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

The gross sum apportioned to all the Schools this year is the same as that of last year; and, as many townships have rapidly increased in population, the apportionment in such cases has been proportionably augmented, which of course necessitates a reduction where the population has not been increased.

I shall endeavor to have the apportionment paid at this office, to the agent of the Treasurer of your Municipality, about the 2nd of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, some municipalities which have not yet sent in their accounts of School Moneys, now several months over-due, and in these cases the payment must necessarily be deferred until the law has been complied with.

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

I am, Sir, your obedient servant,

E. RYERSON.

Education Office,
Toronto, 16th June, 1868.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, FOR COMMON SCHOOLS, IN ONTARIO, FOR 1868.

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

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

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the School population as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862, to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

APPORTIONMENT TO COUNTIES FOR 1868.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottenburgh.....	\$654 00	
do for Separate Schools.....	78 00	
Kenyon.....	570 00	
Lancaster.....	412 00	
do for Separate Schools.....	38 00	
Lochiel.....	471 00	
do for Separate Schools.....	119 00	
	\$233 00	\$2107 00
Total for County, \$2840 00.		

2. COUNTY OF STORMONT.	
Cornwall.....	\$525 00
Finch.....	350 00
Osnaburck.....	715 00
Roxborough.....	330 00
	\$1920 00
3. COUNTY OF DUNDAS.	
Matilda.....	\$584 00
Mountain.....	450 00
Williamsburgh.....	590 00
Winchester.....	518 00
	\$2112 00

4. COUNTY OF PRESCOTT.	
Alfred.....	\$160 00
Caledonia.....	107 00
Hawkesbury, East.....	416 00
do for Separate Schools.....	\$144 00
do West.....	230 00
Longueuil.....	184 00
Plantagenet, North.....	273 00
do for Separate Schools.....	20 00
do South.....	130 00
	\$164 00
Total for County, \$1665 00.	

5. COUNTY OF RUSSELL.

Table with 2 columns: Location and Amount. Includes Cambridge, Clarence, Cumberland, Russell.

6. COUNTY OF CARLETON.

Table with 2 columns: Location and Amount. Includes Fitzroy, Gloucester, Goulbourn, Gower North, Huntley, March, Marlborough, Nepean, Osceola, Torbolton.

7. COUNTY OF GRENVILLE.

Table with 2 columns: Location and Amount. Includes Augusta, Edwardsburgh, Gower South, Oxford on Rideau, Wolford.

8. COUNTY OF LEEDS.

Table with 2 columns: Location and Amount. Includes Bastard and Burgess South, Crosby, North, Crosby, South, Elizabethtown, Elmley, South, Escott, Front, Kitley, Leeds and Landsdowne, Front, Do., Rear, Yonge, Front, Yonge and Escott, Rear, do., for Separate School.

9. COUNTY OF LANARK.

Table with 2 columns: Location and Amount. Includes Bathurst, Beckwith, Burgess, North, Dalhousie, Darlins, Drummond, Elmley, North, Lanark, Lavant, Montague, Pakenham, Ramsay, Sherbrooke, North, do., South.

10. COUNTY OF RENFREW.

Table with 2 columns: Location and Amount. Includes Admaston, Alkoma, Alice, Bagot and Blithfield, Brougham, Bromley, Brudenell, Raglan, and Radcliffe, do., for Separate Schools, Grattan, do., for Separate Schools, Griffith, Horton, McNab, Matawatchan, Pembroke, do., for Separate School, Petawawa, Buchanan, and McKay, Rolph and Wyllie, Ross, Sebastopol, Steford, Westneath, Wilberforce.

11. COUNTY OF FRONTENAC.

Table with 2 columns: Location and Amount. Includes Barrie and Clarendon, Bedford, do., for Separate School.

Table with 2 columns: Location and Amount. Includes Hinchinbrooke, Keenebec, Kingston, do for Separate School, Loughborough, Olden, Oso, Palmerston, Pitt-burgh, Portland, Storrington, Wolfe Island, do for Separate Schools.

12. COUNTY OF ADDINGTON.

Table with 2 columns: Location and Amount. Includes Amherst Island, Anklesea and Kaiadar, Camden East, do for Separate School, Denbigh and Abinger, Ernestown, Sheffield, do for Separate School.

13. COUNTY OF LENNOX.

Table with 2 columns: Location and Amount. Includes Adolphstown, Fredericksburgh, North, do South, Richmond.

14. COUNTY OF PRINCE EDWARD.

Table with 2 columns: Location and Amount. Includes Ameliasburgh, Athol, Hollowell, Hillier, Marysburgh, Sophiasburgh.

15. COUNTY OF HASTINGS.

Table with 2 columns: Location and Amount. Includes Elzevir, do for Separate Schools, Hungerford, do for Separate School, Huntingdon, Madoc, Marmora and Lake, Rawdon, Sidney, Thurlow, Tudor, Tyendinaga.

16. COUNTY OF NORTHUMBERLAND.

Table with 2 columns: Location and Amount. Includes Alnwick, Brighton, do for Separate Schools, Cramahe, Haldimand, do for Separate Schools, Hamilton, Monaghan, South, Murray, Percy, do, for Separate School, Seymour.

17. COUNTY OF DURHAM.

Table with 2 columns: Location and Amount. Includes Cartwright, Cavan, Clarke, Darlington, Hope, Mauvers.

18. COUNTY OF PETERBOROUGH.

Table with 2 columns: Location and Amount. Includes Asphodel, do, for Separate Schools, Belmont and Methuen, Burleigh, Cardiff, Chandos, Duoro, Dunmer, Ennismore, Galway, Harvey, Minden, Stanhope, and Dysart, Monaghan, North, Otonabee, do, for Separate School, Smith, Snowdon.

19. COUNTY OF VICTORIA.

Table with 2 columns: Location and Amount. Includes Anson and Hindon, Bexley, Caaden, Eldon, Emily, Feulon, Laxton and Digby, Lutterworth, Mariposa, Ops, Somerville, Verulam.

20. COUNTY OF ONTARIO.

Table with 2 columns: Location and Amount. Includes Brock, Mara and Rama, do for Separate School, Pickering, Reach, Scott, Seucog Island, Thorah, Uxbridge, Whitby, East, do, West.

21. COUNTY OF YORK.

Table with 2 columns: Location and Amount. Includes Etobicoke, do, for Separate School, Georgina, Gwillimbury, East, do, North, King, Markham, Scarborough, Vaughan, Whitechurch, York, do, for Separate Schools.

22. COUNTY OF PEEL.

Table with 2 columns: Location and Amount. Includes Albion, Caledon, Chinguacousy, Gore of Toronto, do, for Separate School, Toronto.

23. COUNTY OF SIMCOE.

Table with 2 columns: Location and Amount. Includes Adjala, Essa, Flos, Gwillimbury, West, Lunenburg, do, for Separate School, Medonte, Mono, Morrison and Muskoka, Mulmur, Nottawawaga, Orillia and Matchedash, do, for Separate School, Oro, Sunnidale, Tay and Tiny, Tecumseth, Tossorontio, Vespra, do, for Separate Schools.

24. COUNTY OF HALTON.

Table with 2 columns: Location and Amount. Includes Esquesing, Nassarawaya, Nelson, Trafalgar.

25. COUNTY OF WENTWORTH.

Table with 2 columns: Location and Amount. Includes Ancaster, Barton, Beverley, Hiiubrooke, Flamborough, East, do, for Separate School, Flamborough, West, do, for Separate School, Glan'ord, Saltfleet.

\$89 00 \$2479 00

Total for County, \$3,210.

26. COUNTY OF BRANT.

Townships.	Apportionment.
Brantford.....	\$710 00
Burford.....	780 00
Dumfries, South.....	410 00
Oakland.....	150 00
Onondaga.....	210 00
	\$2260 00

27. COUNTY OF LINCOLN.

Caistor.....	\$240 00
Clinton.....	300 00
Gainsborough.....	320 00
Grantham.....	378 00
Grimsby.....	338 00
Louth.....	220 00
Niagara.....	240 00
	\$2038 00

28. COUNTY OF WELLAND.

Bertie.....	280 00
Crowland.....	160 00
Humberstone.....	311 00
do. for Separate School.....	\$39 00
Pelham.....	290 00
Stamford.....	255 00
do. for Separate School.....	45 00
Thorold.....	290 00
Wainfleet.....	280 00
Willoughby.....	137 00
do. for Separate School.....	18 00
	\$97 00
Total for County, 2,100.	\$2003 00

29. COUNTY OF HALDIMAND.

Canborough.....	\$125 00
Cayuga, North.....	235 00
do. South.....	119 00
Dunn.....	118 00
Moulton and Sherbrooke.....	225 00
Oneida.....	328 00
do. for Separate School.....	\$31 00
Rainham.....	250 00
Seneca.....	388 00
Walpole.....	632 00
do. for Separate School.....	18 00
	\$49 00
Total for County, 2,469.	\$2420 00

30. COUNTY OF NORFOLK.

Charlottesville.....	\$425 00
Houghton.....	242 00
Middleton.....	345 00
Townsend.....	650 00
Walsingham.....	588 00
Windham.....	490 00
do. for Separate School.....	40 00
Woodhouse.....	460 00
	\$40 00
Total for County, 3,240.	\$3200 00

31. COUNTY OF OXFORD.

Blandford.....	\$240 00
Blenheim.....	850 00
Dorham.....	680 00
Nissouri, East.....	460 00
Norwich, North.....	404 00
do. South.....	325 00
Oxford, North.....	190 00
do. East.....	390 00
do. West.....	350 00
Serra, East.....	580 00
do. West.....	400 00
	\$4719 00

32. COUNTY OF WATERLOO.

Dumfries, North.....	\$450 00
Waterloo.....	1000 00
Wellesley.....	602 00
do. for Separate Schools.....	\$88 00
Wilnot.....	612 00
do. for Separate Schools.....	48 00
Woolwich.....	680 00
	\$138 00
Total for County, 23,460.	\$3324 00

33. COUNTY OF WELLINGTON.

Amaranth.....	\$180 00
Arthur.....	290 00
do. for Separate School.....	\$151 00
Bramosa.....	435 00
Brim.....	690 00
Carleton Place.....	620 00
Georgetown.....	300 00
London.....	140 00
Maryborough.....	420 00
Minto.....	420 00
Nichol.....	287 00
do. for Separate School.....	\$88 00
Peel.....	550 00
do. for Separate School.....	131 00
Pikington.....	248 00

COUNTY OF WELLINGTON—Continued.

Townships.	Apportionment.
do. for Separate School.....	43 00
Puslinch.....	583 00
	\$348 00
Total for County, \$5,585.	\$8237 00

34. COUNTY OF GREY.

Artemesia.....	\$400 00
do. for Separate School.....	\$21 00
Bentick.....	580 00
Collingwood.....	370 00
Derby.....	209 00
Egremont.....	400 00
Euphrasia.....	240 00
Glenside.....	431 00
do. for Separate Schools.....	44 00
Holland.....	355 00
do. for Separate School.....	20 00
Keppel, Sarawak, and Brooke.....	110 00
Melancthon.....	189 00
do. for Separate School.....	26 00
Normanby.....	502 00
do. for Separate School.....	43 00
Osprey.....	345 00
Proton.....	154 00
do. for Separate School.....	46 00
St. Vincent.....	320 00
Sullivan.....	209 00
do. for Separate School.....	6 00
Sydenham.....	408 00
do. for Separate School.....	22 00
	\$228 00
Total for County, \$5,659.	\$5431 00

35. COUNTY OF PERTH.

Blanchard.....	515 00
Downie.....	411 00
do. for Separate School.....	\$59 00
Easthope, North.....	350 00
do. South.....	270 00
Ellice.....	267 00
do. for Separate School.....	33 00
Elms.....	320 00
Fullarton.....	360 00
Hibbert.....	427 00
Logan.....	310 00
Mornington.....	438 00
do. for Separate School.....	12 00
Wallace.....	395 00
	\$104 00
Total for County, \$4,167.	\$4063 00

36. COUNTY OF HURON.

Ashfield.....	\$440 00
Colborne.....	240 00
Goderich.....	450 00
Grey.....	445 00
Hay.....	470 00
Howick.....	460 00
Hullett.....	338 00
do. for Separate School.....	\$32 00
McKillop.....	430 00
Morris.....	370 00
Stanley.....	500 00
Stephu.....	334 00
do. for Separate School.....	26 00
Tuckersmith.....	360 00
Turnberry.....	275 00
Usborne.....	430 00
Wawanosh, East.....	262 00
do. West.....	285 00
do. for Separate School.....	24 00
	\$82 00
Total for County, \$6,251.	\$6169 00

37. COUNTY OF BRUCE.

Albemarle and Amabel.....	\$ 70 00
Arran.....	410 00
Brant.....	590 00
Bruce.....	340 00
Carrick.....	523 00
do. for Separate School.....	\$17 00
Culross.....	390 00
Elderslie.....	545 00
Greenock.....	228 00
do. for Separate School.....	\$27 00
Huron.....	350 00
Kincardine.....	465 00
Killoss.....	329 00
Saugeen.....	250 00
	\$44 00
Total for County, \$4,355.	\$4311 00

38. COUNTY OF MIDDLESEX.

Adelaide.....	\$333 00
Biddulph.....	417 00
do. for Separate School.....	\$43 00
Carradoc.....	520 00
Delaware.....	225 00
Dorchester, North.....	510 00
Ekfrid.....	330 00
Lobo.....	390 00
London.....	1120 00
McGillivray.....	543 00
do. for Separate School.....	17 00
Metcalfe.....	330 00

COUNTY OF MIDDLESEX—Continued.

Townships.	Apportionment.
Mosa.....	350 00
Nissouri, West.....	410 00
Westminster.....	711 00
do. for Separate School.....	9 00
Williams, East.....	300 00
do. West.....	200 00
do. for Separate School.....	60 00
	\$129 00
Total for County, \$6,798.	\$8669 00

39. COUNTY OF ELGIN.

Aldborough.....	\$310 00
Bayham.....	278 00
Dorchester, South.....	258 00
Dunwich.....	390 00
Malahide.....	620 00
Southwold.....	550 00
Yarmouth.....	650 00
	\$3351 00

40. COUNTY OF KENT.

Camden and Gore.....	\$310 00
Chatham and Gore.....	415 00
Dover, East and West.....	290 00
Harwich.....	608 00
Howard.....	434 00
do. for Separate School.....	\$38 00
Orford.....	290 00
Raleigh.....	\$37 00
do. for Separate School.....	143 00
Romney.....	76 00
Tilbury, East.....	152 00
Zone.....	100 00
	\$179 00
Total for County, \$3,189.	\$3010 00

41. COUNTY OF LAMBTON.

Boanquet.....	\$445 00
Brooke.....	245 00
Dawn.....	103 00
Enniskillen.....	165 00
Euphemia.....	268 00
Moore.....	408 00
do. for Separate School.....	\$23 00
Plympton.....	470 00
Sarnia.....	270 00
Sombra.....	225 00
do. for Separate School.....	34 00
Warwick.....	465 00
	\$56 00
Total for County, \$3,140.	\$3084 00

42. COUNTY OF ESSEX.

Anderdon.....	\$113 00
do. for Separate School.....	\$28 00
Colchester.....	298 00
Gosfield.....	300 00
Maidstone.....	194 00
Malden.....	180 00
Mersea.....	312 00
Rochester.....	180 00
Sandwich, East.....	340 00
do. West.....	235 00
Tilbury, West.....	200 00
	\$23 00
Total for County, \$2,374.	\$2346 00

Apportionment to Cities, Towns, and Villages for 1868.

CITIES.	Common Schools.	E. C. Sep. Schools.	Total.
Hamilton.....	\$1702 00	\$299 00	\$2000 00
Kingston.....	1072 00	328 00	1400 00
London.....	1405 00	195 00	1600 00
Ottawa.....	762 00	818 00	1500 00
Toronto.....	2981 00	1439 00	4470 00
	\$7892 00	\$5078 00	10,970 00

Towns.	Common Schools.	E. C. Sep. Schools.	Total.
Amherstburgh.....	\$147 00	\$103 00	\$250 00
Barris.....	163 00	58 00	220 00
Bellefleur.....	500 00	170 00	670 00
Berlin.....	261 00	39 00	300 00
Boswell.....	110 00	.....	110 00
Bowmanville.....	270 00	.....	270 00
Brantford.....	641 00	89 00	730 00
Brockville.....	316 00	124 00	440 00
Chatham.....	436 00	32 00	468 00
Clifton.....	84 00	54 00	138 00
Cobourg.....	372 00	102 00	474 00
Collingwood.....	160 00	.....	160 00
Cornwall.....	204 00	.....	204 00
Dundas.....	184 00	126 00	310 00
Galt.....	260 00	.....	260 00
Goderich.....	361 00	.....	361 00
Guelp.....	408 00	172 00	580 00
Ingersoll.....	244 00	86 00	330 00
Lindsay.....	135 00	115 00	250 00
Milton.....	100 00	.....	100 00
Napanee.....	187 00	33 00	220 00
Niagara.....	148 00	77 00	225 00
Oakville.....	103 00	67 00	160 00
Owen Sound.....	270 00	.....	270 00
Paris.....	223 00	48 00	270 00

TOWNS—Continued.

	Common Schools.	R. C. Sep. Schools.	Total.
Perth.....	211 00	69 00	280 00
Peterborough.....	294 00	140 00	434 00
Pictou.....	183 00	77 00	260 00
Port Hope.....	440 00	.....	440 00
Prescott.....	143 00	107 00	250 00
Sandwich.....	150 00	.....	150 00
Sarnia.....	131 00	54 00	235 00
St. Catharines.....	462 00	238 00	700 00
St. Mary's.....	353 00	.....	353 00
St. Thomas.....	187 00	.....	187 00
Simcoe.....	151 00	23 00	174 00
Stratford.....	320 00	40 00	360 00
Whitby.....	214 00	54 00	300 00
Wind-or.....	372 00	.....	372 00
Woodstock.....	387 00	.....	387 00
	10,424 00	22349 00	\$12,714 00

Villages.	Common Schools.	R. C. Sep. Schools.	Total.
Aruprior.....	132 00	.....	\$162 00
Ashburnham.....	125 00	.....	125 00
Aurora.....	126 00	.....	126 00
Bath.....	66 00	.....	66 00
Bradford.....	120 00	.....	120 00
Brampton.....	185 00	.....	185 00
Brighton.....	130 00	.....	130 00
Caledonia.....	115 00	.....	115 00
Cayuga.....	82 00	.....	82 00
Chippewa.....	109 00	40 00	149 00
Clinton.....	145 00	.....	145 00
Colborne.....	96 00	.....	96 00
Dunnville.....	165 00	.....	165 00
Elora.....	156 00	29 00	185 00
Embros.....	70 00	.....	70 00
Fergus.....	141 00	19 00	160 00
Fort Erie.....	110 00	.....	110 00
Gananoque.....	170 00	.....	170 00
Garden Island.....	60 00	.....	60 00
Georgetown.....	154 00	.....	154 00
Hawkesbury.....	130 00	.....	130 00
Keepeler.....	105 00	.....	105 00
Holland Landing.....	78 00	.....	78 00
Iroquois.....	80 00	.....	80 00
Kemptville.....	114 00	.....	114 00
Kincardine.....	150 00	.....	150 00
Lanark.....	70 00	.....	70 00
Listowell.....	100 00	.....	100 00
Merrickville.....	105 00	.....	105 00
Mitchell.....	198 00	.....	198 00

VILLAGES—Continued.

	Common Schools.	R. C. Sep. Schools.	Total.
Morrisburgh.....	118 00	.....	118 00
Mount Forest.....	120 00	20 00	140 00
Newburgh.....	100 00	.....	100 00
Newcastle.....	98 00	.....	98 00
New Edinburgh.....	40 00	.....	40 00
New Hamburg.....	121 00	.....	121 00
Newmarket.....	119 00	46 00	165 00
Oil Springs.....	155 00	.....	155 00
Orangeville.....	95 00	.....	95 00
Orillia.....	130 00	.....	130 00
Oshawa.....	221 00	54 00	275 00
Pembroke.....	72 00	21 00	93 00
Petrolia.....	100 00	.....	100 00
Portsmouth.....	91 00	89 00	130 00
Port Dalhousie.....	135 00	.....	135 00
Preston.....	158 00	18 00	154 00
Renfrew.....	67 00	.....	67 00
Richmond.....	50 00	.....	50 00
Seaford.....	90 00	.....	90 00
Smith's Falls.....	120 00	.....	120 00
Southampton.....	90 00	.....	90 00
Stirling.....	96 00	.....	96 00
Strathroy.....	140 00	.....	140 00
Streetville.....	85 00	.....	85 00
Thorold.....	130 00	85 00	215 00
Trenton.....	120 00	86 00	206 00
Vienna.....	97 00	.....	97 00
Wardville.....	98 00	.....	98 00
Waterloo.....	160 00	.....	160 00
Welland.....	108 00	.....	108 00
Wellington.....	76 00	.....	76 00
Yorkville.....	185 00	.....	185 00
	\$7146 00	\$457 00	\$7603 00

Summary of Apportionment to Counties for 1868.

	Common Schools.	Separate Schools.	Total.
1. Glengarry.....	2107 00	235 00	2340 00
2. Stormont.....	1920 00	.....	1920 00
3. Dundas.....	2112 00	.....	2112 00
4. Prescott.....	1501 00	161 00	1662 00
5. Russell.....	854 00	.....	854 00
6. Carleton.....	3250 00	119 00	3369 00

SUMMARY—Continued.

	Common Schools.	R. C. Sep. Schools.	Total.
7. Grenville.....	2155 00	50 00	2205 00
8. Leeds.....	3565 00	25 00	3590 00
9. Lanark.....	3248 00	14 00	3262 00
10. Renfrew.....	2550 00	80 00	2630 00
11. Frontenac.....	2738 00	129 00	2867 00
12. Addington.....	1803 00	77 00	1880 00
13. Lenoxx.....	861 00	.....	861 00
14. Prince Edward.....	1992 00	.....	1992 00
15. Hastings.....	4155 00	19 00	4174 00
16. Northumberland.....	4007 00	70 00	4077 00
17. Durham.....	35 00	.....	3560 00
18. Peterborough.....	2479 00	39 00	2518 00
19. Victoria.....	279 00	.....	279 00
20. Ontario.....	4421 00	36 00	4457 00
21. York.....	5934 00	163 00	6097 00
22. Peel.....	2736 00	24 00	2760 00
23. Simcoe.....	5575 00	45 00	5620 00
24. Halton.....	2080 00	.....	2080 00
25. Wentworth.....	3167 00	43 00	3210 00
26. Brant.....	2260 00	.....	2260 00
27. Lincoln.....	2038 00	.....	2038 00
28. Welland.....	2003 00	97 00	2100 00
29. Haldimand.....	2420 00	49 00	2469 00
30. Norfolk.....	3200 00	40 00	3240 00
31. Oxford.....	4719 00	.....	4719 00
32. Waterloo.....	3324 00	136 00	3460 00
33. Wellington.....	5237 00	348 00	5585 00
34. Grey.....	5431 00	229 00	5660 00
35. Perth.....	4063 00	104 00	4167 00
36. Huron.....	6169 00	82 00	6251 00
37. Bruce.....	4311 00	44 00	4355 00
38. Middlesex.....	6669 00	129 00	6798 00
39. Elgin.....	3351 00	.....	3351 00
40. Kent.....	8010 00	179 00	8189 00
41. Lambton.....	3084 00	56 00	3140 00
42. Essex.....	2346 00	28 00	2374 00
District of Algoma.....	360 00	.....	360 00
	\$135675 00	\$28350 00	\$138525 00

GRAND TOTALS.

	Common Schools.	R. C. Sep. Schools.	Total.
Counties & Districts.....	\$135,775 00	\$28,350 00	\$138,525 00
Cities.....	7892 00	3078 00	10,970 00
Towns.....	10,425 00	2,89 00	12,714 00
Villages.....	7146 00	457 00	7603 00
Reserved for new Separate Schools.....	.....	189 00	188 00
	\$161,138 00	\$38,62 00	\$170,000 00

Department of Public Instruction for Ontario.

CIRCULAR TO THE CHAIRMAN OF EACH BOARD OF GRAMMAR SCHOOL TRUSTEES:

SIR,—The 6th section of the Grammar School Improvement Act of 1865, enacts, that—

“6. No Grammar School shall be entitled to a share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said Fund.”

In a Circular addressed by the Chief Superintendent of Education to the Boards of Grammar School Trustees, in December, 1865, the following paragraph occurs:—

“Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate, as far as possible, the labours of the trustees, I will make and pay the next year's apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.”

The confident expectation thus expressed was fulfilled by the great majority of the Grammar School and Municipal authorities during 1866 and '67: the apportionment for 1868 will therefore be paid to all the schools duly conducted, that have raised the necessary local aid during 1867, in the hope that the same effort to meet the requirements of the law will be made this year. In the few cases in which the local aid was not raised in 1867, the intimation conveyed in the latter part of the above quoted paragraph must be carried out.

It may be well here to repeat the following Regulation adopted by the Council of Public Instruction, and approved by His Excellency the Governor General:—

“2. After the first day of January, 1866, no Grammar School

shall be entitled to receive anything from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of studies prescribed in the Programme, be admitted or continued in any Grammar School.”

In order that ample time may be afforded for a compliance with the law, as above quoted and explained, and that the trustees and municipal authorities should be informed, at the earliest possible period, of the *minimum* amount to be raised within the year for the purpose in question, it has again been determined to make the apportionment for the current year on the basis of the work done by the Grammar Schools during the past year.

The following is the section of the Grammar School Improvement Act, which regulates the apportionment:—

“7. The apportionment payable half-yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.”

In the circular addressed to the Trustees in April 1867, informing them of the amount of the grant for that year, one peculiarity disclosed by the Returns, and by the Inspector's Reports, was referred to in the following terms:—

“But with respect to the attendance, it must be remarked, that in the Chief Superintendent's Report for 1865, a copy of which was sent to each Board of Grammar School Trustees, special attention was drawn (page 25) to the statements and opinions expressed in the Report of the Inspector, on the subject of the attendance of girls at the Grammar Schools. It seems but too plain that the spirit of the law and regulations has not been observed in some schools on this point, and some check to the evil is imperatively required. In the meantime your attention is particularly called to the Chief Superintendent's observation on the subject.”

I regret to observe that the evil of inducing girls to enter the

Grammar Schools, with the apparent object of unduly swelling the number of pupils, has not diminished but has increased, although there are still several schools which are not open to this reproach. It therefore becomes the duty of the Department, in its administration of the law, to take care that no encouragement is offered to a course of action which is contrary to the intention of the Grammar School Law and Regulations, and injurious to the best interests of the schools and pupils.

The law invests School Trustees with ample powers for the establishment and maintenance of schools or departments of schools in which girls, who have passed through the elementary Common School studies, may obtain that higher culture and instruction which they may require. But the organization and studies of the Grammar Schools are not adapted for mixed classes of grown up girls and boys, nor is it desirable that such mixed classes should exist.

The matter is of so serious an aspect, that I felt it my duty to consult the Principal Law Officer of the Crown in this Province as to the proper interpretation of the law, and the following is the opinion he has given:—"My interpretation of the Grammar School Act in relation to the question submitted by you is that boys alone should be admitted to those schools, and that consequently, the Grammar School Fund was intended for the classical, mathematical, and higher English education of boys."

It therefore became my duty, as thus instructed, to apportion the grant of 1868 on the basis of the boys' attendance. From this cause, as well as from the usual fluctuations in the attendance, the grants to some of the schools are necessarily diminished, while in other cases they are increased this year. But where large reductions were thus required in certain apportionments as compared with those of the preceding year, the operation of the law has been rendered as favourable as possible to the schools and individuals concerned.

The grant to your school, for 1868, will be at the rate of * * * per annum, for the period during which it is kept open, with the required average attendance, and conducted according to law; and the smallest sum required to be raised under the 6th section above quoted, within the year, is * * *

In the course of the past two years, the system of local municipal support, as was expected, has been very generally adopted, and it is to be hoped that it will henceforth be so far matured as to largely increase the means for the support of Grammar Schools and their Masters. It must be remembered that fully equipped and efficient Grammar Schools are as essential a part of a complete system of public education as are the Common Schools themselves.

Circulars explaining the provisions of the law were sent to the Wardens of Counties, the Mayors of Cities and Towns, and the Reeves of Villages, in November and December, 1865, and a sufficient number of copies of the present circular are sent to you, to enable the Trustees, if necessary, to bring the matter again under the notice of the municipal bodies.

I have the honour to be, Sir,
Your obedient servant,

E. RYERSON.

EDUCATION OFFICE, }
Toronto, May, 1868. }

II. Papers on Practical Education.

I. ON SANITARY PRECAUTIONS IN SCHOOL.

I. That from many published medical and health reports, it appears that children are much less liable to the disease than adults; that, while it is doubtful that the disease is communicable by contact, it is certain that children are not, under proper regulations, more exposed in schools than elsewhere to infection; and that attacks of the disease are much more frequent by night than by day.

II. That while the cause which specially determines an attack eludes observation, it is found that all such conditions as are at any time unfavourable to health predispose to and aggravate the disease. Of such unfavourable conditions, those most frequently occurring in schools are:—

1. The depression produced by too long confinement.
2. Fatigue whether in the school-room or play-ground.

3. Sudden change of temperature, as from overheating and subsequent chills.

4. Impure air resulting from overcrowding, want of ventilation, or defective drainage.

5. Inattention to strict cleanliness of school-rooms, basements, play-grounds, and outhouses.

III. That regular and not exhausting employment of body and mind, and the assembling of children in airy, healthful situations are so far from tending to aggravate the epidemic, that they may rather be considered as precautionary measures in the event of its prevalence.

IV. That in addition to strict attention to whatever can promote comfort of body and cheerfulness of mind through pleasant employment, sufficient recreation, adequate rest, thorough ventilation, scrupulous care to secure cleanliness, a supply of pure drinking water, and the free use of disinfectants in schools, and, with all these, wholesome and plentiful diet and woollen under-clothing provided at home,—nothing can be recommended to guard our children during the prevalence of cholera.

In accordance with the principles above advanced, the following are recommended:—

I. That all school-rooms, with their basements, outhouses, and play-grounds, be immediately thoroughly cleaned and aired; lime and disinfectants being freely used.

II. That all drains be examined, cleared, and put in thorough repair.

III. That throughout the summer this state of cleanliness be maintained, particular care being taken to secure continual and ample ventilation and dryness.

IV. That the warming apparatus of schools be kept in readiness for use during chilly or damp weather, and even during sultry and close weather to maintain a circulation of air.

V. That more ample provision than is usual be made for the personal cleanliness of the children, as plenty of water with soap and towels for occasional ablution.

VI. That a supply of fresh-drawn, filtered, or boiled water for drinking be supplied.

VII. That the hours of school study be temporarily shortened, and this rather by frequent and lengthened recesses than by closing schools at an earlier hour.

VIII. That such arrangements be made as shall avoid exhausting examinations after the warm weather has begun, either by dispensing with them in part, or holding them at an earlier period than is customary.

IX. That an air of cheerful employment and recreation be given to the school routine by the introduction of drill, gymnastics, object oral lessons, lectures and conversations, music, drawing, and the lighter branches of study; especially avoiding onerous home-lessons.—*Report of Committee, McGill Normal School.*

2. MANNERS IN TEACHERS.

A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement; and these are bred in years, not moments. The principle that rules your life is the sure posture-master. Sir Philip Sydney was the pattern to all England of a perfect gentleman; but then he was the hero that, on the field of Zutphen, pushed away the cup of cold water from his own fevered and parched lips, and held it out to the dying soldier at his side! If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no young heart will refuse its homage. Children are not educated till they catch the charm that makes a gentleman or lady. A coarse and slovenly teacher, a vulgar and boorish presence, munching apples or chestnuts at recitation like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a Member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an offset.—*F. D. Huntington, D.D.*

3. TEST OF FAIRNESS IN EXAMINATIONS.

To those who wish to conduct an examination for the purpose of testing a pupil's knowledge of the subject matter of a book, and not for the sake of showing off, or of concealing a pupil's ignorance, the following method may be found useful. Suppose the subject is Chemistry, write the name of each principal topic upon a slip of paper, and number these slips in the order in which they are to be recited. When they have been thoroughly mixed, distribute them to the members of the class, and require the topics to be recited in their order. This plan seems to secure perfect fairness, and, if persisted in, will be instrumental in securing sound scholarship. This is also an excellent way of conducting reviews.

4. THE HALF-TIME SCHOOL SYSTEM.

The half-time school system now in course of extension in the manufacturing districts in England, is beginning to attract attention in France. An association has been formed recently there, under the presidency of M. Dumas, of the Institute, for the amelioration of the condition of apprentices and young children engaged in manufactures. Upwards of 2,000 persons have already joined the association as subscribing members. At the recent formal *séance*, presided over by the Empress, at the Palais d'Industrie, a Report was read from the Officers of the Association, which Her Majesty has taken under her special patronage, urging the adoption of the principle of compulsory attendance of children at school three hours a day, or the half-school time, as a security against bodily overwork, as well as against exclusion from education, and proclaiming the award of a medal to Mr. E. Chadwick as the originator and promoter of the system in England. Earl Russell, in his recent speech on a national system of education, referred to an address given at Paris by Mr. Chadwick to the Academy of Moral and Political Science of the Institute, as containing facts and reasonings which had convinced his lordship that the half-school time system was an improvement in the method of instruction, which ought to be generally adopted in a national elementary system of education. In answer, the Duke of Marlborough, as Lord President of the Privy Council, stated that the Acts for the regulation of factories recently passed provided for its wide extension in the manufacturing districts, and that it had been referred to a commission to consider of its application to the elementary schools for children engaged in agriculture. It is estimated that under the recent Acts, the half-time system will be eventually extended to about one million of children in the manufacturing districts.—*Museum*.

5. SUPERIORITY OF HALF-DAY INSTRUCTION IN SCHOOLS.

The Chicago Report, just issued, furnishes practical demonstration of the fact that small children will advance as well with three hours of instruction per day as with the usual number—six, and, also, inferential proof that the usual time of confinement in the school-room is not only unprofitable, but positively injurious. On account of its overcrowded condition, in one of the schools the system of half-day instruction was resorted to, and about 400 pupils in the four lower grades were placed under that régime. The average daily attendance was 392. In this number there were during the year 573 promotions in grade, or 1.46 promotions per pupil. In the same grades of pupils in all the schools the number of promotions was 1.15 per pupil, showing an increase in number of promotions of about 13 per cent. in favor of short sessions. As to thoroughness of instruction and standard for promotion, the examinations of the Superintendent showed a proficiency in scholarship which was fully equal to the average attainments of classes in those grades.

IV. Papers on Natural History.

1. SUMMER AND THE CLAIMS OF BOTANY.

Perhaps no study is so regularly ignored by school committees, or so indifferently taught by teachers in general, as Botany; yet no study, under competent instructors, can be made more beneficial. Though often sneeringly spoken of, as fit only for girls, it is nevertheless true that no other study is so well calculated to excite and develop the reasoning powers of young scholars of both sexes, and to prepare them for the graver studies of maturer years.

Provided, then, with average brains, tolerable eyes, and a pocket knife, the pupils are ready for those delightful rambles which minister at once to their physical and intellectual needs. This physical training is of no slight advantage. Boys the world over, are unconfined, uncontrollable, irrepresible, and will have pure air enough to vitalize the blood, and exercise enough to develop the muscles. Running, boxing, swimming, cricket, base-ball, and gymnasiums, are keeping them up to the regulation standard; but how with the girls?

It is a sad fact patent to all, that the American woman is fragile, and loses her beauty at just the age it should be fully developed, and the reason is that girls are systematically repressed. Fashion reduces their wastes, and propriety their amusements, until the bloom fades from their cheeks, and the buoyancy from their lives.

Botany, rightly taught, forces its students into the open air and compels them to take abundant exercise. From the time the sweet-scented May-flower and delicate blood-root make their earliest debut, before the snow and ice of mid April have had time to melt away, throughout Spring, Summer and Autumn, to those late days when the asters and golden-rods are buried by the drifting storms of

Winter, there is an everchanging succession of flowers, varying with the locality and nature of the soil.

Sandy plains, meadows, hill-sides, swamps, woods, all have their own distinctive flora, and demand, at all seasons, careful examination.

There are schools within a dozen miles of Boston, where pupils, of both sexes, in classes, have in a single season almost exhausted the flora of their respective towns, numbering the specimens they have personally sought out and examined by the hundred, not merely acquiring a vigorous physique thereby, but, at the same time, gaining those habits of observation and patient investigation which will inevitably extend the domains of science over yet untrodden fields.

How does botany, in any special manner, discipline the faculties and call out the higher powers of the mind?

Let us briefly trace the progress of the young student.

On the sides of rocky hills, about the first of May, appears the *early crowfoot*, easily distinguished by the bright yellow blossoms, parted leaves, silky stalk, and clustered, fibrous roots. A little later, in moist pasture-land, appears the *bulbous crowfoot*, differing slightly from the *early crowfoot* in several particulars, but chiefly in its bulbous roots. Still later blossoms the *tall crowfoot*, distinguished from the preceding by its greater height and paler blossoms. Throughout the summer the student meets with perhaps a dozen different species of crowfoot, either one of which he recognizes at sight. He sees that all these species, though differing in many respects, are uniformly alike in others. He considers each property by itself—rejects the properties that differ, retains those that are constant—and thus forms, not an actual crowfoot, but a scientific conception—*genus Ranunculus*.

He sees the delicate anemone, purple-tinged, bordering the moist woodlands, the marsh marigold opening its golden cup in the wet meadows, the shining leaved gold thread, the panicked meadow-rue; and finding these, dissimilar as they are, grouped in the same crowfoot family, the mind instinctively seeks those elements which are constant in all these plants, and thus forms the scientific conception of the *order Ranunculacia*.

Thus the young scholar abstracts, combines and generalizes, without so much as knowing the names of these processes. He knows what is better—the thing itself. He comprehends readily the distinction between individuals, genera and orders; the mutual relations of these terms can never fade from his mind.

Proceeding thus by broader and still broader generalizations, the unity of design in the whole vegetable creation at length becomes manifest, and the innumerable species and genera, so widely dissimilar in manner of growth, external appearance, properties and habits, are clearly seen to be

“ ——— parts of one stupendous whole,
Whose body nature is, and God the soul.”

“ Attention it is that is the very soul of genius,” observes a well-known divine; and the study of botany demands the closest attention. The student, to classify his specimens, must observe the minutest particulars, not merely the habitat of the plant the number and arrangement of leaves, sepals, petals, stamens, and pistils, and the kind of root; but he must also observe the colour of the juice, the divisions of the seed-vessels and number of seeds, the roughness or smoothness of the stalk, the manner in which the anthers open to scatter their pollen, and numerous other particulars well-known to all botanical students.

Thus one confirms habits of attention and reflection, acquires the power and disposition to think for himself in a logical manner, and rises from particulars to principles, than which no discipline can be more effectual.

Again, no study, aesthetically considered, leads to more important results; no study more rapidly develops the taste and prepares the mind for delightful converse with nature.

The microscopic plants we tread daily under our feet; venerable, wide-spreading elms; colossal oaks; sombre firs; slender vines whose tendrils flatten to suckers and cling to adjacent walls, or the stems of whose leaves twist themselves pertinaciously about any support; multitudinous forms of life, infinitely diverse, yet conforming to the same general plan; all these are Art teachers, softly fashioning the mind, imperceptibly conducting it to loftier ideals of the graceful and symmetrical.

There are colors, too, whose divine combinations, like the tints of the rainbow, defy the skill of the painter, and refuse to yield their secret to the manipulations of the chemist.

Leaves and blossoms change from day to day, and their attractions vary, but do not lessen, as the year ripens and draws to a close. Fields of emerald green harmonize well with the skies of spring; drooping foliage and deep-tinted blossoms with the heats of summer; the glorified leaves with the splendours of autumnal sunsets; and the naked branches, now swaying drearily to and fro in the wind, now resplendent with encased ice and crystal pendants, at

times with the sombre gloom, and at times with the sparkling brilliancy of winter.

From these mute teachers, the poet likewise largely draws his illustrations, and he who has ignored the claims of botany, cannot appreciate, at their proper value, many of the most beautiful passages of our popular authors. The true poet is a student of nature in all its manifold aspects, and the reader, to sympathize with him, must have recourse to the same inexhaustible fountain.

In whatever light, then, we place botanical knowledge, whether as a means of physical development or mental discipline, an accessory to the fine arts, an interpreter of standard literature, or a constant revelation of divine power and goodness, this neglected study seems to form an essential part of a complete education.—*Botanicus in Massachusetts Teacher.*

2. THE STUDY OF NATURAL HISTORY IN SCHOOLS.

We notice that an effort is being made both in Britain and the United States to introduce the study of Natural History into the National and Common Schools. It is argued, and we think correctly, that a more intimate acquaintance with all the various phenomena of Nature, with plants, animals and minerals, is not only calculated to interest and exalt the mind of the student, but that it is also likely to be of practical utility to him in the every day affairs of life. People who are entirely ignorant on this subject are unable to appreciate half of the beauty and harmony of Nature's wondrous laws and teachings. To be able fully to understand the language written on the broad page of Creation, is one of the highest gratifications which it is possible for man to experience, and the lessons which will thereby be conveyed to him are of the most valuable and comprehensive character.

Mr. Carlyle, who, however impracticable he may be as a politician, is a keen appreciator of the beauties of natural science, writes to a friend as follows: "For many years it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless creatures that are continually meeting me with a salutation that I cannot answer as things are. Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day? I love to prophesy that there will come a time when, not in Edinburgh only, when in all Scottish and European towns and villages the schoolmaster will be strictly required to possess those two capabilities (neither Greek nor Latin more strict), and that no ingenious little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look on them as if across grated fences all his life." We hope that at no distant day Mr. Carlyle's prophecy may be realised, not in "Scottish and European towns and villages" alone, but also in every school in the Dominion of Canada. We believe that if this study were introduced into the curriculum of our schools, the results would be of a most gratifying nature.—*Hamilton Spectator.*

IV. Papers on Geographical Subjects.

1. THE GULF STREAM.

It is undeniable that the influence of the Gulf Stream is felt through a large part of the North Atlantic Ocean, on the western shores of Great Britain, and still further along the northern and north-eastern coast of Europe. What is the origin of this influence? This practical question has been answered in a variety of ways by different writers. It seems to have been taken for granted that the Stream rises in the Gulf of Mexico, and hence it is commonly called the Gulf Stream. It is generally supposed that the most, if not all, of its striking peculiarities originate in that quarter of the Atlantic. On the coast of Cornwall, Ireland, Scotland, Greenland, and yet further north, traces of tropical vegetation are found, which are supposed to be thrown on the beach and lodged among the rocks by the northern and eastern flow of the Gulf Stream. The western slopes of this part of Europe are clothed with moisture peculiar verdure, in consequence of the steady deposits by the south-west winds from the sea of the fertilising and warming vapours which abound where the Gulf Stream flows. A similar result is produced off the coasts of Florida, South Carolina, North Carolina, and Georgia, in the southern portion of the United States. It extends, at certain times, along the shores of New Jersey and New York, and is more slightly perceptible all round the extreme maritime regions of New England. We say at certain times, because there are periods on the sea-coasts of Europe as well as America when the course of the Gulf Stream is

carried further away from the shore than it is at others. During these periods the effect produced on contiguous vegetation is at once perceptible; a change soon takes place in the surrounding atmosphere; so that all things under its influences are made to feel either the presence or absence of this extraordinary agent of the sea and air,—*From the Broadway, No. II.*

2. THE BRITISH COLONIAL EMPIRE.

The London *Times* of a recent date has the following:—The Blue book in which the Colonial office lays before parliament statistical accounts of our colonial and other possessions contains this year no less than 634 folio pages. The volume has become so large that a small "Statistical Abstract" has been found acceptable. Our Indian possessions are described as having an area of 956,436 square miles with a population of 144,948,356, the native States of India (as distinguished from British India) having an area of 596,790 square miles, and a population of 47,909,199, besides which there are in India 1,254 squares of miles native States under the French or the Portuguese Government, with a population of 517,149. The area of our North American colonies is 632,361 square miles, with a population of 3,701,461; and this does not include the vast territory administered by the Hudson's Bay Company. Australia contains an area of 2,582,070 square miles, and a population of 1,599,580; the British West Indies an area of 88,683 square miles, and a population of 1,097,627; the Cape of Good Hope and Natal 119,328 square miles, and 425,676 people; Ceylon 24,700 square miles, and a population of 2,049,728. Our other colonies being added, the general total is an area of 5,427,232 square miles, and a population of 154,810,787 souls; and this notwithstanding some omissions on account of returns not received—the aborigines of British Columbia, and some 150,000 persons on the 6,000 square miles of the Gold Coast settlement. The parent State, the United Kingdom, has an area of no more than 160,000 square miles, and a population not much exceeding 30,000,000. The public revenue of these vast possessions abroad was nearly 63,000,000*l.*, in the year 1865, the year for which these returns are made; it approaches that of the mother country. Not so the public debt; it is not quite 140,000,000*l.* The tonnage entered and cleared in 1865, exclusive of the coasting trade, was about 26,000,000. The imports into these British possessions in 1865, including bullion and specie, amounted in value to 128,375,063*l.*; more than 66,000,000*l.* worth were from the United Kingdom. The exports amounted to 141,268,102*l.*; 75,419,659*l.* of these exports went to the United Kingdom. These great possessions sent forth, for the supply of the world in that year, wool of the value of 12,234,580*l.*; raw sugar, 7,158,163*l.*; coffee, 3,308,963*l.*; wood, 3,877,530*l.*; fish, 1,668,260*l.* India alone, in the year ending April, 1865; sent out raw cotton of the value of 37,573,637*l.* Such is the British colonial empire. Queen Victoria is monarch of all here surveyed. The supply of cotton was of exceptional amount during the great American conflict; but most of even these great figures have already become an understatement, for population, production, and consumption alike have increased and are increasing."

3. THE SOUTH AMERICAN REPUBLICS.

Once more an attempt is being made to effect a confederation of the South American Republics lying together on the Pacific slope of the Andes. Peru has taken the initiative, through Senor Barrancocha, her Minister of Foreign Relations, who has recently addressed a circular upon the subject to the representatives of Chili, Bolivia and Equador. The following figures show several particulars relating to these republics, the population, in consequence of the lack of regular and reliable enumeration, being estimated:

	Population.	Area in Sq. Miles.	Miles of Coast.
Peru	2,500,000	400,000	1,950
Chili	2,100,000	170,000	1,250
Bolivia	1,100,000	375,000	250
Equador	1,100,000	240,000	550
Totals	6,800,000	1,185,000	3,900

This gives the projected confederation a magnificent domain, equal in extent to one-third the territory of the United States. But, until a change is effected by some means in the character of the Spanish American population, no stated organization of government can be hoped for.

V. Education in Various Countries.

1. MUNIFICENT GIFT OF MR. WHITWORTH.

In the House of Commons on the 2d, Mr. Bruce asked the Vice President of the Committee of Council on Education if it was true that Mr. Whitworth, of Manchester, (the inventor of the Whitworth gun), had offered a very large sum to be applied in the promotion of technical instruction; and if so, whether he could state what was the precise nature of the endowment, and whether he could lay on the table of the House any papers on the subject.

Lord R. Montagu replied that in a letter to the Prime Minister, dated the 18th of March, Mr. Whitworth made a most munificent offer to found thirty scholarships, of the annual value of £100 each, for the further instruction of young men selected by open competition for their intelligence and proficiency in the theory and practice of mechanics and its cognate science. That offer had been accepted, and he would place on the table the minute conveying the thanks due for his generous offer. The matter was also alluded to in the House of Lords in eulogistic terms.

The *London Times*, in a leader on the munificent act of Mr. Whitworth, in offering to found thirty scholarships of £100 a year, for the promotion of technical instruction, says that but for the vast interest of the Irish debate, the subject would have aroused a warm response in the House of Commons when it was mentioned last night. With the exception of Mr. Peabody's inexhaustible bounty, the *Times* does not remember an act of equal munificence. Mr. Whitworth, it may be said, has endowed the nation with a fund of £100,000.

2. SOMETHING LIKE LIBERALITY.

The people of Glasgow, Scotland, have a famous University, established so far back as the year 1450, nearly 50 years before the discovery of America. The buildings are now altogether inadequate to the requirements of the present day, and are, besides, situated in the worst, though at one time the most fashionable portion of the city. Application was accordingly made to Parliament for a grant to assist in erecting a new College, and £20,000 was promised on condition that as much more should be raised by private subscription. The condition was answered by two subscriptions of \$30,000 each; six of \$10,000; forty of \$5,000; twenty-six of \$2,500; twenty-seven of \$1,250; eight of \$1,000; fifty-four of \$500; and nineteen of \$250 each, besides smaller sums, making up an aggregate of \$600,000, subscribed for this noble purpose, by Scotchmen, and the list is still open. A country animated by such a spirit cannot be otherwise than prosperous. Every now and then we read of large legacies left to public institutions of learning in the United States. How is it that by no accident such a thing happens in these Colonies? Literature and science are at a discount among us. Our seats of learning are mere shrivelled skeletons, and the consequences are deplorable, in the prevailing absence of literary taste or scientific knowledge among our people. There is not, so far as we are aware, a public library in the Province deserving the name, and yet notwithstanding this lamentable state of things, there are people who turn up their noses at union, and imagine we are well enough, so long as we can make money by importing dry goods, selling cod-fish, and shaving bills. Surely it is time that the area of our mental vision were a little extended.—*Halifax Express*.

3. MISS CARPENTER'S WORK IN INDIA.

At the recent meeting of the Social Science Congress in Belfast, Miss Carpenter gave a detailed account of her efforts in India. She said she had been led to take a deep interest in India—an interest which utterly impelled her to venture upon a journey to that distant land. She had heard that native gentlemen were exceedingly jealous of interference in their household affairs, and very naturally. She had heard that the rules of their country led to the seclusion of women. She had heard that the women did not wish to be educated, and that therefore it would be useless or impossible to attempt any mission with that object. But when, on the other hand, she heard Hindoo gentlemen most anxiously entreating Englishwomen to do something for the ladies, she felt God giving her health and strength; that she must go to India. In India women were treated like slaves. India will never rise, she added, till they are treated differently. She soon learned that among the native gentry there was a general desire for the improvement of women.

Miss Carpenter then gave the result of her visit to the most important places of India. In the Bombay presidency, female education, and a consequent change in the position of women, had made greater progress than anywhere else in India, and there the effort had been made by native gentlemen themselves. The kindly and considerate intercourse of English ladies had proved most fruit-

ful of good results in many cases. It was well that it should be known that in India there was a very great prejudice against proselytism. Of course, she was impelled by Christian feeling in going out to India, but she went out intending not to act as a missionary. She went in Christian sympathy, but not to speak of Christianity to the people, though she had always been ready to bear testimony to her own convictions on proper occasions. The young children appeared entirely destitute of any proper education, but the elder girls appeared to be fairly taught. The time required for teaching a child the alphabet was there set down at six months, which, of course arose from the want of knowledge how to teach. English ladies had been objected to as teachers because of their proselytizing tendencies. The consequence of employing male teachers in girls' schools was to be found in the absence of refinement apparent. She was surprised at this, having always heard of the graceful and pleasing manner of the Hindoo girls. Next their voices were harsh and uncultivated—a circumstance which again surprised her.

"A painful picture of the ignorance of the lower classes was drawn by Miss Carpenter. She then discussed the propriety of forming an institution for the training of female teachers for India. If such an institution were formed, aid for it could not be accepted from the government, except upon the distinct understanding that there should be no interference with the religion of the country. Returning to the position of the Indian women, Miss Carpenter remarked that they were not permitted to eat with or to worship with their husbands. Miss Carpenter concluded by urging the importance of forming a public opinion in India. Already steps had been taken to found a Social Science Congress there."

4. EDUCATIONAL PROGRESS IN INDIA.

M. Garcin de Tassy opens annually his course of Hindustani at the *Bibliothèque Imperiale*, Paris, with a lecture which is welcomed by the learned as a document of authority. Here are some notes from the sixteenth introductory lecture just published. The Maharajah of Jamun and Cashmeer, a country surnamed *Jinnal Nazeer* (equal to Paradise,) has invited the learned of his capital to hold weekly meetings for the purpose of discussing matters of science and literature, without sectarian fanaticism. This plan is strongly commended by the native press, who express a wish that other princes may follow the Maharajah's example. Travancore, though subject to an Indian prince, enjoys great religious liberty; and, on the occasion of that potentate being invested with the Order of the Star of India, his minister assured the English missionaries, that they were not only viewed with favour by the natives, but that their presence there was acknowledged to be useful. The "Christian Vernacular Education Society" has founded four normal schools—viz., at Calcutta, Amritzeer, Ahmednuggur, and Dindigal, and seventy-eight schools frequented by 4000 children, all taught by native masters. In the Punjab, Hindostanee, English, and Persian, which latter is considered the learned language of the country, like Latin with us, are taught in all the schools of the first and second degree; and in the frontier circles, Pushtoo, which is the language of the Afghans, is taught. At Rajpoor, in Central India, a school for native workmen has been opened. In Rajpootana the general education of the people consists in the teaching of Hindoe and arithmetic. Each village has a school conducted by a Brahmin, in many cases with an allowance from government. A school of Medicine for females is to be opened at Delhi—the inmates of harems not being allowed the visits of a male practitioner. Ten new journals have been started this year, seven of which are in Oordoo, and three in Hindoe.—*Museum*.

VI. Papers on Scientific Subjects.

1. ECLIPSE OF THE SUN IN AUGUST.

The total eclipse of the sun which is to take place on the 18th of August next, will present such a long duration of darkness that astronomers are anticipating it with unusual interest. From near Aden, the central line of the eclipse extends to the Southern coast of New Guinea, crossing Hindoostan, the Bay of Bengal, the Malayan peninsula and the Gulf of Siam on the way; and at certain places on this line the duration of total darkness will be 6 deg. 46 min. At the date in question, the moon will be not more than six hours from its perigee, while the sun will be not far from apogee; a twofold condition which increases the apparent diameter of the sun nearly at its smallest. Hence the prolonged darkness. As such a chance occurs but rarely, a strong desire exists to make the most of it in endeavors to solve certain highly important questions in physical science. The English astronomers are also making preparations for observations in the track of the eclipse.

2. Monthly Report on Meteorology in the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the ten Grammar School Stations for APRIL, 1868.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Hamilton—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. C. Mutholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit, Range, Monthly Means, Daily Range, High-Est., Lowest, Warm-Est Day, Cold-Est Day, Monthly Means, Tension of Vapour.

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

Table with columns: STATION, Humidity of Air, Winds, Number of Observations, Motion of Clouds, Surface Current, Winds, Amount of Cloudiness, Rain, Snow, Auroras.

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

Remarks.—On 1st, ice left Kempenfeldt Bay. 18th, aurora very bright; also on 20th. Wind storms 15th and 16th. Snow every day from 2nd to 8th, and 11th, 22nd, 23rd. Rain 11th, 15th, 16th, 20th, 30th. BELLEVILLE.—Snow 2nd, 4th, 7th, 23rd. Rain 11th, 15th, 22nd, 29th, 30th. CORNWALL.—Snow 2nd, 4th, 7th, 23rd. Rain 1st, 17th, 18th, 29th, 30th.

gone by noon 28th, buds of balm of Gilead just opening; soft maple (*acer rubrum*) in bloom. Month cold and very dry; vegetation very backward. Rain and melted snow in 1866, 1.4239 inches; 1867, 2.7097 inches; 1868, 1.1876 inches. In 1866, frogs heard on 12th; in 1867, on 2nd; in 1868, not till 6th May. The return of the migratory birds also later than usual. High winds, 8th, 15th, 16th, 17th, 25th, 30th. Fogs 14th, 15th, 27th. Snow 3rd, 4th, 5th, 7th, 8th, 18th, 23rd. Rain on 11th, 14th, 15th, 19th, 24th, 29th, 30th.

PEMBROKE—On 1st, hail. 6th, large lunar halo. Last crossing Allumette lake on the ice on 16th. The greater part of the lake was clear of ice on the 18th; first trip of steamer on 23rd as far as Deep River, and on 25th she got within 17 miles of D. s Joachim Rapids. Frost out of the ground before the end of the month. Weather unusually dry, and water very low. Violent storms of wind 16th and 17th; high wind also 8th and 18th. Snow on 1st, 2nd, 4th, 6th, 7th, 8th, 11th, 18th, 23rd, 30th. Rain on 1st, 11th, 15th, 16th, 17th, 29th, 30th.

PETERSBURGH—On 1st, between 6 and 7 a. m., smoke in long horizontal strata about 50 feet from the ground. 6th, wide and not very distinct halo round sun. 13th, auroral light in broad arch from H at NNW to H at NNE, upper edge of arch about 20° high, lower about 11°; for a considerable time before and after sunset, broad belt of purple fringed with crimson along EH. 14th, swallows first observed. 15th, faint auroral light over cloud at NH; frogs first heard. 17th, hail. 18th, auroral light in two arches, upper about 24° high, upper edge of which well defined, lower arch about 14° high. 20 h. faint auroral light with a few streamers 22nd, severe black frost. 23rd, heavy fall of snow, commencing 10.10 p. m. and ending 9.40 a. m. on 24th, trees, &c., very heavily loaded. 24th, slight halo close to sun. 25th, wide indistinct halo round sun. Fog on 31st. Snow on 2nd, 3rd, 4th, 7th, 22nd, 23rd. Rain on 11th, 14th, 17th, 29th, 30th.

SIMCOE—On 9th, solar halo, 45° diameter, at 2 p. m. 12th, solar halo, 50° diameter. 19th, solar halo, 45° diameter. Storms of wind 2nd, 4th, 8th, (velocity 4, NW,) 11th, 15th, 16th, 17th (velocity, 6). Rainbows 16th and 29th. Snow on 2nd, 3rd, 4th, 5th, 7th, 8th, 10th, 18th, 23rd. Rain on 11th, 15th, 16th, 19th, 20th, 24th, 25th, 29th, 30th. The maple, usually in full bloom by 8th or 9th April, was this year not in full flower till about 20th.

STRAITFORD—Storms of wind 8th, 15th, 16th, 17th. Fogs 28th, 30th. Snow on 2nd, 3rd, 4th, 6th, 6th, 7th, 8th, 11th, 17th, 22nd, 23rd. Rain on 14th, 15th, 16th, 22nd, 29th, 30th.

WINDSOR—On 6th, lunar halo. 15th, lightning, thunder, and rain. Wind storms on 7th, 8th, 13th, 15th, 16th, 17th, 25th, 28th. Fogs 1st, 20th, 21st. Snow 4th and 7th. Rain 11th, 14th, 15th, 16th, 24th, 25th, 29th.

No. 3. ANOTHER OBSERVATORY AT QUEBEC.

The authorities of the Laval University are having an observatory erected upon the flat roof of the large building, for astronomical purposes. The construction of this observatory will be such, that, with the assistance of rails, it will be moveable and offer many additional advantages to the explorers of the heavens. The fine telescope imported last year from Europe, by the Rev. Mr. Baldue, will be mounted in this observatory in a few weeks hence; and with its aid we may hope that to Quebec shall yet belong the honor of adding something new to the discoveries in astronomy. This splendid instrument has a magnifying power of 840 times. The reflector is of silvered glass, of the highest degree of polish attainable, and its curve, which is parabolic, was traced on the principles indicated by the Foucault system. Its diameter is sixteen and a quarter inches; the focal length of the tube is about two feet; and it is supplemented by a smaller telescope, technically called a "Finder," being used to search out heavenly bodies before the minuter examination is entered upon. The University telescope is of the equatorial kind, having two axis of motion at right angles to each other, one of which is parallel to the axis of the earth, both axis being illustrated by graduated circles in metal. The mechanism of this telescope is of the most solid kind, though as intricate as clock-work; and by its aid, when fixed upon a star, it can be set in motion and made to move so steadily and uniformly round its terrestrial axis as to keep constantly in view the heavenly body under examination. The site of the University is said to be well adapted for observation, affording a clear view from the north-western promontory of Quebec across the valley of the St. Charles and the harbor, for at least five-eighths of the horizon, and by its great elevation dominating that portion of the view covered by the city and suburbs. The Laval University merits the gratitude of every citizen, for this latest of a series of acts beneficial to science and lending lustre to our ancient city.—*Mercury*.

No. 4. THE TWO NEEDLES.

The mariner's compass changed the face of the world, by stimulating trade, by making the navigation of the broad ocean practicable, and thus opening a new continent to civilization. Is the needle of modern firearms to work a revolution almost or quite as important?

The needle-gun gave Sidowa to Prussia; a victory as momentous

in universal history as Marathan or Cannæ or Waterloo. The immediate results were to restore Lombardy and Venice to Italy, securing the final union of the nation under one government; and the bringing of all Germany, outside of Austria, into practical subordination to Prussia, and into close confederation with her. The indirect results are only beginning to reveal themselves; but we must already number among them great internal changes in the Austrian empire, including the adoption by the court of a thoroughly liberal and progressive policy; and the reduction of France to a level with Prussia as a military power, with such danger of falling into the second rank as compels her to strain her resources to the utmost to avoid it.

France has invented her own needle-gun, too, for the Chassepot rifle is of this character. The Emperor depends upon it as the most effective small arm yet devised, and if it prove superior to the German gun we shall perhaps see still more astounding changes wrought by this second of those needles, which may be said to carry turning-points of the history of mankind.

VII. Biographical Sketches.

1. SIR DOMINICK DALY.

Sir Dominick Daly's is a name not unknown to Canadian history. This gentleman at one time exercised a considerable influence in the politics of Lower Canada, and, though he was never known to make a speech in Parliament he filled the office of Provincial Secretary of that province for some time before the Union, and of the united provinces and for seven years after it. His political sagacity and high social attractions compensated for his inability to speak in public. His lack of speaking talent gave rise on one occasion to a somewhat ludicrous incident. When all his colleagues in the Sullivan Administration resigned, in 1843, on the strength of a quarrel with Lord Metcalfe, Mr. Daly stuck to his post, and was thus left to represent all the Departments of the government. For several days he was the only minister in the House of Assembly; all the other ministerial benches besides his own were vacant. Apparently with malicious spite a round of interrogatories were flung at the lone representative of government, at times pointed with indignation, and again with jibes and sneers. Mr. Daly resolutely stuck to his bench and more determinedly than even Addison, whose heroic effort to address "Mr. Speaker" resulted so ludicrously. It was not until the prorogation came, several days after, that the Provincial Secretary was relieved from a situation which, however, stout-hearted he may have been, must have been exceedingly painful to him. Mr. Daly is best known in Canada for his devotion to Lord Metcalfe and his aristocratic notions of government. For this devotion he was rewarded, during the governorship of Lord Elgin, who followed up his predecessor's appeal to the Home Government, by appointment to the Lieutenant Governorship of Tobago, which, however, he soon resigned in consequence of ill health. He was subsequently appointed Lieut-Governor of Prince Edward Island, during the occupancy of which post he received the honour of knighthood, and later still, Governor-in-chief of South Australia, an office which he held at the time of his death. Sir Dominick Daly was an Irishman and a Roman Catholic. He was born in the county of Galway, in the last year of the last century, and was, consequently, when he died, close on the allotted span of the Psalmist. His early life was spent in commercial pursuits, partly with an uncle, a banker, in Paris, and partly in Lower Canada.

2. GENERAL SIR GEORGE WETHERALL.

The late General Sir George Augustus Wetherall, G. C. B., and Governor of Sandhurst College, who had seen considerable service, was the son of the late General Sir Frederick Wetherall, and was in his 80th year. He was educated at Winchester, and subsequently completed his education in the Royal Military College. He entered the army in July 1795, and was in action with a squadron of French frigates in the Mozambique channel in June, 1800, having previously served in the Cape. He was also present at the capture of the Isle of France in July, 1810. He served in the Conquest of Java in 1811. He afterwards acted as Military Secretary to the Commander-in-Chief of Madras, from 1822 to 1825, and was deputy Judge advocate in India, and afterwards in Canada, where his regiment was engaged in suppressing the insurrection of 1837 and 1838, and restored the disorder occasioned by the check given to Lt.-Col. Gore, at St. Charles. For this service he was made a C. B. From 1843 to 1850 he was Deputy Adjutant-General in Canada. A somewhat curious accident happened to a service of plate, which was purchased for presentation to him by a number of the inhabitants of Lower Canada. The vessel in which it was

coming out was wrecked, and almost the only thing that was saved was the chest of plate, which was found afterwards on shore at a great distance from the scene of the disaster.

3. A NOBLE CHILD—MARGARET WILSON.

One of the most touching instances of bravery and self-sacrifice of which we have ever heard, occurred a few days since in the north of England. A little girl named Margaret Wilson, only nine years of age, and the daughter of a simple miner, was playing with her little brother and two other smaller children, upon the railway track. Suddenly, in the midst of the gambols, an express train dashed into sight round a neighboring curve. The whistle of the locomotive was heard, and Margaret and her little brother ran off and had almost reached a place of safety, when looking back she saw her two little playfellows toddling along underneath the very shadow of the engine. Instantly, actuated by the impulse of supreme courage, she darted back, seized them in her arms and threw them off the track. Then she made an effort to follow them but was knocked down by the engine, cruelly mangled and killed.

The story of the poor miner's heroic little daughter will surely find a place in history, will surely be kept in remembrance by that nation, whose history, abounding as it does in acts of simple heroism and devotion, does not contain among all the legendary glories of the past, a more touching example of noble self-sacrifice than has been given by this young martyr.—*Hamilton Spectator*.

VIII. Papers on Literary Subjects.

No. 1. MR. MCGEE'S LAST LECTURE.

The following concluding portion of the late Mr. McGee's lecture on "the newspaper press," delivered in Ottawa a day or two before his death, will be read with interest:

"Into the difficult questions of the fairness of anonymous writing, on the reverse, I do not propose to enter; preferring to pass it by, in this place, with the dictum of my favorite oracle in Don Quixote, 'that much might be said on both sides of that question.' This newspaper revolution, however, has taken place, and will not be turned backwards. We are, whether we will or not, a newspaper generation, born and bred. It is impossible to overrate the social importance of the newspaper. As Burke once observed (I quote from memory), 'it is part of the reading of all, and the whole of the reading of many.' It brings the ends of the earth daily to our firesides and our breakfast tables. The poles are no longer 'wide asunder,' nor are the Antipodes distant, since Ariel has turned editor. 'The deserts wild and Andes vast' of Abyssinia, and Central Asia, are not beyond the reach of this hundred armed and hundred eyed monster of activity and intelligence. And in the art of distributing, the press is quite as wonderful as in the art of acquiring information. 'What is it,' asks De Tocqueville, 'drops the same thought at the same moment into ten thousands?' and he answers, 'the newspaper.' I remember a curious estimate some years ago in New York, was, that if all the copies of a well-known morning paper, issued daily, were spread out quilt-wise, they would cover twenty-seven acres; only fancy what a seed-sheet that was! Before closing, let me add the reflection, or rather the expression of a hope, that as this revolution brings us large knowledge, it may, at the same time, incline us with wider sympathies; that it may affect us, as to every good cause, in the same way as his newspaper interested the poet Cowper in the fortunes of the navigator, Captain Cook.

"I tread his dork
Ascend his topmast, through his peering eyes
Discover countries, with a kindred heart
Suffer his woes, and share in his escapes."

Let us hope that it will be among the abiding effects of this new social power, to make public life nobler, and private life more pure; to strengthen the arm of just authority, and weaken or extinguish religious rancor; to be to the weak a shield, and to the strong a curb-rein; in short to make men more manly and woman more womanly, and so to hasten the advent of the promised, "good time coming."

2. CANADIAN LITERARY ITEMS.

PARLIAMENT AND LITERATURE.—During the late session of the Legislature, four petitions for assistance have been referred for consideration to the Joint Committee of both Houses on the Library of Parliament. These were from Augustin Laperriere, clerk in the library of parliament, for aid to enable him to publish a work he has recently compiled, entitled "Canadian Parliament Precedents,

or Decisions of the Speakers of the Legislative Assembly upon points of Order." Arthur Harvey, statistical clerk to the finance department; that the House will subscribe for copies of a work written by him, entitled "A Statistical Account of British Columbia." John Gooch; that the House will subscribe for copies of a work written by him, entitled "A Manual of the Constitution of Canada." H. J. Morgan; that the House will purchase copies of an admirable book compiled by him, entitled, "Bibliotheca Canadensis."

MR. MCGEE'S WRITINGS.—The *Montreal Gazette* learns that Mrs. McGee has given authority to Mr. Chamberlain, M.P., Mr. T. K. Ramsay, and Mr. George Murray, to edit and publish the lectures, speeches, &c., of her late husband. The publication, which will be of great public interest, will be for the benefit of the family. It will be, we understand, accompanied by a memoir of Mr. McGee's life, founded upon authentic data; and such historical notes as will conduct and make consecutive the different pieces. The work will be published by subscription.

THE POETICAL REMAINS OF THE LATE MR. MCGEE.—We find the following in the *New York Tablet*:—Learning that a notice has appeared in some Boston papers to the effect that a volume of poems of my late brother, the Hon. T. D. McGee, is about to be published in that city, I think it due to the reputation of the deceased, as well as to the interests of his widow and orphans, to say that any such volume must necessarily be imperfect, and altogether without the authority of his family. The volume now in preparation by Mrs. J. Sadlier, with critical notes by that lady, will be the only one authorized, the proceeds of the sale being also for the benefit of the late Mr. McGee's immediate family. James E. McGee, New York, May 4th, 1868.

MR. MCGEE'S LITERARY LABOURS.—The *Ottawa Times* says:—There is abundant evidence of the ceaseless industry of the Hon. T. D. McGee in the magazines of the month. The *New Dominion*, for April, contained his beautiful poem of "Prima Vista"; the "Catholic World" has either in print or in hand, a paper from his pen, which was forwarded but a short time ago; and *Stewart's Literary Quarterly Magazine*, for April, contains an article on the "The City of Colleges," which was revised under his own hand in the latter part of March; and all this, in addition to his laboring almost daily upon a work of far more importance, and destined, had he been spared, to occupy a more prominent place in the historic literature of our age. The latter will, no doubt, appear in due time, under the supervision of the editors selected to bring out his works.

SKETCH OF MR. MCGEE.—A new edition of "The Hon. Thos. D'Arcy McGee: a sketch of his life and death," by Fennings Taylor, Esq., has just been issued from the press of Mr. Lovell, of Montreal.

MR. HEVYSEGE'S SAUL.—Mr. Hevysege will publish *Saul*, his *chef d'œuvre*, in September next, being the third edition, to be brought out by an eminent Boston publishing house in their best style.

IX. Educational Intelligence.

—TEACHERS' ASSOCIATIONS OF ONTARIO.—Early in August next, we understand, the Grammar and Common School Teachers' Associations will meet in Toronto, and continue in Session for a few days.

—UNIVERSITY OF TORONTO.—The annual convocation of the University of Toronto was held on the 8th inst., in the convocation hall. After the Chancellor had taken his seat the proceedings were commenced by the *Admission to Degrees*.—M.D.—F. R. Eccles, W. Graham, J. Montgomery, P. McDiarmid, J. H. Newton, R. N. Palmer, E. Playter, G. Wilkins.

M.A.—G. Bryce, C. H. Connon, T. D. Delamere, W. H. Ellis, A. O. Hill, H. P. Hill, W. McBride, A. McMurchy, T. H. Scott, J. Smiley, J. White.

LL.B.—A. J. Christie, J. M. Dunn, W. P. R. Street, D. C. Sullivan.
M.B.—Hidley, L. Anderson, J. P. Brown, J. J. Cassidy, L. H. Evans, D. Galbraith, T. C. Howe, A. H. Hughes, R. H. Hunt, A. Malcolm, I. Ogden, A. C. Sloane, W. H. Taylor, A. H. B. Wadsworth, G. Waters.

B.A.—C. T. Atkinson, E. M. Bigg, G. Bruce, A. Cassels, R. Cameron, J. E. Croly, R. H. DeLamatter, H. M. Deruche, J. M. Dunn, J. Galbraith, J. M. Goodwillie, T. M. Grover, A. Hamilton, W. Macdonald, A. Murdoch, E. T. Paul, J. Pepper, L. Pyper, W. H. Kennelson, W. J. Reid, and E. S. Stevenson.

AD EUNDEX.—*Arts*.—L. Pyper, 4th year, University of Glasgow; H. J. Macdonald, 3rd year, Queen's College, Kingston; A. D. Cruickshank, 2nd year, McGill College; H. Archibald, 1st year, Bishop's College. *Medicine*.—L. H. Evans, 4th year, B.A., Trinity College, Toronto. The

admission to degrees being concluded, Mr. Cassells read his Greek *Tambics*, and was much applauded by his fellow-students.

MEDALISTS.—*Faculty of Law.*—Gold medal, W. P. R. Street. Presented by T. W. Taylor, M.A. In presenting he said, the honor was only competed for by two gentlemen, and Mr. Street was the one to whom he felt justified in awarding it. *Faculty of Medicine.*—University gold medal, J. P. Brown; do silver medal, 1st R. H. Hunt; 2nd do T. C. Howe. Starr medal, R. H. Hunt, J. P. Brown and J. J. Cassidy. *Faculty of Arts.*—*Classics.*—Gold medal, A. Cassels. *Mathematics.*—Gold medal, J. Galbraith; silver medal, A. Hamilton. Presented by J. Loudon, M.A.—*Natural Sciences.*—Gold medal, C. T. Atkinson; silver medal, R. H. DeLamatter. *Metaphysics, Ethics, &c.*—Gold medal, W. H. Rennelson. Silver medal, G. Bruce; do, J. E. Croly. **SCHOLARSHIPS.**—*Faculty of Law.*—Second year, A. Bell. Third year, F. Fenton. *Faculty of Medicine.*—First year, C. Y. Moore. Second year, A. Greenlees. *Faculty of Arts.*—Greek and Latin.—1st year, W. Dale, 2nd year, R. G. Grasett; 3rd year, G. Burnfield. Mathematics.—1st year, W. Dale; 3rd year, A. Baker. Modern Languages.—2nd year, G. Gibson; 3rd year, R. E. Kingsford. Natural Sciences.—2nd year, Z. C. Spencer; 3rd year, O. R. W. Biggar. Logic, Metaphysics and Ethics.—2nd year, R. Harcourt; 3rd year, M. Cumming; do, R. E. Kingsford; do, J. Scrimger. **PRIZES.**—*Oriental Languages.*—1st year, H. McPherson; 2nd year, W. Kay; 3rd year, W. A. McKay; 4th year, W. H. Rennelson. French Essay, E. B. Edwards; English Essay, W. Macdonald; Greek Verse, A. Cassels. **PARROT'S PRIZE.**—J. Galbraith. The Chancellor in presenting the prize, which consisted of an elaborate silver inkstand, complimented the recipient on his success. The Chancellor, in closing the proceedings, said that although it was not his intention to make any lengthy remarks, he had no doubt it would interest many present to hear that the working of the University was very satisfactory, indeed, during the past year, even much more so than in former years. He had been informed by the examiners that the number of students had steadily increased, a fact which was alike creditable to the country, and to the professors and tutors of the University. (Applause). His learned friend the Vice-Chancellor had just put into his hand a paper containing some valuable information, by which he found that during the year 1863 the number of degrees conferred was 60; in 1867 63. In 1868 the number who Matriculated in Arts was 26; in 1867, 26. In the year 1866 the University of London, England, conferred B.A. degrees to the number of 50. In the same year the Queen's University, Ireland, conferred 56. In 1867, the University of Toronto conferred 28, and this year 22. This year, out of 28 who presented themselves at the junior matriculation examination, 6 were rejected. In the University of London there was a matriculation examination and only two examinations as preliminary to the degree, and the under-graduate course did not extend over more than two years. In the Toronto University besides matriculation there were four examinations. These examinations were at the end of each year, and the student could not proceed from the one year to the next till he passed the required examination in the subjects of the preceding year. The curriculum of the subjects of examination in the University of Toronto was higher than that prescribed in the University of London, and the honor-men of this University would compare favorably in attainments with those of Oxford, Cambridge and Dublin, while many would be found obtaining honors not only in one exclusive subject, such as classics or mathematics, but in the physical sciences, modern languages and literature. Of the four senior matriculants was to be noticed that three were the first fruits of the London Collegiate Institute, now Hellmuth College, which promised to be like Upper Canada College, a valuable feeder to University. The University of Glasgow, Queen's College, Kingston, McGill College, Montreal, Bishop's College, Lennoxville, Knox College, Toronto, also contributed one student each, who were admitted to *ad eundem statum*. With regard to the students attending the Toronto University he would say that they would compare favorably with those of Oxford and Cambridge. This institution was one that could not fail to be of immense benefit to the country. It was open to all, irrespective of creed, country or class. It was a source of much gratification to know that the convocation was honored this day by the presence of their visitor, His Excellency the Lieutenant Governor. (Applause). It was many years since—not since Lord Elgin's time—that they had had a visit from the Governor-General, and he trusted that the Governors of this Province would hereafter take the same interest in their proceedings that His Excellency had taken that day. (Applause). The Chancellor then took occasion to refer to a report that had gone abroad respecting a desire on

the part of the authorities of the University to injure the smaller places of learning throughout the Province of Ontario. He wished to disabuse the minds of those who thought so, and to assure them that the desire of the government was to see every other college prosper in the highest degree. He could shew from the proceedings of the Senate that to think otherwise was a perfect fallacy. Both the Vice-Chancellor and he (the Chancellor) had taken the greatest interest in the Hellmuth College, London, of which the Very Reverend the Dean, whose name it bore, was present. In concluding he tendered in behalf of the members of the University, his respectful thanks for the honor he had done them in being present. Three cheers were then given for the Queen, three for His Excellency General Stisted, cheers for the Chancellor, and for the ladies, the latter being spiritedly led off by His Excellency, and the audience then dispersed. The annual dinner came off in the Dining Hall, University Buildings, and proved to be one of the most successful affairs of the kind which ever took place.—*Leader.*

—**MODEL SCHOOL EXAMINATIONS.**—These examinations passed off with great *clat*, on the 18th inst. Great credit is due to the teachers of these schools, (Messrs. Carlyle, Hughes and Archibald, of the boys, and Mrs. Cullen, Misses Clarke and McCausland, of the girls' school), for the admirable manner in which they had performed their duties during the past Session, and prepared the pupils for the examination. From the *Globe's* report of the proceedings we copy the following:—"The examinations just closed were to afford the public an opportunity of judging of the progress of the scholars, and were not of course to determine the merit of the pupils. This process has been going on for the last three weeks, during which period, it would appear, the children were thoroughly tested: Dr. Sangster and Rev. Mr. Davies, we are told, put the scholars through a rigid examination, and had to work almost day and night in going over specimens of book-keeping, copies and other preliminary work. Somewhere about five reams of written documents were submitted to their inspection in this way—all of which had to be carefully scanned. This system of written examinations was introduced about two years ago, and under it the boys and girls are apportioned their rank in the school for the six months next ensuing. The general average on the whole of the answering is taken as a test, the position of the pupils being mainly determined by their proficiency in those branches of education more needful for the every-day business of life, prominence is given to these subjects, although other accomplishments, such as music and drawing, also have an influence in defining the position and degree of merit of a pupil. Among the girls the subject of domestic economy holds a deservedly prominent place. Yesterday hundreds of visitors thronged the schools during the forenoon, while the children were being examined. The rooms occupied by the different divisions were all handsomely decorated with flowers and evergreens, tastefully wrought up into various devices by those connected with the institution—teachers and scholars. The walls of the room occupied by the First Division of girls, were decorated with an evergreen crown and mottoes such as "Our Country and our Queen," and the windows and doors were hung with flags. The room in which the girls of the second and third divisions were gathered for the day had also its share of adornment. Their chief motto appeared to be, "There is no royal road to learning." In the third division the motto "Little by little" was conspicuous. The main school-room for boys was also hung round with mottoes and decorations—such sayings as "Wisdom is better than Wealth," and "Perseverance is better than Talent." Very creditable specimens of the progress of the boys in writing, book-keeping and composition, were also exhibited here. The Second Division (Boys) had "Work while you work, and play while you play," with "Excelsior" for its mottoes, and of course followed suit in ever-green "saws," and the Third Division, not to be beaten, had also its beautiful display.

There are in all 360 children attending the school, and as the admission fee is one dollar per month, and the regulations have been formed with the view of making it the Model School of Ontario, and are said to be strictly enforced, one naturally expected to see there only well-dressed, pleasant-looking, intelligent children such as were assembled yesterday. It is essentially a Provincial School. Several of the pupils are from Galt, Woodstock and other places outside Toronto, and so numerous, we are told, are the applications for admission that though the intention was to take in but 240 children, the pressure has been so great that that number had to be increased fifty per cent., and still the numbers desiring admittance are said to be double as many as room can be made for, under any circumstances.

In the afternoon, the children, boys and girls, assembled in the theatre of the institution, which like the other parts of the building was gaily decorated. The boys all had rosettes in their coats, and the girls wore white dresses for the most part, with a profusion of ribbons—the entire group constituting a charming and beautiful picture.

The school is divided into six divisions. The girls of the two lower departments were distinguished by white and blue colours—the ribbons being blue; and the boys of the same divisions wore rosettes of white and blue. The succeeding two divisions were marked by pink and white—the boys' rosettes being also of these colours; and the remaining two divisions had for their "facings" mauve and white.

The programme of recitations and singing was then gone through by the pupils in a manner highly creditable, as a whole, and in particular cases, the young performers acquitted themselves with an ability which would have done them credit had they been much older, and attained much higher positions on the ladder of learning. Before the last piece on the programme was commenced; the prizes were distributed by Rev. Dr. Ryerson, Rev. Dr. McCaul and Rev. Dr. Barolay. Addresses were delivered by Dr. Sangster, Rev. Dr. McCaul, Rev. Mr. Marling and Rev. Dr. Ryerson. The latter announced that the children would have holidays till the second week in August. Calisthenics under the supervision of Major Goodwin, formed part of the forenoon's proceedings. The following song was sung with great spirit by the boys of the second division:

MODEL SCHOOL SONG.

ARRANGED BY MR. HUGHES, TEACHER OF THE SECOND DIVISION, MODEL SCHOOL.

TUNE—"Jolly Dogs."

I.

All work, no play, would make us dull,
So, at the Model School,
To study and to play in turn
Has always been the rule.

CHORUS.—And all our fun is jolly oh! is jolly oh! is jolly oh!
At the pleasant Model School.

We play, we sing, we laugh ha, ha! we laugh ha, ha!
What happy boys are we!
La, la, la! la, la, la! la, la, la! la, la, la!
La, la, la! la, la, la! la, la, la! la, la, la!
Come boys, now to play again! now to play again!
What happy boys are we!

II.

For merry sports on bar or swing
We're never at a loss,
And when we tire of these we play
At Cricket or La-Crosse.

CHORUS.—And then our fun is jolly oh! &c.

III.

We ne'er get angry, swear or call
Each other vulgar names,
But try to be young gentlemen
In playing all our games.

CHORUS.—And thus our fun is jolly oh! &c.

IV.

And when as men in future years
We seek for other joys,
We'll not forget the Model School,
Or the games we played when boys.

CHORUS.—For all our fun is jolly oh! &c.

— JOHN EKFOR, ESQ.—From the Paisley *Advocate* of 8th ult., we learn that the Common School Teachers of Brant, Elderslie, Carrick, Oulross, Greenock, and Sauguen, presented a Silver Salver and a complimentary address to their Local Superintendent, John Ekford, Esq. From his reply we make the following extracts:—"While taking a deep interest in your labours, and doing what I could in my own place, I have all along felt how much the work is in your hands, I do not unduly "magnify your office" when I say (with all honour to the conductors of our higher schools) that upon you, the Common School Teachers of the country, devolves the scholastic training of the great mass of the community. It is your office to exercise and develop their mental powers—to train them to correct and rigorous thought—to qualify them to avail

themselves successfully of every source of intelligence open to them in after years—to lay the foundations broad and deep of their success in life and their usefulness in society. It is yours to send forth intelligent youths—youths with well cultivated and inquiring minds, who will have both the inclination and the capacity to drink deeply at these fountains of science—of mechanical instruction—of religious and moral truth, so amply furnished by these great benefactors of our race—the diffusers of eminently useful knowledge. Education has a wide range. It is not confined to our schools and colleges. Good education, and of a high class to, is imparted at many a domestic hearth—in the surrounding industrial departments, and in the church. But we are now thinking of our own department, and from our educational point of view I see a bright future for Canada. Our excellent Common School system and our rapidly improving Academical Institutions bid fair to raise our country to a high place in the scale of nations. Education, physical and intellectual, moral and religious, must ever lie at the foundation of true national greatness. You and I may alike feel the insignificance of our contributions to this noble end, but let us not think only of the good individually accomplished, but of the great aggregate good achieved."

—INDUSTRIAL SCHOOLS, TORONTO.—The Committee appointed at a meeting held in the rooms of the Canadian Institute in April, with a view to the establishment of an Industrial School for reclaiming vagrant children of both sexes, beg leave to report:—

1st. That the institution of Free Common Schools in the city of Toronto, open to children of all citizens, involves a clear recognition of the principle that they are specially designed to meet the case of the poorest classes. Experience, however, shows that in this, as in other large cities, there are many parents who, from extreme poverty, ignorance, or vice, are wholly indifferent to the value of education for their children, and some special organization is required for securing their attendance at school, and their obtaining the benefit of such training as will fit them to become industrious members of the community, instead of passing from a condition of vagrancy and incipient vice into the ranks of the depraved and criminal class which furnishes the costly occupants of our reformatories and jails.

2nd. After taking into consideration the numbers in attendance at public and private educational institutions in Toronto, other than the Common Schools; and making due allowance for the fact that many boys and girls are sent from other towns and from the country to attend those institutions, it still appears that there are upwards of sixteen hundred children of school age neither attending nor receiving any teaching at home. From this large number some deduction must no doubt be made, to allow for reasonable or unavoidable detention from school; but if it is assumed that only the half—or upwards of eight hundred children—are grown up in our midst in ignorance and neglect, the necessity for some adequate means of overtaking their wants is sufficiently obvious. To this we must look as one chief source of the condition of things revealed by the statistics of the city jail, which show an annual average of one hundred and twenty youths of both sexes, under the age of sixteen, convicted of crime and subjected to the ruinous influences of associating with hardened criminals of mature age.

3rd. The existence of such a condition of things in a civilized and Christian community manifestly demands some adequate efforts for its correction, not only on the grounds of generous philanthropy, but even on mere economical considerations. The mere annual addition of one or two hundred industrious members to our community would, in itself, be a great gain. But not only does the community as a whole suffer the loss of the industrial exertion of this vagrant and criminal class, but it entails an enormous annual expenditure on criminal courts, jails, and police, and other punitive or protective machinery, rendered needful for the protection of the community from their depredations and violence; so that the reclaiming of any portion of this ignorant and vicious class is more than equivalent to an addition of double the number of industrious immigrants.

4th. If, therefore, we are constrained by no higher motives, the mere instinct of self defence should prompt us to root out, if possible, an evil of such magnitude; and which, if neglected, cannot fail to attain to still more dangerous proportions. But it cannot be overlooked that the child of vicious, dissipated, or criminal parents, allowed to grow up from infancy without healthful moral restraints, and with no elevating or virtuous motives presented to its mind; but, on the contrary, too frequently encouraged, if not even coerced into acts of dishonesty and of inconstancy; accustomed to systematic lying, swearing, and Sabbath-breaking, almost without a sense of the vileness of such habits, or the difference between good and evil—is a just object of compassion; and that a grave responsibility must rest on those who abandon it to almost inevitable ruin.

5th. Recognizing it as a public duty that some adequate means should be provided for diminishing, and, if possible, eradicating the class of juvenile vagrants from our midst, this Committee beg leave to suggest the adoption of a joint scheme in which the City School Trustees shall undertake to provide one or more school-houses, with a requisite staff of teachers, and with the needful attendance, furniture, fuel, &c., as in the other common schools under their charge; on condition that this Committee shall undertake, from voluntary resources, to pay a suitable matron and such other additional assistants as may be found requisite to provide at least two meals daily for the children in attendance, to obtain decent clothing

for such as are in so ragged a condition as to be unfit to attend school; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them—if possible in the country, beyond the reach of city temptations—on their attaining a suitable age. In undertaking such responsibilities, this Committee will have to rely on the liberality of the citizens; but they confidently believe that their appeal on behalf of so good a cause will not fail to meet with an adequate response.

6th. In the selection of teachers for such a school, more than usual care will be requisite, as much of the success of the scheme will depend on the moral influence exercised by them on a class of pupils over whom, in the great majority of cases, all home influences will be found adverse to those which the school is specially designed to bring into operation. But, should the Board of School Trustees be prepared to co-operate in the proposed scheme, they will, no doubt, act in harmony with the Committee in the choice of suitable teachers.

7th. In estimating the probable cost of that part of the scheme for the establishment of Industrial Schools which must be provided from voluntary resources, it may be assumed that it will be advisable to secure the services of one or more of the teachers beyond the regular school hours, paid for out of the Common School funds. For this remuneration must be made—say one male teacher at \$75, and one female teacher at \$50. But this will depend on the number of children under their care.

A suitable matron will be required, whose duties will embrace the cooking and superintending the industrial employment of the girls beyond school hours, at a salary of \$200, or, including board, \$250.

The cost of two meals per day for, say one hundred children:—

Breakfast of porridge and milk.....	\$235 00
Do. of bread, tea, sugar, and meat.....	265 00
Dinner of soup, soup meat, and bread or potatoes...	352 00

Or for both meals, \$8 25; or at the rate of 6½ cents per day.

The necessary utensils would cost about \$40.

8th. The services of the girls may be usefully brought into requisition in assisting in the cooking, and the arrangements of the table, so as to form a good preparatory training for domestic service. In addition to this, sewing and other suitable female industry will fitly occupy such time as is not otherwise engaged. But for the proper organization of this department, it will be indispensable to invite the co-operation of a committee of ladies, to undertake the oversight of the girls' school, and lend their valuable advice and assistance in the training of the boys. The radical source of juvenile depravity is the want of healthful home influences. To many of the vagrant children, which this movement aims at reclaiming, the idea of parental authority or domestic restraint is associated with drunkenness, brutal violence, or profanity. Fear has been developed in the place of the natural affections of childhood; and the most potent element of their reclamation is to be looked for in such kindly influences as are calculated to awaken the dormant affections natural to youth. To accomplish this great end the services of benevolent Christian ladies, such as have already been rendered with such signal success in conducting the Boys' and Girls' Homes, must be secured. But these, there can be no doubt, will be promptly forthcoming so soon as plans are sufficiently matured for action.

9th. The services of the boys may be to some extent profitably employed, as they are at present, in newspaper delivery and other similar occupations, carried on under such oversight as shall protect them from injurious influences. But, to admit of this, the arrangements as to meals and school hours will have to be exceptional. The experience of the Managers of the Boys' Home, however, has established the fact that boys of eleven or twelve years of age can readily be provided with comfortable homes on country farms to a far greater extent than they have yet been able to meet the demand; and one of the most important duties devolving on the Committee will be to provide situations of this kind, and to exercise an oversight over the children thus committed to the care of strangers. The transfer of the juvenile vagrant class of our city to industrial occupations on farms, or with the village carpenter, smith, or other artisan, if successfully carried out, will be equivalent to an effective system of emigration, in addition to the reduction it may be expected to effect on the criminal class in our midst.

10th. It will also be advisable, in the opinion of the Committee, to furnish meals to the children on Sundays as well as week days, and to organize a Sunday School, in which the religious instruction of the children shall be efficiently aimed at. Owing to the Separate School system already in full operation, and the appeal now proposed to be made to the School Trustees, being directed solely to the public Board of the city, it may be anticipated that no difficulty will arise from any claim of the neglected vagrants now in view, as the children of Roman Catholic parents. It is not to be overlooked, however, that many of this class of children will, probably, prove to be of such parentage; should it prove to be so, if the members of that communion are willing to co-operate, this Committee will gladly entertain any proposition calculated to secure united action in the common object of reclaiming such out-casts, and training them to be useful members of the community.

11th. The idea that compulsory attendance is a logical sequence of compulsory taxation for the free education of all classes, is one which has attracted much attention recently, appears to be growing in favor; and this Committee believe that nothing else than such legal obligation—judiciously enforced, with large discretionary powers on the part of the Magistrate appointed to carry out the law—will meet the case of many of those referred to in the foregoing estimate. It appears to this Committee, however, that any premature attempt to employ it as a means of meeting

the wants of the unfortunate class of children whom it is now attempted to bring under the wholesome influence of moral and intellectual culture, would accomplish little good. They are the children of parents in poverty, in some cases from misfortune, but in many more from criminal idleness and dissipation. Their services are already enlisted in providing for their own subsistence; and the mere forcing of such children into the common schools would be productive of no satisfactory result. The offer of food to the hungry child may influence both him and his parents. The benevolent efforts enlisted on his behalf, and brought by such means directly to bear on him will accomplish much; and the fact that even with such additional motives and inducements, the school is neglected—as it no doubt will be by some—will furnish a strong plea for imposing legal obligations on the parents, with power to appeal to the Police Magistrate or other civil authority to compel the attendance of the neglected child. But it appears, meanwhile, to this Committee, that the appointment of a School Officer, whose special duty it should be to look after and report all boys and girls found idling on the streets during school hours, would be a valuable addition to the present system; and if such Truant Officer did his duty effectually, might greatly diminish the number of vagrants. The Committee, however, may confidently look for co-operation from the clergy of the different churches, the city missionaries, the members of the Young Men's Christian Association, and other kindred societies to aid them in their exertions to gather in the wanderers who are now perishing in our midst for lack of knowledge.

12th. The committee deem it right to guard against the impression that the work now contemplated conflicts in any degree with that carried on by the manager of the Boys' and Girls' Homes. There are many children of tender years, the offspring of criminals in our gaols, or of parents so hopelessly abandoned as to desert them, or otherwise subject them to privations which reduce them to the cruellest orphanage. Others are the children of widows, compelled to obtain their bread in situations where they cannot provide a home for them, and who, in some cases, contribute out of their scanty earnings towards the maintenance of their children in those charitable institutions. In repeated instances, vagrant boys, practically destitute of all parental protection, have been sent by the police magistrate to the Boys' Home, and have there found a home; and as the annual reports show, have been placed with country farmers and traders, where they are now doing well and giving satisfaction to their employers. But that institution is expressly stated to be a "home for the training and maintenance of destitute boys, not convicted of crime." There are in Toronto many vagrant children, not so destitute as to render it desirable or possible to remove them from their parents, who nevertheless are growing up in ignorance and lapsing into crime, and who would not only themselves be benefitted by the advantages of an industrial school, but who might also be expected to carry home healthful influence, in many cases into haunts of vice and depravity. The excellent results that have already rewarded the benevolent labors of the managers of the Boy's and Girl's Homes is a strong incentive to action in the no less important field which the industrial schools will occupy.

13th. Having thus set forth the grounds which appear to establish the necessity for the establishment of Industrial Schools in Toronto, and the general principles embraced in the scheme, the Committee would further state their belief that two such schools, with the requisite departments for boys and girls, will be needed; one of them in the west, in the vicinity of Dummer street, and the other to the east of Yonge and south of Queen street. As, however, an industrial school is still somewhat of the nature of an experiment here, though already carried out on a great scale with perfect success in London, Edinburgh and other cities at home, as well as in the neighboring States, it may suffice, at first, to hire a building in the Eastern, as the more crowded locality, and test the scheme by its results, after a fair trial.

It is, therefore, recommended by this Committee that the scheme, as thus set forth, be submitted to the Board of School Trustees, very respectfully inviting them favourably to consider its proposals, and asking them to state if they will be prepared to accept the co-operation herein proposed, and to do their part in providing the school house and teachers required; or, failing this, that the Board of Trustees be requested to take the whole question under their consideration, and report as to the best means of obviating the manifest failure of the common school system to overtake the poorest and most ignorant of our city children.

The following appendix shows the probable cost for our school, with one hundred children, over and above the ordinary expenses of a common school:—

Matron, acting as Cook, &c.....	\$ 250
Extra services of one teacher.....	50
Two meals per day at the average estimate.....	20 25
Clothing (second hand, and to be repaired in school), say.....	100
	<hr/>
	\$2495
Furnishings as.....	40
	<hr/>
	\$2535

It was moved by Rev. Mr. Topp, seconded by Mr. James Leslie:

Resolved.—That the report now read be adopted, and that a copy of it be transmitted to the Board of School Trustees, with the request that they will give it their favorable consideration, and report on it at their earliest

convenience. Carried. Dr. Green, seconded by Mr. Robinson, moved :

Resolved.—That an Industrial School be established in Toronto, on the plan submitted in the Report; and that this meeting pledge itself to use every exertion for raising the requisite funds, and carrying on the school successfully; provided the School Trustees shall be found prepared to undertake their portion of the work.

— **TORONTO BOYS' INDUSTRIAL SCHOOLS.**—The following is the report of the Board of Trustees on this project:—The Standing Committee on School Management, to whom was referred the communication of Professor D. Wilson, chairman, with accompanying report, based upon certain resolutions adopted at a meeting of gentlemen for the purpose of considering the necessity of establishing an Industrial School for the vagrant juvenile population of this city, beg to report that your Committee have given to the subject matter in question that careful attention which it merited; and while frankly admitting the great evil brought so prominently under the notice of the Board in Prof. Wilson's communication, and while entertaining the greatest respect for the philanthropic interest manifested in this direction by the gentleman through whose agency the movement has been brought before the public and this Board, your Committee are nevertheless of opinion that the scheme proposed by these gentlemen does not appear a feasible one, such as this Board could entertain, inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system, as the means for providing food, &c., for the children, as well as other difficulties connected with the fact that a large percentage of the vagrant population of this city belong to a denomination which has its own separate school organization. Any successful scheme for reclaiming these "unfortunates" of our streets—the offspring of poverty and vice—should, in the judgment of your Committee, comprise two main indispensable considerations to be brought to bear upon this evil without regard to denominational distinctions, namely—First, the entire separation, through the night as well as the day, of these juvenile vagrants, for a period shorter or longer, according to circumstances, from all association with the corrupt sources by which they are surrounded and of course influenced, as experience has fully proved that nothing short of complete isolation can or will meet the question—and secondly, the securing of the object in view by a compulsory attendance. In the former connection, lodging, food, clothing, &c., religious and moral training, industrial as well as educational teaching, and constant supervision must be provided. The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscription; nor is it likely that the rate-payers already taxed for Common School purposes, would consent to bear this additional burthen; and unless the Provincial Government comes forward to largely assist this movement, the reclamation of the juvenile vagrants of our cities and towns must continue to be a question beset with difficulties. In the latter connection, neither the city authorities nor the School Trustees have power to enact any law providing for a compulsory attendance; and here, again, the Provincial Government is required to come forward and find the material for this purpose. Your committee being thus of opinion that the whole subject of reclaiming and educating the juvenile vagrant population of our cities and towns ought to be first considered, as well as provision made for the same by the Local Government and Legislature, before any useful action can be taken by either Municipalities or Board of School Trustees, cannot, therefore, recommend the scheme communicated by Professor Wilson to the favourable notice of the Board for present action.

— **CANADIAN EDUCATIONAL ITEMS.**—At Guelph, on the Queen's Birthday, as we learn from the *Herald*, nearly nine hundred children attending the public schools took part in the celebration. They were marched from their respective school-rooms to the drill shed, under the direction of their teachers, each school being preceded by a flag bearing its distinctive title. Arranged on a gradually ascending platform on the north end of the drill shed, the children presented a specially attractive spectacle. Clad in their holiday habiliments and redolent of health and happiness they appeared to enjoy the proceedings even more fully than the crowds of spectators congregated in the capacious edifice. The children, led by Mr. James Ferguson, the Rev. G. Graftey, and other teachers, commenced their miniature concert with "The Red, White and Blue," "Hurrah for Canada," "The Volunteers of Canada," &c., the Queen's Anthem supplying the finale. The singing was done by the children in fine style, and was, we doubt not, a source of higher enjoyment to their relations and friends constituting the audience than would have been the highest efforts of the most approved vocalists. We can conceive nothing more calculated to bend the affections of the young in the direction of loyalty and patriotism

than such exhibitions, and "as the twig is bent so is the tree inclined." At the close, three right hearty cheers were given for the Queen, and the children, passing out from the enclosure by schools, in the most orderly manner, were served by the Committee with oranges and buns.—The Hamilton School Trustees have given out the contract for rebuilding the St. Mary's ward school house.—Mount Forest vetoed the proposal for the purchase of a school property and the erection of a Central School—to cost \$6,000—at a public meeting held a few days ago.—A Grammar School drill association has been authorized at Brampton, Whitby and other places.—The foundation stone of a new Roman Catholic college has been laid in Visitation street, Montreal.

— **PRELIMINARY MEDICAL EXAMINATION.**—From the report of the proceedings of the Ontario Medical Council, held at Guelph, on the 8th inst., we make the following extract:—Dr. Brouse presented the Report of the Committee on Education. They recommend that on account of the expense incurred in conducting preliminary examination of students, that instead of employing an examiner these examinations be in future conducted by the Principals of Grammar Schools, for which they would be allowed \$4 for each pupil. In reference to communications from the Medical Associations of Gore and Thames, and North Wellington, they report that as the Council contemplates seeking a change in the present Medical Act, it would be more prudent to place these documents on file for the present, with the hope that at next meeting they will receive the consideration which they merit. The Report was adopted.

Educational Items at Synods and Conferences.

— **CHURCH OF ENGLAND SYNOD.** Dr. Bovell moved "that this Synod do resolve itself into a committee at an early day, to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own diocese, with a view to memorialize the Government to establish a system of boarding schools in the larger cities first, in order that, by compulsory memorial and intellectual training, these unfortunate and neglected children may be rescued from a criminal course of life, and saved to the State and to their Lord as Christian children." The doctor stated that it was a hopeless task, by a mere system of day school, to attend properly to the moral, spiritual and intellectual wants of these children; and this idea was sanctioned by the Government, who were now carrying away the worst of these children and locking them up in a sort of penitentiary. Under the present system, no action were taken until the children were criminals. Then, only, the Province took care of them. The plan he would recommend would be to take the children under the training and care of good Christian people, and thus prevent these children, as far as possible, from being criminals. If our Common Schools could be so extended that the proposed schools could be made part and parcel of them, it would be a good plan, for the unfortunate outcasts alluding to would be placed in boarding schools within reach of the larger cities and towns. They would then get a good education and be furnished with the means of escape from a criminal life (hear). He did not ask that these schools be placed under the charge of the Church of England (hear, hear). But what he desired to impress on the Synod was, that, as against the system of ordinary day schools, these boarding schools were far preferable. In the event of being forced to attend the ordinary schools, these children would go back again in the evening to their haunts of vice; and the only effect of their education might be to make them intellectual devils. (Hear). It so happened that at this moment, in Toronto, there was a large unoccupied building put up at great expense by the city, which building was utterly useless for the purpose for which it was erected. In this building the experiment he desired might be commenced; and the opening and successful working of one such school would be followed by that of many in the larger cities and towns of the Province. He hoped the Committees would be appointed and that some steps would be taken by which one boarding school or more, would be established. The Committee ought to be authorised to confer with the school authorities or the Government of Ontario, in order to carry out some such measure of relief for these poor children. Mr. R. B. DENNISON seconded the motion. Mr. J. G. Hodgins said that any application to the Government such as proposed would be met by a reference of the committee to the school law which gave the power to the City to establish any kind or description of school. If the matter were pressed on the City Trustees they might be induced to try it as a matter of experiment in connection with the city schools. He thought

the reference to the Committee should be more general, and would thus meet the hearty support of the Synod. He gave a number of interesting facts coming under his own notice in connection with services in the jail, in which he had been engaged, showing the importance of some steps being taken to rescue the vagrants of our large cities from the temptations to which they are exposed. Dr. Bovell's resolution was subsequently amended to read as follows:—"That this Synod do resolve itself into a Committee at an early day, to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own Diocese, with a view to their moral and intellectual improvement." The resolution, as amended, was carried.

—CHURCH OF SCOTLAND SYNOD.—From the Report of the Synod proceedings we learn that the Report of Queen's College was read by Principal Snodgrass, showing that the income from permanent funds had been reduced £1,064 by the failure of the Commercial Bank. But serious as this was for the future prospects of the College it was not so serious as the threatened withdrawal of the annual grant from the government of Canada. The number of students last session was 184, of whom only 12 were theological. The learned Principal supported the claims of the College to continued aid from the legislature of Ontario in a calm but determined speech, calling upon the members of the Synod to give the subject their earnest attention, and to use all legitimate influence to bear upon public sentiment so as to obtain justice for the institution. Mr. Muir (Galt) said it would be unfortunate if the people of Canada were left no choice but to attend only one university in this country. He was of opinion that the present educational machinery of the Province will not be found too large for meeting the wants of a population that must constantly increase in numbers. Mr. Dennistoun stated that he hoped the ministers and elders of the church would be true to the traditions of the parent church, which has always set a high value upon education, and would endeavor to maintain the University of Queen's College in its present state of efficiency. The Rev. Duncan Andrews, M.A., and Rev. Joseph Evans, M.A., were re-elected governors of Morrin College. The Synod having called for the Annual Report of the Governors of Morrin College, the Principal made a verbal statement of the position and prospects of the institution which was received. Dr. Barclay, on behalf of the Committee appointed to prepare a formula to be signed by the Professors in the Faculty of Queen's University other than those of Theology and Arts, reported that none other were in operation as teaching boards, and that it was not necessary, therefore, to prepare a formula. The Committee were discharged. The Rev. Wm. Bain, Rev. Dr. Mathieson, and the Rev. Archibald Walker, the retiring Trustees were re-elected Trustees of Queen's University according to the requirements of the charter.*

XI. Departmental Notices.

CIRCULAR TO PUBLISHERS OF SCHOOL BOOKS.

AUTHORIZED TEXT-BOOKS, ONTARIO SCHOOLS.

I desire to remove from the minds of all parties concerned an idea which I have understood has been conceived by some, I know not how, that after the expiration of the current year, it will be competent for any party at his pleasure to print the newly authorised series of Canadian National School Readers. I have legally secured the copy-right of these and other authorised school text-books, subject to the directions of the Council of Public Instruction; and no party is at liberty, (without incurring the heavy penalties imposed by Act of Parliament for the infringement of copy-rights of books), to print or publish any one of these books, unless permitted to do so by myself with the sanction of the Council of Public Instruction.

The object of this arrangement is not only to secure a uniform series of good text-books for the schools, but to protect the public against erroneously printed and badly got up editions of the authorised books. When the Irish National school-books were adopted as the authorised text-books for our public schools, I obtained from the National Board of Education in Dublin the permission and right of reprinting those Books in Upper Canada. I made arrangements at the same time for procuring and importing, on advantageous terms, the original editions from Dublin. The facilities thus provided were ex-

tended to all booksellers who desired to avail themselves of them; and the privilege of reprinting the books was extended to all printers and booksellers in Canada. The result was that the importations of the books soon ceased, and the schools were supplied by Canadian editions of them; but in the unrestricted rivalry of reprinting these books, erroneous and very badly got up editions soon became a nuisance in the schools, defeating, to some extent, the object of uniformity of school text-books, and imposing upon hundreds of parents, under the pretext of cheapness, text-books that were incorrect and that dropped to pieces after a few weeks use. Profiting by this experience, the Council of Public Instruction has resolved to protect the schools and public against a similar injury and loss in regard to the new and improved series of school-books. It is intended in future years to encourage, as far as possible, the exclusive manufacture of these books in Canada; but not to permit the printing of any edition of them without a proper guarantee to the public and the schools, that they will be facsimiles of the original editions and not inferior to them in mechanical execution, as far as Canadian skill and manufacturing facilities will permit.

E. RYERSON,

DEPARTMENT OF PUBLIC INSTRUCTION,

Toronto, June 24th, 1868.

NORMAL SCHOOL FOR ONTARIO.

The next Session of the Normal School will commence on the 8th of August. The punctual attendance of intending applicants is indispensable.

POSTAGE REGULATION IN REGARD TO GRAMMAR

COMMON AND SEPARATE SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

NEW POSTAGE STAMPS.

In future none but Postage Stamps of the present legal denominations can be received in letters, (in sums less than a dollar,) at the Educational Department.

14. 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.

NOW READY,

THE AUTHORIZED EDITION OF ANALYTICAL AND PRACTICAL English Grammar. Published by

ADAM MILLER,
62 King Street East, Toronto.

Toronto, 26th June, 1868.

np.

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*The remainder of our extracts on this subject will be inserted in next Number.