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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, TO PUBLIC SCHOOLS IN ONTARIO, FOR 1872.

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

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

The basis of apportionment to the several Municipalities for this year is the population as enumerated in the census of 1871. The total amount available for apportionment is \$25,000 more

than last year, and in addition to the increased amount available on the basis of population, those Townships in which there are feeble schools and a sparse population have been specially considered in the apportionment.

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

The grants will be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will be issued on or about 30th June, in favour of those Municipalities which have sent in duly audited school accounts and Inspectors' reports to this office.

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

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, June, 1872.

APPORTIONMENT TO COUNTIES FOR 1872.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottenburgh	\$726 00	
do for Separate Schools	\$53 00	
Kenyon	609 00	
Lancaster	523 00	
do for Separate Schools	\$19 00	
Lochiel	449 00	
do for Separate Schools	\$145 00	
	\$217 00	\$2307 00
Total for County, \$2,524 00.		
2. COUNTY OF STORMONT.		
Cornwall	\$624 00	
Finch	336 00	
Osnabrock	712 00	
Roxborough	413 00	
	\$2085 00	
3. COUNTY OF DUNDAS.		
Matilda	\$586 00	
Mountain	401 00	
Williamsburgh	581 00	
Winchester	503 00	
	\$2071 00	

4. COUNTY OF PRESCOTT.		
Townships.	Apportionment.	
Alfred	\$208 00	
Caledonia	159 00	
Hawkesbury, East	386 00	
do for Separate Schools	\$181 00	
do West	244 00	
Longueuil	\$49 00	176 00
Plantagenet, North	331 00	
do for Separate Schools	\$38 00	
do South	193 00	
	\$268 00	\$1697 00
Total for County, \$1,965 00.		

5. COUNTY OF RUSSELL.		
Cambridge	\$96 00	
Clarence	327 00	
Cumberland	359 00	
Russell	287 00	
	\$1069 00	

6. COUNTY OF CARLETON.		
Fitzroy	\$421 00	
Gloucester	579 00	
do for Separate Schools	\$9 00	
Goulbourn, (including \$35 for Poor Schools)	433 00	
Gower, North, (including \$20 for Poor Schools)	231	

COUNTY OF CARLETON—Continued.		
Townships.	Apportionment.	
Huntley, (including \$35 for Poor Schools)	361 90	
March, (do \$85 do)	250 00	
Marlborough, including \$35 for Poor Schools)	302 00	
do for Separate Schools	\$11 00	
Nepaan	547 00	
do for Separate Schools	\$76 00	
Osgoode, (including \$55 for Poor Schools)	515 00	
do for Separate Schools	\$65 00	
Torbolton, (including \$35 for Poor Schools)	127 00	
	\$161 00	\$3866 00
Total for County, \$4,027 00.		

7. COUNTY OF GRENVILLE.		
Augusta	\$635 00	
Edwardsburgh	644 00	
do for Separate School	\$22 00	
Gower, South	126 00	
Oxford on Rideau	482 00	
do for Separate Schools	\$16 00	
Wolford	314 00	
	\$38 00	\$2201 00
Total for County, \$2, 00.		

8. COUNTY OF LEEDS.

Townships.	Apportionment.
Bastard and Burgess, South.....	\$436 00
Crosby, North.....	262 00
do South.....	253 00
Elizabethtown.....	661 00
Elmsley, South.....	153 00
Escott, Front.....	171 00
Kitley.....	344 00
do for Separate Schools.....	\$9 00
Leeds and Lansdowne, Front.....	462 00
do do Rear.....	290 00
Yonge, Front.....	205 00
do and Escott, Rear.....	204 00
do for Separate Schools.....	\$16 00
	\$25 00 \$3441 00
Total for County, \$3,466 00.	

9. COUNTY OF LANARK.

Bathurst.....	\$396 00
Beckwith, (including \$30 for Poor Schools).....	273 00
Burgess, North, (including \$30 for Poor Schools).....	197 00
Dalhousie.....	212 00
do for Separate School.....	\$12 00
Darling.....	99 00
Drummond.....	303 00
Elmsley, North.....	174 00
Lanark.....	279 00
Lavant, (including \$30 for Poor Schools).....	61 00
Montague.....	392 00
Pakenham.....	298 00
Ramsay.....	396 00
Sherbrooke, North, (including \$30 for Poor Schools).....	57 00
do South, (including \$30 for Poor Schools).....	133 00
	\$12 00 \$3270 00
Total for County, \$3,282 00.	

10. COUNTY OF RENFREW.

Admaston.....	\$245 00
Algoma, (including \$20 for Poor Schools).....	106 00
Alice and Fraser, (including \$30 for Poor Schools).....	222 00
Bagot and Blithfield.....	141 00
Brougham.....	64 00
Broadley.....	126 00
do for Separate Schools.....	\$50 00
Brudenell, Raglan, Radcliffe and Lyne-doch, (including \$35 for Poor Schools).....	204 00
Graftan, (including \$20 for Poor Schools).....	156 00
do for Separate Schools.....	\$46 00
Griffith, (including \$40 for Poor Schools).....	56 00
Horton.....	156 00
McNab.....	350 00
Matawatchan, (including \$25 for Poor Schools).....	60 00
Pembroke.....	79 00
do for Separate Schools.....	\$
Petewawa, (including \$50 for Poor Schools).....	96 00
Rolph and Wylie, Buchanan and McKay, (including \$20 for Poor Schools).....	76 00
Ross, (including \$20 for Poor Schools).....	227 00
Sebastopol.....	80 00
Stafford, (including \$20 for Poor Schools).....	118 00
Westmeath.....	324 00
Wilberforce.....	240 00
	\$96 00 \$3126 00
Total for County, 3,222 00.	

11. COUNTY OF FRONTENAC.

Barrie, (including \$50 for Poor Schools).....	\$89 00
Bedford.....	187 00
do for Separate Schools.....	\$39 00
Clarendon and Miller, (including \$50 for Poor Schools).....	100 00
Hinchinbrooke.....	123 00
Kennebec, (including \$30 for Poor Schools).....	129 00
Kingston.....	472 00
do for Separate School.....	\$32 00
Loughboro', (including \$20 for Poor Schools).....	306 00
Olden, (including \$30 for Poor Schools).....	99 00
Oso, (do \$50 do).....	112 00

COUNTY OF FRONTENAC—Continued.

Townships.	Apportionment.
Palmerston and Canoto, (including \$30 for Poor Schools).....	97 00
Pittsburgh.....	507 00
Portland, (including \$20 for Poor Schools).....	354 00
Storrington, (do \$40 do).....	394 00
Wolfe Island, (do \$30 do).....	306 00
do for Separate Schools.....	\$60 00
	\$131 00 \$3275 00
Total for County, \$3,406 00.	

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$146 00
Anglesea and Kaladar, (including \$50 for Poor Schools).....	142 00
Camden, East, (including \$15 for Poor Schools).....	705 00
do for Separate School.....	\$22 00
Denbigh, Abinger, Ashby and Effingham, (including \$65 for Poor Schools).....	105 00
Ernestown.....	521 00
Sheffield, (including \$20 for Poor Schools).....	294 00
do for Separate School.....	\$48 00
	\$70 00 \$1913 00
Total for County, \$1,983 00.	

13. COUNTY OF LENNOX.

Adolphustown.....	\$93 00
Fredericksburgh, North.....	212 00
do South.....	184 00
Richmond.....	422 00
	\$911 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$406 00
Athol.....	214 00
Hallowell.....	437 00
Hillier.....	274 00
Marysburgh, South.....	263 00
do North.....	221 00
Sophiasburgh.....	332 00
	\$2147 00

15. COUNTY OF HASTINGS.

Carlow and Mayo.....	\$36 00
Elzevir and Grimsthorpe.....	173 00
Faraday and Dungannon.....	55 00
Hungerford.....	569 00
Huntingdon.....	351 00
McClure, Wicklow, Bangor, Herschel and Montegale.....	114 00
Madoc.....	428 00
Marmora and Lake.....	209 00
Rawdon.....	454 00
Sidney.....	647 00
Thurlow.....	636 00
Tudor, Wallaston, Limerick and Cashel.....	130 00
Tyendinaga.....	825 00
	\$4627 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$168 00
Brighton.....	438 00
do for Separate Schools.....	\$21 00
Cramahe.....	471 00
Haldimand.....	692 00
do for Separate School.....	\$21 00
Hamilton.....	704 00
Monaghan, South.....	143 00
Murray.....	447 00
Percy.....	452 00
do for Separate School.....	\$50 00
Seymour.....	511 00
do for Separate School.....	\$16 00
	\$108 00 \$4026 00
Total for County, \$4,134 00.	

17. COUNTY OF DURHAM.

Cartwright.....	\$309 00
Cavan.....	586 00
Clarke.....	705 00
Darlington.....	730 00
Hope.....	624 00
Manvers.....	503 00
	\$3,459 00

18. COUNTY OF PETERBOROUGH.

Townships.	Apportionment.
Asphodel.....	\$
do for Separate Schools.....	\$
Belmont and Methuen, (including \$20 for Poor Schools).....	214 00
Burleigh, Austruther, Monmouth, Cardiff and Chandos, (including \$100 for Poor Schools).....	189 00
Douro.....	329 00
Dummer.....	240 00
Dysart, Dudley, Harcourt, Guilford, Harburn and Burton, (including \$100 for Poor Schools).....	184 00
Ennismore.....	136 00
Galway and Cavendish, (including \$55 for Poor Schools).....	119 00
Harvey.....	82 00
Minden, (including \$35 for Poor Schools).....	133 00
Monaghan, North.....	180 00
Otonabee.....	
do for Separate Schools.....	\$
Smith.....	420 00
Snowdon and Glamorgan, (including \$20 for Poor Schools).....	69 00
Stanhope and Sherborne, (including \$20 for Poor Schools).....	38 00
	\$ \$
Total for County, 3,243.	

19. COUNTY OF VICTORIA.

Anson, Hindon and Lutterworth, (including \$100 for Poor Schools).....	\$163 00
Bexley, (do \$50 do).....	110 00
Carden and Dalton, (including \$20 for Poor Schools).....	146 00
Draper, Ryde and Oakley, (including \$60 for Poor Schools).....	126 00
Eldon.....	375 00
Emily, (including \$20 for Poor Schools).....	486 00
Fenelon.....	486 00
Laxton, Digby and Longford.....	150 00
Macaulay.....	106 00
Mariposa, (including \$30 for Poor Schools).....	689 00
Ops, (including \$20 for Poor Schools).....	432 00
Somerville.....	132 00
Stephenson, (including \$55 for Poor Schools).....	117 00
Verulam.....	331 00
	\$3849 00

20. COUNTY OF ONTARIO.

Brock.....	\$637 00
Mara and Rama.....	417 00
do for Separate School.....	\$25 00
Pickering.....	907 00
Reach.....	838 00
Scott.....	341 00
Scugog Island.....	108 00
Thorah.....	242 00
Uxbridge.....	586 00
Whitby, East.....	420 00
do West.....	396 00
	\$25 00 \$4892 00
Total for County, \$4,917 00.	

21. COUNTY OF YORK.

Etobicoke.....	\$355 00
do for Separate School.....	\$12 00
Georgina.....	244 00
Gwillimbury, East.....	484 00
do North.....	283 00
King.....	920 00
Markham.....	1003 00
Scarborough.....	568 00
Vaughan.....	942 00
Whitchurch.....	617 00
York.....	1044 00
do for Separate Schools.....	\$187 00
	\$199 00 \$6460 00
Total for County, \$6,659 00.	

22. COUNTY OF PEEL.

Albion.....	\$597 00
Caledon.....	589 00
Chinguacousy.....	753 00
Gore of Toronto.....	166 00
do for Separate School.....	\$26 00
Toronto.....	735 00
	\$26 00 \$2840 00
Total for County, \$2,866 00.	

23. COUNTY OF SIMCOE.

Townships.	Apportionment.	
Adjala		\$354 00
Essa, (including \$20 for Poor Schools)		539 00
Flos		216 00
Gwillimbury, West		373 00
Innisfil		661 00
do for Separate School	\$13 00	
Medonte, (including \$10 for Poor Schools)		323 00
Mono, (including \$10 for Poor Schools)		510 00
Monck, (do \$100 do)		166 00
Morrison, (do \$100 do)		174 00
Muskoka, (do \$100 do)		159 00
Mulmur		431 00
Nottawasaga		824 00
Orillia and Matchedash		189 00
do for Separate School	\$44	
Oro		537 00
Sunnidale		245 00
Tay		200 00
Tiny		395 00
Tecumseth		582 00
Tossorontio		193 00
Vespra		235 00
do for Separate Schools	\$20	
	\$77 00	\$7306 00
Total for County, \$7,383 00.		

24. COUNTY OF HALTON.

Esquesing	\$755 00	
Nassagaweya	366 00	
Nelson	568 00	
Trafalgar	618 00	
	\$2307 00	

25. COUNTY OF WENTWORTH.

Ancaster	\$616 00	
Barton	352 00	
Beverley	714 00	
Binbrooke	239 00	
Flamborough, East	461 00	
do for Separate Schools	\$18 00	
do West	394 00	
do for Separate School	\$26 00	
Glanford	251 00	
Saltfleet	342 00	
	\$44 00	\$3369 00
Total for County, \$3,413 00.		

26. COUNTY OF BRANT.

Brantford	\$843 00	
Burford	682 00	
Dumfries, South	427 00	
Oakland	136 00	
Onondaga	237 00	
	\$2325 00	

27. COUNTY OF LINCOLN.

Caistor	\$266 00	
Clinton	342 00	
Gainsborough	372 00	
Grantham	442 00	
do for Separate School	\$41 00	
Grimsby	384 00	
Louth	233 00	
Niagara	257 00	
	\$41 00	\$2296 00
Total for County, 2,337 00.		

28. COUNTY OF WELLAND.

Bertie	\$361 00	
Crowland	162 00	
Humberstone	304 00	
Pelham	309 00	
Stamford	347 00	
do for Separate School	\$22 00	
Thorold	308 00	
Wainfleet	329 00	
Willoughby	153 00	
	\$22 00	\$2273 00
Total for County, \$2,295 00.		

29. COUNTY OF HALDIMAND.

Canborough	\$148 00	
Cayuga, North	247 00	
do South	120 00	
Dunn	129 00	
Moulton and Sherbrooke	258 00	
Oneida	369 00	
do for Separate School	\$23 00	

COUNTY OF HALDIMAND—Continued

Townships.	Apportionment.	
Rainham		254 00
Seneca		404 00
Walpole		661 00
do for Separate School	\$13 00	
	\$36 00	\$2590 00
Total for County, \$2,626 00.		

30. COUNTY OF NORFOLK.

Charlottetown	\$504 00	
Houghton	261 00	
Middleton	401 00	
Townsend	673 00	
Walsingham	651 00	
Windham	567 00	
do for Separate Schools	\$23 00	
Woodhouse	475 00	
	\$23 00	\$3532 00
Total for County, \$3,555 00.		

31. COUNTY OF OXFORD.

Blandford	\$247 00	
Blenheim	787 00	
Dereham	718 00	
Nissouri, East	451 00	
Norwich, North	409 00	
do South	397 00	
Oxford, North	228 00	
do East	321 00	
do West	345 00	
Zorra, East	568 00	
do West	418 00	
	\$4889 00	

32. COUNTY OF WATERLOO.

Dumfries, North	\$486 00	
Waterloo	964 00	
Wellesley	624 00	
do for Separate Schools	\$78 00	
Wilmot	671 00	
do for Separate Schools	\$44 00	
Woolwich	685 00	
	\$122 00	\$3430 00
Total for County, \$3,552 00.		

33. COUNTY OF WELLINGTON.

Amaranth	\$239 00	
Arthur	331 00	
do for Separate Schools	\$110 00	
Eramosa	462 00	
Erin	655 00	
Garafraza, East	317 00	
do West	384 00	
Guelph	363 00	
Luther	218 00	
Maryborough	543 00	
Minto	598 00	
Nichol	318 00	
do for Separate School	\$19 00	
Peel	599 00	
do for Separate School	\$108 00	
Pilkington	244 00	
do for Separate School	\$40 00	
Puslinch	556 00	
	\$277 00	\$5827 00
Total for County, \$6,104 00.		

34. COUNTY OF GREY.

Artemesia, (including \$20 for Poor School)	\$440 00	
do for Separate School	\$9 00	
Bentnick, (including \$30 for Poor Schools)	651 00	
Collingwood	440 00	
Derby, (including \$30 for Poor Schools)	269 00	
Egremont	486 00	
Euphrasia	357 00	
Gleng, (including \$40 for Poor Schools)	476 00	
do for Separate School	\$63 00	
Holland, (including \$25 for Poor Schools)	395 00	
do for Separate School	\$30 00	
Keppel and Brooke, (including \$50 for Poor Schools)	317 00	
Melancthon, (including \$20 for Poor Schools)	271 00	
Normanby, (including \$40 for Poor Schools)	698 00	
do for Separate Schools	\$26 00	
Osprey, (including \$30 for Poor Schools)	403 00	
Proton	217 00	
do for Separate School	\$52 00	

COUNTY OF GREY—Continued.

Townships.	Apportionment.	
Sarawak, (including \$65 for Poor Schools)		149 00
St. Vincent		612 00
Sullivan		382 00
do for Separate School	\$6 00	
Sydenham		455 00
do for Separate School	\$38 00	
	\$224 00	\$7018 00
Total for County, \$7,242 00.		

35. COUNTY OF PERTH.

Blanchard	\$480 00	
Downie	410 00	
do for Separate School	\$50 00	
Easthope, North	369 00	
do South	280 00	
Ellice	337 00	
do for Separate School	\$18 00	
Elma	445 00	
Fullarton	357 00	
Hibbert	420 00	
Logan	393 00	
Mornington	446 00	
do for Separate School	\$22 00	
Wallace	440 00	
	\$90 00	\$4377 00
Total for County, \$4,467 00.		

36. COUNTY OF HURON.

Ashfield	\$479 00	
Colborne	299 00	
Goderich	445 00	
Grey	474 00	
Hay	479 00	
Howick	666 00	
Hullet	423 00	
do for Separate School	\$29	
McKillop	468 00	
Morris	486 00	
Stanley	468 00	
Stephen	476 00	
do for Separate School	\$59 00	
Tuckersmith	455 00	
Turnberry	394 00	
Usborne	471 00	
Wawanosh, East	326 00	
do West	309 00	
do for Separate School	\$29 00	
	\$117 00	\$7118 00
Total for County, \$7,235 00.		

37. COUNTY OF BRUCE.

Albemarle and Eastnor, (including \$120 for Poor Schools)	\$203 00	
Amabel	222 00	
Arran, (including \$50 for Poor Schools)	515 00	
Brant	737 00	
Bruce	463 00	
Carrick, (including \$30 for Poor Schools)		
do for Separate School	\$	
Culross, (including \$30 for Poor Schools)	502 00	
Elderslie, (including \$10 for Poor Schools)	465 00	
Greenock, (including \$20 for Poor Schools)	387 00	
Huron	502 00	
Kincardine, (including \$20 for Poor Schools)	524 00	
Kinloss	422 00	
Saugen, (including \$20 for Poor Schools)	337 00	
	\$	\$
Total for County, \$5,925 00.		

38. COUNTY OF MIDDLESEX.

Adelaide	\$359 00	
Biddulph	371 00	
do for Separate School	\$30 00	
Caradoc	623 00	
Delaware	310 00	
Dorchester, North	606 00	
Ekfrid	393 00	
Lobo	427 00	
London	1352 00	
McGillivray	561 00	

COUNTY OF MIDDLESEX—Continued.

Townships.	Apportionment.
do for Separate School.....	\$12 00
Metcalf	301 00
Mosa	393 00
Nissouri, West	438 00
Westminster	761 00
do for Separate School.....	\$24 00
Williams, East	351 00
do West	211 00
do for Separate School.....	\$51 00
	\$117 00 \$7,357 00
Total for County, \$7,474 00.	

39. COUNTY OF ELGIN.

Aldborough	\$431 00
Bayham	602 00
Dorchester, South	255 00
Dunwich	459 00
Malahide	683 00
Southwold	684 00
Yarmouth	684 00
	\$3798 00

40. COUNTY OF KENT.

Camden	\$504 00
Chatham	619 00

COUNTY OF KENT—Continued.

Townships.	Apportionment.
Dover	408 00
Harwich	711 00
do for Separate School.....	\$24 00
Howard	545 00
do for Separate School.....	\$10 00
Orford	383 00
Raleigh	409 00
do for Separate School.....	\$93 00
Romney	87 00
Tilbury, East	227 00
Zone	133 00
	\$127 00 \$4026 00
Total for County, \$4,153 00.	

41. COUNTY OF LAMBTON.

Bosanquet	\$544 00
Brooke	312 00
Dawn	137 00
Enniskillen	188 00
Euphemia	294 00
Moore	465 00
do for Separate School.....	\$27 00
Plympton	647 00
Sarnia	423 00
Sombra	352 00

COUNTY OF LAMBTON—Continued.

Townships.	Apportionment.
Sombra, for Separate School.....	\$66 00
Warwick	575 00
Total for County, \$4,030 00.	\$93 00 \$3937 00

42. COUNTY OF ESSEX,

Anderdon	\$156 00
do for Separate School.....	\$77 00
Colchester	359 00
Gosfield	368 00
Maidstone	253 00
Malden	193 00
Mersea	400 00
Rochester	264 00
Sandwich, East	461 00
do West	274 00
Tilbury, West	294 00
	\$77 00 \$3022 00

Total for County, \$3,099 00.

Nipissing,	\$220 00
Muskoka,	232 00
Parry Sound,	187 00
Manitoulin,	247 00
Algoma,	616 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1872.

CITIES.	Public Schools.	R. C. Sep'rate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Hamilton	2594 00	692 00	3286 00
Kingston	1103 00	423 00	1526 00
London	1707 00	240 00	1947 00
Ottawa	1245 00	1405 00	2650 00
Toronto	4682 00	2217 00	6899 00
	11331 00	4977 00	16308 00
TOWNS.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	114 00	124 00	238 00
Barrie	282 00	136 00	418 00
Belleville	690 00	209 00	899 00
Berlin	300 00	37 00	337 00
Bothwell	122 00		122 00
Bowmanville	373 00		373 00
Brantford	862 00	135 00	997 00
Brockville	451 00	177 00	628 00
Chatham	628 00	94 00	722 00
Clifton	122 00	76 00	198 00
Cobourg	447 00	99 00	546 00
Collingwood	348 00		348 00
Cornwall	250 00		250 00
Dundas	260 00	126 00	386 00
*Durham			471 00
Galt	471 00		471 00
Goderich	486 00		486 00
Guelp	657 00	189 00	846 00
Ingersoll	412 00	83 00	495 00
Lindsay	254 00	244 00	498 00
Milton	110 00		110 00
Napanee	365 00		365 00
Niagara	135 00	62 00	197 00
Oakville	137 00	70 00	207 00
Owen Sound	414 00		414 00
Paris	265 00	60 00	325 00
Perth	227 00	82 00	309 00
Peterborough	314 00	253 00	567 00
Pictou	247 00	44 00	291 00
Port Hope	629 00		629 00
Prescott	203 00	119 00	322 00
Sandwich	143 00		143 00
Sarnia	299 00	61 00	360 00
St. Catharines	589 00	378 00	967 00
St. Mary's	323 00	61 00	384 00
St. Thomas	270 00		270 00
Simcoe	228 00		228 00
Stratford	417 00	113 00	530 00
Strathroy	397 00		397 00
*Tilsonburgh			
*Walkerton			
Whitby	289 00	49 00	338 00
Windsor	523 00		523 00
Woodstock	490 00		490 00
	14543 00	3081 00	17624 00

* Included in County.

VILLAGES.

	\$ cts.	\$ cts.	\$ cts.
Almonte	256 00		256 00
Arnprior	211 00		211 00
Arthur	97 00		97 00
Ashburnham	147 00		147 00
Aurora	139 00		139 00
*Aylmer			
Bath	74 00		74 00
Bradford	139 00		139 00
Brampton	257 00		257 00
Brighton	167 00		167 00
Caledonia	153 00		153 00
Carleton Place	146 00		146 00
Cayuga	99 00		99 00
Chippawa	113 00		113 00
Clinton	248 00		248 00
Colborne	101 00		101 00
*Dresden			
Dunnville	179 00		179 00
Elora	156 00	28 00	184 00
Embro	59 00		59 00
Fergus	187 00	18 00	205 00
Fort Erie	103 00		103 00
Gananoque	248 00		248 00
Garden Island	94 00		94 00
Georgetown	158 00		158 00
Hawkesbury	206 00		206 00
Hespeler	98 00		98 00
Holland Landing	80 00		80 00
Iroquois	96 00		96 00
Kemptville	107 00		107 00
Kincardine	235 00		235 00
Lanark	91 00		91 00
Listowel	120 00		120 00
Lucan	115 00		115 00
Merrickville	114 00		114 00
Millpoint	106 00		106 00
Mitchell	222 00		222 00
Morrisburgh	142 00		142 00
Mount Forest	160 00	9 00	169 00
Newburgh	102 00		102 00
Newcastle	136 00		136 00
New Edinburgh	73 00		73 00
New Hamburg	123 00		123 00
Newmarket	175 00	41 00	216 00
Oil Springs	68 00		68 00
Orangeville	179 00		179 00
Orillia	163 00		163 00
Oshawa	275 00	117 00	392 00
Parkhill	159 00		159 00
Pembroke	185 00		185 00
Petrolia	326 00		326 00
Portsmouth	143 00	66 00	209 00
Port Colborne	75 00	47 00	122 00
Port Dalhousie	133 00		133 00
Preston	147 00	26 00	173 00
Renfrew	106 00		106 00
Richmond	422 00		422 00
Seaforth	168 00		168 00
Smith's Falls	102 00	39 00	141 00
Southampton	106 00		106 00
Stirling	96 00		96 00
Streetsville	76 00		76 00
Thorold	149 00	52 00	201 00
Trenton	137 00	84 00	221 00
Vienna	72 00		72 00
Wardsville	70 00		70 00
Waterloo	196 00		196 00
Welland	137 00		137 00
Wellington	64 00		64 00
Yorkville	270 00		270 00
	10056 00	527 00	10583 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1872.

COUNTIES.	Public Schools.	R. C. Sep'rate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1. Glengarry	2307 00	217 00	2524 00
2. Stormont	2085 00		2085 00
3. Dundas	2071 00		2071 00
4. Prescott	1697 00	268 00	1965 00
5. Russell	1069 00		1069 00
6. Carleton	3866 00	161 00	4027 00
7. Grenville	2201 00	38 00	2239 00
8. Leeds	3441 00	25 00	3466 00
9. Lanark	3270 00	12 00	3282 00
10. Renfrew	3126 00	96 00	3222 00
11. Frontenac	3275 00	131 00	3406 00
12. Addington	1913 00	70 00	1983 00
13. Lennox	911 00		911 00
14. Pr. Edward	2147 00		2147 00
15. Hastings	4627 00		4627 00
16. Northumber-land	4026 00	108 00	4134 00
17. Durham	3459 00		3459 00
18. Peterbor'gh			3243 00
19. Victoria	3849 00		3849 00
20. Ontario	4892 00	25 00	4917 00
21. York	6460 00	199 00	6659 00
22. Peel	2840 00	26 00	2866 00
23. Simcoe	7306 00	77 00	7383 00
24. Halton	2307 00		2307 00
25. Wentworth	3369 00	44 00	3413 00
26. Brant	2325 00		2325 00
27. Lincoln	2296 00	41 00	2337 00
28. Welland	2273 00	22 00	2295 00
29. Haldimand	2590 00	36 00	2626 00
30. Norfolk	3532 00	23 00	3555 00
31. Oxford	4889 00		4889 00
32. Waterloo	3430 00	122 00	3552 00
33. Wellington	5827 00	277 00	6104 00
34. Grey	7018 00	224 00	7242 00
35. Perth	4377 00	90 00	4467 00
36. Huron	7118 00	117 00	7235 00
37. Bruce			5925 00
38. Middlesex	7357 00	117 00	7474 00
39. Elgin	3798 00		3798 00
40. Kent	4026 00	127 00	4153 00
41. Lambton	3937 00	93 00	4030 00
42. Essex	3022 00	77 00	3099 00
Dist. of Muskoka	232 00		232 00
Nipissing	220 00		220 00
Parry Sound	187 00		187 00
Manitoulin	247 00		247 00
Algoma	616 00		616 00
			157862 00

GRAND TOTALS.

Counties and Tracts, (including \$2950 for Poor Schools.)	11331 00	4977 00	16308 00
Cities	14543 00	3081 00	17624 00
Towns	10056 00	527 00	10583 00
Villages			
			202377 00

II. 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 High School Stations, for MARCH, 1872.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spaton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—J. M. Buchan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., L.L.B.; Windsor—J. Johnston, Esq., B.A.

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

Approximation. a On Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. n Inland Towns.

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

REMARKS. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds. d Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm of light air; 10 denoting very heavy hurricane. e Solar halo 2nd, 13th, 25th. Lunar halo 18th 21st. f Snow, 4th, 6th, 10th, 11th, 14th, 17th, 19th, 24th, 26th, 31st. Rain 27th. g Wind-storms 4th, 19th, 20th. Snow 3rd, 4th, 9th, 13th, 15th, 17th, 21st, 23rd, 25th, 28th. Month unusually cold and rough. h Wind-storms, 6th, 9th, 19th, 20th. Snow, 9th, 10th, 13th, 14th, 17th, 20th, 23rd, 25th, 28th. Rain 10th. The coldest day so far this year was 6th March: temperature—19° 2. The month colder than January or February. BELLEVILLE.—Wind-storm, 19th. Snow, 4th, 9th, 13th, 14th, 23rd, 26th, 28th. Observer calls attention to the low temperature on 5th. Very high wind Sunday 31st. GODERICH.—Snow, 3rd, 16th—19th, 23rd, 26th, 28th, 29th, 31st. Rain, 9th. First snow seen 11th. STRATFORD.—Wind-storms, 4th, 6th, 19th, 20th, 23rd, 31st. Snow, 3rd, 4th, 9th, 13th, 14th, 17th, 20th, 23rd, 25th, 28th. Difference of mean monthly temperature from average of 11 years—9.90. HAMILTON. Wind-storm, 6th. Snow 2nd, 3rd, 8th, 9th, 13th, 14th, 17th—26th, 28th—31st. Rain, 9th, 25th, 26th, 28th, 31st. On 22nd large corona round moon, followed during night by a light fall of snow. 24th corona seen: ternaca officinatis found green. 27th robins heard.

SIMCOE.—Hail or sleet on nights of 8th and 30th. Windstorms, 4th, 13th, 15th, 19th—21st 23rd, 25th, 30th 31st. Fog 9th. Snow, 14th 18th, 23rd 25th, 30th. Rain, 9th, 10th, 30th, 31st. Much stormy weather and many ship-wrecks. On night of 30th very high wind East by North, attended by storms of snow, sleet and rain in succession. Telegraph poles thrown down. Intense cold on 2nd, 3rd, 4th, 5th, 6th, 20th.

WINDSOR.—On 17th, halo. Wind-storms, 8th, 9th, 18th—21st, 23rd, 30th 31st. Snow, 3rd, 4th, 8th, 15th, 18th, 22nd, 23rd, 29th, 30th. Rain, 18th, 25th, 30th, 31st.

III. Correspondence with the "Journal."

INTEREST THAT IS INTERESTING.

To the Editor of the Journal of Education.

SIR,—Mr. McLellan's note on one of the problems in the recent examination papers induces me to make a few remarks on a similar one which I have since noticed, on page 203 of Sangster's Algebra. Inferring from the answer, the text-book reasons that as \$1 is due the last day, \$2 the preceding one and so on, the whole principal is equal \$1 for $(1+2+3 \dots 60)$ days, or \$1 for 1830 days. Interest on \$1 for one day = $\frac{1}{1830}$ and for 1830 days = $\frac{1830}{1830}$; this divided by number of payments gives $\frac{1}{1830}$ ∴ daily payment = $1 + \frac{1}{1830} = \$1.00 \frac{1}{1830}$; or, in other words, it is assumed that \$1 plus interest on remaining debt is paid each day and that the sum of the payments divided by their number is the equated daily payment, = $\left\{ 2(1 + \frac{1}{1830}) + (60 - 1) \times \frac{1}{1830} \right\} \frac{1}{2} \div 60 = \$1.00 \frac{1}{1830}$. This evidently is unfair to the payer as he loses interest by part of his payment being made in advance. The following seems a better solution. Let a = daily payment.

Then 1st day's interest = $\frac{1}{1830} (60)$
 2nd " " = $\frac{1}{1830} (60 - a)$
 3rd " " = $\frac{1}{1830} (60 - 2a)$
 4th " " = $\frac{1}{1830} (60 - 3a)$ &c.

This being a series whose first term, common difference, and number of terms respectively are $\frac{1}{1830}, -\frac{a}{1830}$ and 60, we have

$$60a = 60 + \left\{ 2 \left(\frac{1}{1830} \right) + 59 \times -\frac{a}{1830} \right\} \frac{60}{2} \text{ whence } a = \$1.00 \frac{1}{1830}$$

Solving the \$5000 farm problem by the text-book principle, we get the annual payment = \$1437,50, while by the latter method above it is \$1422,01 $\frac{1}{100}$, making, on the whole, a difference of very nearly \$62.

Taking compound interest which only is fair we reason thus. Let a = daily payment as before, and r = daily interest on \$1. Then first day's principal and interest = $60(1+r)$; deducting daily payment $60(1+r) - a$ is left; this at interest for the second day amounts to $\left\{ 60(1+r) - a \right\} (1+r)$

Similarly, third day's amount = $\left\{ \left\{ 60(1+r) - a \right\} (1+r) - a \right\} (1+r)$
 " fourth " $\left\{ \left\{ \left\{ 60(1+r) \right\} (1+r) - a \right\} (1+r) - a \right\} (1+r)$

Deducting a and removing brackets we find the principal at the end of the fourth day = $60(1+r)^4 - a(1+r)^3 - a(1+r)^2 - a(1+r) - a$

In like manner, we find, at the end of the n th day the remaining principal = $60(1+r)^n - a(1+r)^{n-1} - a(1+r)^{n-2} \dots 1$
 = $60(1+r)^n - a \left\{ (1+r)^{n-1} + (1+r)^{n-2} + (1+r)^{n-3} \dots 1 \right\}$

= $60(1+r)^n - a \left\{ \frac{(1+r)^n - 1}{r} \right\}$ But when the debt is paid, the above expression = 0; therefore

$$60(1+r)^n = a \left\{ \frac{(1+r)^n - 1}{r} \right\}$$

whence $a = \frac{60r(1+r)^n}{(1+r)^n - 1}$ =, in the case before, to

$$60 \times \frac{1}{1830} \times \left(\frac{10001}{10000} \right)^{60} = \frac{\$01 \times 1 \cdot 010138}{010138}$$

Applying this to the examination question, we get $a = 5000 \times .06 \times 1.06^4$

$$1.06^4 - 1$$

The following somewhat similar question was discussed by the legal and commercial men of a town in Western Canada, but entirely

failing to agree they submitted it to the writer for his decision. It arose from a protested case in money-lending.

A lends B \$1000 payable in ten annual instalments of \$160 each. What rate per cent. simple interest does B pay for his money?

A majority thought his rate to be $10 \frac{1}{11}$ which is in accordance with the text-book principle, but from the following it will be seen that he paid the usurious per centage of $21 \frac{2}{7}$

Interest for first year = 1000r.
 " for second " = $(1000 - 160)r$.
 " for third " = $(1000 - 2 \times 160)r$.
 " for fourth " = $(1000 - 3 \times 160)r$ &c.

From this series we get the total interest $\$600 = 2800r$ where r = yearly interest on one dollar. Hence rate per cent. = $600 \div 28 = 21 \frac{2}{7}$

I am pleased to note, for reasons too many to mention here, the prominence given to commercial arithmetic by the central committee of examiners.

I remain, Sir,

Your obedient servant,

JOHN CAMERON.

COLLEGIATE INSTITUTE, }
 Cobourg, March 25th, 1872. }

To the Editor of the Journal of Education.

SIR,—In reading Huxley's "Lay Sermons," I have been struck with his assertion that the Christian Clergy are either in general ignorance of the truths arrived at of late years by science, or that they know and fear to communicate to those under their teaching doctrines which they think incompatible with faith in the Christian revolution.

There is no harm in profiting by this opportunity to

"See ourselves as others see us,"

Nor can we be wrong in availing ourselves of a hint from a professed opponent of our Faith.

And there is too much truth in the assertion that the Clergy have not headed the present movement of thought in the direction of physical science. The present generation of University men have been too often imperfectly instructed in chemistry, biology and geology. They are ignorant, and on the principle of "*unum ignotum pro terribili*," they amathematise such theories as that of Darwin, and patch up pseudo-geological systems (like that of poor Hugh Miller) ignoring the fact that the opinion of all best qualified to judge on scientific questions is against them. It is the old Inquisition spirit. Men of science reply with this anathemic of "bigotry," they argue that because many ignorant or partially instructed christian teachers dread science, that therefore science is formidable to christianity! And as they have the public press on their side, and as the scientific anathema is considerably shriller than that of the clergy, the latter are very generally condemned as ignorant bigots, and the study of the laws of chemistry and of natural history is supposed to lead in some unexplained way to scepticism! Holding that spiritual revelation and scientific research more on entirely different plans and therefore can never by any possibility come in conflict. I desire to prove to the study of science among them committed to any spiritual care. Much that Mr. Huxley puts forward with regard to the practical as well as educational value of popularized scientific teaching, seems to me well worth the attention both of the christian teacher and of those engaged in promoting the cause of education in this country.

Admirable as is our Canadian School System, I find few of our young men engaged as Public School teachers have any knowledge of the laws of chemistry, of geology, or physiology, (I speak of them who have not been pupils at the Normal School.)

The object of this letter is to submit to government whether it might not be well to encourage competent persons to deliver a series of lectures on these subjects in local townships. Much might in this way be done to interest the young men in knowing somewhat of the world in which they live. Witness the "Manchester Science Lectures" and to my own knowledge those delivered in Dublin by the Professor of the Industrial Institute and of the Dublin Society.

It is with this object that I propose giving a series of lectures in the Township of Huntley, having no fear whatever that anything worth being called Christian Faith can ever be endangered by any possible discovery as to the work and laws of nature's God.

I am, sir, with much respect,

Yours,

CHARLES PELHAM MULVANY, M. A.,
 Incumbent of Huntley.

To the Editor of the JOURNAL OF EDUCATION.

HUNTLEY, ONT. May 6, 1872.

DEAR SIR,—I am desirous of bringing under your notice a plan which I am adopting, in Huntley, of delivering a series of short and popular lectures on science, especially intended for the young men engaged as school-teachers, and for the farmer's sons, with most of whom education means only the time passed at school.

I beg to represent to you the great benefit to be derived from such a course, if followed out by the clergy (when competent) and I should like to advocate it in the columns of the JOURNAL OF EDUCATION. The enclosed may perhaps be inserted.

I should also wish to know whether the Government will for this purpose supply me with what I very much need—a set of electric apparatus sufficient to illustrate a popular lecture with some experiments shewing the ordinary phenomena.

The township of Huntley, though largely populated by my own congregation, is at present poor, having suffered from the great fire of 1870; therefore, I beg to suggest that a little help from Government in a matter so much concerning the cause of education would not be misapplied. A loan for a short time of the apparatus is all I would ask.

I have the honour to be, Yours faithfully,

Dear Sir,

CHARLES PELHAM MULVANY, M.A.,

IV. Papers on Practical Education.

1. TO TEACHERS WITHOUT "EXPERIENCE" AND WITH OUT "TRAINING."

We are now to consider the means by which an earnest and conscientious young teacher, who is debarred from the advantages of normal training, may nevertheless rise to distinction in his profession.

Visit and observe. Ascertain by inquiry which is the best school within your reach, and spend a day there. The teacher may or may not be a better teacher than you are; in either case your day will be well spent. If you are so fortunate as to have selected a good school, you will see some things worthy of imitation; but if you have got into an inferior school, you will have learned (what is of hardly less importance) many things to avoid.

But do not mount the teacher's platform and stare at the scholars as you would at the monkeys in a menagerie. You will not see the school to advantage till the teacher and pupils have lost the consciousness of your presence. Ask permission to sit among the boys (or among the girls if you are a young lady), and make yourself one of them. In half an hour they will forget they have a stranger among them; and in another half-hour the teacher will ignore your presence, too, and then the real work of your visiting-day begins. Do not take notes—at least during the exercises; at recess you may make some brief memoranda, but perhaps it is better to trust entirely to your memory. Teachers naturally object to have all their "faults observed, set in a note-book, learned and conned by rote," even though one does not mean to "cast them into their teeth" afterward.

Observe closely the following points: (a) The conditions of the school-room and play-ground before opening, as regards order, etc.; (b) the method of opening school; (c) the regulations regarding lateness; (d) the arrangement of the desks, recitation benches, maps, etc.; (e) the order of exercises; (f) the proportion of time assigned to each study; (g) the method of recitation in each subject; (h) the varying amount of interest shown by the pupils in the various studies; (i) the apparent effect of approbation or reproof on a pupil praised or blamed; (k) the effect of recess, calisthenic exercises, or singing, on the recitation immediately following any of these exercises: (l) the difference between the amount of attention given in the morning and the afternoon session; (m) the different effects produced by the teacher standing and the teacher sitting, by the teacher in one part of the room and in another part of the room; (n) the methods of moving the scholars into school and out of school, to the playground and from it, to recitation and from recitation. The catalogue of things to be observed is far from being exhausted, but what has been named will be sufficient for a sample.

After observation comes comparison. Compare the school you are visiting with your own school, in every particular named, and note especially those particulars in which they differ. If the differences seem to be very slight, your powers of observation are probably in fault; but they will improve with practice, and this is not to be your last school-visit. We expect you to spend one day

of every term in a similar way, even if you are compelled to pay for the lost (?) time—an outrage of which no school director, we hope, would be guilty. But even if the day has to be paid for, it must be taken; you cannot make an omelet without breaking eggs, and you cannot learn to be a teacher without making some sacrifice.

Now, having observed and compared the facts, the next inquiry is into the reasons. Why have you adopted one method, and why did your neighbour adopt another? Probably your host could throw some light on the subject, if he were not too tired to talk with you after his hard day's work. Let us hope that your way home-ward lies in the same direction as his, and that you wind up a day of close observation by an hour's conversation about what you have seen.

M. A. NEWELL.

—In *National Teacher*.

2. UNCONSCIOUS TUITION.*

As the unconscious tuition emanates from the inmost spirit of the teacher's life, not by accident nor lawless caprice, but in real accordance with the antecedent growth and quality of his character, so it is the most decisive energy moulding the interior life of the scholar. The whole divine economy, as respects our constitution, renders it impossible to detach the power of a man's speech from the style of his personal manhood. A handsome but heartless speaker never yet stole the secret of a sincere conviction. He may gain an unlimited admiration, but he is abridged of permanent strength. The climate of abstract and unembodied thought is a polar zone.

If there is a moral ingredient in the business of education at all, then, as with all other institutions that affect society, the question is paramount: What is the quality, temper, life of the speaking man? Personal relations, friendships, sympathies, clasped hands, answering eyes, touch, symphonious heart-beats, constitute the chief charm and privilege and joy of existence. We can easily conceive of all the bare *materiel* of instruction being conveyed into a schoolroom through a mechanism of pipes in the wall, or maps let down by pulleys, and its discipline administered by a veiled executioner, no heart-relations being suffered to grow up between teacher and taught. Into what sort of a bleak degradation would a generation be reduced by such a machinery?

Yet every teacher approaches to that metallic and unilluminated regimen who lets his office degenerate into a routine; who plods through his daily task-work like the treadmill wood-sawing horse in the railway-station shed, with no more freshness of spirit than the beast, and no more aspiration than the circular saw he drives; who succumbs to the deadening repetition, and is a virtual slave, yoked under bondage to the outside custom of his work.

All sorts of human service are more or less exposed to be paralyzed by this torpor of routine; but no intellectual profession stands in more peril of coming under the blight of it than that of the teacher, partly for the reason that the same lessons recur, and partly because of the distance of attainment separating the preceptor from the pupil. There are some lawyers who plead like parrots; some doctors who give medicine as mechanically as a trip-hammer smites iron; some preachers who preach only from the throat outward, fetching up no deep breaths from the region of the heart; some manufacturers whose mental motions are as hum-drum as their own shuttles, and engineers as automatic as the valves and levers of their engines. It is a greater mischief than we think, and strikes a deeper damage into the world's honour. Going through the whole lesson of life in the homeliest prose, from spade to sermon, from kitchen to church, from making loaves to making love, from marketing to marriage, such people dwarf down the whole wondrous majesty and mystery of our being to a contemptible carving-mill, turning out so many blocks or blockheads from so much timber. But the wrong done by it is never more disastrous than when it falls on the buoyant, the impressive, the affectionate, and aspiring soul of childhood. Let every beginner, on the threshold of his vocation, earnestly pray and strive to be saved from the doom of a routine teacher!

V. Papers on Education in various Countries.

1. THE AMERICAN SYSTEM OF EDUCATION.

The following statement of the system of education prevalent in this country was prepared at the request of Mr. Mori, Japanese Minister at Washington. It is to be translated into the Japanese

* From an admirable lecture on "Unconscious Tuition," by Right Rev. F. D. Hunt, London, D.D., Bishop of Central New York.

language for the use of the Japanese Government. It is probably the most authoritative statement of our educational system that has ever been put forth. The original draft was submitted to the scrutiny and criticism of a large number of the leading educational men of the country, and the form in which it now appears is the result of their suggestions and comments. It has received the approval and signatures of more than twenty presidents and ex-presidents of the leading colleges and universities of the country, and of twenty-three state superintendents of public instruction, besides a large number of prominent public men interested in education. The following is the statement:—

I. *Education Universal.*—The American people maintain in every state a system of education which begins with the infant or primary school and goes on to the grammar and high schools. These are called "public schools," and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

II. *Public Schools have been tried for 250 years.*—Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new state and territory which enters the Union.

III. *The well-known Advantages of Education.*—It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise, and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV. *State Action Indispensable.*—Universal education can not be secured without aid from the public authorities; or, in other words, the state, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. *The Schools are Free, are open to all, and give Moral, not Sectarian lessons.*—The schools thus carried on by the public, for the public, are (a) free from charges for tuition; (b) they are open to children from all classes in society; and (c) no attempt is authorized to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools as the basis of morality; and (d) the universal virtues—truth, obedience, industry, reverence, patriotism, and unselfishness—are constantly inculcated.

VI. *Private Schools allowed and protected by law.*—While public schools are established everywhere, the Government allows the largest liberty to private schools. Individuals, societies, and churches, are free to open schools and receive freely any who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

VII. *Special Schools for Special Cases.*—Special schools for special cases are often provided, particularly in the large towns; for example, evening schools for those who are at work by day; truant schools for unruly and irregular children; normal schools for training the local teachers; high schools for advanced instructions; drawing schools for mechanics; and industrial schools for teaching the elements of useful trades.

VIII. *Local Responsibility under State Supervision.*—In school matters, as in other public business, the responsibilities are distributed, and are brought as much as possible to the people. The Federal Government, being a union of many states, leaves to the several states the control of public instruction. The states mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system; subordinate districts or towns determine and carry out the details of the system.

IX. *Universities and Colleges essential.*—Institutions of the highest class—such as universities, colleges, schools of science, &c.—are in a few of the states maintained at the public expense; in most they are supported by endowments under the direction of private corporations which are exempted from taxation. Consequently, where tuition is charged, the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favourable laws and charters.—*Illinois Teacher.*

The first normal school, proper, in France, was established in 1803, and now she has 141.

The State of Connecticut offers to every school-district which shall raise a like amount, ten dollars the first year and five dollars each succeeding year for the purchase of apparatus, reference-books, and approved library books.

GIRLS' SCHOOLS IN NEW ENGLAND.

It is a fact not generally known to this generation that girls were wholly excluded from all our schools during the first 150 years of their existence, and it was not until 1808 that the statute recognized the fitness of woman to be a public instructor of the young. At first all the teaching was done by males, and it took more than 300 years to eradicate the prejudice against the employment of female teachers. In the enlightened towns and cities of Massachusetts girls were not allowed equal privileges with the boys in the public schools until about 1830. In Boston the first attempt to open the public schools to girls was made in 1790 by Caleb Bingham, a schoolmaster in that city, one of the earliest graduates of Dartmouth College, and the author of the *Columbian Orator*. He succeeded in getting the schools open to them during the summer months, when boys were scarce! This was continued until 1830, when the schools of Boston were thrown wide open to girls and boys. The record in New Hampshire is not much better. For 160 years the good people of Portsmouth made no provision for the education of females, and no regular instruction was provided for them until 1815. The academy of Exeter, like the college of Dartmouth, was opened to Indians and closed to women. It was not until 1823 that any institution existed in this State for the special benefit of women. In that year Adams' Academy was established in Derry, with L. P. Grand and Miss Mary Lyon as teachers. The latter subsequently found a wider field and imperishable fame at Mount Holyoke.—*Nashua Telegraph.*

3. FEMALE EDUCATION IN RUSSIA.

Female education is making rapid headway in Europe. A St. Petersburg correspondent of the *Augsburg Gazette* says that lately several Russian ladies, widows and unmarried, have come to the University of Zurich to devote themselves to the study of medicine and the sciences. The authorities of the University having previously denied admission to other Russian ladies who were not able to present the necessary certificate of capacity, the ladies who have now applied had the prudence to obtain beforehand from duly qualified examining committees all the certificates necessary for their entrance to the University.

4. EDUCATION AND CRIME.

The following extracts are taken from the recent report of the Eastern Penitentiary. It is to be very much regretted that the authorities of the Penitentiary do not report the number of *good scholars* among the convicts. The possession of the mere mechanical elements of knowledge, reading and writing, cannot be expected to have a very marked influence on the tendency to commit crime:

"The state of education on reception of the 240 prisoners was: Illiterate, 54; read only, 10; read and write, 176. That many of those who are recorded as being able to read and write do so very imperfectly is proven by the fact that of the 240 only 104 have attended school, and a number of these but for a few months, while 136 never went to school.

"It is a melancholy fact that numbers of our youth are growing up in ignorance and idleness, a condition most prolific of crime, and which, too, certainly leads, sooner or later, into this or similar institutions. Are there no means by which these poor unfortunates can be reached and rescued? Cannot the State devise a remedy for the evil? It is certainly a subject for the gravest and most patient investigation for all who have the welfare of their country at heart."

The report has the following suggestive paragraph concerning the importance of an industrial education:

"In close connection with education it is to be found the industrial relation of our population. A great deal has been said and written from time to time about the benefits to be derived from giving every boy in the country a trade—a knowledge of some business which will secure to him the settled means of earning a livelihood. I believe that the industrial relations and pursuits before conviction, as shown in the statistical tables of the prisoners received during the last year, will convince any one, who will give the subject due consideration, of the necessity of something being done in this direction. Of the 240 received, 216 were unapprenticed; 12 were apprenticed, and left before the expiration of the term; and while 98 professed to have worked at apprenticeable trades, 12 only were apprenticed and served out their time; leaving 86 who could have spent but a few months, or at most a year or two, at their trades, a time not sufficient for them to understand them, and for them to become a means of support."—*Pennsylvania School Journal.*

VI. Ontario Law Course.

NEW CURRICULUM FOR LAW EXAMINATIONS.

The Benchers have made a good many changes in the subjects and books for examination of the various grades of students. We give below a complete list as arranged for the future. The regulation as to graduates of Universities comes in force next term; the other changes next Hilary Term. All former requisites for call or admission as attorneys not mentioned in the subjoined information will remain in force.

ADMISSION OF STUDENTS-AT-LAW.

I. Graduates of any University in Her Majesty's dominions empowered to grant degrees will be allowed to enter without examination upon giving a term's notice, paying the usual fees, and presenting their diplomas to the Convocation.

Others than graduates will be examined in the following books:—Horace, Odes, Book iii.; Virgil, Æneid, Book vi.; Caesar's Commentaries, Books v. and vi.; Cicero, Pro Milone; Arithmetic, Algebra to end of Quadratic Equations; Euclid, Books i., ii. and iii.; Outlines of Modern Geography; W. Douglas Hamilton's History of England; English Grammar and Composition. The examination will be partly written and partly oral.

PRIMARY FOR ARTICLED CLERKS.

Articled clerks will be required to pass an examination in the following books before their service will count under their articles: Caesar's Commentaries, Books v. and vi.; Arithmetic, Euclid, Books i., ii. and iii.; Outlines of Modern Geography; W. Douglas Hamilton's History of England; English Grammar and Composition; Elements of Bookkeeping.

INTERMEDIATE EXAMINATIONS.

1st Intermediate.—Williams on Real Property, Smith's Manual of Equity Jurisprudence, Smith's Manual of Common Law. The Act respecting the Court of Chancery (Con. Stat. U. C., chap 12,) C. S. U. C., chaps. 42 and 44.

2nd Intermediate.—Leith's Blackstone; in Greenwood's Conveyancing, the chapters on "Agreements," "Sales," "Purchases," "Leases," "Mortgages," and "Wills;" Snell's Treatise on Equity; Broom's Common Law; C. S. U. C. chap. 88; Stat. of Can. 29th Vic., chap. 28; the Insolvency Acts.

SCHOLARSHIP EXAMINATIONS.

1st Year.—Stephens' Blackstone, Vol. I; Stephens on Pleading; Williams on Personal Property; Griffith's Institutes of Equity; C. S. U. C., chap. 12; C. S. U. C., chap. 43.

2nd Year.—Williams on Real Property; Best on Evidence; Smith on Contracts; Snell's Treatise on Equity, the Registry Acts.

3rd Year.—Real Property Statutes in Ontario; Stephen's Blackstone, Book V.; Byles on Bills; Broom's Legal Maxims; Story's Equity Jurisprudence; Fisher on Mortgages, Vol. I., and chapters 10, 11 and 12 of Vol. II.

4th Year.—Smith's Real and Personal Property; Russel on Crimes; Common Law Pleading and Practice; Benjamin on Sales; Dart on Vendors and Purchasers; Lewis, Equity Pleading and Practice in this Province.

FINAL EXAMINATION FOR ATTORNEYS.

Leith's Blackstone; Watkin's Conveyancing, 9th edition. Smith's Mercantile Law; Story's Equity Jurisprudence; Leake on Contracts; The Statute Law; The Pleading and Practice of the Courts. Students will also be liable to be re-examined in all or any of the subjects of the intermediate examinations.

FINAL EXAMINATION FOR CALL.

Blackstone, Vol. I; Leake on Contracts; Watkin's Conveyancing; Story's Equity Jurisprudence; Stephens' on Pleading; Lewis, Equity Pleading; Dart's Vendors and Purchasers; Taylor on Evidence; Byles on Bills; The Statute Law; The Pleading and Practice of the Courts.

CALL WITH HONOURS.

In addition to the books for call only, candidates will be examined in Russell on Crimes; Broom's Legal Maxims; Lindley on Partnership; Fisher on Mortgages; Benjamin on Sales; Jarmin on Wills; Von Savigny's Private International Law (Guthrie's edition); Maine's Ancient Law. Candidates for call will also be liable to re-examination in any of the books for the intermediate examinations.

The fees are: for admission to the Society, \$50, for Attorney, \$60, for Barrister, \$100.

VII. Biographical Sketches.

1. JAMES DURAND, ESQ.

James Durand, late Registrar for the County of Frontenac, was the son of James Durand, Esq., of London, England, and was born in that city in 1799. His father settled in this country in 1805, and invested his means in land, a large portion of which purchase now forms part of the city of Hamilton—some time after which he was elected member for the County of Wentworth in opposition to the late Sir Allan Napier McNab—having served his term, he declined re-election and accepted the office of Registrar for the County, which office he held during the remainder of his life. The subject of our notice was only six years of age when he arrived in this country, and having obtained all the educational advantages the country then afforded, engaged in mercantile business at Dundas, dealing largely in wheat and flour, by which he lost a heavy sum. His integrity, enterprise and agreeable manners soon made him favourably known to the yeomen of the County of Halton, who on two successive occasions elected him to be their representative in Parliament. The County of Halton at that time comprised what is now Wentworth, Waterloo, Wellington, and part of Grey. Subsequently, on the division of the counties, he was elected for the County of Waterloo, thus giving him a Parliamentary career of twelve years. Mr. Durand's record in Parliament is said by those well qualified to speak on the subject, to have been characterised by more than ordinary talent, he having been a ready and fluent debater, a close, judicious reasoner, and possessed of a large amount of business tact and ability. On retiring from Parliament, he accepted for some years the position of city clerk of the City of Hamilton. The late Honourable Robert Baldwin offered him the Registrarship of the County of Frontenac and city of Kingston, the well-merited reward of political consistency, integrity and faithful adherence to his first and last principles, viz., those of the Reform party. Mr. Durand was twice married; first to a daughter of Dr. Rolph, and sister of the late Hon. Dr. Rolph. He married secondly Miss Attrill, who survives him. Mr. Durand has been Registrar of the County for upwards of twenty years, the duties of which he performed with great courtesy and punctuality, and to the satisfaction of all with whom he came in contact.—*Chronicle and News.*

2. JAMES DALLAS, ESQ.,

Mr. Dallas was born in Edinburgh in the year 1797, and emigrated to Canada in 1835, coming directly to Orillia, and settled on the property upon which he resided up to the time of his death. He and his brother purchased a large tract of land, and being possessed of capital and enterprise, did much to promote the settlement and growth of Orillia and the surrounding district. From an early period of his life, he took a strong interest and an active part in public affairs. In early life he was a Bailie of the city of Edinburgh—being a member of the Town Council when that body entertained King George IV., during his visit to Scotland, in 1822. He was second Warden of the County of Simcoe, when that office was an appointment of the Crown. He was also a Justice of the Peace, and for many years devoted his attention to the duties of the position with zeal, patience and impartiality, traits which marked the whole course of his conduct in every capacity, as a private gentleman or useful public member of the community. His magisterial duties conflicting with his principles—more particularly, we believe, in reference to temperance—he some time since discontinued his active services in connection with that office. Mr Dallas took a lively interest in various projects for the moral and mental improvement of the people of Orillia. He was first President of the Orillia Mechanics' Institute, and the Annual Addresses with which were inaugurated each season's operations during his lengthened term of office, and the lectures he delivered before the Institute, displayed culture and very considerable erudition. He was also many years, and at the time of his death, President of the Branch Bible Society in this town. Mr Dallas was a strict teetotaler, and both spoke and wrote strongly in favour of temperance principles.

When Mr. Dallas first settled in Orillia, the site of the present village was in possession of the Indians, who have since been removed to Rama. There were then but very few whites here, settled back of the Indian village. The Wesleyan Methodists were the first to introduce religious services into this region. They were followed by the Episcopalians, but it was not until ten years subsequent to the advent of the latter that Presbyterian services were established here. An upright and consistent member of the Presbyterian Church, Mr. Dallas was particularly liberal towards other denominations, and in these early days he frequently entertained the Bishop and clergy of the Episcopal Church, when officiating in

this village and vicinity. Those in difficulty of any kind, found in him a friend ever ready to sympathize, advise, or render pecuniary assistance, as might be required.

He was an ardent upholder of British institutions, and of the maintenance of the connection between Canada and the Mother Country. Mr Dallas was a contributor to several newspapers—more frequently since the establishment of a paper in Orillia, to the local press. Almost from the first issue of the original *Orillia Expositor* to the time of his last illness, the productions of his pen have continued to appear with more or less regularity. In the early days of the local paper in Orillia, when we had little or no experience in publishing, the editor found in him a wise counsellor and willing helper.

VIII. Miscellaneous.

1. THE OLD PROFESSOR.

BY THE LATE FRED. W. LORING.

The old professor taught no more,

But lingers round the college walks ;

Stories of him we boys told o'er,

Before the fire, in evening talks.

I'll ne'er forget how he came in

To recitation, one March night,

And asked our tutor to begin

“And let me hear these boys recite.”

As we passed out, we heard him say,

“Pray leave me hear awhile alone,

Here in my old place let me stay,

Just as I did in years long flown.”

Our tutor smiled, and bowed consent,

Rose courteous from his high-backed chair,

And down the darkening stairs he went,

Leaving the old professor there.

* * * * *

From out the shadows, faces seemed

To look upon him in his old place,

Fresh faces that with radiance beamed—

Radiance of boyish hope and grace ;

And faces that had lost their youth,

Although in years they still were young,

And faces o'er whose love and truth

The funeral anthem had been sung.

“These are my boys,” he murmured then,

“My boys, as in the years long past :

Though some are angels, others men,

Still as my boys I hold them fast.

There's one don't know his lessons now,

That one of me is making fun,

And that one's cheating ;—ah ! I see—

I see and love them every one.

“And is it then so long ago

This chapter in my life was told ?

Did all of them thus come and go,

And have I really grown so old ?

No ! here are my old pains and joys,

My book once more is in my hand,

Once more I hear these very boys

And seek their hearts to understand.”

* * * * *

They found him there with open book,

And eyes closed with a calm content ;

The same old sweetness in his look

That used to be when fellows went

To ask him questions and to talk,

When recitations were all o'er ;—

We saw him in the college walk

And in his former place no more.

2. THE NEW GOVERNOR-GENERAL'S ESTIMATE OF THE DOMINION.

At the Banquet given in his honour in Belfast the new Governor-General, Lord Dufferin, spoke as follows :—“There is one function of my great office which will prove a labour of love, and to the discharge of which I know I shall not be unequal, that which will consist in presenting myself to our fellow-subjects across the Atlantic as the embodiment and representative of that kind of feeling—of that deep sympathy—(hear, hear—) of that ceaseless and indestructible pride and affection with which all classes and all parties in this country regard the inhabitants of our great Dominion.—(Cheers.) Ladies and Gentlemen, you are, of course, aware that the Govern-

ment of Canada is strictly constitutional—(hear, hear)—that it reflects in all respects the institutions of this country, and that this resemblance is maintained not merely by the outward form of its machinery, but what is of far greater importance, by that spirit of dignified, moderate, and sagacious statesmanship which inspires the conduct of these distinguished men who have successively administered her affairs and directed the council of her legislation.—(Cheers.) Why, the mere creation of the Dominion, the union of the provinces, the concentration of power in the hands of an Imperial Parliament, whose jurisdiction now extends from ocean to ocean, is itself a proof of the patriotism, of the ability, and of the organizing power of the Canadian people.—(Hear, hear.) It is not to be supposed but that many local interests, prejudices, and traditions must have imagined themselves compromised by the absorption of the local legislature into the bosom of the mightier body ; but not only have the wisest counsels on the subject been permitted to prevail, and all minor jealousies been obliterated, but even those who most vehemently opposed the arrangement, when once the controversy was concluded have acquiesced in the settlement, and with a loyal and generous patriotism have done their very best to render nugatory their own misgivings, and to make the system they at one time found it necessary to oppose, work to the best possible advantage.—(Cheers.) Ladies and Gentlemen, who can now doubt the constructive power, the statesmanlike instincts, and the vitality of the future of a community whose Parliament and whose statesmen can already boast of such notable achievements in the art of government?—(Hear, hear.) But, Ladies and Gentlemen, to be the interpreter of the good-will of the people of Great Britain towards the inhabitants of Canada is not the only congenial duty imposed upon me by my office. There is another of an analogous kind, which it will give me hardly less pleasure to discharge. Side by side with the Dominion of Canada, along a frontier of more than 2,000 miles, extends the territory of a kindred race—(hear, hear)—who are working out their great destiny under institutions which, though differing in some of their outward respects from our own, have been elaborated under the inspiration of that same love of freedom which characterizes the English-speaking race—(cheers)—that reverence for law—that sober, practical statesmanship—(hear, hear)—that capacity of self-discipline—(hear, hear)—which characterize the English-speaking race.—(Cheers.) As the chief of the executive of Canada, and the representative of the British Crown, as the servant and spokesman of the British people, it will be my agreeable duty to exhibit on all occasions whatever of hospitality, courtesy, and friendliness to the citizens of the United States may most accurately exhibit genuine sympathy and good-will felt by this country for America, which, in spite of any momentary and superficial disputes that may trouble the outward surface of their amity, descends too deep down into the hearts of both peoples ever to be really shaken or disturbed. (Cheers.) It has been my good fortune to know a great number of distinguished Americans ; some of my dearest friends are natives of the States, and not the least of the pleasant anticipations which await me is the prospect of acquiring a better knowledge and becoming more intimately acquainted with the social and political organization of that great and prosperous nation. (Great applause.) But of course the most constant and absorbing duty of every one connected with the Government of Canada, and one not less agreeable than those to which I have alluded, will be that of fostering and advancing the development of the latent wealth and the enormous material resources of the vast territory comprised within my jurisdiction. Few people in this country have any notion how blessed by nature is the Canadian soil. (Hear, hear.) The beauty, majesty and material importance of the Gulf of St. Lawrence is the theme of every traveller, while the stupendous chain of lakes to which it is the outlet is well known to afford a system of inland navigation such as is to be found in no other part of the habitable globe. The inexhaustible harvest of its seas, annually gathered by its hardy maritime population, the innumerable treasures of its forest, are known to all ; but what is not so generally understood is that beyond the inhabited regions of the country, beyond the towns, the lakes, the woods, there stretches out an enormous breadth of rich alluvial soil, comprising an area of thousands of square miles, so level, so fertile, so ripe for cultivation, so profusely watered and intersected by enormous navigable rivers, with so exceptionally mild a climate, as to be destined at no distant time to be occupied by millions of our prosperous fellow-subjects, and to become a central granary for the adjoining continents. (Cheers.) Such a theme as this may well fire the most sluggish imagination, nor can there be conceived a greater privilege than that of being permitted to watch the development of an industry and civilization fraught with such universal advantage to the human race. (Cheers.) In fact, ladies and gentlemen, it may be doubted whether the inhabitants of the Dominion themselves are as yet fully awake to the magnificent destiny in store for them

(hear, hear,) or have altogether realized the promise of their young and virile nationality. Like a virgin goddess in a primeval world, Canada still walks in unconscious beauty among her golden woods and along the margin of her trackless streams, catching but broken glances of her radiant majesty, as mirrored on their surface, and scarcely dreams as yet of the glorious future awaiting her in the Olympus of nations. (Loud and continued cheering.)

3. HUMANIZING INFLUENCE OF PLANTS AND FLOWERS.

The success which has attended the introduction of plants and flowers as missionary agents in one of the institutions of the Children's Aid Society, indicates that these beautiful ministers of pleasure and refinement will, in the future, constitute an important feature of all charitable and reformatory work. When the Rivington street Industrial School was open four years ago, it was attended by some of the most incorrigible ragamuffins to be found in the city. They were gathered from the streets and docks, where they seemed to live day and night. Totally ignorant or oblivious of all law and morals, they were masters in all the arts of juvenile depravity, as it flourished in "Corlear's Hook" and "Mackerelville." The utmost vigilance on the part of the teachers was necessary to keep them from jumping out of the windows when there was any unusual commotion on the street. A band of music, a target excursion, or a fire-bell acted upon them like a match on a bunch of fire-crackers. The school is now one of the largest, most orderly, and prosperous in the city, and one of the most effective means of securing these results has been flowers. Plants and flowers raised in a conservatory presented to the institution, have been given weekly as rewards for proficiency in studies and punctual attendance, and the desire to obtain them has been very remarkable.—Upward of a thousand beautiful plants have in this way been distributed throughout the poorest section of the Thirteenth Ward. So that in hundreds of attic and basement windows may be seen beautiful specimens of geraniums, fuchsias, myrtles, coleas, ivies and other plants; beautiful pictures, sometimes with a very dark back-ground, but which, besides gratifying the eye, we trust leads the thoughts up to Him who said that Solomon in all his glory was not arrayed like one of these.—*N. Y. Times.*

4. REBREATHED AIR.

We do not know precisely how rebreathed air produces its deleterious influence, nor is it worth while to stop to inquire, in this discussion. It is certain that its effects are fatal to health. It would be absurd to assert that the frightful prevalence of consumption is due entirely to this agency; as all intelligent observers understand that there are many causes operating to produce or develop this disease. It is nevertheless probable that impure or rebreathed air is the greatest agent of evil in inducing, and rendering fatal, pulmonary affections. The crowded, badly-ventilated school-room, is often the place where, early in life, rebreathed air commences its deadly work. Not one schoolroom in a hundred, in this country, is a fit place in which to confine children six or eight hours of the day. The little ones are herded together in a promiscuous crowd; those of tender years and those more advanced, the feeble and the strong, the sickly and the well, are all subjected to the same hours of study, the same school discipline, and all breathe the same deleterious air. The hardy and the strong may be able to resist the influence of the poison; the weak and tender ones grow pale and haggard, and, struggling on through their school-days, live perhaps to the age of puberty, and then drop into the consumptive's grave. Will parents never awake to the enormity of this evil?

Small, ill-ventilated sleeping-rooms, in which rebreathed air is ever present, are nurseries of consumption. These are not found alone in cities and large towns, or among the poor and lowly.—Well-to-do farmers' daughters and sons in the country—those who live among the mountains, where God's pure air is wholly undefiled, are often victims of consumption. How is this explained? Look into their sleeping-rooms; examine into their daily habits of life, and the cause is made plain. Old-fashioned fireplaces are boarded up, rubber window-strips and stoves have found their way into the most retired nooks and corners of the land, and the imprisoned mountain-air is heated to a high point, and breathed over and over during the days and nights of the long winter months. It is certainly true that girls in the country take less exercise in the open air than those residing in cities. They appear to be more afraid of pure, cold air than city girls. Consumption is not less rare among females in the country than in cities, in the present age. It was not so formerly. The declarations of grandmothers and old physicians go to show that, fifty years ago, consumption was hardly known in the rural districts. The winds whistled

through the dwellings then, and the fires blazed and roared upon the hearth. Half the time, in the cold winters, "the backs of the inmates were freezing, while the front parts of the person were roasting;" and yet there was less rheumatism than now, and no consumption.

Whilst we have made changes in dwellings, workshops, and public buildings, which operate to sadly deteriorate and confine the interior air, the outside atmosphere is just as pure, just as healthful, as in the days of our ancestors. Let us adopt means to secure a full measure of this "pabulum of life," clear, undiluted, uncontaminated, day and night, during the hours of sleep and study. Let us live as much as we possibly can in the *open air*, and the measure of health will be greatly increased, and life prolonged.—*In Fireside Science.* JAMES R. NICHOLS.

5. EVILS OF TOBACCO USE.

Any one who cares to inform himself on the subject will, by reference to any standard medical authority, find that tobacco is classed among the powerful narcotics; and, by reference to any standard dictionary of the English language, he will learn that a narcotic is a drug which benumbs the nervous system, producing, in proportion to its strength and the weakness of the person using it, stupor and sluggishness. It lowers the vitality, and finally brings on dyspepsia and its universal concomitant, lowness of spirits; and if used a long time, and to excess, produces serious derangements of the liver, headache and dimness of vision, and not unfrequently palpitation of the heart, ending in sudden death, which the intelligent physician or coroner then pronounces to be "a visitation of Divine Providence."

A Bavarian correspondent of one of the leading American newspapers has lately endeavoured to make it appear that Baron Liebig is arrayed among the defenders of the use of tobacco, but does not venture to declare that that eminent chemist advocates its use by healthy people. He merely says that the Baron asserted, in a recent conversation, that during the late war between France and Germany, invalid soldiers manifested a great longing for segars, which, indeed, they would be very likely to do if they had previously acquired the habit of smoking, whether it was beneficial or baneful.

I have had a large experience in the class-room, and I say, without any exception, that I never knew a boy or young man who had used tobacco, in any form, long enough to allow of its taking hold of his system fairly, who led his classes, or even excelled in them. The characters of all such have been marked, so far as my experience is concerned, by inability to concentrate the mind steadily and continuously upon a given point, with a consequent lack of power to conquer knotty difficulties, and by general fickleness of purpose. These results would naturally follow from the use of a drug whose effects upon the human system are such as have been described above.

We hear ignorant and silly parents complaining, in every quarter, of the inefficiency of their sons—that they can no longer get them to apply themselves steadily to any useful pursuit—that, in spite of all the money they have expended on them, they are unable even to write a creditable business letter, or read intelligibly a passage from a favourite author, or even the morning paper—that they are inclined to spend their time in amusements that require no capacity or application of mind—in short, that they are thoroughly trifling and frivolous. Now I do not attribute these results exclusively to tobacco, for I am entirely convinced that other causes conspire to produce them, but I do assert that the almost universal use of that narcotic by the boys and young men of the present generation is one of the most efficient of the causes of this deplorable state of affairs, which are not, in my opinion, yet at their worst.

If these statements and inferences are even partially correct, I submit it to the teachers of Pennsylvania whether they are not in duty bound to present them and hold them up persistently before their schools.

Of the disgusting filth which results from the use of this drug, which renders it almost impossible for a gentleman to travel in a public conveyance without defiling his garments, and which has rendered us a by-word among the nations, I will here say nothing.—*Eboracum, in Pennsylvania School Journal.*

IX. Short Critical Notices of Books.*

—GENTLE MEASURES IN TRAINING THE YOUNG.—By Jacob Abbott.
—There are few questions connected with the early education of children that are not discussed in the course of the volume, with reference to the leading principle of which it treats; each topic is illustrated by a

* New York: Harper & Brothers; Toronto: Copp, Clark & Co.

variety of examples derived from practical life; and the whole treatment of the subject evinces the parental wisdom of the author, his deep insight into the juvenile nature, and his large experience in the work of education.—*N. Y. Tribune*.

—OUR GIRLS.—By Dio Lewis, M. D.—Dr. Lewis talks very plainly and sensibly, and makes very many important suggestions. He does not mince matters at all, but puts every thing in a straightforward and not seldom homely way, prespicuous to the dullest understanding. His style is lively and readable, and the book is very entertaining as well as instructive.—*Register*, Salem, Mass. It contains suggestions and teaching of precisely the kind that "our girls" everywhere need.—*N. Y. Independent*. Full of practical and very sensible advice to young women.—*Episcopalian*.

—WOMAN'S WORTH AND WORTHLESSNESS.—By Gail Hamilton.—To her mind, the author assumes that in a well-regulated social system woman would not be required to work; and from this starting-point she proceeds to show what are her duties in society as it exists, what she can and what she can't do, as well as what she ought or ought not to do. The book will be widely read, not only by women but by men, for it is full of common-sense and brilliant writing, and is interesting from beginning to end.—*N. Y. Evening Post*.

—THE BAZAR BOOK OF DECORUM.—A series of sensible, well-written, and pleasant essays on the care of the person, manners, etiquette, and ceremonials. The title *Bazar Book* is taken from the fact that some of the essays which make up this volume appeared originally in the columns of *Harper's Bazar*. This in itself is a sufficient recommendation—*Harper's Bazar* being probably the only journal of fashion in the world which has good sense and enlightened reason for its guides. The "Bazar Book of Decorum" deserves every recommendation.—*Independent*.

—LIFE AND LETTERS OF CATHARINE M. SEDGWICK.—Edited by Mary E. Dewey.—A very neat volume, wherein, thanks to the sympathetic tact of Mary Dewey, we have exhibited the beautiful qualities of mind and heart, the pure, useful, noble character, in a word, the "daily beauty" of Catharine Sedgwick's Life. Her letters, herein gathered, are the genuine and gracious embodiment of her nature. They are charming and cheering—a noble picture of disinterested womanhood. "The Life and Letters of Catharine M. Sedgwick" will add another delightful volume to the standard library of American biography.—*Boston Transcript*.

—LIFE AND TIMES OF THE REV. JOHN WESLEY, M. A.—By the Rev. Luke Tyerman.—Mr. Tyerman's work was fairly called for, both by the fact that no life of Wesley had been published for forty years, and because Southey's, the only one tolerably written as a literary performance, is the production of a writer who was not himself a member of the Society, who in few points of character resembled the subject of his memoir, and possessed no sources of information which were not already before the world. Mr. Tyerman is a Wesleyan minister, and his materials, both printed and in manuscript, have been accumulating for seventeen years. He has made most diligent use of them; and his history, in regard to its facts, is incomparably more full than any that preceded it.—*Saturday Review*, London.

—HEAT—SCIENCE FOR THE YOUNG.—By Jacob Abbott.—This book treats of the principles of combustion, and the chemical questions connected with that subject, of the correlation of forces, and the mechanical theory of heat. The information is brought down to the latest results of physical research. The most recent discoveries are described in language of great lucidity, and illustrated with impressive and forcible examples. The work is clothed in a slight dramatic form, which is adapted to win the attention of young readers, without impairing the precision of the statement.

—LIGHT.—By Jacob Abbott.—Treats of the theory of "Light," presenting a popular form the latest conclusions of chemical and opti-

cal science on the subject, and elucidating its various points of interest with characteristic clearness and force. Its simplicity of language, and the beauty and appropriateness of its pictorial illustrations, make it a most attractive volume for young persons, while the fulness and accuracy of the information with which it overflows commends it to the attention of mature readers.—*N. Y. Tribune*.

—LIFE OF THE STEPHENSONS.—By Samuel Smiles.—Mr. Smiles' book is one of the most attractive of biographies, both as regards the personal character of a poor man of genius, fighting out the battle of life with an exemplary valour, and, in a more general way, the history and progress of the railway system in the place where it originated. It contains every thing necessary to be known on that theme, and is as well written as it is comprehensive. It will be the popular life of the Stephenson, as Southey's book is the popular life of Nelson.—*New York Times*.

—FIVE ACRES TOO MUCH.—By Robert B. Roosevelt.—One of the pleasantest bits of satire we have read for some time. The author has written the book for the purpose of having a good-humoured fling at the writers of works which profess to show how, out of half a dozen acres of land anywhere, the veriest novice can make splendid profit and good time as a practical farmer. So Mr. Roosevelt tells us how, fired with the noble inspiration these books suggest, he got his five acres, built his house, bought his horse, cows, pigs and poultry, and went to work to convert himself into a successful agriculturist. His experiences are very droll, and the financial results he arrives at highly ingenious and satisfactory. There is not too much extravagance in the book—just enough to make one laugh, not enough to convert the mirth into broad farce and grotesquerie.—*Independent*.

—FAMOUS LONDON MERCHANTS.—By H. R. Fox Bourne.—Tells pleasantly, and with much casual information about commerce and foreign countries, the story of the lives of thirteen London merchants, from famous Dick Whittington to our honoured countryman, George Peabody. Most of them were self-made men, and surely no better incentives to a proper ambition can be placed before boys than these simple stories of real and honoured lives. It is a book, too, which boys will seize upon gladly, since it allows the subjects to speak for themselves, and attempts no moralizing. We know of no book which a father could better buy for his boys.—*N. Y. Evening Mail*.

—THREE SEASONS IN EUROPEAN VINEYARDS.—By William J. Flagg.—Besides being a summary of useful information concerning the produce of the grape, the present book contains an extremely pleasant sketch of travel, interspersed with many reflections of much interest and observations of considerable originality, affording a picture of a certain phase of French life unknown and unseen by ordinary tourists. It is full of that kind of entertaining reading which Sir Philip Sydney styles "trifle, triflingly handled;" and congenial fancy kindles over descriptions of the beautiful scenery, the oddities of local customs, the luxurious vineyards, the genial atmosphere, "the incense of fruitful summer, the incense of fruit-time," the village feasts and pastimes, and, rarest of all, the happy peasantry, not yet rendered unhappy by demagogues and visionaries.—*Round Table*.

—TRAVEL AND ADVENTURE IN THE TERRITORY OF ALASKA.—By Frederick Whymper.—This agreeable book of travel and adventure. * * * The purchase of Alaska by the United States Government has awakened a lively interest in that region; and whatever relates to its natural features, its inhabitants, its existing state, and its possible resources, comes to us with the two-fold charm of novelty and material interest. Mr. Whymper was able to take with him the requisite qualifications for breaking ground in that new and, in many respects, rough and uncivilized quarter, as the results of his exploration in the clearly-written and cleverly-illustrated volume before us testify. * * * All that is most original and striking in his narrative centres in his experiences of life in the lately-ceded territory, and in the estimate which

his graphic pictures of its physical aspects and of its people encourage us to draw for the future.—*Saturday Review*.

—THE STUDENT'S OLD TESTAMENT HISTORY.—Edited by William Smith, LL.D.—In the preparation of the text it is evident that great care has been taken to render the work one that, while reverent and recognizing the sanctity and claims of Revelation, should be suitable for the characteristic criticism and exegesis of the age. It is an excellent condensation of nearly all the valuable matter that criticism, historical, ethnographical, topographical, and chronological investigations have accumulated round the Old Testament Word of God.—*Presbyterian* (Chicago).

—THE STUDENT'S NEW TESTAMENT HISTORY.—Edited by William Smith, LL.D.—A valuable and cheap compendium of accurate information drawn from the most recent results of scholarship.—*Advance*. Sabbath-school teachers, and the more advanced pupils of Sabbath-schools, as well as intelligent private students of the Scriptures, will find this a helpful and remunerative volume.—*Congregationalist*.

—THE WEDDING DAY IN ALL AGES AND COUNTRIES.—By Edward J. Wood.—One of the most curious books we have seen for a long time. It is packed full of facts. Beginning with the institution of marriage, the author successively treats of all the strange and picturesque customs by which different peoples have given character and interest to the marriage ceremony. The past has been ransacked, and the present investigated. History, poetry, philosophy, archæology, have all been drawn upon, and the result is one of the most entertaining books we have seen for a long time.—*N. Y. Commercial Advertiser*.

—PRE-HISTORIC NATIONS.—By John D. Baldwin.—Mr. Baldwin has treated an interesting subject with great lucidity and breadth, while his reading and research are apparent on every page.—*Examiner and London Review*.

—SIGHTS AND SENSATIONS IN FRANCE, GERMANY, AND SWITZERLAND.—By Edward Gould Buffum.—Mr. Buffum's style is remarkably good and graphic, and his descriptions of the scenes he has witnessed are among the best we have seen—so simple, animated, and to the point. He seems to have had a genius for observation and the happy management of facts, and every thing he sees is distinctly seen by the reader as well.—*N. Y. Times*.

—JESUS OF NAZARETH—HIS LIFE AND TEACHINGS.—By Lyman Abbott.—This is remarkable for its valuable endeavours, first to prepare the way for the intelligent comprehension of the life of the Redeemer, by four preliminary chapters, which discuss: (1) the peculiarities, physical and otherwise, of the Holy Land itself; (2) the Jewish Commonwealth, its religious sanctions and moral precepts, its judicial peculiarities, its measure of popular education, its political economy, its national church, and its Scriptures; (3) the decay of that Commonwealth, the captivity, and the Roman subjugation; (4) the civilization of the Jews, and the whole manner of their dress, food, manners, pursuits, and daily life. The way thus being prepared, and the background painted in, the Christ is outlined and then coloured upon it, from Bethlehem to Calvary. Second, for the extremely fresh and interesting way in which the events of Christ's life are told. And third, for the temper of the book, which is unaffectedly written from the Christian stand-point, as Reuani's was from that of rationalism.—*Congregationalist*.

—SERMONS BY HENRY WARD BEECHER.—The published sermons of the Plymouth pastor, like wind-wafted seed, have carried the germs of a new life to all quarters of the world, and have awakened the immortal longings of the hunter in his prairie cabin, and the sailor on the distant sea. No one needs that we should speak of the exuberance of illustration and the felicity of expression that make these books as fascinating as the pages of old Thomas Fuller or the essays of "Elia." Everybody has come under the glamour of Mr. Beecher's style, and everyone of these pages abounds in his peculiar beauties. Here is no garden, but (according to the author's own lavish idea of the desirable) a whole prairie of flowers.—*N. Y. Times*.

—THE TEACHER, THE PUPIL, THE SCHOOL.—By Nathaniel Sands.—There are many excellent suggestions in this little treatise of Mr. Sands', who has evidently given much thought to the philosophy and the process of education. He would have a radical change in the system of teaching, by which there shall be less stuffing and more feeding; fewer books, and more of the living instructor's effort. It is a small volume, but compact with thought.—*New Bedford Mercury*.

—PICTORIAL FIELD-BOOK OF THE WAR OF 1812.—By Benson J. Lossing.—Mr. Lossing's industry is equalled only by his conscientiousness, which leads him to treat all parties to the War of 1812 with impartiality, and to give all the facts that throw light upon the contest. * * * The time has come when it is possible to write of it with candour as well as with spirit, as Mr. Lossing writes its history; and the time has come, too, when we are beginning to understand its real effect on the country, and when it is possible to discuss its character and its consequences in a philosophical manner, as Mr. Lossing discusses them. * * * The volume is beautifully printed. The paper and the binding are faultless. In fact, the book pleases the eye as much as it affords food for the mind. It should be in every library, public and private.—*Boston Traveller*.

—THE POLAR WORLD.—By Dr. G. Hartwig.—Those of our readers who are acquainted with Dr. Hartwig's former books on Physical Geography, especially his "Tropical World," will be disappointed by his description of man and nature in the Arctic and Antarctic regions of the globe. Whereas within the tropics the variety and abundance of nature throw man and his works into the shade, in the "Polar World" man becomes the most important and interesting animal. A great part of Dr. Hartwig's book is taken up with the adventures and hair-breadth escapes by land and sea—Norsemen, Finns, Cossacks, Russians, Dutch, English and Americans. Among these, the Finn philologist Castren is perhaps the most interesting. He wore out his life travelling across the frozen deserts of Northern Europe and Asia, from Lapland to Lake Baikal, studying the languages of the most remote tribes, and died soon after his return to the University of Helsingfors. Equally interesting is the account of the Cossack conquest of Siberia by the adventurous robber Yermak Timodajeff. The book contains several lively sketches of the natives of these inclement regions, including not only the Lapps, Samoyedes, Jakuts, etc., of Europe and Asia, but also the Esquimaux and Indians of Arctic America.—*Pall Mall Gazette*.

—FISHING IN AMERICAN WATERS.—By Genio C. Scott.—Contains a vast amount of information concerning the sea and fresh-water fishes of our American waters, the various methods of capturing them, the tackle to be employed, etc. Important in respect to fish-culture. This book, like the author of it, is eminently practical, and every angler ought to have it. We doubt whether there is another man in America capable of writing and illustrating, as Mr. Scott has done, such a book as this.—*Spirit of the Times*.

X. Educational Intelligence.

—BRUCE MINES SCHOOL, LAKE HURON.—A correspondent writes as follows:—The quarterly examination of the Public School for boys, taught by Mr. Pierce Langrell, was held on Tuesday, 12th ult., when several ladies and gentlemen of the place attended, and at the close expressed their satisfaction with the progress and intelligence of the scholars, and the consequent skill and industry of the teacher. Nothing daunted by deep snow and chilling frost, the boys had asked permission to decorate the school-room, and, notwithstanding the teacher's opinion that it was an unsuitable time of the year, their enthusiasm would not be restrained, so that the room was tastefully ornamented with evergreens, artificial flowers, &c. The prize examinations of both boys' and girls' schools were held the following week, when several gentlemen of the place kindly acted as examiners. Thanks to the liberality of the trustees, and the promptitude with which the Education Department had answered their application, a choice selection of prizes was dis-

tributed to deserving pupils on Friday afternoon, 22nd ult. On this auspicious occasion a goodly number of visitors presented themselves, when Mrs. James Williams was selected to distribute the boys' and Captain John W. Plummer the girls' prizes. Miss Groome, teacher of female school, was then presented with a handsome necklace from some of her pupils. James Williams, Esq., Superintendent of Wellington Mine, on behalf of the boys, presented Mr. Langrell two large and valuable volumes in which was inscribed, "Presented to Mr. E. P. Langrell by some of his scholars as a testimony of their respect and esteem." Mr. Langrell accepted the present amidst many expressions of sympathy from his scholars, and expressed his feelings in a few appropriate remarks. Mr. Langrell, I may say, completed his education at the Toronto Normal School, where he graduated "First Class."

—**DR. MAY'S LECTURE IN BELLEVILLE.**—The second lecture of the course before the Young Men's Christian Association was delivered last night by Dr. S. P. May, Clerk of Libraries in the Education Department, Toronto. The lecture, so called, was perhaps rather an exhibition than a lecture—embracing an elaborate display of chemical experiments, interspersed with incidents growing out of the subject. Dr. May commenced by detailing the diabolism practised by the ancients, the mode of discovery of the elements employed by them, the base uses to which their crude scientific discoveries were employed—following up in order the successive advancements made until the present time, when chemical agents are so largely employed in the industrial and commercial pursuits of life. Then he brought out his Laboratory of chemical and mechanical appliances, and exhibited to the audience the astonishing effects that can be produced by the subtle agents that have been discovered by the illustrious men of science, whose labours and experiments have added so much to human knowledge. The magnetic and electric forces were exhibited in various ways to the astonishment and delight of the uninitiated. The air pump and its uses were well shown, as well as the immense power of attraction. But perhaps nothing so astonished the audience as the burning of metallic magnesium—filling as it did the hall with a light rivalling that of the sun. The combustible character of chemicals was also exhibited—burning water, as well as the active celebrated Greek fire, the component parts of which he thought it not prudent to disclose. The audience was kept in rapt interest until about ten o'clock, when an exhibition *à la* the "Wizard of the North," entitled "The Sphinx," portrayed to the people how the deceptionists, who play tricks for money, deceive the people—closing with this ancient bodiless Egyptian head singing, in fine modern voice, the national anthem.

—**CONVOCATION AT QUEEN'S UNIVERSITY.**—The interesting proceedings attending the conferring of the degrees at the close of the session were held the 2nd of May. The ceremony began by prayer from the Rev. Principal, after which the prizes were distributed to the deserving candidates as published in our issue of yesterday. The utmost harmony prevailed, and the various successful candidates were cheered to the echo by their less fortunate compeers. The ceremony of laureation was then proceeded with, and the degree of B. A. was conferred upon Malcolm McGillivray, Collingwood, and James Cormack, Kingston, and of M. A. on John McIntyre, barrister of this city, and John Agnew, M. D., County Inspector of Schools for Frontenac. The Principal then, in a few well-selected words, addressed the graduates on their very honourable position, and the no less important duties connected therewith. His remarks were concise, and marked with that emphasis which always characterizes the public sayings of the very rev. gentleman. He then made an announcement of an additional scholarship for the students of the fourth year, to be competed for next session, on the subject of Biblical History. The general audience now retired, and the graduates proceeded in their convocation to elect fellows in the various faculties. The gentlemen selected were: In Divinity, Rev. J. Bain, D. D., Perth; in law, Hon. Vice-Chancellor Mowat, LL. D.

Toronto; in Arts, John McIntyre, M. A., of this city; in Medicine, Dr. Cluness, of California.—*Chronicle and News.*

GLENGARRY TEACHERS' ASSOCIATION.—The first regular meeting of the Glengarry Teachers' Association took place at Alexandria on the 1st inst. Most of the teachers in the county were present, and all took a lively interest in the meeting. Considering that this was the first meeting of the kind ever held in the county, it was an undoubted success. All the male teachers in the county enrolled their names as members of the association; and a constitution and by-laws were drawn out and unanimously adopted for its management. The subjects discussed were "School Government," led by A. Kennedy, and followed by A. Jamieson, High School Teacher, Williamstown, and John E. Campbell; "Object Lessons," led by A. W. Ross, Public School Inspector, and followed by others; "The best approved method of teaching the First Book of Lessons," and "Mental Arithmetic." The discussions were lively, and it is hoped beneficial to all the teachers present. About forty dollars were subscribed on the spot for the purpose of starting a Teachers' Library, and the prospects are so good that it is anticipated sixty dollars more will be subscribed within a few days.—*Cornwall Gazette.*

MR. WOODS' RETIREMENT.—Mr. Woods, the efficient Inspector of the Kingston Schools, in his remarks before the Board of Trustees on his retirement, said: Any person having his experience (Mr. Woods') was well aware of the large amount of work it entailed—the labours of an Inspector under the new regulations being increased fully ten-fold; it was one report after another, continuously, to the Education Department, Toronto, and unless they were prepared with care, and devoid of inaccuracies, they would be returned for amendment. Before taking his leave he wished to heartily return thanks for the kindness and respect with which he had been received and treated by the Board in the capacity of Superintendent during the past five years, the resignation of which would sever every tie existing between himself and the trustees, except that of good feeling and warm friendship; but in retiring, it was his ardent desire to see the interests of the Public Schools promoted. He had occupied the chairmanship of the Board of Examiners—that position will also be vacated by him, and the seat assumed by Prof. Dupuis, and he sincerely hoped and trusted that the same cordiality would continue between that gentleman and the teachers and employees of the Board, as when he had the office. Within the past five years, in all his intercourse and dealings with the Public Schools, he had no occasion to utter a complaint against any teacher or subordinate official; and now he thought, instead of murmurings, there were expressions of regret. The Chairman said he was sure that all deeply regretted the severance which had taken place between Mr. Woods and the Board. Had the duties of that gentleman as Principal of the Collegiate Institute not made it obligatory for him to resign the position of Inspector, there were none, he was certain, who could discharge the labours pertaining to that office to better advantage and meet the approbation of the public more than Mr. Woods. He had devoted many years to the profession of teacher of a prominent institution, was possessed of extensive experience, and was therefore better qualified for Inspector than any university graduate or professor of a College.—*Chronicle and News.*

XI. Departmental Notices.

REVISED GENERAL REGULATIONS RESPECTING THE EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS.

1. Every candidate, who proposes to present himself at any examination, shall send in to the presiding Inspector, at least three weeks before the day appointed for the commencement of the examination, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the testimonial required by the programme.

2. The examination, except in reading, shall be conducted wholly on paper. The special examination in the principles of linear drawing and vocal music is required of all candidates; but the further special examinations in linear drawing, on the blackboard, and practice of vocal music, provided for in Regulation 10 of the *Powers and Duties of Examiners*, are at the discretion of the Board.

3. The Inspector shall furnish to the Chief Superintendent, full numerical returns in all doubtful matters relating to the results of the examinations, and any points relative to the examinations, on which a majority of the Examiners do not agree, shall be referred to the Chief Superintendent for decision.

4. The candidates, in preparing their answers, will write only on one page of each sheet. They will also write their names on each sheet, and, having arranged their papers in the order of the questions, will fold them once across and write on the outside sheet their names, and the class of certificate for which they are competing. After the papers are once handed in, the examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them to the Education Department.

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

6. In examining the answers of candidates, at least two Examiners should look over each paper.

7. The Central Committee of Examiners appointed by the Council of Public Instruction will, in a paper, assign numerical values to each question or part of a question, according to their judgment of its relative importance. The local Examiners will give marks for the answer to any question in correspondence with the number assigned to the question, and the completeness and accuracy of the answer.

8. In order that a candidate may obtain a second class certificate, the sum of his marks must amount, for grade A, to at least two-thirds, and for grade B, to fully one-half of the aggregate value of all the papers; in both cases the greatest importance will be attached to accurate spelling. In order to obtain a third class certificate, the marks must be not less than one-half of the aggregate value of all the papers for certificates of that rank. A candidate for a second class certificate, who fails to obtain it, may be awarded a third class certificate, provided such candidate obtains what would be equivalent to fully one-half of the aggregate value of all the papers for a third class certificate.

9. The names of successful candidates shall be arranged alphabetically, in classes and grades.

10. In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room any book, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time or be obtained after the conclusion of the examination, the Examiners shall report the case at a general meeting of the Examiners, who shall reject the candidate if they deem the evidence conclusive.

11. After the Examinations of July, 1872, no person shall be eligible to be a candidate for a second class certificate, unless he shall have previously obtained a third class certificate, under the present system of Examinations, or a first or second class certificate under the former system of County Board Examination.

PAYMENTS TO TEACHERS.

SUPERANNUATION FUND.

The forty-third section of the School Act of 1871, declares that each male teacher holding a certificate of qualification, shall pay four dollars annually into the superannuated teachers' fund, and "each inspector of schools is hereby authorized and required to deduct (two dollars) half-yearly from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department." In doing so, he will have to see that the sum of two dollars, payable semi-annually to the superannuated teachers' fund by each male teacher, is deducted from each teacher's half-yearly salary, whether paid direct to the teacher by the trustees or by order on the inspector.

Where trustees pay to, and a male teacher receives from them, his whole salary, without accounting to the inspector for the half yearly payment to the superannuation fund, the inspector should notify the trustees that until the money is sent to him no further apportionment will be paid to their school. This would effectually prevent the evasion sometimes practised in this matter.

Any cheques for school money due a section, must be made payable to the (qualified) teacher or his order, and to no other person; and no cheque shall be given to such teacher except on an order signed by a majority of the trustees of the school section, and attested by a lawful corporate seal, and then only for the time during which the teacher has held a legal certificate of qualification, not cancelled, suspended, recalled or expired.

In giving cheques to male teachers the half-yearly payment of two dollars to the superannuated teachers' fund must be deducted. In case trustees should pay male teachers in full out of the funds of the section and then give a cheque to their next teacher, (male or female), for the full amount apportioned to their section, the inspector, being responsible for the money, must deduct the two dollars already due, besides taking the remedial steps indicated above.

SUPERANNUATED TEACHERS' FUND.

EXTRACTS FROM THE SCHOOL LAW, 1871.

* * "On the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum."

* * "Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums thus paid in by him to the fund."

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.

The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1.) Teachers who became superannuated, or worn out, on or before the first day of January, 1854, and who produce the proofs required by law, of character and services as such, may share in this fund according to the number of years they have respectively taught a Public School in Ontario, by depositing with the Chief Superintendent of Education, the preliminary subscriptions to the Fund required by law.

(2.) Every Teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated or worn out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach, up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars].

(3.) No Teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled from further

service, while teaching a Public School, or who shall not have been worn out in the work of a Public School Teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs according to the prescribed form and instructions. No certificate in favour of an applicant should be signed by any Teacher already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

NOTE.—With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the teacher was not employed, or for any year prior to 1854, even if the teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the teacher, as the years (from 1854) for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching for which a pension will be claimed.

NEW SCHOOL MANUAL.

In answer to various inquiries on the subject of a new School Manual we would say, that it is not thought desirable to publish a School Manual at present. Such a Manual should include in it the official regulations, but as they will not be revised until about the close of the present year (1872), or later, they cannot be embodied in the manual until then.

We would state, however, that the whole of the School Law and the general official regulations will be found in this Journal for May and June, 1871. Copies of these journals, when published, were sent by mail and addressed to each school corporation in Ontario. The supply is, however, now exhausted.

ASSISTANT TEACHERS' CERTIFICATES.

The question is sometimes asked if it be necessary that an assistant teacher should hold a legal certificate. We reply: It is absolutely necessary that he should hold one. The law expressly declares that every person receiving any part of the School Fund as teacher shall hold a legal certificate of qualification. The Superior Courts have also decided that trustees cannot legally levy a rate for the payment of a teacher who does not possess the necessary qualifications as such under the School laws.

ASSISTANTS IN HIGH SCHOOLS A NECESSITY.

Trustees of High Schools will bear in mind that they are required to employ an Assistant Master, in order to give effect to the new programme. The qualifications of these assistants are, that they shall either hold a Public School Teacher's certificate, or at least be certified as an undergraduate in the faculty of Arts, of good standing in some university in Her Majesty's dominions.

The Trustees of each High School, now being established, are required, and consent to employ *two* masters in their School, whatever may be the number of pupils in attendance. In justice to these new Schools, and in order to carry out the prescribed programme of studies in High Schools, this rule will, at the close of the current six months, be applied to all the High Schools in Ontario. When the application of the new principle of "payment by results" (authorized by the Act of last year), will come into force, it will necessitate a more thorough and satisfactory system of instruction than at present exists in many of the High Schools.

McGILL UNIVERSITY,
MONTREAL.
SESSION 1872-73.

THE CLASSES IN THE SEVERAL FACULTIES will open as follows:—

- FACULTY OF ARTS, September 16th.
- FACULTY OF MEDICINE, October 1st.
- FACULTY OF LAW, October 1st.

The Department of Practical Science in the Faculty of Arts, including Courses in Engineering, Mining, Practical Chemistry and Assaying, September 16th.

The Classes in the McGill Normal School will be open on the 2nd September.

In the Examinations in the Faculty of Arts, commencing September 16th the following Scholarships and Exhibitions will be offered:—

- First Year 3 Exhibitions—2 of \$125; 1 of \$100.
- Second Year 3 Examinations—2 of \$125; 1 of \$100.
- Third Year 4 Scholarships, tenable for two years, of \$100 to \$125 yearly.

The Calendar containing details of all the above Courses may be had on application, post-paid, to the undersigned.

W. C. BAYNES, B.A.
Secretary.

July 6.

TRUSTEES' INCOMPLETE RETURNS.

Some Inspectors complain of the very great incompleteness of many of the school reports received from Trustees of rural sections, and ask what they should do with them? By reference to the reports themselves, Trustees will see that the Inspectors are directed to return to them all incomplete or incorrect reports. The law declares that a School Section shall forfeit its share of the School Fund, should its Trustees fail to furnish the Inspector with a full and satisfactory report yearly and half yearly. It will, therefore, save the Inspectors a good deal of time and trouble, and the Department some delay, if the Inspectors will promptly return to the Trustees all imperfect reports, so as to have each column correctly filled up. Should an Inspector's Reports to this Department be incomplete, they will have to be returned to him so that the desired information may be obtained.

PRINTED SHEETS FOR SCHOOLS.

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|---|-----------------|---|
| 1. The New Programme..... | } Large Sheets. | } The ten sheets sent free of postage for 50 cents. |
| 2. The New Limit Table | | |
| 3. A Blank Time Table..... | | |
| 4. Duties of Pupils..... | } Small Sheets. | |
| 5. The Ten Commandments | | |
| 6. Library Regulations | | |
| 7. List of authorized Text Books..... | } Small Sheets. | |
| 8. Merit Cards and their uses..... | | |
| 9. Hints on constructing Time Tables..... | | |
| 10. Departmental Notices..... | | |

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

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All communication: to be addressed to the Editor, J. GEORGE HUGHES, LL.D., *Education Office*, Toronto.