

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXIII.

TORONTO, JUNE, 1870.

No. 6.

CONTENTS OF THIS NUMBER:

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR COMMON SCHOOLS IN ONTARIO, FOR 1870.....	81
I. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.—The Transit of Venus.....	85
II. INSTRUCTION IN OUR SCHOOLS.—(1.) Moral and Religious Instruction in our Common Schools. (2.) Education in its Highest Sense. (3.) Learning by Experience. (4.) Discipline—Parents Interfering.....	86
III. PAPERS ON LITERARY SUBJECTS.—(1.) Fiction as a Means of Popular Teaching. (2.) A Student of the Olden Time. (3.) Wonderful Power of Words. (4.) Literature in Denmark. (5.) Literature for the Blind. (6.) Prince Arthur as a Linguist.....	88
IV. PAPERS ON YOUNG MEN AND BOYS.—(1.) What Young Men should do. (2.) Occupation Needed for Young Men. (3.) Young Men Knocked About in the World. (4.) The Way that seems Right. (5.) Honour in Boys. (6.) Boys, have Principle. (7.) "A Good, Steady Boy Wanted." (8.) A Green Spot.....	89
V. BIOGRAPHICAL SKETCHES.—(1.) James Moir Ferres, Esq. (2.) Lieut.-Colonel Whitehead. (3.) Rev. Bishop Smith. (4.) Mr. John Murchison. (5.) Mr. Joachim Pobert.....	92
VI. MISCELLANEOUS.—(1.) Country Children. (2.) The Queen's Interview with an American Lady. (3.) Annual International Exhibition in London.....	92
VII. EDUCATIONAL INTELLIGENCE.....	94
VIII. DEPARTMENTAL NOTICES.....	96

Superintendents for 1869, as revised on comparison with previous returns. The total amount available for apportionment is the same as in last year, but the large increase of population in some townships has necessitated an increased grant, while the more stationary localities receive less.

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

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

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

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE, TORONTO,
30th May, 1870.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR COMMON SCHOOLS IN ONTARIO, FOR 1870.

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

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

The basis of apportionment to the several Municipalities for this year is the School population as reported by the Local

APPORTIONMENT TO COUNTIES FOR 1870.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$598 00
do for Separate Schools.....	\$97 00
Kenyon.....	547 00
Lancaster.....	388 00
do for Separate Schools.....	44 00
Lochiel.....	455 00
do for Separate Schools.....	110 00
	251 00
Total for County, \$2239 00.	\$1988 00

2. COUNTY OF STORMONT.

Cornwall.....	\$565 00
Finch.....	299 00
Osnabrock.....	662 00
Roxborough.....	346 00
	\$1872 00

3. COUNTY OF DUNDAS.

Townships.	Apportionment.
Matilda.....	\$572 00
Mountain.....	432 00
Williamsburgh.....	536 00
Winchester.....	547 00
	\$2087 00

4. COUNTY OF PRESCOTT.

Alfred.....	\$169 00
Caledonia.....	119 00
Hawkesbury, East.....	308 00
do for Separate Schools.....	\$139 00
do West.....	248 00
Longueuil.....	191 00
Plantagenet, North.....	267 00
do for Separate Schools.....	17 00
do South.....	140 00
	\$156 00
Total for County, \$1598 00.	\$1442 00

5. COUNTY OF RUSSELL.

Cambridge.....	\$50 00
Clarence.....	266 00

COUNTY OF RUSSELL.—Continued.

Townships.	Apportionment.
Cumberland.....	331 00
Russell.....	238 00
	\$885 00

6. COUNTY OF CARLETON.

Fitzroy.....	\$342 00
Gloucester.....	454 00
do for Separate Schools.....	\$28 00
Goulburn.....	356 00
Gower, North.....	302 00
Huntley.....	320 00
March.....	169 00
Marlborough.....	272 00
do for Separate Schools.....	23 00
Nepean.....	401 00
do for Separate School.....	39 00
Osgoode.....	438 00
do for Separate School.....	34 00
Torbolton.....	97 00
	124 00
Total for County, \$3275 00.	\$3151 00

7. COUNTY OF GRENVILLE.

Table with columns for Townships, Apportionment, and Total for County, \$2145 00.

8. COUNTY OF LEEDS.

Table with columns for Townships, Apportionment, and Total for County, \$3457 00.

9. COUNTY OF LANARK.

Table with columns for Townships, Apportionment, and Total for County, \$3128.

10. COUNTY OF RENFREW.

Table with columns for Townships, Apportionment, and Total for County, \$2,731.

11. COUNTY OF FRONTENAC.

Table with columns for Townships, Apportionment, and Total for County, \$2,860.

COUNTY OF FRONTENAC.—Continued.

Table with columns for Townships, Apportionment, and Total for County, \$2,860.

12. COUNTY OF ADDINGTON.

Table with columns for Townships, Apportionment, and Total for County, \$1,742.

13. COUNTY OF LENNOX.

Table with columns for Townships, Apportionment, and Total for County, \$850 00.

14. COUNTY OF PRINCE EDWARD.

Table with columns for Townships, Apportionment, and Total for County, \$4032.

15. COUNTY OF HASTINGS.

Table with columns for Townships, Apportionment, and Total for County, \$3998 00.

16. COUNTY OF NORTHUMBERLAND.

Table with columns for Townships, Apportionment, and Total for County, \$3966.

17. COUNTY OF DURHAM.

Table with columns for Townships, Apportionment, and Total for County, \$374 00.

18. COUNTY OF PETERBOROUGH.

Table with columns for Townships, Apportionment, and Total for County, \$2600.

COUNTY OF PETERBOROUGH.—Continued.

Table with columns for Townships, Apportionment, and Total for County, \$2655 00.

19. COUNTY OF VICTORIA.

Table with columns for Townships, Apportionment, and Total for County, \$4487 00.

20. COUNTY OF ONTARIO.

Table with columns for Townships, Apportionment, and Total for County, \$6010 00.

21. COUNTY OF YORK.

Table with columns for Townships, Apportionment, and Total for County, \$5838 00.

22. COUNTY OF PEEL.

Table with columns for Townships, Apportionment, and Total for County, \$2600.

23. COUNTY OF SIMCOE.

Table with columns for Townships, Apportionment, and Total for County, \$2600.

COUNTY OF SIMCOE.—Continued.

Townships.	Apportionment.
Sunnidale	162 00
Tay	112 00
Tiny	245 00
Tecumseth	472 00
Tossonortio	191 00
Vespra	179 00
do. for Separate Schools.....	12 00
Total for County, \$5,910.	\$36 00 \$5874 00

24. COUNTY OF HALTON.

Esquesing	\$659 00
Nassagaweya	335 00
Nelson	468 00
Trafalgar	529 00
Total for County, \$1,991 00	

25. COUNTY OF WENTWORTH.

Ancaster	\$478 00
Barton	266 00
Beverley	666 00
Binbrooke	216 00
Flamborough, East	428 00
do. for Separate School .. \$22 00	
Flamborough, West	402 00
do. for Separate School... 30 00	
Glanford	245 00
Saltfleet	299 00
Total for County, \$3,052.	\$52 00 \$3000 00

26. COUNTY OF BRANT.

Brantford	\$662 00
Burford	756 00
Dumfries, South	367 00
Oakland	130 00
Onondaga	209 00
Total for County, \$2,114 00	

27. COUNTY OF LINCOLN.

Caistor	\$223 00
Clinton	277 00
Gainsborough	331 00
Grantham	406 00
do. for Separate School... \$37 00	
Grimsby	306 00
Louth	209 00
Niagara	227 00
Total for County, \$2,016.	\$37 00 \$1979 00

28. COUNTY OF WELLAND.

Bertie	\$274 00
Crowland	155 00
Humberstone.....	286 00
do. for Separate School... \$56 00	
Pelham	266 00
Stamford	266 00
do. for Separate School... 40 00	
Thorold	252 00
Wainfleet	284 00
Willoughby	111 00
do. for Separate School... 9 00	
Total for County, \$1,999.	\$105 00 \$1894 00

29. COUNTY OF HALDIMAND.

Canborough	\$133 00
Cayuga, North	216 00
do South.....	115 00
Dunn	119 00
Moulton and Sherbrooke.....	209 00
Oneida	297 00
do. for Separate School	\$27 00
Rainham	234 00
Seneca	403 00
Walpole	646 00
do. for Separate School.....	13 00
Total for County, \$2,412.	\$40 00 \$2372 00

30. COUNTY OF NORFOLK.

Charlotteville.....	\$425 00
Houghton	263 00
Middleton	378 00
Townsend.....	666 00

COUNTY OF NORFOLK.—Continued.

Townships.	Apportionment.
Walsingham	547 00
Windham	502 00
do for Separate School.....	\$27 00
Woodhouse	428 00
Total for County, \$3,236.	\$27 00 \$3209 00

31. COUNTY OF OXFORD.

Blandford	\$220 00
Blenheim	792 00
Dereham	655 00
Nissouri, East	508 00
Norwich, North	371 00
do. South	288 00
Oxford, North	184 00
do. East	284 00
do. West	324 00
Zorra, East	540 00
do. West	382 00
Total for County, \$4,548 00	

32. COUNTY OF WATERLOO.

Dumfries, North.....	\$410 00
Waterloo	943 00
Wellesley	624 00
do for Separate Schools.....	\$92 00
Wilnot	571 00
do for Separate Schools.....	59 00
Woolwich	648 00
Total for County, \$3,347 00.	\$151 00 \$3196 00

33. COUNTY OF WELLINGTON.

Amaranth	\$216 00
Arthur	302 00
do for Separate Schools... \$152 00	
Eramosa	439 00
Erin	659 00
Garafraxa, East	328 00
do West	335 00
Guelph	302 00
Luther	180 00
Maryborough	540 00
Minto	472 00
Nichol	288 00
do for Separate School.....	22 00
Peel	631 00
do for Separate School... 107 00	
Pilkington	253 00
do for Separate School.....	31 00
Puslinch	583 00
Total for County, \$5,840 00.	\$312 00 \$5528 00

34. COUNTY OF GREY.

Artemesia	\$426 00
do. for Separate School... \$13 00	
Bentick	587 00
Collingwood	374 00
Derby	234 00
Egremont	418 00
Euphrasia	302 00
Glenelg	408 00
do. for Separate School... 82 00	
Holland	383 00
do. for Separate School... 31 00	
Keppel, Sarawak, and Brooke.....	187 00
Melancthon	224 00
do. for Separate School... 21 00	
Normanby	552 00
do. for Separate School... 31 00	
Osprey	396 00
Proton	210 00
do. for Separate School... 35 00	
St. Vincent	551 00
Sullivan	264 00
do. for Separate School... 6 00	
Sydenham	440 00
do. for Separate School... 21 00	
Total for County, \$6,196.	\$240 00 \$5956 00

35. COUNTY OF PERTH.

Blanchard	\$450 00
Downie	418 00
do. for Separate School... \$54 00	
Easthope, North	338 00
do. South	284 00
Ellice	281 00
do. for Separate School... 11 00	

COUNTY OF PERTH.—Continued.

Townships.	Apportionment.
Elma	378 00
Fullarton	353 00
Hibbert	436 00
Logan	302 00
Mornington	468 00
do. for Separate School... 14 00	
Wallace	414 00
Total for County, \$4,201.	\$79 00 \$4122 00

36. COUNTY OF HURON.

Ashfield	\$490 00
Colborne	252 00
Goderich	443 00
Grey	461 00
Hay	529 00
Howick	529 00
Hullett	432 00
do. for Separate School... \$22 00	
McKillop	490 00
Morris	414 00
Stanley	454 00
Stephen	403 00
do. for Separate School... 11 00	
Tuckersmith	493 00
Turnbury	338 00
Usborne	497 00
Wawanosh, East	320 00
do. West	261 00
do. for Separate School... 19 00	
Total for County, \$6,848.	\$52 00 \$6796 00

37. COUNTY OF BRUCE.

Albemarle and Amabel.....	\$112 00
Arran	490 00
Brant	605 00
Bruce	378 00
Carrick	576 00
do. for Separate School	\$29 00
Culross	414 00
Elderslie	346 00
Greenock	276 00
do. for Separate School.....	26 00
Huron	378 00
Kincardine	490 00
Kinloss	338 00
Saugeen	274 00
Total County, \$4,732.	\$55 00 \$4677 00

38. COUNTY OF MIDDLESEX.

Adelaide.....	\$356 00
Biddulph	455 00
do for Separate School.....	\$42 00
Caradoc	529 00
Delaware	202 00
Dorchester, North	544 00
Ekfrid	324 00
Lobo	364 00
London	1127 00
McGillivray	571 00
do. for Separate School... \$16 00	
Metcalfe.....	274 00
Mosa	378 00
Nissouri, West	414 00
Westminster	604 00
do. for Separate School... 16 00	
Williams, East.....	292 00
do. West	299 00
do. for Separate School... 86 00	
Total for County, \$6,893.	\$160 00 \$6733 00

39. COUNTY OF ELGIN.

Aldbrough	\$302 00
Bayham	515 00
Dorchester, South	234 00
Dunwich	400 00
Malahide	569 00
Southwold	605 00
Yarmouth	634 00
Total for County, \$3,259 00	

40. COUNTY OF KENT.

Camden and Gore.....	\$367 00
Chatham and Gore.....	407 00
Dover, East and West	288 00

COUNTY OF KENT.—Continued.		TOWNS.—Con.	Common Schools.	R. C. Sep. Schools.	Total.	VILLAGES.—Continued.	Common Schools.	R. C. Sep. Schools.	Total.
Townships.	Apportionment.								
Harwich	541 00								
do. for Separate Schools	\$24 00								
Howard	470 00								
do. for Separate School	20 00								
Orford	295 00	Galt	\$ 360 00	\$	\$ 360 00	Welland	111 00	\$	111 00
Raleigh	375 00	Goderich	350 00		350 00	Wellington	54 00		54 00
do. for Separate School	111 00	Guelph	420 00	156 00	576 00	Yorkville	180 00		180 00
Romney	76 00	Ingersoll	271 00	60 00	331 00				
Tilbury, East	169 00	Lindsay	183 00	123 00	306 00		\$7180 00	\$433 00	\$7613 00
Zone	104 00	Milton	97 00		97 00				
	\$155 00	Napanee	193 00	30 00	223 00				
	\$3092 00	Niagara	119 00	61 00	180 00				
		Oakville	113 00	56 00	169 00				
		Owen Sound	306 00		306 00				
		Paris	211 00	54 00	265 00				
		Perth	175 00	66 00	241 00				
		Peterborough	276 00	139 00	415 00				
		Picton	155 00	65 00	220 00				
		Port Hope	400 00		400 00				
		Prescott	123 00	107 00	230 00				
		Sandwich	144 00		144 00				
		Sarnia	234 00		234 00				
		St. Catharines	438 00	312 00	750 00				
		St. Mary's	282 00	58 00	340 00				
		St. Thomas	180 00		180 00				
		Simcoe	155 00	15 00	170 00				
		Stratford	273 00	67 00	340 00				
		Whitby	234 00	61 00	295 00				
		Windsor	350 00		350 00				
		Woodstock	396 00		396 00				
			\$10212 00	\$2269 00	\$12481 00				

Total for County, \$3247.

41. COUNTY OF LAMBTON.

Bosanquet	\$490 00
Brooke	288 00
Dawn	112 00
Enniskillen	148 00
Euphemia	252 00
Moore	432 00
do. for Separate School	\$22 00
Plympton	529 00
Sarnia	302 00
Sombra	211 00
do. for Separate School	34 00
Warwick	439 00
	\$56 00
	\$3203 00

Total for County, \$3259.

42. COUNTY OF ESSEX.

Anderdon	\$130 00
do. for Separate School	\$36 00
Colchester	277 00
Gosfield	310 00
Maidstone	209 00
Malden	180 00
Mersea	324 00
Rochester	194 00
Sandwich, East	302 00
do. West	234 00
Tilbury, West	212 00
	\$36 00
	\$2372 00

Total for County, \$2408.

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1870.

CITIES.	Common Schools.	R. C. Sep. Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Hamilton	1585 00	405 00	1990 00
Kingston	943 00	363 00	1306 00
London	1268 00	229 00	1497 00
Ottawa	759 00	789 00	1548 00
Toronto	2748 00	1702 00	4450 00
	\$7303 00	3488 00	\$10791 00

TOWNS.	Common Schools.	R. C. Sep. Schools.	Total.
Amherstburgh	135 00	92 00	227 00
Barrie	162 00	65 00	227 00
Belleville	456 00	210 00	666 00
Berlin	244 00	33 00	277 00
Bothwell	130 00		130 00
Bowmanville	270 00		270 00
Brantford	620 00	100 00	720 00
Brockville	303 00	93 00	396 00
Chatham	445 00		445 00
Clifton	95 00	49 00	144 00
Cobourg	322 00	108 00	430 00
Collingwood	198 00		198 00
Cornwall	191 00		191 00
Dundas	203 00	89 00	292 00

VILLAGES.	\$ cts.	\$ cts.	\$ cts.
Arnprior	140 00		140 00
Ashburnham	120 00		120 00
Aurora	129 00		129 00
Bath	60 00		60 00
Bradford	120 00		120 00
Brampton	176 00		176 00
Brighton	122 00		122 00
Caledonia	108 00		108 00
Cayuga	86 00		86 00
Chippawa	112 00	21 00	133 00
Clinton	176 00		176 00
Colborne	86 00		86 00
Dunville	160 00		160 00
Elora	161 00	33 00	194 00
Embroy	68 00		68 00
Fergus	139 00	19 00	158 00
Fort Erie	97 00		97 00
Gananoque	170 00		170 00
Garden Island	60 00		60 00
Georgetown	162 00		162 00
Hawkesbury	115 00		115 00
Hespeler	122 00		122 00
Holl'd Landing	75 00		75 00
Iroquois	72 00		72 00
Kemptville	126 00		126 00
Kincardine	180 00		180 00
Lanark	82 00		82 00
Listowel	126 00		126 00
Merrickville	104 00		104 00
Mitchell	190 00		190 00
Morrisburgh	122 00		122 00
Mount Forest	131 00	13 00	144 00
Newburgh	95 00		95 00
Newcastle	80 00		80 00
New Edinburgh	50 00		50 00
New Hamburg	115 00		115 00
Newmarket	127 00	38 00	165 00
Oil Springs	129 00		129 00
Orangeville	90 00		90 00
Orillia	133 00		133 00
Oshawa	226 00	49 00	275 00
Pembroke	55 00	35 00	90 00
Petrolia	151 00		151 00
Portsmouth	86 00	36 00	122 00
Port Colborne	No data for apportionment.		
Port Dalhousie	122 00		122 00
Preston	110 00	30 00	140 00
Renfrew	61 00		61 00
Richmond	54 00		54 00
Seaford	140 00		140 00
Smith's Falls	78 00	32 00	110 00
Southampton	97 00		97 00
Stirling	82 00		82 00
Strathroy	180 00		180 00
Streetsville	72 00		72 00
Thorold	151 00	50 00	201 00
Trenton	131 00	77 00	208 00
Vienna	86 00		86 00
Wardsville	72 00		72 00
Waterloo	165 00		165 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1870.

COUNTIES.	Common Schools.	R. C. S. Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1. Glengarry	1988 00	251 00	2239 00
2. Stormont	1872 00		1872 00
3. Dundas	2087 00		2087 00
4. Prescott	1442 00	156 00	1598 00
5. Russell	885 00		885 00
6. Carleton	3151 00	124 00	3275 00
7. Grenville	2102 00	43 00	2145 00
8. Leeds	3445 00	12 00	3457 00
9. Lanark	3115 00	13 00	3128 00
10. Renfrew	2651 00	80 00	2731 00
11. Frontenac	2721 00	139 00	2860 00
12. Addington	1669 00	73 00	1742 00
13. Lennox	850 00		850 00
14. Prince Edward	1865 00		1865 00
15. Hastings	3998 00	34 00	4032 00
16. Northumberland	3874 00	92 00	3966 00
17. Durham	3406 00		3406 00
18. Peterboro'	2603 00	52 00	2655 00
19. Victoria	3011 00		3011 00
20. Ontario	4476 00	11 00	4487 00
21. York	5838 00	172 00	6010 00
22. Peel	2583 00	17 00	2600 00
23. Simcoe	5874 00	36 00	5910 00
24. Halton	1991 00		1991 00
25. Wentworth	3000 00	52 00	3052 00
26. Brant	2124 00		2124 00
27. Lincoln	1979 00	37 00	2016 00
28. Welland	1894 00	105 00	1999 00
29. Haldimand	2372 00	40 00	2412 00
30. Norfolk	3209 00	27 00	3236 00
31. Oxford	4548 00		4548 00
32. Waterloo	3196 00	151 00	3347 00
33. Wellington	5528 00	312 00	5840 00
34. Grey	5956 00	240 00	6196 00
35. Perth	4122 00	79 00	4201 00
36. Huron	6796 00	52 00	6848 00
37. Bruce	4677 00	55 00	4732 00
38. Middlesex	6733 00	160 00	6893 00
39. Elgin	3259 00		3259 00
40. Kent	3092 00	155 00	3247 00
41. Lambton	3203 00	56 00	3259 00
42. Essex	2372 00	36 00	2408 00
District of Algoma	300 00		300 00
	\$135857 00	\$2862 00	\$138719 00

GRAND TOTALS.

	Common Schools.	R. C. S. Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
Counties and Districts	135857 00	2862 00	138719 00
Cities	7303 00	3488 00	10791 00
Towns	10212 00	2269 00	12481 00
Villages	7180 00	433 00	7613 00
Reserved for new schools and townships imperfectly reported	396 00		396 00
	\$160948 00	\$9052 00	\$170000 00

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

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

OBSERVERS:—Pembroke—J. W. Connor, Esq., B.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, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Approximation. a On Lake Simcoe e Near Lake Huron. f On St. Lawrence. g On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. & Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S. Rows include 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 hurricane.

REMARKS.

PEMBROKE.—On 1st and 2nd, solar halo. 8th, Snake River open; butterflies seen. 11th, Sand Point mail on wheels. 14th, crane and gull seen. 15th, thunder and rain. 16th, last crossing of lake on ice. 18th, swallow seen. 22nd, frogs heard; first time. 25th, fog on 11th. Rain, 5th, 13th—20th. River three feet higher than ever known before. 26th, solar halo. Wind storms, 4th, 12th, 14th, 28th. Fog, 30th. Rain, 5th, 6th, 13th, 14th, 16th—20th, 23rd, 28th.

CORNWALL.—Month remarkable for unseasonable absence of rain. sultry at 3 p.m.; two swallows. 9th, very sultry. 10th, swallows. 12th, halo round sunset and round moon after. 13th, hazy; faint lunar halo. 14th, sultry haze like Indian Summer; frogs first heard. 17th, snow disappeared in open country. 22nd, Otonabee Bay began breaking up. 24th, severe heard. 25th, snow disappeared. 26th, ice on Kempenland. 28th, severe heard. 29th, snow on 11th. Rain, 5th, 13th—20th. River three feet higher than ever known before. 26th, solar halo. On 2nd, waxen chatterer seen. 4th, robin first seen. 5th, 6th, small patches of green grass. 8th, spring birds heard; flakes, mixed with rain. Rain, 5th, 17th (Sunday), 18th—21st.

24th (Sunday), 25th. Month unusually pleasant and genial; frost slight; mean temperature 6°.12 higher than April, 1868; mean maximum 7°.31 higher than April, 1868.

BELLEVEILLE.—Severe rain storm from 9.30 p.m. 16th to 6 a.m. 18th, aggregate quantity 2.006 inches. Rain on 5th, 14th, 16th—21st, 24th, 25th, 27th, 28th. The Moira and Trent remarkably high, and the Belleville and Madoc road under water for two miles for some days, and in places two to three feet deep.

GODERICH.—On 1st, at 6 p.m., the observer noted three atmospheric currents—highest E, middle W, lowest E. 2nd, small cloud 30° above E horizon, above the sun then shining, exhibited all the colours of the rainbow for fifteen minutes; pigeons in vast flocks flying eastward; robins seen. 13th, thunder; at 3 p.m., for 5 to 7 minutes, a very heavy squall of wind from SW; force of current 8 or probably 9, its continuance would have been a destructive hurricane; frogs heard. Wind storms, 4th, 5th, 13th, 16th, 27th. Fog, 18th. Rain, 11th, 13th, 15th—20th, 24th, 27th, 28th.

STRATFORD.—On 1st, wild pigeons observed flying S, first of season. 4th, at noon, large solar circle. 9th, lunar halo at 9 p.m. 13th, mill pond free from ice. 14th, frogs heard. 24th, thunder. Fog on 11th. Rain on 11th, 14th, 16th—20th, 24th, 28th.

HAMILTON.—On 1st, wild pigeons. 5th, last snow storm. 8th, swallows. 9th, buds of soft maple expanding; clover appearing; solar halo; lunar halo. 10th, solar halo. 12th, dandelion. 16th, seven equidistant bands of light at 9 p.m.—one in Z, three E, three W of it, extending from N to Z, disappeared at 10.20, no streamers detected. 17th, Burlington Bay clear of ice. 23rd, frogs and butterflies. 25th, caterpillars and apple blossom observed—their usual time about 1st May. 27th, soft maple in bloom. 28th, ordinary meteor at 10 p.m. in NE, fell SW with long and very distinct trail. 29th, narrow dark cloud extended along the whole N H, clear above and below, width about 3°, height above H 10°, streamers extended from cloud to H. 30th, meteor at 8.30 p.m. in E, 40° high, fell SE. Wind storm, 14th. Fogs, 17th, 18th, 19th, 20th. Snow on 5th. Rain, 14th, 17th—21st, 24th, 28th.

SIMCOE.—On 9th, lunar halo. 11th and 13th, solar halo. 25th, clouds in different strata moving from NW and NE. Rain, 17th, 18th, 19th, 20th, 25th.

WINDSOR.—On 4th, meteor in E towards N. Lunar halo on 6th, 8th, 9th, 12th, 13th, 14th. Lightning, thunder and rain, 13th, 25th. On 28th, navigation resumed with the upper lakes, the Detroit River and Lake Erie ports were open some time previous to that date. Storms of wind, 24th, 27th. Rain, 1st, 10th, 13th—20th, 25th—27th.

THE TRANSIT OF VENUS.

A rare and important event in the astronomical world is to take place in December, 1874,—the transit of Venus across the sun's disc. The English astronomers, even at this early day, are making preparations for the observation of the transit, as it will take much time to select remote stations, provide the necessary instruments, and organize the various parties. The object of all this expensive and troublesome labor is to ascertain the sun's distance from the earth; and the transit of Venus, which does not occur once in a century, furnishes the best known opportunity of finding out that distance. The established supposition that the sun is 95,000,000 miles away from the earth, has been recently calculated to be 4,000,000 miles too much, and the correctness of the latter theory will be determined by the transit. The best points for the observation of this event will be in the Marquesas Islands, the mouth of the Amoor River, Bombay, India, Melbourne, Australia, Turkey and Egypt.

II. Instruction in our Schools.

1. MORAL AND RELIGIOUS INSTRUCTION IN OUR COMMON SCHOOLS.

We live in a period of uncommon excitement. The spirit of our people is restless and revolutionary. There is a lack of reverence for the wisdom of the past, and a disregard for the lessons of experience; and this diseased state of the public mind will never be remedied until we are brought under the influence of thorough moral and religious training in our common schools. If the guardians of the public welfare would do as good a part in the moral educational facilities of the country as they do in other educational interests, there would soon be a revolution in our schools and systems of education: if they would labor with as much zeal and earnestness in the great cause of moral culture as they do in the mental and physical culture of the masses of our country, we should soon have a different state of affairs both in public and private life. Men have labored hard, they have taxed their minds, their fortunes, and their strength, to improve the condition of the world and make it what it ought to be; but the only radical cure for the vice

and woe of this world is in the education of the moral faculties of the people of our country. We, as educators, lay the foundation of human character in every department of the future well-being of our children; and if proper impressions are not made, and right seed sown, and happy influences are not diffused, our duty as members of society will be doubled, for the soil will not only then have to be cultivated, but first will have to be freed from a noxious growth, before the work can properly be attempted to be done, and by that time the spring season will be for ever lost.

The first thing to be done in order to effect this moral training is to have a love for the child; and in this I do not mean a love for the work: a teacher may have a real love for the work of teaching, and yet not a love for his scholars. We see persons every day struggling with all their might to accomplish certain results. They have certain ideas which they wish to realize, certain theories which they wish to verify. To bring about these results is a matter of pride with them. So that the end is gained, the means to be used is a matter of comparative indifference. Their hearts are set on the result: they care nothing for the machinery by which it is brought about. Now so long as the work is of a nature which requires only the use of mechanical powers, or of mere brute force, it is all very well. The sculptor need not fall in love with the block of marble on which he is working, in order to realize from it the conception of his mind. The engine which carries us thirty miles an hour will not speed us more, or less, for being an object of our affections. But every man has a natural and proper dislike to becoming a mere machine for carrying out the schemes of others: children, especially, revolt at being treated in this way. No child, however humble or obscure, but feels indignant at being considered a mere wheel or pulley in some complicated piece of machinery. Every individual child is to himself, or herself, the centre of human interests; and if you would have influence with them, he or she must first feel that you have a regard for their proper person, independent of any plans or schemes of your own. The teacher may love to see all his scholars present punctually, to see them making a good appearance, and by their orderly behavior and manners helping forward the school generally; but something more than this is wanting. *He must love the children.* He must love each particular child, not for what it is to him, or to the class to which it belongs, or to the school, but for what it is in itself: it is to be admired and loved for those immortal qualities and capacities which belong to it as a human being.

Little real influence is ever created without sympathy. If we would work strongly and efficiently on the minds of scholars, we must really love them—not in a general way, but individually. He must have a love for John, and James, and Mary, and Jane, simply and purely because he or she is in himself, or herself, alone an object of true interest and affection. Some are naturally more fond of children than others are. But those not naturally thus inclined may cultivate the disposition. We must do so, if we mean to be teachers. No one is fitted for a teacher who has not learned to sympathize with the real wants and feelings of his scholars. Pretense with children is all wasted: shame may do with grown persons some times, but never with children. They have a perception of what is genuine and what is not. In fact, the way to win the affections of a child is to love him, not to make professions of love. It is not always the easiest thing in the world to exercise this love. We may come in contact with children whose names and appearance and dispositions are exceedingly forbidding. Yet observation and study will discover some good quality, even in the worst and most degraded, which, if brought out, may make it more glorious than an angel. If we would love the children, we must learn to be charitable. We must cultivate the habit of seeing things in their best light. Above all, we should remember that no human soul, however degraded, is without some elements and possibilities of good, for whom there is the possibility that Christ died.

Another great hindrance to moral and religious teaching and training in our common schools is the objection urged by parents themselves: it can not be taught, they say, without teaching the creeds of the different sects; and they tell us they do not send their children to school to be taught in religion, but to learn in spelling, reading, and grammar, etc. Now there are certain great moral and religious principles on which all Christian churches agree, as, for instance, the Golden Rule and the Ten Commandments; and there can certainly be no sectarianism in teaching the children to be kind, honest, and good, and not to lie, nor cheat, nor steal. Our worthy State Superintendent has well said that "it is as much our duty to teach principles of morality in our schools as it is to teach principles of science: it is as essential to the State that the child should not be a thief, or a scoundrel, as that he should be an adept in reading and arithmetic." There are hundreds and thousands of children in our country who get no instructions at home of any kind: they have neither a father's counsel or a mother's kind advice; and of course we can not compel ignorant, wicked and careless parents to teach

their children, either in science or morals; and yet these children are with us, and they will get their education some where and some how; if not in the school-rooms, they will in the streets, and you will find them in the day school, but seldom in the Sunday school or the church, or where any good influence can reach them.

And now my opinion is that our system of education, with all its thoroughness, with all its appliances for the convenience, happiness and comfort of the children, with its friends, its improved school-houses, its able teachers, grammars, maps, and blackboards, will fall short of making good and useful citizens, if we are defective at this point. "We must pay for the training-up of our children to habits of virtue, or we must pay for prisons and chains: we must teach the children to love reading and study instead of gambling and drinking, the good and true instead of the vicious and wicked, or we can have no enduring prosperity, no lasting happiness." The generation which will follow us, if rightly trained, should, under God, work out for themselves a glorious future. As they will inherit a noble past, they should be heirs of a glorious destiny, a destiny which should be something greater than territorial extent, and something grander than material splendors. In order to do this, they should be wiser to plan, and braver to execute, and more heroic to endure, than the people of any other age or nation. If you look to the history of the past, you will learn that God has made systems of education and literary institutions the most enduring of human organizations; and whether we, as a nation, live long or die soon, the characters we are shaping, the systems we are devolving, and the principles we are forming, are to work throughout the ages of humanity and the good of mankind.

It has become a very common saying among men that some men are too honest to get along in this world. Now it should be taught in the schools that this is a false delusion, and the great fault of the world is that there is too little honesty practiced among men, and too much dishonesty. Children should be taught that he who gets money under false pretenses is a swindler, and he who would keep back the truth in a horse-trade in order to make five dollars is dishonest, and that he should suffer in his reputation one hundred dollars. We hear a great deal of talk, also, of the danger of the republic. Now if we take proper care of the schools, the country will take care of itself. We need, at the present time, right training, as well as right teaching; and if we guard with vigilance the moral energies of our people and give them the proper training, in this act we shall build a sure bulwark of protection around the growing interests of our country, and we shall have more honesty and virtue both in public and private life, and shall bring back, in a measure, the better days of the country.—*H. Moore, Esq., County Superintendent, in Illinois Teacher.*

2. EDUCATION IN ITS HIGHEST SENSE.

The Rev. J. W. Carter, Vicar of Christ Church, London, thus writes:—

I define education, in its highest sense, as the process of the formation of individual character, by drawing out the powers and attributes of the human mind into their fullest activity, the perfect manhood of Christ being the type and standard of perfection. It is as its name employs, the drawing out of the mind of man in order to mould it in accordance with the teaching and example of the wisest and best of men—the type of educated humanity. This definition involves an explanation of the term mind. The mind, which is the subject of education, is known to us only by its phenomena; according to my conception of it, it possesses three attributes or capacities; it can feel, it can think, it has the power of willing, it exhibits certain states familiar to us under the distinctive names of the intellect or mind proper, its thinking state; the emotions or heart, its feeling state; and the will. In dealing with the mind philosophically, therefore, we must develop its intellectual or thinking powers, cultivate or mould its emotional states, and seek to create volitional impulses springing from both, and to be transformed into habitual sentiments. Any educational system which professes to develop only the intellectual powers, which recognizes in man no heart or emotions to be trained and cultivated, is essentially defective and inadequate. Mere secular instruction cannot fulfil the true "form" or idea of education; morality without religion is but a dead reckoning; religious teaching is alone competent to deal with the heart of man, and to form a character in harmony with that of Christ as a type. If these principles are correct, religious instruction is necessarily involved in the conception of national education; it should also be imparted concurrently with secular knowledge. Education is a whole, its elements cannot properly be separated; it is impossible to deal with the heart on one, with the intellect on six days in the week; to train the intellect at school, the heart at home; on the contrary, the truth cannot too soon be realised that religion ought not to be

concentrated upon and reserved for one day in seven; it must be more than it is, a part of our every day life. Dissociated from school the distinction will be ineffaceably impressed upon the mind in years when the emotional part of man's nature is most susceptible of being moulded.

3. LEARNING BY EXPERIENCE.

BY RALPH WELLS.

Mr. Wells, the eminent Sunday School instructor and teacher thus writes on this subject:—After a good while, I learned that Sabbath school teaching was not preaching. It took me a long while to learn that I would come before the class brimful of the lecture I had prepared, and give it to them. With look and voice and earnestness of manner, I could manage to keep the attention pretty well. But I learned "a better way." I learned to get the lesson out of the class. It was hard work at first. It was as though I had climbed a tree, and looked down upon them, calling, "Come up here my dear boys." But they would not come! When I climbed down from the tree, and sat side by side with each of them, we came up together. Oh! this is a great need in our teaching. What a lesson I was taught when I saw this error! I saw that if I would lift my scholars up, I must get under them, and play the truth as something that I have felt and known myself, like condition and needs as my scholars are in, so that I may be impressed with the thought, "Our teacher has been just where we are, and knows all about it!"

I made another mistake. After I got into the catechetical system, which was a good long step on. (I think it took me eight years to get there,) then I did all the thinking for them. I used to think it all out, and my questionings were confined mainly to "leading questions," involving very little thinking on the part of the class. And I learned this, that one single thought brought out from the scholar himself was worth a year's thinking for him; that a single idea coming out of any of my boy's heads was of more profit to the class than fifty questions I could put myself. Thus I got at the secret so often asked of me, "How in the world do you get your boys to ask questions?" I encourage them to speak their minds, I helped their stammering, respected their feeble beginnings, and made myself one with the class in my interest in the answer. And with what intense earnestness did the whole thirteen of my boys attend when one was expressing his thought or asking a question.

Again I have learned that to be successful the teacher must be himself, must teach on his own plan, and not attempt to imitate another's style. Clothe yourself in your own garments. Do not try on other's dresses. They may not fit you at all. Work out your own way, see that it is according to the Word of God, and then be natural by yourself, in imparting the truth. Many make miserable failures in the endeavor to copy. They imitate only the faults and weakness of others.—*S. S. World.*

4. DISCIPLINE—PARENTS INTERFERING.

I wish to call your attention to one fact: that interfering with the teachers' discipline for preserving punctuality not only does injustice to him, but has a very deleterious influence on the school, and also founds a principle of non-obedience to your own injunctions, and diminishes their estimate to the importance of regular habits. To explain, take the instance of tardiness. You say, "My children will always be punctual unless necessarily detained, and I do not think it a just requirement." Did it ever occur to you that all children are not as honest as yours! that the dishonest seek extenuation from liberty given the honest? Your boy goes late, and you give him an excuse which you desire to serve for the term, namely, "He will always be punctual, if possible."

Let the teacher accept this general excuse, and the next time your boy is tardy, he takes his seat under the observation of the school, without rendering the usual account. Every heedless and dishonest scholar says to himself, "I won't bring an excuse next time." He comes tardy. "Where is your excuse, sir?" "I have none; you let So-and-so take his seat without one—why not me?" Thus the teacher is pricked with the sharp horn of a dilemma, and must prevaricate to retain his dignity.

How much trouble would have been saved by complying with the teacher's wishes! But why make this ado about punctuality! Because its importance is daily and hourly forced upon our observation. Show me a lad punctual at every roll-call, who starts the moment a recitation is called, with quick but quiet step and brightening eye—and you show me one that is always prepared for every question, and eager to drink in every observation and explanation.

Again, take one who has no regard to discipline. He is indifferent to noble incentives—tardy in the morning, tardy at noon, tardy at recitation; throws down his books and slate with a clatter; is laughing, or looking another way, when questioned; in fact, is a trouble-

some character generally. Of these two examples, the latter will probably become an indolent and worthless fellow; the former, an honest, capable, and trustworthy citizen.

Judge you now which course you would prefer for your boy. If you would wish him to be a spoiled child, an ungovernable youth, and worthless man, let him go and come when he chooses, reproach the teacher before him for not overlooking his faults, and take him out of school because he will not do it. If, on the contrary you wish him to be an honor to you, take an interest in his progress—teach him to make his wishes subservient to the regulations of the school, and implant in his mind the importance of obedience, punctuality, and assiduity,—*American Farmer*.

III. Papers on Literary Subjects.

1. FICTION AS A MEANS OF POPULAR TEACHING.

Lord Neaves, one of the Lords of Justiciary, who is at present residing at Alva House, delivered a lecture on the above subject in the Alloa Court House on Friday se'nnight. There was a large and aristocratic audience, and the Earl of Kellie, of Alloa Park, occupied the chair, and introduced the learned Judge to his audience.

Lord NEAVES, in the course of his lecture, said—From the earliest period, and in all ages and countries, there has been a tendency to teach them by means of fiction. Fictitious characters, situations and incidents, are thrown into a story, and certain consequences deduced or subjoined to illustrate or enforce the truth sought to be inculcated. Such a mode of teaching is popular and attractive, because the popular mind—the mind of those who need teaching—is little moved by abstract propositions. It loves rather to see what is called the concrete, *i. e.*, the general truth embodied in an individual instance, and the more clear, familiar, and intelligible the instance is, the more attractive and efficacious it will be. That the use of fiction in this manner is lawful and laudable is conclusively proved by the fact that it is freely resorted to in Scripture. Our Saviour's parables are unrivalled compositions, and, even independent of its divine origin, the story of the Prodigal Son is perhaps the most beautiful and touching narrative in existence; while, in a different style, the parable employed by Nathan to condemn David is a perfect example of this mode of teaching. The material thing to be here attended to is, that though the characters and incidents are fictitious, the story is not false. The form alone is fictitious, the substance is true. The incidents and outward garb are imaginary, but the essence is either an individual or a universal truth. Thus Nathan's parable was a disguised but accurate representation of what David had done, and its correspondence with reality is at once seen in the crowning announcement, "Thou art the man!" The parable of the Prodigal Son is a just though allegorical picture of what we all are, and his return to his father's house is what we all should resolve on, and are all encouraged to accomplish. The popular fabulist proceeds on the same principle. He illustrates a universal or general law by an opposite and palpable instance. Thus it is a fact in human nature that a cunning man, who wants something from a fool, may get it by flattery. The fable of the fox and the crow embodies this general truth. The fox wants the piece of cheese that the crow has got, and after complimenting him on his beauty, suggests that his vocal powers must be equally excellent, and requests to be favoured with a specimen. The crow complying, opens his mouth, and the cheese drops at the fox's feet. The same story is told in another shape in the French novel of *Gil Blas*, where a parasite flatters the young adventurer upon his fame and eminence as a student, and, calling him the eighth wonder of the world, persuades him to order a good supper, of which the parasite partakes freely, and then leaves his victim with friendly warning to be more cautious another time, and not to believe every one who tells him he is the eighth wonder of the world. Similar scenes are being daily acted around us. The world abounds in the two correlative classes of fools and flatterers, deceivers and dupes, and the fox is ever living on the credulity of the crow, the parasite or tuft-hunter ever devouring the substance of the vain and simple. The main use and necessity of the fable and parable arise from the desire to gain the ear, to fix the attention, and to impress the memory of the hearers. Instead of a dry dogma or maxim, a lively and interesting story is sought for, and the interest is kept up by suspending to the end the conclusion that is to be deduced, and for that purpose, whatever latitude may be taken in the preliminary statement, the conclusion or denouement should come at once, and produce its effect in the clearest and most decisive manner. If the fiction is kept within due bounds, and it ought in general to be short, the result is that it never is forgotten. All the good fables that we have ever learnt remain in our minds, and the lesson taught by them is recalled in a moment. The views that have been stated

as to the character and moral purpose of a fable are truly applicable to almost all poetry or other works of imagination of a narrative description. Whether it be epic or dramatic, there can be no great or good poetry or fiction without teaching moral lessons. But it is necessary in these that the wish to teach should as much as possible be concealed, and the alluring and pleasing features of the composition put prominently forward. Just as the angler hides the hook with the bait, or as the nurse disguises the child's medicine by the sweets in which it is administered, so a great and good poem, or other fiction, will profess merely to create interest or impart delight, while its indirect effect may be to teach the profoundest wisdom and the best morals. All the poems or works of fiction which have attained celebrity, and which have long kept possession of the public mind, have been of the character I describe. The epics of Homer have been always regarded as treasures of moral wisdom. Shakespeare, in an equal or greater degree, is a teacher of the highest truths, and his works are a repertory of wise and noble sentiments of a universal kind. Next to these, perhaps, the fictions of greatest genius are the *Pilgrim's Progress* and *Don Quixote*, and these in very different ways are calculated to convey as much instruction as delight. In all ages the true fictionist has aimed at these objects, and literature has never been without a noble succession of such teachers. The best novelists have laboured to this end, and even where disfigured by the faults of the age and society in which they lived, their aim on the whole has been to recommend nobility of character, to teach us to applaud what is brave, generous, and true, and to teach us to hate what is base, selfish, and hypocritical. There are good fictions and bad fictions. Some that teach nothing at all, others teach rather what is evil than what is good. But still, and down to the present day, there are good and eminent writers among us who have maintained the character of literature as it ought to be, and who have not been without their reward from the popular feeling. The writings of Mr. Dickens are full of lessons in wisdom and goodness, and so long as the authors of "*John Halifax*" and "*Robert Falconer*" continue to write and continue to be read, he will be a bold and a mistaken man who condemns either the writing or the reading of fiction for the faults which have been committed by other and inferior hands. Fiction may change its forms from time to time, but it will never cease to be used and received as a popular influence; the desirable end is that it shall be so conducted as to be what I have described it, a valuable means of popular teaching.

2. A STUDENT OF THE OLDEN TIME.

The following extract from a sermon preached at Paul's Cross, by Thomas Lever, Master of St. John's College, Cambridge, furnishes an insight into the University life of an undergraduate of the early part of the sixteenth century:

"There be dyuers there (said Lever, speaking of the poor students of Cambridge), which ryse daily betwixt foure and fyue of the clocke in the mornynge, and from fyue until syxe of the clock vse common prayer, with an exhortation of gods worde in a common chappell, and from syxe vnto ten of the clock use euer eyther priuate study or commune lectures. At ten of the clocke they go to dynner, where as they be contente with a heuge pyce of biefe amongst iiii, havyng a few porage made of the brothe of the same byefe, wythe salte and otemel, and nothyng else. After thys slender dinner they be either teachinge or learnynge vntil v of the clocke in the evening, when as they haue a supper not much better than theyr diner. Immedyate after the whyche, they goo eyther to reasonynge in problems or vnto some other studys, untyl it be nyne or tenne of the clocke; and there beyng without fyre, are fayne to walke and runne up and down halfe an houre, to gette a heate on their feete when they go to bed."

3. WONDERFUL POWER OF WORDS.

No substance can be moulded into such a wondrous variety of shapes as words; none can be made to serve so many purposes. In the furnace of the reformer, heated seven times better than human nature is wont to be heated, they are moulded into an iconoclastic sledge, and the echoes of his heavy blows, wielded by his royal sense of right, heralding the promise of better eras, stir the languid flood of conversation, while he wields his convictions of broad principles to the links that lengthen out the chains of liberty and justice. A taste for sentimental perfumery binds them into bouquets, picked from the blossoms of fancy to regale the poetic sense with its peck of sweets. Sometimes they appear to the mental vision in rhetorical comets, and sail high overhead, with long bushy tails of sparkling brilliancy. Then again they form the bow to wing the arrow of truth, which, shot with practised skill, quivers and rankles in the right place, piercing through obtuse sensibilities

and thick-hided prejudices, into the core of conscience. They wrap in their mystic folds the destiny of the hottest lover, like a decree of exile or adoption, and ravish him with ecstatic hopes, or doom him to the outer darkness of despair. They can pour trouble into the bosom so that it can neither sleep nor hunger. They can torture the passion into madness, or soothe them into peace. They can burn the cheek with shame for its deeds of sin, and flush it with the hope of virtue.

4. LITERATURE IN DENMARK.

A nation (Denmark) numbering less than 2,000,000, which produces and supports three and twenty first-class literary and scientific periodicals, besides a host of minor and more popular publications of a similar character, gives evidence of a mental activity which leads to great expectations as to its productiveness in other departments of literature. Indeed, there is not one of these in which Denmark does not vindicate for herself an honorable place in the republic of letters, and the past year has been as fruitful as many of its predecessors in works of interest. Owing to the smallness of its reading public, which renders the publication of books highly onerous, many really thoughtful and learned productions find their way into the periodicals. Foremost in the rank of these stands the journal of natural history, "Naturhistorisk Tidsskrift," the articles in which are exclusively original, and the copperplate engravings of surpassing beauty, this branch of art having been revived in Denmark by Professor Schiødt, himself an eminent naturalist.

5. LITERATURE FOR THE BLIND.

The *London Times* says: "The blind number in the United Kingdom about some thirty thousand persons; and it is easy to perceive how seriously the growth of any literature for them must have been retarded by the division of effort which conflicting systems have occasioned. A blind person who has painfully acquired the power of reading one system would have to repeat his labour in order to master another; and his difficulties would be increased by the circumstances already mentioned—that the same figure has been used for different purposes by different inventors. Thus, a single vertical line represents T in Lucas's system, T in Frere's, and I in Moon's. A horizontal line represents S in Lucas's system, N in Frere's, and T in Moon's; and there are similar differences in the signification of six other signs that are common to all, and of four that are common to Frere and Moon.

"The rivalry between the systems has kept the existing embossed literature within the narrowest bounds. In each the first idea has usually been to print the Bible; and so the whole Bible is absolutely printed in English in four systems, and a great part of it in a fifth. There are a few small school books, some tracts and some hymns—not always selected with the best possible judgment. The 'Pilgrim's Progress' has been printed, and an abbreviated version of 'Robinson Crusoe.' A portion of 'Paradise Lost' was printed last year at Hull, in the contracted form of Moon's system. With these exceptions, there are no English classics. There is not a single line of Shakespeare, whose works, from the inexhaustible character of the treasures they contain, are especially adapted for the wants of the blind.

"A society was recently formed at Worcester for the purpose of printing embossed books in considerable number and variety; but its promoters appear to have judged of the merits of raised types by their own sense of sight, and they committed themselves to a Roman character. The energetic remonstrances of some of the leaders of opinion among the blind did not, indeed, change the intentions of the managers, but they to a great degree stopped the contributions of the public, and thus rendered powerless for any mischief a scheme which was as well-intentioned as it was ill-considered. A large issue of books in a defective character would have been a very serious obstacle in the way of improvement, and would have retarded the general education of the blind for years.

"It is satisfactory that, amid this confusion, the persons who are most interested have at last taken the matter into their own hands. A society has been formed under the name of the 'British and Foreign Blind Association,' with the Bishop of London for its President, and already includes among its vice-presidents and members men of the highest ability and social standing. The Executive Council consists of six gentlemen, of whom five are totally and one is partially blind, and Dr. Armitage, of 33 Cambridge Square, whose increasing failure of sight has compelled him to relinquish his profession, has been chosen honorary secretary. The members of this Council are all able to read by touch at least three systems, and are pledged to, or pecuniarily interested in, none. Besides comparing their own experiences, they have been for some time en-

gaged in receiving and noting down the evidence of a large number of blind who are able to read more than one system, and these readers have been specially examined with regard to their reasons for preferring one system or for disliking another. In this way, it is hoped, the claims and merits of each will be determined by the best possible judges, and the council may not improbably be able to fix upon one that ought to be adopted to the entire abandonment of the rest.

"The system of M. Braille, of Paris, is in general use in France, both for reading and writing, and is rapidly becoming the universally written character of all civilized countries, except England. The symbols can be readily and perfectly produced by the blind by hand, and blind pupils, in the ordinary course of instruction, learn to decipher them by learning to form them. The blind can thus keep diaries and memoranda, make their own embossed books, and even carry on any correspondence of a private nature; because any one who had business to transact with a person would readily learn to decipher and to form the letters—far more readily, indeed, than people in general learn to use the finger alphabet with the deaf and dumb. The basis, or root form of Braille's character, is furnished by six dots, arranged in three horizontal pairs; and every letter of the alphabet is represented by the omission of something from this root form. The omissions are regulated on the most simple system."

6. PRINCE ARTHUR AS A LINGUIST.

The Ottawa correspondent of the *Montreal Witness* says:—Prince Arthur, whose demeanor and bearing while in Ottawa made him exceedingly popular, has shown a new claim to the attachment of the Highland Scotchmen of the Dominion. Previous to leaving Ottawa a number of the leading members of the House were invited to meet His Royal Highness at the Governor-General's. Among these were Mr. Sandfield McDonald and Mr. McKenzie. In the course of the evening Mr. McDonald addressed a remark to Mr. McKenzie in Gaelic, which the latter answered, and the Prince joining in, an animated conversation was kept up for some time, the Prince showing a thorough acquaintance with the language, and giving evidence of being possessed of more than a mere superficial knowledge of it. This is another proof of the careful manner in which the royal family have been educated, and leads one to think with sorrow of the untimely death of Albert the Good, who, in all the relations of life, showed such noble qualities. It would not be surprising that the frequent visits of the Queen and her household to Balmoral should have enabled the younger branches to pick up a smattering of Gaelic. The wonder would have been if they had not. But in the case of Prince Arthur, at least, and I have no doubt the others had the same advantages, his knowledge is more than colloquial; and with the thoroughness which we know characterized Prince Albert's character, it is not difficult to believe that it was part of his system to have all the royal children trained thoroughly in every branch of education. With such a population as is subject to our Queen, it is of no small importance that the royal family should be able to speak in various tongues, and Gaelic, in some quarters of Canada, is as much needed as any.

IV. Papers on Young Men and Boys.

1. WHAT YOUNG MEN SHOULD DO.

1. Every young man should make the most of himself, intellectually, morally and physically.
2. He should depend upon his own efforts to accomplish these results.
3. He should be willing to take advice from those competent to give it, unless his own judgment or conviction, properly founded, should otherwise direct.
4. If he is unfortunate enough to have a rich and indulgent father, he must do the best he can under the circumstances, which will be to conduct himself very much as though he had not those obstacles to overcome.
5. He should never be discouraged by small beginnings, but remember that all great results have been wrought out from apparently slight causes.
6. He should never, under any circumstances, be idle. If he cannot find the employment he prefers, let him come as near his desires as possible—he will thus reach the object of his ambition.
7. All young men have "inalienable rights," among which none is greater or more sacred than the privilege to be "somebody."

—Dunn.

2. OCCUPATION NEEDED FOR YOUNG MEN.

Seventeen years ago there was a fair girl, so pure, so lovely, so refined, that she still rises, to my mind, as almost akin to angels. She was wooed and won by a handsome young man of considerable wealth. He sported a fine team, delighted in hunting, and kept a fine pack of hounds. He neither played cards nor drank wine. He had no occupation, no calling, no trade. He lived on his money, the interest of which would have supported a family handsomely. I never saw the bride again until a few days ago. Seventeen years had passed away, and with them her beauty and her youth, her husband's fortune and his life, during the latter part of which they lived in a log cabin on the banks of the Ohio River, near Blennerhassett's Island, a whole family in one single room, subsisting on water, fat bacon and corn bread. The husband had cultivated in no wise his capacity for any business. He was a gentleman of education, of refinement, of noble impulses; but when his money was gone he could get no employment, simply because he did not know how to do anything. For a while he blundered about, first trying one thing and then another, but "failure" was written on them all. He, however, finally obtained a situation; the labor was great, the compensation small; it was that or starvation. In his heroic efforts to discharge his duty acceptably, he overworked himself and died, leaving his widow and six children in utter destitution.

In seventeen years the sweet, joyous and beautiful girl had become a broken-hearted, care-worn, poverty-stricken widow, with a houseful of helpless children.

The number of young men employed as salesmen and clerks in our city stores and offices who ever attain a competency, is very small indeed. You would scarcely believe that not ten in a hundred do more than barely support themselves, and make both ends of the year meet. Bright, hopeful and promising young men are daily leaving their father's farms, and rushing into the cities, pleading for situations. This, too, when every one of them might be the lord of his own estate in five years from the day he reaches his manhood.

After the man has chosen independently his occupation for life, he must know at once that the law of success is persistent industry.

3. YOUNG MEN KNOCKED ABOUT IN THE WORLD.

It is a good thing for a young man to be "knocked about in the world," though soft-hearted parents may not think so. All youths, or if not all, certainly nineteen-twentieths of the sum total, enter life with a surplussage of self-conceit. The sooner they are relieved of it the better. If, in measuring themselves with wiser and older men than themselves, they discover that it is unwarranted, and get rid of it gracefully, and of their own accord, well and good; if not, it is desirable for their own sakes, that it is knocked out of them. A boy who is sent to a large school finds his level. His will may have been paramount at home, but school boys are democratic in their ideas, and if arrogant, he is sure to be thrashed into recognition of the golden rule. The world is a great public school, and it teaches a new pupil his proper place. If he has the attributes that belong to a leader, he will be installed in the position of a leader. If not destined to greatness, the next best thing to which he can aspire is respectability; but "no man can either be truly great or truly respectable who is vain, pompous, and overbearing." By the time the novice has found his legitimate social status, be the same high or low, the probability is that the disagreeable traits of his character will be softened down or worn away. Most likely the process of abrasion will be rough, but when it is over, and he begins to see himself as others see him, and not reflected in the mirror of self-conceit, he will be thankful that he has run the gauntlet, and arrived, through a rough road, at self-knowledge. Upon the whole, whatever loving mothers may think to the contrary, it is a good thing for youths to be knocked about in the world; it makes men of them.

4. THE WAY THAT SEEMS RIGHT.

"There is a way that seemeth right with a man, but the end thereof are the ways of death.—Prov. xiv. 12.

Thoughtless young man, what is the way you are treading, and what is its end? Does it seem right to you? Do you pride yourself upon being a real good fellow, and at any rate doing no harm to any one but yourself? (and why, prithee, shouldst thou be an enemy to thyself?) You spend your money freely, and attend to your business regularly, and keep up a fair character; you do not go to the same excess of riot as some whom you know, and if you are not quite so particular about reading your Bible and similar things, you do not openly scoff at religion, or stand in the way of others who wish to improve themselves and lead a religious life;

you make no profession yourself, and so nobody can call you a hypocrite; you hate hypocrisy, and this serves you well as an excuse for not confessing the name of Jesus, and taking up your cross to follow after that lowly Saviour, who, as a despised stranger, travelled this weary world; but on the whole you do not feel that you can find much fault with yourself, and this is the way that seemeth right unto you. Now, my friend, you may be very sincere in thinking yourself right in pursuing the way I have traced; but, I ask you again, is it wise to rest content with what seems right, when the thing in question is one of such infinite importance to you. We are told how a young man shall cleanse his way, by taking heed thereto according to the word of God. Are you following the infallible directions of that word? Pray, do not toss this aside as unworthy your attention; do not tread with indifference or contempt the words of your Omnipotent Creator.—*Church Observer.*

5. HONOUR IN BOYS.

In distributing the prizes at the close of the annual games of Merchiston Castle School, Lord Ardmillan said:—

I really scarcely can understand why it is that my young friends here have done me the honour of requesting me to deliver the prizes to them, unless it be that through the shadows cast by many years, and in spite of grey hairs and grand children, they still perceive in me the lingering spark of a yet unextinguished boyishness. And perhaps it may be so. I do not mourn for the lapse of time, nor complain that "my May of life has fallen into the sere and yellow leaf." Nor do I vainly murmur as I look back—

"Though age has weary days,
And nights of sleepless pain;
Thou golden time of youthful prime
Why comest thou not again?"

I know well that to me the spring-time can never return; but there is a youthful feeling which outlasts the youth of life, and the heart never grows old unless we deaden its sensibility by selfishness. Therefore it has been my endeavour and my delight to keep fresh and unbroken my interest and sympathy in the progress and feelings and the sports of youth. I am happy in the companionship of the young. I have always been friendly to athletic exercises and to competitive athletic exercises. I believe that manly sports, and generous rivalry and honourable competitions, and the lesson of winning without conceit and losing without grudge, and the qualities of promptitude, energy, temper, courage and endurance, developed and trained in these competitions, are of great value, both now in school work and college work, and afterwards in the battle of life. (Cheers.) Therefore, I say, work well, and strive earnestly and contend honourably, and wear your honours modestly, and you will be the better for all your efforts, mental or physical. It is very pleasant to see the sight—and it is not an uncommon one—of the best athlete, the fastest in the race, the Captain of the Eleven, standing at the same time among the foremost, contending in the literary Olympics of your higher work. But other lessons are taught in your games. I particularly allude to that fine feeling of honour—what Burke calls, "the sensibility of principle, the chastity of honour—which feels a stain like a wound." That honour is taught and trained and exercised in such competitions. I remember a few years ago being present on your ground at a cricket match. The Eleven of Merchiston were in the midst of their innings, and playing an up-hill game. A fine-spirited youth was at the wicket, with his eyes well in, hitting freely and well. The wicket keeper caught the ball. "How is that, umpire," said he. "Not out," said the umpire. "Yes I am out," said the youth, "it touched my bat, and I felt it;" and he walked off from the wicket amid the cheers of everyone in the field, in which I heartily joined. (Cheers.) Many cricketers would have preserved silence. No rule of the game that I know would have been broken by accepting the umpire's decision, and led him to disclose the fact. That was a true honour. I will tell you an anecdote of older date, which illustrates the same thing. Long ago, in the days of State lotteries—a very bad institution, which, like many other bad things, has passed away in the progress of the nation—two young gentlemen agreed to purchase each a lottery ticket. One who lived in London was to buy both tickets, one for each in his own name, and he did so. The time for drawing the prizes came, and the one in town wrote to his friend in the country, "Your ticket has turned up a £5000 prize." "How do you know it is mine?" writes back the "rusticus abnormis." "Because," wrote the other, "when I bought the two tickets I put a little mark in pencil on the back of the ticket that was intended for you, and that has gained the prize." No human being could have known but himself, but he disclosed the truth and gave up the prize because his honour prompted him to do so. A finer spirit of honour has

rarely been seen than was in the heart of the man who would have so acted. Such a spirit Burns describes as glowing on the countenance when "The eye, e'en turned on empty space, beams keen with honor." Cultivate the heart as well as the head. Knowledge is good; but love is better still; and higher, nobler purer than the finest natural instinct or social spirit of honour is the Christian feeling which leads a man to live as under the eye of God, who sees your every act and knows your every feeling. So to love and so to live is to realize the greatest happiness permitted to man upon earth. (Cheers.)

6. BOYS, HAVE PRINCIPLE.

It is the door to success.

A young man starts out into the world alone, unfriended, poor, to shape his own fortune. How will he be most likely to succeed? By a narrow, selfish, dishonest, indolent and profligate course, or by industry, honesty and sobriety? A few years ago a penniless boy stepped up to a merchant in his store door, and said, "Do you want a boy, sir?" "What can you do?" "Anything, sir, to get an honest living." "Take those boots down and black them." They soon came back well polished. "Well done," said the merchant. "My mother told me to do everything well, sir," replied the boy. To-day that boy is a leading bank president of New York; industry and faithfulness were his capital. A generation ago a young man began business in the same city on his own account. He was poor, but honest, frugal and industrious—early at work, and doing it all himself. Slowly his goods became known, his reward came, and wealth was his. To-day he owns the largest dry-goods house perhaps in America; and his name is A. T. Stewart. Over sixty years since a poor but pious Scotchman, and his two sons began to make and peddle candy. It was their boast to make it pure. People laughed, but their Scotch integrity stood firm. Soon there was market for all they could make, and by and by for more. They built an immense refinery. Business still grew, and wishing finally to sell out, they did so, binding stringently, however, their purchaser against any adulteration. These men, so faithful to honour and integrity, are the famous Stewart Brothers. Another young man began life, good principles his only capital. He slowly prospered, but finally became involved. He was offered accommodation. "Character before money," was his reply. As his notes matured he paid them, and his word was money. To-day that man is a millionaire. Robert Bonner's income was last year \$238,000. Once he was penniless. To-day his paper is, setting aside its character, the most successful in America. Why? Because he has always aimed to excel in enterprise and in business integrity. This made him the best office boy at Hartford, and has shaped his life.

It is always so. Said Franklin, "what is worth doing at all is worth doing well." If the lives of most successful men were known this would be found at the foundation. It is not chance, it is principle—sober, solid principle—that sends one young man steadily up the ladder another cannot scale. Amos Lawrence was not born, he grew,—being once a poor boy, and becoming what he was by patient, honest, faithful industry. High principle was his sheet anchor, keeping him from many a maelstrom into which others plunged.

I repeat, principle is the door to success. True, many unquestionable knaves to-day overflow with prosperity. But follow them! Sooner or later they bring up! Why? They try to run on a worthless and broken track, and have been tumbled off. Fortune loves principle, and ignores knavery. Indeed, so devoted is she to it, that a young man who sets out in life, expecting to rise to influence and power without it, is beside himself. The rule is, success to the honest, the industrious, the virtuous. Young men, would you avoid failure in life, cling to principle, honesty, industry, virtue, integrity, as a man. This will carry you over many a stormy sea of temptation, danger, ruin, unharmed by its tossings, to sure and merited success. The highest principle, remember, centres in true love and service to Him, without whose guidance life, in its truest sense, must always be a failure.—*Standard Bearer.*

7. "A GOOD, STEADY BOY WANTED."

"Wanted—A good, steady boy, of about sixteen years of age, to learn the printer's trade. A boy from the country preferred—must have a passable English education, and come with his mind made up to learn the trade."

The above is from the St. Joseph county, Michigan *Democrat*. The editor of the paper wants "a good, steady boy, of about sixteen years of age," to learn the printing business; to commence at low but reasonable wages; to get the first principles of manhood, and to lay the foundation of a business life. He wants a boy who

will "come with his mind made up," to be manly, to give his employer his whole time, instead of idling or shirking, who will work without watching, who will study to please, to economise the property placed in his care, who will be honest, who will stay in nights, who will let liquor and cigars alone—in fact, the editor wants one of the old-fashioned lads, such as were our grandsires.

Where will he find him? We ask the question of every young man about sixteen years old. A "good, steady boy!" Where is he? Where does he live? Where can a letter reach his parents? Where is the young man who is willing to go to a business to make a business of it? The boy who will take up a trade in preference to loafing about the streets, seizing upon every new slang word, every loaferish expression, a drag upon his father, a source of anxiety to his mother, a disgrace perhaps. "A boy from the country preferred." Ah! that tells the story! The editor tells in those words that a young man of sixteen who has grown up in village or city, exposed to and drinking in the vices of the older and more wicked, will not suit him. He does not regard him as trustworthy, as calculated to ever make a true man, as willing to listen to patient instruction. But will a boy from the country do? Perhaps some may prove faithful. The majority will work a week, a month, perhaps two months, and then, when they shall be able to earn a part of their wages, they get dissatisfied, discouraged, get wrong ideas of their own smartness and other's ignorance, and they go away, seldom, if ever, to take up a new trade, but to become a knot upon the tree of human life, of no good to even themselves.

If that editor gets a "good, steady boy," and who will fill the place to his satisfaction, you may look to see that boy become a man—a business man—a true man. He will be patient, economical; sober and industrious; he will strive to excel, to understand without repeated injunction, to get up the ladder higher every month, and when he has finished his trade he will see that some one also wants a good, steady, competent man to assist in managing a paper—to take charge of an office—to become a partner in a paying business.

It is so in every business. It wants those steady boys—boys who will come to learn—to grow up into useful men—to become energetic, rushing, bustling atoms of the business world, instead of drifted splinters of castaway wrecks. There is a place in this great country for every honest, industrious lad to learn a trade or do business at fair wages. It may be hard to find a position, for every day that passes only serves to make employers distrust more and more the modern youth. But let any lad with bold heart to do right by himself and those who would afford him a chance to lift himself into manhood and competence, only say as much, only put away the idea that work was never meant for him, and go plainly down and say as much to those for whom he would labor, and he will find open doors on every side. What the world wants most, and what is now the hardest to get, is "a good, steady boy."

8. A GREEN SPOT.

The late Noah Winslow was fond of telling the following of his mercantile life; and never closed the narration but with swimming eyes:—

During the financial crash the crisis of "fifty-seven," when heavy men were sinking all around us, and banks were tottering, our house became alarmed in view of the condition of its own affairs. The partners—three of us, of whom I was the senior—met in our private office for consultation. Our junior had made a careful inventory of everything—of bills receivable and bills payable—and his report was, that twenty thousand dollars of ready money, to be held through the pressure, would save us. Without that we must go by the board—the result was inevitable. I went out on the street and among my friends; but in vain. The amount of money we needed was not to be had. Men who had gold would not let it go, save upon solid security—and the only security we could give was our word and honor, for the many thousands due us were as nothing in that hour.

Two whole days I strove and begged, and then returning to the counting room in despair. I sat at my desk, expecting every moment to hear the voice of our junior sounding the terrible words, "Our paper is protested!" when a gentleman entered my apartment unannounced. He was of middle age, with a frank, genial face; and though I fancied there was something familiar in his earnest, kindly look, yet I could not locate him, nor call him to mind in any way. "Mr. Winslow," he said, taking a seat at the end of the desk, "I hear that you are in need of money."

The very face of the man inspired me with confidence, and I told him how I was situated.

"Make me your individual note for one year, without interest, for twenty thousand dollars, and I will give you a cheque payable in gold for that amount."

While I sat gazing upon him in speechless astonishment, he continued :

"You don't remember me ; but I remember you. I remember when you were a member of the Superintending School Committee of Bradford. I was a boy in the village school. My father was dead ; my mother was poor, and I was but a shabbily clad child, though clean. When our class came out to recite on examination day, you asked the questions. I fancied you would praise and pet the children of rich and fortunate parents, and pass me by. I blundered and stammered, and quivered with shame. But it was not as I thought. In the end you passed by all others and came to me. You laid your hand upon my head, and told me I had done well ; and then told me I could do better still if I would try. You told me the way to honor and renown was open to all alike—no one had a free pass. You told me all I had to do was, to be resolved and push on. That, sir, was the turning point of my life. From that hour my soul was inspired ; and I never reached a good without your blessing in my heart. I have prospered, am wealthy ; and now I offer but a poor return for the soul-wealth you gave me in that by-gone time."

"I took the check," said Mr. Winslow, and I drew the gold ; and our house was saved. "And where, at the end of the year," he added, "do you suppose I found my note ?"

We could not guess.

"In the possession," he said, with streaming eyes, "of my little orphaned grand-daughter !"

Oh, hearts like that man's heart are what bring heaven and earth nearer together.—*New York Ledger.*

V. Biographical Sketches.

1. JAMES MOIR FERRES, ESQ.

A native of Aberdeen, in Scotland, he early came to Canada, and employed his energies for a number of years in the humble but useful capacity of a teacher of youth. Afterwards, obtaining an appointment as an officer of excise, he, about the time of the passage of the Rebellion Losses Bill, took an active part in politics, and having defended Lord Elgin against attacks made upon him on the hustings by Mr.—now Mr. Justice Drummond—the party in power took umbrage, and he was dismissed from this petty appointment he held. Rising to the occasion, he appealed to the public, in a series of letters, which were well received, and shortly afterwards he was enabled to obtain, by purchase, possession of the *Montreal Gazette*, when he displayed such an aptitude for public affairs, that he was soon afterwards returned to Parliament as member for Missisquoi. Subsequently he resigned his parliamentary position for that of Prison Inspector, an appointment which he filled with his usual application and tact for several years, when he received the somewhat lucrative and honourable position as Warden of the Dominion Penitentiary. That position he has not long enjoyed.—*Ottawa Times.*

2. LIEUT.-COLONEL WHITEHEAD.

Col. Whitehead was the eldest son of the Rev. Thos. Whitehead, a popular minister of the Wesleyan Methodist Church, who, with the family of Mr. Howe and other U. E. Loyalists, had left the New England States, and followed the fortunes of the British flag, into the maritime provinces. Col. Whitehead was born at Windsor, N. S., and was but of man's estate when the family removed to the Niagara district. The war of 1812 breaking out shortly after, afforded an opportunity for the exercise of those powers so abundantly possessed by the deceased. He placed his services at the disposal of Gen. Brock, and was employed in organizing the frontier militia force ; in procuring supplies, and he took a prominent part in the attack and capture of Buffalo : and we have it from those who can speak with authority, that the success of our arms at the battle of Lundy's Lane and at Stoney Creek, was due, in a great degree, to the almost Indian sagacity of Mr. Whitehead, in his genius for tracking and surprising the enemy. He became the mouthpiece of all who had grievances to make, or difficulties to adjust, local, or at the seat of government. In this way Mr. W. was even at an early day, a public man. He was a magistrate from the earliest opportunities, a commissioner of the Courts of Requests, a Colonel of the Brant militia, and a Post Master in Burford. In 1834 he was a municipal candidate with James Ingersoll, Esq., against Duncombe and Alway, for the representation of the District. Col. Whitehead unlike the majority of the Conservative party of that day, was an advocate for public institutions. He was a member of the Council at an early day, and Warden. Resigning

the office of Post Master, at Burford, Col. Whitehead, in 1846, removed to Woodstock. Under his management the *British American* newspaper came into existence. About this time he was appointed Clerk of the First Division Court, an office held by him until recently.

3. REV. BISHOP SMITH.

The Rev. Philander Smith, D. D., senior Bishop of the Methodist Episcopal Church in Canada, died at his late residence in Brooklin, on March 28th, 1870, in the 74th year of his age and the 51st of his Christian ministry. He was born in the town of Blenheim, county of Schoharie, in the State of New York, on the 27th of April, 1796. When quite young his father removed to Harpersfield, County of Delaware, in the same State, where Philander spent his early years in youthful pursuits and pleasure. His parents were members of the Presbyterian Church, and their son was brought up in strict morality and reverence for sacred things. In 1815, then in the 19th year of his age, he came to Canada with a young man who had decided to visit the Province, and young Smith settled in Lynn, or as the place was formerly called Colman's Corners, in Elizabethtown, not far from Brockville. In 1819, he filled the work as supply on the Hallowell Circuit by the direction of Elder Case, and at the Genesee Conference, held at Lundy's Lane, in 1820, he was received on trial, and in 1822 he was ordained deacon at the Conference held in Vienna, Ontario County, N. Y. In 1824, the Canada Conference was organized at Hallowell by Bishops George and Hedding, and Philander Smith at this Conference received elder's orders. Shortly after the death of Bishop Alley, Bro. Philander Smith was elected and ordained Bishop at the General Conference held in Brighton, commencing on the 9th day of June, 1847. From that Conference until a short time previous to his death, a period of nearly 23 years, Bishop Smith as his health would admit, laboured throughout the work, and presided at the Conferences with great acceptability.—*Canada Christian Advocate.*

4. MR. JOHN MURCHISON.

Mr. John Murchison was of Highland Scotch parentage, and he was born either at the ancient town of Cornwall, or near it in Charlottenburgh, Glengarry, where his parents settled as emigrant farmers, and where the old log house of that day is, we believe, still to be seen. The subject of this notice served his apprenticeship as a tailor with Mr. B. Gibb, of Montreal, the original founder of the firm of the present time ; but migrating westward to better his position, he selected York, then "little and dirty," as his home, and in 1808-9 commenced business on his own account. When the American war broke out in 1812 he was found with hundreds of other "good men and true" at the post of duty in defence of his King and his adopted country ; and saw active service in the militia at the capture of Detroit, and the battle of Queenston Heights with his regiment, the First East York, of which the late Hon. W. Allan was colonel, and his name was on the muster-roll of the late Capt. S. Heward's company ; and among his compatriots were the late Chief Justice Sir J. B. Robinson and other distinguished Canadians, now gone to their last home. When hostilities ceased he resumed his peaceful avocations, and some, if not many of us, can remember his then well-known shop, one story frame, on King street, where the Clyde Hotel now stands ; and the sign-board, on which, with somewhat rude art, the painter had set out a naked Cupid, of roundabout proportions, with a wide-open book of many coloured patterns in his lap. After a time Mr. Murchison retired from business with a modest competence, and has since lived in retirement. With the exception of those who were born in York, now Toronto, and next to Mr. Andrew Mercer, who dates his settlement from 1801, and Mr. D. Brooke, who dates from 1804-5 (both of whom we are happy to say enjoy a green old age), Mr. Murchison, we believe, may be considered one of the earliest forefathers of our now prosperous city ; and when he was borne to his grave to-day, many of the "York Pioneers" assembled to do honour to their ancient comrade of the "olden time," whose life was blameless, as his end was peace.—*Leader.*

5. MR. JOACHIM FOBERT.

The death is recorded, on Thursday last, of Joachim Fobert, of the township of Dover, who was the last survivor in that part of the battle of Lundy's Lane, in May, 1814. Young Fobert was then only 17 years old, and was carried off the field, having received a gun-shot wound in the forehead. He died aged 74 years.—*Globe.*

VI. Miscellaneous.

1. COUNTRY CHILDREN.

Little fresh violets,
Born in the wildwood ;
Sweetly illustrating
Innocent childhood ;
Shy as the antelope—
Brown as a berry—
Free as the mountain air,
Romping and merry.

Blue eyes and hazel eyes
Peep from the hedges,
Shaded by sun-bonnets,
Frayed at the edges !
Up in the apple-trees,
Heedless of danger,
Manhood in embryo
Stares at the stranger.

Out in the hilly patch,
Seeking the berries—
Under the orchard tree,
Feasting on cherries—
Tramping the clover blooms
Down 'mong the grasses,
No voice to hinder them,
Dear lads and lasses !

No grim propriety—
No interdiction ;
Free as the birdlings
From city restriction !
Coining the purest blood,
Strength'ning each muscle,
Donning health armour
'Gainst life's coming bustle !

Dear little innocents !
Born in the wildwood ;
Oh, that all little ones
Had such a childhood !
God's blue spread over them,
God's green beneath them,
No sweeter heritage
Could we bequeath them !

2. THE QUEEN'S INTERVIEW WITH AN AMERICAN LADY.

A person writes to the *Boston Transcript*, over the initial "B," as follows :—Several years since an American lady of rare good sense and Christian attainment went to Germany to seek health. On her way home she went to England. Her position at home, her education and refinement of manner, entitled her to be presented to the English sovereign. To gratify her friends she went to St. James, little thinking much pleasure was in store for her. As the Queen approached the lady she was attracted by her quiet and possessed manner, and by the expression of universal charity of thought and deed which came like a benediction from the face of my friend to all those who approached her. A few royal words of welcome were said, the Queen passed on, and Mrs. — thought her part in the pageant was done. A little after the "gentleman in waiting" brought a request from the Queen to the lady that she would visit her at Windsor. The day and hour having been named, a carriage was sent to bring her.

The Queen and Prince Albert received her alone in the library. Her Majesty told her she had long wished for such an opportunity, and had ventured to ask this interview that she might learn from an American lady more particularly concerning the inner home-life of a country so nearly allied to England and claiming and fondly clinging to its old traditions and histories, and speaking the same language. She asked of the social relations as they manifest themselves in the different grades of society ; of the observance of public worship ; of the standing and influence exerted by the clergy in private life ; of the estimation in which we hold our learned, literary and scientific men ; of the religious training and education given by the mothers of the land to their children ; how much they were entrusted by a certain class of mothers to the care of servants ; what was the interest people of the so-called higher classes evinced towards the servants in their employ, and of the education and training received by them ; of the intellectual education received and deemed essential, and of the accomplishments usually attained

by the young daughters of the better classes ; of the mingling of the various grades and by what rules society generally was governed. These and many other similar questions were asked and answered when the hour had passed, yet all the information the Queen and her husband, Prince Albert, wished, had not been given.

A second interview was appointed, and Mrs. — went again to the castle. At its close the Queen said : "Madam, my country and your country are of one blood. We are bound together by traditions, by the past, and by like hopes and aspirations. God grant there be no unkindness between us ; (then turning to her husband, she added) and there will never be, so long as we may avert it." These interviews, sought by the Queen, to learn from a true woman of the home-life of a people so connected with her own land, tells us of a good woman, of a true Christian, whose interest goes out to benefit, if possible, all who speak the language of her own realm. I thought often in those dark days, when distrust and wrong came between these two great nations, of that sad and widowed soul—of the good Queen, and of the hour when (parting from Mrs. —,) she took her hand then laying the other upon the arm of her husband, her supporter, her strength in her many trials and cares, said again "There shall be no distrust between my country and your country, if we can avert it." Only one of that trio now lives. Prince Albert and the American lady have passed away.

3. ANNUAL INTERNATIONAL EXHIBITION IN LONDON.

The decision of the Queen's Commissioners for the exhibition of 1851, to initiate an annual series of International Exhibitions, the first to take place this year, is of an importance which we hope will be fully appreciated in Canada. The secretary of the commission says Her Majesty's Commissioners consider that it may be useful to point out that the proposed annual international exhibitions will differ materially from those which have preceded them. These will be comparatively limited in extent. The objects will be selected by competent judges before they are admitted. Only a few classes of industrial objects will be admitted each year. The arrangements will be in classes, without reference to nationalities, as heretofore. The exhibitors will be relieved of all charges for arranging and taking care of their objects during the exhibition. It is intended that the exhibition shall be opened on the 1st of May and closed punctually on the 30th of September.

Foreign countries will not have placed in their absolute disposal space in block, but divisions of space in each class, while in addition to such allotments, foreign exhibitors will have the privilege of submitting in London their productions for admission under the same rules as British subjects.

Under these altered circumstances, which it is hoped will make these exhibitions far less onerous and costly than heretofore to foreigners, her Majesty's Commissioners express a hope that each foreign country will appoint a commissioner for the purpose of corresponding with her Majesty's Commissioners. It would be the function of such a commission to divide the space available among those whom they may consider eligible to exhibit and to give certificates, which will enable her Majesty's Commissioners to receive objects and arrange them in the buildings. Then follows a list of her Majesty's Commissioners, the Earl of Derby, K. G., being president. They announce that the first of the series of exhibitions will be opened at South Kensington on Monday, the first of May next, and close on Saturday, the 30th of September, 1871. The exhibitions will take place in permanent buildings about to be erected adjoining the arcades of the Royal Horticultural Gardens. The productions of all nations will be admitted, subject to obtaining the certificate of competent judges that they are of sufficient excellence to be worthy of exhibition. The objects in the first exhibition will consist of the following classes, for each of which will be appointed a reporter and a separate committee :—

I. *Fine Arts*.—1. Paintings of all kinds in oil, water colours, enamel, porcelain, &c. 2. Sculpture in marble, wood, stone, terra cotta, metal, iron, ivory and other materials. 3. Engravings—Lithography, photography, &c. 4. Architectural designs and models. 5. Tapestries, embroideries, lace, &c., shown for their true art and not as manufactures. 6. Designs for all kinds of decorative manufactures. 7. Copies of ancient pictures, enamels, reproductions in plaster, electro-types of ancient works of art, &c.

II. Scientific inventions and new discoveries of all kinds.

III. *Manufactures*.—a. Pottery of all kinds, including that used in building—viz., earthenware, stoneware, porcelain, parian, &c., with machinery and process for the production of such manufacture.

b. Wool and worsted fabrics, with the raw produce and machinery for manufacturing in the same.

c. *Educational*.—1. School buildings, fittings, furniture, &c. 2.

Books, maps, globes, &c. 3. Appliances for physical training, including toys and games. 4. Specimens and illustrations of modes for teaching fine art, natural history and physical science.

IV. *Horticulture*.—International exhibitions of new and rare plants and of fruits, vegetables, flowers and plants, showing specialties of cultivation, will be held by the Royal Horticultural Society in conjunction with the above exhibitions.

In classes I. and II. producers will be permitted to send one specimen of every object they manufacture, such object being distinguished for novelty and excellence. Detailed rules, applicable for each of the above classes, and lists of the separate trades engaged in the production of objects of manufacture, will be issued. Several rules of horticultural exhibitions will be issued by the Royal Horticultural Society.

The arrangement of the objects will be according to classes and not nationalities, as in former exhibitions. One-third of the whole available space will be assigned absolutely to foreign exhibitors, who must obtain certificates for the admission of their objects from their respective governments. Foreign countries will appoint their own judges. The remaining two-thirds of the space will be filled by objects produced either in the United Kingdom, or, if produced abroad, sent direct to the building for inspection and approval of judges selected for the British exhibitors. Objects not accepted for the exhibition must be removed according to the notices given; but no object exhibited can be removed until the close of the exhibition. All exhibitors, or their agents, must deliver at the building, into the charge of the proper officers, the objects unpacked and ready for immediate exhibition, and free of all charges for carriage, &c.

Her Majesty's Commissioners will find large glass cases, stands and fittings, free of cost to the exhibitors, and, except in the case of machinery, carry out the arrangement of the objects by their own officers. Her Majesty's Commissioners will take the greatest possible care of all objects, but they will not hold themselves responsible for loss or damage of any kind. Prices may be attached to the objects, and exhibitors will be encouraged to state their prices. Agents will be appointed to attend to the interests of exhibitors. Every object must be accompanied with a descriptive label, stating the special reason, whether of excellence, novelty or cheapness, &c., why it is offered for exhibition.

Due notice will be given of the days for receiving such class of objects, and to enable the arrangements to be carried into effect strict punctuality will be required of all exhibitors, both foreign and British. Objects delivered after the days appointed for their reception cannot be received. Reports of each class of objects will be prepared immediately after the opening, and will be published before the first of June, 1871.

Each foreign country will be free to accredit an official reporter for every class in which objects made in such country are exhibited, for the purpose of joining in the reports.

There will be no prizes, but a certificate of having obtained the distinction of admission to the exhibition will be given to each exhibitor. A catalogue will be published in the English language, but every foreign country will be free to publish a catalogue in its own language if it thinks fit.

VII. Educational Intelligence.

—VICTORIA UNIVERSITY.—The annual exercises in connection with the convocation of this University have just closed. The examinations were got through last week. On Sunday the Baccalaureate sermon was preached by the Rev. W. M. Punshon, A.M., President of the *alumni* association. The discourse was a most eloquent one, filled with wise and practical counsels to the young men just closing their college course. On Tuesday afternoon, the annual lecture was delivered before the *alumni* association by Dr. Canniff, on "Civilization." The Doctor gave a rapid and vigorous review of the history of human progress, sketching here and there graphic pictures, and grouping together with fine effect events and men that are famous in this department of history. He closed amid much applause with a brilliant day dream of the future. The Association then proceeded to business. William Beatty, M.P.P., was elected president, and Dr. Sangster, of Toronto, and William Kerr, A.M., of Cobourg, vice-presidents for this year. Henry Hough, A.M., was re-elected for the seventh time to the onerous post of Secretary. J. W. Kerr, A.B., was re-elected Treasurer. Dr. Peltier, of Montreal, was elected lecturer for next year. He is accomplished, witty and eloquent, French by birth and education, he speaks English with

the correctness of an Upper Canadian—can we say more?—and the piquancy of a foreigner. His lecture will maintain the high standard set up by his predecessors. In the evening the annual dinner was eaten at Powell's hotel. It was a delightful re-union of old friends and revival of old associations. All loyal toasts to the Queen, the Country, and the University, were given and responded to most heartily, all the faculties were toasted. A delightful party broke up about one o'clock by singing "Auld Lang Syne." On Wednesday afternoon, convocation was held in Victoria hall. The vast room was crowded to witness the ceremonies of Laureation. Five degrees were conferred in arts, and fifteen in medicine upon students of the Toronto medical department. The Montreal medical department sent up twenty-four young gentlemen for the degree of M.D. L'Institut Canadien, of Montreal, some years ago affiliated with this University. Hon. A. A. Dorion was detained at Ottawa, by his duties in Parliament; but the regret was not unmixed with pleasure, for if he had been able to attend, the convocation would have been deprived of the assistance of M. Doutre, Q.C., who brought with him a class of eight young men for the degree of L.L.B. It was the remark of everyone that these young Frenchmen were a most intellectual group. Two degrees in law were conferred upon Upper Canadians; Mr. Henry Bleeker, of Belleville, and Mr. McCabe, of Oshawa. An *ad eundem* was also conferred on Mr. Charles E. Stockton, of St. John's, New Brunswick, who already held an L.L.B. from Harvard. After laureation of the candidates the medals and prizes were conferred. The following are the names of the prizemen:—Prince of Wales gold medal; presented by Mr. Punshon, Alfred Lendridge Russell. Prince of Wales silver meda; presented by Mr. Jones, John Adelbert Wright. Ryerson prize, first in Scripture history; presented by Dr. Hibbard, John L. Whiting. Webster prize, first English essay; presented by Mr. Dumble, David Robson. Hodgins prize, second English essay; presented by Mr. Dean, Allan Bowerman. Cooley prize, first in evidences of Christianity; presented by Mr. Sanderson, Adolphus Gustavus Knight. Punshon prize, first in elocution and composition; presented by Dr. Taylor, David Robson. Wallbridge prize, first in Greek Testament; presented by Dr. Green, R. Womald Wilson. Special prize, first in Hebrew; presented by Dr. Freshman, Alfred Lendridge Russell. Literary association prizes, first English essay; presented by Dr. Canniff, A. G. Knight. Second English essay; presented by Wm. Beatty, M.P.P., J. Hall. First in elocution; presented by Mr. Kerr, Ezra B. Healy. Second in elocution; presented by Dr. Berryman, George H. Watson. Convocation was closed by a chaste and appropriate address by the Rev. Dr. Hibbard, of Rochester; followed by a speech from Mr. Punshon, more eloquent and telling than anything we have heard from him before. It was so fresh, so glowing, so full of present illustrations, and extemporaneous hits, as to do away forever with the impression that, like most finished speakers, he is the slave of careful preparation; we rather think he is master. It is gratifying to learn that the College has secured \$70,000 towards the endowment, and the subscription is to be pushed on with vigour. The popular impression is that great orators are fit for nothing else; but frequent opportunities of observing Mr. Punshon's other qualities have convinced us, that he could be great in almost any department of business. At the college board no member looks so sharply after the figures or understands their details better. We have always known that he was a man of great breadth and compass, but did not think him so "many-sided." The conversazione of the literary association on Wednesday evening, in Ontario Hall, was a crowded and brilliant gathering. The students took advantage of the fact, that Prof. Kingston this year retires from the chair of mathematics, which he has filled for thirty years with credit to himself and infinite service to the college and the country, to present him with an address and a gold-headed cane—the cane, by the way, was not only gold-headed but gold-hearted, it was hollow and filled to the brim with guineas. Prof. Kingston made a feeling and appropriate reply. Promenading, conversation, refreshments and music made a delightful evening. Miss Hattie Stephens,

of Cobourg, sang divinely, as she always does. Mrs. Gilbert and Mr. Smith, of Toronto, gave several pieces together, and singly, which were loudly applauded, and Mr. George Neilson, of Belleville.

—**QUEEN'S UNIVERSITY.**—A meeting of Convocation of Queen's University was held in Kingston, on the 5th ult. After the reading of the minutes of former Convocation, the class prizes were distributed to the successful students by the respective Professors. Next the University prizes were announced, and afterwards the ceremony of lauration was proceeded with. Principal Snodgrass and other Professors gave ample explanations of the nature of the work that had been done during the session; and some very flattering and honourable tributes were paid to different prizemen. The Prince of Wales prize, value sixty dollars, was awarded in a choice collection of books, enough to form the respectable nucleus of a library, to Mr. Thomas H. McGuire, B.A., Kingston. Graduates—Master of Arts: Robert Campbell, B.A., Brockville; also, Rev. W. B. Curran, Montreal, and Rev. J. P. Dumoulin, Montreal, ad eundem gradum. Bachelor of Arts: Thomas Horace McGuire, Kingston; Ebenezer D. McLaren, Komoka; George L. B. Fraser, Kingston; Mark Rogers Rowse, Bath; Duncan B. McTavish, Osgoode; Irwin Stuart, Catarqui; Peter S. Livingston, Dawn Mills. The following graduates were elected Fellows of Queen's University. Arts—Robert Campbell, M.A., Brockville. Theology—Rev. Donald Ross, B.D., Chatham, Q. Law—Andrew Thomas Drummond, LL.B., Montreal. Medicine—William Mostyn, M.D., Almonte. The Rev. Professor Mackerras was called upon by the Principal to address a few remarks to the assembled alumni, which he did in the capacity of a fellow-graduate with them, of the University. The Professor's extempore observations were addressed principally with relation to the work of supplemental endowment now going on, and he made a truly eloquent appeal, dressed in chaste and classical allusions, to the graduates to take a proper interest in the future welfare of the College. The Very Rev. Dr. Jenkins, of Montreal, Moderator of Synod, next delivered the academic address. This was lengthy, but unflagging in its interest to those present. It touched upon several points, but dealt principally with the relations of the Church of Scotland in Canada to the University. Dr. Jenkins uttered an aspiration that as here in Kingston was stationed the only Presbyterian College in the Dominion, Queen's University might come to be the one University of the united Presbyterian body in Canada. The Moderator also dwelt at some length on the advantages of a higher education, and of the liberal tendencies of wealthy men at the present day to identify themselves with the higher educational movement, either by founding scholarships, endowing chairs, or, as in the case of one man in the United States, founding and equipping, by his own munificence, an entire University.—*Chronicle and News.*

—**CANADIAN LITERARY INSTITUTE.**—The examinations and closing exercises at the Canadian Literary Institute, during the past week, were more than usually interesting. This, no doubt, may be accounted for by the fact of competition in various classes for a large number of valuable prizes, varying from \$4 to \$16, having been contributed principally by a friend whose name was withheld. There was one very significant fact connected with awarding those prizes—and which must be gratifying to ladies generally—that in nearly every class the lady competitors carried off the palm. This was true in first, second and third year students, and the most remarkable of all was the winning of the first prize of \$16, by Miss Crawford, for an essay on the subject, "A Man's a Man for a' that." The competition in all the classes was large and spirited; and though frequently defeated, the young gentlemen gallantly applauded the achievements of the fair victors. In the competition for prizes in declamation, there were six gentlemen; all acquitted themselves quite satisfactorily to the jurors, who regretted that they could not award each a prize. The first was given to Mr. J. J. White, the second to J. P. McEwan. On Thursday evening, a public meeting was held in the lecture room, when the graduating class delivered each a valedictory address, followed by the principal. The singing, under the

guidance of Mr. J. J. White,—Mrs. Revel at the piano—was the best we have heard in Woodstock for years, especially the piece entitled "The Heavens are Telling."—*Woodstock Times.*

—**BISHOP STRACHAN'S SCHOOL BUILDING.**—The new building, lately erected for this school, is situated near the intersection of Yonge Street with the College Avenue, completely embowered among the fine old trees of the beautiful property, lately known as the Macaulay homestead. The residence of the late Judge Macaulay formed but the nucleus of the new building, which has a frontage facing on the south of nearly 100 feet by a depth of about 62 feet. It is built entirely of red brick on a stone foundation, and is four stories high, inclusive of basement, which is well elevated above the ground. The front is divided systematically into centre and wings. The centre contains the main entrance, and is finished at the top with a heavily bracketed pediment; the wings are well advanced from the main building, and terminating as semi-octagons. A cantilevered cornice runs around the whole building, and a large glazed cupola surmounts the roof, affording a fine view in all directions. Extending the whole length of the east side of the house is a broad verandah, from which the visitors' entrance is reached. The purchase of the ground, and the erection of buildings, furnishings, &c., has been accomplished at a cost of over \$30,000. The building is heated throughout by means of huge coal furnaces.

—**LONDON UNION SCHOOL.**—Mr. T. F. Robb, of New York, but formerly of London, and a pupil in the Union School of that city, has had a medal struck, which is to be given as a reward to the pupil who shall attain the highest general proficiency in that school. The prize has arrived in London, and is a memorial worth striving for. The medal is of gold, of about the same circumference as a silver half-dollar, and about one-half as thick. It is very elegantly ornamented, and the inscriptions and chasing are in the best style of the engraver's art. Its cash value is \$20, and will be awarded at the examination next July.

—**MONTREAL UNIVERSITY.**—The sixteen Scholarships and Exhibitions recently established in the University of Montreal, will, we believe, be of the highest value in raising the standard of education throughout the whole of this Dominion, in which, hitherto, unfortunately, there has been too little of such encouragement to study. Eight of these are open for competition, in September next, to all, whether University or not.

—**THE GREEK ARCHBISHOP AT CAMBRIDGE.**—One of the most crowded congregations of late years was held in the Senate House at Cambridge the other day to witness the ceremony of the conferment of the honorary degree of LL.D. upon the Most Reverend Alexander, Archbishop of Syros; and that of honorary M.A. upon two of the archimandrites in attendance upon him. It was agreed also to confer the honorary degree of Master of Arts upon Professor John N. Valetta, but that gentleman was not present, and the degree will be conferred upon some future occasion. The galleries were crowded with undergraduates. The incident that tickled their fancy most being the entry of two graceful little girls, the daughters of a learned Doctor, with their father. The Doctor wore his scarlet gown as Doctor of Laws, and the little ladies were attired in cloaks of the same scarlet materials, with ermine tippets, and were at once hailed as young doctresses, if such a feminine plural may be allowed. The Archbishop was attired in black robes, and wore a caftan of black lamb-skin, with a pendant behind (veil shaped) of black crape or serge. The archimandrites were attired in black serge robes, and wore black caftans having the appearance of brimless "chimney-pot" hats, and each had a plain Greek cross pendant on his breast. On arriving at the dais, the scene was a brilliant one—the Vice-Chancellor, on assuming his seat, being surrounded by all the most eminent members of the University, and a brilliant array of ladies occupied each side of the Senate House. None of the visitors removed their caftans during any part of the proceedings. In the Senate House, the Archbishop entered into an animated conversation with the Rev. G. Williams, late Fellow of King's College, Cambridge, well known for his

profound acquaintance with the Eastern Church, of which the Archbishop is so distinguished a prelate. The proceedings of the congregation necessarily commenced with the passing of certain graces—that authorizing the degree upon the Archbishop, passed at the last congregation. During the passing of the graces, the Archbishop retired to the Vice-Chancellor's robing-room, and shortly issued thence in all his archiepiscopal splendour. His crozier was borne before him by one of the archimandrites or ecclesiastics, while the junior of the three supported his train. The Archbishop, who is a man of a singularly noble presence and stature, was splendidly robed in purple and amber satin, richly embroidered in gold thread. A Greek cross, apparently of brilliant, was suspended from his neck, resting upon his breast, and the front of his outer robe was secured at the bottom by a diamond button. The applause from the galleries on his entry in this costume was tremendous. He was conducted in due form to Mr. Orator (Mr. Jebb, of Trinity), who in his turn presented him to the Vice-Chancellor, in a Latin speech, rendered into Greek as a matter of courtesy to the visitors. During the admirable delivery of this speech, which was of course subject to the usual running fire of commentary and criticism from the undergraduates, who, on such occasions as this, elect themselves special judges of Mr. Orator's Latinity, and freely express their opinions thereon, the countenances of the Archbishop and his confreres evinced some amusement at the customs, as displayed before them, of undergraduate life, but none of them for a moment departed from an almost statuesque dignity. At the Orator's conclusion, the Vice-Chancellor rose from his seat, and standing conferred the degree, and while he was in the act of doing so, some irreverent wag in the gallery suggested that the Archbishop should favour the congregation with the Grecian bend. The degrees were next conferred in due form upon the Archimandrites Stratuli and Depastras.

—THE SCHOOL REPORT OF NEW BRUNSWICK for last year shews an attendance of 47,000 children. There are many thousands not at school who ought to be, owing to the aversion of a great number of persons to spend the smallest sum of money on the education of their children. The Chief Superintendent says:—"It is pitiful to hear of districts being destitute of school privileges for their children, because their parents, in their struggles for a living, can spare nothing as yet for education; but it is, if possible, a still sadder spectacle to see men in comfortable and easy circumstances rearing families, and sending them abroad into the world, without even the merest rudiments of school instruction. Such extreme cases of delinquency may, indeed, be rare, and let us hope, for humanity's sake, that they are so; but they exist, nevertheless, and no doubt they will continue to exist, in greater or less numbers, till all who are guilty of such delinquency are required by law to act more faithfully toward their families and their country, by being compelled to see and feel that property has its duties as well as its rights, and that one of its most sacred duties is to aid in the general education of the people." The Inspector of the district comprehending the counties of Gloucester, Kent, Northumberland and Restigouche, says that in 1868 there was "a population of 17,675, between the ages of 6 and 16; and he shows that 9,692, more than one half of this number did not attend school for a single day; and worse than all, "a large proportion of them can neither read nor write." The expenditure for school purposes was, we are told, "larger than in the year previous. The Provincial aid, amounting to \$36,930.95, and the local support was \$112,915.62; making a total of \$199,746.57. The increased expenditure was, of course, owing to the increase in the number of schools." The school System is represented as defective, and a strong feeling seems springing up in favour of Free Schools, universal taxation for school purposes, and compulsory attendance.—*Globe.*

VIII. Departmental Notices.

TRUSTEES' BLANK FORMS.

The usual supply of blank forms of Trustees' yearly and half-yearly returns, has been sent out to the County Clerks for distribution to the schools, through the Local Superintendents.

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

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

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

1. An ordinary *Common School Library* in each school-house for the use of the children and ratepayers.
2. A *General Public Lending Library*, available to all the ratepayers of the Municipality.
3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.
4. A *Library in any Public Institution*, under the control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

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

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 thus 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.

☞ Catalogues and forms of Application 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 additional** for each class of books, &c., with the proper form of application for each class.

In the catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or from \$3 to \$5, mounted on cardboard, according to the quality of the cardboard and the style of mounting. The 100 per cent. is allowed on these lessons when ordered with maps and apparatus, but not otherwise.

TRUSTEES' SCHOOL MANUAL.

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