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REV. DR. RYERSON'S REPORT ON EDUCATION IN FOREIGN COUNTRIES.

(From the London Times.)

A very useful and interesting synopsis of the systems and state of popular education on the Continent, in the British Isles, and the United States of America, has been presented to Major-General Stisted, C. B., Lieutenant-Governor of the Province of Ontario, Canada, by the Rev. Dr. Ryerson, Chief Superintendent of Education in that Province. Dr. Ryerson appears to have visited the countries whose systems of education he describes, and he was specially charged with the duty of preparing a separate report on institutions for the deaf and dumb and the blind, which has been delayed. Although this notice of Dr. Ryerson's report is somewhat late, it will point out to those who take an interest in such matters, the contents of a serviceable document. The report enters very tersely into the systems pursued in France, Prussia, Holland, Switzerland, Belgium, Baden, Wurtemberg, Bavaria, Saxony, Austria, Denmark, Sweden and Norway, Great Britain, Massachusetts, Connecticut, New York, Pennsylvania, and Ohio. Some of these countries have borrowed their systems from the others, but into each plan some modification, greater or less, has been introduced which deserves notice. In the denominational and communal schools of France religious instruction is duly recognized, yet in the communal schools "no child of a different religious profession from that of the majority is constrained to take part in the religious teaching and observances of his fellow-

scholars." Religious freedom is insured. Ministers of different communions are to have free and equal access to the children of their own faith in the common schools. "Denominational" schools, however, have increased, and when a school is appropriated to one denomination no child of another denomination is admitted without a written request from the parents or guardians. Communal schools are established and maintained by the joint action of the State, the departments, the communes, fees of pupils, and individual contributions. Every commune must provide a school house and residence for the teacher. If the commune refuses or neglects to provide by tax on the property at the rate of three per cent. the Government imposes and collects it. If the commune, on account of poverty or disaster to the crops, cannot raise the sum required, the department to which such commune belongs must provide it. If the revenues of the department by a tax of two per cent. are not sufficient to meet the deficiencies of all the communes, the balance is supplied by the State. Each commune is at liberty to establish a free school, and the Mayor can exempt children of very poor parents from paying the school fees. The schools taught by religious orders are called "Congreganist Schools"—*Ecoles Congreganistes*. Public teachers, whether male or female, must have a certificate (*brevet de capacite*), except the female members of religious orders, whose certificates of obedience (*lettres d'obedience*) are accepted in lieu of the certificate of brevet. There are more than eight times as many of the breveted assistant teachers among the laymen as among the congreganists. The inspectors found thirty-five per cent. of the common schools "good," and the same proportion of "congreganist" schools. The training expenses of teachers in the normal schools were defrayed by the State, the departments, the towns, even the schools, and by the pupils themselves and their friends. Of the 37,510 communes of the empire only 818 had no schools, but they sent their children to neighbouring schools. The schools of the religious orders are to the lay or common schools as seventeen to fifty-one and a half. Out of 4,336,000 children attending the schools, a million and a half are admitted free from charge. It seems that in France the children's first communion at church is the limit of their stay at school. When they have no more catechism to recite they cease to attend. In Prussia the system of education is mainly "denominational," but Protestant and Roman Catholic schools are

generally separate. It is seldom you find a "mixed" school of both. There is a regular gradation of school authorities, from the schoolmaster up to the Minister of Education, and the system percolates from the highest State powers, and is within control of the central Government. The relations of the Protestant Church with the Government are harmonious, but the Catholic Church, on the contrary, is in perpetual discord with the State on this subject. Every commune in Prussia must find a school for all children from six to fourteen, by a rate on property, by fees from the scholars, and if their is a deficiency the State is applied to for it. It is unnecessary here to go into the Prussian compulsory system of education. Of Germany M. Bandouin, the French Commissioner, in 1865, says: "The smallest hamlet has its primary school, the smallest town its gymnasium, its citizen and real schools perfectly organized, endowed, and inspected. In Germany, every one is interested in youth; the highest personages and women of the first rank consecrate to it their time, their property, their experience. The best writers write books for small children; the poets, for their lessons in vocal music, write verses which the most illustrious of composers do not disdain to set to music. The entire German people appear convinced that to occupy themselves with the instruction of youth is to fulfil a personal duty and labour for the future of their country." As to the schools of Holland, Cuvier, the great naturalist, on visiting them in 1811, was delighted and astonished when he saw them, and pronounced them above all praise. M. Cousin was equally gratified in 1836. The Dutch schools are excellent. The religious instruction is general. Perhaps we may say it is based on Christian ethics, but it never trenches on grounds of religious controversy or religious differences. The teachers must all have certificates, and they are superior to the Prussian teachers. A broken-down tradesman, an ignorant charlatan, cannot teach in a public school without a diploma. Lutherans, Catholics and Calvinists are taught together in the same schools, the Catholics, in point of numbers, standing mid-way. In Belgium, the schools are supported by the communes, the provinces, and the State combined. In 1830, when Belgium was separated from Holland, the communes relaxed in their efforts in building schools, and the State had to assist—the State paid one-sixth of the cost, the province one-sixth, and the commune four-sixths. There is no compulsory law of education in Belgium, and popular instruction is not greatly developed. The number of militia, not knowing how to read or write is 31 per cent. The dissensions between the Catholic party in Belgium and the Liberals retard the progress of the schools. In Baden, Grand Duchy, the schools are partly supported by the communes, and although, since 1864, education has given rise to much discussion, the Catholic party objecting to many provisions of the project or code of Dr. Kneiss, yet it seems probable that non-denominational schools will ultimately prevail. In Austria, school attendance is obligatory, and the communes are bound to establish and support the primary schools. In default of their children's attendance, the parents may even be fined by the authorities, and these fines are added to the funds of the communes. The school certificate of instruction may be made a condition of a young person's being apprenticed or getting married. No brewer, manufacturer, &c., can employ a child under ten years of age, unless that child has attended a communal school one year, and those who employ children of ten years of age must send them to the night school. Looking at the Empire of Austria throughout, there are 65 per cent. of the children between seven and twelve years of age in average attendance daily at the schools. Since Austria met Prussia in battle at Sadowa she has awakened to a sense of the value of education, and has given to it a larger share of her attention than she gave before. In England, the "Revised Code" prescribed the principles on which the State assists education, but there is an immense number of schools which do not and will not have anything to do with the State. The English system is denominational, and springs from and takes its initiative from denominational zeal and local contributions. The Irish system is well known. In Scotland, changes are perhaps impending; the Revised Code is not yet applied there in all its features, as in England. In Massachusetts, America, in 1636—that is 16 years after the landing of the Pilgrim Fathers from the *Mayflower*—Harvard College was founded, and in 1642 enactments were framed for general education in the colony—the fundamental principles being that it should be "compulsory." The system remains much the same now. The Massachusetts Board was founded in 1837. The schools are supported by local taxation. No child under ten years of age can be employed in any manufacturing establishment, and no child between ten and fourteen shall be employed, unless he has been at school at least six months in the year preceding that of such employment, and no child under fourteen years shall be employed in a manufacturing establishment more than eight hours in a day. The system in Connecticut was matured in 1701, when a tax for education in each township was established. In 1795, the

"State School Fund" was founded for "common schools" by devoting to them the proceeds of a portion of public lands ceded to the State in Ohio. In 1855 the following amendment to the Constitution of Connecticut was adopted; and it ought to be emblazoned on the walls of our chief public buildings in London, Manchester, Liverpool, and elsewhere: "Every person shall be able to read any article of the Constitution or any section of the statutes of this State before being admitted as an elector." One wonders how such a law would operate in England. Suppose we were to prohibit children from going to work before ten years of age absolutely; and further, that we should provide that no one should vote at elections or in parish vestries unless he could read; and further, that no parent should receive out-door relief unless his children, up to a certain age, were sent to school, the guardians paying the school fees. Might not these provisions, added to the strong inducements which the nature of almost all employments, except agriculture, at the present day, carries with it to acquire the elements of learning, lead to some sensible improvement in the attendance at schools, and clear the streets to a great extent of those "waifs and strays" whose time is spent in selling cigar lights or tumbling for half-pence?

I. Papers on Education in Ontario.

1. SCHOOL CONVENTIONS WEST.

The following is a summary statement of the results of twenty-two County School Conventions held west of Toronto.

The majority present at the County School Conventions held at Woodstock, Brantford, Simcoe and Sarnia, desired County Superintendents in the place of Township Superintendents, but that they should be solely appointed and hold their offices during the pleasure of the County Council. The County School Conventions held at Hamilton, Barrie, and Berlin, desired, by a small majority, to retain Township Superintendents as now annually appointed by County Councils. The majority of the Convention at Barrie, in accordance with resolutions previously adopted by the County Council, voted against the first nine clauses of the Common School Bill; but the Convention voted for all the other clauses of the Bill. But every one of the Conventions, except that at Barrie, voted that the qualifications of Local Superintendents should be prescribed and ascertained as proposed in the bill. The majority of the Conventions at Woodstock, Brantford and Simcoe, objected to the power proposed to be given to the County Superintendent by the 8th clause of the Bill to decide on school accommodations; but the Convention at Woodstock desired that cases of delinquency in respect of school accommodations should be reported to the head of the Education Department. Mr. Perry, M.P.P., supported at Woodstock the mode of appointing County Superintendents as recommended by the Education Committee of the Legislative Assembly, and that recommendation would have doubtless been concurred in by the Convention, had not the County Council (as stated at the meeting and advocated by Mr. Oliver, M.P.), adopted a contrary resolution. The County Conventions at Woodstock and Brantford also objected to the 10th clause of the Bill, the first part of which fixes the minimum salaries of teachers, and the latter part provides against their dismissal after a six months' trial without the consent of the County Superintendent. I found so much apprehension and such strong objections among the best friends of the school system against the latter part of the 10th clause, that I determined, after the first two Conventions, to withdraw it, and not to submit it again for further popular consideration; and every one of the 20 County School Conventions held since have approved of the former part of the 10th clause fixing the minimum salaries of teachers.

With the above exceptions all the County School Conventions have approved of all the provisions of the Common School Bill as submitted to them; namely, the Conventions of Haldimand, Welland, Lincoln, York, Grey, Bruce, Huron, Perth, Essex, Kent, Middlesex, Elgin, Wellington, Halton and Peel. Of the remaining seven Conventions, it will have been observed that only three (Simcoe, Waterloo and Wentworth) desired Township Superintendents; and two (Waterloo and Wentworth) desired that their qualifications should be prescribed as proposed in the Bill. Of the four Conventions, (Oxford, Brant, Norfolk and Lambton), which voted for County Superintendents to be appointed and removed solely by County Councils, all voted that their qualifications should be prescribed as proposed in the Bill.

After attending the first Conventions, I found that almost the only objection made to the School Bill arose from apprehensions which could be removed by the omission of half a clause (the latter part of the 10th clause) and adding a proviso to each of two clauses,

and inserting an explanatory phrase in one of them, and leaving Boards of School Trustees in towns, as well as cities, to nominate their own Local Superintendents, but with the same qualifications and tenure of office as those of County Superintendents. The fifth clause of the Bill provides that each County Council and each Board of Public School Trustees in each city or town shall nominate a School Superintendent, and the Governor in Council shall confirm the nomination, or appoint him, and that he shall hold his office during the pleasure of the Governor. It was objected very generally that however a County, City or Town Superintendent might conduct himself, and however inefficient he might become, there would scarcely be a possibility of getting him removed. I stated that the Government could have no wish to keep an inefficient or ill conducted Local Superintendent in office; and to give more satisfactory security on this point, I stated that I would propose, and if generally approved, I would recommend to the Government the addition of the following proviso to the fifth clause: "Provided, nevertheless, that any County, City or Town Superintendent of Schools shall be subject to dismissal for misconduct or inefficiency on the complaint of the Council or Board nominating." This proposed proviso has given almost universal satisfaction to all parties.

In regard to the seventh clause, providing for the salaries of County Superintendents, the universal feeling is in favour of the clause as recommended by the Committee of the Legislative Assembly, namely, that the salaries should be equally paid out of the public revenue and the County Councils.

In the eighth clause, relative to the power of the County Superintendents to decide upon the adequacy of school accommodations, the phrase is added that he shall decide in conformity with regulations which shall be provided according to law; and the following proviso is proposed to be added to the clause—"Provided always that there shall be the right of appeal from every such decision to the Minister of Public Instruction.

It will thus be seen that no change whatever, except in reference to towns, has been proposed in the Common School Bill; and the addition of the above two precautionary provisos and one explanatory phrase, with the omission of the latter part of the tenth clause, the proposed Common School Amendment Act appears the most acceptable of any School Bill which I have submitted to popular consideration since 1850.

The proposed Grammar School Amendment, or High School Bill, is universally acceptable, except that it is generally desired that a certain number of the members of the Boards of Public School Trustees should be nominated by the Municipal Councils aiding the High Schools—a provision which I have promised to recommend to the favourable consideration of the Government and of the Legislature.

E. RYERSON.

Whitby, March, 1, 1869.

2. PROPOSED COMMON SCHOOL BILL, AS ALTERED AT COUNTY SCHOOL CONVENTIONS.

(Additions in Italics.)

An Act to amend the Common School Acts of (Upper Canada), Ontario.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. The office of Local Superintendent of Schools in townships, cities, towns and villages, is hereby abolished.

2. In each county, or union of counties, there shall be one Superintendent of Schools, to be called County Superintendent, except where there are more than one hundred Common Schools in a county or union of counties, in which case, it shall be lawful to appoint a second County Superintendent.

3. Each city shall be a county, for the purpose of this Act, and the Superintendent shall be called the City Superintendent, and shall possess all the powers of a County Superintendent, except such as relate to investigating and deciding on School Trustee election complaints, which now by law devolve on the County Judge.

4. The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates for certificates of qualification, and grant certificates of qualification; and no one not holding such certificate of qualification, shall be eligible to be appointed a Superintendent.

5. Each County Council, and each Board of Public School Trustees in a city or town, shall nominate from among those holding the necessary certificate of qualification, one person to be Superintendent of Common Schools in such city or county or town, and in counties where there are or shall be more than one hundred Common Schools, the County Council may nominate two persons holding

such certificates to be Superintendents, and prescribe the territorial limits of each; and the Lieutenant Governor in Council shall appoint the person or persons so nominated, to hold office during pleasure. *Provided, nevertheless, that any county, city or town Superintendent shall be subject to dismissal for misconduct or inefficiency, on the complaint of the Council or Board nominating him.*

6. Each Superintendent so appointed, shall have the oversight of all Common Schools in the towns, villages and townships within the county or union of counties, or part of the county or union of counties, for which he shall be appointed, and shall have all the powers in each municipality within his jurisdiction, and be subject to all the obligations now conferred or imposed by law, upon "Local Superintendents," and which are conferred or imposed by this Act, according to such instructions as may be given to him, from time to time by the Minister of Public Instruction.

7. The salary of a County Superintendent shall not be less than at the rate of six hundred dollars per annum, and not more than at the rate of twelve hundred dollars per annum, and shall be paid quarterly, be defrayed and borne, equally out of the consolidated revenue of the Province, and, *provided always, that the variation of a County Superintendent's salary between six hundred and twelve hundred dollars per annum shall be determined by the Lieutenant Governor according to the work to be done.*

8. The County Superintendent shall have authority to decide upon the adequacy and suitableness of school accommodations: *in conformity with regulations which shall be prepared according to law, and should any school corporation not provide satisfactory accommodations within twelve months after they have been notified by the County or City Superintendent, of the inadequacy or unsuitableness of the school accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant: Provided always, that in every such case there shall be the right of appeal from the decision of the Superintendent to the Minister of Public Instruction.*

9. Each County and City Council shall appoint a County or City Board of Examiners, for the examination and licensing of Teachers, consisting of the County Superintendent or Superintendents, and two other competent persons whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

10. The minimum salary of any legally qualified male teacher shall be at the rate of three hundred dollars per annum, and the minimum salary of any legally qualified female teacher shall be at the rate of two hundred dollars per annum.

11. The Municipal Council, of any township, shall have authority to establish a Township Board of Common School Trustees, as now provided by law, at the request of the majority of the school sections of such township, expressed at the annual school meeting, or a special school meeting of such sections.

12. No by-law or resolution of a Township Council to alter the boundaries of a school section, shall take effect before the expiration of one year from the 25th of December next, after the passing of such by-law or resolution, unless at the request of the majority of the rate-payers of such section; and in the event of a change in the limits of a school section, any rate-payer in the section affected, shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether or not such change shall be made, *so far as it relates to such complaining parties.*

13. On the formation or alteration of a Union School Section or Division, under the authority of the fifth section of the School Law Amendment Act of 1860, it shall be the duty of the County Superintendent, concerned forthwith, to transmit a Copy of the resolution by which the formation or alteration was made, to the Clerk of the Municipality affected by such resolution.

14. Should such Clerk neglect or refuse to prepare and furnish the map of the School Divisions of his Municipality, as required by the forty-ninth section of the Consolidated School Act, he shall render himself liable to a penalty, not exceeding ten dollars, to be recovered before a magistrate for the school purposes of his municipality, at the instance of any rate-payer thereof.

15. All the Common Schools shall be Free Schools; and the trustees of school sections, or Township Councils, and the Municipal Councils of cities, towns and villages, shall, in the manner now provided by law, levy and collect a rate upon all the taxable property of the school division or municipality, to defray the expenses of such schools, as determined by the trustees thereof.

16. Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some school for six months in each year; and any parent or guardian who does not provide that each child under his care shall attend some school, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; *Provided always, that the absolute right of selecting either a public or private school, for the attendance of any child, shall be with the parent or guardian of such child.*

17. It shall be competent for the Police Magistrate of any city or

town, and for any Magistrate in any village, or township, or town, where there is no Police Magistrate, to investigate and decide upon any complaint made by any person against any parent or guardian for the violation of the foregoing sixteenth section of this Act, and to impose a fine, not exceeding dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the one hundred and fortieth section of the Consolidated School Act: Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any school, or the child is being otherwise educated, and in either of the latter cases the Magistrates shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

18. The Trustees of any school section or municipality shall have the same authority to provide a residence for a school teacher, that they now have by law to provide school accommodations.

19. The report of the School Trustees required by law to be laid before the annual school meeting, shall include a summary of their proceedings and state of the school during the year, together with a detailed statement of receipts and expenditure, signed by either or both of the School Auditors of the section; and in case of difference of opinion between the Auditors on any matter in the accounts, it shall be referred to and decided by the County Superintendent.

20. Should the Secretary of a trustee corporation neglect or refuse at any time to give notice of a school trustee meeting, it shall be lawful for any trustee to do so, by giving notice of such meeting to his colleagues.

21. All moneys collected in any school section by the trustee corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and should the trustees refuse or neglect to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such moneys, and the provisions of the 137th section of the consolidated school act, shall apply to them.

22. Any Chairman of a school meeting, who may be elected school trustee at such meeting, shall make the declaration of office now required of trustees by law in presence of the secretary of such meeting.

23. Should the majority of the school trustees, or the majority of a public school meeting, neglect or refuse, in a case of difference in regard to a school site, to appoint an arbitrator, as provided in the thirtieth section of the Consolidated School Act, it shall be competent for the County Superintendent with the arbitrator appointed, to meet and determine the matter, and the County Superintendent shall have a second or casting vote in case they should not agree.

24. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province be present at any lawful meeting, in consequence of the neglect or refusal of their colleagues to meet them, it shall be competent for them to make and publish an award upon the matter or matters submitted to them, or to adjourn the meeting for any period not exceeding ten days.

25. Any Division Court Judge receiving an intimation of appeal from his decision, under the authority of the one hundred and eighth, and five following sections of the Consolidated School Act, shall thereupon certify under his hand to the Minister of Public Instruction, the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereon.

26. *The summer vacations of all the public schools shall be from the 15th of July to the 15th of August, inclusive.*

All Acts and parts of Acts inconsistent with the provisions of this Act, as far as they shall affect this Act, but not to any greater extent, are hereby repealed.

3. TOSSORONTIO ANNUAL TOWNSHIP EXAMINATION.

The Local Superintendent has just sent us the following:—This examination was held 23rd Dec., 1868. The room was filled with children of all school ages; fathers and mothers, sisters and brothers, friends and neighbours, near at hand and far away; trustees, councillors, examiners and judges. The candidates for honors, with their smiling faces and hopeful hearts; the *interested* and the *disinterested* spectators with their respective peculiar looks and movements, and those upon whom it devolved both by wise appointment and ready consent to discover merit and award prizes, with their sober thoughtfulness, were easily distinguishable; and all gave not only a deep, but also a soundly increasing interest on such occasions. The work of the day consisted in the thorough examination of a large number of large and small classes, embracing all the subjects commonly taught in our schools, in deciding and sometimes with

difficulty who were the successful candidates, and in arranging and distributing over one 100 prizes. It involved much toil and weariness; but in addition to the encouragement from the anticipated good effects in such a noble cause, all were favoured with a very acceptable use and strength for both mind and body, through the kindness and liberality of Mr. and Mrs. Andrew Murphy, and Mr. and Mrs. James Gilmore, who, for so many, provided both dinner and tea, not forgetting the children, all of which was heartily and thankfully received and acknowledged. At the close, there was a short discussion with the view of elementary hints for practical purposes, and ascertaining the existing general impression which could be sought more successfully, by going from house to house and in private conversation. Having then unanimously appointed their three faithful judges and examiners and the local superintendent, as a committee to draw up an improved plan for their next examination, many, if not all, left well satisfied and determined to encourage Annual Township Examinations.

II. Papers on Practical Education.

1. THE MAGNETIC TEACHER.

BY WM. OLAND BOURNE.

"Well, girls! on your way to school this bright morning?" I said to a group of children, as I was passing along near the grammar-school in ——— street, in my own district of the city.

"Yes, sir," they answered, looking up at me with pleasure in their eyes.

"Well," I said, "I hope you are good girls, and learn your lessons, and do not give the teacher any trouble."

"Oh, we learn our lessons; but we hate our teacher," was their response.

"What! hate your teacher! You ought to love her."

"We can't. She is the most hateful teacher ever was," they all replied. "She don't love us a bit; and, then, she's so cross we don't have any pleasure at all in school."

"No, no, girls! I guess the girls are at fault. They are late, and do not learn; and then they will do mischief, you know. Now, if you see how good you can be, you will find a great change in the teacher."

And so I chatted, as I frequently do, with the little ones, till they came to the school-house door, and I bade them good morning.

I fell into a train of thought on what I had heard from the lips of the little crowd, who were to be in the hands of an artist for the next six hours, and for many days to come. But what kind of an artist? You go to the doors of an iron foundry, and peep into the smokey dimness of the cavern, where the toilers are working out their life-problems, and you may see some such a worker. The iron-moulder takes a heavy, rough frame of wood, and in the bed of sand lays down the pattern which must be impressed upon it in order to receive the molten metal. Though the pattern be smooth as the keenest blade can make it, the casting is rough and needs planing, and turning, and polishing to finish it for its place in the superbly-constructed engine, or the delicately-adjusted loom. Such a teacher as I have described is like the rough moulder who turns out the rudest form of the work, which must be turned and polished by more skilful hands and more cultivated minds.

But the advantage is on the side of the moulder in sand. If the casting be imperfect, or if it show a flaw, or if it possibly becomes bent in cooling, the iron can be broken up, thrown again into the fire, and recast. The sand can be heaped together, re-laid, and re-moulded. But the delicate structure of the young mind and heart may be carelessly or rudely shocked into a perpetual moral deformity. I know a lad who is condemned to imbecility of intellect, incurable, in consequence of the imprudence and harsh treatment of his early teacher.

Passing on my way near the same school on another occasion, soon after the above incident occurred, I overtook several of the pupils on their way home.

"Well, girls! out of school, and now for home."

"Yes, sir; and we love to go to school."

"Do you? Girls are not very fond of school, are they?" I asked.

"But we are," they replied. "We love our teacher; she makes every thing so pleasant."

These girls were in a class under the care of another teacher in the same school; but how different the influence exerted on the affections—and, through the affections, on the mental power of the pupils—by these two teachers! One was at the positive and the other was at the negative pole of the spiritual and mental battery. One was attractive, the other repulsive. One lent a charm to her class-room, and filled the atmosphere with pleasurable particles of youthful enjoyment, even as the little atoms of dust, floating in the

room, become prismatic in the sunshine that slants in at the window. The apartment is festooned with fragrant associations and recollections, and the group of learners bid her good-bye for the day, with the genuine desire of meeting her again on the morrow.

Such a teacher does not forget that she was herself once a learner. She sympathizes with the young toilers around her, and aims to lead, inspire, and attract with the spirit of a friend and an earnest worker in the highest human employment,—that of preparing intelligent and animated beings for the responsibilities of time and the glories of immortality.

Such a teacher writes her name deep on the heart-tablets of her pupils. They grow up and pass away to the realities of life in all its varied spheres of duty. Scattered in widely distant parts of the world, from the various positions of rank and wealth, or from the humbler scenes of the toiler, in days of prosperity, or in dark hours of sadness and adversity, there will be wafted back, on angel-wings of golden memories, the cheering thoughts of that school-room where the teacher made the sunshine brighter and the hours fleet as she showered the Golden dust of love and sympathy on the hearts of her tender charge. From many a home, and from many a heart, the voices shall go out in holy harmonies that shall call her blessed.

—*Philadelphia Educational Gazette.*

2. FUN IN THE SCHOOL ROOM.

When I went to get my first certificate, the venerable committee-man, along with it, gave me much good advice, some of which I have tried to follow, and some I have not. I cannot tell you all the heads of his sermon, but one I do remember,—one as impossible for me to follow as could possibly be. "Madam," he said ("I was only fifteen, and could not keep from laughing while he thus addressed me), "Madam, I wish you to guard against one thing; and that is, levity in the school-room. I see even now you are rather prone to lightness; but beware! Never laugh or even smile in the school-room. Always carry a dignified, sober face, if you would have your scholars respect you." I thanked the gentleman for advice I knew I could not keep, and, taking my certificate, started for the scene of my labors.

The very first day I caught myself smiling to the little boys and girls, as they watched the new teacher, and looked into my eyes to see if I was going to love them. Once in a while something so perfectly ludicrous would happen that I laughed too. Sometimes I thought they studied all the better for it. Perhaps my smiles took away from my dignity, but I couldn't help it. We were parsing one day, and I said to Harry Smith, "Harry, it is your turn: the sentence is, 'The dogs have barked.' You may parse it all." "Oh," said he, speaking quickly, "teacher, I've barked." We all had a hearty laugh, and Harry joined in it as loud as anybody, when he found he had said barked instead of parsed.

At another time I called out the primer class to spell, and Joseph, almost a man in size, in a fit of absence of mind, went and stood with them, did not discover his mistake until I put out "boy" to him. Then he laughed and took his seat. How could teacher and scholars keep perfectly sober then? On another occasion I requested John to give me the feminine of monk. "Monkey," he answered, in a loud, confident tone. At another time I asked my pupils if any of them smoked; and one little fellow, about ten, raised his hand and said, "I don't: I quit long ago." I wanted to laugh then, but I did not, for I thought that was one of the times when my old friend's advice ought to be followed.

I have generally found that a good laugh in the right place will do more good than a rod. I heard a lecturer, not long since, who said it was always dangerous for a teacher to joke with his scholars. It seemed to me that he was about as far from the truth as my old friend the committee-man. Never joke with your scholars when they have done wrong, would be my advice to any who might want it; but do not be too much afraid of real wit, even in the school-room. It sharpens the intellect wonderfully. I do not wish to laugh at the misfortunes or follies of my scholars; but their innocent witticisms, their childlike blunders, their happy laughter, their quaint sayings, bring the smile unbidden to my face, and do my soul good like a medicine.—*Main Normal.*

3. MEMORIES OF THE SCHOOL-ROOM.

The influence of external surroundings and associations in moulding character is a subject of general observation, and certainly at no period in life do they exert so powerful an influence in shaping the plastic mind as during childhood and youth. As the delicate wing of an insect resting on the newly-moulded potter's vessel may leave an imprint there which will far outlast its own fleeting life, so the impressions which the mind receives from external objects are ineffaceable, and remain fresh and distinct long after the objects which produce them have perished.

How well do we all remember the school-house where we received our early education, the foundation upon which has been reared all our subsequent attainments! What a prominent place does this picture occupy in memory's gallery! We view all its surroundings: every tree, rock, and shady nook has its own little story of childish sports and youthful pleasures. There, too, we recall every thing connected with the internal arrangement, the maps which relieved its dusky walls, the few inferior pictures which attracted our youthful fancy, the arrangement of the school furniture and its adaptation to the wants of the pupils; and all these impressions as certainly had their effect in moulding the character as the instruction which was imparted by the teacher. We may not have recognized it at the time, and may not know be conscious of it; yet we now from general principles that it must be the case.

Take, for example, one of the old, shattered, broken-down school houses that we so frequently find scattered throughout the country. There is no play-ground attached; weeds grow rank and luxuriantly around it. Externally it looks like the relic of the former age. Enter: the door creaks complainingly on its hinges, and you find yourself in a small, low, dark room, where ventilation is secured by openings beneath door and windows, through which the wind howls dismally; the walls are without maps or charts, and stare at you with such blank faces that it seems a relief to see your shadow there. The room is cold and comfortless, the children are found huddling together as near the stove as possible to secure greater comfort. What must be the effect of such surroundings upon the youthful mind which here receives its first impulse in the path of knowledge? No wonder that the children look upon it as a place of torture, and that in after-years they recall their school days, not as the happiest seasons of their lives, but rather as a period of imprisonment from which they longed to escape.

On the contrary, let us visit in imagination a neat, substantial, tasteful school-house, such as, we are happy to say, do dot the country here and there, and which should serve as models to be imitated or improved upon by all succeeding architects of school-houses. The site is beautiful: it is surrounded by ample grounds tastefully adorned; the building itself presents an attractive appearance; and within are all the appliances necessary to the comfort of the pupils and their rapid advancement in study. The furniture is appropriate, the walls are clean and white or neatly papered, and furnished with blackboard, maps and charts, such as will best facilitate the acquisition of knowledge in all the branches pursued, and, here and there, looking calmly down upon the proceedings of the school-room, is a painting or engraving of one of the great world's great men, to which the teacher can occasionally point as an example worthy of imitation by all the pupils. Pictures of such men will render the children familiar with their faces, character and history, and convey impressions to their minds which will never afterwards be forgotten.

Such things as these give an air of refinement to the school-room that renders it attractive to all hearts; and in after-years hundreds who have bid farewell to its hallowed scenes, recall with delight the associations of their school-days.

The school-room gives us almost our first impressions of life, aside from home influences; and how important that the associations should be pleasant and agreeable, influences refining and elevating! for the ideas and impressions there received will be fresh and vivid long after the school-house itself may have crumbled away.—*Albany Journal of Education.*

4. SCHOOL-ROOM ANTIQUITIES.

A few years ago I bade a final adieu to one of the relics of the early day. It was a school-house so characteristic, in its structure and appointments, of the rude and unappreciative pioneer time, that a sketch of it and its quondam occupants may be acceptable. It stood, as is customary with school-houses in my country, at a "four corners;" but the approaches to it were over low and marshy ground, and the foundation was so soft that the building had sunk in it nearly to the windows, while the top of the door-casing, as I stood before it to enter, was just opposite my neck. The small lot about it had never been cleared, and logs that belonged to a former generation of trees still lay rotting there; out buildings or fences there was none, and never had been. The house itself was in size about twenty-six by twenty feet, with a space of about eight feet "between floors." It was built of large logs, roughly hewn on two sides, and hastily piled one over another, the chinks being filled with mud and split sticks, which in the course of years had made an effective ventilating apparatus. The sides were rudely banked up, the earth very nearly reaching the windows. It was shingled with "shakes," nailed on as they came from the splitter's hands.

This pen was entered by an indescribable, old battened-door, split and defaced by the jack-knives of successive generations. It had changed front at least once, both the long edges bearing marks of service in holding the rude lock and latch. It opened but a foot

and a half, and then grounded upon the floor,—and a miscellaneous collection of unplanned boards, carelessly nailed down, generally loose and rattling under the tread, and worn or burnt through in many places. Above were beams with the bark still on, hewn slightly on the upper side, on which a few “culls” were thrown, through the intervals of which and the interstices of the roof of the blue heavens could be seen at many points. A large, square hole through the garret-floor, without protection against the stove-pipe, and a like one in the roof, formed the substitute for the chimney.

The upper sashes were all gone from the windows, and their places were generally supplied by old boards tacked on. From the other sashes the panes were mostly missing. There were only thirty lights where eighty-four should have been. The rear window, from the unequal settling of that end of the house, had assumed a singular rhomboidal shape.

The furniture corresponded to its place. An entire long desk ran along one side, and half of such a one stood on the other. They were made of rough boards leaned against the walls at a difficult angle, and whittled, burned, ink-stained, and otherwise inscribed in a manner thoroughly hopeless of description. Probably some dozens of obscene figures and words could have been counted upon them. There was one long bench that rejoiced in the luxury of a back, and five of varying lengths that were bereaved of this convenience. Some of the boys had ingeniously improvised resting places for their spines; the girls, for the most part, tortured theirs against the sharp edges of the desks. It is needless to add that both desks and seats were a world too high.

The blackboard—for blackboard there was—consisted of three thin pieces of board fastened upon two bits of scantling, and covered with common black paint by some artist of the Middle Ages. This unique arrangement was ignominiously slanted up against the wall, and had evidently survived its usefulness long before my wondering eyes beheld it. A huge, battered, old stove, with an immense greenwood poker, completed the appointments of this institution of learning. Taken for all in all, I shall not look upon its like again. Among the few remaining log school houses in the country, this was entitled to the first premium as the ancient hovel par excellence. I place among my lost opportunities the failure to photograph it for the benefit of your readers and of future antiquaries.

During my round of visits two years ago, I found a teacher nominally on duty there, who also corresponded to his place, and deserves a shelf in the cabinet of educational antiquities. He was a genuine relic of the old days of pedagogy,—a boorish-looking and boorish-mannered man of about sixty years, foreign born, with an education which gave no occasion to his fellow-citizens to wonder how one small head could carry all he knew. There he sat upon one of the long benches aforesaid, with spectacles on his nose, and long, ragged switch in hand, his hair unkempt and awry, his clothes coarse, dirty, patched, his great clouded shoes projecting at the ends of lank limbs far out upon the floor,—the ideal keeper of a “hedge school.” He was evidently waiting, like Micawber, for something to turn up. The few children present, unanimously deserting the desks and huddling about the stove, gazed wondered-eyed and open-mouthed at the unwonted phenomenon of a visitor. In time, however, one volunteered to go and read. “What! you comin’!” was the salutation which met her. “Well, go on!” And she went on, pretty much at her own sweet will, until tired of the performance, when she “excused” herself.

Another season of patient waiting by the teacher was rewarded by the coming of another who had taken it into her head to read; and, a like exercise having been engaged in several times without much variety, I suggested that I should be pleased to hear some of his classes in other branches recite. “Waal, we don’t study much else but readin’ hear. The cold drives ’em away from the winders, and they can’t write. I makes figgers for ’em sometimes on the board, and a few of ’em has a little jogriffy or somethin’. But, as a general thing, we don’t have much but readin’. They reads round ’bout six times a day.” The time drawing near for the close of school for the day, I mentioned the spelling classes, and stated that I should like to hear them before I went. “There’s none of ’em spells, scarcely,” was the reply. “Praps some of ’em can spell little words like cat, and dog, and hog, but they mostly reads.” As I still insisted on hearing a spelling class, he formed one for the occasion. “All you that wants to spell now come round here.” A few active volunteers then began a process of drumming up, punching up, and pulling up that presently resulted in an irregular semicircular formation of a good sized squad upon the floor near the teacher, who had not changed position during the whole scene. The spelling began, continued, stopped. That is all I am able to write of it. My pen utterly refuses to attempt its description. By the closing of this remarkable exercise the children suspected that it was time for school to “let out,” and away they went, pell-mell, hurry-scurry, standing not upon the order of their going.

This is a hasty story of things as they were. They will be so no longer. “The old school-house is altered some.” The people there as generally elsewhere, it would seem, throughout the Commonwealth, are awakening to their highest and best interests. A neat and spacious building has been substituted for the rattle-trap I have tried to describe. Into it a good teacher and a good school went last winter, and a new era for that district began. The old things of education are passing away. Let us thank God, and take courage. —*Michigan Teacher.*

III. Papers on Agriculture in Schools.

1. AGRICULTURE IN COMMON SCHOOLS.

An intelligent farmer, Mr. Robson, of Ilderton, Township of London, has drawn our attention to what he considers an important omission in common school education, especially in the rural districts. He requests us to give publicity to the following extract from Jas. J. W. Johnston’s Lectures on the general relations which science bears to practical agriculture:

“I believe many persons look forward to the introduction of agricultural instruction into common schools, and I think it very important that this should not be lost sight of. In the lower grade of schools, I think it most important, and it should commend itself to those having the affairs of the State in charge. The mass of your countrymen get their instruction in these schools. You reach a greater number by introducing this study into these schools, and you reach them at the least possible expense of money and time. You only ask the schoolmaster to give a little time to teaching one certain book, selecting for its bearing on the principles only of agriculture. To facilitate this instruction, I drew up my little catechism. It has been introduced extensively into the schools of Great Britain, and translated into almost every European language. But this obstacle has been found to exist, not only at home, but in other countries, and that is, the want of qualification or inclination on the part of the schoolmaster, to teach. In Scotland, our schoolmasters are well educated men, but they are fixed and stationary, pursuing the vocation at one place generally all their lives, unless, as is rarely the case, some of the more skilful ones are transferred to places of greater emolument. These men find no difficulty in introducing this catechism. It has also been introduced into the schools in England, but there the grade of schoolmasters is lower. But we have there national schools for the education of teachers, the effect of which is, that a race of men are now coming out, who are capable of teaching this branch of knowledge. The same difficulty exists in Belgium and France, where their schoolmasters are not sufficiently instructed themselves to teach it. Of course this obstacle is only to be overcome by additional instruction to the schoolmasters, and it is a reproach to them, that they have so little application or capacity, that they cannot learn a catechism which a boy seven years old can perfectly understand. I examined a class of about a dozen boys, the eldest of whom was fourteen, and the youngest seven years of age; the eldest got the first prize, the youngest the second. It cannot, therefore, be difficult for a schoolmaster to learn to teach these simple principles.

“There is one obstacle, which, in this State, appears to me to be one of some difficulty—an obstacle to the introduction of this kind of study into the schools, and that arises from the unsettled condition of your teachers. You have not schoolmasters who permanently remain in one district; the trustees engage a teacher for a limited time, and then both parties are at liberty to quit their engagement. In England, they are fixed residents in the parish to which they belong. The difficulty here is, therefore, one of some moment. It precludes a unity of system, a concentration of effort in carrying it out, and it prevents the schoolmaster from taking that pride in the progress of his pupils, which he would have if he knew that a school was to be under his care for years, and he responsible for its management. This may stand in your way in introducing this study into your common schools, but it is not insurmountable, and you would do well to inquire how far it is practical to surmount it.”—*London Prototype.*

2. WHY I WANT THE BOYS TO LEARN FARMING.

BY HORACE GREELEY.

Every pursuit or calling that ministers to the sustenance, comfort or enlightenment of mankind is honorable and laudable. That is a narrow and essentially false conception which regards the farmer as more a benefactor than a beneficiary, and stigmatizes as drones and cornorants, all who do not directly contribute to the production and increase of material wealth. The upright, able lawyer, the studious, skilful physician, the pious, loving clergyman, are working men, as

truly and quite as nobly as though they were wood-choppers or bricklayers. He who, by whatever means, helps to diminish the fearful aggregate of ignorance, sin, and suffering in the world, and diffuse instead, knowledge, virtue, and happiness, is worthy of all honor, and far from me be the wish to discourage and degrade him. And yet I hold it the duty of every father to look well to the physical and industrial training of his sons and daughters—to see that each of them is early inured to some form of manual labor, and thoroughly trained to efficiency in some pursuit which ministers directly to the material or physical needs of mankind. My reasons for this conviction are summed up as follows:

I. The demand for intellectual labor, or its products, and even for mercantile capacity, is exceedingly capricious. In a season of commercial prosperity, a great city affords employment to thousands as clerks, bookkeepers, teachers of music, languages, etc., who will nearly all be left high and dry by the ebb of the tide. War, pestilence, a bad harvest, a business revulsion, throws them suddenly out of employment, and no merit or excellence on their part can avert the catastrophe. I would have every man so armed and equipped for the battle of life that, if suddenly unhorsed, he can fight on efficiently and undismayedly on foot.

II. The professions are fearfully overcrowded. A Western village is half peopled by doctors, lawyers and clergymen, who have rushed in ahead of the expected flood of immigration. Like miners in the Sierra Nevada, or Rocky Mountains, they have severally staked out their claims, and are waiting for others to come in and help to develop and work them to mutual profit. But "while the grass grows, the steed starves." Whatever may be their fortune ten or twenty years hence—and events are constantly interposing to blast their sanguine hopes—doctor, lawyer, minister, are often winning but a meagre, precarious support for the present. "I cannot dig; to beg I am ashamed," is the plaint which many would utter if they could afford to be frank and outspoken. Thousands suffer and stagger on, oppressed by want and ever-increasing debt, who would gladly take refuge in productive industry if they had been trained with familiarity to pitch-forks and plough-handles. They would out-grow their present embarrassments if it were not for the new doctors, lawyers and clergymen, annually ground out to compete with them for practice or parishes, and whose training is as helplessly one-sided as their own. I would qualify the professional men who shall henceforth be trained for a broader and more assured usefulness than that of their elder brethren.

III. New York City swarms with hungry, needy, shivering covering, cringing fellow-mortals, all in eager, imploring quest of "something to do." To the reproach of what passes for education, I must say that a majority of these have had considerable money spent in schooling them for lives of usefulness. They are qualified, I presume, to keep books, or copy manuscripts, or teach languages, or act as governesses, or follow some other of the frightfully overstocked vocations. But when I say to one of them, "The work you seek is positively not to be had, since ten want to do it where one wants it done; you must strike off into the broad, free country, and ask farmer after farmer to give you work, till you find it," the general response, "I know nothing of farming," strikes on my ear like a knell. Even at seasons when the farmers were intensely hurried by their summer harvest, and ready to pay largely for any help that was not hindrance, I have known our city to be thronged with weary, sad petitioners for "something to do." If our current education were not a blunder, or a fraud this could not be.

3. BIRDS AND THEIR USES IN AGRICULTURE.

The *Advocate* says the following facts are derived from correct sources of information, of the question how to get rid of the worms. Baron Von Tschudi, the well known Swiss naturalist, says:—"Without birds, successful agriculture is impossible. They annihilate in a few months a greater number of destructive insects, than human hands can accomplish in the same number of years. Amongst the most useful birds for this purpose may be classed the swallow, wren, robin redbreast, titmouse, sparrow and finch." Tschudi tested a titmouse upon the rose bushes of his neighbor and rid the same in a few hours of innumerable lice. A robin redbreast killed in the neighborhood of eight hundred flies in an hour. A pair of night swallows destroyed in fifteen minutes an immense swarm of gnats. A pair of wrens flew thirty-six times in an hour, with insects in their bills, to their nests. He considers the sparrow very important, a pair of them carrying in a single day 300 worms or caterpillars to their nests—certainly a good compensation for the few cherries they pluck from the trees. The generality of small birds carry to their young ones, during the feeding period, nothing but insects worms, snails, spiders, &c. Sufficient interest should be manifested by all to prevent the discharge of firearms in the vicinity of orchards, vineyards and flower gardens, as thereby the useful birds become frightened.

4. THE BAROMETER IN AGRICULTURE.

Some ten years since the agricultural press of the country published several articles commending the usefulness of the barometer for foretelling the weather. People became interested in the subject, inquiries were made for instruments, and in a few months the country swarmed with travelling agents, selling barometers. Most of the instruments so distributed were very inaccurate, and comparatively worthless; and, as but few of the purchasers had any experience in making observations, they soon found them to be of no practical use, and became thoroughly disgusted with them.

The best barometer for the farmer is the straight glass tube, closed at the top, filled with quicksilver, dripping into a capacious cistern. By using a large cistern, the rise of mercury therein, when the barometer falls, is greatly diminished, and thus the apparent and real rise are nearly co-equal. It should be placed in a room not subject to extreme changes of temperature, since heat expands the mercury, to such an extent that, for accurate scientific purposes, a correction for difference is necessary, to show the height caused by atmospheric pressure alone.

The mere fact that the barometer is high or low, neither indicates fair weather nor foul; it is only by successive observations, compared with each other, that the weather may be predicted. Several years since, an English observer laid down this general rule, which subsequent experience has confirmed: "After a continuance of dry weather, if the barometer begins to fall slowly and steadily, rain will ensue; but if the fine weather has been of long duration, the mercury may fall two or three days before a change will take place, and the longer the time which elapses before the rain comes, the longer the wet weather is likely to last." Again, in a time of continuous rain, if the barometer gradually rises, fair weather is certain to follow, although it may continue to rain one or two days before the change will take place.

Of eighty-six storms of snow and rain in 1868, fifty-six were preceded by a fall of the barometer, extending from six to twenty-four hours; fourteen, by from twenty-four to forty-eight hours; ten succeeded a rise, lasting from twelve to twenty-four hours, immediately after a previous depression; two succeeded a rise extending forty-eight hours, and four were unattended by any disturbance of atmospheric pressure.

It will be seen from the results above mentioned, that by watching the barometer carefully, the future weather may be predicted with a probable degree of accuracy. Its value, therefore, to the farmer, when cutting grass and grain, can hardly be over estimated. I will relate a single instance. One morning early in July, a neighbouring farmer came into town, and said he had ten acres of grass down, and should cut ten acres more that day, as the weather was fine, and had every appearance of continuing so. I told him that the barometer had been falling for two days; advised him to go home and secure the hay already cut, as it would certainly rain within twenty-four hours. He followed my advice: the next day it commenced raining and continued three days. From that time his confidence in the barometer was firmly established—A. H. Sheldon, in *Hearth and Home*.

5. AMERICAN EDUCATION IN AGRICULTURE.

The following statement of Government grants of agricultural institutions, in accordance with the Congressional act, is said to be correct:—

	Land Scrip.
Yale College Scientific School.....	\$160,000
Amherst College.....	360,000
Cornell University, Ithaca, N. Y.....	990,000
Centre County (Pa.) College.....	720,000
College, Lansing, Mich.....	240,000
College, Maryland.....	210,000
College, Hanover, N. H.....	150,000
College, Burlington, Vt.....	150,000
College, Madison, Wis.....	286,000
College, Morgantown, Va.....	150,000
College, New Brunswick, N. J.....	210,000
College, Lexington, Ky.....	330,000
College, Oakland, Cal.....	150,000
College, Providence, R. I.....	120,000
College, Manhattan, Kan.....	90,000
University, Illinois.....	480,000
College, Iowa.....	390,000
Total.....	\$5,186,000

It is safe to estimate that the donations from cities, communities, and private individuals, including that of Mr. Cornell, amount to \$2,000,000 more.—*Philadelphia Educational Gazette*.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for JANUARY, 1869.

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

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Range, Daily Range, Highest, Lowest, Monthly Maximum, Monthly Minimum, Monthly Means, and Monthly Range.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds, and Amount of Rain and Snow.

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

REMARKS.

BARRIE.—On 20th, violent wind storm. 27th, partial eclipse of moon, visible only a few minutes on account of clouds; ended about 9.30. 28th, brilliant lunar halo. Snow 1st, 2nd, 5th, 6th, 8th, 9th, 10th, 20th, 21st, 23rd, 28th, 29th, 30th. Rain 9th, 21st, 30th. Month generally characterized by exceedingly mild weather. BURLINGTON.—Snow 1st, 2nd, 11th, 13th, 20th, 21st. Rain 9th, 30th. Month exceedingly mild. CORNWALL.—27th, partial eclipse of moon; first observed at 7.08 P.M.; greatest obscuration 8.17; last visible contact at 9.26; duration 2 hours 18 min., magnitude 5.12 of moon's diameter. Snow, 12th, 20th, 23rd, 28th. GODERICH.—Great thaw began on 3rd, and snow nearly gone on 4th. Ice on Maitland river broke up on 10th, and harbour open. 16th, ice again formed on lake but soon broke up. 24th, new ice on lake, roads bare and dusty. 30th, ice broke up. Hail 5th and 20th. On 28th, large lunar halo: Wind storms 1st, 9th, 20th, 21st, 25th, 26th, 29th, 31st. Rain 9th, 29th. Month unusually warm and fine, but very productive of various descriptions of disease. HAMILTON.—Severe snow storm on 1st, 2nd and 5th, hail 7th, at 7 P.M., an ordinary meteor 40° high E, fell eastward. 17th and 18th, at

icicles of sap observed from broken twigs of maple. 23rd, dust in clouds. 28th, lunar halo early in evening, disappeared about 10 P.M. Gales of wind national way, to the entire satisfaction of the chief engineer, Colonel By. The stupendous locks, &c., at Jones' Falls, were the portion of this great work that Mr. Redpath was more immediately engaged in, (as his partner was in the construction of the series of locks at Ottawa), and we are informed that they are as perfect now as when first finished. Mr. Redpath took a lively interest in the development of the resources of Canada, and aided in many public improvements by his means and management. He was one of the first promoters of a forwarding company on the Ottawa and Rideau route, and he was a partner in a steamboat company between Montreal and Quebec. He was largely interested in the Montreal Telegraph Company from its commencement, and more recently took a heavy interest in copper and slate mines in the Eastern Townships, iron mines at Hull, and coal mines in Nova Scotia. He was the first to turn attention to sugar-refining in Canada, and erected and carried on the extensive refinery near the St. Gabriel locks, which constitutes such a prominent and important part of the manufactures of this city. For thirty-five years he has been a Director in the Bank of Montreal, of which he was Vice-President since the death of the Hon. Peter McGill. He was an active Alderman of the first City Council of Montreal, and first President of the Mechanics' Institute. It was, however, in works of Christian philanthropy that Mr. Redpath found his highest and most congenial field of usefulness. For many years he gave unremitting attention to the Montreal General Hospital, part of the time as chairman of the Committee of Management and latterly as President. The first meeting to get up a House of Industry in Montreal was held in his house, Dalhousie Square, in 1835. He also took a deep interest in McGill College, and was one of the special subscribers to its endowment.—*Witness.*

Month very dry and mild.

PEMBROKE.—On 20th, large lunar halo. Wind storms on 5th, 9th, 20th, 24th, 30th, 31st. Snow 2nd, 5th, 6th, 9th, 11th, 15th, 19th, 20th, 21st, 23rd, 24th, 26th, 28th, 29th, 30th, 31st. Rain 5th, 9th. Temperature remarkably high.

PETERBOROUGH.—On 20th, the auroral light this evening was like a soft brilliantly white cloud, close over NH, about 9° across in centre and tapering towards E and W; hail; very brilliant meteor at 10.12 P.M., like a large blue rocket, in S part of Z, which fell perpendicularly for a considerable distance and shed a bright rich light. 31st, meteor at 8.15 P.M.; bright, cast shadows as it glided along, moved rapidly from N to S in W part of Z, and burst into fragments, leaving train visible for some seconds. Hail on 20th. Snow 1st, 2nd, 5th, 6th, 8th, 11th, 13th, 20th, 21st, 27th, 28th, 29th, 30th. Rain 8th, 9th, 29th, 30th. Month generally dull and gloomy, with unusually high temperature, mean being 23°.33, and for January, 1868, 14°.95. Very little snow on ground.

SIMCOE.—On 27th, the sky being overcast, the lunar eclipse could not be observed. Wind storms 1st and 23rd. Snow 1st, 10th, 11th, 18th, 27th, 28th, 30th. Rain 2nd, 8th, 9th, 29th. This has been one of the most extraordinary months ever known at the station. The roads were as dusty as in summer, and birds almost as numerous as in spring.

STRATFORD.—Thaw from 3rd to 9th, inclusive. 27th, eclipse of moon, not seen; sky unfavorable. 28th, large lunar halo, 7.30 P.M. Wind storms, 1st, 3rd, 9th, 30th. Fogs 17th, 29th. Snow 1st, 2nd, 5th, 10th, 18th, 28th, 30th, 31st. Rain 8th, 9th, 29th, 30th.

WINDSOR.—On 3rd, meteor from E towards N; lunar halo. 6th, meteor from N towards W. 7th, meteor from N towards W. 10th, meteor from S towards SW. 13th, meteor from S towards SE. 16th, lunar halo. 25th, large and distinct lunar halo, and again on 26th. 28th, large lunar halo. Wind storms, 1st, 4th, 8th, 19th, 23rd. Snow 1st, 2nd, 18th, 25th, 27th, 30th, 31st. Rain, 2nd, 8th, 29th.

V. Biographical Sketches.

1. JAMES WEBSTER, ESQ.

He was the second son of James Webster, Esq., of Balruddery, County of Forfar, Scotland, and was born on the 28th of May, 1808, and was consequently at the time of his death in the sixty-first year of his age. In the year 1833—six years after Guelph was founded—he emigrated to Canada, his companion on the voyage being the late Rev. Peter Bell, Mr. Webster's tutor—and who also is well known as the inventor of the reaping machine. Some two years previous to that the late Hon. Adam Ferguson had made a tour through Canada. He returned to this country in 1833, along with Mr. Webster, and the two bought in shares 7,200 acres of land in the township of Nichol, and founded the village of Fergus. Mr. Webster and another gentleman from Scotland—Mr. Buist—took up their residence in the first house ever built in Fergus, and passed the winter of 1833-4 in what was then the solitude of the forest, though Fergus is now a large and thriving village, and the scene of busy industry. Through the efforts mainly of Mr. Webster, settlers began to come in. Mr. A. D. Ferrier, who came to Fergus in 1834, states that in the summer of that year, several houses, including an inn, were put up, a church and school-house soon followed, and in the autumn a good many settlers bought lots and planted themselves down in the bush. Mr. Webster took the most lively interest in the progress and prosperity of the infant settlement. The early settlers had many difficulties to encounter and overcome in these years, but they had always a fast and true friend in Mr. Webster, who was ever ready to lend a helping hand and cheer them on their way. Many of these old settlers, yet alive, will bear his memory in grateful remembrance for the many acts of kindness done to them by him while they were as yet strangers in a strange land, and beginning as it were the world anew. In 1835, he was one of the township commissioners, and a commissioner of the Court of Requests. When the new municipal act came in force he was appointed a District Councillor for the township of Nichol. In 1844, when the second election took place for the then District of Wellington, Mr. Webster opposed Mr. Durand in the Conservative interest, and was declared elected by the small majority of seven. In 1857, at the general election he contested the North Riding of Wellington in the Conservative interest against the late Mr. Charles Allan. The latter was elected, but afterwards unseated. In 1859, he was elected Mayor of Guelph. In June of the same year he was, on the death of the late Mr. Peterson, appointed Registrar of the County of Wellington, and held the office till his death.—*Mercury.*

2. JOHN REDPATH, ESQ.

He was born in Earlston, Scotland, in 1796, and was early left an orphan. After learning his trade as a builder, he emigrated to Canada in 1816, and has resided since that time in Montreal, with the exception of one year in Quebec and a few years on the Rideau

Canal during its construction. In company with the late Hon. Thomas Mackay, he executed several extensive contracts on that national way, to the entire satisfaction of the chief engineer, Colonel By. The stupendous locks, &c., at Jones' Falls, were the portion of this great work that Mr. Redpath was more immediately engaged in, (as his partner was in the construction of the series of locks at Ottawa), and we are informed that they are as perfect now as when first finished. Mr. Redpath took a lively interest in the development of the resources of Canada, and aided in many public improvements by his means and management. He was one of the first promoters of a forwarding company on the Ottawa and Rideau route, and he was a partner in a steamboat company between Montreal and Quebec. He was largely interested in the Montreal Telegraph Company from its commencement, and more recently took a heavy interest in copper and slate mines in the Eastern Townships, iron mines at Hull, and coal mines in Nova Scotia. He was the first to turn attention to sugar-refining in Canada, and erected and carried on the extensive refinery near the St. Gabriel locks, which constitutes such a prominent and important part of the manufactures of this city. For thirty-five years he has been a Director in the Bank of Montreal, of which he was Vice-President since the death of the Hon. Peter McGill. He was an active Alderman of the first City Council of Montreal, and first President of the Mechanics' Institute. It was, however, in works of Christian philanthropy that Mr. Redpath found his highest and most congenial field of usefulness. For many years he gave unremitting attention to the Montreal General Hospital, part of the time as chairman of the Committee of Management and latterly as President. The first meeting to get up a House of Industry in Montreal was held in his house, Dalhousie Square, in 1835. He also took a deep interest in McGill College, and was one of the special subscribers to its endowment.—*Witness.*

3. ALPHONSE DE LAMARTINE

Was born at Macon on the 21st of October, 1792. His father, the Chevalier de Lamartine, was a loyalist, and fought in defence of the royal family on the 10th of August, 1792. He was thrown into prison during the Reign of Terror, and on his liberation, he retired to Milly, near Macon. There the young poet was brought up till the age of 12 years, when he was sent to learn Latin with a priest in the neighborhood. Shortly afterwards he was sent to the college of Lyons, and from that he was removed to the Jesuit college at Belley. In 1809 he was sent off to Paris. In 1811 he went to Italy, and passed the following winter in Rome. He returned to France in 1814, and entered the King's Body Guard. On the return of Napoleon from Elba, Lamartine retired into Switzerland. After the restoration in 1815, he returned to Paris; and in 1817 produced the first of the poems which were afterwards to render him so famous. About 1820 he was appointed to the Neapolitan embassy. He resided partly abroad and partly in Paris till 1825, and from that time till 1830 he lived in Florence. Prior to the fall of Charles X., Lamartine was offered the embassy to Greece; but the revolution having put an end to that arrangement, he declined to serve the government of Louis Philippe. In 1832 he undertook his great journey to the East; and on his return to France, more than a year later, he found he had been elected a deputy. His political position was rather strange. His family traditions were legitimist, but his own tendencies were towards a more democratic order of things. He, therefore, held a sort of middle position in the Chamber. On the death of the Duke of Orleans in 1842, Lamartine supported the claim of the Duchess to the regency. On the fall of Louis Philippe, Lamartine proposed the nomination of a provisional government, of which he became the head. It was then that he stopped an outbreak of the populace by his wonderful eloquence and courage. But he had really no political sagacity. He joined in the establishment of the *ateliers nationaux*; and when national bankruptcy threatened, he at last saw that government required something more than eloquence, and resigned, supporting the dictatorship of Cavignac. He was a candidate for the presidency; but he had only a small number of votes. In 1849 he was elected a *depute*. In 1861 he retired from political life, and endeavored to restore order in his private affairs by continuous literary labor. In 1856 he was so reduced in circumstances that he made an appeal to the public to subscribe to his *Cours familier de litterature*, which was to appear monthly in French and English. Most of our readers will remember that in the fall of 1856 he even sent an agent to Canada (M. Desplace) to obtain subscribers. This periodical did not produce the results that were anticipated; and in 1858 his friends tried to raise a subscription for him, but without much success. In 1860 the municipality of Paris presented him with a house in the Bois de Boulogne, and his chateau at Macon was relieved of debt and returned to him. Lamartine was rather a voluminous writer than a great author. As a

poet he will never take a very high place; and although he played a conspicuous part in politics, he hardly deserves the name of a politician—so his highest claim to admiration must rest on his being a great orator.—*Montreal Gazette.*

VI. Miscellaneous.

1. WHAT IS NOBLE.

What is noble? To inherit
Wealth, estate, and proud degree?
There must be some other merits
Higher yet than these for me?
Something greater far must enter
Into life's majestic span;
Fitted to create and centre
True nobility in man.

What is noble? 'Tis the finer
Portion of our mind and heart,
Linked to something still diviner
Than mere language can impart;
Ever prompting—ever seeing
Some improvement yet to plan,
To uplift our fellow-being,
And, like man, to feel for man!

What is noble? Is the sabre
Nobler than the humble spade?
There's a dignity in labour
Truer than e'er pomp arrayed;
He who seeks the mind's improvement
Aids the world in aiding mind;
Every great commanding movement
Serves not one, but all mankind.

O'er the forge's heat and ashes,
O'er the engine's iron head,
Where the rapid shuttle flashes,
And the spindle whirls its thread;
There is labour lowly tending
Each requirement of the hour,
There genius still extending
Science and its world of power.

'Mid the dust, and speed, and clamour,
Of the loom-shed and the mill;
'Midst the clank of wheel and hammer,
Great results are growing still:
Though too oft by fashion's creatures
Work and workers may be blamed,
Commerce may not hide its features,
Industry is not ashamed.

What is noble? That which places
Truth in its enfranchised will;
Leaving steps, like angel traces,
That mankind may follow still.
E'en though scorn's malignant glances
Prove him poorest of his clan,
He's the noble who advances
Freedom and the cause of Man!

2. ARCHBISHOP TRENCH ON THE ENGLISH LANGUAGE.

SAXON THE BASE OF THE LANGUAGE

"If you wish to have actual proof of the fact that the radical constitution of the language is Saxon, try to compose a sentence, let it be only of ten or a dozen words, and the subject entirely of your own choice, employing therein only words of a Latin derivation. You will find it impossible, or next to impossible, to do this. Whichever way you turn some obstacle will meet you in the face. On the other side, whole pages might be written, not, perhaps, on higher or abstruser themes, but on familiar matters of everyday life, in which every word should be of Saxon extraction; and these pages from which, with the exercise of a little patience and ingenuity, all appearance of awkwardness should be excluded, so that none would guess, unless otherwise informed, that the writer had submitted himself to this restraint and limitation, and was drawing his words from one section of the English language.

But because it is thus possible to write English, foregoing altogether the use of the Latin portion of the language, you must not, therefore, conclude this latter portion of the language to be of little value, or that we should be as rich without it as with it. We should be very far indeed from so being. I urge this, because we hear sometimes regrets expressed that we have not kept our language more free from the admixture of Latin, and suggestions made that we should even now endeavour to restrain our employment of this within the narrowest possible limits."

HOW THE LANGUAGE AROSE.

"The battle of Hastings had been lost and won. Whether under more prudent leadership, the Saxon battle-axes might not have proved a match for the Norman spears, we cannot now determine. But the die was cast. The invader had, on that day, so planted his foot on English soil, that all after efforts were utterly impotent to dislodge him. But it took nearly three centuries before the two races—the victors and the vanquished—who now dwelt side by side in the same land, were thoroughly reconciled and blended into one people. During the first century which followed the conquest, the language of the Saxon population, was as they were themselves, utterly crushed and trodden under foot. A foreign dynasty, speaking a foreign tongue, and supported by an army of foreigners, was on the throne of England; Norman ecclesiastics filled all the high places of the Church, filled probably every place of honor and emolument; Norman castles studded the land. During the second century, a reaction may very distinctly be traced, at first most feeble, but little by little gathering strength, on the part of the conquered race to re-assert themselves, and, as a part of their re-assertion, the right of English to be the national language of England. In the third century after the conquest, it was at length happily evident that Normandy was forever lost, that for Norman and Englishman alike there was no other sphere but England; this re-assertion of the old Saxonism of the land gaining strength every day, till, as a visible token that the vanquished were again the victors, in the year 1349, English and not French, was the language taught in the schools of this land.

"But the English, which thus emerged from this struggle of centuries in which it had refused to die, was very different from that which had entered into it. The whole of its elaborate inflections, its artificial grammar, showed tokens of thorough disorganization and decay; indeed, most of it had already disappeared.

"The leading men in the state having no interest in the vernacular, its cultivation fell immediately into neglect. The chief of the Saxon clergy deposed or removed, who should now keep up that supply of Saxon literature, of the copiousness of which we may judge, even in our day, by the considerable remains that have outlived hostility and neglect? Now that the Saxon landowners were dispossessed, who should patronize the Saxon bard, and welcome the man of song in the halls of mirth? The shock of the conquest gave a death-blow to Saxon literature. The English language continued to be spoken by the masses, who could speak no other; and, here and there, a secluded student continued to write in it. But its honors and emoluments were gone, and a gloomy period of depression lay before the Saxon language as before the Saxon people. The inflection system could not live through this trying period. Just as we accumulate superfluities about us in prosperity, but in adversity we get rid of them as incumbrances, and we like to travel light when we have only our own legs to carry us—just so it happened to the English language. For now all these sounding terminations that made so handsome a figure in Saxon courts, as superfluous as bells on idle horses, were laid aside when the exercise of power was gone.

"But another force—that of external violence—had been at work also for the breaking up of the grammar of the language. A conquering race, under the necessity of communicating with a conquered in their own tongue, make short work of the niceties of grammar in that tongue, brush all these away as so much trumpery, which they will not be at the pains to master. If they can make their commands intelligible, this is all about which they concern themselves. They go straight to this mark; but whether, in so doing, adjective agrees with substantive, or verb with noun, or the proper case be employed, for this they care nothing; nay, there is a certain satisfaction, a secret sense of superiority, in stripping the language of its ornament, breaking it up into new combinations, compelling it to novel forms, and making thus not merely the wills, but the very speech of the conquered to confess its subjection."—*Trench.*

3. ORIGIN OF POPULAR PROVERBS.

An amusing lecture has been delivered at Chester, and from its novelty and cleverness we give the following extracts:—The Dean said: We might compare proverbs to bottles containing the otto of roses, sometimes very old and grotesque in appearance, but containing much fragrance in a little space, and would keep fresh a very long time. Complete proverbial sentences were of two kinds—either exhortative, such as "Make hay while the sun shines," "Think of ease, but work on," "Pardon others, but not thyself," "Pull down thy hat on the windy side," or the Spanish one of "Dine with thy aunt, but not every day," or indicative, such as these: "Half-a-loaf is better than no bread," "Where the hedge is lowest most people go over," or as Poor Richard says, "Silks

and satins put out the kitchen fire." "Experience keeps a dear school, but fools will learn in no other." "Look not a gift horse in the mouth," might be thought to have come from Yorkshire, but it was found in mediæval history, and he had found it among Armenian proverbs. "One butcher is not afraid of a thousand sheep" This proverb was current now in Alexandria, and was uttered by the founder of that city. "The grey mare is the better horse," was said at the time that a number of grey horses were sent to England from Flanders. The saying, "Robbing Peter to pay Paul," arose from the bishopric of St. Peter's, Westminster, being transferred to that of St. Paul's, Ludgate Hill. There was a good saying of Archbishop Whately's, "Don't shiver for last year's snow." What an applicable saying this was for those who were making themselves miserable over troubles that were past. He had found this saying in a letter of a Quaker lady, "Some people seem to be starched before they are washed." The international relationship of proverbs were next alluded to. In Friesland they say, "Don't sell your herrings before you catch them;" we say, "Don't buy a pig in a poke," whilst in the Tropics, the saying takes the form of "No man buys yams whilst they are yet in the ground." There was a common saying, "A child that has been scalded, fears cold water." We have often given point to our advice by saying, "A bird in the hand is worth two in the bush," whilst in the districts on the banks of the Nile, where cranes are abundant, the people say, "A thousand cranes in the air are not equal to one sparrow in the fist." We have a beautiful saying, "Every oak was once an acorn;" and there was the same truth and poetry in the African form, "The great calabash tree had a seed for its mother." We were so accustomed to repeat that solemn sentence from the Prayer-Book, and it had become so proverbial that sometimes we thought it was to be found in the Bible—namely, "In the midst of life we are in death." How thoroughly Asiatic was this—"Death is a black camel that kneels at every man's gate." Among the ancient Hebrew sayings, the following were proverbs expressive of sagacity: "First build your house, and then think of your furniture;" "A man envies every other man except his son and his pupil;" "You may see that the man is a collier by the black walls of his house;" "At the doors of taverns friends are plenty; at the door of the prison they are all gone;" "By the road of by-and-bye, one arrives at the town of Never." The proverbs of Africa, Egypt, and the Guinea Coast partook largely of the physical aspect and moral characteristics of the country. We say in England of a lucky person, "He was born with a silver spoon in his mouth." As to the propriety of not despising little things, "A small date-stone is large enough to prop up a large water-jar." Scotland was peculiarly rich in proverbs, and many of them were marked by a dry, caustic, sagacious humour. Now that he had come near the Welsh border, he found the principality was rich in proverbs; for instance, "If thou would'st have praise, die;" "By the side of sickness, health becomes sweet;" "He is not altogether bad who maketh another better;" "No man is good, unless others are made better by him;" "If every fool wore a crown, we should all be kings." Ireland appeared to him to be poor in proverbs. It was rather odd that it should be so, when two Archbishops of Dublin had done more to create an interest for proverbs than any other men of our time. He met with one characteristic Irish saying, namely, "Don't throw out your dirty water until you have got in your clane." The rev. lecturer then gave the following specimens of American proverbs: "You had a rough row to hoe to-day;" "When a fellow gets to going down hill, it does seem as though everything had been greased for the occasion;" "Some men are like blind mules, always wanting to kick, only they never know where." Another characteristic of some of these sayings was a very amusing degree of self-confidence: "Some people say that ignorance is bliss; it may be so, but I haven't tried it." With regard to Cheshire, he must be allowed to say a few words. There was one, perhaps, that might be applied to himself, if he attempted to quote Cheshire proverbs—namely, that he should be speaking to as much purpose "As a goose slurring upon ice." There was one proverb in this city which was a local version of another common proverb, "When a daughter is stolen, close the Peppergate." This was an allusion to an ancient Mayor, who was probably well known to all in the room. There was another saying, "He is as idle as Loudon's dog, that leaned against the wall to bark." In the Fen country, they had a saying which they applied to a man with no taste for music, "He is like Mat Davies's bull, that tossed the fiddler into the tree." The French have a saying, "It is a sorry house in which the cock is silent and the hen crows." A common saying in Lancashire was, "The peas are higher than the pea-sticks," which meant that when men rise higher than those who helped them to rise, they did not know which way to turn. There was no place more prolific than a blacksmith's shop in sententious sayings. For instance, "Some men are born hammers, and others are born anvils;" "If the

hammer strikes hard, the anvil lasts the longest;" and this saying came true of some men, "Once he was a hammer, and now he is an anvil;" "It doesn't follow that because your face is black, that therefore you are a smith." "The sword has forgotten the smith that forged it." Familiar allusions were made to the cat's paw. It was a monkey that made use of the cat's paw for taking the chest-nuts out of the fire. "Dress a monkey in silk, and she is a monkey still;" "The higher a monkey climbs, the more he shows his tail."

VII. Educational Intelligence.

—HAMILTON GRAMMAR SCHOOL SCHOLARSHIPS.—From the *Spectator* we quote the following Report of the proceedings of the Board of Trustees.—Mr. White stated that he had, with the assistance of the Principal of the Grammar School, drafted a scheme for scholarships to be offered in the Grammar School, and had been successful inducing a number of merchants and other leading citizens to promise the requisite amounts. He submitted the following as the scheme proposed: Two scholarships of the value of \$16 each, to be known as the Gates and Stuart scholarships, respectively, tenable for one year, to be offered for competition among the pupils of the Fifth Division of the Central School, as follows: One at the close of each session to that pupil desiring to enter the Grammar School, who shall on examination be found to be most thorough prepared. Messrs. F. W. Gates and John Stuart have consented to give these scholarships. Four of the value of \$25 each, to be known as the Swinyard, John Brown, McInnis and Forster scholarships, respectively, tenable for one year, at the annual promotions from the third to the fourth form. Messrs. Thos. Swinyard, John Brown, D. McInnis, and G. J. Forster, have offered these. Four of the value of \$25 each, to be known as the Adam Brown, Williams, Price and ——— scholarships, tenable for one year, at the annual promotions from the fourth to the fifth form. Messrs. Adam Brown, J. M. Williams, M.P.P., and Joseph Price, give these; the fourth remaining open, Mr. White explaining that two or three gentlemen whom he relied upon were at present out of town. One gold medal, to be known as "The *Spectator* medal," to the pupil who having passed through the fifth form shall be found most proficient in the following subjects: The English language and literature, and the natural sciences. Messrs. T. & R. White, give this medal. One Bursary of the value of \$40, to be known as the Hamilton Grammar School Bursary, to the pupil who having taken first-class honors in any subject at the matriculation examination in Arts in the University, shall be the best matriculant from the Hamilton Grammar School in that year who shall not have taken a University Scholarship. No one will be allowed to compete who has not attended the Hamilton Grammar School at least one year before matriculation. REGULATIONS.—1. Each scholarship shall be called by the name of the donor, who shall appoint examiners to decide between competitors. 2. The scholarships offered at the annual promotion from the Third to the Fourth and from the Fourth to the Fifth Forms, shall be open to pupils from other Schools, but the parents or guardians of the successful competitor must sign a declaration stating that it is their intention to continue their children or wards at the Grammar School till they pass through the Fifth Form. The winner of the Bursary must sign a declaration stating that it is his intention to proceed to a degree in the University. It was moved by Mr. White, seconded by Mr. McCulloch, and resolved—That a Bursary of the value of \$40, to be known as the "Hamilton Grammar School Bursary," be given by this Board to the pupil who, having taken first class honors in any subject at the matriculation examination in Arts in the Provincial University, shall be the best matriculant from the Hamilton Grammar School in that year, who shall have not taken a University Scholarship; no one to be allowed to compete who has not attended the Grammar School at least one year before matriculating.

—CHANGE OF SCHOOL TEXT BOOKS.—The Chief Superintendent has addressed the following note to a Toronto city paper:—I observe in yesterday's *Leader* an account of the proceedings of the city of Toronto Board of School Trustees, in which strong dissatisfaction was expressed

by one or two members on account of the "frequent change of school text books;" and my order was mentioned as the authority for the change. I beg to say, that the authority for introducing or changing school text books is not the chief superintendent, but the Council of Public Instruction, subject to the directions of the Governor in Council. I am surprised that any member of so intelligent a body as the Board of School Trustees elected for the city of Toronto, should be so little informed as not to know this is the *first* change in the school text books referred to since our first series of text books was introduced by authority now more than twenty years ago. It is no more than twenty years since the National School Readers were authorized by law in our schools. Of late years, complaints have been made by County Boards of Public Instruction, many teachers and other parties, that a new series was not sanctioned, as the series in use was defective, obsolete, unsuitable in many respects, &c. I have been much assailed in some newspapers for not taking steps to get a new and improved series of text books prepared for the schools and for still retaining the old ones. At length a new and excellent series has been prepared and authorized, and a whole year has been given to "use up" the old ones; and yet these certain members of the Board of School Trustees in Toronto who seem to have been asleep to all that has been transpiring around them, and who complain of "frequent changes" in our school text books.

QUEEN'S COLLEGE SCHOLARSHIP.—Queen's College has authorized a scheme of scholarship endowments and nomination. For scholarships it is proposed that each and every subscription of \$500 shall be the foundation of a scholarship, bearing in perpetuity the subscriber's name, and being in annual value equal to the class fees of one session, at present \$20, together with such addition in money as the subscriber may at any time provide; that the subscriber shall have the right of nominating annually, during his life-time, one student who shall be entitled to enjoy, the scholarship for one year, and be eligible for re-nomination; and the lineal representatives of the subscriber shall have the privilege of free tuition, one at a time, in the order of seniority. For nominations it is proposed that subscribers of \$100, \$200, \$300 or \$400 shall have the right of nominating one, two, three or four students, respectively, to a full course of instruction free of class fees.

—TORONTO GRAMMAR SCHOOL.—From a paper submitted to the late Educational Committee of the House of Assembly, by the Rev. Dr. Barclay, we gather the following facts:—"That from the Toronto Grammar School, since 1858, 26 pupils had gone up directly to the University and 8 pupils to U. C. College. Previous to entering the University, of the 26 who went up directly from the Grammar School to the University 20 gained first-class honours in some subject; 24 gained second-class honours in the same or some other subjects; 3 gained scholarships. These honours and scholarships were all gained at the matriculation examinations. During the first year at the University, 17 first-class honours were gained, 15 second-class, and 2 scholarships. During the second year, 14 first-class honours, 9 second-class, and 5 scholarships. During the third year, 5 first-class honours, and 3 scholarships. During the fourth year, 7 first class honours, 2 second-class and 4 medals, viz: 1 Classical, 2 Mathematical; and 1 Natural Science. These honours were chiefly in Classics and Mathematics. The above list was drawn up from the published honour lists of the University. It was correct so far as it went, but there might be omissions. Of the above, six students went up to the University in the year 1861 and five in 1864. Of the eight students, who went from the Grammar School to Upper Canada College, two are still there, and the remaining six obtained at the matriculation examinations of the University 16 first-class honours, 3 second-class, and 6 scholarships. Of the other pupils who have attended the Toronto Grammar School since 1858, 20 are known to have entered for the ministry, 9 the law, 9 medicine, and 15 became teachers.

The apportionments from the Grammar School Fund, and the annual grants from the Toronto City Corporation, from 1858 to 1868 inclusive, were as follows:—

	G. S. Fund.	Corporation.
1858.....	\$1,000.....	\$1,000
1859.....	1,000.....	1,000
1860.....	1,100.....	1,000
1861.....	1,130.....	1,000
1862.....	1,140.....	1,000
1863.....	1,124.....	800
1864.....	1,600.....	600
1865.....	2,000.....	600
1866.....	2,100.....	1,050
1867.....	1,654.....	827
1868.....	1,740.....	870
	\$15,588	\$9,747

After 1865, the apportionment from the Grammar School Fund in each year was double the grant from the Corporation. The annual average amount of grants from both sources, since 1858, inclusive, was \$2,303. The average fees of pupils during the same period was about \$750.

—R. C. SEPARATE SCHOOL.—A correspondent of the *Canadian Freeman*, thus writes from Peterboro':—"Up to a period of four or five years ago the education of the Catholic children, male and female, was conducted in a small rough-cast wooden building which stood on this lot. About that time the school house was destroyed by fire, but scarcely had the embers yet cooled before our energetic and esteemed pastor, the Very Rev. V. G. Kelly, with that zeal and earnestness that so distinguish our devoted clergy, set to work at clearing away the *debris*, and laying the foundation of a convent, now comparable in every way with the most advanced institution of the kind in the Dominion. Its dimensions are, as nearly as I can learn, 62 feet in length by 40 feet in width, two and a-half stories high, with pediments and dormer windows, and kitchen pantries, &c., one and a half story attached, 30 by 25 feet. It is built of red brick with white brick pillister quoins and arches neatly executed. A spacious hall, 10 feet wide, leads from the principal entrance on the east side to the stair case. On one side of the hall is a parlour, library and dining room, the latter separated from the former two, by an entrance from the north end. On the other side are two class rooms 25 by 20 feet each, divided by a sliding door. The first story, 13 feet above ground floor, is divided on one side of the stair case into two commodious class rooms 25 by 30 feet each. The other side is divided by a sliding door, into two compartments, one being appropriated as a chapel for the nuns, the other used as a class room generally, but also available in connection with the chapel when required. The attic story, 9 feet high, is 12 feet over first story, and is divided into a dormitory, clothes room, &c."

—LINDSAY SEPARATE SCHOOL.—We did ourselves the pleasure last week of paying a visit to the new Roman Catholic Separate School House in this town, and can well understand why Dr. Ryerson, in his late visit, should have pronounced it, "so very fine," and "the finest of the kind in the Province." It is certainly very perfect as a whole and in all its parts—the rooms high and cheerful and perfectly ventilated—the desks and chairs of the very best style, furnished by Jacques & Hays, of Toronto, at a cost of \$550. The stoves, Ruttan's Combined Heaters and Ventilators. The maps, globes, tellurions, planetariums, microscopes and other apparatus to the value of \$200; the gift of the Rev. Mr. Stafford. All is perfect and certainly reflects high credit on all concerned. The contractor, Mr. William Bell, who though, we learn, a heavy loser, nevertheless, honestly and honorably carried out his contract to the last. But special honor must be awarded to the Architect and Superintendent—to the head that planned, and the eye that carefully watched over the whole structure from its inception to its successful completion—that is, to Mr. William Duffin, of Lindsay. We say nothing about those who furnished the supplies—they have their reward; and the town has an ornament. There is a circumstance we may be allowed to notice which says much for the people of Lindsay as illustrative of the total absence of exclusiveness and narrow-mindedness prevailing here, and that is the well-known fact that there is perhaps not one citizen in the whole town, of whatever country or creed, who has not contributed something towards the erection of this School House. Long may it stand as a monument of the past

and a pledge and guarantee of future kindly feeling and mutual good services.—*Victoria Warden.*

—EDUCATION IN RUPERT'S LAND.—The Bishop of Rupert's Land, in a letter written since his return home, states that he has received during his journey for the endowment of the Warden's Chair of Theology in St. John's College, about \$1,800, and the promise of \$690, payable within five years. These gifts have been invested in the Dominion Stock of Canada. The Bishop specially acknowledges the receipt of about \$275 received in Toronto and its neighbourhood. C. S. Gzowski, Esq., also has promised a subscription of \$120 per annum for five years. The Bishop has now secured about £36 a year of endowment for the Chair of Theology. The promise of a sufficient endowment is the pressing want. And yet there is another want, perhaps immediately more pressing, arising from the very remarkable success that has attended that College. This term, 42 students entered the Collegiate School. This large attendance urgently calls for an additional building. The College wishes to erect a substantial wooden building, which, with expenses in properly fitting it up, will not cost less than £1,000. Of this, £250 can be obtained from the Society for Promoting Christian Knowledge in England.

—We noticed, some short time ago, that the University of Cambridge has appointed Local Examinations to test the qualifications of girls. At the last of these yearly examinations 401 entered their names, against 232 last year. In the London Central District the number increased from 62 to 136. There are 16 centres for the examination of girls, 6 of these new this year. The proportion of senior girls to junior was as two to three, while among the boys the seniors were only as three to sixteen. This evidently shows that for girls of the same class as these boys, the only test of the value of their education is felt to be in these examinations, while many of the boys pass on to the University. We reiterate our opinion that it would be a great matter if our University authorities would inaugurate such middle class examinations for both boys and girls in this country. Give girls, and boys, too, the opportunity of having their acquirements, so far as they go, endorsed by some competent authority. This has not been done yet, and might be with the very best results.—*Globe.*

—A JEW "SENIOR WRANGLER" AT CAMBRIDGE.—For the first time (says the *Pall Mall Gazette*.) a Jew appears as senior wrangler at Cambridge. Mr. Numa Edward Hartog, the successful man, is the son of the Professor of French at the Jews' College; he was educated first at University College School, and then at University College, after which he went to Cambridge, where he obtained a minor scholarship at Trinity almost at once, and a foundation scholarship in his second year. Having been approved for the degree of Bachelor of Arts, the question has arisen whether the forms of admission can be modified to meet his religious scruples; a congregation will be held to consider a recommendation by the Council of the Senate that the words "*in nomine Patris et Filii et Spiritui Sancti*" should be omitted from the usual oath.

—THE DISSIDENT SCHOOL BILL FOR THE PROVINCE OF QUEBEC.—The following is the text of this important bill with the principal amendments which have been made to it while passing through the House of Assembly. It was read a third time on the 27th inst.

Her Majesty, by and with the consent of the Legislature of Quebec, declares and enacts as follows:

1. Within four months after the passing of this Act the Lieutenant-Governor in Council shall appoint, to form and constitute the Council of Public Instruction for the Province of Quebec, together with the Minister of Public Instruction or Superintendent of Education for the Province, as the case may be, for the time being, twenty-one persons, fourteen of whom shall be Roman Catholics and seven Protestants, and until such appointment shall take place the members of the present Council of Public Instruction shall continue in office

2. The said Council, so soon as reorganized under this Act, shall resolve itself into two committees, the one consisting of the Roman Catholics and the other of the Protestant members thereof, and the matters and things which by law belong to the said Council shall be referred to the said commit-

tees respectively, in so far as they shall specially affect the interests of Roman Catholic and of Protestant education respectively, and in such manner and form as the whole shall from time to time be determined by the Lieutenant-Governor in Council on the report of the Minister of Public Instruction or of the Superintendent of Education. The Minister of Public Instruction or Superintendent of Education, as the case may be, for the time being, shall be a member *ex-officio* of each committee, but shall have right of voting only in the committee of the religious faith to which he shall belong.

3. The *quorum* of the Council of Public Instruction thus reorganized shall consist of nine members, and each of the committees of the same shall fix its own *quorum*

4. The total aid to universities, classical colleges, industrial colleges, academies and model schools, under the provisions of chapter fifteenth of the Consolidated Statutes for Lower Canada, or of any other law that may be passed concerning Superior Education, shall in future be distributed between the totality of the Roman Catholic and of the Protestant institutions respectively, in the relative proportion of the respective Roman Catholic and Protestant populations of the Province according to the then last census.

5. If at any meeting of the Council of Public Instruction, ten of the Roman Catholic, or five of the Protestant members, appointed by the Lieutenant-Governor in Council, to record their votes to the effect that it is advisable that the management of Roman Catholic and of Protestant schools and institutions respectively should be distinct and separate, it shall be the duty of the President of the said Council to call a special meeting of the Council to take place within sixty, and at least thirty days after the meeting at which such vote shall have been recorded, for the purpose of re-considering the same.

6. If at the meeting thus called the vote is confirmed by the same number of the said Roman Catholic or Protestant members, as the case may be, the President of the said Council shall transmit to the Lieutenant-Governor a copy of the minutes of the said meetings, and within three months the Roman Catholic and Protestant members of the said Council appointed by the Lieutenant-Governor in Council shall be declared by Order in Council to form two separate Councils of Public Instruction, with separate powers and jurisdictions in relation to Protestant and Catholic education respectively, as the whole shall be defined by such Order in Council.

7. If at the time of the passing of such Order in Council, or at any time thereafter there is a Minister of Public Instruction, he shall be a member of both Councils of Public Instruction *ex-officio*, but he shall have the right of voting only in the Council of the religious faith to which he shall belong, and there shall also be appointed two secretaries of the department of Public Instruction, and they shall be respectively secretaries to the respective Roman Catholic and Protestant Councils of Public Instruction, and their duties under the direction of the Minister of Public Instruction shall be defined from time to time by Order in Council on the report of the said Minister.

8. If at the time of the division of the Council of Public Instruction into two separate Councils or at any time thereafter, there is instead of a Minister of Public Instruction a Superintendent of Education, said Superintendent shall be *ex-officio* member of the Council of Public Instruction of the religious faith to which he shall belong; and there shall be appointed two Deputy Superintendents, and the management of Protestant and Catholic schools and institutions respectively, shall be divided between them under the Superintendent in such form as the Lieutenant Governor in Council shall direct, and the said Deputy Superintendents shall be respectively *ex-officio* members of the Council to which shall belong the schools under their respective management; and there shall be appointed by the Lieutenant Governor in Council, on the recommendation of each Council of Public Instruction, a Secretary to each of them.

9. From and after the time of passing of the Order in Council for the division of the Council of Public Instruction as provided by the sixth section of this Act, the grants to the Normal Schools and all other grants whatsoever for educational purposes and all expenses of the government for educational purposes shall be divided between the Roman Catholic and Protestant Institutions, and for the benefit of Roman Catholics and Protestants respectively, in proportion to the Roman Catholic and Protestant populations of the Province, at the then last census: but the common school grant shall continue to be distributed in accordance with chapter fifteen of the Consolidated Statutes for Lower Canada.

10. Dissentients shall not be liable for any assessment or school-rate which may be imposed by the School Commissioners, except for the assessment for the then current year, for assessments for the building of any school-house previously contracted for, or for the payment of debts previously incurred: provided always, that such assessments are levied within six months from the date of the receipt of the declaration of dissent mentioned in the fifty-fifth section of the fifteenth chapter of the Consolidated Statutes for Lower Canada, or of the declaration hereinafter mentioned,

11. The word "inhabitant" wherever it occurs in the said 55th section of the said chapter shall be and is hereby replaced by the words "proprietor, tenant or rate-payer."

12. Any dissentient may, at any time, declare in writing his intention of ceasing to support the dissentient school; and the receipt of his declaration by the Chairman of the School Commissioners respectively, shall place him again under the control of the said School Commissioners, subject however to the restrictions above as to assessments.

13. The School Commissioners of the majority in any school municipality shall alone have the power of levying taxes on the lands and real estates of corporations and incorporated companies; but they shall annually pay over to the trustees of the minority a proportion of all the taxes levied by them on such corporations or companies, in the same ratio as the government grant for the same year shall have been divided between them and the said trustees; and the proportion of taxes so levied for the building of school houses and for the payment of debts, thus paid over to the trustees aforesaid, shall be set apart by them for the building or the repairing of their own school houses. No religious, charitable or educational institutions or corporations, shall be taxed for school purposes. Any non-resident proprietor may declare in writing to the School Commissioners and to the trustees of dissentient schools, his intention of dividing his taxes between the schools of the majority and those of the minority, and in that case the School Commissioners shall continue to levy and receive such taxes, and shall pass over to the trustees of dissentient schools such parts and portions thereof as directed by said proprietors.

14. Whenever the school trustees of the minority in two adjoining municipalities shall be unable to support a school in each municipality, it shall be lawful in them to unite and to establish and maintain under their joint management, a school which shall be situated as near the limits of both municipalities as possible, so as to be accessible to both; said trustees shall jointly report their proceedings to the Minister of Public Instruction or to the Superintendent of Education, for the time being as the case may be, who shall remit the share of the common school grant to the secretary-treasurer whose name shall appear first on the return.

15. Whenever there shall be no dissentient school in a municipality, it shall be lawful for any resident head of a family professing the religious faith of the minority in the said municipality and having children of school age, to declare in writing to the Chairman of the School Commissioners that he intends to support a school, in a neighbouring municipality, which school shall not be more than three miles distant from his residence; and he shall thenceforward pay, subject to the restrictions above mentioned, his taxes to the commissioners or trustees, as the case may be, by whom such school shall be maintained; but special mention shall be made in all school returns of children coming from a neighboring municipality, and such children shall not be taken into account in apportioning the school grants between the Commissioners and Trustees.

16. Whenever the trustees of separate schools in any municipality shall have been a year without schools, either in their own municipalities or jointly with other trustees in an adjoining municipality, and it shall appear that they are not carrying out the school law in good faith, and are taking no steps towards obtaining schools, it shall be lawful for the Minister of Public Instruction or the Superintendent of Education, for the time being, as the case may be, after giving three consecutive notices in the *Quebec Official Gazette*, in the *Journal of Education* and in the *Journal d'Instruction Publique*, to that effect, to recommend to the Lieutenant Governor in Council, three months after the publication of the first of the said notices, that the corporation of trustees of separate schools for such municipality be declared extinct; and the ratepayers who shall have been under the control of the said trustees shall be subject to all the rates and assessments to be levied by the School Commissioners; but one year after the time at which such corporation of trustees shall have been declared extinct through the *Quebec Official Gazette* any number of ratepayers professing the religious faith of the min-

ority in such municipality may again elect trustees and form a new corporation as by law provided. The said trustees shall be further held to pay to the Commissioners a sum equal to their share of the school taxes levied by the joint commissioners during all the time the said trustees of dissentient schools may have neglected to keep their schools in operation.

17. The term of office of the School Commissioners of the Roman Catholic and Protestant Boards of School Commissioners of the cities of Quebec and Montreal shall expire on the first of July next, and previous to the said day the Lieutenant-Governor in Council on the recommendation of the Minister of Public Instruction, shall appoint for each of the said Boards, three commissioners to form part of the same, and the corporations of the cities of Quebec and Montreal shall also appoint for each of the said boards in their respective cities, three commissioners to form part of the same; and the said commissioners then appointed shall come into office on the first day of July next; provided that if twenty days previous to the said day, either of the said corporations shall have failed to signify in writing to the Minister of Public Instruction, any of the appointments they are required to make, the same shall be made by the Lieutenant Governor in Council in the matter above provided for.

18. In case any of the appointments to be made by the Lieutenant Governor in Council shall not have been made previous to the day above named they shall be made with the least possible delay thereafter, and the School Commissioners thus appointed shall come into office immediately after their appointment.

19. On the first of July on each consequent year, in each board, one of the School Commissioners appointed by the Corporation and one of them appointed by the Lieutenant Governor in Council shall go out of office and shall be replaced according to the mode of their appointment; and all the above provisions shall apply; and for the first and second years the last named in the list of appointments published in the *Quebec Official Gazette*, shall go out of office first, and thenceforward the two oldest according to the dates of their appointment shall go out first, so that after the two first years from the passing of this act each shall serve during three years.

20. Any vacancy in the said boards by death, absence from the Province or otherwise, shall be filled according to the manner in which the original appointment shall have been made, and the School Commissioners who shall fill such vacancies, shall remain in office only during the unexpired term of office of their predecessors; and whenever a School Commissioner shall have been appointed by the Lieutenant Governor in Council, by reason of the Corporation having neglected to make the appointment; he shall, for the purposes of this and of the foregoing section, be deemed to have been appointed by the Corporation.

21. The one hundred and thirty-third section of chapter fifteenth, of the Consolidated Statutes of Lower Canada, and the three first sections of the twenty-second chapter of the statutes of this province, passed in the thirty-first year of Her Majesty's Reign, are hereby repealed.

22. The annual grant to be paid for the support of schools in the cities of Quebec and of Montreal, under the twenty-fourth, eighty-eighth, and ninety-ninth sections of the fifteenth chapter of the Consolidated Statutes for Lower Canada, shall be in proportion of the populations of the said cities, and shall be apportioned by the Minister of Public Instruction, or the Superintendent of Education for the time being, between the Roman Catholic and Protestant Boards of School Commissioners according to the proportions of the Roman Catholic and Protestant populations in the said cities, according to the then last census.

23. The Corporations of the said cities of Quebec and of Montreal shall pay for the support of the schools in the said cities a sum equal to three times the amount of the share of the government grant coming to the schools of the said cities under the above provisions, and the sum coming to each of the Roman Catholic and Protestant Boards of School Commissioners under the following provisions shall be paid by the said Corporations to the secretary-treasurers of the said Boards in two equal semi-annual payments on the first day of January, and on the first of July of each year, and shall be recoverable by the said Boards before any court of competent civil jurisdiction with interests and costs. For the present year the payment due on the first of July may be delayed to the first of August.

24. The Corporations of the cities of Quebec and Montreal shall levy annually, by assessment on real estate in the said cities, a tax sufficient to cover the amount to be paid by them for the support of schools under the above provisions, and the said tax shall be laid collected, and recovered

before the Recorder's Court, at the time and in the manner provided for the other city taxes on real estate, except that if, for the present year, the time for assessing and levying the city taxes is passed when this law shall come into force, the said tax shall be forthwith laid and levied notwithstanding. The said tax shall be known as the "city school tax."

25. Property belonging to religious, charitable or educational institutions and corporations, shall be exempted from the said "city school tax."

26. The said "city school tax" shall be payable by the proprietors of real estate to the exclusion of the tenant, and the tenant shall, in no case, be bound to reimburse the same to the proprietor, except in the case of special agreement to that effect, and the said tax shall not be deemed to be included in any lease to be made after the passing of this Act under the name of "municipal or city or corporation taxes," or the word "all taxes," but shall be mentioned as the "city school tax." The usufructuary or the occupant, under an emphyteutic lease, shall be deemed to be the proprietor for the purposes of this act, as also the occupant, in case where the proprietor shall be unknown.

27. The Corporations of the cities of Quebec and Montreal shall forthwith cause to be made, and shall hereafter cause to be made every year at the same time as their valuation-roll. The assessors in the said cities (Quebec and Montreal), for the purposes of this Act, shall be in equal numbers, Roman Catholics and Protestants, acting for each ward, and the necessary appointments for that object are hereby authorized.

28. The said statement shall bear against each lot or property the estimated value of the same, the name of the proprietor and the amount of the "city school tax" to be levied on the same for the year, but the latter head of information may be left out for the first year, if more convenient.

29. The said statement shall be divided into four distinct panels:—

1. Panel number one shall consist of the real estate belonging exclusively to Roman Catholic proprietors.

2. Panel number two shall consist of the real estate belonging exclusively to Protestants.

3. Panel number three shall consist of the real estate belonging to corporations or incorporated companies and subject to taxation under this Act, to persons not belonging to the Roman Catholic or Protestant faith, or whose religious faith shall not have been ascertained, or belonging partly or jointly to persons belonging some to the Roman Catholic and other to the Protestant religion, or of persons who shall have declared in writing their desire of having their property inscribed on said panel, and of firms and commercial partnerships who shall not have declared through their agent, or one of their members, their desire of being placed on the first or on the second panel.

4. Panel number four shall consist of the real estate belonging to institutions or corporations exempted from taxation.

30. The said statement, so soon as completed, shall be placed in the office of the City Treasurer, and opened for inspection during thirty days, and notice thereof shall be given at least in two of the newspapers published in the French language, and two of them published in the English language in the said cities.

31. During the thirty days it shall be lawful for either Board of School Commissioners, or for any person whose name shall have been entered wrongly or omitted in any of the said panels, or who shall find that the name of any other person has been entered wrongly or omitted in any of the said panels, to file any complaint they may have to make with the City Treasurer, who shall accordingly alter and revise the said panels, if necessary, and within three days it shall be lawful to appeal from his decision to the Recorder.

32. After the thirty days shall have expired, and the Recorder shall have adjudged on all the complaints, and the said panels shall have been revised accordingly, it shall be lawful for the Corporation to declare by resolution that the same shall be in force for three years for the purposes of this Act, and in that case no such statement shall be prepared for the next two years.

33. The sum to be paid by the Corporations semi-annually for the support of the schools shall be apportioned as follows:—

1. A sum proportionate to the value of the property inscribed on panel number three shall be divided between the Roman Catholic and Protestant Boards in the relative ratio of the Roman Catholic and Protestant populations in the said cities according to the then last census.

2. The remainder of the said amount shall be divided between the Roman Catholic and Protestant Boards in the same ratio of the value of the prop-

erty inscribed on panel number one and on panel number two respectively.

34. It shall be lawful for the said Boards of School Commissioners to require from the parents for the children attending their schools (except in the case of such of them as shall be exempted by reason of their poverty) the payment of a monthly fee not exceeding twenty-five cents for the elementary schools, fifty cents for the model schools, and two dollars for the academies, according to the rules and regulations which shall be made by them, from time to time, with the approval of the Minister of Public Instruction; and they shall mention in their semi-annual report the number of children educated free of charge, and the number paying each rate of fees; and the said monthly fees shall be recoverable from the said parents in the Recorders' Courts, or any other tribunal of competent jurisdiction, but no suit shall be instituted for the same for more than a year in arrear, nor more than a year after they shall have become due.

35. The School Commissioners of the said cities, during the next — years, shall have the power of laying aside annually a portion of their revenues, not exceeding one-fourth, for the construction of school-houses, without any limitation as to the amount to be spent on each school-house, any law to the contrary notwithstanding.

36. Sections sixty-one and sixty-two of the fifteenth chapter of the Consolidated Statutes for Lower Canada, shall not in future apply to the secretary-treasurer of the School Commissioners of the said cities, and the said secretary-treasurer shall send semi-annual returns on the first of January and on the first of July to the Minister of Public Instruction, of all the receipts and expenses of the said Boards; they shall act as managers and visitors of schools, shall superintend the construction of all school houses built by the said Boards, take steps to supply the schools with proper school furniture and apparatus, and render any service that may be required from them by the School Commissioners in relation to the same; and a percentage not exceeding — per cent. on the sums received by them shall be allowed, not to exceed in any case the annual sum of four dollars, as their remuneration, the whole subject to the approval of the Minister of Public Instruction.

37. The words "religious majority" and "religious minority" in this and in any other statute in force concerning public instruction shall mean the Roman Catholic or Protestant majority or minority as the case may be.

(To be inserted in Committee of the Whole.)

38. The sum appropriated annually by the fifteenth chapter of the Consolidated Statutes for Lower Canada to poor municipalities shall in future be eight thousand instead of four thousand dollars, and for that object a sum of four thousand dollars shall be added and remain added to the Common School grant permanent and additional, as also a sum equal to the increase which will take place by virtue of this Act in the share of the said grant coming to the cities of Quebec and Montreal.

—ALBERT UNIVERSITY—ANOTHER CHAIR.—The County Council of the County of Hastings proposes to establish a Chair of Practical Mining and Agricultural Chemistry in our University. The vote of endowment has already passed; and if the movement be sanctioned by the Board of Managers and the Senate, we shall be able to afford facilities for instruction in Mining and Agriculture certainly not surpassed, if elsewhere equalled, in the country. The idea of the County Council is to secure the analysis of soils and testing of ores, with a view to the development of our agricultural and mineral resources. To this end, in a most liberal spirit, they offer to endow a Chair in these subjects, and make the College the centre of operations. Prof. J. T. Bell, an experienced Assayer and Agricultural Chemist, a gentleman of extensive correspondence at home and abroad, and of unquestionable and respected authority, is designated by the Council as their choice for the occupancy of the Chair. The whole matter, both in outline and detail, must of course pass under the deliberations and decisions of the Board, before final establishment. But in the mean time, Prof. Bell will deliver his inaugural and open his course of lectures. He will begin the collection and assaying of minerals, and the analysis of soils at once, thus directing the attention of farmers and miners towards the College. So without expense to the College there will, we trust, be a fresh impetus given to our operations and a large influence for good secured. And we do not doubt that under the efficient direction of Prof. Bell, the Department will work such a benefit to the country as will prove a full reward

to the enterprising and liberal gentlemen that have devised and carried out the scheme. It is most gratifying to observe the increasing interest of our public men in the prosperity of the College, it promises much for its future success. Last year the County Council laid out quite a sum in widening and improving the street in front of the College; and now it is quite apparent they are devising even nobler things. Many thanks to them: and we trust they will never have occasion to regret their efforts in our behalf. Surely we may all take courage, and heartily aid Bro. Wild in his grand and arduous undertaking. The Wesleyans and the Kirk are marching along like giants in raising their \$100,000 each. We ought to bear aloft the \$10,000, that the friends of the College may feel safe to endow Chairs in it, and otherwise promote its prosperity.—*Rev. A. Carman, in Canada Christian Advocate.*

VIII. Departmental Notices.

ADMISSION OF GIRLS TO THE GRAMMAR SCHOOLS.

During the late Session of the Legislature, petitions were presented from various parties, and strong opinions were expressed by various members in favour of the admission of girls to the Grammar Schools upon the same conditions as boys. The head of the Administration, though satisfied of the correctness of his expressed legal opinion on the subject, yielded to the popular pressure, and intimated an intention to get the regulations changed so as to permit girls, at the option of the Board of Trustees, to become recognized pupils of the Grammar Schools upon the same conditions as boys. We understand the regulation has been thus modified by the Council of Public Instruction. But as the programme of studies in the Grammar Schools cannot be changed the current year, and as an amended Grammar School Act is expected to be passed on the meeting of the Legislature next Autumn, by which the higher English education of girls as well as boys will be provided for in the Grammar Schools, it is suggested that parents had better keep their girls to English in the common schools the present year, than to put them to Latin for a few months, which would be equivalent to a loss of so much time in a girl's legitimate studies for a sound English education.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that as the edition of the Manual of 1864 has been exhausted, a new edition will be ready in April. Parties desiring copies will please therefore send for them then.

INTERCOMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established.

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard. The 100 per cent. is allowed on these lessons when ordered with maps and apparatus, &c.

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

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord ELGIN.*

"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—*HORACE MANN.*

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

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

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

SUNDAY SCHOOL BOOKS AND REQUISITES.

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

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Upper Canada. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.
2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodists, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.
3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

PRE-PAYMENT OF POSTAGE ON BOOKS.

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