, strawberry; 9th, apple and plum; 16th, lilac; 17th, horse chestnut; 28th, early pease; 30th, meadow clover; 31st, fall wheat. 18th, leaves of pollonia just appearing. 20th, potatoes and Indian corn appearing. 10th, thunder; rainbow in NE, very low, at 4 P.M. 23rd, lightning with thunder and rain, and again with thunder and rain. Wind storms, 24th, 26th, 27th. Fog, 11th. Rain, 6th, 7th, 9th, 10th, 12th, 16th, 21st, 23rd. Month very dry, gardens suffering, while 14 miles SW abundance of rain has fallen.

SIMCOE.—Hail on 10th. Thunder, 19th. Lightning and thunder with rain on 4th, 6th, 23rd. Rain, 4th—7th, 16th, 21st, 23rd. Month marked by high temperature, low barometric pressure, and large rain fall. Vegetation rapid. Fruit promises to be remarkably abundant. All crops doing well.

WINDSOR.—Lunar halo on 6th, 9th, 10th, 12th, 14th, 15th, 20th. Lightning with rain, 19th. Lightning and thunder with rain, 4th, 6th, 18th, 21st, 22nd, 23rd. Frost, 10th. Wind storms, 24th, 25th, 26th. Rain, 4th—7th, 9th—12th, 18th, 19th, 21st—23rd.

VIII. Educational Intelligence.

TORONTO UNIVERSITY.—The Convocation of the Toronto University was held on the 8th inst., the Chancellor, Mr. Justice Morrison presiding. The business of the Convocation was commenced by Vice-Chancellor Crooks summoning forward to receive the degree of LL.D. the following gentlemen: D. Blain, S. H. Cochrane, J. George Hodgins, T. H. Spencer and Rev. D. Waters. The Chancellor complimented, in succession, each of the gentlemen on whom the degree had been conferred. Dr. Oldright introduced, for the degree of M.D., the following gentlemen: J. F. Graham, J. Hickman, W. H. Miller, J. C. McArthur, H. Richardson; each of whom was congratulated by the Chancellor. Mr. Moss introduced the following gentlemen, who received the degree of M.A.: E. M. Bigg, Rev. E. P. Crawford, Rev. J. E. Croly, W. G. Falconbridge, J. H. Hughes, W. Mulock, W. Macdonald, I. B. McQuesten, H. H. Ross, McL. Stewart, J. Somerville, J. Taylor, Rev. A. J. Traver, L. Woolverton. The Chancellor having congratulated the recipients of the degree, Dr. Oldright introduced for the degree of M.B. the following gentlemen: H. W. Arnott, T. J. W. Burgess, W. Burt, W. H. Ellis, A. Greenless, A. Hamilton, A. J. Johnson, W. E. Ledyard, R. C. Ogilvie, G. A. Pettigrew, T. N. Reynolds, P. J. Rowan, H. Robertson, C. M. Smith, J. Standish, D. F. Stone, J. E. White, A. D. Williams, W. J. Wagner. Mr. Falconbridge introduced the following gentlemen for the degree of B.A.: W. Armstrong, G. Baptie, W. D. Ballantyne, A. Carlyle, G. A. Chase, E. Cockburn, J. H. Coyne, S. R. Crickmore, A. D. Cruickshank, E. B. Edwards, T. E. Ewen, R. D. Fraser, G. Gibson, G. R. Grasset, R. Harcourt, W. Kay, T. Kirkland, T. W. Mills, W. Malloy, J. McColl, J. D. O'Meara, R. Pettigrew, H. A. Reesor, A. E. Richards, C. E. Ryerson, A. Sinclair, Z. C. Spencer. After the congratulations of the Chancellor, Mr. Moss presented Mr. H. Kippat for a diploma in Civil Engineering. Mr. Moss stated that the diploma had been well earned, and informed the Chancellor that during the year a great many matriculants had been admitted into the several classes in connection with the departments of Civil Engineering and Agriculture. The Chancellor, in a few complimentary observations, presented Mr. Kippat with his diploma. Mr. Grasset came forward, and read the prize poem in Greek Iambics. The poem was characterized by thoughts well expressed in harmonious language. Mr. Coyne then read the prize essay in French. The subject was interesting, and the grammatical construction, as well as the pronunciation, admirable. Professor Croft introduced the following gentlemen, who had taken prizes in the faculty of medicine: Gold Medal—A. Greenless; Silver Medal—T. J. W. Burgess, C. M. Smith, J. Standish, W. J. Wagner, W. Burt, A. D. Williams, T. J. W. Burgess; Starr Gold Medal—T. J. W. Burgess; Starr Silver Medal—1, A. Greenless; 2, W. J. Wagner. The Chancellor, in handing to each gentleman the prize awarded him, said he had much pleasure in presenting him with this certificate of success. Dr. McCaul introduced the following prizemen in the faculty of Arts: Classics—Gold

Medal—G. Gibson; Silver Medal—G. R. Grasset, J. H. Coyne; Mathematics—Gold Medal—A. Sinclair; Modern Languages—Gold Medal—J. H. Coyne; Silver Medal—1, G. A. Chase, 2, E. B. Edwards, 3, A. E. Richards; Metaphysics, Ethics, &c.—Gold Medal—J. D. O'Meara; Silver Medal—1, R. Harcourt, 2, W. Armstrong; Natural Sciences—Gold Medal—R. D. Fraser; Silver Medal—1, Z. C. Spencer; 2, G. Baptie; 3, A. Carlyle; 4, J. E. Ewen. The Chancellor, in presenting the gold medal to Mr. Gibson, said—I have no doubt your career will be an honour to yourself and to the University of Toronto, and I have much pleasure in presenting you the gold medal. The Chancellor, in presenting the silver medal to Mr. Grasset, said—I regret that the statutes of the University do not allow of your obtaining a gold medal; but I have much pleasure in presenting you with the silver medal, only regretting that I have not the opportunity of presenting you with a gold one. The other prizes in the Faculty of Arts were presented to each of the successful candidates in succession—Professor Cherryman, Mr. Pernet, Professor Bevin and Professor Croft, taking part in the distribution. The scholarship in the Faculty of Law was awarded to Mr. Cumming, and presented, in a few complimentary remarks, by Mr. Crombie. Professor Croft presented three scholarships in the Faculty of Medicine to the following gentlemen: First year, J. A. Close; second year, R. Zimmerman; third year, G. H. Cowan. Scholarships in the Faculty of Arts were presented to the following gentlemen; Professor Cherryman, Rev. Mr. Campbell, Professor Croft, Professor Wilson and Professor Bevins taking part in the distribution: Greek and Latin—1st year—1, F. H. Wallace (double); do., 2, A. C. Galt. 2nd year—1, J. Fletcher (treble); do., 2, J. White. 3rd year—1, J. Henderson; do., 2, W. Dale. Mathematics—1st year—1, W. F. King; do., 2, H. P. Milligan. 2nd year—1, J. W. V. Punshon; do., 2, W. J. Reid. 3rd year—1, W. H. Ballard; do., 2, J. R. Teefy. Modern Languages—2nd year—J. Fletcher. 3rd year—W. Houston (treble). Modern Languages and Natural Sciences—1st year—G. E. Shaw. Natural Sciences—2nd year—W. Forrest. 3rd year—H. Fletcher (double). Metaphysics and Ethics—2nd year—J. Black and P. Straith. 3rd year—1, J. R. Wightman (double). History and Civil Polity—3rd year—1, W. Houston and J. R. Wightman; 3, J. F. Fotheringham (double). General Proficiency—1st year—1, F. H. Wallace; do., 2, J. H. Long; do., 3, G. Stewart; do., 4, W. G. Robertson; do., 5, W. F. King; do., 6, J. Craig. 2nd year—1, J. Fletcher; do., 2, A. C. Killiam. 3rd year—1, H. Fletcher; do., 2, W. Houston; do., 3, J. F. Fotheringham. The Vice-Chancellor said that, in reference to these scholarships, he would make a few brief observations. He might remark, in the first place, that an agitation had been going on in England with respect to the introduction of the modern languages and natural sciences into the curriculum of the colleges; but this agitation had not yet been settled. He might claim for the University of Toronto that it was foremost in discovering what, in modern ideas, was considered to be necessary to a University system. In extending the scholarships, the University was simply giving so many aids to so many assiduous and deserving students, thereby enabling them to pass through the University. Fully 50 per cent. of the annual income was set apart for these scholarships, and there could be little doubt but that the outlay would end in satisfactory results. Mr. Pernet presented, in a complimentary address, the prize awarded to Mr. J. H. Coyne for his French essay. Dr. McCaul presented to Mr. Grasset the prize for Greek composition. He said that the composition reflected great credit on that gentleman, and although, in its utilitarian age, Greek Iambics might be regarded by some as of little account, still they were a proof of careful and accurate scholarship. It might be said in the future about Mr. Grasset, what had once been said of an Oxford man—*Regnavit in Attica celo*—he reigned in dramatic literature. Mr. Vandersmissen presented to Mr. G. A. Chase the prize for a German essay. Mr. Hirschfelden presented prizes to the following gentlemen for the oriental languages: First year, J. C. Yule; second year, S. J. McKee; third year, H. McPherson; fourth year, W. Armstrong. A prize was awarded to Mr. T. Kains (first year) for civil engineering. The Vice-Chancellor, amid loud applause, called

forward Mr. Coyne to receive the Prince's prize. The Vice-Chancellor said that the Senate, having had under consideration the best mode of taking advantage of the bounty of his Royal Highness the Prince of Wales, who placed in their hands a sufficient sum to found a prize in commemoration of his visit, had followed the principle they carried out last year. The Senate, last year, had thought fit to bestow the prize on the student who secured the greatest number of first classes in the several departments. This Mr. Coyne had done, having taken the first class in six departments and sub-departments. The Chancellor presented to Mr. Coyne the prize awarded him, which was an elegant silver standish. The Chancellor said—Before closing the Convocation, it is always common for the Chancellor to say a few words; but at this hour of the afternoon of a very hot day, and having sat here very patiently, in all probability most of you are anxious to go to your homes. As far as I am concerned, I have no doubt you feel that I have occupied your time sufficiently already, and that any lengthened statement would be trespassing on your patience. It is customary, however, on these occasions, to make a short *resume* of the progress of the University for the past year; and I only regret that my learned friend, the Vice-Chancellor, who gives so much time to the University, and pays so much attention to its working, is not occupying my place on this occasion. It is only this morning that I debated with myself whether I should or should not be present; for it comes rather monotonous, year after year, making the same statements. However, my duty is now to state very shortly the condition of the affairs of the University. I am very glad and exceedingly gratified—and every person who takes an interest in this institution must be the same—to find, not only excellence in the examinations of this year beyond those of former years, but also a sensible increase in the number of matriculants connected with the University. With regard to the degree of Doctor of Law, no person came up last year, but we have five now. With regard to Medicine, it is somewhat the same as last year; but in the matter of Arts, there is, I think, an increase of four—but there is an increase, at all events, in that department. As to Bachelors, we have about the same as last year; and with regard to the Engineering department, about the same. Honours, taking all things together, we have a large increase; and what I notice more particularly is, that with regard to the number of medical matriculants, though not so large now as last year, that arises from the fact that the medical matriculant is accepted just on the same footing as our own. The working of the institution the past year has not been excelled in any previous one. The increase in the number of students, and the excellence of the gentlemen who came forward for matriculation, are very remarkable, and I am much pleased, as no doubt you all will be, to learn that the University is finding favour in the Provinces. In former years a large number of students came from the Upper Canada College, and there was an impression that the most of the students came from Toronto. The past year not only shows the interest taken in the University, but these young men are coming from all parts of Canada. Upper Canada College has sent us 6, the Hellmuth College, in London, 5, the Galt Grammar School, 7 matriculants for the past year. Peterboro' has sent us 3, Port Hope 2, Whitby 5, and Yarmouth, Nova Scotia, 1, the Western Grammar School, 2, Cobourg, 1, Napanee, 1, Victoria College, Sarnia, 1, and we have one from Picton and one from Bowmanville. These facts show the interest taken by the people of the country in our University and College; and under all the circumstances, we have reason for congratulation. In former years we had something to say of the University, both as to its difficulties and as to the charges brought against us; but on the present occasion there is nothing to detain you. The institution is most prosperous; there are no difficulties to be met, and everything is going on as it ought to do. The future will show the benefits to be derived from this institution. All the young men who leave us will bring with them, wherever they go, the habits formed here; and the mode of life and habits formed in this institution are of such a character as to fit them to be most useful subjects and the best of citizens. Under these circumstances, I need hardly speak to such an intelligent assembly as

you of the advantages of a University education; or answer the objection that there is no necessity for it at the present day. The people of Upper Canada, particularly, are convinced for very many years of the necessity of a University education. Under these circumstances, much praise is due to those who have interested themselves in former years in the University, and they must feel deeply gratified at its present prosperity, and at the fact that not only the citizens of Toronto, but of other places, take such an interest in its welfare. With regard to the scholarships which have been referred to, I have no doubt that a great number of persons in the country are totally ignorant of their advantages. It is a great advantage to the country, and to the young gentlemen concerned in the matter, that the institution will enable them, at all events, to supplement their expenses, and give them an education of the very highest class. I may say—though the officers of the institution are personal friends of my own—that they are equal to their work, and second to none; and this I have heard from many quarters. This University stands superior for education to any other of the same size on the face of the globe. The rivalries of the Victoria College and University, and the Universities of Kingston and Montreal, have passed away, I am happy to say, and we find persons of all classes and creeds coming from all institutions, and taking advantage of the opportunities presented by the University of Toronto. I do not intend to disparage other institutions, for they are doing a great work, and are entitled to the greatest honours; and, as I stated on the last occasion, I state now—I have no feeling or prejudice in the matter, I will say no more on the subject, but will merely thank you for your attendance and countenance on this occasion. Three cheers were given for the Queen, and three more for the ladies, and the proceedings terminated.

The annual dinner of the University Association took place in the spacious dining-hall of the College last evening, when about one hundred gentlemen sat down to an excellent repast. The Rev. Dr. McCaul pronounced a Latin grace, and after ample justice had been done to the various good things provided, the Chairman proposed the usual loyal and patriotic toasts, which were drunk with the utmost enthusiasm. The toast of the "University of Toronto, and kindred Institutions," was most cordially received, and ably responded to by Mr. Justice Morrison, Rev. Mr. Arnot, Rev. Dr. Blaikie, and Mr. Boners. The "President and Professors of University College," proposed by the Chairman, and responded to by Dr. McCaul, Prof. Wilson, Mr. Justice Morrison, and others. The "Dominion and Local Legislatures," proposed in a very eloquent speech by the Chairman, was responded to at some length by Mr. A. Mackenzie, M.P., and Hon. Geo. Brown. The proposal of the toast of the "Honour Men of the year" was the signal for a tremendous outburst of applause, and the speeches of Messrs. Coyne, Gibson and O'Meara were frequently interrupted by cheers from their fellow-collegians. The remaining toasts of the "Literary and Scientific Society," "The Bench and Bar," "The Medical Profession," "The University Rifle Corps," "The Press," and "The Ladies," were each proposed and drunk most enthusiastically, and the entertainment came to a conclusion a little after midnight. The band of the 10th Royals were stationed in the gallery, and performed some favorite selections during the evening. —*Globe*.

—ALBERT UNIVERSITY CONVOCATION.—The fourth annual convocation of Albert University for conferring degrees, and awarding honors and prizes to the successful students at the recent examinations, was held in Ontario Hall, 30th ult. The Hall was crowded, the audience being one of the largest and most brilliant which ever assembled in the building. The convocation was opened by the Rev. Principal Carman, who, in doing so, explained the absence of Governor Howland, who had desired to be present, but was prevented by sickness, after which *Domine salvum fac*, an anthem composed by Prof. Crozier and conducted by him, was admirably sung by the ladies and gentlemen of the University, assisted by the Messrs. Crozier, Greaves, Davy and others. The Rev. Bishop Richardson then engaged in prayer, which was eloquently rendered and devoutly received. Mr. E. S. Wiggins commenced the

exercises by delivering his B. A. thesis on "Cometary Astronomy," in the course of which he gave a most interesting history of comets of ancient and modern times, and described the composition of these erratic celestial bodies and the orbits in which they move, and affirmed that planets are but comets in their perfected and settled state. The thesis was excellently delivered and well received. In the same order of exercises Mr. C. M. Bice followed, his subject being "Classics in a Liberal Education." The subject received full justice at the hands of Mr. Bice, whose excellent elocution and clear and forcible delivery received well-merited applause. At the conclusion of his exercise Mr. Bice, who is about leaving the University, took an affectionate farewell of his teachers and fellow-students. Mr. G. R. Cook delivered his Greek verse, *Cenone*, with commendable taste. Mr. J. A. Carman then read his Latin verse, *Zenobia*, with considerable fluency. Mr. D. C. Macintyre read his composition of English prose, the subject being the Rebellion of 1837, of which he treated at length, his view being extremely radical. His composition and its delivery were received with frequent applause by the students. We would advise this young man before again attempting another rehash of Dunscombe's grievances, and William Lyon Mackenzie's life, to consult other authorities. The composition was good enough, but the sentiment exceedingly bad, with a heavy draft upon a very vivid imagination for facts. Mr. R. C. Clute concluded the exercises by reading his English verse "Jerusalem Destroyed," a composition of much merit, excellently delivered, and well deserving of the applause with which it was received. Then came the conferring of Degrees, the awarding of certificates of honor, and the distribution of prizes won; the Rev. Principal Carman, in each instance adding a few kind words of advice, which received frequent applause. Admission to Degrees.—M. A.,—Gardiner, H. F.; B. A.,—Bice, C. M.; Wiggins, E. S. Prizemen.—General proficiency.—McMahon, E., Previous; Palmer, P. L., Matriculation. Physiology and Zoology.—Cook, R., Physiology, 2nd year; Barkey, P., Zoology, 2nd year; Carman, J. A., Physiology, 1st year. Chemistry.—Bice, C. M., Agricultural Chemistry; Palmer, P. L., Chemistry, 1st year. French.—McMahon, E., 2nd year; Cook, G. R., 1st year. English.—Wilson, J. P., 1st year; Crothers, T. W., Matriculation. Mathematics.—Haslett, T. C., 1st year. Metaphysics.—Barkey, P., 2nd year. The Sills Prize.—Macintyre, D. C. Greek Verse.—Cook, G. R. Latin Verse.—Carman, J. A. English Verse.—Clute, R. C. At the conclusion of the programme, Profs. Crozier and Wright stepped forward and presented Hon. J. S. McDonald, for Governor Howland, with a beautiful copy of the anthem *Domine Salvum Fac*, engraved upon tinted card board and covered with magenta coloured silk. In reply, Hon. J. S. McDonald thanked the gentlemen on behalf of the Governor, whose absence was due to sudden sickness. Little did he think, when voting for giving University powers to the Belleville Seminary, that he should see so many and so worthy Prize and Honor men as he had seen that day, and so well advanced in all the various branches of learning. For himself, he had not graduated from a seat of learning like this, but from a Grammar School, where he had been sent from a Common School, where he did chores for three hours before and three hours after school. Still no one felt more the necessity of the higher branches of education than he did. Teachers of Common Schools, in the days when he was young, had a salary of £2 ls. 4d, to receive which they had to take two trustees with them, and often travel from thirty to forty miles; and it often happened that the two trustees and the teacher got on a spree and not only spent the salary, but had to give a note to the hotel keeper for their horses to go home with. But since then, under the able administration of the Nestor of the present admirable School system, Dr. Ryerson, great changes had been wrought. What the University was to the Grammar School of the present day, the Grammar School now was to the Grammar School of his youth. In fact, Common Schools of the present time were superior to what Grammar Schools were when he was a boy. Look at the Normal School, in Toronto, whose graduates were doing such excellent work

throughout the land. And he was happy to say that graduates of Albert University were also filling prominent positions in the Grammar Schools in Ontario. He would relate an anecdote of a young student who was crossing the Penobscot, who asked the ferry-man in whose boat he was, if he had studied the languages, and on his answering no, said he had lost a third of his life, and again if he had learned metaphysics. The answer was again no; "then," said the student, "two-thirds of your life are gone." With that they struck a rock, and the ferry-man asked the student if he could swim, and the answer was no. "Then all your life is gone," said the ferry-man, and so it proved. He related this merely to show that those who were unfortunate enough not to have attained to the higher branches of education, were yet not to be sneezed at. Any young man of ability in this free country might rise to the highest position in the gift of the crown, even to that of Chief Justice. The Rev. Principal, in his address to Mr. Bice, had advised that young gentleman to abandon the law and take to farming. Now he himself had served in a store in all the grades as clerk and shopman; but the law was yet the most honest profession; and to any young man of good ability and perseverance, a brilliant career was open. The law, in fact, was the noblest profession in the land, except that of the ministry. Should Mr. Bice, however, turn farmer, he should be very glad, in company with the Principal, to pay him a visit, when he hoped to find him with a wife, an article which he would advise all young men to get, and as to selection, they need not look further than the brilliant galaxy of beauty around them. He had been in many a place in Ontario, but never had he seen so many lovely countenances before him at one time. He was not accustomed to addressing learned assemblies such as this; being accustomed to another arena, where he had something to fight, but here there was nothing to rouse him. The hon. gentleman concluded a very interesting speech amid loud applause.

Rev. Joseph Wild then came forward and announced that their distinguished visitor now offered a prize of \$100 to be given at their next Annual Convocation to the student showing the best general proficiency. The statement was received with hearty applause by the audience. Bishop Richardson said he had studied Canadian history, and had marked the course of their illustrious visitor, who had always demanded reasonable reforms, and had always, during his parliamentary career, recorded his vote on the side of liberality and progress. At the establishment of the college with University powers, the experiment had been looked upon as a doubtful one by many good men; but hard and earnest work made it a great success, and it now stood among the first educational institutions in the land. He hoped it would hereafter prove a blessing. Before concluding he would move a vote of thanks to Hon. J. S. Macdonald, for his liberality and his present visit. The resolution was briefly seconded by Hon. Lewis Walbridge, and carried by acclamation. Hon. J. S. Macdonald returned thanks for the resolution. The proceedings were then brought to a close by singing the National Anthem, and benediction by the Bishop.—*Belleville Intelligencer*.

—UPPER CANADA COLLEGE.—The annual distribution of prizes to the successful pupils at the recent summer examination in Upper Canada College, took place this year as usual. The visitors examined with pleasure a large number of fine paintings and drawings, the work of the pupils, who are under the careful instruction of Mr. Baigant, the drawing-master; and the pupils and master were deservedly praised for the very nice specimens which were on exhibition. Principal Cockburn presented the prizes, the list of which is as follows:—1st. His Excellency the Lieutenant-Governor's prize—Bruce, J., and Cameron, J. C., *eq.* 2nd. The classical—Bruce, J. 3rd. The mathematical—Dawson, A. 4th. The modern languages—Bruce, J. Grammar—Awarded for the best knowledge of the Grammars taught in the various Forms: English, Latin, French—Greek and German being optional. Open to [whole College, Bruce, J., Dawson, A., *eq.* Open to V. Form—Elliott, J. W. Open to IV. Form—Biggar, W. H. Open to III. Form, Div. B.—Wedd, W. Open to III. Form, Div. A.—Cleary, W. Open to II. Form, Div. B.—Waddell, J. Open to II. Form, Div. A.—Adas, W.

Open to I. Form, Div. B.—Williams, A. Open to I. Form, Div. A.—Wedd, J. C. Mathematics—Open to Form V. and all below—Harstone, L. Open to IV. Form and all below—Biggar, W. H. Open to III. Form and all below—McTaggart, E. W. Writing, Book-keeping and Arithmetic—English Department—Cruickshank, E. English Department, Form III.—1st, Inglis, R. M., Div. B. English Department, Form III.—2nd, Cleary, W., Div. A. III. Form—Writing—P. N. Thompson. II. Form—Writing—E. Scatcherd. I. Form—Writing—E. W. Hunter. English Composition.—VI. Form Cameron, J. C. V. Form—Snider, D. IV. Form—Fletcher, W. A. III. Form, Div. B.—Wedd, W. III. Form—Div. A.—Helm, C. J. II. Form, Div. B.—Leonard, C. II. Form, Div. A.—Dickinson, W. College Prizes—Drawing in Chalk—Patterson, A. D. Drawing in Pencil—Hodgins, F. E. Painting—Treadwell, F. M. Fencing—Gouinlock, G. Gymnastics—1. Open to whole College—Wood, E. 2. Open to boys below 15 years of age—Wood, E. 3. Open to 1st Form—Wood, E. College Boarding House—Good Conduct—Senior Division—Sprunt, J. D., Ryley, G. Junior Division—Thompson, P., Nanton, H. College Exhibitions—V. Form—1st. Elliott, J. W.; 2nd. Luke, A.; 3rd. Harstone, L.; 4th. Paterson, D. S. IV. Form—1st. Langton, W. A.; 2nd. Fletcher, W. A.; 3rd. Hodgins, F. E.; 4th. Richardson, B. These exhibitions are open to the whole Province, and the examinations are conducted entirely by gentlemen unconnected with the College. Principal Cockburn, in speaking of the large addition now being made to the boarding house, said that during the whole session, from the day of opening to the day of closing, every available corner had been filled, and still there had not been room enough to meet the ever increasing demand for accommodation within its walls. So great was this desire on the part of parents, that their sons should enjoy, as far as possible, the benefit of college supervision that the authorities had been compelled to provide temporary accommodation in three different houses until the present handsome addition to the college boarding house should be completed next September, when he hoped to find room for all from the various parts of the Province. He then referred to the provision made for healthy training and physical development, by the erection of the largest gymnasium in the Dominion, equipped with all the modern appliances. Also of the newly completed ball court, and of four large bowling alleys, which he hoped would provide the means of health and recreation, and thus materially diminish the temptations which idleness and listlessness present. The Principal then went on to remark that with increased numbers must come increased aid; and that accordingly due provision will be made, by which all the pupils resident in the boarding-house will enjoy the benefit of careful and judicious supervision of their evening and morning studies preparatory to the college lesson—such aid, in fact, as will incite and enable a boy to learn for himself, and thus early to train himself to habits of self-reliance. He next referred to the fact that no pupils from the grammar schools had come up this year to contest the scholarships so freely offered to all, and now tenable in the various grammar schools. But the Province, as against Toronto, had carried off no mean proportion of the college laurels. For while the college exhibitions are taken by College boys, it is worthy of notice that all the four exhibitions in the fifth form, and the first exhibition in the fourth form, are carried off by pupils whose parents do not reside in Toronto—the first exhibition in the fourth form being gained by J. W. Elliott, who, in one year, had not only passed through two forms, but had, at the end of the year, actually come out *head* of the form to which he had been promoted, and had thus reflected no mean honour on Kentucky, his fatherland. The Principal, in bestowing the highest honours of the College—the Lieutenant-Governor's prize—upon J. C. Cameron, who divided the honour equally with J. Bruce, who did not appear, paid a well-merited tribute to his father, Rev. J. Cameron, M.A., head master of Drummondville Grammar School, who, he stated, had sent forth a perfect galaxy of talent from that school, and had now crowned his well-earned labours in the noble position achieved this day by his son, whose energy, perseverance and attainments reflected the highest credit upon his early training. In the University of Toronto, the former pupils of the Upper Canada College have amply sustained the credit of their Alma Mater. For in the Faculty of Medicine, they carried off the Starr Gold Medal, and three silver medals; and in the Faculty of Arts, the gold medal in Classics, and two silver medals. Of Scholarships awarded in the Faculty of Medicine, Zimmerman again carried off the one for his year with first-class honours in every subject. In the Faculty of Arts, out of thirty-four scholarships awarded, the Upper Canada College gained fifteen, three of which were First Proficiency Scholarships in

the first, second and third years respectively. It is worthy of note that J. F. Fletcher again carried off a treble scholarship, while his brother, and Wightman, and Fotheringham and Wallace each secured a double. Such feats of scholarship were worthy of the highest commendation, and proved the thoroughness of the College training. Moreover, if we reckon the thirteen first-class honours, and the scholarships gained by former college boys at matriculation, we find no less than 67 first-classes have been awarded to them this session, besides two gold and five silver medals, and twenty scholarships, representing in mere money value upwards of \$2,000 in prize money. Three hundred and twelve boys had attended college since September 1st. The classes had accordingly been large, and the duties correspondingly laborious. The Principal hoped to secure additional aid to meet the growing demand, and he hoped at an early day to see greater provision made for instruction in modern languages, and an addition made to the college building to meet the demands of the age for scientific culture. The Principal then expressed his sincere regret that Mr. Martland, who has for the last seven years presided as resident master of the Upper Canada College boarding-house, had found it necessary to sever a connection which has been of incalculable benefit to the College and to the Province in general. It was gratifying, however, to know that Mr. Martland still retained his mastership in the College.

IX. Departmental Notices.

SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Upper Canada. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodists, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

TABLET READING LESSONS.

Being the First Book of Lessons in object form, in thirty-three sheets (By post, postage paid, \$1)	Price \$0 75
Mounted on 17 sheets of thin cardboard	" 1 75
Mounted on 17 sheets of stiff cardboard, varnished	" 2 75
Mounted on 33 sheets of stiff cardboard, varnished	" 3 50
Mounted on 33 sheets superior cardboard, varnished	" 4 50

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and Teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.