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JOURNAL OF



EDUCATION,

Province of

Ontario.

VOL. XXIII.

TORONTO, SEPTEMBER, 1870.

No. 9.

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CONTRACT WITH TEACHER MUST BE UNDER SEAL, OTHERWISE TEACHER HAS NO LEGAL STATUS SO AS TO CLAIM AN ARBITRATION.

BIRMINGHAM V. HUNGERFORD ET AL.

Held, on demurrer to the avowry and cognizance set out below, that there is no right to arbitrate under the Common School Acts (C. S. U. C. ch. 64), unless the contract of service is entered into by the trustees with the employee in their corporate capacity, and evidenced by their corporate seal; and unless the contract has been so entered into, the person discharging the duties of teacher has no legal status as such.

This was an action of replevin for plaintiff's goods, seized by defendant Hungerford, as bailiff, under a warrant issued by the other three defendants, who professed to act as arbitrators under the Common School Act. The case was heard in the Court of Common Pleas. It was also heard in the Court of Queen's Bench. See next page.

The avowry stated that plaintiff, Birmingham, Alexander Graham, and Roderick Grant were school trustees, and Isabella McDougall was employed by them as a teacher, and performed the duties of teacher; but the written agreement between the said trustees and teacher was not sealed with the corporate seal, owing to one of the trustees (Birmingham) wrongfully refusing to affix the same, and keeping it in his possession against the will of the remaining trustees, that differences arose between the plaintiffs Graham and Grant, as such trustees on the one side, and said Isabella, as such teacher, on the other side, in regard to her salary and the sum due to her as such teacher, and the same was submitted to arbitration; that the trustees, after notice of an award (which was set out) and demand made, wilfully refused, &c., to perform the same, and to pay the teacher the moneys awarded; after one month after demand elapsed the arbitrators issued warrant to Hungerford (setting it out), and plaintiff's goods were seized.

This avowry was demurred to on many grounds, one being the invalidity of the alleged agreement with the teacher.

HAGARTY, C. J.—The act of 1860, ch. 49, sect. 12, says: "All agreements between trustees and teachers, to be valid and binding, shall be in writing, signed by the parties thereto, and sealed with the corporate seal."

The school trustees are created a corporation with a legal name, and hold all the corporate property (section 77 U. C. Consol. ch. 64), and by the section cited above they are formally to contract under their corporate seal.

If we attach any meaning to the clause cited, we think it must be that a person can only become a common school teacher by agreement under seal, and that any other agreement, verbal or written, would not be an agreement for that purpose with the school corporation. In this view we do not see how Isabella McDougall ever became a school teacher within the meaning of the Act.

It was argued before us that under the words of this Act (section 84), "in case of any difference between trustees and a teacher in regard to her salary, the sum due to him, or any other matter in dispute between them," the very subject of dispute might be the not affixing the seal or completing a valid contract. The answer is, we think, obvious, that no person should expect to become a teacher under the school corporation, or should commence the performance of any duties, with a view to remuneration from the corporation, without the essential preliminary of a contract under the corporate seal.

The moment it is settled that no agreement can be made except in the prescribed manner, there is nothing to bind the corporation in any manner or dispute between them and a teacher: no person has acquired the *status* of teacher.

If this person choose to give her services in teaching without any binding contract with the corporation, it may be possible that she has a remedy against any individuals who pledged their personal credit to her.

It seems clear to us that she is not a school teacher in the view of the Act. If this be correct the whole of the proceedings fail, and no arbitration under this statute has taken place, and of course the plaintiff's property has been taken without legal warrant.

Nothing, in our judgment, turns upon the statement of the wrongful withholding of the seal by plaintiff.

The provision in the statute as to the kind of contract required is one of a very wholesome character, and we ought to give every reasonable effect to it.

If the trustees desired to comply with an award on them to pay money, if they had not available funds on hand they might have to levy a rate for the purpose. To do this they should be correct in their proceedings. Sub. 20, sec. 27, of ch. 64, directs them to exercise all the corporate powers vested in them for the fulfilment of any contract or agreement made by them.

In *Stark v. Montague* (14 U. C. 473) it was held that no rate could legally be imposed for paying the salary of an unqualified teacher (*i. e.* uncertified), and that such a teacher could not legally receive any portion of the school fund. Section 80 says that no person shall be deemed a qualified teacher who does not, at the time of his engaging with the trustees, and applying for payment from the school fund, hold a certificate of qualification.

If the want of a certificate vitiates the rate, a similar reason would apparently avoid a rate levied to remunerate a person who had served without any binding agreement with the school corporation. In neither case would the person be a duly qualified teacher claiming money under contract with the trustees as such.

The late Mr. Justice Burns, in *Kennedy v. Burness* (15 U. C. 493), says: "A teacher may no doubt contract with the trustees, as such, personally on their part, and in such case they would be personally liable to carry out the contract. * * He can only invoke the extraordinary powers given for his protection, when he admits that his contract with the trustees is of such a character as that the school acts apply to it, and that it is made under them."

It is to be observed that this case was decided before the Act of 1860, and its provisions respecting agreements under them.*

We consider this objection fatal to the defence. It is therefore unnecessary to discuss the other.*

It is right, however, to notice the wording of section 9 of the act of 1860, on which defendants claim to have proceeded: "If the trustees wilfully refuse or neglect, for one month after publication of award, to comply with or give effect to an award of arbitrators appointed, as provided by the 84th section of the said U. C. C. S. Act, the trustees so refusing or neglecting shall be held to be personally responsible for the amount of such award, which may be enforced against them individually by warrant of such arbitrators within one month after publication of their award."

It would seem to be simply impossible to carry this section into effect. If they refuse for one month after publication they are to be liable, and award may be enforced against them by warrant within one month after publication.

This is another of those most unfortunate cases which have come before the courts in consequence of errors naturally committed in the exercise of statutable powers to decide claims and issue executions otherwise than by regular legal process. A most arduous and dangerous duty is imposed on arbitrators by directing them to issue their warrant for the seizure of property at the risk of being made trespassers for unintentional errors; but it is impossible to leave persons whose goods are forcibly and illegally seized without adequate remedy. The design for the avoidance of litigation and cost is most laudable; but experience demonstrates the almost impossibility of carrying it into successful operation. The substitution of the simple process of the Division Court (irrespective of amount) for the cumbrous and costly machinery of arbitration would remove all difficulty. The cost need be only a few shillings: here the costs mentioned in the award are \$25.

We have no course but to hold all the proceedings illegal, and that plaintiff is entitled to judgment.

GWYNNE, J.—The avowry and cognizance, which are demurred to, when epitomized, profess to justify the wrong complained of in virtue of a contract in the avowry and cognizance respectively alleged never to have been entered into so as to have any legal effect.

The proceeding under the statute 22 Vic. ch. 64, which can only constitute a justification where there is a preceding valid contract, cannot afford a justification, when the absence of such a contract is admitted in the pleadings. The demurrer therefore must be allowed.

Judgment for plaintiff on demurrer.

The same case was also heard with by the Queen's Bench. See below.

GRAHAM v. HUNGERFORD, McDOUGALL, McRAE AND RUSSELL.

In the Court of Queen's Bench.

School trustees cannot be held liable under 23 Vic. ch. 49, sec. 9, for wilfully neglecting or refusing to comply with an award, without being first afforded an opportunity of explaining or justifying such non-compliance.

* During this Term, the Court of Queen's Bench, held the avowry bad on the other objection taken by demurrer, but not noticed in this judgment, in the case of *Graham v. Hungerford*, arising out of same arbitration.

Where, therefore, the defendant in replevin justified seizing the plaintiff's goods under a warrant of the arbitrators issued against the plaintiff and the other trustees for non-compliance with an award, but did not shew that the plaintiff was notified or called upon to shew cause before such warrant issued: *Held*, that the plea was bad.

Remarks as to the informality of the warrant.

REPLEVIN, Plea—That before and at the said time when, &c., to wit, during the year 1868, the plaintiff and John Birmingham and Roderick Grant, all resident freeholders of the school section hereinafter mentioned, were trustees of school section No. 6, in the township of Eldon, in the county of Victoria, duly elected in that behalf, and accepted and took upon themselves the duties of the said office of school trustees: that before the said time when, &c., and during the year 1867, one Isabella McDougall was employed by the trustees of said school section as a teacher, and entered upon and for a long time performed the duties of such teacher in said section; but the written agreement between the said trustees and teacher was not sealed with the corporate seal, owing to one of the said trustees, to wit, J. B., wrongfully refusing to affix the same, and keeping it in his possession against the will of the remaining trustees: that afterwards, and before the said time when &c., differences having arisen between the plaintiff and the said J. B. and R. G. as such trustees, on the one part, and the said Isabella McDougall as such teacher on the other part, in regard to the payment of her salary and the sum due to her as such teacher, the same were duly submitted to arbitration according to the statute in that behalf, and that defendants, Neil McDougall, Duncan McRae, and James Swan Russell, became and were the arbitrators duly appointed and authorized in that behalf, in accordance with the provisions of the said statute, to whom the said differences were to be and were so submitted, and by whom they were to be heard and finally decided according to the said statute: that the said arbitrators having duly required the attendance of all the parties interested in said reference, and of their witnesses, and having heard and considered the evidence produced before them, and all the provisions of the statute in that behalf having been complied with, they duly made and published their award of and concerning the said matters in difference, and thereby awarded that there was then due to the said Isabella McDougall as and for her salary as such teacher, the sum of \$160, with legal interest thereon from the first day of March, 1868, and ordered and awarded that the said sum and interest should be forthwith paid to the said Isabella McDougall by the said plaintiff and the said J. B. and R. G. as such trustees, together with the sum of \$25, the costs of the said reference and award: that the said trustees having had due notice of the said award, and after publication thereof and demand made upon them, wilfully neglected and refused to perform the same by payment of said money, and one month after such demand having elapsed, the said arbitrators, in pursuance of the said statute, duly issued their warrant directed to the defendant Richard Hungerford, in the words following:

PROVINCE OF ONTARIO, } We, the undersigned, arbitrators in the
County of Victoria, } claim of Isabella McDougall, v. The Trus-
Township of Eldon, } tees of School Section No. 6, in the town-
To wit: } ship of Eldon, in the county of Victoria,
by virtue of the authority vested in us by the Upper Canada Common School Acts, hereby authorize and appoint Richard Hungerford of the township of Eldon, after ten days from the date hereof, to collect from John Birmingham, Alexander Graham, and Roderick Grant, the trustees of school section No. 6, in the township of Eldon before named, or either of them, the sum of \$160, with legal interest thereon from the first day of March, 1868, till paid, and the further sum of \$25 for costs already incurred, in the claim of Isabella McDougall v. The Trustees of School Section No. 6, in the township of Eldon aforementioned, and to pay within eight days from the receipt thereof the amount so collected to James Swan Russell, of Kirkfield, in the township of Eldon, merchant, whose discharge shall be your acquittance for the sum so paid, and in default of payment on demand by the trustees aforementioned, namely, J. B., A. G., and R. G., you are hereby authorized and required to levy the amount by distress and sale of the goods and chattels of the aforementioned J. B., A. G., and R. G., or any of them, together with all such costs in your so doing as would be legal in proceedings issuing from the Division Court. Given under our hands and seals this eleventh day of December, in the year of our Lord, 1868, at Bolsover, in the township of Eldon aforementioned.

NEILL McDOUGALL, [L. S.]
DUNCAN McRAE, [L. S.]
J. S. RUSSELL, [L. S.]

Which said warrant duly made under the hands and seals of the arbitrators was thereupon, and before the said time when &c., de-

livered to the said defendant, Richard Hungerford, being the person named in such warrant, to be executed in due form of law, by virtue of which said warrant the defendant Richard Hungerford, as such bailiff in said warrant named, afterwards, and while it was in full force, to wit, at the said time when, &c., and within the limits of the said school section, pursuant to said warrant and the statute in that behalf, seized and took the goods and chattels of the plaintiff in the declaration mentioned for the purpose of levying thereout the moneys so awarded to be paid and directed to be levied as aforesaid, and which still remain wholly due and unpaid, as the said defendant Richard Hungerford lawfully might for the cause aforesaid, and detained the same until, &c.

The defendant Richard Hungerford, as bailiff, pleaded a similar plea.

Demurrer.—That the said plea admits that the appointment of the said Isabella McDougall was not legal and valid under the statute, and there could therefore be no legal or valid reference to arbitration or award between her and the trustees: that the award as alleged in the said plea is illegal and void; no valid adjudication of the fact of wilful neglect or refusal by the trustees, so as to make them personally responsible, is shewn; the warrant set out in the said plea is illegal and void, and shews no defence or justification for the taking of the plaintiff's goods.

MORRISON, J., delivered the judgment of the court.

The arbitration and award in the pleas mentioned were under the authority of the 84th and following sections of the Common School Act, Consol. Stat. U. C. ch. 64, and the 9th section of 23 Vic. ch. 49, which latter enacts, "If the trustees wilfully refuse or neglect, for one month after publication of award, to comply with or give effect to an award of arbitrators appointed as provided by the 84th section of the said Upper Canada Common School Act, the trustees so refusing or neglecting, shall be held to be personally responsible for the amount of such award, which may be enforced against them individually by warrant of such arbitrators within one month after publication of their award; and no want of form shall invalidate the award or proceedings of arbitrators under the school acts."

The chief question raised by these demurrers is, whether the defendants shew a good foundation to justify the issuing of the warrant under which the plaintiff's goods were seized: namely, that the plaintiff, as one of the trustees, wilfully refused and neglected for one month after publication of the award set out, to comply with or give effect to it; for unless that is shewn, the plaintiff could not be held personally responsible for the amount payable by the award, nor could the teacher or the arbitrators enforce the amount against him individually by means of a warrant issued by the arbitrators under the authority of the statute.

It must be borne in mind that the award itself is one between the school corporation and the teacher, and the duty of the trustees as forming that corporation is to comply with the decision of the arbitrators,—in the present case to pay the sums of money awarded forthwith, that is, after notice of the award and a proper demand made upon them as such trustees by the teacher, the person authorized to receive the money; and if after such notice and demand, the trustees, as members of the corporation, wilfully refuse or neglect for one month after publication of the award to comply with it by paying the amount awarded to the teacher, then the trustees so refusing or neglecting shall be held to be personally responsible, and the amount may be enforced against them by the warrant of the arbitrators. The statute is unfortunately silent as to the proceedings to be had before the arbitrators shall take upon themselves so grave a step as issuing an execution against the trustees personally; and when we consider that in most of such cases the persons appointed to be arbitrators will be persons unacquainted with legal proceedings, it is to be regretted that the provisions of the statute did not indicate the procedure in such cases. In the absence, however, of any directions in the statute, justice and common sense dictate that before such trustees can be held or declared personally liable, a warrant issued, and their goods seized and sold in this very summary way, that there should be some statement or complaint made by the teacher to the arbitrators that she had not been paid the amount awarded her, and that the trustees or some of them wilfully neglected and refused to pay the amount awarded. That being the case, they, the arbitrators, should take some steps to ascertain the facts and adjudicate upon the matter, by a notification to the trustees and calling upon them individually to shew cause why a warrant against them should not issue under the provisions of the statute, to levy the amount awarded out of their own goods, on the ground of their wilfully refusing and neglecting for a month after publication of the award to pay the amount.

If such steps had been taken in the case, the plaintiff might have shewn, as one of the trustees, that he, personally, as a trustee, was willing to comply with the award, and that his co-trustees refused

to do so, or the trustees might have shewn (among other grounds that might be suggested) that the corporation had not the money on hand to meet the demand, but that without delay they took the necessary steps to collect the amount under the powers conferred on them by the statute from the rate-payers of the school section. In such and like cases it could hardly be said that the trustees wilfully neglected and refused to comply with the award, and that the arbitrators would be justified in issuing a warrant against them personally.

In these pleas it is not alleged or shewn that the plaintiff was ever notified or called upon to shew cause why the warrant mentioned in the plea should not be issued, nor is it alleged that any adjudication whatsoever took place determining that the plaintiff was guilty of wilful neglect or refusal. The plea assumes, as in the case of *Ranney v. Maclem et al.*, 9 C. P. 192, that no such adjudication was necessary, and that a distress warrant may issue against the individual property of each trustee without its being shewn that he has had any opportunity to contest the fact of wilful neglect and refusal, as said by Draper, C. J., in that case cited, "in effect issuing execution without trial or judgment, and which is so manifestly contrary to justice that it cannot be sustained."

If it was the intention of the legislature that school trustees must have in their treasurer's hands money at all times to meet such demands, and that if they merely omit paying the amount for a month after publication of an award, that without any notification to them, or further proceeding or adjudication, a warrant may issue to seize their individual goods, the statute should have so declared in express terms.

It is unnecessary to discuss the other question raised on these demurrers, but I may add that the warrant under which these defendants, justify, is very defective and informal, it does not recite the award or shew any foundation for its being made. It simply authorizes R. H. after ten days to collect from the trustees the sums mentioned in it, for whom or upon what account is not stated, and directs within eight days after the receipt to pay the amount to J. R., &c., merchant, a stranger to all these proceedings, and in default of payment on demand to levy by distress and sale of the goods of the trustees the amount with costs, &c.,

Judgment must be given for the plaintiff on the demurrer to both pleas.

Judgment for Plaintiff.

GRAMMAR SCHOOL MASTER'S ASSOCIATION.

At the recent annual meeting of the Grammar School Masters' Association, the following report (deferred for want of space until now) was unanimously adopted by the Association:—

REPORT OF THE COMMITTEE ON THE GRAMMAR SCHOOL BILL.

In the report now submitted, the Committee beg to present those points, which, in their opinion, require to be provided for in any future legislation relative to Grammar Schools. The subject will be most advantageously treated by considering first,

THE STATUS AND DUTIES OF GRAMMAR SCHOOLS.

The functions of the Grammar Schools practically arrange themselves under two chief heads:—

The imparting to advanced Common School pupils a training, linguistic, or scientific, or mixed—this training being preparative for the various competitive examinations, especially for the University Matriculations, the entrance examinations of the Law Society and Medical Council, the examinations for Common School certificates, and probably hereafter in Canada, as now in England, the examinations for the Civil Service.

The imparting to a considerable number of advanced Common School pupils their final scholastic training previously to their entering on the practical business of life.

THE ADMISSION OF PUPILS.

The definition above given of the duties of Grammar Schools, takes for granted that they receive at regular intervals an accession from the Common Schools of thoroughly prepared pupils.

First, as to the regularity of supply, frequent complaint has been hitherto made, that, even in the case of Union Schools, no provision exists in the law for the promotion of pupils from the highest department of the Common School to the Grammar School. As a consequence of this omission, the law practically delegates to the pupils themselves the responsible duty of determining the nature and the extent of their scholastic training. The absurdity of compelling trustees to make a separate provision for the instruction, in the same branches, of pupils of the same stage of advancement, and taught in adjacent rooms of the same building, is too manifest to require further illustration.

Then, as to the standard of admission. In the case of pupils intended for the classical course, the standard ought to be not lower than that at present enforced; for the non-classical pupils the standard should be such as not to interfere with Common Schools of average efficiency.

NECESSITY FOR INCREASED INSPECTION.

Lastly, as to the mode of conducting the examination for admission. The proposed transfer of this examination to the County Superintendent, within whose county or half-county the Grammar School may be situated, is open to the very grave objection that there would no longer exist any uniformity in the standard of admission. The test applied would theoretically be uniform, but each one of the forty-two or more County Superintendents would certainly interpret the requirements of the standard according to his own peculiar ideas, precisely as at present. Although the printed standard for County Board Certificates is identical everywhere throughout Ontario, the examination papers professing to be based on that standard are notoriously and grossly unequal in their requirements. The system of admission at present in force has done much for the elevation of the Grammar Schools. It moreover gives the utmost uniformity of procedure, and so affords a valuable basis of comparison. This latter is all the more important, because under the system, both present and proposed, the public money is apportioned on the basis of inspected pupils. The objection against the continuance of the present system appears to be that this entrance examination occupies too much of the Inspector's time. Here, however, the objection seems to be altogether falsely taken—the alleged inconvenience is due not to the system itself, but to the insufficient machinery provided for its administration. The energies of the present efficient Inspector are greatly over-taxed in attempting to accomplish work which would certainly occupy the whole time of two Inspectors.

THE CURRICULUM OF THE GRAMMAR SCHOOLS.

The curriculum of the Grammar Schools must evidently be made to harmonize more completely than it does at present with the two-fold class of duties fulfilled by those institutions. Much of the master's time is at present unprofitably consumed on conflicting programmes of study. It would be a measure of the utmost importance if the subjects of all other public examinations coincided with the subject prescribed for junior Matriculation in the University of Toronto, or were drawn exclusively from among those subjects; and if on the other hand the junior Matriculation of the University were so enlarged by a system of options as to embrace the requirements of the two great classes of pupils described above as attending the Grammar Schools. By thus enabling the masters to concentrate their energies, a more thoroughly-trained class of youth would leave the Grammar Schools for the University, for the Professions and for the various industrial occupations.

THE HIGH SCHOOL SCHEME.

The proposed scheme for the conversion of the Grammar Schools into High Schools is based on the substitution of Physical Science and the Higher English for the Ancient Classics. As a necessary complement to the scheme, and in order to prevent the study of the Classics, henceforth optional, from falling into neglect, the establishment of Collegiate Institutes has been provided for. There are two dangers connected with this scheme to be apprehended and to be avoided. 1. The unnecessary increase in the number of High Schools, which must degrade the Common Schools, and exhaust the fund available for the maintenance of already-existing High Schools. 2. The dangerous possibility of setting up Collegiate Institutes on too slender a maintenance, as was proposed in the late High School Bill, and so entailing on the Institutes from their very inception, a career of difficulty and disaster. The present Grammar School Fund is of course much too limited to yield the additional grants demanded by this new class of institutions.

FINANCIAL ASPECT OF THE QUESTION.

The financial aspect of the question is by far the most important, and it has hitherto, in our judgment, received insufficient attention. In the bill submitted to the Legislature at its last Session we are unable to discover any new means provided for the support of grammar Schools. All the machinery professedly supplied by the new bill is quite accessible, as the law now stands, to the trustees of Union Schools. The bill would merely have the effect of forcing a union where such a measure is at present regarded as unnecessary, and where it will doubtless be distasteful. The strong tendency moreover of the late bill was to throw the burden of supporting the grammar schools on the already over-taxed local municipalities. The County Councils, on the other hand, which as a class rank among the wealthiest of our municipal corporations, and which contribute towards educational funds a sum at present very trifling

in amount, and annually decreasing relatively to the increasing wealth of the country—these wealthy and slightly-taxed municipalities were practically relieved from contributing. Nothing could be more unjust to the grammar school trustees of towns and villages than to make the county grant dependent on the county attendance. This attendance is, from the distance to be travelled, from the exigencies of agricultural operations, from epidemics actual or rumoured, and from many other causes, extremely fluctuating in its character, and equally fluctuating would be of course any grant based on such attendance. The Trustees, when engaging a staff of masters, have to provide for the adequate instruction of this influx of country pupils, and it is quite evident that, with every oscillation in the attendance of such pupils, the salaries of masters cannot be made to beat in unison. The expense entailed on the Trustees is certain, while the means of meeting that expense, as provided by the late Bill, is to the last degree uncertain. There is no subject on which Grammar School Trustees and Grammar School masters are so unanimous, as the necessity of compelling County Councils to furnish, for the support of such Grammar Schools as shall hereafter continue to be maintained within their respective counties, a sum at least equal to one-half of the Government grant.

ELECTION OF TRUSTEES.

The County Councils, on being thus compelled to contribute towards the maintenance of the Grammar Schools, ought to continue to enjoy their present representation in the Trustee Boards. This power of nomination is, we believe, in the great majority of cases very judiciously exercised by those municipalities. If any change in the appointment of Trustees were made, we incline to the opinion that the change ought rather to proceed in the direction of *nominated*, as opposed to *elective* Trustees.

PRINCE EDWARD TEACHERS' ASSOCIATION.

MR. EDITOR,—Presuming that a brief sketch of the last very successful meeting of our Association will be interesting to your readers, I offer no other apology for the present demand on your valuable space.

Our County Association was re-organized upwards of a year ago and has held three semi-annual meetings of increasing interest. The last took place on Thursday and Friday, 25th and 29th July. Having the honor of being President, as well as County Superintendent of Schools, I forwarded to nearly every teacher in the county, a programme of the subjects to be discussed at the convention. In the preparation of this programme I was assisted by the Executive Committee.

On the first day of meeting I was agreeably surprised to see a full attendance from the opening. Many came long distances, and at considerable sacrifice. The first subject, "A Proper Pronunciation," was introduced in an excellent essay, and earnestly discussed. "Vocal music, and its place in schools," occupied the time of the convention during the remainder of the forenoon, and brought out some good ideas. In the afternoon, after the annual election of officers, the attention of the meeting was given to the following: "How to teach Modulation and Emphasis in Reading," "Reduction and Fractions," and "Grammar without text books." These practical questions were very thoroughly handled by the gentlemen appointed.

In the evening, a very interesting public meeting was held in the Town Hall, Picton, and was well attended. The exercises consisted of an "Essay on English History," a debate on the "Benefits of the Prize System," and an Address on the "Responsibilities of the Teacher," by Rev. N. A. Willoughby, M.A., to which we may add, music by the Picton Quartette Club.

On Friday forenoon the subjects taken up were, "A days work in the school for Teacher and Pupil," "How to secure proper Order," and "Claims of Physical Science as a Branch of Study." In the afternoon, "A Proper Course of Study," and "The Mutual Relations of Teacher, Master and Parents" were ably discussed. Indeed very great interest was manifested during the entire proceedings. Upwards of fifty teachers were in attendance during the greater part of the time. Several visitors were also present; among others, Wm. Anderson, M.P.P., who was elected an honorary member of the Association, and who, in return for the compliment, expressed his thanks and stated his desire to do whatever he could to aid the teacher in his noble work, and to advance the interests of education generally.

During the transaction of general business, a resolution was passed that a collection be taken up in each school in the County for the purpose of procuring a Magic Lantern to give evening exhibitions during the approaching Fall and Winter.

On Saturday, the Association had a School Excursion and Pic-nic to Amherst Island per steamer "Rochester," in which about 250 participated—chiefly teachers and pupils. A very pleasant day was spent, and on returning, the party was so fortunate as to fall in with Dr. Hodgins, Deputy Superintendent of Education, Toronto. A most agreeable and profitable interview was terminated by an interesting address on educational matters, followed by some remarks of the same character by Rev. Mr. Chambers, also a passenger. Besides the pleasure of the excursion it was also a source of profit to the Association—nearly twenty-dollars having been realized which were devoted to the purpose of adding to the library; for, I may explain, in order to give an element of permanency to our As-

sociation, it was resolved to improve the opportunity furnished by the Education Department, and provide a Teachers' Professional Library, this was begun last year and already numbers about 150 volumes—a large proportion of the books relating to the teacher's profession.

In conclusion, I believe a most commendable spirit prevades the minds of the teachers of Prince Edward, and as an evidence of the general desire for improvement, I may mention the fact, that our county has just sent a contribution of nine or ten actual teachers to the Provincial Normal School.

G. D. P.

Picton, August 15th, 1870.

APPORTIONMENT OF THE GRAMMAR SCHOOL FUND FOR THE FIRST HALF OF 1870.

GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.
		\$	c.			\$	c.			\$	c.
Arnprior	Renfrew	20	160 00	Iroquois	Dundas	52	416 00	Port Hope	Durham	56	448 00
Barrie	Simcoe	37	296 00	Kemptville	Grenville	29	232 00	Port Perry	Ontario	37	296 00
Beamsville	Lincoln	13	104 00	Kincardine	Bruce	19	152 00	Port Rowan	Norfolk	27	216 00
Belleville	Hastings	49	392 00	Kingston	City	76	608 00	Prescott	Grenville	40	320 00
Berlin	Waterloo	26	208 00	Lindsay	Victoria	31	248 00	Renfrew	Renfrew	21	168 00
Bowmanville	Durham	53	424 00	London	City	36	288 00	Richmond	Carleton	13	104 00
Bradford	Simcoe	18	144 00	L'Orignal	Prescott	24	192 00	Richmond Hill	York	31	248 00
Brampton	Peel	32	256 00	Manilla	Ontario	33	264 00	Sarnia	Lambton	18	144 00
Brantford	Brant	30	240 00	Markham	York	35	280 00	Scotland	Brant	21	168 00
Brighton	Northumberland	20	160 00	Metcalfe	Carleton	12	96 00	Simcoe	Norfolk	44	352 00
Brockville	Leeds	22	176 00	Milton	Halton	13	104 00	Smith's Falls	Lanark	30	240 00
Caledonia	Haldimand	28	224 00	Morrisburgh	Dundas	20	160 00	Smithville	Lincoln	22	176 00
Carleton Place	Lanark	14	112 00	Mount Pleasant	Brant	25	200 00	Stirling	Hastings	18	144 00
Chaugu	Haldimand	17	136 00	Napanee	Lennox	62	496 00	Stratford	Perth	33	264 00
Chatham	Kent	35	280 00	Newburgh	Addington	34	272 00	Strathroy	Middlesex	25	200 00
Clinton	Huron	27	216 00	Newcastle	Durham	38	304 00	Streetsville	Peel	33	264 00
Cobourg	Northumberland	74	592 00	Newmarket	York	26	208 00	St. Catharine's	Lincoln	73	584 00
Colborne	do	56	448 00	Niagara	Lincoln	21	168 00	St. Mary's	Perth	33	264 00
Collingwood	Simcoe	24	192 00	Norwood	Peterborough	30	240 00	St. Thomas	Elgin	15	120 00
Cornwall	Stormont	20	160 00	Oakville	Halton	11	88 00	Thorold	Welland	36	288 00
Drummondville	Welland	34	272 00	Oakwood	Victoria	18	144 00	Toronto	City	69	552 00
Dundas	Wentworth	71	568 00	Omeme	do	51	408 00	Trenton	Hastings	29	232 00
Dunnville	Haldimand	39	312 00	Orangeville	Wellington	20	160 00	Uxbridge	Ontario	42	336 00
Elora	Wellington	18	144 00	Osborne	Russell	13	104 00	Vankleekhill	Prescott	28	224 00
Farmersville	Leeds	41	328 00	Oshawa	Ontario	67	536 00	Vienna	Elgin	26	208 00
Fergus	Wellington	14	112 00	Ottawa	City	70	560 00	Wardsville	Middlesex	34	272 00
Fonthill	Welland	42	336 00	Owen Sound	Grey	37	296 00	Waterdown	Wentworth	20	160 00
Galt	Waterloo	104	832 00	Pakenham	Lanark	19	152 00	Welland	Welland	19	152 00
Gananoque	Leeds	22	176 00	Paris	Brant	41	328 00	Weston	York	35	280 00
Goderich	Huron	31	248 00	Pembroke	Renfrew	20	160 00	Whitby	Ontario	82	656 00
Grimsby	Lincoln	31	248 00	Perth	Lanark	60	480 00	Williamstown	Glenarry	27	216 00
Guelph	Wellington	36	288 00	Peterborough	Peterborough	101	808 00	Windsor	Essex	34	272 00
Hamilton	City	101	808 00	Picton	Prince Edward	25	200 00	Woodstock	Oxford	36	288 00
Ingersoll	Oxford	28	224 00	Port Dover	Norfolk	17	136 00				

INCOMES OF MINISTERS AND SCHOOLMASTERS.

There may be not a few things which account for the inadequate remuneration given to clergymen and teachers in this and other countries, but there are mere which can be urged as an excuse. About the fact of such inadequacy there can be no diversity of opinion. With comparatively few exceptions it is universally acknowledged that neither the one class nor the other is paid on any such scale as it ought to be. But unfortunately such acknowledgements seem to lead to little effort in the way of amendment; for, with all the confessions and regrets to be heard on every side, things go on from year to year in very much the same old fashion. A comparative handful in cities and towns, from superior personal energy and unusual popularity, are enjoying large and liberal incomes, approaching in one or two cases to those of not the foremost, but of the second or third rate men in the other learned professions; while the great mass of those who are charged with the religious and secular education of the people are put off with an amount of remuneration which would not be offered to the better class of skilled mechanics, or, if offered, would be indignantly declined. It is all very well to say that those, who become either clergymen or teachers, ought to have other and higher motives than the prospect of mere secular advantages to encourage them in their work; but all such talk comes with a very bad grace from those who may be seeking to deprive those very persons of what is just and equal, and by their stingy

niggardliness to make their position very unpleasant, and their power of doing good very much less than it would otherwise have been.

Society acts towards clergymen, and to a smaller degree towards teachers as well, in a way which it does not pursue towards any other class. It requires from them piles of bricks, while it gives little straw. A certain position has to be maintained while anything like the means for keeping up that position is not accorded. In his dress, in his household arrangements, in the support and education of his family, &c., a clergyman is expected to be a gentleman, to keep up appearances at all hazards, and to be creditably presentable among the better class of his flock and the general public.

What is true of ministers is true also of teachers. As a general rule, these are greatly underpaid in this country, and their social position is not at all what it ought to be, and what, if the importance of their work were correctly estimated, it would be. With the great mass of those who engage in the work of instruction it is simply looked upon as a stepping stone to something better. Till this is changed, the work will not be well done. No man will do his best if he do not look upon that in which he is engaged as his life work. As teachers are paid and treated at present in Canada this is not to be expected. The continued and capricious changes continually taking place; the systematic tendency to secure the cheapest, what-

ever may be his standing and character; and the want of residences connected with the different school sections make school teaching too often a mere temporary employment for lads preparing for other professions. But this will continue to be so till the people are wise enough to see that they must hold out sufficient inducements to competent men to undertake the education of the youth of the country, if they would be free from the present unsatisfactory state of things. There are, no doubt, a great number of most deserving and competent gentlemen among the teachers of Canada; but things will never be in a satisfactory state, educationally, till a higher rate of remuneration is afforded, and, as a consequence, a universally higher degree of acquirement and teaching powers required and exacted.

Teachers and ministers occupy some of the most important and influential positions in a country; and, while in order to have them occupy those positions creditably to themselves and profitably to the community, something more is needed than merely an adequate remuneration—yet such a fair and right recognition of their services is necessary; a recognition which, neither in this nor in any other country, has been rendered to the extent we are persuaded it ought to be, and to which in our own growing and prosperous land we hope at no distant day it will.—*Globe*.

THE PRINCIPLES AND PRACTICE OF EDUCATION;

OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

Author of "The Twin Records of Creation;" "A Hand-Book of Geology," &c., &c.

[A series of articles on Education—the first of which appears in this number of the *Journal*—have been forwarded to us for insertion in the *Journal*, by G. V. Le Vaux, Esq., of Niagara Falls (formerly of the Upper Canada College). They have been compiled from lectures delivered by him to students under training for the office of teacher, and from those delivered before the members of Teachers' Institutes in Canada and the old country; and also from his contributions, from time to time to the press, on educational subjects. Some of the lectures alluded to, reported in the press, were very well received on the other side of the Atlantic, and afterwards re-published in the Australian journals of education. We are therefore inclined to believe that Mr. Le Vaux's contributions to this journal will be appreciated by the friends of education in the New Dominion. If so, they will, we believe, in due time, be presented to the public in book form.—EDITOR.]

THE PRINCIPLES AND PRACTICE OF EDUCATION; OR THE SCIENCE AND ART OF TEACHING.

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NAPOLEON AND LINCOLN.

Introductory.—Napoleon the First being asked on one occasion, "What France needed most?" reflected for a moment, and then replied in his usual emphatic style, "Mothers." A similar question was proposed to Abraham Lincoln, and his reply was equally laconic. The day prior to his assassination, one of his numerous friends requested him to state "What he conceived to be the best prescription for the prostrate South?" No threatening words, no angry reproaches escaped the lips of the venerable President. Like Aaron of old, ever ready to make atonement for his people, he "stood between the living and the dead"—between the conquerors and the conquered. A rock of peace in a sea of war, a loving father of a disobedient family, he was ever ready to "kill the fatted calf," and to receive the penitent prodigal to his bosom.—In a moment he replied, "Good schools and efficient teachers." Both these great men were right; they thoroughly understood the wants of their respective countries. But the whole world, as well as France, requires good mothers. The whole race of man requires good schools and efficient teachers. Upon these benefactors—mothers, schools and teachers—depend the glory of the present—the temporal and spiritual welfare of all the countless millions who shall inhabit our earth in years to come.

MOTHERS THE FIRST AND BEST TEACHERS.

During the days of infancy, the mother, by her "teachings and influence," instils into the heart of the child the germs of those characteristics which, in time to come, shall distinguish him (or her) from all the world besides. In after years it is the teacher's peculiar province to invigorate those characteristics, and so develop the mental, moral and physical powers as to fix indelibly the noble im-

pressions first made by the dearest and kindest of earthly friends. It is from mothers alone that children will learn as if by instinct. In early childhood they are therefore the best of all teachers; but as time rolls on, and the child merges into the boy, the nature of our institutions, in conjunction with domestic or public duties, compel the parent to delegate his (or her) powers, duties and privileges to another. That other is the teacher, tutor or preceptor—the representative of the parents in all scholastic matters. Thus, instead of every parent in a town or district being compelled of necessity to assume the office of private teacher to his (or her) own family, thereby neglecting other duties, a common tutor or teacher is appointed to represent them all, who is, by reason of his training and experience, far more skilful as an educator than each individual parent could possibly be. He is, for the time being, the common parent of all the children under his charge, and should therefore treat them in every respect as if they were really his own.

THE PARENT'S REPRESENTATIVE.

Now, as the teacher is the natural and legal representative of the parent, it is evident, in the nature of things, that those who disrespect the authority or person of the one, will also disrespect the authority and person of the other. Consequently, if parents desire the respect and love of their children, and are anxious they should grow up to be good and worthy citizens, they should teach them, by precept and example, to love and respect their teachers,—otherwise they will nullify the labours of the teacher, and injure their own offspring for time and eternity. Amongst the Greeks and Romans, no profession or calling was so highly honoured as that of the educator of youth. The authority of the teacher and parent are patriarchal and inseparable. If by word or deed parents despise education or disrespect educators, how can they possibly expect their children to love the one or revere the other. Indeed, it would be a miracle if the child of such a parent ever became a scholar, a Christian, or a man, in the true sense of the word.

CAUTION NECESSARY IN PARENTS.

How extremely cautious, therefore, should parents be in this respect? As regards the teacher personally, the time has come when he will be honoured by all whose esteem is worth having—by all who value education and are educated themselves. Mark well the man who speaks lightly of education or of educators—who exclaims (with the fox), "the grapes are sour." He is sure to be a creature never troubled with much intellect—neither a scholar nor a gentleman—a babbler, but no thinker. The applause of such folks, though not to be despised, is not to be coveted. Having chosen his sphere, let the teacher—the mind builder—pursue a straightforward course, and not deviate therefrom to the right hand or the left. Though the road may be dark and cheerless at first, it will gradually brighten, and at the further end he shall be met by One who shall welcome him, and say—"Well done, thou good and faithful servant. Enter thou into the joy of thy Lord."

TEACHERS FOLLOWERS OF THE GREAT TEACHER.

The teacher's work is a noble work, worthy of the holiest character, of the highest intellect and of the greatest skill. The teacher, if he be what he should be, can lift up his head and say, "I follow in the footsteps of the Great Teacher. I also am a disciple, an apostle, and even a fellow-labourer of Him who said, 'Suffer little children to come unto me and forbid them not, for of such is the kingdom of God!'"

TEACHING THE NOBLES WORK, &C.

The banker, the merchant, the farmer, and the mechanic, all work on dead matter. The banker and merchant, by fair means or foul, endeavour to accumulate wealth. How different is the work of the teacher, who works upon the living principle—the immortal mind? His wealth is seldom of this world. In like manner the sculptor, the painter and the artist, high though their calling be, are far beneath him as regards the public utility of their work and dignity of their vocation. Their highest object is to model the human form, or faithfully represent the same on canvas; but it is the duty and privilege of the teacher to cultivate the finer feelings of the heart, to develop the powers of the mind, to influence the morals of his age—to promote the happiness and welfare of mankind generally. His profession is connected with time and eternity, with the present, past and future; its results are everlasting, its effects indelible. He who spake as man never spake, even the Prince of Life, lived and died as a teacher, and his last words, "Go and teach all nations," are still ringing in our ears. How grand, how high and glorious a work, therefore, is teaching—a work on which the well doing, well being and future happiness of man chiefly depend!!

TEACHERS FORM THE CHARACTER OF THEIR AGE.

Teachers form the character of their age. They cannot fail to

leave the impression on the pupils minds. According as these impressions are good or bad, the pupils in after years emblazon or dim their country's glory, causing it to shine with the brightness of the midday sun, or to hide its head in a gloom blacker than Egyptian darkness. The teacher can move the hearts of the young for good or evil, just as the zephyrs of evening move the leaves of the forest trees. His acts, his words, his maxims and truths are imprints on their minds, even as the impression of a seal on the softened wax. Neither time nor eternity can ever efface them. The impression once made, remains a blessing or a curse for ever. Its influence is experienced and its presence indicated at home and abroad in all the events of existence, and after inciting, encouraging or restraining, the child, the youth, and the man, through all the varied and transitory scenes of life, it accompanies the enfranchised spirit into the world beyond the grave, and characterizes it through all the countless ages of eternity. The children of the present will be the poets and authors, the lawgivers and rulers, the fathers and mothers of the future. Their character depends on their education, and that again on the educators of the present. Then let teachers "be up and doing."

TO BE FOREMOST IN LEARNING WISDOM AND VIRTUE.

Ever foremost in wisdom, piety and virtue, the literary and other qualifications of the teacher should always be in advance of the age in which he lives, for great, indeed, are his responsibilities. Teacher, guide and benefactor—whose province it is to cherish, develop, draw out and build up the great immortal fabric called mind—what manner of person shouldst thou be, seeing that so much is required of thee by God and man! We regret that so many unqualified people, so many false teachers have, from time to time, entered the profession from worthy or other motives.

TO PARENTS.

Parents—knowing that so much responsibility rests on the teacher, that his vocation is so high, so noble and useful, and that, moreover, the welfare of your children for time and eternity depends on his character, honor and integrity—we would ask solemnly, whether you should not for the sake of your own interests (if for no other reason) aid him, sympathize with him, honour and love him, causing all your friends to do likewise. Remember that by doing so, you prove to the world that you yourselves are educated; refined in heart and mind, that you highly value education, and dearly love your children, and are anxious to promote their temporal and eternal welfare—that you wish them to be good citizens of this world and the next, a credit to themselves and an honor to their country. The position you assign to the teacher in your social circles is an evidence of your appreciation of his functions, and of the interest you take in the education and welfare of the present and future generations.

(To be continued.)

I. Papers on Practical Education.

1. THE TEACHER'S VOICE.

Did you ever watch children at their favorite game of "Playing School?" If so, you must have observed that the child who personates the teacher is sure to issue his numerous orders in a peculiarly harsh and shrill tone of voice. The reason why is not far to seek. The little one is shrewdly observant of his elders, and has come to associate with the pedagogic business a harsh and artificial utterance.

A sweet and well modulated voice is one of the teacher's best possessions; calm, full, and low pitched, it is a great aid in school discipline. Careful culture will do much to improve the quality and compass of the voice. We commend to the careful perusal of our readers the following entertaining and valuable essay by a distinguished English writer:

Far before the eyes, or the mouth, or the habitual gesture, as a revelation of character, is the quality of the voice, and the manner of using it. It is the first thing that strikes us in a new acquaintance, and it is one of the most unerring tests of breeding and education. There are voices which have a certain truthful ring about them—a certain something, unforced and spontaneous, that no training can give. Training can do much in the way of making a voice, but it can never compass more than a bad imitation of this quality; for the very fact of its being an imitation, however accurate, betrays itself like rouge on a woman's cheeks, or a wig, or dyed hair. On the other hand, there are voices which have the jar of falsehood in every tone, and that are as full of warning as the croak of the raven, or the hiss of the serpent. There are, in general, the naturally hard voices, which make themselves caressing, thinking

by that to appear sympathetic; but the fundamental quality strikes through the overlay, and a person must be very dull indeed who cannot detect the pretence in that slow, drawing would-be-affectationate voice, with its harsh undertone and sharp accent, whenever it forgets itself. But, without being false or hypocritical, there are voices that puzzle as well as disappoint us, because so entirely inharmonious with the appearance of the speaker. For instance, there is that thin treble squeak we sometimes hear from the mouth of a well-grown, portly man, when we expected the fine rolling utterance which would have been in unison with his outward seeming; and, on the other side of the scale, where we looked for a shrill head voice, or a tender musical cadence, we get that hoarse chest voice, with which young and pretty girls will sometimes startle us.

Nothing betrays so much as the voice, save, perhaps, the eyes, and they can be lowered, and so far their expression hidden. In moments of emotion, no skill can hide the fact of disturbed feeling, though a strong will and the habit of self-control can steady the voice when else it would be failing and tremulous. But not the strongest will, nor the largest amount of self-control, can keep it natural as well as steady. It is deadened, veiled, compressed, like a wild creature, tightly bound and unnaturally still. One feels that it is done by an effort, and that if the strain were relaxed for a moment, the wild creature would burst loose in rage or despair, and the voice would break out into the scream of passion, or quiver away into the falter of pathos. And this very effort is as eloquent as if there had been no holding down at all, and the voice had left to its own impulse, unchecked. Again, in fun and humour, is it not the voice that is expressive, even more than the face? The twinkle of the eye, the hollow in the under lip, the dimples about the mouth, the play of the eyebrow, are all aids, certainly; but the voice! The mellow tone that comes into the utterance of one man, the surprised accents of another, the fatuous simplicity of a third, the philosophical acquiescence of a fourth, when relating the most outrageous impossibilities—a voice and manner peculiarly transatlantic, and, indeed, one of the Yankee forms of fun—do not we know all these varieties by heart? Have we not veteran actors, whose main point lies in one or other of these varieties? And what would be the drollest anecdote, if told in a voice which had neither play nor significance? Pathos, too—who feels it, however beautifully expressed, so far as the words may go, if uttered in a dead and wooden voice, without sympathy? But the poorest attempts at pathos will strike home to the heart, if given tenderly and harmoniously. And just as certain popular airs, of mean association, can be made into church music by slow time and stately modulation, so can dead-level literature be lifted into passion or softened into sentiment by the voice alone.

Certain voices grate on our nerves, and set our teeth on edge; and others are just as calming as these are irritating, quieting us like a composing draught, and setting vague images of beauty and pleasantness afloat in our brains. A good voice, calm in tone and musical in quality, is one of the essentials for a physician; the "bedside voice," which is nothing, if it is not sympathetic by constitution. Not false, not made up, not sickly; but tender in itself; of a rather low pitch, well modulated, and distinctly harmonious in its notes; it is the very opposite of the orator's voice. Whatever its original quality may be, the orator's voice bears the unmistakable stamp of art, and becomes artificiality; as such it may be admirable—telling in a crowd, impressive in an address—but overwhelming and chilling at home, partly because it is always conscious, and never self-forgetting. An orator's voice, with its careful intonation and accurate accent, would be as much out of place by a sick bed as court trains and brocaded silk for the nurse. There are certain men who do a good deal by a hearty, jovial, fox-hunting kind of voice—a voice a little thrown up, for all that it is a chest voice—a voice with a certain undefined rollicking sound in it, and eloquent of a large volume of vitality and physical health. The clerical voice, again, is a class voice; that neat, careful, precise voice, neither wholly made nor yet quite natural; a voice which never strikes one as hearty, or as having a really genuine utterance, but which yet is not unpleasant, if one does not require too much spontaneity. The clerical voice, with its mixture of familiarity and oratory, as that of one used to talk to old women in private, and to hold forth to a congregation in public, is as distinct in its own way as the mathematician's handwriting; and any man can pick out, blindfold, his man from a knot of talkers without waiting to see the square-cut collar and close, white tie. The legal voice is rather a variety of the orator's than a distinct species—a variety standing midway between that and the clerical, and affording more scope than either.

The voice is much more indicative of the state of the mind than many people know of or allow. One of the first symptoms of failing brain power is in the indistinct or confused utterance, no idiot has a clear or melodious voice; the harsh scream of mania is proverbial, and no person of prompt and decisive thought was ever

known to hesitate or to stutter. A thick, loose, fluffy voice, too, does not belong to the crisp character of mind which does the best active work; and when we meet with a keen-witted man, who drawls, and lets his words drip, instead of bringing them out in the sharp, incisive way that would be natural to him, we may be sure there is a flaw somewhere, and that he is not what the Americans call "clear grit" and "whole-souled" all through. We all have our company voices, as we all have our company manners, and we get to know the company voices of our friends after a time, and to understand them as we understand their best dresses and state service.

The person whose voice absolutely refuses to put itself into company tone, startles us as much as if he came to a state dinner in a shooting jacket. This is a different thing from the insincere and flattering voice, which is never laid aside while it has its object to gain, and which affects to be one thing when it means another. Though one of the essentials of a good voice is its clearness, there are certain lisps and catches which are very pretty, though never dignified; but most of them are exceedingly painful to the ear. It is the same with accents. A dash of brogue, the faintest suspicion of the Scotch twang, even a very little American accent—but very little, like red pepper, to be sparingly used, as, indeed, we may say with the others—gives a certain piquancy to the voice. Of all the European voices, the French is perhaps the most unpleasant in its quality, and the Italian the most delightful. The Italian voice is a song in itself, not the sing-song voice of an English parish schoolboy, but an unnoted bit of harmony. The French voice is thin, apt to become wiry and metallic; a head voice for the most part, and eminently unsympathetic; a nervous, irritable voice, that seems more fit for complaint than for love-making; and yet how laughing, how bewitching it can make itself! There are some voices that send you to sleep, and others that stir you up; and the French voice is of the latter kind, when setting itself to do mischief and work its own will.

The cultivation of the voice is an art, and ought to be made as much a matter of education as a good carriage or a legible handwriting. We teach our children to sing, but we never teach them to speak, beyond correcting a glaring piece of mispronunciation or so; in consequence of which we have all sorts of odd voices among us—short yelping voices like dogs, purring voices like cats, croakings, and lispings, and quackings, and chatteringings; a very menagerie, in fact, to be heard in a room ten feet square, where a little rational cultivation would have reduced the whole of that vocal chaos to order and harmony, and made what is now painful and distasteful, beautiful and seductive.—*Illinois Schoolmaster.*

2. BAD TEACHERS.

We read much in this day of the coming man and the coming woman; of the model husband, the model wife, the model boy, the model girl, and the model baby; and it may not be deemed amiss to discuss the qualities of the model teacher.

It has occurred to me that a contribution to our stock of ideas on this subject, brought from the distant Orient, would have at least the merit of being novel and curious.

Among the learned Pagans in the far East, the science of grammar is highly esteemed. Years ago I spent months of hard study in mastering a celebrated grammatical treatise in the Tamul language, a language spoken in Southern India and Northern Ceylon. The work is composed in verse, of words peculiar to the poetic dialect, and in sentences which are marvelous for conciseness of expression and condensation of thought. The author, in one part of his elaborate work, states his conception of a model teacher. His views appeared to me at the time so quaint, original and pertinent, that I translated them into English.

He affirms that the characteristics of a bad teacher are incapacity, meanness, envy, fraudulence in substituting the false for the true, and the habit of blustering. Having thus taken root in his subject, he branches out in the following similitudes:

1. A bad teacher is like an earthen pot. When he was educated, his instructor put science after science into him, in a regular order into him, as one might put a number of different colored marbles, one after the other, in a certain order, into a jug. Being now filled up, he begins to teach others, but the marbles do not come out according to the arrangement in which they went in. They tumble out, helter-skelter. He teaches without definite plan, confusedly. His instructions are like the indiscriminate issue of the marbles carelessly shaken out of an earthen pot.

2. He is like a Palmyra tree, which is crowded with sharp-edged incisive leaves. They who, as pupils, try to get fruit from him, cut themselves for their pains. Some fruits which reach the ground as windfalls may be picked up. The man has too much edge to become a good teacher.

3. He is like a crooked palm standing in a garden. It ought to dispense its shade and yield its fruit within the garden to which it belongs, but, instead of that, it crooks its trunk over the wall, and gives its fruit to those who pass by; so the bad teacher, inattentive to his own pupils, displays his learning to gaping strangers.—*Dr. Scudder.*

3. THE TEACHER'S INFLUENCE.

We can scarcely form an estimate of how much a teacher can influence the pupil. Of course some can and do exert more influence than others, and knowing that they have this influence, it becomes them to do all in their power for good. Many pupils will follow the steps of the teacher implicitly. Ask them why they do a certain thing, and they will tell you it is because the teacher does it. They quote the teacher as authority at all times. Ask them how they know a thing to be so, and they will say, our teacher told us. Thus teachers become a law to the pupil, and they will always claim that the teacher is right. Teachers should treat their pupils kindly at all times, and they will always be glad of an opportunity to help you in any way. Kindness will be successful where all other means will fail, and it becomes teachers, if they wish their influence to last, to govern by kindness.

4. CHILDREN'S QUICK APPREHENSION.

Grown persons are apt to put a lower estimate than is just on the understanding of children; they rate them by what they know, and children know very little, but their capacity of comprehension is very great; hence the continued wonder of those who are unaccustomed to them at the "old-fashioned ways" of some lone little one who has had no play-fellows, and at the odd mixture of folly and wisdom in its sayings. A continued battle goes on in a child's mind between what it knows and what it comprehends. Its answers are foolish from partial ignorance, and wise from extreme quickness of apprehension. The great art of education is so to train this last faculty as neither to depress or over-exert it. The matured mediocrity of many an infant prodigy proves both the degree of expansion to which it is possible to force a child's intellect, and the boundary which nature has set to the success of such false culture.

II. Intercommunications with the "Journal."

1. To the Editor of the Journal of Education:

SIR,—Your August *Journal* is before me. I read with pleasure and gratitude your offer to publish our mathematical problems; and I believe all teachers will regard it as a favor. Now, teachers, let us not try his kindness too severely by sending in old heavy sums, for science is not measured by the square foot. Problems should be original, scientific and brief, and I was going to add, useful, but there are many nice though useless things in science; among these is the following

NEW DIOPHANTINE PROBLEM.

There is a right angled triangle, and if 1, 2 or 3 be added to the perpendicular, the three new hypothenuses are all *rational* positive numbers:—Required the sides. Use no minus quantities.

JOHN IRELAND.

III. Miscellaneous.

1. THE "MARSEILLAISE."

Not one of the least important changes which the present war has given rise to is the remarkable recognition by the Emperor of the celebrated French revolutionary hymn, popularly known as the "Marseillaise." Although no correct idea can be given in English of the beauty of the song in the original, the following may be regarded as a fair rendering:—

Come, children of your country, come,
New glory dawns upon the world,
Our tyrant rushing to their doom,
Their bloody standard have unfurled;
Already on our plains we hear
The murmurs of a savage horde;
They threaten with the murderous sword
Your comrades and your children dear.
Then up, and from your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

Those banded serfs—what would they have,
By tyrant Kings together brought?
Whom are those fetters to enslave
Which long ago their hands have wrought?
You, Frenchmen, you, they would enchain;
Doth not the thought your bosoms fire;
The ancient bondage they desire
To force upon your neck again?
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

Those marshalled foreigners—shall they
Make laws to reach the Frenchman's hearth?
Shall hireling troops who fight for pay
Strike down our warriors to the earth?
God shall we bow beneath the weight
Of hands that slavish fetters wear?
Shall ruthless despots once more dare
To be the masters of our fate?
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

Then tremble, tyrant—traitors all—
Ye, whom both friends and foes despise;
On you shall retribution fall,
Your crimes shall gain a worthy prize.
Each man opposes might to might;
And when our youthful heroes die,
Our France can well their place supply:
We're soldiers all with you to fight.
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

Yet, generous warriors, still forbear
To deal on all your vengeful blows;
The train of hapless victims spare,
Against their will they are our foes
But oh, those despots stain'd with blood.
Those traitors leagued with base Bouille,
Who make their native land their prey,—
Death to the savage tiger brood.
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

And when our glorious sires are dead,
Their virtues we shall surely find
When on the self-same path we tread,
And track the fame they leave behind,
Less to survive them we desire
Than to partake their noble grave;
The proud ambition we shall have
To live for vengeance or expire.
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

Come, love of country guide us now,
Endow our vengeful arms with might;
And, dearest liberty, do thou
Aid thy defenders in the fight.
Unto our flags let victory,
Called by the stirring accents haste;
And may thy dying foes at last
Thy triumph and our glory see.
Then up, and form your ranks, the hireling foe withstand;
March on—his craven blood must fertilise the land.

2. GERMAN NATIONAL WAR SONG.

The following is a translation of the new Rhine song, which, set to an inspiring tune, has fast become the German "Marseillaise" of the present war:

The Queen of Prussia has sent the following telegram to Gen. Herwarth de Bittenfeld: "In the joyful and grateful emotion I feel at the victories of our armies, I send you to-day two gold medals, one for the author and one for the composer of the song, 'Die Wacht am Rhein,' in which the passionate patriotism of our citizens and soldiers has so admirably found expression, and which has become a real national song of Germany." On the face of the medal is the bust of the King, and on the reverse the figures 1870, surrounded by a laurel.

DIE WACHT AM RHEIN, (THE RHINE WATCH.)

A roar like thunder strikes the ear,
Like clang of arms or breakers near,
"On for the Rhine, the German Rhine!
Who shields thee, my beloved Rhine?"
Dear Fatherland, thou needst not fear,
Thy Rhineland watch stands firmly here.

A hundred thousand hearts beat high,
The flash darts forth from every eye,
For Teutons brave, inured by toil,
Protect their country's holy soil.
Dear Fatherland, thou needst not fear,
Thy Rhineland watch stands firmly here.

The heart may break in agony,
Yet Frenchman's thou shalt never be,
In water rich is Rhine: thy flood,
Germania, rich in hero's blood.
Dear Fatherland, thou needst not fear,
Thy Rhineland watch stands firmly here.

When heavenward ascends the eye
Our hero's ghosts look down from high;
We swear to guard our dear bequest
And shield it with the German breast.
Dear Fatherland, thou needst not fear,
Thy Rhineland watch stands firmly here.

As long as German blood still glows
The German sword strikes mighty blows,
And German marksmen take their stand,
No foe shall tread our native land.
Dear Fatherland thou needst not fear,
Thy Rhineland watch stands firmly here.

We take the pledge. The stream runs by;
Our banners proud are wafting high,
On for the Rhine, the German Rhine!
We all die for our native Rhine.
Hence, Fatherland, thou needst not fear,
Thy Rhineland watch stands firmly here.

3. WHO WAS HE?—A QUESTION FOR THE CHILDREN TO ANSWER.

Exactly one hundred years ago, a little Scotch country boy, eleven years old, was winning the hearts of his teachers and playmates by being an excellent scholar of his age, and by being warm-hearted, generous, frank, truthful and brave. Meantime, one great source of delight to him was the company of an aged relative—a sunny-hearted old woman, whose stock of songs and stories seemed to have no end. These, as he says, first cultivated within him the seeds of poetry. He ploughed in his father's fields, and plodded through many a hard day's work, his name obscure, and his condition humble. But his thoughts and fancies were as free as air, and full of tenderness and beauty. In time, these shaped themselves into verses that made him famous. He grew prosperous. Friends and admirers flocked around him. Gentle, loving and brilliant, a man of wonderful genius, one of the sweetest poets the world had ever known, he was beloved at home and abroad. Only one cloud settled about him, and that brought poverty, ill health and trouble. It was a cloud of his own raising, yet he had not strength to clear it away. He died at the age of thirty-seven, and was buried in the parish of Dumfries, with military honors. Who was he?

4. AN AMERICAN WOMAN'S OPINION OF WOMEN TEACHERS.

Women preside in far the larger portion of our school rooms. This is well for her, and should be best for the pupils. Nature has better fitted her for the position than she has man; but woman does less for herself.

The New England girl, in circumstances which necessitate employment for a livelihood, with a well-founded prejudice against the servitude of the factory, and an aristocratic antipathy to a trade, starts in a race, the goal of which is the teacher's desk. With no special love of children, and less love for knowledge, she drills herself in text-books, and, at the earliest possible moment, secures a situation. Some, a little more ambitious, or blest with better school advantages, "go through a course of study," and are graduated at some boarding school, academy, or normal school. But the result in the school-rooms they come to govern is obviously much the same: they are practically little better prepared to be examples for growing minds while forming habits of speech and manner, than their less fortunate sisters.

Throw aside text-books, and examine a class of young ladies about to receive their diplomas, and to enter the lists of the teaching profession. The majority are too youthful to receive a diploma for any employment save dressing a doll; yet they will repeat pages of Paley and Butler in the exact language of the book. They will astound you with their fluency in Algebra and Geometry. They have "finished" the sciences. They have "gone through" Chemistry, perhaps, without witnessing, much less performing, an experiment; but they can repeat the Automic Theory, and are glib with the nomenclature of the science. Geology has been hurried over

without seeing a fossil or handling a mineral. The milky-way has been skimmed from Astronomy; a few star-names committed to memory; and, if the book is an old one, you will be assured that the sun is ninety-five millions of miles from the earth. Lead the class to historical subjects. Atila, Mahomet, Czar Paul, and Paul Jones, are names in mind; but there is no associated idea of their respective places in the cycles of history, or their possessors' relative importance as factors in the development of the race. The amount of show knowledge they possess is wonderful; and not less wonderful is their lack of real knowledge.

This is on the day of graduation. After one, or two, or three years' occupation of the teacher's chair, they will be little better prepared to pass a practical examination. Young lady teachers, after six hours' confinement in the school-room, betake themselves to tattling, or light reading, for diversion, rather than to hard thinking and study for improvement.

Longfellow said years ago—that the country is press-ridden rather than priest-ridden. There is a Caxtonian madness among us, and books—text-books especially—are crushing out individuality, and cramming the memory to the detriment of thought. They are the door through which creep these half-fledged teachers; through them comes our children's distaste for school and study. And one series follows another, until the mind of teacher, as well as pupil, is, like a dictionary, barren of all save definitions.

The American girl's mind is in a chaotic state when she receives her diploma. It is by no means empty. It has been crammed with knowledge—or, more correctly, the word-signs of knowledge—but so rapidly that perception could not keep pace with acquisition. Half comprehended facts have been received in abundance, but never labelled and shelved, so as to be produced at sudden call. Yet she is under the delusion that she is educated, and competent to educate others. And as a teacher, she arrogates to herself a respectability superior to the milliners or the mill-girls, forgetting that her fitness for the teacher's desk alone determines whether it is to her a position, or only a situation—whether she has a vocation or merely an employment. At present it is too often the latter. And the weaver or spinner, who does her work well, is more worthy of honor than one who, unqualified by judgment, self-discipline, and scholarship, essays to develop and instruct young minds.

That the lady teacher's ambition is almost universally limited by the assumption of school-room authority, is sadly evident. In one of our most popular and widely known schools for young ladies—one which sends forth scores of teachers for this and for heathen lands—a principal boasted that she had not been absent from the institution but one Sunday for thirteen years! This was her sheaf, the proof of her faithfulness. Thus shut out from the world, how could she gain that varied knowledge of the world's needs essential to prepare those in her charge for their future missions? In constant contact with learners who look up to her as the embodiment of wisdom, seldom listening to her own superior in what passes for knowledge, brightened by no intellectual friction, and only *hearing* of the world and its ways and progress until the actual life beyond her view, and into which her pupils were to go, had become but a theory—how could she keep pace with the requirements of the nineteenth century? Could she be other than she was—hard in her decrees, clinging to old methods, grinding out a certain amount of mental and manual labor indiscriminately from the rugged and the delicate? But the school has a name. Mothers keep it well supplied with misses—and, as a physician once remarked, "subjects for him!"—*F. A. D. Hammond, in Iowa School Journal.*

5. BY-PATHS TO PROSPERITY.

With patience, success in a retail business devoted to a single article is almost certain in a large city. Thus, let a man sell nothing but dolls' heads, keeping his prices well down, and remaining in the same store for years, and although, perhaps, for a long while unnoticed, and strongly tempted to expand his business into a toy-shop or a variety store, if persistent in the one idea, he will eventually attract an exclusive trade, and draw customers for dolls' heads from distant quarters; for it is alike the observation of buyers, and sellers that the best place to buy an article is that where only that article is dealt in. But if the dealer in the case supposed were to include the bodies, the garments, and the furniture of dolls, he might procure a larger business in the first few years, but with no such prospect of ultimate increase or permanency.

The specialties of scientific knowledge give occupation to men possessed of thorough knowledge of peculiar departments. To enumerate these special callings is but to give the designations appropriate to the divisions of science. The professions are similarly pursued in individual lines; and we have patent lawyers and divorce lawyers, cancer doctors and chiropodists. Of the last there

was one who went travelling from house to house, before the days when citizens hired a "corn-doctor" by the year to operate monthly, whose reputation was founded upon an alleged capacity for extracting the roots of corns. After nicely trimming the afflicted feet, he would affect to pull out the said roots with tweezers. He bored a small hole in the corn, and his legerdemain was very neat; but a gentleman on whom he operated kept a "root," and examined it under a microscope. It was a piece of a fish-bone.

With special reference to human frailty, there is a business reduced to a system in Paris, employing a number of discreet deputies, who go around to liquor shops and places of public resort at night, and accompany, or otherwise assist to their homes, for a consideration, inebriated gentlemen, who would otherwise fall into the hands of the police. In that city there is also, at almost every alternate street corner, that most valuable of messengers, the *commissionnaire*. Licensed, and amenable to strictly enforced penalties if he overcharges, defaults, or even blunders, he is yet your servant for the occasion, capable for a reasonable compensation per hour, of the greatest variety of service. He can procure for you a ball-ticket; order your dinner, and summon your company; ascertain the whereabouts of a book in the public libraries or the shops; perhaps even collect a bill, or prepare the preliminaries of an *affaire du cœur*. He is frequently employed by a jealous husband or wife to follow and report upon the movements of the suspected party; and occasionally the same agent is hired by both the partners in a domestic infelicity.

A business has grown into formidable dimensions within a few years in London which it is impossible to regard with complacency. The nearest approach to it in this country is the Association for the Suppression of Gambling, which, with a worthier motive, adopts somewhat similar means. "Private Inquiry" offices are an invention to the credit of which England is perfectly welcome; and we devoutly hope that nobody on this side of the water will either copy or infringe upon their peculiarities. Employing great numbers of young men and women apparently engaged in other pursuits, as house-servants, clerks, etc., to collect and communicate to a central office all the gossip, scandal, and personalities that they can pick up and acquire in the families or firms where they have such opportunities, these establishments obtain information in vast quantities which is carefully recorded and tabulated. This information, these family secrets obtained by infamous bribery and espionage, are for sale. To these offices a husband or wife proceeds in search of evidence when thinking of applying for a divorce. Thither, also, go morbid wretches in search of food for jealousy; partners who doubt each other; employers who suspect their agents. And so widely spread are the ramifications by which this institution has penetrated the privacy of British households, that it is said that an applicant rarely calls at an office without finding that there are at least some details already "booked" respecting the object of his inquiries. But no profit which may accrue to employers or employed can compensate for the utter loss of self-respect involved in such an occupation.—*WILLIAM C. WYCOFF, in Harpers' Magazine for August.*

6. THE WRONG AND THE RIGHT WAY.

We learn more frequently by illustration than theory. The following exemplifies two methods more clearly than any discussion:

We once went into a room of little ones, not over six and a half years of age, and found about seventy pairs of bright little eyes, and met a young lady of little experience, as their teacher, and the principal of the school. A class stood on the floor, to whom the teacher was giving a lesson on the five senses. She began by having the first one repeat something like this: "There are five senses—hearing, seeing, smelling, tasting and feeling." Several repeated promptly; but presently one little fellow faltered, tried again to follow the teacher, but failed; tried again, but again failed. At last he gave up and began to cry, and was sent to his seat. The principal then called him to the platform and asked him how he knew he was talking to him. His face brightened a little, and the tears were checked, and he replied, "I can hear you talk." "What am I doing, then, when you hear me?" said the principal. "Talking," said the little boy. "What are you doing when I talk?" "Hearing." "Well," said the principal, "that is one sense. Now, let us find another. How do you know I am sitting here?" "I can see you," said the boy, his face shining and his tears gone. "What sense is that?" "Seeing," said he. And thus the boy was taken through the lesson, and thoroughly understood it, and was sent to his class happy with the knowledge he had obtained, and feeling that it was his own, by reason of the action of his mind in obtaining it. The first method we call cramming; the latter, development.—*Chicago Schoolmaster.*

7. THE COMMENCEMENT OF THE RIDEAU CANAL.

In 1827, Col. By passed up to commence the Rideau Canal. This costly work made no small stir on the hitherto quiet Ottawa. The embryo town, bearing the Colonel's name, grew apace. The construction and trade of the canal, the fast settling of the surrounding country, and the increasing extent of the lumber trade, united to push Bytown rapidly forward. An interesting incident connected with the first flight of locks ascending from the Ottawa, is the fact that the renowned Sir John Franklin laid the foundation stone. Sir John happening to pass on one of his overland trips northward, was assigned the honor. Lady Franklin, when in Ottawa, in 1861, was shown the stone her lamented husband had laid so long before.

During the progress of the canal, the demand for farm produce was great, and prices ranged high. The settlers along the river felt the benefit. Clarence improved rapidly; settlers came in fast; and those previously located improved in circumstances. The blessing of a day school was added to the Sabbath school. A church, receiving frequent additions, watched over by Mr. Edwards, was exerting a beneficial influence on the whole community.

The necessity for manual labor, on the part of Mr. Edwards, being lessened, he devoted his time more fully to ministerial work. Not having been hitherto formally designated to the charge of a church, he was, in 1831, ordained. About that time an Act was passed in Upper Canada, to enable other than Episcopal and Presbyterian ministers to marry. Mr. Edwards took advantage of the law, and supplied a want long felt. Previously, candidates for wedlock had to make long journeys, or content themselves with the services of a magistrate.

Many amusing anecdotes might be told of the doings of some J.P.s, in early days, in the back woods, both in their style of tying matrimonial knots, and administering justice. Nice points of law were not studied; in fact some of their worships were a law unto themselves. One of these, an old officer, who had served under Wellington and loved dispatch, would put up a notice on a Saturday, stating "This is the first, second and third time of calling," and marry the couple on the following Monday. Any case in the whole calendar civil or criminal, he would take hold of—breaches of promise, or cases of debt, just as readily as breaches of the peace.—From "*Scenes in the Life of a Canadian Pioneer*," in *New Dominion Monthly* for August.

8. "GREAT CIRCLE" TRAVEL.

It is not known by everybody, though perhaps most people have been told of it several times, that, for all purposes of navigation, Puget Sound is nearer the great Asiatic marts than is San Francisco. Even if the vessels going out from the Golden Gate took their course direct for Hong Kong or Shanghai, they would, by reason of the longer degrees of latitude farther south, scarcely have less sailing than by bending round more to the north. But, in point of fact, the prevailing winds and ocean currents of the Pacific are such that vessels from Asia find their most eligible route bringing them within fifty miles of the entrance to Puget Sound; thus making by the Northern Pacific, when completed, a saving of nearly a thousand miles of ocean navigation. This, added to the diminution of distance overland already alluded to, gives us a route from our Eastern cities to the coast of Asia shorter than any other by about fifteen hundred miles. When this road shall be in successful operation, the time required to reach the Pacific Coast by means of it from New York City will not exceed about four days, allowing an average rate of movement of thirty miles an hour. Thence to Shanghai, in China the voyage will occupy eighteen to nineteen days, at the mean rate of twelve miles an hour; making twenty-two to twenty-three days in all from New York,—a less time than is now occupied in making the voyage by way of the Isthmus to San Francisco.—From the article on the "NORTHERN PACIFIC RAILROAD COUNTRY," by Dr. Geo. M. Steele, in the August number of "*Old and New*."

IV. Short Critical Notices of Books.

—APPLIED LOGIC, edited, with a preface, by the Rev. D. Nelles, Professor of Logic, in Victoria College. The learned President of Victoria University has rendered valuable service to the cause of sound criticism, depth of thought, and accuracy of judgment by the publication of this admirable summary of Applied or Practical Logic. The work, which is now the standard text book on Logic in the Victoria University, is made up of two standard contributions to the sciences of Logic. The first is the

most valuable portions of the famous "Port Royal Logic," and the second is a reprint, in full, of Sir William Hamilton's equally noted lectures on Modified Logic. As the editor justly remarks, "Those who have not mastered the elements of formal or technical logic, as well as those who have, may derive immense advantage from a careful perusal of these pages. The work is neatly printed, and issued from the Wesleyan Book Room, Toronto.

—HISTORY OF M. E. CHURCH IN CANADA.—By Rev. Thos. Webster. This is a valuable contribution to the early religious history of this Province. Many of the facts and incidents related by the writer are deeply interesting and instructive—illustrative of the personal zeal, devotion and courage of the pioneer fathers of Canada, and of the genuine love to their Master which glowed in their bosoms. In a work like this, designed to be partly vindicatory and argumentative we are not surprised at the vehement tone of personal references in some parts of the book, though we regret the necessity, which the writer evidently felt was imposed upon him, to infuse into his History a spirit of controversy. Apart from this, the biographical sketches and anecdotes in the book are racy and genial—indicative of the kindness of heart and warmth of affection which is characteristic of the writer. The work may be obtained at the *Canada Christian Advocate* office, Hamilton.

—CANADIAN ENTOMOLOGIST, edited by Rev. Chas. J. S. Bethune, M.A., Toronto; Copp, Clark & Co. The cultivation of a taste for the study of Natural History which this *Journal* seeks to promote, is worthy of all commendation. We, therefore, sincerely welcome this interesting and useful publication. In the hands of its amiable and accomplished editor, we have no doubt the subject itself will be popularized, and habits of observation and study of the "wonderful works of God," as exhibited in the countless variety of living objects around us, will be promoted and extended. Such a study affords at once personal gratification and innocent amusement, while the pursuit itself will, to the thoughtful mind, afford ample food for profitable reflection on a deeply interesting subject, and tend to elevate the thoughts from "Nature up to Nature's God." We, therefore, heartily commend this publication to our readers.

—CANADIAN LITERARY JOURNAL.—Flint and Van Norman, Toronto. This new candidate for literary favour appeals to the public for support, with a quietness and modesty which disarms criticism. Its aim and purpose is good, we only fear its proprietors are too sanguine of success—with the sad fate of so many of our Canadian Magazines before them. However, we welcome this new efforts to win popular favour with sincere pleasure. While so many of our young men seek to gratify their tastes only by depraving them, and those of their companions, we cannot but regard with respect and commendation the employment of the time and talents of the proprietors of this *Journal* in so agreeably and usefully seeking to elevate the tastes, and cultivate the moral and religious feeling of their readers in this publication. The two numbers before us, present an agreeable variety of original and selected articles. The proprietors propose still further to enlarge and add to the interest of the publication. We wish them success.

—NEW DOMINION MONTHLY.—Montreal: John Dougall & Son. The success so far of this Canadian Magazine has been most gratifying. This is no doubt owing no less to the energy of the publishers than to the purely Canadian character of the Magazine itself, and to the general ability with which it is conducted. The contents are very varied, and present an interesting collection of articles for perusal. We insert a part of one of them in this number of our *Journal*.

—CHURCHMAN'S MAGAZINE MONTHLY REVIEW.—Hamilton: Spectator Office. This publication issues in the interest of the Church of England. It is creditable in appearance, and exhibits evidence of life and vigour in the venerable body which it represents. Most of the articles are original, and sufficiently varied to interest the general reader.

—STEWART'S QUARTERLY.—St. John, New Brunswick: H. Chubb & Co. This most interesting and valuable publication is much less known among us than it should be. Its recent admirable article on New Foundland has been extensively copied, and has been the means of furnishing a large amount of information on the history and resources of the Island. The other articles in the *Quarterly* are varied, but the valuable and solid ever predominate. Altogether it is a Magazine New Brunswick may be proud of.

—NORTH BRITISH REVIEW contains an interesting and reasonable article on "Agricultural and Agrarians Laws in Prussia." It enters largely into facts illustrative of the social life of that great and growing nation whose prowess has been so signally displayed in the recent invasion of France. The *Review* contains articles of "Lothair," Newman's "Grammar of Assent," &c. Its sketch of "Contemporaneous Literature," is a new and valuable feature. This with the three other reviews and Blackwood, are supplied by Copp, Clarke & Co., of this city.

—HARPER'S MAGAZINE.—The September Number contains twenty Articles, besides the five Editorial Departments. "The Mediterranean of the Pacific," with which the Number opens, is a description of Puget Sound and its vicinity; in connection with the projected Northern Pacific Railroad, which will have one of its termini on Puget Sound, this paper, which is profusely illustrated, will have a peculiar interest to us Canadians. "Among the Peaches" is a timely paper, also illustrated, and is replete with interesting information regarding the peach harvest. Three serial stories are given in this number. "The Old Love Again," by Annie Thomas, approaches its conclusion; "Anteros" is still continued; and "Anne Furness," a new serial by the author of "Mabel's Progress," "Aunt Margaret's Trouble," and "Veronica," is commenced, promising to be the most interesting serial of the season. Two excellent short stories are given, and four poems—one of the latter by Harriet Prescott Spofford. "Female Suffrage"—a Letter to the Christian Women of America, by a daughter of James Fenimore Cooper—is concluded. It is a strong, earnest, and womanly appeal against the theory that women should exercise political functions. "A day among the Quakers" tells the story of the visit of an old Quaker and his wife to President Lincoln in 1862—a visit that more than anything else seems to have decided the President to issue his Emancipation Proclamation. "Frederick the Great" still continues to increase in interest. The sketch of the "Old Dessauer," in this part is a brilliant and effective picture. "In Wall Street," which reveals the inside operations and characters of a great banking-house, is novel, and as entertaining as a story. M. D. Conway contributes two papers to this number—the second part of his "Saunter on Canterbury," which among other things gives a graphic description of the installation of the present Archbishop, and "Footprints of Charles Dickens," which is a thoughtful and interesting paper on the connection between Dickens's works and the localities in and about London which furnished the novelist with his most striking pictures and characters.

—BIBLE SOCIETY RECORDER.—Toronto: Bible House. This publication, issued by the U. C. Bible Society, is ably edited by Rev. John Gemley, the Permanent Secretary of the Society. Such a publication was much needed in the interests of the Bible Society, and we are glad its editorship has fallen into such hands. The contents, though special, are varied and interesting.

V. Educational Intelligence.

—WATERLOO TEACHERS' ASSOCIATION.—The North Riding of Waterloo Teachers' Association held their fourth meeting on Saturday, in the Waterloo Central School. The usual routine business was disposed of, and the report of the delegates to the Provincial Association received. The President, Mr. John S. King, occupied the chair. Mr. Muir, of Hawkesville, read an essay on the difficulties of the teacher. Miss D. E. Kay, of the Waterloo Central, explained her system of teaching

young children the rudiments of arithmetic, and an interesting discussion took place on that clause of the law relating to the irregular attendance of children at schools, in which Mr. Schneider, of Woolwich, led on the affirmative, and Mr. Moran, of Hamburg, on the negative. The result was, that the law in that respect was considered imperative. A resolution was carried unanimously, by which the Association affirmed its belief in the principle of compulsory education. Mr. C. George gave a German reading with good effect. The President, Mr. John S. King, delivered his retiring address, in which he dwelt chiefly upon the utility of teachers' associations. He thus quits his connection with the profession, and proceeds to Toronto to pursue the study of medicine. He received the following resolution of thanks:—Moved by Mr. Moran, Principal of the Hamburg school, and seconded by Mr. Blackwood, Principal of the Waterloo Central School—"That the hearty thanks of this Association are due and are hereby tendered to Mr. John S. King for the energy he has displayed in the organization of this Association, and for the able and satisfactory manner in which he has filled the President's chair during the past year; and that he take this resolution as an assurance that he is accompanied into his new profession with the kindest wishes of the members of his former profession." It was carried unanimously. After the arrangement of business for the next meeting, the Association adjourned.

—GILCHRIST SCHOLARSHIP.—A cable telegram just received by the Governor-General at Quebec, and by him forwarded to the head master of the Dundas Grammar School, announces that the Gilchrist Scholarship for 1870 has been awarded to Francis Beverly Robertson, a pupil of the Dundas grammar school.

—GALT SCHOOL.—An address, accompanied by a silver watch and gold chain, was presented at the Central School, Hamilton, on Saturday last, to Mr. J. B. Gray, who taught in the School for seventeen years, and is about removing to Galt, to take charge of the Central School there.

—VICTORIA UNIVERSITY—MEDICAL DEPARTMENT.—We regret to learn that Hon. Dr. Rolph, who has been for so many years Dean of the Medical Faculty of this University in Toronto, has been unable for some time to deliver his regular course of lectures. In view of his failing strength it has been thought necessary to relieve the venerable doctor in part of his duties as Dean. The College Board, which met on the 6th inst., has appointed as his assistant, Dr. Canniff, whose name stands high in that branch to which he more particularly devotes himself. It is a great compliment to be appointed as the virtual successor of so eminent a teacher of medicine as Dr. Rolph, but the gentleman selected has fully entitled himself to recognition by his success in his profession—*Leader*.

—MCGILL NORMAL SCHOOL.—The Lieut.-Governor of Quebec has accepted the resignation of Professor Robbins, of McGill Normal School, and appointed Professor James McGregor in his place, as ordinary Professor. Professor Robbins has been made Associate Professor of Agriculture and Natural History in the same school, and Mr. Francis Hicks, M.A., has been appointed director of the Model school in connection with the McGill Normal School, in lieu of Professor McGregor.

—OPENING OF THE NEW BRUNSWICK TRAINING SCHOOL.—Recently the Training and Model Schools were opened, in the quarters provided for them, under the most favourable circumstances. For the present the school will take up four rooms in the building—two having been converted into one apartment of fair size, where instruction will be given to the student teachers of both sexes; the Model School occupies the two others. Upon the whole the accommodation is very good, and the best has been made of the building at the disposal of the Board of Education. The rooms will be kept well ventilated. In wet weather the verandah will be a capital covered play place, while the barrack yards will afford ample space for amusement and exercise. Judging from appearances, both student teachers and the scholars entered upon their first term in good spirits. Of the teachers the ladies are the majority, and will be under the special instruction of Miss Alline, the male teachers under that of Mr. M'Innis,

and, for the present, both under the general superintendance of Dr. Bennet. About 11 His Honor the Lieutenant Governor and Mrs. Wilmot arrived at the Training School, and proceeded to inspect the arrangements of the room. The pupils of the Model school made quite a show, and formed as bright and intelligent looking a body of children as could be collected anywhere.

The Chief Superintendent of Schools, in declaring the schools opened, felicitated himself that the morning had at last arrived, to which he had looked forward anxiously for years, when the duties of the Training School were resumed in this city of Fredericton. He also congratulated His Honor and the Board of Education that the time had arrived, and that the Training School had been opened under circumstances that seemed very auspicious. Numerous applications, he mentioned, had been made from parents for the admission of their children to the Model School, and the result was seen in the seventy to eighty pupils there assembled; twenty to thirty other applications had been made, to which as yet no answer had been given. The number of applications from student teachers had been over forty, forty was the limit set by the Board, but during this term there would be a few over the stipulated number. He then spoke of the building that had been arranged under the superintendance of the Board of Education and Board of Works, and put in order at no slight trouble. Everything that could be done with an old building for the comfort and accommodation of the teachers had been done. The school furniture was the best ever manufactured in New Brunswick, and was patterned after that used in Boston, which took the lead in all school matters in the States. He informed his audience generally that in the absence of a Head Master, the student teachers would receive some instruction from himself. He spoke modestly of his ability for the office, expressing himself afraid, from long want of practice, that his "right hand had lost its cunning," and then enlarged on the qualities necessary in the master of such a school, who ought not only to have youth and enthusiasm but judgment, and that of no ordinary kind, as well. The master who was able and willing to do his duty in that school, and who could perform it with honor to himself and credit to the Province, was a man who must be possessed of no secondary qualifications. Mr. Bennet then dwelt upon the immense importance of the Training School to the Province, in comparison to which he held that the higher institutions of learning, even the University, dwindled into almost insignificance, for from it there would go forth teachers to the schools planted in every settlement of the Province, and on the excellence of the training that the teachers received there, would greatly depend the sound education of the children of the rising generation. (This is the pith, though not *ipsisima verba* of his remarks.) Mr. Bennet then spoke in terms of high commendation of the teachers of the Training School, of Mr. McInnis, who, for the last year or two, had performed the duties of Assistant, and last, but not least, of Miss Aline, who had shown such distinguished ability. Judging from the past, he was most sanguine that the institution under the instruction of this lady would prove a great success. The Training School would also have the benefit of the services of M. Bernard, French Teacher, and in a short time he expected that there would be an influx of student-teachers from the counties of Gloucester, Kent, Northumberland and Westmoreland, who would there be prepared to teach schools whose pupils would be vernacularly French. The Model School would be under the direction principally of the permanent teachers. With regard to the pupils then assembled, from the experience they had of their capabilities that morning, he only asked a month or two to get them into better shape. The Lieutenant Governor then made a few remarks in his usual impressive manner, in course of which he congratulated the City and County on having the Training School where it ought to be, and where it was twenty years ago, and spoke of the great benefit of having it open to the inspection of members of the Legislature during the sessions, and of the immense importance of its work, the cultivation of the brain power of the Province. He would take the liberty of calling upon the school frequently and viewing the

progress made. Referring to the building, he fervidly wished that the day had arrived when every barracks in the land were converted into school houses, and when men, instead of learning the arts of destruction, would turn their minds to the study of higher and holier things, the principles of Christian love. He dwelt upon the high and responsible avocations of teachers, second only to that of the heralds of the Cross, saying that too high a value could not be placed upon the labours of the teachers who had the training of the children of the country in their care, dwelling also on the duties and pleasures of their calling, on the patience that was needed, and on the delight there was watching the expanding intellects of the young. The days of harshness and of the ferrule had gone by, and the young were lured on the path of progress by kindness and by the interest manifested in them by their teachers. He announced that it was his intention, to give several prizes, and that in adjudging them he would rather look to the good conduct of the pupils in the school-room and the playground combined with progress, than to mere intellectual proficiency. He spoke of the necessity of educating the heart as well as the head, and closed a short but eloquent address by wishing the Training School great success and prosperity, and that by the progress it made, it would deserve the sustentation of the Legislature and the support of public opinion, finishing by a high compliment to Miss Aline and Mr. McInnis.

The Provincial Secretary then spoke briefly, adverting to the great progress made by the Province materially within his recollection, but in nothing had it made more progress than in its schools since his day. He believed it would be a great benefit for the student attending the Training School to have the opportunity of inspecting the University, the Collegiate School, and Seminary, and that it would be a great advantage for the school to be where the Legislature met, for there could be no greater incentive to progress than to be visited from time to time by intelligent persons who took an interest in its welfare. He spoke of the fine situation of the school, and the admirable surroundings, and the opportunities they would afford for exercise and amusement, and, like the Governor contrasted very feelingly—as if he even then felt the twinge of the birch come over him—the kind teachers of the present day with the stern pedagogue of the past, with their harsh frowns and their hard rulers. He also paid a high compliment to the teachers.

Dr. Jack then spoke, also very briefly, and expressed his deep and heartfelt interest in the cause of education, and the great pleasure it would give him to watch the operation of the Training and Model Schools. It ought to be one link in the educational system of the Province, which should include all places of instruction from the highest institutions of learning to the humblest school. It would afford him the greatest pleasure to visit it from time to time. He impressed on the student-teachers the necessity of thoroughness in their studies, and of learning a subject from its very foundation through all its ramifications, showing how perfect acquaintance with a subject made the imparting of instruction easy, and furnished a wealth of illustration, and how hard, on the contrary, a half knowledge of anything made teaching. He inveighed also against the system of mechanical questions and answers, and said that all those Magal books ought to be made a bon-fire of, dwelling on the great benefit to teacher and pupils of being taught intelligently to frame their own questions and make their own answers. He had spoken on this subject on a former occasion, and his remarks were not pleasing to some, but he repeated them with greater energy. Mr. Bennet then dismissed the meeting.

— OPENING OF LONDON UNIVERSITY BY THE QUEEN.—London University is mainly an examining body. It has a Chancellor, Earl Granville; it has a Vice-Chancellor, Dr. Grote the historian; it has a Senate and Convocation. But its chief function is the examination for and conferring of degrees. The confusion between University College and London University was not altogether unnatural. When University College was first formed it was known as London University, although a mere joint-stock undertaking. In 1836 a charter

was given to that institution, and it was then known as University College. About the same time, another charter was given, and by it London University was established. This was granted during the royal will and pleasure, and it therefore had to be renewed after the death of William IV., which was done December 5, 1837. Additional powers were given in 1850, and on April 9, 1858, a wholly new charter was signed, instituting many changes in the functions and arrangements of the University. At that time there were forty-seven colleges and collegiate schools in connection with the University. The number is now considerably over fifty. The degrees conferred are those of Law, Medicine, Surgery (which is distinct from Medicine), Science, Literature, and Arts. The degrees in surgery, Literature and Science are of very recent origin, and at the present time Literature has but one doctor, Dr. Weymouth formerly of Plymouth, now of Mill Hill school. It will be seen that Divinity has no place. This is intentional. It was expressly excluded at the foundation of the University, and the exclusion for a long time was reckoned as a reproach to the institution. That feeling no longer prevails, and the result is that men of all religions and races can and do obtain the benefits of the University. The new building is very ornate, the style Palladian, and the building is remarkable for the large amount of sculpture introduced. In fact, it may be called a combination of sculpture and architecture. As regards ground plan, the building consists of two oblong blocks, the smallest of which is placed behind or to the south of the principal one. The front presents a central portion about 120 feet in length, flanked by two square towers, and extended farther east and west by wings, apparently two stories in height and 65 feet in length. The towers carry a clock and a wind dial, and between them is a projecting portico with five entrances. The portico, the centre, and the wings are all surmounted by balustrade on the pedestals of which balustrades are placed statues of eminent men, selected as fitting illustrations of the various forms of academic culture. The statues over the portico are seated, those on the roof line are standing; and there are also standing figures in the niches on the ground floor of each wing. The principal figures are on the balustrades of the portico, and are by Mr. Durham. Taking them in order from east to west, they are statues of Newton, Bentham, Milton, and Harvey, as representatives of the four Faculties—Science, Law, Arts and Medicine. The figures on the central roof line are Galem, Cicero, Aristotle, Plato, Archimedes and Justinian, representing ancient culture. Of these the first three are by Mr. Westmacott, the last three by Mr. Woodington. The east wing is devoted to illustrious foreigners. To the roof line Mr. Wyom has contributed Galileo, Goethe and Laplace; whilst for the niches Mr. McDowell has furnished Leibnitz, Cuvier and Linnæus. The west wing is adorned with English worthies—Hunter, Hume and Davy—by Mr. Noble on the balustrade; and Adam Smith, Locke and Bacon, by Mr. Theed, in the niches. Shakspeare is conspicuous in his place of honour inside, and at present a cast of the Westminster Abbey statue faces the visitors attending the great central stair case. This stair case is exceedingly fine, and is quite the principal feature of the interior. White marble balusters are surmounted by a grey marble hand-rail. Before mounting the staircase a fine corridor is passed running at right angles. On the right or western side the corridor leads to the great library or examination hall, a room 72 feet by 53 feet, which occupied the whole of the corresponding wing. On the left, or eastern side, it leads to the theatre or lecture hall, which occupies the whole of the eastern wing, and is capable of seating nearly 800 persons. Ascending the main staircase we reach a landing of polished marble, inlaid in various colours. This landing gives access in the centre to a very handsome Senate room, 43 feet by 27 feet and 56 feet 5 inches high. On either side of it are smaller rooms for committees, and for the Registrar and Assistant-Registrar of the University. At the extremities are entrances to the respective galleries of the great hall and of the theatre

and transverse passages, corresponding to those below, give access to the first floor of the southern block. This first floor is occupied by two examination halls, placed over the smaller halls of the ground floor, and fitted up especially for the conduct of practical examinations in chemistry and in anatomy. At present the tone of the building is too white. As the Queen had arranged to go through the building, every one of the principal rooms in the University was tenanted with a goodly and distinguished company. For once the ladies were eclipsed in costume by the gentlemen. It is impossible for tongue or pen to describe the gorgeous and many-coloured robes in which the members of the university arrayed themselves. The older members were themselves astonished. At 12.20 the sound of the band playing "God save the Queen" told us that the Prince and the Princess of Wales had arrived. It was half an hour later before the second performance of the National Anthem announced the arrival of the Queen. She was accompanied by the Horse Guards, and the Coldstreams on foot were drawn up in front of the building with their band. Her Majesty was met at the grand entrance by Lord Granville, Mr. Bruce, Mr. Lowe, and several other Ministers and members of the University; and having been conducted into the Western and Eastern Halls, and up the grand staircase into the Senate Room, she descended and entered the theatre just before one o'clock. The royal party consisted of the Queen, the Prince and the Princess of Wales, and the Princess Louise. Her Majesty was dressed in a black morning dress and bonnet. The Princess of Wales was also in mourning; the Princess Louise wore a resplendent costume which alone of all the ladies present outvied the doctor's gowns. The prince was in a general's uniform. The great officers of State and attendants stood in a group on the left, the members of Convocation on the right, and the spectacle at that moment was decidedly imposing. Lord Granville presented and read the following address:—"May it please your Majesty: We, the Chancellor, Vice-Chancellor, Fellows, and Graduates of the University of London, hail with feelings of loyal attachment the presence here to-day of your Majesty and of other members of the Royal family. The influence of the Crown, during your Majesty's reign, has been exerted in an especial manner to promote and extend education. It was in the year of your Majesty's accession to the Throne that the University of London began its labours for the encouragement of a regular and liberal course of education among all denominations of the subjects of the Crown. We offer our dutiful thanks to your Majesty for consenting to open a building which, with the sanction of the Crown, has been granted to us by Parliament, and which, while distinguished by its architectural merits, fully satisfies all the requirements of the University. We venture to interpret this gracious consent as a personal recognition, on the part of your Majesty, of the progress which the University has made in numbers and in reputation; and of its success in developing an enlarged system of education among all classes, races, and creeds of your Majesty's subjects in every quarter of the globe. Your Majesty's visit will confer an historical interest on this building. It will dwell in the memory of those who are this day to receive distinction earned by honourable diligence and ability; and will sustain the Senate and Convocation in their combined efforts to elevate their university still higher in public esteem."

The Queen bowed at the conclusion of the address, took it from Lord Granville's hands. She then said in a clear voice "I declare this building opened." A flourish of silver trumpets from the gallery announced the fact to outsiders. Then the loyalty which would have broken out when the Queen entered, but was suppressed by a vigorous official hush, was allowed to have full play. "Three cheers for the Queen" were called, and a good many more were given. Each member of the Royal Family present had the orthodox three, and the Queen looked particularly pleased when the last of them "The Prince of Wales" was called. Then there followed general bows and graceful curtsies, and the royal party disappeared, having been in the theatre scarcely more than five minutes. As soon as they were out of sight the Chancellor, the Premier, Mr. Disraeli, and other favourites were called, and then the degrees were conferred by the Chancellor.

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

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

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

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

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

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, SURFACE CURRENT, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

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

REMARKS.

PEMBROKE.—On 5th, lightning with rain. 11th, thunder. 13th, 22nd, lightning, accompanied by thunder, began in the NW at 7:30 P.M., and continued until 11 P.M. the P.M. fell perpendicularly from a point a little N of Z. Lightning and storms, 4th and 23rd. Fog, 22nd. Rain, 1st, 5th, 7th, 8th, 12th, 14th, clouds moving southward; no rain at the station; damage to buildings thunder with rain, 20th, 26th, 28th. Fog, 28th. Rain, 4th—7th, 10th—17th, 18th, 24th, 26th, 29th. On 19th, meteor in SW fell vertically reported from W and S. 22nd, lightning with heavy rain. Wind storm (harvest commenced about 19th). Atmosphere occasionally very close and from an altitude of 20', disappearing under the horizon at 8:30 P.M. Great storms of thunder and lightning, with heavy rain. Wind storm (harvest commenced about 19th). Atmosphere occasionally very close and from 20th, two meteors in an easterly direction at 9 P.M. Crops have suf- on 4th. Rain, 4th, 6th, 11th—13th, 16th, 20th, 22nd, 23rd, 26th—28th. A good deal of ill health prevailing, chiefly ague, bilious cholera, fever from the unusual drought. PETERBOROUGH.—On 1st, halo round sun all forenoon. 22nd, three and rheumatic affections. CORNWALL.—Lightning and thunder with rain, 13th, 23rd. Wind very small falling stars. 23rd, heavy thunder cloud at NH (low down) BELLEVILLE.—On 20th, incessant lightning for several hours at night; storm, 23rd. Rain, 5th, 7th, 8th, 12th, 13th, 16th, 23rd, 24th, continued passing to E from 8:05 P.M. till about 10 P.M., with con- furious wind during 30th and morning of 31st. 23rd, loud thunder, 4

A. M. to 6 A. M., with lightning and rain. 26th, severe rain storm with lightning and thunder; depth of rain fall from 1.30 P. M. on 26th to 1 A. M., 27th, 2.013 inches. Lightning with thunder and rain, 5th, 7th, 14th, 20th, 23rd, 26th. Wind storms, 14th, 20th, 21st. Rain, 5th, 7th, 8th, 11th, 12th, 14th, 16th, 20th, 23rd, 26th, 27th, 29th.

GODERICH.—Lightning on 4th, 23rd, 24th. Lightning with thunder, 27th. Thunder with rain, 28th, 29th. Lightning and thunder with rain, 4th, 6th, 16th, 17th, 18th, 20th, 22nd, 23rd, 24th, 26th, 27th. On 31st, at 10 P. M., small meteor passed in a direction parallel to H from SE to NW. Wind storms, 20th, 22nd, 29th. Fogs, 5th, 7th, 27th. Rain, 1st, 4th, 6th, 7th, 11th, 12th, 15th—17th, 20th, 22nd, 24th, 26th—29th. The month has been remarkable for the quantity of rain that has fallen, and for the prevalence of violent thunderstorms, involving the destruction of life and property. It is estimated that at this station thunder has been heard one-sixth of the whole time.

STRATFORD.—On 24th, lightning. 22nd, thunder alone, and lightning with thunder. Lightning and thunder with rain occurred 4th, 6th, 7th, 16th, 17th, 18th, 20th (twice), 22nd, 24th, 26th (twice), 27th, 28th. Wind storms, 4th, 6th, 7th, 20th, 26th. Fog, 27th. Rain, 1st, 4th, 6th, 7th, 11th, 12th, 15th—20th, 22nd, 24th, 26th—29th.

HAMILTON.—On 20th, a most violent storm of lightning, thunder and rain. 30th, at 9.50 P. M., two ordinary meteors: the first N W, 45° high, fell N; the other 45° high SW, fell W. Lightning on 28th. Thunder, 19th, 22nd. Lightning with thunder, 17th. Thunder with rain, 27th. Lightning and thunder with rain, 4th, 20th, 22nd, 26th (two storms). Fogs, 1st, 29th. Rain, 4th—7th, 11th, 16th—18th, 20th, 22nd, 24th, 26th, 29th. Tree struck by lightning, 20th.

SIMCOE.—Lightning and thunder with rain, 4th, 7th, 11th, 17th, 19th, 20th, 22nd, 23rd, 27th. Wind storms, 4th, 5th, 6th, 13th, 20th. Rain, 2nd, 4th, 6th, 7th, 11th, 12th, 16th, 17th, 19th, 20th, 22nd, 25th, 27th. Month remarkable for frequent and violent thunderstorms. Rainfall exceeds anything recorded at this station since November, 1868. Several places struck by lightning and serious injury done.

WINDSOR.—On 3rd, meteor in N towards H; lunar halo. 4th, 5th, 7th, 8th, 10th, 11th, 12th, lunar halo. 22nd, meteor in NE towards H. 23rd, meteor in W towards S; meteor from *Arcturus* towards H. 26th, meteor through Little Bear towards H; meteor through *Cassiopea* towards H at N. 30th, meteor in N towards NE. Lightning on 8th, 13th, 15th, 18th, 19th, 21st. Lightning with thunder, 25th, 26th. Lightning and thunder with rain, 4th, 20th, 22nd, 24th, 27th, 28th. Wind storms, 4th, 20th, 22nd, 27th, 28th. Fog, 19th. Rain, 4th, 6th, 7th, 11th, 12th, 17th, 20th, 22nd, 24th, 27th, 28th.

VII. Departmental Notices.

TABLET READING LESSONS.

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

ONE HUNDRED PER CENT ON REMITTANCES ALLOWED.

Public Library Books, Maps, Apparatus, and School Prize Books.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

N.B.—Books and requisites supplied under these regulations *do not cost the schools more than half price.* Thus, for every \$5 sent, ten dollars' worth of articles at the reduced prices are sent, being equal in value to at least \$12.50 at the ordinary selling rates.

Catalogues and forms of application will be furnished to school authorities on their application.


* * If Library and Prize Books be ordered *in addition* to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN FIVE DOLLARS for each class of books, *additional* to that sent for Maps, Apparatus, &c., with the proper form of application for each class.

ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows.

Package No. 1.	Books and Cards, 5cts. to 70cts. each ...	\$10
” No. 2.	Ditto ditto 5cts. to \$1.00 each ...	\$16
” No. 3.	Ditto ditto 5cts. to \$1.25 each ...	\$20
” No. 4.	Ditto ditto 10cts. to \$1.50 each ...	\$26
” No. 5.	Ditto ditto 10cts. to \$1.75 each ...	\$30
” No. 6.	Ditto ditto 10cts. to \$2.00 each ...	\$36
” No. 7.	Ditto ditto 15cts. to \$2.25 each ...	\$40
” No. 8.	Ditto ditto 15cts. to \$2.50 each ...	\$46
” No. 9.	Ditto ditto 15cts. to \$2.75 each ...	\$50
” No. 10.	Ditto ditto 20cts. to \$3.00 each ...	\$56
” No. 11.	Ditto ditto 20cts. to \$3.25 each ...	\$60
” No. 12.	Ditto ditto 20cts. to \$3.50 each ...	\$66
” No. 13.	Ditto ditto 25cts. to \$3.75 each ...	\$70
” No. 14.	Ditto ditto 25cts. to \$4.00 each ...	\$76
” No. 15.	Ditto ditto 25cts. to \$4.25 each ...	\$80
” No. 16.	Ditto ditto 30cts. to \$4.50 each ...	\$86
” No. 17.	Ditto ditto 30cts. to \$4.75 each ...	\$90
” No. 18.	Ditto ditto 30cts. to \$5.00 each ...	\$96
” No. 19.	Ditto ditto 35cts. to \$5.25 each ...	\$100
” No. 20.	Ditto ditto 35cts. to \$5.50 each ...	\$120

SPECIAL PRIZE BOOKS IN HANDSOME BINDINGS.

 *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$5.00 to \$10.00 per set. Also Microscopes, Drawing Instruments, Drawing Books, Classical Texts, Atlases, Dictionaries, Small Magic Lanterns, Magnets, Compasses, Cubes, Cones, Blocks, &c., &c.

* * Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due dispatch of their parcels in time for the examinations, and thus prevent disappointment and delay.

SUNDAY SCHOOL BOOKS AND REQUISITES.

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

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

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

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