

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 EDUCATION,

Province of

Ontario.

VOL. XXIX

TORONTO, JUNE, 1876.

No. 6.

CONTENTS OF THIS NUMBER.

	PAGE
I. PROCEEDINGS OF THE EDUCATION DEPARTMENT.—(1) Normal School Teachers' Examinations; (2) Public School Teachers' Examinations; (3) Public School Teachers' Examination, July, 1876; (4) Apportionment of the Legislative School Grant to Public Schools in Ontario for 1876.....	81
II. PROCEEDINGS OF TEACHERS' INSTITUTES.—(1) Oxford Teachers' Convention; (2) Middlesex Teachers' Association; (3) School Teachers' Conventions.....	86
III. EDUCATION DEPARTMENT AT THE CENTENNIAL.—(1) Ontario Educational System at the Centennial Exhibition; (2) The Canadian System of Public Instruction.....	89
IV. BORTHWICK OTTAWA INVESTIGATION.—(Continued from page 73).....	91
V. EXTRACTS FROM PERIODICALS AND PAPERS.—(1) The True Macbeth; (2) The English Education Bill of 1876; (3) Compulsory Education in England.....	94
VI. DEPARTMENTAL NOTICES.—(1) Midsummer Vacation in Public Schools; (2) Examination of Candidates for Certificates as Public School Teachers.....	96
VII. ADVERTISEMENTS.....	96

3. None but those holding the Principal's certificate, as required by the Regulations approved 26th April, 1876, shall be allowed to present themselves as candidates at the examination.

4. During the examination and previous week of preparation, all the Rules and Regulations of the Normal School remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

5. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the candidates, and at all other times and occasions during each day of the examination the Principal's authority shall be in full force and effect.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, May 23rd, 1876.

I. Proceedings of the Education Department.

1. NORMAL SCHOOL TEACHERS' EXAMINATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 5th day of June, A.D. 1876.

Upon consideration of the annexed Report of the Hon. the Minister of Education, dated the 30th day of May, 1876, the Committee of Council advise that your Honour do approve of the accompanying Regulations respecting the procedure at the examination of Normal School Students, as supplementary to the Regulations of the Department approved of by your Honour in Council on the 26th day of April, 1876.

Certified. (Signed) J. G. SCOTT,
Clerk Executive Council.

The Honourable
The Minister of Education.
6th June, 1876.

The undersigned respectfully submits and recommends for the approval of His Honour the Lieutenant-Governor in Council the accompanying Regulations respecting the procedure of the examination of Normal School Students, as supplementary to the Regulations of the Department approved by His Honour the Lieutenant-Governor in Council on the 26th April, 1876.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, May 30th, 1876.

Regulations of the Education Department, respecting the procedure in the Examination of Normal School Students, for Teachers' Certificates.

1. The duties of Presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

2. The Examiner shall conduct the examinations according to the General Regulations of the Department, so far as the same are applicable, and report the result thereof to the Minister.

2. PUBLIC SCHOOL TEACHERS' EXAMINATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 5th day of June, A.D. 1876.

Upon consideration of the annexed Report of the Hon. the Minister of Education, dated 30th of May, 1876, the Committee of Council advise that your Honour approve of the accompanying Regulations in further supplement to the general regulations for the examination for Teachers' Certificates approved of by your Honour in Council on the 26th day of April, 1876.

Certified. (Signed) J. G. SCOTT,
Clerk Executive Council.

The Honourable
The Minister of Education.
6th June, 1876.

Further Regulations respecting the Examination for Teachers' Certificates, and supplementary to the Regulations approved by Order in Council, 26th April, 1876.

1. Each Candidate who presents himself for examination shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination, and the Presiding Examiner shall, with his report and return of the questions and answers to this Department, also certify that he has been satisfied as to the personal identity of each Candidate upon proper grounds.

2. Each Candidate is required to conduct himself in strict accordance with the regulations, and should he receive any aid, or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made of such aid or assistance having been given or maintained.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, May 30th, 1876.

3. PUBLIC SCHOOL TEACHERS' EXAMINATION,
JULY, 1876.

EXTRACTS FROM THE OFFICIAL REGULATIONS.

Time and Place of each Examination.—The yearly examination of candidates for Certificates shall be held in each County Town in such building as may be appointed by the Inspector, who shall give at least three weeks' public notice thereof, in such manner as he shall deem expedient. None are eligible as candidates for First Class Certificates, who do not already possess Second Class Provincial Certificates; nor is any person eligible to be a candidate for a Second Class Certificate, unless he shall have previously obtained a Third Class Certificate under the present system of examination, or a First or Second Class Certificate under the former system.

Proceedings at each Examination.—The Inspector shall preside at the opening of each examination; and at the hour specified on the first day, and in the presence of such of his colleagues as may be there, and of the candidates, he shall break the seal of the package of examination papers received for that examination from the Education Department. He shall also break open the seal of each additional packet of examination papers as required, in the presence of a co-examiner and of the candidates. He shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates. He shall, if desirable, appoint one or more of his co-examiners (1) to preside at the examination in any of the subjects named in the programme; (2) to read and report upon the answers as they are received.

TIME, AND SUBJECTS OF EXAMINATION.

DAYS.	HOURS.	CLASS I	CLASS II	CLASS III.
Mon. 10th July..	9 a. m., to 12 m. 1.15 to 3.15 p.m. 3.20 to 5.20 p.m. 1.30 to 2.30 p.m. 3.45 to 5 p.m.	(1) English Lit. (2) Chemistry. (3) Botany and Agriculture.	(33) Chemistry, Botany and Physiology. (20) Drawing.	
Tues. 11th July.	9 a.m., to 12 m. 1.30 to 3.30 p.m. 3.45 to 5 p.m.	(4) Arithmetic. (b) Geography. (6) Composition.	(21) Arithmetic. (22) Geography. (23) Composition.	(34) Arithmetic. (35) Geography. (36) Composition.
Wed. 12th July.	9 a.m., to 12 m. 1.30 to 3.30 p.m. 3.45 to 5 p.m.	(7) Grammar. (8) Education. (9) School Law.	(24) Grammar. (35) Education, and School law. (28) Dictation.	(37) Grammar. (38) Education & School Law. (39) Dictation.
Thurs. 13th July.	9 a. m., to 12m. 1.30 to 3.30 p.m. 3.45 to 5 p.m.	(10) Euclid. (11) History. (12) B'k-keeping.	(27) Euclid. (28) History. (29) B'k-keeping.	(40) History.
Fri. 14th July..	9 a. m., to 12 m. 1.30 to 3.30 p.m. 3.45 to 5 p.m. 1.15 to 4 p.m. 4.05 to 5 p.m.	(13) Natural Phil. (14) Zoology and Human Physiology. (15) Music.	(30) Nat. Phil. (31) Algebra. (32) Music	
Sat. 15th July..	9 a. m., to 12 m. 1.30 to 3.30 p.m. 3.45 to 5 p.m.	(16) Algebra. (17) Physics. (18) Drawing.	(33) Zoology, Botany and Agriculture (spec'l).	

NOTE.—Examiners will make their own arrangements regarding time for Reading and Writing. (See Regulations.)

4. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO FOR 1876.

The following is the apportionment for the current year of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Municipalities for this year is the population as enumerated in the census of 1871. The total amount available for apportionment is the same as that of last year, and those Townships in which there are feeble Schools and a sparse population have been specially considered in an additional apportionment from the Poor School Grant. Such additional Grants appear in a separate list, and under the Regulations of the Department a municipal equivalent is required for them.

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

The Grants are, by law, payable on the 1st of July, by the Treasury Department, on the certificate of the Hon. Minister of Education. These certificates will be issued on or before 30th June, in favour of those Municipalities which have sent in duly audited school accounts and Inspectors' reports to the Education Department.

Apportionment to Counties for 1876.

1. COUNTY OF GLENGARRY.

Municipalities.	Apportionment.
Charlottenburgh	\$906 00
Kenyon	730 00
Lancaster	636 00
Lochiel	537 00
Total for County	\$2809 00

2. COUNTY OF STORMONT.

Cornwall	\$727 00
Finch	403 00
Osnabruck	854 00
Roxborough	495 00
Total for County	\$2479 00

3. COUNTY OF DUNDAS.

Matilda	\$703 00
Mountain	481 00
Williamsburgh	697 00
Winchester	603 00
Total for County	\$2484 00

4. COUNTY OF PRESCOTT.

Alfred	\$232 00
Caledonia	189 00
Hawkesbury, East	460 00
Hawkesbury, West	292 00

4. COUNTY OF PRESCOTT—Continued.

Municipalities.	Apportionment.
Longueuil	271 00
Plantagenet, North	398 00
Plantagenet, South	232 00
Total for County	\$2074 00

5. COUNTY OF RUSSELL.

Cambridge	\$113 00
Clarence	393 00
Cumberland	431 00
Russell	345 00
Total for County	\$1282 00

6. COUNTY OF CARLETON.

Fitzroy	\$505 00
Gloucester	706 00
Goulbourn	477 00
Gower, North	373 00
Huntley	388 00
March	
Marlborough	333 00
Nepean	
Osgoode	
Torbolton	111 00
Total for County	\$ 00

7. COUNTY OF GRENVILLE.

Augusta	\$762 00
Edwardsburgh	766 00
Gower, South	153 00

7. COUNTY OF GRENVILLE—Continued.

Municipalities.	Apportionment.
Oxford, Rideau	376 00
Wolford	00
Total for County	\$ 00

8. COUNTY OF LEEDS.

Bastard and Burgess, South	\$592 00
Crosby, North	314 00
Crosby, South	305 00
Elizabethtown	798 00
Elmsley, South	183 00
Escott, Front	206 00
Kitley	423 00
Leeds and Lansdowne, Front	555 00
Leeds and Lansdowne, Rear	349 00
Yonge, Front	246 00
Yonge and Escott, Rear	00
Total for County	\$ 00

9. COUNTY OF LANARK.

Bathurst	\$475 00
Beckwith	290 00
Burgess, North	200 00
Dalhousie	269 00
Darling	118 00
Drummond	364 00
Elmsley, North	209 00
Lanark	335 00
Lavant	57 00
Montague	470 00
Pakenham	358 00

9. COUNTY OF LANARK—Continued.

Municipalities.	Apportionment.
Ramsay	\$475 00
Sherbrooke, North	33 00
Sherbrooke, South	123 00
Total for County	\$3756 00

10. COUNTY OF RENFREW.

Admaston	\$293 00
Alcona, South	103 00
Alice and Fraser	215 00
Begot and Blithfield	168 00
Brougham	77 00
Bromley	177 00
Broadnell, Raglan, Radcliffe and Lyne- doch	178 00
Grattan	116 00
Griffith and Matawathan	61 00
Lead	
Morton	187 00
McNab	421 00
Pembroke	94 00
Petewawa	55 00
Rolph, Wylie, Buchanan and McKay	68 00
Ross	248 00
Sebastopol	96 00
Stafford	118 00
Westmeath	388 00
Wilberforce and North Alcona	288 00
Total for County	\$3351 00

11. COUNTY OF FRONTENAC.

Barrie	\$47 00
Redford	271 00
Clarendon and Miller	60 00
Rinchainbrooke	147 00
Rowe Island	118 00
Kennebec	118 00
Kingston	605 00
Loughborough	343 00
Olden	83 00
Oso	73 00
Palmerston and Canoto	81 00
Pittsburgh	491 00
Portland	401 00
Shorington	425 00
Wolfe Island	318 00
Total for County	\$3581 00

12. COUNTY OF ADDINGTON.

Amherst Island	\$175 00
Anglesea and Kaladar	111 00
Camden, East	854 00
Donbigh, Abinger, Ashby and Effingham	48 00
Rosestown	624 00
Rusfield	338 00
Total for County	\$2150 00

13. COUNTY OF LENNOX.

Adolphustown	112 00
Fredericksburgh, North	251 00
Fredericksburgh, South	221 00
Richmond	485 00
Total for County	\$1072 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$487 00
Ashol	257 00
Ballowell	524 00
Billier	328 00
Marysburgh, North	265 00
Marysburgh, South	316 00
Stephensburgh	399 00
Total for County	\$2576 00

15. COUNTY OF HASTINGS.

Carlow and Mayo	\$42 00
Essex and Grimsthorpe	205 00
Faraday and Dungannon	66 00
Hungerford	683 00
Huntingdon	421 00
James	
McClure, Wicklow, Bangor, Herschel and Monteagle	137 00
Madoc	513 00
Marmora and Lake	251 00
Norndon	544 00
Osney	776 00
Parlow	765 00
Robert Wollaston, Limerick and Cashel.	156 00
Ryandaga	990 00
Total for County	\$5549 00

16. COUNTY OF NORTHUMBERLAND.

Municipalities.	Apportionment.
Alnwick	\$201 00
Brighton	530 00
Cramahe	564 00
Haldimand	832 00
Hamilton	844 00
Monaghan, South	169 00
Murray	537 00
Percy	512 00
Seymour	623 00
Total for County	\$4812 00

17. COUNTY OF DURHAM.

Cartwright	\$371 00
Cavan	702 00
Clarke	845 00
Darlington	875 00
Hope	749 00
Manvers	607 00
Total for County	\$4149 00

18. COUNTY OF PETERBOROUGH.

Asphodel	\$319 00
Belmont and Methuen	232 00
Burleigh, Anstruther and Chandos	149 00
Douro	294 00
Dummer	287 00
Ennismore	163 00
Galway and Cavendish	77 00
Harvey	99 00
Monaghan, North	218 00
Otonabee	574 00
Smith	476 00
Total for County	\$2888 00

19. COUNTY OF HALIBURTON.

Municipalities.	Apportionment.
Clyde	\$
Dysart, Dudley, Harcourt, Guilford, Harburn and Burton	97 00
Eyre	
Havelock	
Hindon, Anson and Lutterworth	78 00
Lawrence	
Livingston	
Minden	118 00
Monmouth and Cardiff	106 00
McClintock	
Nightingale	59 00
Snowdon and Glamorgan	46 00
Stanhope and Sherbourne	
Total for County	\$504 00

20. COUNTY OF VICTORIA.

Bexley	\$72 00
Brunel	
Carden and Dalton	151 00
Chaffey	
Draper, Ryde and Oakley	77 00
Eldon	450 00
Emily	439 00
Fenelon	405 00
Franklin	
Laxton, Digby and Longford	125 00
Macaulay	128 00
McLean and Ridout	
Mariposa	791 00
Ops	494 00
Percy	
Ryerson	
Somerville	158 00
Stephenson	75 00
Stisted	
Verulam	397 00
Total for County	\$3762 00

21. COUNTY OF ONTARIO.

Brock	\$763 00
Mara and Rama	531 00
Pickering	1088 00
Reach	734 00
Scott	409 00
Scugog Island	130 00
Thorah	290 00
Uxbridge	494 00
Whitby, East	503 00
Whitby, West	475 00
Total for County	\$5417 00

22. COUNTY OF YORK.

Etobicoke	\$
Georgina	293 00
Gwillimbury, East	580 00

22. COUNTY OF YORK—Continued.

Municipalities.	Apportionment.
Gwillimbury, West	\$340 00
King	1104 00
Markham	1017 00
Scarborough	681 00
Vaughan	1072 00
Whitchurch	740 00
York	00
Total for County	\$ 00

23. COUNTY OF PEEL.

Albion	\$598 00
Caledon	706 00
Chingacousy	904 00
Gore of Toronto	214 00
Toronto	881 00
Total for County	\$3303 00

24. COUNTY OF SIMCOE.

Adjala	\$425 00
Essa	578 00
Flos	259 00
Gwillimbury, West	448 00
Innisfil	795 00
Medonte	375 00
Mono	587 00
Monck	79 00
Morrison	89 00
Muskoka	72 00
Mulmur	517 00
Nottawasaga	782 00
Orellia and Matchedash	231 00
Oro	644 00
Sunnidale	294 00
Tay	240 00
Tiny	474 00
Tecumseth	623 00
Tossorontio	232 00
Vespra	292 00
Wait	
Total for County	\$8036 00

25. COUNTY OF HALTON.

Esqueusing	\$784 00
Nassagaweya	437 00
Nelson	558 00
Trafalgar	741 00
Total for County	\$2520 00

26. COUNTY OF WENTWORTH.

Ancaster	\$738 00
Barton	423 00
Beverley	856 00
Binbrook	287 00
Flamborough, East	574 00
Flamborough, West	482 00
Glanford	300 00
Saltfleet	410 00
Total for County	\$4070 00

27. COUNTY OF BRANT.

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

28. COUNTY OF LINCOLN.

Caistor	\$319 00
Clinton	410 00
Gainsborough	445 00
Grantham	00
Grimsby	461 00
Louth	279 00
Niagara	309 00
Total for County	\$ 00

29. COUNTY OF WELLAND.

Bertie	\$433 00
Crowland	194 00
Humberstone	365 00
Pelham	371 00
Stamford	419 00
Thorold	369 00
Wainfleet	394 00
Willoughby	184 00
Total for County	\$2729 00

30. COUNTY OF HALDIMAND.

Municipalities.	Apportionment.
Canborough	\$178 00
Cayuga, North	297 00
Cayuga, South	143 00
Dunn	155 00
Moulton and Sherbrooke	310 00
Oneida	455 00
Rainham	305 00
Seneca	484 00
Walpole	800 00
Total for County	\$3127 00

31. COUNTY OF NORFOLK.

Charlottetown	\$604 00
Houghton	312 00
Middleton	481 00
Townsend	807 00
Walsingham	780 00
Windham	677 00
Woodhouse	570 00
Total for County	\$4231 00

32. COUNTY OF OXFORD.

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

33. COUNTY OF WATERLOO.

Dumfries, North	\$580 00
Waterloo	1157 00
Wellesley	729 00
Wilnot	794 00
Woolwich	822 00
Total for County	\$4082 00

34. COUNTY OF WELLINGTON.

Amaranth	\$287 00
Arthur	487 00
Eramosa	554 00
Erin	786 00
Garafraxa, East	381 00
Garafraxa, West	461 00
Guelph	436 00
Luther	261 00
Maryborough	594 00
Minto	411 00
Nichol	358 00
Peel	717 00
Pilkington	341 00
Puslinch	667 00
Total for County	\$6741 00

35. COUNTY OF GREY.

Artemesia	\$504 00
Bentnick	597 00
Collingwood	527 00
Derby	289 00
Egremont	581 00
Euphrasia	428 00
Glenelg	511 00
Holland	
Keppel and Brooke	321 00
Melancthon	301 00
Normanby	781 00
Osprey	447 00
Proton	322 00
Sarawak	102 00
St. Vincent	483 00
Sullivan	
Sydenham	
Total for County	\$

36. COUNTY OF PERTH.

Blanchard	\$576 00
Downie	508 00
Easthope, North	442 00
Easthope, South	337 00
Ellice	410 00
Elma	533 00
Fullarton	429 00
Hibbert	498 00
Logan	473 00
Mornington	547 00

36. COUNTY OF PERTH—Continued.

Municipalities.	Apportionment.
Wallace	\$402 00
Total for County	\$5155 00

37. COUNTY OF HURON.

Ashfield	\$568 00
Colborne	358 00
Goderich	533 00
Grey	514 00
Hay	571 00
Howick	694 00
Hullet	503 00
McKillop	562 00
Morris	522 00
Stanley	562 00
Stephen	463 00
Tuckersmith	545 00
Turnberry	287 00
Usborne	522 00
Wawanosh, East	391 00
Wawanosh, West	320 00
Total for County	\$7915 00

38. COUNTY OF BRUCE.

Albemarle and Eastnor	\$102 00
Amabel	266 00
Arran	558 00
Brant	726 00
Bruce	555 00
Carrick	698 00
Culross	446 00
Elderslie	361 00
Greenock	440 00
Huron	602 00
Kincardine	604 00
Kinloss	446 00
Saugeen	240 00
Total for County	\$6044 00

39. COUNTY OF MIDDLESEX.

Adelaide	\$429 00
Biddulph	430 00
Caradoc	747 00
Delaware	374 00
Dorchester, North	607 00
Ekfrid	471 00
Lobo	512 00
London	1459 00
McGillivray	646 00
Metcalfe	361 00
Moso	355 00
Nissouri, West	525 00
Westminster	923 00
Williams, East	367 00
Williams, West	253 00
Total for County	\$3459 00

40. COUNTY OF ELGIN.

Aldborough	\$517 00
Bayham	722 00
Dorchester, South	305 00
Dunwich	550 00
Malahide	688 00
Southwold	820 00
Yarmouth	821 00
Total for County	\$4423 00

41. COUNTY OF KENT.

Camden	\$431 00
Chatham	466 00
Dover	489 00
Harwich	847 00
Howard	666 00
Orford	459 00
Raleigh	522 00
Romney	105 00
Tilbury, East	272 00
Zone	160 00
Total for County	\$4417 00

42. COUNTY OF LAMBTON.

Bosanquet	\$645 00
Brooke	374 00
Dawn	165 00
Enniskillen	225 00
Euphemia	352 00
Moore	558 00
Plympton	572 00
Sarnia	507 00
Sombra	450 00

42. COUNTY OF LAMBTON—Continued.

Municipalities.	Apportionment.
Warwick	\$490 00
Total for County	\$4338 00

43. COUNTY OF ESSEX.

Anderdon	\$
Colchester	384 00
Gosfield	442 00
Maidstone	281 00
Malden	00 00
Mersea	479 00
Rochester	317 00
Sandwich, East	553 00
Sandwich, West	329 00
Tilbury, West	353 00
Total for County	\$

DISTRICTS.

Nipissing	\$264 00
Muskoka	278 00
Parry Sound	224 00
Algoma	1036 00
Total	\$1802 00

Extra Grants from the Poor School Fund,

FOR WHICH AN ASSESSMENT WILL BE MADE BY THE COUNTY COUNCIL.

COUNTY OF CARLETON.

March	\$54 00
Torbolton	19 00
Total	\$73 00

COUNTY OF LANARK.

Burgess, North	\$2 00
Lavant	33 00
Sherbrooke, North	27 00
Sherbrooke, South	12 00
Total	\$74 00

COUNTY OF RENFREW.

Algona, South	\$7 00
Alice and Fraser	14 00
Brougham	3 00
Bromley	8 00
Brudenell, Raglan, Radcliffe, Lynedoch	120 00
Grattan	8 00
Griffith and Matawatchesan	144 00
Pembroke	2 00
Petewawa	61 00
Rolph, Wylie, Buchanan and McKay	94 00
Sebastopol	34 00
Stafford	10 00
Total	\$511 00

COUNTY OF FRONTENAC.

Barrie	\$58 00
Clarendon and Miller	75 00
Hinchinbrooke	29 00
Kennebec	21 00
Loughboro'	7 00
Olden	70 00
Oso	76 00
Palmerston and Canoto	45 00
Pittsburgh	88 00
Portland	7 00
Storrington	15 00
Wolfe Island	16 00
Total	\$506 00

COUNTY OF ADDINGTON.

Anglesea and Kaladar	\$71 00
Denbigh, Abinger, Ashby and Effingham	96 00
Sheffield	3 00
Total	\$170 00

COUNTY OF HASTINGS.

Carlow and Mayo	\$50 00
Elzevir and Grimsthorpe	24 00
Faraday and Dunganon	55 00
McClure, Wicklow, Bangor, Herschel and Monteagle	157 00

COUNTY OF HASTINGS—Continued.
Municipalities. Apportionment.
 Tudor, Wollaston, Limerick and Cashel. \$137 00

Total	\$403 00
-------	----------

COUNTY OF PETERBOROUGH.

Belmont and Methuen	\$208 00
Ennismore	2 00
Galway and Cavendish	94 00
Harvey	9 00
Monaghan, North	8 00
Total	\$321 00

COUNTY OF HALIBURTON.

Dysart, Dudley, Harcourt, Guilford, Harburn and Burton	\$152 00
Hindon, Anson and Lutterworth	123 00
Minden	60 00
Snowdon and Glamorgan	106 00
Stanhope and Sherburne	105 00
Total	\$546 00

COUNTY OF VICTORIA.

Bexley	\$55 00
Carden and Dalton	69 00
Draper, Ryde and Oakley	133 00
Laxton, Digby and Longford	63 00
Macaulay	74 00
Somerville	12 00
Stephenson	75 00
Total	\$481 00

COUNTY OF SIMCOE.

Monck	\$94 00
Morrison	93 00
Muskoka	94 00
Total	\$281 00

COUNTY OF GREY.

Bentinck	\$5 00
Malancthon	5 00
Sarawak	49 00
Total	\$59 00

COUNTY OF BRUCE.

Albemarle and Eastnor	\$103 00
Total	\$103 00

SUMMARY.

County of Carleton	\$73 00
“ Lanark	74 00
“ Renfrew	511 00
“ Frontenac	505 00
“ Addington	170 00
“ Hastings	403 00
“ Peterborough	321 00
“ Haliburton	546 00
“ Victoria	481 00
“ Simcoe	281 00
“ Grey	59 00
“ Bruce	103 00
Town of Cobourg	23 00
Total	\$3,550 00

Apportionment to Roman Catholic Separate School Sections.
 FOR WHICH NO MUNICIPAL ASSESSMENT WILL BE MADE.

Alfred	3	\$18 00
Alice	2	16 00
Anderdon	3 and 4	
Arthur	6	43 00
Artemesia	6	10 00
Aphodel	4	34 00
Do	10	21 00
Biddulph	6	42 00
Do	9	9 00
Brighton	15 (or 1)	20 00
Beornley	3	34 00
Garrick	1	28 00
Do	2	12 00
Charlottenburgh	16	28 00
Colchester	7	47 00
Cornwall	1	22 00
Downie	9	46 00

APPORTIONMENT TO R. C. SEPARATE SCHOOL SECTIONS—Continued.

<i>Municipalities.</i>	Apportionment.	
Edwardsburgh	2	\$30 00
Ellice	7	16 00
Etobicoke	6	—
Flamboro', W.	2	21 00
Glenelg	2	22 00
Do	5	49 00
Do	7	15 00
Grantham	2	—
Grattan	1	102 00
Haldimand	21	31 00
Harwich	9	34 00
Hawkesbury, E.	2	42 00
Do	4	44 00
Do	7	97 00
Do	15	21 00
Do	16	16 00
Holland	3	—
Hullet	2	40 00
Innisfil	12	13 00
Lancaster	13	15 00
Lochiel	10	161 00
Do	12	14 00
Maidstone	4	22 00
Moore	3, 4 and 5	32 00
Mornington	4 (or 15)	14 00
McGillivray	1	9 00
Nepean	7	—
Do	13	—
Do	15	—
Nichol	1	46 00
Normanby	10	39 00
March	3	—
Malden	3	—
Oneida	6	14 00
Orillia	1	48 00
Osgoode	1	—
Do	15	—
Otonabee	10	15 00
Oxford Rideau	6	—
Peel	8	20 00
Do	12	51 00
Percy	5	31 00
Do	12	9 00
Do	17	20 00
Plantagenet, N.	4	12 00
Do	9	32 00
Raleigh	5	29 00
Do	4	19 00
Do	6	32 00
Richmond	10 and 17	22 00
Sheffield	5	48 00
Sombra	5	52 00
Stamford	7	23 00
Stephen	6	78 00
Sullivan	3	—
Sydenham	7	—
Do	14	—
Seymour		9 00
Toronto Gore	6	16 00
Vespra	7	14 00
Walpole	17	8 00
Wawanosh, W.	1	16 00
Wellesley	9 and 10	42 00
Do	11	49 00
Do	12 (or 6)	23 00
Williams, W.	10	21 00
Do	11	39 00
Wilmot	15	63 00
Westminster	13	19 00
Windham	8	31 00
Wolfe Island	1	34 00
Do	4	52 00
Yonge and Escott R.	4	—
York	1	41 00
Do	6	30 00
Do	21	38 00
Do	22	68 00

Apportionment to Cities, Towns and Villages, for 1876.

CITIES.	Public Schools.	Separate Schools.	Total.
Hamilton	\$ 3177 00	\$ 764 00	\$ 3941 00
Kingston	1273 00	557 00	1830 00
London	1992 00	342 00	2334 00
Ottawa	1438 00	1740 00	3178 00
St. Catharines	—	—	1160 00
Toronto	—	—	8274 00
Total	—	—	20717 00

TOWNS.	Public Schools.	Separate Schools.	Total.
Amherstburgh..	\$ 136 00	\$ 149 00	\$ 285 00
Barrie	403 00	99 00	502 00
Belleville	847 00	230 00	1077 00
Berlin	343 00	61 00	404 00
Bothwell	147 00	—	147 00
Bowmanville	448 00	—	448 00
Brampton	306 00	—	306 00
Brantford	1050 00	145 00	1195 00
Brockville	572 00	180 00	752 00
Chatham	672 00	194 00	866 00
Clifton	187 00	50 00	237 00
Clinton	297 00	—	297 00
Cobourg	520 00	135 00	655 00
Collingwood	417 00	—	417 00
Cornwall	192 00	109 00	301 00
Dundas	323 00	139 00	462 00
Durham	147 00	—	147 00
Galt	564 00	—	564 00
Goderich	535 00	48 00	583 00
Guelph	840 00	174 00	1014 00
Ingersoll	527 00	66 00	593 00
Kincardine	281 00	—	281 00
Lindsay	324 00	273 00	597 00
Listowel	146 00	—	146 00
Meaford	251 00	—	251 00
Milton	134 00	—	134 00
Mitchell	266 00	—	266 00
Napanee	437 00	—	437 00
Niagara	176 00	60 00	236 00
Oakville	188 00	60 00	248 00
Orangeville	215 00	—	215 00
Orillia	195 00	—	195 00
Owen Sound	497 00	—	497 00
Palmerston	163 00	—	163 00
Paris	313 00	76 00	389 00
Perth	291 00	60 00	351 00
Peterborough	490 00	192 00	682 00
Petrolia	392 00	—	392 00
Pictou	291 00	57 00	348 00
Port Hope	756 00	—	756 00
Prescott	—	—	386 00
Sandwich	172 00	—	172 00
Sarnia	347 00	85 00	432 00
Seaforth	200 00	—	200 00
St. Mary's	389 00	72 00	461 00
St. Thomas	281 00	43 00	324 00
Stratford	500 00	136 00	636 00
Strathroy	476 00	—	476 00
Thorold	155 00	85 00	240 00
Tilsonburgh	236 00	—	236 00
Walkerton	157 00	—	157 00
Waterloo	235 00	—	235 00
Whitby	374 00	29 00	403 00
Windsor	627 00	—	627 00
Woodstock	587 00	—	587 00
Total	—	—	\$23408 00

INCORPORATED VILLAGES.

Acton	\$123 00	—	\$123 00
Ailsa Craig	86 00	—	86 00
Alliston	118 00	—	118 00
Allmonte	224 00	83 00	307 00
Arnprior	194 00	59 00	253 00
Arthur	66 00	49 00	115 00
Ashburnham	177 00	—	177 00
Aurora	167 00	—	167 00
Aylmer	132 00	—	132 00
Bath	89 00	—	89 00
Bayfield	—	—	—
Blenheim	—	—	—
Bobcaygeon	—	—	—
Bolton	118 00	—	118 00
Bracebridge	—	—	—
Bradford	167 00	—	167 00
Brighton	200 00	—	200 00
Brussels	115 00	—	115 00
Burlington	123 00	—	123 00
Caledonia	184 00	—	184 00
Campbellford	—	—	—
Carleton Place	178 00	—	178 00
Cayuga	118 00	—	118 00
Chippawa	136 00	—	136 00
Clifford	122 00	—	122 00
Colborne	120 00	—	120 00
Drayton	115 00	—	115 00
Dresden	149 00	—	149 00
Dunnville	215 00	—	215 00
Elora	178 00	43 00	221 00
Embro	72 00	—	72 00
Exeter	148 00	—	148 00
Fenelon Falls	177 00	—	177 00
Fergus	217 00	28 00	245 00
Forest	162 00	—	162 00

VILLAGES.	Public Schools.	Separate Schools.	Total.	VILLAGES.	Public Schools.	Separate Schools.	Total.	COUNTIES.	Public Schools.	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
Fort Erie.....	123 00	—	123 00	Southampton ..	129 00	—	129 00	12 Addington...	2150 00	48 00	2198 00
Gananoque ..	300 00	—	300 00	Stayner	208 00	—	208 00	13 Lennox	1072 00	22 00	1094 00
Garden Island..	113 00	—	113 00	Stirling	115 00	—	115 00	14 P. Edward..	2576 00	—	2576 00
Georgetown ..	190 00	—	190 00	Streetsville ..	90 00	—	90 00	15 Hastings ..	5549 00	—	5549 00
Glenceo	—	—	—	Teeswater	120 00	—	120 00	16 Northum-	—	—	—
Grimsby	—	—	—	Thamesville ..	116 00	—	116 00	berland	4812 00	120 00	4932 00
Harriston	147 00	—	147 00	Trenton	175 00	90 00	265 00	17 Durham	4149 00	—	4149 00
Hastings	134 00	—	134 00	Uxbridge	219 00	—	219 00	18 Peterboro'	2888 00	70 00	2958 00
Hawkesbury ..	246 00	—	246 00	Vienna	87 00	—	87 00	19 Haliburton..	504 00	—	504 00
Heapeler	117 00	—	117 00	Wallaceburgh ..	177 00	—	177 00	20 Victoria	3762 00	—	3762 00
Holland Land'g	94 00	—	94 00	Wardsville	80 00	—	80 00	21 Ontario	5417 00	—	5417 00
Iroquois	115 00	—	115 00	Watford	133 00	—	133 00	22 York	—	—	—
Kemptville ..	127 00	—	127 00	Welland	166 00	—	166 00	23 Peel	3303 00	16 00	3319 00
Lakefield	130 00	—	130 00	Wellington	78 00	—	78 00	24 Simcoe	8036 00	75 00	8111 00
Lanark	110 00	—	110 00	Wingham	178 00	—	178 00	25 Halton	2520 00	—	2520 00
Leamington ..	—	—	—	Wyoming	116 00	—	116 00	26 Wentworth ..	4070 00	21 00	4091 00
L'Orignal	—	—	—	Wroxeter.....	113 00	—	113 00	27 Brant	2789 00	—	2789 00
London, East...	—	—	—	Yorkville.....	321 00	—	321 00	28 Lincoln	—	—	—
Lucan	139 00	—	139 00	Total.....	—	—	\$14848 00	29 Welland	2729 00	23 00	2752 00
Lucknow	155 00	—	155 00					30 Haldimand..	3127 00	22 00	3149 00
Markham	126 00	—	126 00					31 Norfolk	4231 00	31 00	4262 00
Merrickville ..	137 00	—	137 00					32 Oxford	5627 00	—	5627 00
Merriton	161 00	57 00	218 00					33 Waterloo	4082 00	177 00	4259 00
Millpoint	126 00	—	126 00					34 Wellington..	6741 00	160 00	6901 00
Morrisburgh ..	171 00	—	171 00					35 Grey	—	—	—
Mount Forest..	—	—	—					36 Perth	5155 00	76 00	5231 00
Newboro'	—	—	—					37 Huron	7915 00	134 00	8049 00
Newburgh	122 00	—	122 00					38 Bruce	6044 00	40 00	6084 00
Newbury	116 00	—	116 00					39 Middlesex ..	8459 00	139 00	8598 00
Newcastle	163 00	—	163 00					40 Elgin	4423 00	—	4423 00
New Edinburgh	88 00	—	88 00					41 Kent	4417 00	114 00	4531 00
New Hamburg ..	148 00	—	148 00					42 Lambton	4338 00	84 00	4422 00
Newmarket	209 00	51 00	260 00					43 Essex	—	—	—
Norwich	—	—	—					Districts of—	—	—	—
Oil Springs	81 00	—	81 00					Nipissing	264 00	—	264 00
Omemeo	119 00	—	119 00					Muskoka	278 00	—	278 00
Oshawa	384 00	86 00	470 00					Parry Sound..	224 00	—	224 00
Paisley	185 00	—	185 00					Algoma	1036 00	—	1036 00
Parkhill	150 00	42 00	192 00					Total.....	—	—	\$179855 00
Pelee Island ..	16 00	—	16 00								
Pembroke	145 00	75 00	220 00								
Petersville	162 00	—	162 00								
Portsmouth	156 00	94 00	250 00								
Port Colborne .	87 00	57 00	144 00								
Port Dalhousie.	93 00	67 00	160 00								
Port Elgin	140 00	—	140 00								
Port Perry	260 00	—	260 00								
Port Stanley ..	—	—	—								
Preston	—	—	—								
Renfrew	102 00	28 00	130 00								
Richmond	71 00	—	71 00								
Richmond Hill.	115 00	—	115 00								
Simcoe	274 00	—	274 00								
Smith's Falls ..	170 00	—	170 00								

NOTE.—With respect to newly incorporated villages, the amounts to be apportioned to them will be deducted from the Township or Townships from which they have been separated, as soon as the necessary information is obtained.

Summary of Apportionment to Counties, for 1876.

COUNTIES.	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
1 Glengarry ..	2809 00	218 00	3027 00
2 Stormont ..	2479 00	22 00	2501 00
3 Dundas	2484 00	—	2484 00
4 Prescott	2074 00	282 00	2356 00
5 Russell	1282 00	—	1282 00
6 Carleton	—	—	—
7 Grenville	—	—	—
8 Leeds	—	—	—
9 Lanark	3756 00	—	3756 00
10 Renfrew	3351 00	152 00	3503 00
11 Frontenac ..	3581 00	86 00	3667 00

GRAND TOTALS.

Counties and Districts	—	—	\$179855 00
Cities	—	—	20717 00
Towns	—	—	23408 00
Villages	—	—	14848 00
Grand Total..	—	—	\$238828 00

II. Proceedings of Teachers' Institutes.

1. OXFORD TEACHERS' CONVENTION.

The Annual Convention of the County of Oxford Teachers' Association was held in the East End School here, on Thursday, Friday, and Saturday of last week, the President of the Association, Mr. G. J. Fraser, of the Woodstock High School, presiding. A number of subjects were taken up and discussed pretty thoroughly: the essays by Miss Ross on "Composition," and by Mr. Kennedy on "Cultivating a Good Spirit among the Children," were particularly noticeable. Mr. Kennedy strongly advocated the abolition of corporal punishment in schools, and after a little discussion, a resolution proposed by the Inspector, supporting the ideas advanced in his essay, was carried with but three dissenting voices, out of nearly a hundred teachers present. The proceedings were enlivened by recitations and music. A resolution was passed favouring a system of competitive examinations for promotion, questions to be prepared by a committee, and no pupil to pass from one class into a higher except he passed at one of these half-yearly examinations. The teachers in one township are to examine the pupils of another, so that every suspicion of collusion will be removed. The examinations to be on the same day all over the county, and all the schools of one township to be examined at the same place.

Mr. Carlyle was then elected President of the Association for the next year; W. H. Landon, 1st Vice-President; Miss Maggie Ross, 2nd Vice-President; and Messrs. Brown and Izard, Secretaries, with a member of the Executive in each township.

The Hon. Adam Crooks, Minister of Education, was present on Friday and Saturday. His presence added much to the interest and success of the meeting. He received a hearty welcome from

the teachers of Oxford, and was presented on Friday afternoon with the following Address:

"To the Hon. Adam Crooks, M.P.P.,
Minister of Education for the Province of Ontario:

"SIR,—We, the members of the Oxford Teachers' Association, avail ourselves of the opportunity presented by your kindly consenting to meet us on this occasion, of conveying to you our congratulations on your elevation to the exalted position of Minister of Education.

"When the Provincial Government had determined to make itself responsible for the management and control of the educational interests of the country, we were pleased to know that he who was to be our first appointed Minister of Education was a Canadian, and a graduate of one of our Canadian Universities, and consequently in sympathy with the struggles and aspirations of Canadian youths, and more or less conversant with the educational needs experienced and the appliances available in carrying on in our beloved Province a system of education that has already attained the growth of years, and is the result of wise and judicious legislation and management.

"Occupied as we are with the other school authorities in giving practical expression to school legislation, and being thus placed in a position to feel sensibly all changes that are made, you will sympathize with us when we say that the change from a Chief Superintendent to a Ministry of Education has been watched by us with intense interest and no little solicitude, and we are pleased to have this early opportunity of assuring you that our knowledge of your integrity and uprightness of character, your assiduous application to the public duties, and your steady resistance of all changes not necessarily reforms, gives us ground for believing that the good that has been accomplished will be held with a firm grasp, and that all advances in school legislation will be free from traces of unwise

haste and eager readiness to gratify clamorous and importunate though unwise solicitation.

"We trust, sir, you will experience, during your incumbency in office, a congenial sphere for the exercise of your distinguished attainments, and that in the discharge of duties to be exceedingly onerous, you will enjoy that exalted satisfaction that arises from a public recognition of great abilities worthily employed for the public good. While engaged as a Minister of Education, we beg to assure you that you may rely implicitly on the teachers of Oxford for the most hearty co-operation in devotion to your schemes for the further development and perfection of one of the noblest systems of education possessed by the civilized world.

"Signed on behalf of the Oxford Teachers' Association,

"GEO. J. FRASER, *President.*"

Mr. Crooks made a suitable reply, thanking the teachers heartily for their cordial reception.

By the unanimous vote of the Association, the following resolution was passed, and the Secretary was instructed to transmit a copy of the same to Dr. Ryerson, viz. :

"Resolved,—That this Association avails itself of the first opportunity afforded it by a general meeting of its members, since the retirement of the Rev. Dr. Ryerson from the office of Chief Superintendent of Education, to give expression to the high sense it has (in common, it believes, with the Canadian public at large) of the very eminent services which have been rendered by that venerable and reverend gentleman to the cause of education in his native Province, of the wisdom and ability in devising, and the indomitable perseverance and steady devotion with which he has met opposition, allayed animosities and overcome difficulties, and by which he has succeeded in one short life-time in laying broad and deep the foundation of a national system of education excellent in itself, the envy of many, and the admiration of all; and that the respect, the gratitude and the affection of this Association shall follow him to his honourable retirement; and we implore upon him in his last days the choicest blessings of Heaven."

A number of other important resolutions were passed by the Convention; but on account of Mr. Huntsman, the official reporter, having lost his manuscript, we are unable to publish them. Altogether, the Convention was the most interesting and successful yet held in the county.

HON. MR. CROOK'S ADDRESS.

On Friday evening, Mr. Crooks delivered an address upon education, in the Town Hall. The hon. gentleman began by defining his own position, and stating that while responsible to the whole country for his official acts, he was more directly and peculiarly responsible to Oxford County, one of whose ridings he had the honour to represent. The change was a great one, from having the administration of affairs entrusted to a bureau, not responsible to the people, to the appointment of a Minister directly responsible for every act. He hoped there would be no cause to regret the change, although Dr. Ryerson's success and his peculiar faculties for the work left his successor a difficult task. The tendency of our governmental system was to local self-government, and this held good in intellectual as well as in political affairs. While men would no doubt differ on and discuss educational affairs, as they did other subjects within the arena of politics, these discussions were not to be deprecated, as it is only by discussion that we can arrive at the truth. He hoped, however, that political necessities would never make education a mere football of party politics. We had already settled the difficulty which was causing so much excitement in England. Our controversy regarding the denominational differences was settled, and by the British North America Act made a part of the constitution of the country. By our system of local taxation, imposed by trustee boards, township and county councils, and the Ontario Legislature successively, a thoroughly scientific system was attained, with a division of authority probably more nearly perfect than any other plan at present in practice. The central authority was not a dictatorship. It only prevented the abuse of local power, as in engaging unqualified teachers. For fifty years a system had been on the statute book, by which there need be no stop to the mental growth, but the High School boy of ability was to be enabled, by means of bursaries, established by the counties, to go on through the University. He regretted that this feature of the law had not been more generally taken advantage of, and that few or no counties had established bursaries. In our educational system the poor had the same chance to improve as the rich. The teachers give the principal bias to the people, and the object of training is to bring out all the qualities of the mind and body in the best way to train the moral, intellectual and physical faculties, in order to produce a sound mind in a sound body, which is, after all, the great end of education. It was evident that educators required

a careful education. He was glad that the Bible could be admitted into any school in the land. It was the best of books, and the best specimen of our Anglo-Saxon tongue. The objection was sometimes made that our teaching was not religious, but he considered it was. We had in 1874, 3,500 Sunday-schools, with 20,000 teachers and 80,000 scholars; so it is evident that Canadian youths are predisposed to be Christian. The physical education of the children was too much overlooked. A few schools were all that was to be desired in this respect, but most had very inadequate ventilation, and many had made no provision for the admission of fresh air. He next spoke of the qualification of teachers. At the present time there were only 215 first-class teachers engaged in the whole Province, and 910 second-class. Third-class teachers should be considered as only on probation, and should be under the direction of a first or at least second-class teacher. The third-class teachers must, to some extent, be considered an inferior article, and as a system of promotion by merit was open, any one might look forward to a second, a first, a County Inspectorship, or even the position which he himself held, which would, no doubt, in time be filled by some teacher from the ranks.

Mr. Carlyle moved, and Mr. McMullen seconded, a vote of thanks to the Minister for his able and instructive speech; and in seconding the motion, Mr. McMullen expressed the hope that the responsibility of excluding the Bible should be placed upon the trustees rather than that of admitting it. He wished to see it placed on the same basis as the third or fourth books. He also expressed the hope that High School expenses would be better equalized. Last year the County of Oxford paid \$300 and the Town of Woodstock \$2,000, while the number of pupils was about equal from each.

Mr. Crooks was repeatedly cheered during his speech, and all seemed to be pleased at having had the opportunity of hearing him.—*Woodstock Sentinel.*

2. MIDDLESEX TEACHERS' ASSOCIATION.

Under the auspices of the East Middlesex Teachers' Association, there was held in the City Hall last evening a meeting which was attended by about three hundred persons, mainly teachers, although there were several representatives of both City and County Councils and other citizens. The chair was assumed by Mayor Macdonald, while upon the platform were Hon. Adam Crooks, Bishop Hellmuth, Rev. Father Northgraves, Chairman Separate School Board, and others.

Mayor Macdonald, in opening the meeting, spoke for a few minutes on the subject of education, and briefly referred to the great advantage it will be to the western section when it shall have a Normal School. He then introduced

The Hon. Adam Crooks, Minister of Education, who, after a few introductory remarks, referred to the experiments of the past few years, and the lessons in education we had derived from the Continent of Europe and the United States. But of late years we had a good deal of experience, and the system of making the head of the Education Department amenable to the people has been followed. The speaker then proceeded to treat of the educational system of Ontario, which, while entirely undenominational, is fully capable of being carried out, while still inculcating the broad views of our national Christianity. The three great essential characteristics of our present education are its universality, its efficiency, and its economy. The advantage of education as a means of raising a better feeling was next spoken of, the speaker believing that the country school-house offers a greater antidote to crime than all our gaols and houses of refuge. The birthright of our children should be free entry into our school-houses. The general advantages of schools were next referred to, and the objects of schooling in general alluded to. At this point Mr. Crooks read a number of figures, showing the increase of money paid to support the schools to have been nearly doubled in ten years. An increase had also been observable in every line, and it is probable that expenditures in every department have been well spent, and the system is quite in accordance with progress. Understanding the principles upon which this progress was based, it is probable the expenditure will never be reduced. The question of compulsory attendance was next referred to, and this Mr. Crooks believed should not be adopted till all other means have failed. In this connection he quoted figures which went to show the attendance at school in England and Scotland under the different systems which prevail there, and remarked that the school attendance of Ontario is not so satisfactory as he could wish, and he thought well of the plan of making attendance for a specified number of days compulsory, as provided for in Viscount Sandon's Bill, introduced into the British House of Parliament last month. But it is not alone in the primary branches we need education, and provision should be made

for the higher education of those who desire it, and one to be the instruction of the youth of the country. The foundation of this was begun by our predecessors in the old country, who set apart large tracts of land for the support of the schools. He saw no better means of furthering the best interests of the people than the acquisition of higher education. The Scottish he took as a high standard of education, but even in this there is a possibility of great improvement, and in such large counties as Middlesex he questioned if Township Boards would not be an improvement upon the present system of School Sections. This is being tried in the County of Huron, and the results have so far been most satisfactory. This is, however, one of those propositions that require to be discussed, and the trial of it has not yet been complete. The speaker next touched upon the qualifications of teachers, which he hoped would increase year by year, although the great bulk of this is sure to be thrown on the general Government. But higher education will involve the payment of higher salaries, but only nominally so. If men are worth money, they will obtain it in any business. Upon the head of raising the standard of teachers much remains to be done, in which connection the speaker read a number of statistics to show that there has been no appreciable progress made in the granting of first-class certificates, while in the second-class there has been a large decrease, this being made up by an increase in the third-class. This he thought should be remedied, and the third-class made a period of probation, whereas now we find a great many of them being removed from town to town. Trustees should not be satisfied with this. There are now rewards for the teachers, and it only requires perseverance and ability in order to reach them. In conclusion, he thanked the audience for the kind attention given him, and said we should endeavour to make our educational system as universal as possible, for no system can be complete if the people do not comprehend the benefits to be derived from it. (Applause.)

Mr. G. W. Ross, M.P. for West Middlesex, was the next speaker. After referring complimentarily to the speech of the previous orator, he spoke of the large percentage who attend school in Canada—larger than anywhere else—there being one in about every three who are under instruction. In regard to the drawbacks to education, he said the greatest was the irregularity of attendance. The next was the unsuitability of teachers, and if we could “re-construct” one-half of them we would have more efficient schools. He spoke this in no spirit of disparagement to the teachers, but they do not always realize the importance of their position. Scholars sometimes form habits which are injurious, and they would be more benefited if school did not keep at all. If we want our schools to be a benefit, we must put teachers in them whose authority will be felt. The teacher is put there to rule the scholars, and if he will cultivate the habit of unremitting attention among his pupils when they bear his control, the foundation will be laid, and Canada will produce such men in her public schools as she need never be ashamed of. He next criticised the habit some teachers have of doing problems instead of allowing pupils to do them. This is not right—scholars should be left to their own resources. Cultivate the natural abilities of pupils, and they will soon be able to take care of themselves. Cultivate independence of thought, for the progress of the world is more due to this than any other cause. Sir Isaac Newton and all the past astronomers have been men of independent thought, and this is necessary to greatness. Mr. Ross next referred to the pleasing lack of immorality in the class of teachers, paying a high compliment to the profession generally. He alluded to the necessity for more training, and advocated the building of another Normal School in Ontario. In this connection he cited some of the United States, where there are a great many more Normal Schools than in Ontario; and why should we not spend \$100,000 in a Normal School? (Loud applause.) The speaker said he did not lay all stress upon the fact of a man holding a certain certificate—he should have his mind stored with the information to be gathered in all well-ordered libraries. Let every teacher feel that the great aim is the development of perfect man and womanhood, and if a teacher fully realizes his position he will labour with this object in view. In conclusion, he eloquently referred to the high mission of the teacher, and hoped all would so conduct themselves as to raise Canada in the eyes of the nations. (Applause.)

Mr. B. Cronyn then read and moved the following resolution, seconded by Mr. A. Black:

“Resolved—That in the opinion of this large and influential meeting (representing as it does a large number of those most deeply interested in the subject of education, both from the city and surrounding country) there is immediate necessity for increased Normal School accommodation to meet the urgent demand by securing trained teachers for our schools.”

The mover spoke of the deep need of the Normal School, and was glad the Minister of Education had shown from his own remarks that increased accommodation is necessary in the Normal

Schools, there being now a number of persons from West Middlesex who are attending the school at Ottawa. The speaker here read the speech of the Hon. Alexander Mackenzie as to a Normal School, he having said he was betraying no State secret in saying schools were to be erected at Ottawa, Kingston and London. (Loud applause.) The speaker would say nothing as to the location, believing the Government would do justice, merely laying before the Cabinet that London is a railway centre, fully believing they would carry out the views of Hon. Mr. Mackenzie, the present Premier. (Applause.)

Mr. Black, the seconder of the resolution, instanced the fact that there are few Normal School graduates in this vicinity, and the majority of these have come from the neighbourhood of Toronto. This, he thought, demonstrated that other Normal Schools are necessary, and he thought we deserved one in the western part of the Province as well as the eastern or central part. He believed the Government is disposed to give us our just dues. He was not advocating any particular locality, but speaking in a general sense as to the necessity of the school, although he did not think that with a search warrant a better location than London could be procured. (Laughter and applause.) He gave a number of statistics to show how far behind Ontario is in the matter of Normal Schools, it being shown that this Province has less Normal Schools than any other country. He believed the western part of Ontario will compare very favourably, either in wealth or intelligence, with either the central or eastern part, and he did not see that anything better could be done for the cause of education than the establishment of a Normal School in the city of London. (Loud applause.)

After a few remarks from the Hon. Mr. Crooks, as to why he was present, the resolution was carried unanimously.

Mr. B. Boyle moved a vote of thanks to the speakers, in the doing of which he spoke of the low remuneration given to teachers. Seconded by Rev. Father Northgraves, and unanimously carried.

Messrs. Crooks and Ross briefly replied, when, on motion of Mr. Dearness, seconded by Mr. Watterworth, a vote of thanks was given to the Mayor for his conduct of the meeting. This closed the very interesting meeting.—*London Advertiser*.

3. SCHOOL TEACHERS' CONVENTIONS.

The Association of Public School Teachers for East Middlesex, held on Friday and Saturday last, in this city, a meeting which was an unusually interesting one. The presence of the Minister of Education, the Hon. Adam Crooks, gave an *eclat* to the affair, and brought together a larger and more varied assemblage than what we are accustomed to witness on such occasions. The fact, too, that he was to address the meeting upon subjects connected with the teachers' profession, and with the general question of education in the Province, was another powerful source of attraction. These Associations, whether fully developed institutes, or still in an embryonic state, are becoming very common throughout the Province. Few counties have not made such an attempt, and in a great many a very satisfactory measure of success has been achieved. The small amount of subscription payable by the teachers is never felt, and when judiciously managed serves to form the nucleus of a teachers' library, which goes on increasing in extent and usefulness year by year. The books selected are, as a general thing, such as treat upon the profession of teaching, handle professional subjects, or discuss subjects closely allied with the duties and pursuits of the teachers.

That these periodic meetings of teachers are deemed important, and calculated to advance, directly or indirectly, the cause of education among us, is quite evident from the encouragement given to such efforts both here and in the United States. In the latter they have had a more lengthened existence, a wider experience, a more thorough organization, and, consequently, are able to effect and have effected more important results than could reasonably be looked for in Ontario up to the present time. Among the enterprising people on our southern border these institutes have taken deep root, and may now be looked upon as a part, and no inconsiderable part, of the machinery which keeps the system of national education in a state of uniformly accelerated motion. These meetings stop not with a town, a city or a county, but at stated times delegates from the County Associations throughout the whole State will meet and discuss such questions as may have appeared of the greatest importance and interest to some or all of the County Conventions. But to give a wider range still, and to concentrate and turn to account a more varied experience, these meetings assume occasionally a national character, and on such occasions courteous invitations have been extended to, and in a few instances accepted by, some of the leading educationalists of Ontario. There can be no rational doubt, that these meetings, composed principally of those engaged in the practical work of instruction in

the United States, have done much to improve the tone of education' to bring the system established in each State nearer and nearer to perfection both in theory and practice, elevate socially the dignity of the profession of teaching, secure a more complete recognition of the value of their services to the country, obtain a more liberal remuneration for their services, and render themselves, as the members of this profession—one of the highest in point of responsibility in the world—more and more worthy of the favour of a discerning and not ungrateful people.

In Ontario, too, the Government have in the past shown that they look upon Teachers' Institutes as capable of being made the instruments of much good to the country, and of advancing this cause, which the people of Ontario have so much at heart. The very fact that the Minister of Education—who candidly admits that he has had to devote much time and study to mastering the complicated duties of an office to which he has been so recently appointed, and which were almost entirely new to him, and who cannot yet have become familiar with the affairs of so extensive a Department—has already, on several occasions, left his departmental duties, attended these meetings, delivered addresses to the assembled teachers, and showed a deep interest in all their proceedings. The Legislature, too, have shown that they appreciate the value of such institutions to the cause of education in the Province, and have taken the only course in their power, without rendering their establishment obligatory and the attendance of the teachers compulsory, to encourage the formation and support of such associations. In the 130th clause of the Act of 1874, provision is made for the substantial encouragement of these organizations. This clause provides in the words following for this purpose:—

“Out of certain grants authorized from time to time in aid of schools, and not otherwise expressly appropriated by law, the Lieutenant-Governor in Council may authorize the expenditure annually of such sums as may from time to time be voted by the Legislature for the purposes following.”

Then we find under the sixth head of these “purposes,” or particulars for which this expenditure is authorized—

“For the encouragement of Teachers' Institutes.” It is therefore plain, that the Legislature in their wisdom deemed it prudent, patriotic, and no doubt economic, too, that a part of the public funds should be devoted to encourage and help sustain such institutions as those we have been discussing.

Enough has been said already to show that great improvement in the theory and practice of teaching may be expected to flow from well-organized Teachers' Institutes judiciously handled and enthusiastically supported by the teachers themselves. There is no one that ever covered all the wisdom in the world, and no one individual, even in pursuits much less diversified and complicated than that of the profession of teaching, has ever possessed all the knowledge, mastered all the details, made all possible improvements, and exhausted the entire field relating to any one branch of business or any single profession; and, therefore, in this special profession every member may be a worker, may examine with the greatest care, analyze with precision, reconstruct with skill, and contribute his discoveries and improvements to the general stock, and never exhaust the subject. By coming together face to face, new ideas upon important parts of the general question may be propagated, and these ideas may be used in further progress. Crude notions may be presented, and these, submitted to the refining process of calm philosophical criticism by the assembled teachers, may be turned out polished stones, fit for an honourable place in the structure they are engaged in building. Different methods of doing the same work or of accomplishing the same object will be confronted; their strong and weak points will be, by this means, subjected to a more intense light, and, as a necessary result, the best parts of each will be retained and the less useful and efficient rejected. A closer approach to uniformity of method and similarity of views will certainly follow from these encounters and this comparing of notes, and as perfection is one and indivisible, we may safely assume that progress in this direction is being made. The better informed minds and the more skilful teachers will exercise a powerful influence for good over the less highly gifted, and while without effort, and even without immediate design, they help to elevate their co-laborers, they are insensibly but surely improving themselves at the same time. *L'esprit de corps* of the body will be improved by this intercourse, and a most healthy and wholesome emulation will be excited and sustained; and thus, while the individual and the profession are gradually but surely raised, the country which has so generously devoted a portion of its wealth to support and encourage these Teachers' Institutes, will, as is only right, eventually reap all or nearly all the benefit.—*London Free Press*.

III. Education Department at the Centennial.

1. ONTARIO EDUCATIONAL SYSTEM AT THE CENTENNIAL EXHIBITION.

Meritorious as the Pennsylvania educational display is, it falls far short of our own in some respects, while in general effect it has only the advantages derivable from greater extent and a better opportunity for arranging articles in an artistic fashion. The exhibition of apparatus of every kind from Ontario is far ahead of any exhibit from any other country, and will almost equal the whole of them together. Of specimens of pupils' work, on the other hand, we make a comparatively poor show, the exhibiting institutions being comparatively few. The principal part of the display in the Canadian Department is made by Ontario, the other Provinces doing very little. The chief feature of the Quebec portion is a collection of models of educational institutions on a very small scale, each being surrounded by grounds ornamented with trees like the originals. As works of art they are not bad, but are so diminutive as to appear out of place in an exhibition of our school systems, unless intended to be shown as specimens of pupils' work. A characteristic feature in all the exhibits is the multitude of models intended to illustrate the various kinds of school-house architecture and furniture now in vogue. Some of these models are large, well-proportioned and very expensive; others are trashy enough. One of the best is to be found in the Ontario collection; it is a model of a typical Collegiate Institute, and must have cost several hundreds of dollars. There are a few good ones to be found in the exhibits of the various States, but hardly any on so large and elaborate a scale. By special permission of the Director-General of the Exhibition, a wall has been erected for the purpose of giving a better opportunity to display the Ontario Educational Exhibit. This is a decided improvement to the whole Canadian Department, as it helps to relieve the dead sea of uniformity caused by the monotonous rows of rectangular cases prescribed by the Commissioners. The educational wall runs parallel with the principal nave, and cuts off the geological display from the rest of the Canadian show. It is 110ft. long and 30ft. high in the centre, where there is a large archway, through which the petroleum exhibit is visible in the background. The wall is surmounted by the Royal arms, the largest to be found in the whole Exhibition, while immediately over the archway are placed a scroll label with the Dominion and Ontario arms on shields and the arms of the Department in relief. The heavy cornice and all the ornaments of the wall, together with the great majority of the articles on exhibition, including maps and apparatus, were made in Toronto. Two smaller archways occur at some distance on either side of the main one. The wall is hung on the right with raised maps illustrative of physical geography, and on the left with ordinary school-room maps. On one side of the main archway a space has been set apart for specimens of pupils' work, for a collection of the seals of the English sovereigns from William the Conqueror to Victoria, and for philosophical apparatus; and on the other side for articles exhibited in connection with the Institute for the Blind, and additional apparatus. Near the archway is a revolving stand containing the photographs of school-houses throughout the Province, and another with pictures of colleges, universities, and other public buildings devoted to educational purposes. In front of the wall there are a number of glass cases filled with articles for exhibition, including a selection of library and prize books; apparatus illustrative of electricity, thermo-electricity, galvanism, light, heat, steam, pneumatics, hydrostatics and hydraulics; astronomical instruments; a series of models for object lessons in Botany, Zoology, Mineralogy, Crystallography, &c.; educational reports, drawing models, geometrical instruments, and chemical apparatus. The work of arrangement has been performed in a skilful manner by Dr. May, of the Educational Depository, and the Ontario Education Court as a whole, as well as in its details, may fairly be regarded as one of the most interesting displays in the whole building. The amount of attention it receives from the general concourse of people who are travelling up and down the aisles, as well as from those interested in education on this side, is the best proof of its merits.—*Globe*.

I have been longing all this time to come to the Education contrasts. In the Pennsylvania education building there is a representation of a school of the olden time. What a contrast this rickety old school to the schools of to-day! Pennsylvania takes great pride in its schools, and the exhibition of models, maps, etc., is most creditable, as are those from the other States. I am happy to say, however, that the Canadian exhibit in the educational way takes the shine out of them all.

In walking down the centre transept, when you come to a certain point, the attention is attracted by nothing so much as by the top

of an immense wall of ornamental design, surmounted by a handsome cornice, and pierced by three openings or arches. Over the centre arch is the English coat of arms, of large size—gilt—the smaller ones being crowned by an emblematic lamp of learning and pen-and-ink stand of "Brobdignagian proportions," to use the felicitous language of one of the officers. This wall or arch is 110 feet long and 30 feet high, and for it exceptional permission was given by the Director-General. It has on the middle inscribed "Educational Department, Ontario," beneath the Departmental coat of arms. On the left is the Dominion arms, and on the right those of Ontario, while at each extremity are busts of the Queen and the late Prince Albert. Will it be believed that all this is hidden away as much as it can be? "If," said an enthusiastic educationalist to me, "it has not been so costly as certain other triumphal arches at Paris, Milan, and elsewhere, it is really an arch of triumph more pleasant to contemplate, and giving birth to more pleasant associations." The idea of building this arch was a happy one, and is due to Dr. May. It is the only thing which in the least breaks the monotony of the cases sent from Lower Canada, and gives the means of exhibiting an immense quantity of educational appliances. It is completely covered with plane and raised maps made in Toronto, specimens and illustrations of botany, object lessons and natural history, drawing and writing copies, specimens and illustrations of the physical sciences, zoology, astronomy, &c., manufacture and natural productions, maps, and specimens of writing and drawing executed by pupils, the surface being multiplied immensely by hinged frames, screens and other contrivances.

In front are nine large glass cases, probably each 500 feet square, surmounted by busts and globes, one of which is thirty inches in diameter, made in Toronto. These cases are full of scientific apparatus of the latest and most varied character, a description of which would in itself fill a large volume, and for single specimens of the greater part of which we searched in vain throughout the building. In one are library and prize books, books for the education of teachers, text books for public and high schools, also a case devoted to the educational appliances for teaching the deaf and blind; another for object teaching, embracing ethnology, the various classes of zoology, botany, mineralogy, geology, and crystallography; another for the Kindergarten system; and others for optics, astronomy, electricity in all its various branches, chemistry, magnetism, galvanism, anatomical models, pneumatics, mechanics, hydraulics, meteorology, acoustics, &c. There are also stands on which are models, made to scale, of various public and collegiate school buildings in Ontario; large working models of stationary and locomotive engines; school furniture, comprising desks, seats, &c. There are rotary stands seven feet high, each having twenty or thirty hinged frames for showing large-size photographs and drawings of school buildings in Ontario. Not less than ten thousand objects are exposed and rendered easy to examine. This department of the Canadian portion of the Exhibition has been arranged by and is under the superintendence of Dr. S. P. May, of the Educational Department, Toronto, who, with his assistants, has been busy at this work for the past three weeks.—*Mail Correspondent.*

The *Mail* correspondent at the Exhibition further writes:—"Sir Charles Reid visited the Educational Department, and showed the greatest interest. He remained for two hours. He said after his visit two years ago he expected a good educational exhibit from Ontario, but that the exhibit transcended all his expectations; and he took particulars of several articles to order for London schools. So impressed was one of the judges in the section of Instruments of Precision and Research with some of those in the Educational Department, that he wished to have them made a special exhibit.

"Mr. Whiting, an English correspondent at Philadelphia, and a writer of considerable repute, thus expressed himself with regard to the Canadian Department, in conversation with the *Mail's* special, a day or two ago:—"Canada astonished me. She makes a great show. In every department she is represented, and well represented, and in the machinery department"—be it remembered Mr. Whiting was educated as an engineer—"her display is perfectly wonderful. The finest fire engine by a long way is sent from Canada. Her school exhibit is not only better than that from any State of this country, but it is the only thing which redeems the British school exhibit; and I have written this home."

2. THE CANADIAN SYSTEM OF PUBLIC INSTRUCTION.

On the Northern side of the Main Building there is an exhibit which is well deserving of the closest scrutiny, and the careful thought of every public-spirited citizen and visitor. It embodies the workings of the Educational Department of Ontario, and shows in a thorough manner the admirable system of training the young idea in vogue "across the border." It may not be generally understood that Canada is composed of two distinct provinces, one

Quebec, the other Ontario, the latter being formerly known as Upper Canada or Canada West. It has an Educational Court similar in its functions to the Department of Public Instruction in France and other countries, which being a branch of the Government pays the fullest attention to the tuition of the young. Being identified, therefore, with the best interests of the community this section of official work receives excellent handling, and as a result its school is equal to, if it does not exceed in quality that of any on the continent. Philadelphia has splendid school-houses, but the methods of instruction practised in them are not, it must be confessed, comparable to those adopted by the Canadian authorities. The exhibit made of this subject is arranged with commendable taste, and the effective manner with which it has been prepared, is due to the exertions of Dr. S. P. May, of the Educational Department of Toronto. Eleven large cases are situated in the hall, and space is provided for special features upon a wall 30 feet high and 110 feet long. The Educational court is represented by specimens of philosophical instruments, maps, charts, diagrams, text books, which are kept in the department for the purpose of supplying the public and high schools with material for the instruction of their pupils. By a special arrangement made by the Government of Ontario these articles are furnished to all those schools receiving government aid, at half their cost. This is one of the manifold advantages of the system, which works, Dr. May says, to a charm. As an illustration of the cheapness with which the schools are supplied, English publications which are sold at one shilling sterling are provided to the schools at nine cents, Canadian Currency. The best arrangements are made both in Europe and this country with publishers, and then the Government disposes of them at 50 per cent. of their original cost. For instance, a book which, in the retail trade here, brings \$1, is sold to the pupils for 35 cents. This plan encourages the prize system which it is contended is greatly superior to the library method, especially in the rural districts. It not only inspires emulation among the children, but makes them ambitious, assists the book trade and creates a taste for reading. Prize books are much esteemed, the youth struggles for them, and a healthy rivalry is formed, which leads to the best results. They are enabled to collect a good class of literature; the mental condition is improved, and, through government assistance, they are carried into spheres of usefulness which, otherwise, they would never reach. Samples of standard volumes, in bright, ornamental covers, are shown, including Chambers' Encyclopedia, bound in calf, and furnished at the rate of \$1 50 per copy, Hugh Miller's works for 35 cents do., and resplendent gilt back, half-calf books for 60 cents per volume. The good work is attested in the *Journal of Education* and Ontario Education Reports, full sets of which are on hand, giving a history of the plans pursued from their inception to the present time.

From the Northern wall are suspended maps of the Hemispheres, Quebec, the United States and the general divisions of the earth, together with relief or raised maps, showing the physical features of the country, and charts and diagrams illustrating every branch of natural science, all of which were made in Ontario.

Two cases are devoted to the display of articles used in object teaching one of which is employed in the higher grades of schools, and including a collection of mammalia, birds, reptiles and fishes, all Canadian and American in character. For ethnological instruction, there are busts of celebrated men representing every country, which are constantly before the pupils while they are studying, and help to serve to make firm impressions upon the memories. For botanical tuition, models of flowers and plants are used in connection with Gray's book of botany, an excellent American work. For teaching Zoology, Mineralogy and Conchology, small cabinets are used, shewing specimens of the principal minerals and shells and their applications to the arts and sciences. In the schools where natural history is taught, cabinets containing two hundred specimens of useful substances of food, medicine and clothing are employed, and for the chemical departments another cabinet is used, provided with apparatus for performing two hundred experiments. As an indication of their cheapness, it may be said that the former are disposed of to the schools for \$5, while they would cost \$5 in England; and the latter for the same price, while they would bring \$40 at retail here. Furthermore, they are of the greatest utility and commend themselves to tutors everywhere. The kindergarten system is illustrated by diminutive models of bridges, railroads, and mining operations, which are beautiful in themselves, and must be highly attractive to the youthful eye. Electricity, magnetism, galvanism and light, are created by instruments displayed in another case and adjacent to it is one containing pneumatic apparatus, embracing an air pump in which the cylinders are constructed of glass, the movement of the piston thereby being visible, also objects to show the employment of heat and steam, the appliances of mechanics, hydrostatics and hydraulics. In the teaching of geography and astronomy, globes and atlases

are freely employed and a full line of these are displayed, as is also, a new instrument devoted to instruction in the latter branch of science, entitled the Heliocentric Expositor of Terrestrial Motion, which is esteemed as an admirable addition to the improvements which are being made with such rapidity in educational pursuits.

Over the principal archway or entrance to this section, is the British royal coat of arms, handsomely embellished and the largest in the building, and on either side of it is the shield of the Dominion arms and that of Ontario, while beneath the latter is displayed the coat of arms of the Education Department of the Government. All kinds of instruction for the conduct of school meetings and the regulations of instruction rooms prepared by the Deputy Minister of Education, are shown, and last of all, but perhaps most interesting, are samples of work done by pupils of the public schools, consisting of pen and ink sketches, maps, drawings and writing, which indicate the value attached to the modes of instruction if not a certain precocity upon the part of some of the children. Models and photographs of school buildings are provided.—*Philadelphia Herald*.

IV. Borthwick Ottawa Investigation.

(Continued from page 73.)

John McMillan was sworn and examined by Mr. McDowall, Complainant :

Q.—You are one of the Board of Examiners? A.—Yes.

Q.—How long have you been an examiner? A.—Since the organization of the Board in 1871.

Q.—I would call your attention to the July examination, 1874. Were you aware that the time allowed for candidates to write on papers was extended at any time? A.—I think that in one case Mr. Parlow, who came in, I think, a little late, was allowed some two or three minutes after the usual time. That is all I know.

Q.—That was a first-class paper? A.—Yes.

By Dr. Hodgins, Chairman :

Q.—Do you remember what the regulation on that point is? A.—Yes.

Q.—State it. A.—It is substantially that when a candidate is late he must take the consequences.

Q.—Do you know the examiners have no power to extend the time? A.—Yes.

Q.—Were the examiners unanimous in extending it? A.—In our first-class examinations the Inspector has entire control.

Q.—You were not present? A.—Yes. We were examining second-class papers.

Q.—You were not aware of it? A.—I think Mr. Borthwick asked my opinion.

Q.—And what did you say? A.—I said we had either to cut Mr. Parlow out of writing altogether, or allow him the option of having the extended time. We knew very well it was contrary to the letter of instructions we had received.

Q.—Was that the only case in which you knew the regulations were broken in that point? A.—So far as I know, the only one.

Q.—What were your reasons for it? A.—The case was a peculiar one. We knew he would not be late without good reason. The reason given was a family one, and we had no option but to extend the time or cancel all his papers and send him out of the room.

Q.—He had passed other examinations? A.—Yes.

By Mr. McDowall, Complainant :

Q.—Are you aware that the time Mr. Parlow was late was fully an hour on that occasion? A.—No, he could not have been anything like an hour.

Q.—Could you say half an hour? A.—I would say it must have been less than half an hour. My impression is distinct that it was only two or three minutes.

Q.—He should have been there at nine? A.—I don't remember the special hour that morning, but I am satisfied the extension was only a few minutes at noon.

Q.—Did you go home to your lunch? A.—Yes.

Q.—You left Mr. Parlow there? A.—Yes.

Q.—Then you don't know how long he remained? A.—Mr. Rathwell and Mr. Borthwick were there.

Q.—You don't know of your own personal knowledge? A.—I know the time agreed on was the requisite time to make up the time he had lost.

Q.—But personally you don't know that was enforced? A.—No.

Q.—In the same examination for second-class certificates, are you

aware that the time was extended in Arithmetic for a considerable time? A.—I am not.

By Dr. Hodgins, Chairman :

Q.—You were not in the room? A.—I was.

By Mr. McDowall, Complainant :

Q.—Were in the room with Mr. Borthwick? A.—We had two rooms, and I might have been in one while Mr. Borthwick was in the other.

Q.—Did you go home to lunch when the Arithmetic examination was taking place? A.—I generally went home for lunch.

Q.—Then, candidates could have remained while you were away? A.—Yes, such a thing could occur.

By Mr. Hodgins :

Q.—Did the Arithmetic examination extend beyond the proper time? A.—Not that I am aware of.

Q.—In point of fact you know nothing about it? A.—I could not say of my own knowledge.

Q.—The particular subject you had was Grammar? A.—We had to divide the work, but I had to do a considerable portion of examining the papers.

By Mr. McDowall, Complainant :

Q.—Do you remember Mr. Borthwick coming in to you and finding out what candidates had passed in Grammar during the examination for second-class certificates in July, 1874? A.—Mr. Borthwick has often done that during all the examinations.

Q.—Do you remember him asking how such a one was doing? A.—No.

By Dr. Hodgins, Chairman :

Q.—You gave him no specific information on the subject? A.—I am sure if Mr. Borthwick had asked for the information I would have given it.

By Mr. McDowall, Complainant :

Q.—I suppose Mr. Borthwick could have found out from the papers how candidates stood? A.—Of course he had access to all the papers.

The Commission rose for recess.

Mr. Joseph Martin re-called, and examined by Mr. McDowall, Complainant :

Q.—Do you recollect going up with Mr. Small to dinner during the examination, and calling his attention to the answers written on the black-board? A.—I spoke to him about it afterwards.

Q.—Were you in the room when you called his attention to it? A.—I cannot say.

Q.—You told him afterwards that it was done? A.—I did not need to tell it him; he was there to see.

Q.—But you talked the question over? A.—Yes.

Q.—Who introduced it? A.—I cannot say. I know the discussion took place in the room in which the Natural Philosophy examinations were conducted.

Q.—Did it appear distinctly that he knew these answers were answers to the examination problems? A.—Yes.

JOSEPH MARTIN.

Signed in presence of

J. GEO. HODGINS,
Commissioner.

Miss Belinda Gilmour sworn, and examined by Mr. McDowall, Complainant :

Q.—You were a candidate in 1874 for a second-class certificate? A.—Yes.

Q.—You are aware that the answers in Philosophy were on the black-board? A.—Yes.

Q.—Who wrote them? A.—I do not know.

Q.—You did not see any one go up to the board and write them? A.—I did not.

Q.—Were they there when you commenced your papers? A.—I do not know.

Q.—Did you take any notice to the writing? A.—No, I did not.

Q.—You would not be able to say whose it was? A.—No, I could not say.

By Dr. Hodgins, Chairman :

Q.—Can you tell what the writing was answers to? A.—To the problems in Natural Philosophy then under consideration.

By Mr. McDowall, Complainant :

Q.—About what time were these answers put upon the board? A.—I do not remember.

Q.—When did you notice them first? Have you no knowledge when you first saw them? A.—I do not remember the time at all.

Q.—You compared the answers with your own? A.—Yes.

Q.—Had you any of them worked when you saw the writing upon the board? A.—I do not remember how many.

Q.—Are you aware that slips of paper were passed round to some of the candidates during the examination? A.—Yes.

Q.—Did you get one? A.—Yes.

Q.—What was upon it? A.—The answers to the questions in Arithmetic.

By Dr. Hodgins, Chairman:

Q.—Have you the paper? A.—No.

Q.—And I suppose you cannot produce it? A.—No.

By Mr. McDowall, Complainant:

Q.—Who gave the paper to you? A.—Mr. Borthwick.

Q.—Did he take it back again? A.—Yes.

Q.—You copied the answers, I suppose? A.—I did.

By Dr. Hodgins, Chairman:

Q.—When was this paper given? A.—Near the close of the examination.

Q.—Before you handed in your papers? A.—Yes.

By Mr. McDowall, Complainant:

Q.—Do you remember being in company with some ladies—Mr. Borthwick being present—and one of them wondering what would be the subject next day? A.—Yes.

Q.—Do you know who it was expressed the wish? A.—No.

Q.—Have you any recollection of his answer? A.—Yes.

Q.—What was it? A.—Something about counting our teeth.

Q.—Was there anything else? A.—I do not remember.

Q.—Was there any other examiner present? A.—No.

Q.—You are certain this reply was made by Mr. Borthwick? A.—I am.

Q.—The day the slips were passed round, have you any recollection of some of the candidates remaining in the room after the time? A.—I left before the time was up, having finished my questions.

Q.—Where did you go for luncheon? A.—To one of the rooms up-stairs in the Central School West.

Q.—When did you return? A.—I do not remember.

Q.—Do you remember approaching the examination room? A.—I do not.

Q.—Were you down in the lower flat at all? A.—I was not.

Q.—Do you know if the doors of the examination rooms were locked? A.—I think they were. They were generally kept locked.

Q.—Have you any distinct recollection on the day the piece of paper was given of returning with Mr. and Miss Rathwell? A.—I did not go home with them.

Q.—Do you say you did not go home with them at any time? A.—I do not think I did.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—When these slips of paper were handed round, you had done some of your questions? A.—Yes.

Q.—Then you had them on two pieces of paper. Had you made the calculations yourself? A.—Yes.

Q.—And compared them with the answers on the slip? A.—Yes.

BELINDA GILMOUR.

Signed in presence of

P. LE SUEUR,
Commissioner.

The Commission took recess.

The Commission resumed the investigation at 7.30 P.M.

Dr. Hodgins—Is it necessary, Mr. Borthwick, to go further on the 3rd, 4th, 5th and 6th charges?

Mr. Borthwick—I think so. I have not called any witnesses on my side.

Mr. A. Smirle was called, and on being handed the Bible to be sworn, said: In the first place, before I take the oath, I would ask if I am obliged to come up here and give evidence?

Dr. Hodgins—You can be obliged to come here and give any evidence the Chief Superintendent requires. I think you can be compelled to give evidence affecting the "interests or character" of your school, as required by the ninety-second section of the Act.

Mr. Smirle was then sworn, and examined by Mr. McDowall, Complainant:

Q.—Were you in the city during the July examinations? A.—I was in occasionally.

Q.—Were you about the building during that time? A.—Yes.

Q.—Did you go there in company with anybody at any time? A.—I cannot answer that positively.

Q.—During the second-class examination did you? A.—I remember going with Mr. Martin, but I do not remember whether it was first or second class.

Q.—Did Mr. Martin and you board together at that time? A.—We did during the first, I cannot say whether we did during the second, but to the best of my recollection we did.

Q.—Did you go near the examination more than once? A.—Oh, yes; I was there daily during the first-class examination.

Q.—Were you there during the second class? A.—Occasionally.

Q.—Could you say you were there more than four or five times? A.—I could not say positively.

By Dr. Hodgins, Chairman:

Q.—Did you go there as a candidate or merely to witness the examination? A.—Merely to witness the examination.

By Mr. McDowall, Complainant:

Q.—Were you in the second-class department while the candidates were writing? A.—I passed through while they were writing.

Q.—Did you notice any figuring on the black-board? A.—Yes.

Q.—Did you observe it? A.—Not closely.

Q.—What was the nature of it? A.—There was a row of figures, perpendicular down the board.

Q.—Was it numbered? A.—I could not say.

Q.—How many rows were there? A.—I could not say.

Q.—Could you say there were more than three? A.—I could not swear to it.

Q.—Could you swear there was not as many as five? A.—I could not swear as to the number.

Q.—Did you observe the writing? A.—Not critically.

Q.—Did you observe it so much as to know whose handwriting it was? A.—Perhaps if I had examined it more closely I could, but I could not swear to it.

By Mr. Le Sueur, Commissioner:

Q.—Did you take it to be any one person's writing? A.—Not at the time. I may state my attention was called to the writing on the board.

Q.—By whom? A.—I could not say.

By Dr. Hodgins, Chairman:

Q.—By one of the candidates? A.—Yes.

Q.—How could you have come in contact with the candidates? A.—By permission. I wanted to speak to one of the candidates.

Q.—Who gave that permission? The presiding examiner.

Q.—Did he ask you the nature of your communication? A.—I cannot swear positively that he did or did not.

Dr. Hodgins—I can hardly imagine the Inspector allowing any outsider to communicate with a candidate without knowing the nature of his communication.

By Mr. Le Sueur, Commissioner:

Q.—Don't you remember what you said? A.—I had nothing more specially than to ask how the candidates were getting on. I was interested in their examination. I did not consider there was anything wrong in asking or receiving the privilege of speaking to any candidate. I have had similar permission at other examinations.

Q.—From whom did you receive permission? A.—From the presiding Inspector.

Q.—Your attention having been called to the writing on the black-board, what was its nature? A.—The answers to one of the papers, either Mathematics or mixed Mathematics.

Q.—How could you distinguish between the ordinary answers of school exercises and the questions then being worked? A.—I took the word of the person who called my attention to it.

Q.—Did you examine it to see the character of the writing? A.—I did not. I glanced at it very carelessly.

Q.—Was it a lady you spoke to? A.—I cannot swear positively.

By Mr. McDowall, Complainant:

Q.—Don't you know as a matter of fact that Mr. Martin was the only gentleman among the candidates? A.—I could not swear there was not another.

Q.—You do not think it was Mr. Martin called your attention to it? A.—I might have said at the beginning it was a lady.

I could give an opinion, and a very decided opinion, that it was a lady, but I could not swear positively.

By Dr. Hodgins, Chairman:

Q.—Did you know the party? A.—Yes, I knew all that were writing on the front seats.

Q.—Can you tell us what was written on the board? A.—I could not.

Q.—You could not tell us whether it was a demonstration *in extenso* or simply the answer to a question? A.—I could say it had no appearance of a demonstration, but I could not say it was the answers, because I did not examine it.

By Mr. McDowall, Complainant:

Q.—That person that called your attention to the writing on the board—did that person hand you a paper and ask "Is that worked right?" A.—No.

Q.—You have no recollection of that? A.—I cannot remember.

By Dr. Hodgins, Chairman:

Q.—Have you any recollection, distinct or otherwise? A.—I don't recollect anything of that kind being done.

By Mr. McDowall, Complainant :

Q.—Do you not remember looking over it, and saying, "I think so," and the candidate saying, "Well, it is wrong," and you saying, "How do you know?" and the candidate referring you to the black-board? A.—I have a recollection of a candidate referring to the board. That was what brought it to my notice.

Q.—And you recollect nothing else? A.—It did not occur in that way.

By Dr. Hodgins, Chairman :

Q.—Could you give any information on that point? A.—I could. I recollect asking a candidate how he or she was getting on.

Q.—What was the reply? A.—I could not give you a distinct answer. A reply was given which led me to say that I thought the answer was right. I was then referred to the black-board, but I cannot say whether it was to prove that it was right or not.

By Mr. McDowall, Complainant :

Q.—Your attention was called to it in that way? A.—Yes.

Q.—This was while the examination was going on? A.—Yes.

Q.—Can you say whether it was an Arithmetic or a Natural Philosophy question you were asked about? A.—I cannot.

Q.—Don't you think the time you were asked that question and the time your attention was called to the black-board were different times? A.—I could not swear whether it was the same time or different times.

By Dr. Hodgins, Chairman :

Q.—You could not tell what was on the black-board? A.—I could not. I have a very indistinct recollection of it, and would not have noticed it at all if my attention had not been called to it. I did not look through the question the candidate showed me, and did not give an opinion that it was right or wrong.

Q.—What was the answer she gave you to what you said?—A.—I could not state that.

Q.—You know she made an answer? A.—I did not know whether the candidate answered directly or not.

Q.—You must have looked at the black-board when your attention was called to it. Can you give us no evidence as to what it was that you saw there? Were they answers? A.—The candidate told me so.

Q.—But you did not look at them sufficiently to know they were?

A.—Not sufficiently to be positive. Possibly I could immediately after, but I cannot recollect at the present moment.

By Mr. Slack, Commissioner :

Q.—Didn't you compare one answer of the question with the other on the board? A.—I did not. I did not examine the question with a view to ascertaining anything as to its correctness at all.

By Mr. McDowall, Complainant :

Q.—Didn't you and Mr. Martin have a conversation out in the hall as to the irregularity of these answers written on the board?

A.—I cannot remember having had a conversation of that description.

Q.—Had you no conversation with him on the subject that day?

A.—I could not swear.

Q.—Did not the person you spoke to in the room say to you that she had failed entirely? A.—She stated that she had not been successful.

Q.—Who was it? A.—Miss Eliza Living. I have no recollection who it was called my attention to the board, but I have a distinct recollection of Miss Living speaking to me about being unable to succeed in Arithmetic.

Q.—Was that during the examination? A.—I would not swear that it was.

Q.—That same day have you any recollection of going into the room and seeing candidates writing during the noon hour? A.—I have a recollection of candidates writing after twelve, but as to the time I could not swear.

Q.—Was it between twelve and one? A.—Yes, nearer twelve than one.

Q.—Had you been to lunch with Mr. Martin and returned? A.—I could not say.

Q.—Have you no recollection of seeing the candidates writing after dinner? A.—No.

Q.—You did after twelve? A.—Yes.

Q.—How long was it after twelve; half an hour? A.—I think not.

Q.—Did Mr. Martin not call your attention to the clock? A.—I could not swear that he did.

Q.—Have you no recollection of having a conversation in the hall with him at that time? A.—I have not. I have a general recollection of speaking to him on the subject.

Q.—Have you no recollection of talking with him that day or the next about candidates having their time extended? A.—I have no distinct recollection.

By Dr. Hodgins, Chairman :

Q.—You saw persons writing after twelve o'clock? A.—Yes, a short time after twelve by the ordinary time, but I cannot say whether it was the correct time.

Q.—What do you call a short time? A.—I should call between five and ten minutes.

Q.—Had you any reason for going in? A.—I had been in. I spoke frequently with the examiners during the examination.

By Mr. McDowall, Complainant :

Q.—Then you appeared in the school-house somewhere in the neighbourhood of twelve o'clock? A.—Yes.

Q.—Where did you come from? A.—I had been there the greater part of the forenoon.

Q.—And you have no distinct recollection when you went home? A.—I have not.

Q.—Did you and Mr. Martin go home to lunch together? A.—I could not swear we did.

Q.—You know that the time was extended during the Arithmetic examination, but you cannot state how long? A.—I know it was extended, but I cannot say how long.

Q.—Do you not remember that after going home to dinner with Mr. Martin and coming back about fifteen minutes to one, you saw candidates writing? A.—I have no recollection of seeing candidates writing after dinner.

Q.—You have no recollection of having gone back after dinner? A.—I have not. I went so often I could not be positive as to this occasion.

Q.—Have you any recollection one evening, as the candidates were leaving the room, Mr. Martin, Mr. Borthwick and some ladies being present, of one of the ladies expressing a desire to know what would be on the Physiology paper the next day, and Mr. Borthwick making an answer? A.—I have a recollection of the candidates in a jesting way saying to some one, I cannot say who, "What will we have to-morrow?" as they frequently do, without expecting to get information.

Q.—Was the reference not made to the Physiology paper? A.—I cannot swear positively that I heard any of the candidates say what would be on the Physiology paper.

Q.—Do you remember the Inspector answering any of these questions? A.—I have no distinct recollection of Mr. Borthwick answering any of those questions.

Q.—Have you no recollection of his using the expression, "Count your teeth?" A.—I have no recollection of Mr. Borthwick using those words.

Q.—Did you hear anything about counting your teeth? A.—Yes, but I cannot swear about what time or what person said it.

Q.—And you don't know who said it? A.—I have no recollection that it was given as information. I recollect some of the candidates speaking about it afterwards.

By Dr. Hodgins, Chairman :

Q.—Was there any other examiner present? A.—I could not say who was present. I think it was in the hall, but I cannot swear that Mr. Borthwick was there.

By Mr. McDowall, Complainant :

Q.—Have you any distinct recollection of seeing Mr. Rathwell in the room when you saw the answers in Natural Philosophy on the board? A.—I don't swear that it was Natural Philosophy.

Q.—Well, when you saw the answers on the board, whatever they were, was Mr. Rathwell in the room? A.—He may have been in the room.

Q.—Have you no distinct recollection of seeing him in the room? A.—He may have passed through the room.

By Dr. Hodgins, Chairman :

Q.—Did you see him pass through the room? A.—I cannot say positively. I merely passed through the room myself.

By Mr. Gibb (Counsel for Mr. Borthwick) :

Q.—The word "extend" was used. I suppose you have no knowledge whether the time was extended on that occasion or not? A.—I have not.

Q.—Do you know of your own knowledge whether any arrangement was made that they should have a longer time? A.—I have no personal knowledge.

Q.—Do you know whether the persons you saw there were working or not? A.—I do not. I did not look to see that they were working.

Q.—Your testimony just amounts to this, that after twelve o'clock you saw some candidates in the room, but you do not know what they were doing? A.—It amounts to that.

By Dr. Hodgins, Chairman :

Q.—Were they writing? A.—I do not know. They were in their seats.

By Mr. Le Sueur, Commissioner :

Q.—Did they look like people working? A.—Yes. If I used

the word "extend," I merely meant that the time was after twelve o'clock.

By Dr. Hodgins, Chairman :

Q.—What time should the examination have closed? A.—At twelve o'clock.

Q.—You found those persons there after twelve? A.—Yes, by my time-piece.

By Mr. Le Sueur, Commissioner :

Q.—I suppose your time-piece is correct? A.—I did not look at it, but I know it was after twelve o'clock.

Q.—There is a clock there. A.—I don't remember looking at it.

Q.—I think you said you exchanged some remarks with somebody about writing on the black-board. I want to know whether the remarks were commendatory of the writing on the board or not? A.—I have no recollection of making any remarks in reference to the writing, either signifying my approval or disapproval.

Q.—Was it a thing to be expected to see the writing? A.—Not if it were answers to the problems.

Signed in presence of

J. GEORGE HODGINS,
Commissioner.

A. SMIRLE.

V. Extracts from Periodicals and Papers.

1. THE TRUE MACBETH.

Mr. Irving's original representation of the character of *Macbeth*, in which he broke loose entirely from its traditional interpretation, has excited a good deal of criticism of the play itself. Mr. Edward R. Russell, who is editor of the *Liverpool Post*, has published a paper which he read recently before the Literary and Philosophical Society of Liverpool, on the subject of "The True Macbeth." This we have now before us, and it contains about the best interpretation of the moral meaning of *Macbeth* that we remember ever to have seen. We cannot do better than reproduce for the benefit of our readers the gist of this gentleman's criticism. After touching upon the misinterpretation of *Macbeth* which arose from a mistaken analogy between that play and the *Agamemnon* of Æschylus, Mr. Russell says :—

Schlegel's *Macbeth* is "an ambitious but noble hero, yielding to a deep-laid hellish temptation." All the subsequent crimes to which the usurper is driven by necessity "cannot altogether eradicate the stamp of native heroism." His wife instigates him to commit the deed which the witches have suggested, "urging him on with fiery eloquence, which has at command all those sophisms that serve to throw a false splendour over crime." "Little more than the mere execution of it falls to the share of *Macbeth*; he is driven into it in a tumult of fascination." "Repentance immediately follows, nay, even precedes the deed, and the sting of conscience leave him rest neither night nor day. But he is now fairly entangled in the snares of hell," and this—not any native characteristic of the man—makes him "cling with growing anxiety to his earthly existence the more miserable it becomes, and pitilessly remove out of the way whatever to his dark suspicious mind seems to threaten danger.

I read such an account of the play with a sensation of amazement, confusion, and absence of recognition, which I should think resembles incipient paralysis. I feel as Lady Teazle must have felt when dumbfounded Mrs. Surface gave Sir Peter that wonderful explanation of her being caught behind the screen in his library. The play does not support a single line of Schlegel's imaginative description of its motive. "Not one word, Sir Peter." The whole of it must be traversed.

To begin : *Macbeth* had conceived the murder before he met the witches. This is proved by the language of his wife when Duncan was in the house :—

What beast was't then
That made you break this enterprise to me?
Nor time nor place
Did they adhere, but yet you would make both.
They have made themselves, and that their fitness now
Does unmake you.

Lady *Macbeth* did not quite understand her husband, but she understood him a great deal better than modern critics who take him for a hero. So strong-nerved and determined a woman, who would have scorned to contemplate a villany she dared not commit, could not be deceived in the signs of cowardice which her husband so plentifully exhibited. She knew him to be brave in the field—as many a moral coward has been before and since. She was even persuaded—wrongly—that if he were once crowned, he would be able to "keep his state" with a sufficient outward show of callous majesty. But she recognised the weak place in him, and saw that she must keep him to the sticking-place. This, rather than primary

instigation, was her function, and the necessity of it lay in the inherent baseness of *Macbeth*, who could neither be an honest man of valour, nor a valorous man of sin.

At first Lady *Macbeth* took a too favourable view of her lord's weakness. Some husbands show their wives only the best sides of their vices, as others show them the worst sides of their virtues, and it is a proverb, that many a spouse thinks well of her partner long after every one else has given him up. Such facts are quite beneath the notice of critics who cannot descend from the fixed stars of perpetual sublimity; but Shakespeare had a keen eye for them. When *Macbeth* had already confided to his consort his heroic idea of murdering the king—which, as he then proposed to make the opportunity, was the first and last heroic idea we know him to have had—and when she had thereafter received a letter from him telling the story of the witches, she thus charitably apostrophised him :

Glamis thou art, and Cawdor, and shalt be
What thou art promised : yet do I fear thy nature ;
It is too full o' the milk of human kindness
To catch the nearest way : thou wouldst be great ;
Art not without ambition, but without
The illness should attend it : what thou wouldst highly
That wouldst thou holily ; wouldst not play false
And yet wouldst wrongly win ; thou'dst have, great Glamis,
That which cries "Thus thou must do if thou have it ;"
And that which thou dost rather fear to do
Than wishest should be undone.

So far as this is a picture of *Macbeth's* infirmity of will, it is a true one ; so far as it attributes that infirmity of will to generosity of nature, it is unsupported by anything else in the play, and indeed will be found on close examination to break down in the very passage itself. Yet it is often quoted as a proof that *Macbeth's* was a noble nature until spoiled by the witches and by his wife. I prefer the theory that Lady *Macbeth*, who loved her husband as strongly as she was determined to make him great, although she knew his weakness, held a too favourable view of its origin, and that what she took for the milk of human kindness was really the white feather. The very discrepancy between the man's undoubted and quite comprehensible weakness as presently revealed, and her complimentary way of explaining it, is full of significance most destructive to the amiable and heroic theory of his character.

If Shakespeare had intended *Macbeth* to be a noble and generous man led astray, nothing could have been easier to him, and the picture would have been a fine one. But that which he has given us, if less impising, is not less interesting as a moral study. Take the speech at the beginning of the seventh scene. Surely at that moment a hero, and a well-disposed man, with his aged king under his roof-tree, would have felt compunctions other than selfish ; and there is a passing reference to the circumstance that Duncan as a guest was there in double trust. But the mean villain is not seriously impressed by this. He is troubled by other matters. The probability that one murder will not suffice frets him. He says, if one murder would serve, he would not mind risking the life to come. But, unfortunately, retribution comes in this life. A cruel man in high place finds his example come home to him to plague the inventor. Besides, King Duncan has been so amiable and exemplary that every one will bewail his loss and execrate his taking-off. On the whole, therefore, the willing murderer does not like the look of things. This noble hero finds his project so likely to make him unpopular, that he really wishes he had something besides ambition to urge him on. If Duncan had only insulted one now, or even been ungrateful, instead of loading one with honours, how comfortably one could murder him ! But it was a bad world for *Macbeth's* in those days, as it was for William Sikeses in this. Nothing went right. The king this "misled but virtuous hero" particularly needed to be rid of was so respectable and kindly that it could not but be a disgrace to kill him. Such are the sentiments of this speech, and they are again and again exemplified. When *Macbeth* has had Banquo assassinated, he gives himself the airs of an injured man because the ghost appears at the supper table. "Blood hath been shed ere now," he says querulously, "and when the brains were out the man would die, and there an end ; but now they rise again and push us from our stools. This is more strange than such a murder." That ideas of this sort are expressed in glorious poetry does not alter them. They are base, cowardly, paltry, as they are heartless and devoid of all sense of true repulsion from evil.

Ugly as the business looked, when Duncan had arrived at the castle, *Macbeth* did not care to drop it, and he well knew his wife would not allow it to be abandoned. Accordingly, he gave her the cue for such stimulating arguments as would best meet the case, by proposing that they should proceed no farther. Duncan had honoured him. He had bought golden opinions from all sorts of people, and these should be worn in their newest gloss, not cast away so soon. A very proper reflection, though not quite in the

tone of a good man shrinking from a detestable action. Lady Macbeth answers him—answers him powerfully—answers him unanswerably. But how? Schlegel tells us she uses the sophisms that throw a false splendour over crime. Nothing could be more untrue. She uses no sophisms at all—either here or in other passages. I beg you, for we are now at the heart of the matter, to give your most attentive hearing to the argumentative part of Lady Macbeth's share in this conversation. "Was the hope drunk," she says—

Was the hope drunk

Wherein you dressed yourself? hath it slept since?
And wakes it now, to look so green and pale
At what it did so freely?

An admirable metaphor this: bold, realistic, and to the purpose; appropriate to the moment and the scene, while the coarse revels of a half-barbaric castle during a royal visit were actually audible, as these two debated the miserable issue on which hung the life which of all others in the world they should have held sacred. "From this time," says Lady Macbeth, knowing her power over her husband, and probably seeing that her apt, rough simile has seized upon his quick imagination—

Such I account thy love. *Art thou afraid
To be the same in thine own act and valour
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting "I dare not" wait upon "I would,"
Like the poor cat i' the adage?*

If this plain speech needs a paraphrase, and perhaps it may, for Dr. Johnson said it contained no argument, it should run somewhat as follows:—"Come," says the wife, "no sentiment, no harking back, and no cowardice! Duncan has been just as good to you yesterday. If there were any sound reason of policy why you should give up the idea of murdering him, you would state it. But you do not. You merely lack courage to do what you desire. Surely you are not so poor a creature as to prize the esteem of men without deserving it! Surely it is better that men should hate you in a proud position, resolutely won, than that you should despise yourself in a lower position, in which you remain, not from virtue, but from cowardice. If you were a good man, and had religious scruples—if you were a humane man, as I used to think you, and shrank from cruelty—I could understand you objecting. But this mere quaking, without any principle in it, is beneath contempt."

When you durst do it, then you were a man;
And, to be more than what you were, you would
Be so much more the man.

Then Lady Macbeth—her mind fixed solely on her one principle, that if you are not prevented from perpetrating evil by scruples, it is contemptible to be hindered by mere fear or irresolution—bursts into the celebrated rhapsody in which she describes how remorselessly she would have slaughtered her babe if she had sworn to do it. This produces a very slight effect on her husband. When she asked him whether he was content to live like the poor cat i' the adage, she threw out one of those obvious light outworks of morality which are prompt enough in most extempore defences against temptation—a line and a half which Dr. Johnson said must make Shakespeare immortal if all the rest of his works perished: Who dares do more than becomes a man is none. But this is soon forgotten. While his wife has been talking of dashing her infant's brains out, his mind has lit on the one point that is practical. "If they should fail." And then comes the most significant incident of all. As yet Macbeth has not the dream he needs. His wife's bold moral theory does not stimulate or assimilate with his mean instincts. He is just as little inclined either to deserve or to lose the world's esteem as ever. He is not screwed to the sticking-place. *What happens?* Lady Macbeth hints at the plan of putting the murder upon the drunken officers of the king's bedchamber. In a moment her husband—this highly moral and noble character, whom only supernatural soliciting and a bad wife can bring within sight of an evil project—is all agog.

Bring forth men-children only;
For thy undaunted mettle should compose
Nothing but males.

With wonderful quickness he improves on his wife's dastardly suggestion:—

Will it not be received,
When we have marked with blood those sleepy two
Of his own chamber, and used their very daggers,
That they have done't?

LADY MACBETH.

Who dares receive it other,
As we shall make our griefs and clamour roar
Upon his death?

These happy thoughts are quite sufficient for the virtuous Macbeth.

He is almost as comfortable as a man can be who is bent on a desperate enterprise, with hardly "virtue enough to be faithful to his own villainy." "I am settled," he cries,

And bend up
Each corporal agent to this terrible feat.
Away and mock the time with fairest show:
False face must hide what the false heart doth know.

After this, I must say that it seems to me too bad that it should be levelled at any actor as a reproach, that he makes Macbeth craven and abject. What is the man else? What greatness has he except in the field—in vivid eloquence—and in a desperate death at bay? It is no weakness indeed to shrink from crime. To recoil from a misdeed which promises wealth or power is to many a nature a task requiring vast strength of moral principle. No one would call Macbeth a coward for being horrified at the thought of murder. To break into the human temple and steal the life of the building must always be indescribably horrible. There is no image that any of us can conjure up that more thrills our moral sensations, though we may be barely able to conceive the feelings of a homicide. But Macbeth was meanly wicked, because his mind did not revolt from the deed, but only from its accompaniments and consequences.

At the same time, it must be confessed that in these two scenes, in which the character of Macbeth is fixed, the representation of Mr. Irving—which has been severely censured as too craven—does not exactly bring out the idea of the text. I hesitate to take objection lightly to anything in that wonderful performance, because it is superior, with all its faults, to any other that I have seen, and because I shrink from seeming to be among the crowd of empty depreciators by whom the steps of original greatness are always dogged. But in order to distinctly mark the true Macbeth, the new Macbeth must be rigidly as well as sympathetically scrutinized.

Now, it seems to me that while Irving has most truly and firmly caught the character of Macbeth, he has not quite so successfully apprehended Shakespeare's method of displaying that character. Shakespeare depends more on light and shade. Irving relies too much on a prevailing dun colour. His first scene is faultless. When the dim rocks of the witch-*prelude* have vanished, and the heath is revealed, upon which the returning generals meet the imperfect speakers who prophesy their fortunes, Macbeth enters on a rising ground, and the striking profile of the actor is seen clear-cut against the murky sky, as he gazes with the keenness a great general never quite lays aside across the gloomy country. He turns to the audience, and in a single gaze, as in "Hamlet," fixes the character of the whole performance. Is this right? It would not be if Macbeth were, according to the received notions, the amiable tool of a wicked woman and an irresistible destiny. But it is right, because the dramatist has given the actor the means of knowing beforehand the restless, acquisitive moral nature that lives within Macbeth's warlike exterior. As he stands there in clear outline against the lurid sky, no one could fancy him an ordinary successful general on his way home from victory to honour. There is more in him, and the overplus is high-reaching, gloomy, and mischievous. Such a disposition, insatiably ambitious, fretful over the need to do ill deeds in order to satisfy unbounded desires, but never genuinely turning away from temptation that promises advantage, is tinder for the sparks of the witches' promptings to fall on. At the first contact the glimmering tracery of evil suggestion flits and flutters through Macbeth's being. Honest Banquo—too little regarded by lovers of the play, one of the finest examples in poetry of unmirched and unmirchable humour in a mind quick to comprehend inducements to evil and to note the yieldings of others to brilliant temptation—honest Banquo sees almost everything that is passing through his colleague's mind. There is very little secret about it. Before he meets the witches, Macbeth has thought of murder. From the moment when they call him king he dwells on murder. From the instant when, being greeted Thane of Cawdor by the king's messenger, he has earnest of the fulfilment of their weird prophecy, he means murder.

2. THE ENGLISH EDUCATION BILL OF 1876.

On May 19th Lord Sandon explained the elaborate and somewhat complex provisions of the Ministerial Education Bill in a lucid and admirably arranged speech, which repeatedly elicited expressions of cordial approval from both sides of the House. It was quite understood that there can be no serious criticism of the Bill until it comes up for its second reading; but the following are its main provisions. He said that although there was school accommodation for three millions and a quarter children, and a school population of 2,300,000, there were only 1,850,000 under instruction, so that 450,000 had to be accounted for. These were not to be found in the private adventure schools, and, in fact, he was at a loss to know where they were. The education that the country desired to give, however, was ready; there were the

schools and there were the teachers; everything, in short except the children who ought to take advantage of it. To secure their attendance at school, the present law was defective and inadequate, and wanting both in simplicity and uniformity. Consequently some legislation was really needed on the subject. The proposal, then, which he had to make on behalf of the Government would, when it came to maturity in 1881, for it would be introduced gradually, present the following features:—The country would still be free to establish School Boards with all their existing powers; but the Agricultural Children's Act would be repealed, and Town Councils and Boards of Guardians would be empowered, on the requisition of the ratepayers, to pass bye-laws, the same as School Boards were now, for enforcing school attendance for full or half time; but they would have no authority to establish schools. Again, no person would be allowed to employ a child under ten years of age, nor from ten to fourteen years of age, without a certificate of efficiency in reading, writing, arithmetic, or of having attended school two hundred and fifty times in each of the five previous years in not more than two elementary schools. By this arrangement a child between ten and fourteen might be employed, provided it did not interfere with his efficient instruction. The Town Councils and Boards of Guardians would enforce their authority through the action of school attendance committees; but they would not be permitted to interfere with regulated industries, such as workshops and mines. In the event of the local authorities not carrying out the provisions of the Act, power would be taken by the Government to appoint an officer to see that the Act was enforced for two years, at the expiration of which time the responsibility would recur to the local authority. With regard to "wastrels," children neglected and left to wander, it would be the duty of the local authority first to warn the parent, if there were no reasonable or just excuse for keeping the child from school. In case the warning was unheeded, he would then be brought before a court of summary jurisdiction, when he might be fined 5s., and in further default the child might be committed to a School of Industry. The object was, therefore, to put the whole responsibility for the children in the hands of the local authorities, who would have to carry out the measure and the Industrial Schools Act. Referring next to the case of poor districts, Lord Sandon defined these as districts in which a threepenny rate produced less than 6s. per child; and in such cases he proposed that the parliamentary grant might extend to double the school fees, rates, and subscriptions. The Bill would also deal with the subject of bye-elections to School Boards, and, following the precedent of the Scotch Act, would empower the School Board itself to fill up an occasional vacancy. After describing other subsidiary proposals Lord Sandon commended his measure to the approval of the House, as being at once cautious and bold, comprehensive and straightforward; and expressed a fervent hope that it would be successful in putting the coping-stone on the great work of national elementary education.

3. COMPULSORY EDUCATION IN ENGLAND.

England has 3,250,000 children that should be at school. Of these but 1,850,000 are under instruction, leaving 1,400,000 to be otherwise accounted for. This state of affairs in the educational world there is to be deplored, and was sufficient to justify the Government in bringing down a compulsory measure, intended to remedy the evil. Whether the details of the Bill will be sound in their principle and effective in their working remains to be seen, but they will doubtless provoke great discussion in the country as well as in Parliament. If the State has one duty more than another incumbent upon it, it is that of educating its people; and if it cannot be accomplished by moral suasion being brought to bear on the refractory parents and children, it should be by a little of the good old doctrine of compulsion. In England, as Lord Sandon said upon introducing the Bill, they have the schools and the teachers, but the children are wanting. It was proposed to supply them, by enforced attendance, by a system which will gradually come into effect until 1881, when it will be complete. Great powers are to be entrusted to the local authorities, who, by bye-laws, may compel the resident children to go to school either upon full or half time. No person would be permitted to employ a child between ten and fourteen years of age, unless it could produce a certificate of efficiency in reading, writing and arithmetic, or of having attended some elementary school 250 times per annum in the five preceding years of its life. Where the local authorities are careless in the discharge of, or oblivious to their duties, a Government inspector is to be employed for two years in strictly enforcing the Act, when the power is to revert to the local Boards. The Bill has many details, of no great importance in this country, but, before dropping the subject, it may be well to remark that some of its best features are borrowed from the Scotch laws.—*Hamilton Times.*

VI. Departmental Notices.

1. MIDSUMMER VACATION IN PUBLIC SCHOOLS.

In view of the examination of candidates for Teachers' certificates occurring this year on the 10th July, and following days, and for other considerations, the Hon. the Minister of Education has decided to authorize the closing of the Public Schools for vacation on Friday, 7th July, instead of on the 15th.

3. EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS.

Under the regulations for the examinations, Monday, the 10th day of July, has been appointed by the Minister of Education for the commencement of the examinations of teachers for the current year, for certificates of the first, second and third class.

VII. Advertisements.

St. Catharines' Collegiate Institute.

HEAD MASTER.—John Seath, B. A., Queen's, Ireland.

TEACHING STAFF.—The Staff consists of eight experienced masters, four of whom are University Graduates, and the others hold the highest Grades of Certificates. Three are Medallists in their respective Departments.

BUILDING.—The accommodation has recently been increased and greatly improved, and each Class-room is supplied with every educational requisite. The School contains a large Laboratory furnished with the best appliances for the study of Practical Science.

COURSES OF STUDY.—Pupils obtain a thorough English, Commercial, or Classical Education, and are prepared for University Matriculation Examinations, for the Preliminary Examinations of the Law Society and Medical Council, and for Teachers' Certificates of the 1st. and 2nd Class.

After the Summer vacation new classes will be organized in all the subjects required for Teachers' Certificates. A special class will be formed for young men who wish to begin Classics, and to advance more rapidly in their studies than they would in the Lower School.

FEES.—School free to those who have passed the "Intermediate." Fee for others \$3. a term.

BOARD.—Board may be obtained at \$2.75 and \$3 a week in private families and in boarding-houses connected with the Institute. For Prospectus address the Head-master.

June 21st, 1876, St. Catharines.

Free Public School Library Card.

A NEW and beautiful Chromo-Lithographic Library Card has just been prepared by the Education Department, for the Public School Libraries of the Province. It is 22 inches by 14 inches, is printed in gold and colours and presents two pleasing views of school life, viz: the distribution of Library books to the scholars, and the meeting of the children outside the School-House door after the distribution is over.

Too often in our school-rooms the Library case stands with no distinguishing mark. One of these cards placed over the case gives the library a more attractive appearance.

Supplied at the People's Depository, at 55c. each when taken with library books, or 65c. each by post, postage paid.

PRIZE AND LIBRARY BOOKS.

THE EDUCATION DEPARTMENT

ALLOWS

ONE HUNDRED PER CENT.

On all remittances over \$5 sent to it

FOR

PRIZE OR LIBRARY BOOKS.

The price charged the Schools for the Books is at the rate of 18 cents on the 1s. sterling of retail cost, being nearly 35 per cent. lower than the current retail prices of these Books.

Catalogues sent on 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 forms of application for each class.

PRINTED FOR THE EDUCATION DEPARTMENT BY HUNTER, ROSE & Co.