

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

There are some creases in the middle of the pages. |

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXVII.

TORONTO, MARCH, 1874.

No. 3.

CONTENTS OF THIS NUMBER.

	PAGE
I. THE RECENT SCHOOL LEGISLATION.—(1) The Council of Public Instruction; (2) High Schools and Collegiate Institutes; (3) Public Schools.....	33
II. THE CONSOLIDATED PUBLIC SCHOOL LAWS.....	36
III. PAPERS ON SCHOOL DISCIPLINE.—(1) School Discipline and Management; (2) Corporal Punishment in New York; (3) Suspending a Bad Boy.....	36
IV. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	37
V. PAPERS ON PRACTICAL EDUCATION.—(1) No Time for Singing, &c.; (2) Johnny becomes acquainted with something he can't see; (3) Words without Ideas; (4) Professor Agassiz as a Teacher; (5) Maxims of Methodical Teaching; (6) Where Teachers Fail.....	40
VI. PAPERS ON GEOGRAPHICAL AND OTHER SUBJECTS.—(1) Geography of the Year; (2) Geographical Names of New York; (3) Names of Rulers; (4) A School Scrap Book.....	42
VII. PAPERS ON EDUCATION IN VARIOUS COUNTRIES.—(1) Illiteracy in the United States; (2) Illiterates in Canada (3) The Ops School Difficulty; (4) Study of School Law in Michigan.....	43
VIII. PAPERS FOR YOUNG MEN.—(1) The Two Angels; (2) Good Advice from Carlyle; (3) Early Formation of Habits; (4) How to Get Rich; (5) Respect the Body.....	44
IX. BIOGRAPHICAL SKETCHES.—(1) Robert M. Roy, Esq.; (2) Judge Logie; (3) Captain James Johnson; (4) Mrs. Bogart.....	45
X. MISCELLANEOUS.—(1) The Snow Prayer; (2) "He Died for Me;" (3) General Rules about Law.....	46
XI. SHORT CRITICAL NOTICES OF BOOKS.....	46
XII. EDUCATIONAL INTELLIGENCE.....	47
XIII. DEPARTMENTAL NOTICES.....	48
XIV. ADVERTISEMENT.....	48

THE RECENT SCHOOL LEGISLATION.

The recent School Legislation marks an important epoch in the educational history of Ontario. The new legislation was embodied in Bill No. 3 (as amended in Committee), which was successfully carried through the House by the Honourable Attorney-General Mowat. No one could have bestowed more care and patient labour on the subject than the Premier, and he deserves the thanks of the country for the great assiduity and zeal, as well as the pains, which he took to perfect our School system.

We will now summarize the chief amendments which were made to the School Law in Bill No. 3, and which were afterwards embodied in the two consolidated Acts which received the Royal assent on the 24th instant—which, by a pleasant coincidence, was the 71st birthday of the Chief Superintendent of Education.

1. THE COUNCIL OF PUBLIC INSTRUCTION.

Sections 1-23 provide for the reconstruction of the Council of Public Instruction. It consists now of the following members:—

- (1.) The Chief Superintendent of Education, *ex officio* (or, in his absence, the Deputy Superintendent);
- (2.) Eight members appointed by the Lieutenant-Governor;
- (3.) One member elected by the Council of University College, and one by each of the other Colleges possessing university powers.

(4.) One member elected by each of the three following classes, viz.:—

- (a.) The legally qualified masters and teachers of High Schools and Collegiate Institutes;
- (b.) The Inspectors of Public Schools; and
- (c.) The legally qualified teachers of Public and Separate Schools.

(5.) No person is eligible to be elected under this Section, or to continue a member of said Council, who, at the time of such election, or during the period for which he is elected a member of said Council, is actually employed as an Inspector, a Master or Teacher, under the Public, Separate or High School Acts.

(6.) The persons elected at any such election are to hold office until the elections for the following year or years have taken place.

The machinery for the election of the new members is fully provided for. The Council can appoint committees, and resolve itself into a committee of the whole. A record of its proceedings is to be published in the *Journal of Education*.

2. HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

High School Masters.—In regard to High Schools, the new law provides that after the 24th instant no persons can become qualified to act as Head Masters of High Schools and Collegiate Institutes, who do not, "in addition to the qualifications already required by law for Head Masterships, furnish to the Council of Public Instruction satisfactory evidence of their knowledge of the science and art of teaching, and of the management and discipline of schools. The section does not apply to persons already employed as Head Masters.

Preparatory Classes.—Hereafter it shall be competent for the Board of Trustees of any High School or Collegiate Institute:

- (1.) To establish a preparatory school, class or classes for the preparation of pupils for admission to such High School or Collegiate Institute, on the following conditions:—
 - (a.) No master or teacher employed in the High School or Collegiate Institute shall teach in such preparatory school, class, or classes;
 - (b.) No part of the Legislative grant or of the County assessment for High School or Collegiate Institute purposes shall be

applied towards the expenses of the establishment, teaching or maintenance of such preparatory school, class or classes ;

(c.) No additional local assessment for High School or Collegiate Institute purposes shall be applied towards such expenses without the consent of the Council of the Municipality in which the High School or Collegiate Institute is situated.

Admission of High School Pupils.—The Chairman of the High and Public School Boards, the Public School Inspector and the High School Master constitute the new Board for the admission of pupils to High Schools. The Inspector is the responsible party, and to him all papers are sent. He makes the report and certifies the return, &c.

New High Schools.—Hereafter no new High School can be established, or an old one discontinued, except by by-law passed at or before the June session of the County Council, and then only when such by-law is favourably reported on by the Chief Superintendent to His Excellency the Lieutenant-Governor, for his allowance or disallowance.

Miscellaneous High School Matters.—Provision is fully made in the new Act for the formation of High School Districts in towns separated, for the appointment of trustees, admission of non-resident pupils, and the status of High and Public School Boards already established. None can be united after the 1st of next July.

3. PUBLIC SCHOOLS.

School Section Boundaries.—Provision is made that these boundaries cannot be altered after the 1st of May in any year, so as to allow ample time to appeal to the County Council, if necessary, against such alteration. The facilities for this appeal are greatly increased, as will be seen by the following extract :—

“The majority of the trustees, or any five rate-payers, of one or more school sections, shall have the right of appeal or complaint to their county council against any by-law or resolution passed at any time previously by their township council for the formation or alteration of their school section or school sections, or against the neglect or refusal of the township council, on application being made to it by the trustees or inspector, to form or alter the boundaries of the school section or school sections ; and the county council shall appoint a committee of not more than five, or less than three, competent persons (two of whom shall be the County Judge and a County Inspector), and a majority of whom shall form a quorum, to investigate the matter of the appeal or complaint, and to revise and alter the boundaries of the school section or school sections, so far as to settle the matters complained of.

“(a.) No person shall be competent to act on the committee who was or is a member of the township council which passed the by-law or resolution complained of.

“(b.) The alterations made in the boundaries of any school section or school sections by such committee shall not take effect before the twenty-fifth day of December of the year in which the alterations are made (and of which alterations due notice shall be given by the inspector to the clerk of the township and to the trustees of the school sections concerned).”

Union School Section and Division Boundaries.—The new law provides that hereafter “every alteration in the boundaries of a union school section or division shall, (under the restrictions imposed by law as to notices, &c.) be made :

“(a.) In the case of the townships, by the reeves or deputy reeves of the townships and the inspector of the county or counties ;

“(b.) In the case of towns and villages, by the reeves or deputy reeves, the county inspector or inspectors, and a person appointed by the Public School Board as its representative for this purpose ;

“(c.) The alteration is to be made by a majority of the said persons who may be present at a lawful meeting called for that purpose.”

Town and Village School Boundaries.—The law on this subject is made clearer than formerly, as follows :—“The school boundaries of a school section or other division existing at the time of the passage of a by-law incorporating it as a village or town municipality, shall continue in force, notwithstanding its incorporation, until such boundaries are altered under the authority of the school laws” (as above).

Status of Union School Sections and Divisions.—As to the status of these two classes of Union School Divisions, the law declares that “Every union school section or division, composed of portions of adjoining townships or portions of a township or townships, and a town or incorporated village, shall, for the purposes of the election of trustees, be deemed one school section or division, and shall be considered in respect to inspection and taxation for school purposes, as belonging to the township, town or village in which the school house is situated.”

Equalization of Union School Section Assessments.—This matter is

provided for as follows :—“It shall be the duty of the mayor, reeve, or deputy reeve of the municipality concerned, and of the county inspector, annually to equalize the assessment of union school sections or divisions.”

It provides further, “that any portion of a county assessment for school purposes, which may be raised within any town or village school division, shall be paid over by the county treasurer to the order of the board of trustees for such school division.”

School Section Loans.—The new law is more clear and explicit on this subject. It provides that “Any township council may by by-law grant to the trustees of any school section (on the application of the said trustees) authority to borrow such sums of money as the trustees may deem necessary for the purchase of school sites, for the erection or repair of school-houses and their appendages, or for the purchase or erection of a teacher’s residence ; and in the by-law the township council shall provide for the issue of a debenture or debentures, in the form given in schedule A of this Act, for the amount of the loan, and shall cause to be believed in each year, upon the taxable property of the section, a sum sufficient to pay the interest on the amount borrowed ; and also a sum sufficient to pay off the principal during any period not exceeding ten years, as may be agreed upon by the trustees and the lender of the money.”

The following important proviso has been added :—“That the taxable property situated in any school section or division at the time when such loan was effected shall continue to be liable for the rate which may be levied by the township council for the repayment of the loan, notwithstanding any alteration which may be made in the boundaries of such section or division ; and such rate may be collected by the township council, by distress and sale of goods and chattels, or by suit in the Division Court.”

Procuring School Sites.—The provisions of the new law in regard to school sites are now quite sufficient for all practical purposes. They embrace facilities for obtaining sites on mortgaged land, or on land owned by persons under disability, unknown, &c. In regard to enlarging school sites, the new law declares that the Act of 1871 “shall not be held to restrict trustees in the enlargement of a school site existing at the passing of this Act to the required dimensions” of an acre, or not less than half an acre. But it very properly provides “that no such enlargement shall be made in the direction of the orchard, garden, or dwelling-house, without the consent of the owner of the land required, unless the school site cannot be otherwise enlarged ; nor shall it, without the consent of such owner, include any part of his garden, orchard or grounds attached to his dwelling-house.”

Selecting School Sites—Arbitration.—The new law has made a wise change in regard to arbitration for the selection of school sites in case the trustees and ratepayers disagree. Formerly the arbitrators were authorized “to finally decide the matter ;” but now their powers are more clearly defined, as follows :—The “three arbitrators named in the Act, or a majority of them present at any lawful meeting, shall have authority to make and publish an award upon the matter or matters submitted to them.” This award may however be reconsidered as follows :—“With the consent or at the request of the parties to the reference, the arbitrators, or a majority of them, shall have authority within three months from the date of their award, to reconsider such award and make and publish a second award, which award (or the previous one, if not reconsidered by the arbitrators) shall be binding upon all parties concerned, for at least one year from the date thereof.”

Compulsory Education.—The new and important provisions of the law on this subject make it “the duty of the trustees of every public school :

“(1.) To ascertain before the thirty-first day of December in every year, through the assessor, collector, or some other person to be appointed for that purpose, and paid by them, the names, ages and residences of all the children of school age in their school section, division or municipality, as the case may be—distinguishing those children between the ages of seven and twelve years inclusive—who have not attended any school (or who have not been otherwise educated) for four months of the year, as required by law ;

“(2.) To notify personally, or by letter or otherwise, the parents or guardians of such children of the neglect or violation on their part of the provisions of the law ;

“(3.) To impose a rate-bill on such parents or guardians as continue to neglect or violate the provisions of the said law, not exceeding one dollar per month for each of their children not attending school, or to make complaint of such neglect or violation to a magistrate having jurisdiction in such cases, as provided by law, and to deliver to said magistrate a statement of the names and residence of the parents or guardians of such children.”

Non-resident Pupils.—An alteration has been made in the pro-

sent law on this subject as follows:—"The trustees of every school section, municipality, or division shall have authority to admit non-resident pupils to their school, on payment in advance of fees or rate-bill not exceeding fifty cents a month per pupil; and it shall be their duty to admit on the terms aforesaid any non-resident pupils who reside nearer to such school than to the school in their own section; and in case of dispute as to the distance from the school, the inspector shall decide. The attendance of such pupils must, as usual, be included in the half-yearly return of the school of the section in which the pupils reside."

Two or more Schools may, with the consent of the inspector, be established in any school section.

Superannuation of Teachers.—The whole of the consolidated law on this subject is as follows:—

"1. It shall be the duty of the Council of Public Instruction to prescribe, with the approbation of the Lieutenant-Governor in Council, regulations within the restrictions imposed by this Act, for granting pensions to superannuated or worn out teachers of Public and High Schools and Collegiate Institutes.

"2. Every male teacher of a public school holding a certificate of qualification under this Act shall pay into the fund for the support of superannuated school teachers, through the Public School Inspector, the sum of four dollars annually in half-yearly sums;

"(a.) Every female teacher holding a like certificate, and every legally qualified Head Master of a High School, may also pay into the fund a like sum annually.

"3. Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums paid in by him or her to the fund, through the Public School Inspector, or otherwise;

"(a.) On the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid into the superannuation fund by such teacher, with interest at the rate of seven per centum per annum.

"4. Every teacher who, while engaged in his profession, contributes to the Superannuated Teachers' Fund, as provided by this Act, shall, on reaching the age of sixty years, be entitled to retire from the profession at his discretion, and receive an allowance or pension at the rate of six dollars per annum for every year of such service in Upper Canada or Ontario, upon furnishing to the Council of Public Instruction satisfactory evidence of good moral character, of his age, and of the length of his service as a Public or High School Teacher in Upper Canada or Ontario;

"(a.) Such pension may be supplemented out of local funds by any Municipal Council or Public or High School Board or Board of Education, at its pleasure.

"5. Every teacher under sixty years of age who has contributed as aforesaid, and who is disabled from practising his profession, shall be entitled to a like pension, or local supplementary allowance, upon furnishing the like evidence, and upon furnishing to the Council from time to time, in addition thereto, satisfactory evidence of his being disabled;

"(a.) Every teacher entitled to receive an allowance from the Superannuated Teachers' Fund, who holds a first or second class Provincial Certificate, or who is an authorized Head Master of a High School or Collegiate Institute, shall, in addition to the said allowance or pension, be entitled to receive a further allowance at the rate of one dollar per annum for every year of service while he held such certificate, or while he acted as Head Master of a High School or Collegiate Institute.

"6. The retiring allowance shall cease at the close of the year of the death of the recipient, and may be discontinued at any time should the pensioned teacher fail to maintain a good moral character, to be vouched for (when required) to the satisfaction of the Council of Public Instruction.

"7. If any pensioned teacher shall, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended from the time of his being so engaged.

"(a.) In case of his again being placed by the Council on the superannuation list, a pension for the additional time of teaching shall be allowed him, on his compliance with this Act and the prescribed regulations.

"8. No teacher shall be entitled to share in the Superannuated Teachers' fund, unless:—

"(a.) He has contributed to said fund the sum of four dollars, or more, per annum, during and for the period of his teaching school, or of his receiving aid from said fund:

"(b.) He furnishes satisfactory evidence to the Council of Public Instruction, of good moral character, age and length of service as a public or high school teacher, as provided by this Act.

"9. The municipal treasurer, or other treasurer of school moneys, shall, at the end of each half-year, pay over to the order of the In-

spector the amount of money which is in such treasurer's hands, being moneys which said Inspector has deducted, as required by law, from salaries of male teachers, or is payable by such teachers, for the superannuated teachers' fund for such half-year."

Teachers—Miscellaneous Provisions.—The other provisions of the new law relating to teachers are as follows:—

"1. Every master and teacher of a Public or High School or Collegiate Institute shall be entitled to be paid his salary for the authorized holidays occurring during the period of his engagement with the trustees, and also for the vacations which follow immediately on the expiration of the school term during which he has served, or of the term of his agreement with such trustees.

"(a.) In case of sickness, certified by a medical man, he shall be entitled to his salary during such sickness for a period at the rate of not exceeding four weeks for the entire year; which period may be increased at the pleasure of the trustees.

"2. Every master of a Public or High School or Collegiate Institute shall keep, in the prescribed form, general and daily class registers, and he shall record therein the admission, promotion, removal, or otherwise, of the pupils in his school;

"(a.) The said registers shall be provided at the expense of the school by the trustees thereof.

"3. The teacher's right to salary at the rate mentioned in his agreement, while it remains unpaid, shall only apply where the teacher prosecutes his claim for salary within three months after it is due and payable by the school trustees."

Public School Inspectors.—The provisions of the new law in regard to Inspectors are important and valuable. They are:—

"1. No Inspector of Schools hereafter appointed shall, during his tenure of office, engage in or hold any other employment, office, or calling which would interfere with the full discharge of his duties as Inspector as required by law.

"2. Any county, city, or town inspector shall be subject to dismissal by a majority of the members of the council or board appointing him, in case of misconduct or inefficiency, or by a vote of two-thirds of such council or board without such cause.

"3. In cases where the inspector requires the testimony of witnesses to the truth of any facts alleged in any complaint or appeal made to him, it shall be lawful for such inspector to administer an oath to such witnesses, or to require their solemn affirmation, before receiving their testimony.

"4. Every county School Inspector shall be entitled to an allowance from the county council, including travelling expenses, of such an amount as the council may determine, when not fixed by law, for performing the following additional duties:—

"(1.) Equalizing annually, with the mayors, reeves, or deputy reeves, as required by law, the assessments in union school sections or divisions;

"(2.) Visiting and inspecting schools, and giving special certificates to teachers in new and remote townships, under the authority of this Act;

"(3.) Examining and admitting pupils to High Schools.

"5. Any inspector, or other duly qualified person, appointed to inspect schools in new and remote townships, and to advise and encourage the settlers to establish schools for their children, under the regulations and with the aid provided by law, or to report on any school matter, shall be entitled to such additional or other remuneration out of any moneys appropriated by the Legislature for that purpose, as may be deemed just and equitable, considering the nature and extent of the duties to be performed.

"6. It shall be the duty of every inspector:—

"(1.) To deliver from time to time, under regulations to be prescribed, a public lecture or lectures in his county or division, on some subject connected with the objects, principles, and means of practical education;

"(2.) To endorse under such general regulations as may from time to time be prescribed under this Act as valid within the county, riding, or division in which he is inspector, any third-class certificate issued by any county or city board of examiners;

"(3.) To examine and give, under such general regulations or instructions as aforesaid, special certificates from time to time, to teachers in new and remote townships in the county, riding, or division in which he is inspector; which certificates shall be valid in such townships for the periods mentioned in the regulations;

"(4.) To examine and give at his discretion, under general regulations and instructions framed by the Council of Public Instruction for that purpose, a special certificate to be valid for one year, to a senior pupil (or pupils) of a Public School, or other persons, to act as monitor or assistant, or monitors or assistants, in such Public Schools.

"(a.) The inspector shall not grant certificates without being fully

satisfied that the pupil or person is qualified to teach the subjects for which he has been or may be employed.

"(5.) To perform the duties required of him by this Act, in regard to the formation, alteration, and assessment roll of school sections in the unorganized townships.

"(6.) To apply at his discretion to the township council to alter the boundaries of any school section or school sections within his jurisdiction.

"(7.) To direct trustees at their discretion, as to the deposit with the county treasurer or investment of the compensation awarded for school sites.

"(8.) To decide any dispute which may arise as to the comparative distance of the homes of non-resident pupils from the school of their section, or from the school of the adjoining section or division.

"(9.) To act jointly with two other persons as valuator of school section sites, school-houses and other school property in a township, as may be directed by a Town Council, and to report the result to the Council.

"(10.) To recommend to the County Council such special or additional aid as he may deem advisable to be given to new or needy school sections in the county.

"(11.) To give orders on the county treasurer or sub-treasurer, or on the treasurer of the school trustees or village corporation, for any moneys in his hands, deducted by such inspector, or otherwise, payable into the Superannuated Teachers' Fund."

Schools in Unorganized Townships.—The new law amply provides for the formation and alteration of school sections in unorganized townships; for the election of trustees, and for the levying and collecting of school rates in such sections. Indeed, the provisions of the law are extended to all such townships, even where they have no municipal organization. The Inspector and Stipendiary Magistrate concerned are the agents employed in this good work.

Miscellaneous.—Provision has been made for giving certificates to persons trained in any Normal School or certificated as teachers in any part of Her Majesty's Dominions; also for trustees (if they choose) to purchase approved library and prize-books any where. Such are the principal provisions of the new School Act. It will be published and sent out as soon as the statutes are ready.

II. THE CONSOLIDATED PUBLIC SCHOOL LAWS.

This is a voluminous affair, consisting of seventy-three pages of closely printed matter, divided into twelve distinct parts, and embracing some one hundred and ninety-three sections with sub-sections without number. Such a work as this has been much desired by all those who were in any way connected with the administration of our school laws, and if found, upon trial, to have been skillfully executed, will entitle Mr. Attorney-General Mowat to the gratitude of trustees and inspectors in all parts of the Province. It affords abundant evidence of much work of the very kind that any other than a lawyer would at once pronounce irksome drudgery. To collate, expunge, and bring together whatever remains in force of half a dozen different acts, and arrange these *dissecta membra* under their appropriate headings, would be a labour of love to only few, and assuredly we do not envy the man who undertook the work, and has already so nearly brought it to a conclusion. The necessity of such a work has been universally admitted, as the school laws of this Province which ought, above all others, to be clear, explicit, void of intricacy and legal technicalities, have become so involved and obscure that the well-drilled legal student was frequently at fault regarding their meaning, and even the decisions of the Courts of Queen's Bench and Common Pleas have not always stood the test of further and more careful investigation. It is just doubtful whether a single man in the Province, be he barrister or judge, understands these laws as well as Dr. Ryerson, and it is a rare thing to find his opinion set aside by any of the Courts from which decisions or rulings have been obtained. If this codification of the school laws makes them so plain that an ordinary layman can trust himself with their interpretation, then a good work will have been done, and the Attorney-General is entitled to the credit of it.

It is useless to attempt to summarise this voluminous document in a newspaper article. The divisions of the subject might afford the readers of the *Free Press* some idea of the manner in which the work has been done. The second part, for instance, collects from all the acts on the statute book whatever now remain in force regarding trustees of rural sections—such as the manner of their election, the definition of the office, the qualifications required for the office, provisions regarding school meetings, the nature of the corporation and its powers, the restrictions imposed upon the corporation and the validity of their contracts, with other matters in reference both to their powers and duties; and in every instance the

reference is given to the Act in which the clause may be found, the section and sub-section if necessary, so that in any case one may consult all the legislation that bears upon the subject. Even one of the ten divisions of the second part relating to trustees of rural sections, that bearing upon the powers and duties of these trustees, is itself divided into eleven sub-divisions—such as defining the duties of the secretary-treasurer, the collector, the auditors, making provision for acquiring school sites and the erection of buildings, the providing of adequate school accommodation, the employment and payment of teachers, assessments, the admission of pupils under certain circumstances, supervision of text books, school reports, returns semi-annually to the inspector, compulsory attendance, and to exempt in their discretion indigent persons in their respective sections from the payment of school rates, and distribute the amount among the other residents. This second part extends over fifteen pages of the bill, consists of forty sections, and would of itself make an unusually large bill without including the other eleven parts which compose the whole measure.

The third part consists of the duties and powers of township councils. This does not take such a wide range as the last. It is confined to the formation of union of school sections, rural school assessments and loans, to establish township boards under certain conditions, to authorize or make loans to the trustees or such sections as require aid, to provide school houses, township libraries, and model school, and to regulate the alteration of school section boundaries. This part is all comprised in about six pages, and embraces some fifteen sections of the bill.

The fourth part embraces the duties and powers of county and municipal councils in regard to the public schools within their municipalities. These are mainly, to levy by assessment a sum equal to the legislative grant; to appoint county inspectors; to appoint a county board of examiners; to name the auditors for the county; to raise or loan school moneys; to appoint township sub-treasurers; to aid new and needy sections; and to provide for the salaries of teachers and officers.

The fifth part has reference to cities, towns, and incorporated villages, and defines the duties and powers both of the council and the trustee boards. These consist principally of the mode of election, both where a division into wards obtains and where it does not; it defines who are voters, and provides for the case of disputed elections; points out the powers of the boards, who may appoint officers, hold and manage school property, erect school houses, determine the kind of schools, and their teachers, unite with high school if they please; furnish a financial estimate to the City Council, to collect fees for books and stationery if they choose to do so; arrange teachers' salaries, and make an annual report; appoint an inspector and a city board of Examiners.

The sixth part refers to public school teachers and their duties. The seventh to public school inspectors, their duties and qualifications. The eighth to county and city boards of examiners. The ninth to school trustees and their duties. The tenth to the Chief Superintendent of Education and his duties. The eleventh contains some special provisions. The twelfth refers to penal and interpretation clauses. We question if any other bill has been introduced during the session that was so much needed or calculated to be more useful to the people of the country than this. It is true there is nothing new in the measure, unless we can call new the Act passed during the present session, whose various provisions are now incorporated with the general measure. It is simply an abstract of all the laws that have passed on the subject of education in this Province during the last quarter of a century, so that everything bearing upon a given point may be seen at a glance. It has, no doubt, cost a great deal of labour, and is calculated to save still more to those who have to apply its provisions.—*London Free Press.*

III. Papers on School Discipline.

1. SCHOOL DISCIPLINE AND MANAGEMENT.

It is perhaps not surprising that in some matters communities and legislative bodies are a little inclined to move in circles, or rather to adopt that pendulum movement, which, after carrying them past the mean, brings them back after a time very near the starting point. An unmistakable grievance comes to light, an undoubted defect is discovered, and forthwith the impetus of reform carries us to the other extreme. Thus, striking instances of hardship to honest but helpless debtors have sometimes led to legislation by which rogues have been enabled to laugh at their creditors' importunities. Thus the humanitarian movement in England in its tender regard for criminals insisted on the abolition of all corporal punishment, until the growing mania for garrotting convinced the

legislature that it would not do to shrink from the infliction of physical pain until the garotters set the example in the treatment which they accorded to their victims. Something of this sort is discernible in the controversy which has recently occupied the Board of Education in New York, as to the repeal of the by-law prohibiting corporal punishment in the public schools of the city. The history of this question is an instructive one. Of course, originally, and in fact until a not very remote period the injunction of the ancient sage was fully acted up to in the schools, and pupils wandered, though not at their own sweet will, under the birches. How general was the practice may be inferred from the dry statistical statement that in 1864 there were over one hundred thousand cases of corporal punishment in the male grammar schools and primary schools and departments, while only twelve principals of primary schools and departments found themselves able to maintain order without the aid of the rod. In the following year several instances of cruelty on the part of teachers in inflicting punishment came before the Board of Education and superintendents of schools, and this led to a resolution being offered in the Board, instructing the Committee on By-laws to report a resolution prohibiting corporal punishment in all the primary schools and departments. This was thought to be going a little too far, but finally the Committee reported a by-law directing that corporal punishment should be inflicted only by the principal, or by the vice-principal in the absence of the principal. The teachers, or a great many of them, protested against this radical innovation, but the regulation was adopted and went into force. The effect was at once very marked. During the first month that the by-law went into operation, November, 1865, the punishments fell off to the annual rate of 46,000, a decrease of over 50 per cent, and in subsequent months the diminution continued. In 1866 the whole number of punishments in all the schools was but 34,000, and 64 out of 193 discarded the rod entirely. On the other hand the average rate of scholarship increased from 81 to over 84 per cent, and there was a considerable increase in the average attendance. These results were considered so satisfactory that the Board proceeded, by an unanimous vote, to abolish corporal punishment in the female schools, the primary schools, and the primary departments, leaving it in force in the male departments. Still the number of punishments declined, so that in 1867 the total number in the male department was but 13,000, 7,000 less than in the same department in the year proceeding. In 1868, it was down to 8,000, while in more than half of the schools cases of corporal punishment had entirely disappeared. Then came the decisive step. Early in 1870, a by-law was adopted, abolishing corporal punishment in the public schools.

Since that date there has been considerable change of opinion among those engaged in education. Superintendent Kiddle, who at first warmly endorsed the new regulation, in his last report "unhesitatingly recommended, in the light of a large experience as teacher and Superintendent, that the Board should re-invest the principals with the right to inflict, under proper regulations and restrictions, corporal chastisement upon their pupils." The reconsideration thus suggested resulted in a report from the Committee of Teachers, the effect of which was substantially to restore matters to the same position in which they were prior to 1870. The committee stated the result of their investigations to be that obedience to ordinary commands relating to the customary exercises is no longer prompt, and sometimes not secured at all; wilful and defiant disobedience is much more common than formerly; displays of ill temper have increased, and insolent behaviour has become more common; and generally a great falling off has been observed in the general tone of the pupils' manners and morals. The Board of Education met a few days ago to consider this report, but, after considerable discussion, the motion for its adoption was negatived by a majority, and the report was ordered to lie on the table.

The mistake into which the Board fell in 1870, and which there is now a growing disposition to correct, was in making corporal punishment absolutely impossible in any case. So long as the infliction of such punishment was simply hedged round with the most stringent regulations, the experiment worked admirably, and in most of the schools the bare knowledge that resort to this expedient was possible was found quite sufficient to restrain the pupils and render them submissive to authority, without the necessity of ever resorting to the actual exercise of the power. Masters on their part felt a pride in being able to govern their schools by more gentle expedients, and while the final resort was still open to them, one institution after another ceased to avail itself of it. But when the authority was absolutely taken from them, and the pupils became aware of the fact, a great restraint was removed, and in the case of the most disorderly class of pupils, there was frequently no alternative but to try and get them out of the schools altogether. Teachers of inferior order would probably be the first to complain

that their hands were tied. There is no doubt, we suppose, that boys can be governed without resort to corporal chastisement, but the success of such government implies instructors of a type superior to what, even under the best educational laws, is in all cases attainable. We shall not be surprised, therefore, if the Board restores the power of punishment to the masters, while requiring a faithful record of all cases in which it is exercised to be kept and forwarded at stated periods to the superintendent. Such a solution of the question, however, or indeed any satisfactory solution, will hardly be brought about by such arguments as some of the commissioners thought proper to advance. Thus a Mr. Matthewson, one of the members of the Board, commenced by holding himself up as an example of the salutary influence of corporal chastisement; had it not been for such punishment, he honestly believed he would not then have been a member of the Board. But notwithstanding his personal gratitude to the rod, he opposed the report of the Committee, because he believed that inquiry would show that the worst and most desperate criminals were men who had been subjected in their boyhood to the most frequent corporal punishment. How that fact, even if admitted, could justify the total abolition of corporal punishment in all cases, he does not seem to have thought it necessary to state. Excessive and injudicious severity is doubtless more to be deprecated than the laxity now complained of; it is the recollection of such severity in the past which has turned the current of opinion so strongly in the other direction. Nevertheless, the adoption of an entirely opposite course is not without its dangers, and if the experience in New York, as reported by the Teachers' Committee, may be accepted, the consequences in that city are already very perceptible.—*Montreal Gazette*.

2. CORPORAL PUNISHMENT IN NEW YORK.

Corporal punishment was abolished some three years ago in the public schools of the city of New York. Many of the teachers never adhered very strictly to the rule, and now all of them seem to have grown tired of the experiment. Several months since, a petition, signed by 1,200 of the leading teachers, was presented to the school board, asking that the power to punish their pupils with the rod be restored to them. They allege that the schools under their control have suffered greatly in discipline, and in the efficiency of their instruction during the three years that the rod has not been in use. The board has had the matter under consideration, but has not yet, we believe, reached a positive conclusion. Meantime, the question has been taken up by the press of the city and nearly all the leading papers have published editorials and correspondence on the subject. As reflecting the general spirit of the discussion, we take the following from the *Journal of Commerce*:

Few parents, however tenderly they would shield their offspring from the teacher's rod, will seriously argue that corporal punishment should be totally banished from the schools. In their partiality they may honestly think their own Ned or Willie manageable by kindness at school—though they frankly confess that he is fond of fun, high spirited, thoughtless, and not always tractable at home; but they admit that the unruly, stone-throwing, vulgar Tom and Joe, belonging to the family across the street, might be made a little better by the touch of the ferrule or strap in the hands of the master, acting *in loco parentis*. Protests against the chastisement of pupils always come from the parents of those who receive it, not from impartial and disinterested persons. The latter, representing a natural and healthful public sentiment, do not find their sympathies enlisted by stories of the birching of fractious pupils in the schools. Calling up recollections of their own youth, they know, from vivid experience, that when they received punishment they merited it; and they suppose that the same rule of sin and penalty holds good now in schools where the punitive law survives. We dare say that out of a hundred men who were whipped in the schools of twenty or thirty years ago, when the rod was the usual, accepted, and highly successful means of government, ninety-nine will now laughingly acknowledge that they deserved punishment twice as often as they got it; and they are not aware that the youth of the present day are so much sweeter tempered and more angelic in general, that they can be controlled solely by the law of love. It is one thing to reform school discipline by prohibiting the rod; it is decidedly another thing to reform juvenile human nature so as to make the rod unnecessary; and the latter is the real task to be accomplished before corporal punishment can be safely dispensed with in the schools. We would not leave this matter to be decided wholly by the teachers, though their opinion and advice are worth having. Here and there we may find a teacher, passionate, brutal, entirely incompetent to govern a school wisely and well. Such a man would be continually resorting to physical force if he could have his way. He could make the pupils fear, not love him; and on the whole, though he might maintain the most perfect order in

the school, he is not the kind of a teacher that we would hold up to admiration, and whose views on this subject we would take up and follow. But the majority of teachers are persons who love the business of educating; who take a kindly interest in the scholars, and who would gladly be spared the trouble and pain of chastising them, if it were possible to conduct the school on the pacific, non-restraint system. This is simply impossible; so say twelve hundred teachers, male and female, in the city of New York; and we are bound to give them a fair hearing when they petition for the restoration of the rod. These teachers have had three years' experience of the "love" plan of governing bad boys, and they unanimously declare it a failure, not simply as to the refractory youngsters themselves, but worse still, the more docile and amiable class, who are made insubordinate, and idle and vicious by the unrestrained example of the little miscreants. In many cases the only remedy has been to expel the troublesome boys from the school, turning them forth to grow into boorish and dangerous men. Among the 1,200 teachers who request that corporal punishment be revived in the schools, are some who voluntarily abandoned it, before the board of education adopted the by-law of 1870. These teachers were misled by book theories, and had really persuaded themselves that by the exercise of judgment, firmness, and patience, they could reduce the most rebellious boys to love and obedience. They have given the new-fangled plan a faithful trial, and they are among the first to solicit permission to take the back track. We have been so much impressed by reading the petition of the teachers, that we regard the re-introduction of corporal punishment as the one thing now vitally needful to keep the male schools from ruin. Our common school system is open to many serious objections; if to these is now to be added the fact that the schools are only noisy playgrounds, and that the pupils are indulged in idleness, impudence and viciousness, unchecked by wholesome correction, then we shall be brought again to consider the question whether the common schools themselves should not follow the fate of the old-time rod and be abolished.

We append as matter of interest, in connection with the discussion, some extracts from the report of the committee of the board intrusted with the examinations of the subject:

Twenty-five of the principals of our Male Grammar Schools, Primary Departments and Primary Schools, have been examined, at considerable length, to ascertain their views as to the success of the experiment of the present system of exclusive moral suasion upon the discipline and scholarships of our schools. These principals were selected in part by lot, and in part by the older and more experienced of our teachers, some of whom were known to have dispensed with the use of corporal punishment in the management of their school before its abolition by the board; but the result of the inquiry has shown that the unanimous sentiment of these teachers, is in favour of the restoration to principals of male grammar and primary departments, of the right to inflict corporal punishment, under proper restrictions, upon wilfully disobedient and incorrigible boys, and that such a change would be not only highly beneficial, but is indispensable to the proper discipline and general progress of the schools.

The main points brought out by our investigations are as follows:

First. Obedience to ordinary commands, relating to the customary exercises of the classes, is no longer prompt and exact.

Second. Obedience in matters calling for self-denial or submission of the pupil's will to that of the teacher is seldom promptly secured.

Third. Wilful and defiant disobedience is much more common than heretofore, and manifestations of ill-temper and ill-manners much more frequent.

Fourth. Insolent behaviour and indifference, and disrespect to all school authority have greatly increased.

Fifth. Truancy is more frequent.

Sixth. Personal cleanliness, also the proper care of books, slates and other school property, are not as easily secured as formerly.

Seventh. Gross disobedience in all sorts of matters, such as to require interference of some authority external to the teacher, has greatly increased.

Eighth. The defiance of parental authority, especially in cases of children with widowed mothers, has more than doubled; many such boys, proving entirely beyond control, have drifted out of the schools into the street, or workshops, or private schools.

Ninth. Pupils in the higher classes are less docile than formerly, thus showing that previous school training has not tended to form habits of obedience and submission.

Tenth. Teachers have, to some extent, fallen into the habit of overlooking offences committed by boys known to be beyond parental control, and have thus lowered their standards of discipline, to the injury of their pupils.

Eleventh. Children are ruder, both in and out of school, and less self-respectful, than under the old system.

Twelfth. Instances of gross and continued neglect of studies are more frequent. This has nearly doubled the labour of the class teachers, while the advancement of the children in a given time has been much less.

Thirteenth. Poor men are often compelled to visit the schools to assist in governing their children, often at great inconvenience and loss of part of a day's work, and make it the cause of complaint against the public schools. Moreover, parental settlement of school difficulties, and punishment for school offences, have no restraining influence upon other scholars.

Fourteenth. Teachers resort to questionable expedients to secure that obedience and attention, without which their classes cannot be brought up to grade.

Fifteenth. Juvenile lawlessness, rudeness, profanity and crime, have manifestly increased since the abolition of corporal punishment, thus proving a directly evil influence upon society in general.

Sixteenth. A large number of bad children, who might have been reformed under the old system, have been "worked out" of the schools, or taken out, and "put where they could be made to mind."

While, therefore, in the opinion of your committee, this question is one of very serious import, and we have no reason to doubt that the tendency elsewhere is to imitate the practice which has been lately adopted in our schools, dispensing with the use of the rod altogether, we feel compelled to say, that the experience of our ablest and most successful teachers, in and out of our public schools, leads us to the opinion that no real practical good has resulted from the change, but that, on the contrary, much evil has been occasioned by it. The effect of unrestrained disorderly conduct, on the part of one pupil in a class, is, of itself, sufficient to demoralize the whole class. There is at present but one remedy, under our rules, for such cases, and that is to remove the bad influence and example by expulsion, which results in turning a bad boy into the streets. This not only does not work a salutary change in the pupil, but removes all chances of his permanent reformation: and in this connection we cannot refrain from calling the attention of the board to the fact, that in most of the reformatory institutions in this city, we find quite a number of bright boys who have actually been placed there, simply because their parents, by their own confession, could not control them at home, and could not have them governed in our schools, where they ought now to be.—*Pennsylvania School Journal*.

3. SUSPENDING A BAD BOY.

To the Editor of the Journal of Education.

SIR,—Suspension seldom or never creates remorse for its cause. Remorse is a rare emotion, not only among boys, but among men. When we can get it the victory is won; the boy manages himself afterwards. We must not confound spite, independence or even vexation with remorse. Remorse is self-condemnation—a moral condition far too refined to be expected from boys needing suspension. Two things will produce remorse—reflection and moral suasion; but a reflecting boy seldom needs suspension, and if moral suasion is the remedy, then it is the teacher's fault for withholding it. Even if suspension should create regret for the loss of education, which, however, with this class of boys it never does, still regret is not remorse. But it may be argued that, if by any means other than beating, we can make a bad boy behave, no matter about remorse; well, I concede this, with a slight reservation, for behaviour is a thing we want. The two remaining means are bribe and love. Now we know that with men the power of a bribe depends on its quantity and on the strength of principle opposed to it. The price of behaviour of a poor bad boy would be disregarded by a rich man's son, thus, waiving the moral of the bribe, we should have to give unequal quantities for the same commodity. The other means is love. Now of all means of order love is the best; but, like faith, it must have a cause; and of all causes capable of inspiring love, a bad boy is the most unlikely. There is another property of suspension that appears to be overlooked—the more it is used the less is its effect; suspend one spirited bad boy the effect may be vexation; suspend two you reduce the vexation; suspend half-a-dozen and the first boy will be greatly relieved both of vexation and disgrace. The rule holds good among men; a minister can with duty and impunity descend publicly on the depravity of his congregation, but let him single out one. * * * But we "must not use any means that will irritate or annoy the children in school," says the Superintendent of Schools in Chicago, to 600 teachers in convention. Instead of building a Reformatory for the 600 bad ones suspended, would not the breaking of the boys have been more cheaply and more quickly done, if the 600 teachers had been let at once at the 30,000 scholars with 600 rawhides?

JOHN IRELAND, *Teacher,*
Section Six, Pilkington.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns at ten High School Stations, for DECEMBER, 1873.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, RANGE, MONTHLY MEANS, DAILY RANGE, HIGHEST, LOWEST, WARMEST DAY, COLDEST DAY, MONTHLY MEANS.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

REMARKS. PETERBOROUGH—Wind storms, 1st, 4th, 20th, 29th. (all day), 15th (night), 17th (morning and evening). Snow, 2nd, with sleet, 5th, 10th—13th. Rain, 2nd—4th, 7th, 8th, 11th, 27th. The wind storm of 4th was of great violence; began about 7 a.m. and continued all day—one man killed. They on 3rd...

23rd, 25th, 27th. Snow, 1st, 5th, 12th, 13th, 20th, 24th, 26th, 29th. Rain, 2nd, 3rd, 4th, 8th, 9th, 11th. Mill pond free from ice on 4th; frozen the third time, 5th; free, 12th; and frozen, 14th. Mean monthly temperature $+5^{\circ}$ in excess of average December 12 years.

HAMILTON.—Hail, 13th. Wind storms, 3rd, 4th, 5th. Snow, 1st, 12th, 13th, 19th, 24th, 26th, 29th, 30th. Rain, 2nd, 3rd, 4th, 8th, 9th, 11th, 12th, 19th, 26th.

SIMCOE.—Wind storms, 4th, 29th. Snow, 1st, 13th, 26th, 29th. Rain, 2nd—4th, 9th, 11th, 12th.

WINDSOR.—Wind storms, 4th, 27th, 29th. Fog, 18th. Snow, 1st, 13th, 25th. Rain, 2nd—4th, 8th, 11th, 12th. Lunar halo, 4th, 5th, 24th, 25th, 26th, 28th, 29th. Meteor in S. towards H., 23rd. On the lakes, navigation closed about the 1st of the month, and on the Detroit River about 24th.

V. Papers on Practical Education.

1. NO TIME FOR SINGING, ETC.

A hint to teachers worth remembering is given by the *Minnesota Teacher*, thus: "We occasionally hear teachers complain that they can find no time for certain general school exercises, such as language lessons, lessons in natural science, singing, &c., &c. Their pupils are backward, and must spend their time upon the ordinary lessons of the text-books. So they work on conscientiously, patiently, and wonder that they do not, after all, witness a really rapid and satisfactorily thorough progress in their school. They wonder, too, that their neighbour has taken a more backward school, given lessons in language, lessons upon plants, animals and inorganic things, and, to crown all, brought about a good understanding of arithmetic, geography, reading and writing. It was the spirit which led the successful teacher to adopt language lessons, object lessons and composition writing, which found its way into her pupils and bore down all obstacles."

2. JOHNNY BECOMES ACQUAINTED WITH SOMETHING HE CAN'T SEE.

The following, by Adam Stwin, which we find in the Young Folks Department of the *Christian Union* is such an admirable specimen of an object lesson, that we insert it as a model for those who wish to do something with lessons in objects in their schools.

Johnny is a seeker; and like every other little boy who keeps his wits about him and watches things, he is continually making discoveries—the best of all ways for getting knowledge.

The other morning he found on my table a small piece of painted steel, shaped like a capital U, only there was a short bar of iron across the top, which made it look like a flattened D.

"What a funny little horseshoe!" said Johnny, picking it up. Why didn't they put some holes in for the nails?"

"That isn't a horseshoe," I said. "It's a magnet."

"Magnet! What's that?"

As Johnny asked the question, he turned the thing over in his hands, and pulled the bar a little to see how it was fastened on. The bar slipped and when he tried to pull it back into place, one end came off, so that the bar hung only by a corner.

"Never mind," I said, as he looked up with a scared expression that plainly said, "I didn't mean to break it!"

"It isn't broken. Put the bar back."

Johnny put it back, and it sprang into place with a sharp click. "That's funny," he cried again. "What made it jump so? And what makes it stick? It doesn't feel sticky."

"We call it magnetism," I said. "Now take hold of the bar and see if you can pull it straight off."

"I can't. It sticks fast."

"Pull harder."

Johnny braced himself for a strong pull. Suddenly the bar came off and the little fellow went tumbling backward into the middle of the room.

"Well, I never!" he cried good naturedly, picking himself up. "What did you say makes it hold so hard?"

"Magnetism," I said again.

"But what is magnetism?"

"I couldn't tell you if I tried; but I think you could learn a good deal about it with that magnet."

"Could I? Let me try."

That is one of Johnny's ways of amusing himself. He likes to find out things for himself, as well as most boys like to work at puzzles.

"You will find a lot of things in that box of odds and ends that may help you."

Saying this I went about my business, leaving the young Faraday to pursue his studies as best he might. When I came home in the evening I found him more puzzled than I left him.

"That's the queerest thing I ever saw," he said. "Some things

just jump at it as though they were alive; some things it pulls, and sometimes you can lift a whole string of things with it, holding on to each other just like a swarm of bees; and some things it doesn't pull a bit."

"That's a very long lesson you've learned," I said. "What things does it pull?"

"These," he said, pointing to a pile of things on one side of the box. "And these other things it doesn't pull?"

"Let us see what you have in this pile," I said, looking at the first little heap. "Keys?"

"Trunk keys," said Johnny. "It doesn't pull door keys. I tried ever so many."

"Try this key," said I taking one from my pocket. "This is a trunk key. See if the magnet pulls it."

"No-o," said Johnny, thoughtfully, "it doesn't, but it pulled all the rest of the trunk keys I could find."

"Now try this key to the door of my office,"

Johnny tried it, and to his great amazement, the key stuck fast to the magnet.

"Clearly," said I, "the magnet pulls some door keys, and fails to pull some trunk keys."

Johnny was puzzled more than ever. He looked at one pile of keys, then at the other, thought a moment, then picked up my trunk key, and said, "This key is brass. The rest are iron."

"That's so," I said.

"And all these door keys that the magnet didn't pull," he continued, "are brass too. May be the magnet can't pull brass things."

"Suppose you try. But first see if there are any brass things in your pile of things the magnet pulled."

Johnny looked them over and found not one. In the other pile he found a brass nail, some brass pins, a hinge, and several other articles made of brass, none of which the magnet would pull. Then we tried the castors of my chair, and all the other brass things we could find with the same result.

"There's no use trying any more," said Johnny at last. "The magnet won't pull brass."

"Then, there's another matter settled," I said. "The magnet does not pull brass. Is there anything else that it does not pull?"

"Wood," said Johnny. "I tried lots of pieces."

"Anything else?"

"Stones," said Johnny decidedly.

"What are these?" I asked holding up a couple of heavy stones he had put among the things the magnet pulled.

"I guess I put those there by mistake, said Johnny, testing with the magnet a number of stones in the other pile.

"Try them," I said.

"Oh!" he said, as the magnet lifted them. "I forgot. It does lift some stones."

"Well, what else have you in that pile of things the magnet did not pull?"

"Glass, leather, lead, bone, cloth, tin, zinc, corn, and a lot of things."

"Very well. Now let us see what the magnet does pull."

"Iron keys," said Johnny, "and nails."

"Here's a nail in this other pile."

"That's a brass nail. The magnet only pulls iron nails."

"Is this an iron nail?" I asked, taking a small white nail from the first pile.

"No; that's tin I guess, or zinc. It oughtn't to be in that pile."

"Why not?"

"Because the magnet does not pull tin or zinc."

"See" he added, touching first a bit of tin-foil, then a piece of sheet zinc, with the magnet.

"I handed him the white nail, and said. 'Try this.'"

"That is queer!" he said, as the nail sprang to meet the magnet.

"Try this strip of tin."

Oh that isn't tin; it is just tinned iron. You showed me that the other day. That'll stick."

"May be the nail is only covered with tin, and is iron inside. Is it?" he concluded, eagerly, as I broke the nail in two to look at its interior.

"I think it is," I said. Try it with the magnet, and then try this white shoe-nail that is white clear through."

The shoe-nail did not stick; the other did, and we classed them accordingly.

"What else have we in this pile?"

"Needles, hairpins, screws, wire—iron wire," Johnny added quickly. "Brass wire doesn't stick, you know."

"How about this?" I asked, taking a small coil of red wire from my desk.

"I guess that won't stick," said Johnny.

"Why so?"

"Because that's copper wire, and the magnet doesn't seem to pull anything that isn't iron."

Much to Johnny's satisfaction, the copper wire had to be placed with the things not affected by the magnet. Then I took up the two stones, one rusty red, the other quite black, and said:

"What about these?"

"I guess they must have iron in them too," said Johnny, "Have they?"

"They have," I replied. "They are iron stones as the miners call them, or ores from which iron is made. But what made you think there was iron in them?"

"Because they wouldn't have stuck to the magnet if there wasn't, would they? Anyhow all these things that do stick have iron in them."

"Quite true. So you have learned another very important fact about the magnet. Can you tell me what it is. The fact, I mean."

"The magnet pulls iron," said Johnny.

"Good," said I; "and it is also true that the magnet does not pull—"

"Things that are not iron," said Johnny.

"True, again," I said, "so far as our experiments go. There may be things besides iron that the magnet will pull, and there may be times when the magnet will not pull iron; but, so far as we have tried it, the magnet pulls iron always, and never anything else."

"But you haven't told me what makes it pull iron."

"That I cannot do any more than you. We see that it does pull, and can study generally the manner of the pulling—it will take you a long time to learn all about that; but just how it is that the pulling is done, or what makes it, no one has yet found out. For convenience, we call the pulling power *magnetism*. You can keep the magnet, and study its action further. When you've tried it in every way you can think of, come to me, and I'll show you ever so many curious things you can do with it."

3. WORDS WITHOUT IDEAS.

Said Kadiga: "Shall I get you the wonderful parrot that sings all languages, and is the delight of all Granada?"

"Odious!" exclaimed the princess. "A horrid, screaming bird, that chatters words without ideas; one must be without brains to tolerate such a pest!"—*Irving's Athambara*.

Go with me into yon school-room, and let us listen to the exercises of the pupils. The first is a spelling lesson. What do we hear! Words are pronounced by the master, and the letters expressing them are named by the pupils. The exercise is generally this, and no more. This teacher (?) never makes an effort to have his pupils understand, much less to comprehend the thoughts or conceptions of the mind which these words represent. The reading lesson is no better. The pupils are taught to pronounce the words correctly, to raise the voice at the close of a direct question and to let it fall at a period; but little effort is expended to make the pupils vigorous thinkers, and to read for the purpose of acquiring knowledge, and of expressing thought, feeling, and purpose. In geography the questions of the text-book are asked *verbatim*, and answered *verbatim*. In grammar, ditto; in arithmetic ditto,—except that the pupils explain (?) their solutions of "sums" by saying; "I did just as the rule directs and so got the answer."

Now how can we help exclaiming of these pupils as Irving's princess did of the "wonderful parrot that talks all languages." "Horrid, screaming things, that chatter words without ideas!"—and of the teacher: "One must be without brains" day after day to enact and re-enact such a senseless farce! And parents of common sense permit this thoughtless, brainless, dementing process to be pursued year after year with their children under the pretence of educating them—of fitting them for the duties of life! with here and there one only, when the case becomes remediless, perhaps who exclaims, "I don't see that sending to school does much good." But, how long, oh, how long, is this to continue in so many schools? Until the press, the pulpit, lecturers, leading educators, and persons of intelligence, shall unite in saying, "Thus far and no farther!"—until mere rote-teaching and rule teaching shall in most branches, be banished from all our schools.—*M. M. Baldwin, in N. Y. State Educational Journal*.

It is not by frequent lectures on etiquette, or by reading daily to the school, extracts from the writings of Chesterfield, that these matters are to be taught. The teacher must lead the way by his own example, and if this prove what it ought to be, there will be little trouble with the school. It is to be regretted that teachers are still to be found, who are slovenly in their dress, and exceedingly coarse in their manners and conversation. By any or all of these we are not only enabled to read the true character of the teacher, but we know what we may expect of a school. It is often possible to tell what the merits of a recitation will be by the manner of the pupils in coming to class, and the teacher's skill to conduct a recitation is often shown by his manner, even before he asks a question.—*Pennsylvania School Journal*.

4. PROFESSOR AGASSIZ AS A TEACHER.

BY PROF. W. J. BEAL.

Perhaps I can best give an idea of Professor Agassiz's mode of teaching by telling how he taught myself in the museum at Cambridge. He was glad to see me there. He said: "You must make up your mind to be a poor man all your life if you become a naturalist. With my mode of treatment students are about sure to be discouraged at first. I shall try your patience. You have read books, but have not studied the subjects themselves. If you study with me you must not look at a book for some time—several months. You must learn to see, to observe for yourself. After students get started once in this way, the longer they study here, the more they like it, and the more reluctant they are to leave." After some questions, he handed me half a dozen or more dead sea urchins, and left me with the remark: "I want you to see what you can make of them, and in a day or two I will see how you get along."

He assigned me a table in the laboratory, where cords of new specimens were stacked up in tray-like boxes sitting tightly over each other. This was a queer way to study, six dry specimens and no books! I looked them over, using part of the time a small pocket lens. I was glad when night came, for it seemed as though I had learned all there was to be learned of sea urchins. I broke them in pieces and made some small drawings. The next day the Professor called with a smile, saying, "Well, what have you seen?" He glanced at the drawings and I told him what I had done. He gives a few hints of what to look for, gives names for a few of the parts (perhaps half a dozen), notices some mistakes, but makes no corrections. I supposed new specimens were to be given me. Not so; I was to study those longer. Thus he called every day or two for three weeks, generally hearing what I had to say till I made a mistake. Then he says, "You are wrong," turns and leaves me to work it over. I was surprised at my own work, surprised at the end of that time to find something new every day. This was my only business, my only study for all day except two to six lectures a week.

After this I dissected specimens which had been in alcohol, and occasionally went to Chelsea beach to get fresh specimens. In a similar manner one species of star-fish was examined, occupying only a week or so. Agassiz says: "These two animals, the sea urchin (a flattened sphere) and the star-fish (with five rays or arms), are composed of similar parts arranged in a similar manner. Learn how it is." This comparison occupied several days.

The next specimen was a spatangoid, an animal somewhat like both the others. "Now homologize these three." Then a third and fourth species were given me, very different in appearance from the others, and I was told again "Compare. It is easy enough to observe isolated parts—any one can soon learn to do that—but when you compare two objects, you take a step in philosophy." In one case I was to make a paper model of a coral, to show my idea of it. Corals were compared with sea urchins and star-fishes. I looked two weeks at the corals, but did not then see all of them to suit him. It took more time still.

Books were allowed in a few months. Their contents were then carefully read, and understood with much interest. He often said: "Study specimens and refer to books, and not the reverse, as is usually done. Text-book knowledge about nature does not amount to anything; it is a very poor basis of culture."

After realizing the effect of this mode of studying natural history upon myself and my students, and seeing the progress of others pursuing this course, I am sure it is the correct way. With small scholars it may be somewhat modified, but to take a course of a few weeks in a text-book, with a few references to specimens, is time poorly spent. Better by far, give each student a grasshopper and a small microscope, let him work at it and tell you all he has seen. Give a few hints now and then, and ask some questions.—*Michigan School*.

POLITENESS IN THE SCHOOL-ROOM.—The utmost refinement and courtesy should mark all the intercourse between the members of the school, and between teacher and pupils. No matter how great the scholastic attainments of a teacher, or how rapid the progress of the pupils in the various school studies, if the cultivation of the conversation, manners, and habits of the pupils be overlooked, the teacher neglects that part of his work which is the most important.

5. MAXIMS OF METHODOLOGICAL TEACHING.

1. Objects before Ideas ; Ideas before Words.
2. Wholes before Parts or Qualities.
3. The Concrete before the Abstract.
4. The Unknown by means of the Kindred Known.
5. The Simple and Easy before the Complex and Difficult.
6. The Particular before the General.
7. The What before the How ; the How before the Why.
8. Relative and Contrasted Terms and Forms in Connection.

6. WHERE TEACHERS FAIL.

Hon. E. E. White, of Ohio, speaking of teachers, says : "There are more failures from imperfect scholarship than from any other cause." This is doubtless true according to a comprehensive and very general idea of scholarship, or according to that view of success in teaching which takes account of the shortcomings of teachers as regards a proper appreciation and adoption of the most approved methods of instruction. But if we were to measure the success of our common school teachers by the usual or popular standard, I think we should find that far the larger part of the cases of failure of teachers is from lack of ability to govern their schools. Comparatively few prove deficient in the literary qualifications which they are expected to possess—in a satisfactory knowledge of the subjects required to be taught. On the other hand, we quite frequently hear said : "Our teacher cannot keep order," "Our teacher lacks government," "Our teacher is a first-rate scholar, but lacks executive ability." Moreover, judging from cause to effect, we should expect to find teachers oftener failing in matters of government than in those of ordinary scholarship. We do not need to look far for the occasion of this result. A student spends years in preparing himself in the branches he may teach, while the principles of school government are either entirely neglected, left to the suggestion of mere instinct, or are crowded into the few general observations of a short course of lectures.

The Teachers' Association in Worcester spent an afternoon in listening to an essay, "Are the pupils of our public schools over-worked?" and a discussion thereon. The opinion seems very decided that late hours, foolish dressing, bad ventilation, &c., had more to do with the poor health of students than hard study.

VI. Papers on Geographical and other Subjects.

1. GEOGRAPHY OF THE YEAR.

At the annual meeting of the American Geographical Society, held recently in New York, Chief Justice Daly delivered the Annual address, in which he gave an interesting review of the "Geographical Work of the World," during the past year.

He began with a brief summary of what has been done in this country. Alluding to the coast surveys around the coast of Maine, Massachusetts, Rhode Island, New York and New Jersey, particularly on the coast of Maine and adjacent Islands, with which have been connected hydrographical labours, especially with reference to the tides and currents. Special observations have been made near North Adams, Mass., for the determination of terrestrial gravity. The same kind of general labours have been carried on upon the Pacific coast. It has consisted of field and hydrographic work on the coast of California and the neighbouring islands and bays ; the continuation of the important surveys of Columbia river, Puget sound, and the adjacent bays and inlets, deep sea-soundings, the geographical recognizance of the coast, and special surveys of the harbours of Alaska.

He then proceeded to give an interesting account of the various surveys and explorations of the western territories, undertaken by the government, and mentioned some extraordinary archaeological discoveries made on an Island in Lake Okeechobee, in Florida ; and in referring to the subject of archæology, he told of the discovery of the ancient city of Angkor, in Cambodia, by Lieut. Garnier, of the French service. Its ruins are distinguishable for their magnificence, the elaborateness of the sculpture, and their extent the four sides of the principal temple measuring two miles and a quarter. Wandering through the remains of endless roads, buried in forests and jungle, Lieut. Garnier came upon the ruins of monument after monument, each, if possible, more astonishing than the preceding. The architecture and sculpture exhibit a very advanced knowledge of the arts, and the main temple is described as the masterpiece of some unknown Michael Angelo. A Chinese traveller in 1202 described Angkor as a splendid city, and about 300 years

later Ribodeneyra refers to it as an ancient ruin in Cambodia. This is all that there is of its history.

The Polaris expedition, the extraordinary escape of Capt. Tyson and his crew, were graphically described by the learned judge, as also the Swedish Arctic expedition under Prof. Nordenskiöld. The exploration of the Amazon and its tributaries, and across the interior, to Lake Titicaca, by Prof. Orton, of Vassar College, New York, gave us a vast amount of information of this hitherto unknown territory. Travels in Peru and Patagonia were also productive of most important results.

In Europe, the work of the year has been the continuation of great topographical surveys, the value of which was so strikingly illustrated in the Franco-Prussian war, where the invading force was furnished with such accurate maps of the country that a speedy conquest was the result. In Asia the past year witnessed the journey of Mr. Ney Elias, from Peking, through Chinese Tartary to St. Petersburg, Baron Von Richthofen's explorations in Northern China, disclosing the fact that her coal fields cover 400,000 miles, and that the supply of iron is inexhaustible ; and other important explorations had been made in Persia, Afghanistan and Arabia.

In Palestine the explorations were continued under the auspices of the English and American Societies. Excavations now carried on in Jerusalem under Capt. Warren, to ascertain the ancient site and plan of the city, and fix the locality of places of interest, were productive of good results, disclosing many ancient inscriptions, and objects of art and domestic use. The expedition of Capts. Wilson and Anderson resulted in the discovery of many ruins heretofore unknown. Captain Warner ascertained that the ancient Gaza was three miles nearer to the Mediterranean than the present city. The Peninsula of Sinai was surveyed by the British Ordnance Survey, and the conclusion arrived at by the exploration corroborate the truthfulness and accuracy of sacred history.

The Desert of the Exodus was explored by Prof. Palmer and Mr. Drake, and cairns and stone circles were found in great numbers. This expedition traced the path of the Israelites in their journey to the Promised Land, and discovered ruins of cities, fortresses, churches, rock dwellings, etc., many of the places still retaining the names they had in the days of David. Captain Stewart, R. E., has surveyed about 1,600 square miles of the country between the Mediterranean and the Jordan, and other surveys are in course of being made. The American Society's expedition, under Lieut. Steever, United States army, surveyed and mapped 600 miles east of the Jordan. All the various explorations and surveys tend to prove the accuracy of the topography given in the Bible.

From Africa the geographical intelligence is not so interesting as the previous year, and presents little of interest, save the expedition of Sir Samuel Baker to the head-waters of the Nile, and that of Sir Bartle Frere to Zanzibar. The equatorial region in vicinity of the Galoon was also explored, but the party has not been heard from for some time. Some distance from Loango, into the interior, a race of dwarfs is said to exist. The operations for the year in Australasia were next described by Judge Daly, and the various surveys made by Capt. Morsby of the British Navy, minutely detailed. The explorations in New Guinea, Formosa, and Central Australia, and the laying of telegraph cables between the Australian continent and India completed the list of the geographical work for the year 1873.

2. GEOGRAPHICAL NAMES OF NEW YORK.

Many of the geographical names in this state are of Indian origin, and are beautiful and significant. In some cases they are more than mere names ; they are pictures, descriptions of things as they appeared to "the untutored mind" of the poor Indian ; and it would puzzle most Anglo-Americans to select from their own language names more expressive or beautiful to be used in their place. Take a few cases that occur most readily to mind.

Susquehanna, "crooked river;" Canajoharie, "the pot that washes itself" applied at first to a whirlpool at the foot of one of the falls of the Creek ; Tioga, "a junction of waters ;" Ticonderoga "noisy"—in allusion to the falls at the outlet of Lake George ; Poughkeepsie, (Apo-keep-sing), "safe harbour ;" Niagara, "across the neck or straight"—lying between Lakes Erie and Ontario ; Irondequoit, "where the waves gasp and expire ;" Cattaraugus, "stinking shore ;" Chautauqua, "foggy place ;" Oneida, "upright or standing stone ;" Saratoga, "side hill ;" Schenectady, "beyond the pine plains ;" Schoharie, "drift-wood ;" Chemung, "horn in the water ;" Conhocton, "trees in the water ;" Banister, "a board in the water ;" Owasco, "a bridge of drift wood"—at the north end of the lake ; Coxsackie, "hooting of the owls ;" Warwarsing, "blackbird's nest ;" Shandaken, a town in Ulster Co., "rapid waters ;" Shawangunk,

"white rocks;" Caughnawaga, "a coffin;"—from a large black stone in the river; Painted Post, called by the Indians Conewah, "a head on a pole;" Neskayuna, a town in Schenectady Co., "A field covered with corn; Schaghticote, from an Indian and a Dutch word, "land slide point;" and Manhattan, the name of the island on which the City of New York is built, "the place where men get drunk"—in allusion to the intoxication of the natives on the visit of Henry Hudson in 1609.—*Groton Journal*.

THE LENGTH OF DAYS.—At San Francisco the longest day has 14½ hours; at Boston, 15¼; at Berlin and London, 16½; at Stockholm and Upsal, 16½; at Hamburg, Dantzic, and Stettin, 17, and the shortest, 7. At St. Petersburg and Tobolsk the longest day has 19, and the shortest 5 hours. At Bornea, in Finland, the longest day has 21½, and the shortest 2½ hours. At Wanderbus, in Norway, the day lasts from the 21st of May to the 22nd of July, without interruption; and at Spitzbergen, the longest day is 3½ months.

3. NAMES OF RULERS.

An examination of the list of the rulers of the kingdoms of the world shows that they are distinguished by the following titles:—Emperor, Czar, King, Queen, Grand Duke, Duke, Prince, Shah, Khan, Imaun, Emir, Lama, Tenno, Sultan, Hospodar, Hoang-ti, Taksir-Khan, Khedive, and Bey. Besides all these there are three Burgomasters (of the three free cities of Lubeck, Bremen and Hamburg); a group of seven Captain Regents who direct the affairs of the tiny Republic of San Marino; a "Domnu," or prince of Roumania, who is now Prince Charles of the house of Hohenzollern; and a "first syndic," to whom is confided, by its ten thousand inhabitants, the custody of the little Republic of Andorre in the Pyrenees. There are two Shahs—those of Persia, and Afghanistan; three Khans—of Bokhara, Khokan and Khiva; three Sultans—of Turkey, Borneo, and Zanzibar; two Imauns—of Muscat and Yemen; one Khedive—of Egypt; and one Bey—of Tripoli. Of the twenty Presidents, two—Marshal MacMahon, of France, and Buenaventura Baez, of Dominica—are only provisional.

4. A SCHOOL SCRAP-BOOK.

Let me make one suggestion which I have found most valuable in my school-room, and that is a scrap-book, made from newspapers and magazines. Items are to be found, in every one I take up, on all manner of subjects connected with the different countries of the world, many of which are awakening to progress and liberty from the sleep of centuries—items which are to be found in no school-book, and help both teacher and children to feel that the world is alive, and the country and people they are studying of in some far-off land are quite real, with their interests very closely interwoven with their own. My scrap-book tells of sleepy Turkey waking up to the necessity of railroads and the advantages she will gain therefrom; and wonderful descriptions of the Mont Cenis Tunnel, that no text-book has room for; of the visit of Shah, so romantic is its details; and yet seemingly so important in the opening of the eastern to western civilization; of Chinese fields, and Canadian salt deposits; of African adventures and discovery, and a strange journey in the heart of Asia; of Arabian deserts and curious eastern cities; of the freeing of the slaves of Brazil, and of the opening light in Japan. It has stories of life in Lapland, Siberia, Borneo, and China; it contains pictures of remarkable trees of different lands, and a real grey silky leaf from the South African forests. It relates of Amadeus' abdication, and the royal progress and coronation of the Scandinavian Monarch, King Oscar. It describes the late funeral of an Indian Prince, the Russian Ice Palace, fetes in Turkey, and wonders of South America. So it interweaves interests of to-day with every land or nation we touch upon in our geography lessons, and makes the children understand their reality and life.—*Selected.*

VII. Papers on Education in Various Countries.

1. ILLITERACY IN THE UNITED STATES.

The report of the United States Commissioner of Education gives the following striking statistics of illiteracy in the United States:—There are now 3,000,000 adults, including 1,653,8000 adult ex-slaves, who cannot read or write. In 1840, New Hampshire had 1,000 white persons over twenty years who could not read and write; in 1860, 5,000. Maine increased from 3,000 to 9,000 illiterate; all New England, from 14,000 to 87,000; Pennsylvania, from 36,000

to 75,000; New York, from 57,800 to 121,000; Michigan, from 2,000 to 18,000; Tennessee from 62,000 to 74,000; Texas, from 5,000 to 19,000, and so on, including only the white population. This illiteracy is most marked among the women. In New Hampshire, the uneducated women are 1,000 in excess; in New York, 20,000; in Pennsylvania, 17,000; in Georgia, 10,900; in Illinois, 8,000; in Massachusetts, 12,000.

2. ILLITERATES IN CANADA.

The second volume of the census of Canada, which is now being issued from the press, gives some extremely interesting statements in reference to the number of uneducated people in Canada. It is not flattering to our national pride, and not creditable that there should be in this Dominion, or rather in the four older Provinces of it out of a total population of 3,485,761 no less than 412,142 persons who cannot write and 399 who cannot read. The incredible amount of ignorance, which such a state of affairs reveals, can scarcely be appreciated by a mere glance at the statistics. Taking up the census by provinces, we find that the Province of Quebec furnishes the whole Dominion with more than two thirds of its illiterate classes. There are in Quebec 244,731 men and women above the age of 20 who are unable to write, and 191,862 of the same age who are unable to read. There are 1,191,516 people in the Province of Quebec, of whom there are stated in the census to be 657,618 under the age of 21, leaving 533,898 to represent the remainder, so that in point of fact, nearly one-half of the adults of the Province of Quebec are unable to write, and more than one-third of them unable to read. No wonder that these people fly from a Province which has given them so little help to advance in the social scale. No wonder the industries of Quebec are not satisfactory. It is a relief to turn from this picture of ignorance to the figures presented by the fine Province of Ontario. Out of a population of 1,620,851, Ontario has only 57,379 over the age of 20 who cannot read, and only 93,220 who cannot write. Yet Ontario absorbs by far the greater part of the immigration in which Canada participates, which must necessarily include a large number of ignorant persons. Nova Scotia and New Brunswick make a better exhibit than Quebec, but a much worse one than Ontario, taking population into account. There are 46,522 persons over 20 years of age who cannot write, and 31,331 who cannot read. The four counties of the Island of Cape Breton, Inverness, Victoria, Cape Breton, and Richmond, contain 19,075 persons over the age of 20 who cannot read, yet these counties do not contain over 36,000 over that age, so that it appears more than one-half of their population is steeped in densest ignorance. New Brunswick makes a better exhibit than Nova Scotia. 19,002 of our adults of 20 upwards cannot read, and 27,669 of them cannot write. St. John County with its large population might be supposed to contain the greatest number of uneducated persons, but this is by no means the case. Kent, Westmoreland, and Gloucester beat it all hollow in the number of illiterates, and Victoria with her small population is very little behind it. The combined population of Victoria, Westmoreland, and Gloucester and Kent is 78,887; the population of St. John by the census is put down at 42,120. St. John contains 3,669 people of 20 years of age and upwards who cannot read, while these four counties, with only fifty per cent. more of population, have 14,826 adults who are unable to write, and 10,789 who are unable even to read. Kent and Gloucester are the banner counties in point of illiteracy. Gloucester has a population of 18,810, yet 4,227, or about one-half of its adult population cannot write their names, and Kent with a population of 19,101 has 4,190 of its adult population in a similar state of ignorance.

These facts are so suggestive that it is unnecessary to comment on them. Need we remark that the districts which suffer most from the criminal neglect of those who should have promoted the education of their youth, are those most opposed to the free public schools of Canada? Need we remark that the Province of Quebec, which makes such a wretched exhibit, has everything it can desire in the way of educational endowments, separate schools, clerical supervision, &c.? Need we point to the fact that "godless ignorance," rather than "godless education," appears to be the prevailing evil in those parts of Canada, which are loudest in their opposition to the free public schools of the country?—*St. John Daily Telegraph.*

3. THE OPS SCHOOL DIFFICULTY.

From the legal intelligence in Monday's *Globe* we extract the following report of a decision in the Court of Common Pleas by Chief Justice Hagarty and Mr. Justice Galt: *Free v. McHugh*.—This was an action for trespass for distress in collecting a school rate. A Protestant Separate School had been established by reason of the engagement of a R. C. teacher in the public school. A Protestant

teacher was engaged subsequently. Defendant had distrained for school rate on goods of plaintiff, a separatist; the latter claimed that it was illegal, as he was a separatist. The court found that when a Protestant teacher was engaged, the Separate School had no legal existence, and that the collector had a right to distrain. Judgment for defendant with costs.

4. STUDY OF SCHOOL LAW IN MICHIGAN.

In all future examinations of teachers in this county, a knowledge of the School Law of Michigan, so far as it pertains to the *rights and duties of teachers*, will be required of every teacher. To assist them in fitting for such an examination, one of the County Superintendents has prepared the following list of questions upon the subject:

1. What is a school month?
2. What kind of a contract should every teacher have? By whom signed?
3. What is the teacher's duty as to keeping a register?
4. What is the law in reference to holidays?
5. By whom and for what cause can a teacher's certificate be annulled?
6. What authority and responsibility has a teacher in reference to his pupils in respect to *time and place*?
7. Who is a *qualified teacher*?
8. For how long a time and for what territory is a third grade certificate valid?
9. Whose duty is it to adopt a list of text-books for use in the school?
10. What is the teacher's duty in regard to the introduction of, or instruction from, the text-books not adopted by the School Board?
—*The School.*

VIII. Papers for Young Men.

1. THE TWO ANGELS.

I dreamed of a wonderful contest
And man was the prize to win;
The conflict was waged by angels twain
But the spirits were not akin;
The one was clad in a robe of light,
And came from the land of pure delight,
With a crucible in his hand,
The robe of the other was ashy white,
But he came from the world of endless night;
Yet glittering toys and baubles bright
He scattered over the land.

I dreamed that these angels whispered
In the listening ears of man;
The tones of the one were sweet and clear,
And his message thus began:
"O friend, I came from the world above
To guide thee up to that home of love
Where joys supreme are given.
But ere thou enterest those regions fair,
I must cleanse thy heart with tenderest care
By trials and crosses, and thus prepare
Thy soul for the life of heaven."

I dreamed that the voice of the other
Was silvery, smooth and fair,
As he spake of life's gladsome pleasure—
The wine cup's happiness rare:
He told of the comforts of worldly gain,
The great and the wise who followed his train,
All happy in his employ.
And he urged the soul in accents clear
To seize at once on these pleasures dear,
And never be moved by a sordid fear
Of losing its future joy.

I dreamed, as these angels whispered
Their messages in his ear,
His countenance now was flushed with hope,
And then depressed with fear,
So, dreading to hear the voice of either,
Yet wishing to shun the course of neither,
He fled in wild afright.
But by his side these angels twain,
Each hoping at last the prize to gain,
Pursuing closely, still urged their claim,
Till all were out of sight.

I dreamed, but my dream was real,
Angels of good and of ill
Follow us closely year by year
Their ministries to fulfil,
Oh friend, the angel of good receive;
Let not the angel of ill deceive,
Though gentle his words be, even,
A prize for the race successfully run;
Sweeter the rest when the labour is done;
"Brighter the crown through suffering won,"
Dearer the bliss of heaven.

—*Christian Era.*

2. GOOD ADVICE FROM CARLYLE.

A new book by Cunningham Geikie, addressed to young men, contains the following admirable letter from Carlyle hitherto unpublished:

CHELSEA, 13th March, 1843.

DEAR SIR.—Some time ago your letter was delivered me; I take literally the first free half hour I have had since to write you a word of answer.

It would give me true satisfaction could any advice of mine contribute to forward you in your honourable course of self-improvement, but a long experience has taught me that advice can profit but little; that there is a good reason why "advice is so seldom followed"—this reason, namely, that it is so seldom, and can almost never be, rightly given. No man knows the state of another; it is always to some more or less imaginary man that the wisest and most honest adviser is speaking.

As to the books which you, whom I know so little of, should read there is hardly anything definite that can be said. For one thing you may be strenuously advised to keep reading. Any good book, any book that is wiser than yourself, will teach you something—great many things, directly and indirectly, if your mind be open to learn. The old counsel of Johnson's is also good and universally applicable, "Read the book you do honestly feel a wish and curiosity to read. The very wish and curiosity indicates that you then and there are the person likely to get good of it." "Our wishes are presentations of our capabilities." That is a noble saying, of deep encouragement to all true men, applicable to our wishes and efforts in regard to reading as to other things. Among all the objects that look wonderful or beautiful to you, follow with fresh hope the one that looks wonderfullest, beautifullest. You will gradually by various trials (which trials, see that you make honest, manful ones, not silly, short, fitful ones) discover what is for you the wonderfullest, beautifullest; what is your true element and province, and be able to abide by that. True desire, the monition of nature, is much to be attended to. But here, also, you are to discriminate between true desire and false. The medical men tell us we should eat what we truly have an appetite for, but what we only falsely have an appetite for we should resolutely avoid. It is very true. And flimsy, "desultory" readers, who fly from foolish book to foolish book and get good of none and mischief of all, are not these as foolish, unhealthy eaters, who mistake their superficial, false desire after spiceries and confectioneries for the real appetite, of which even they are not destitute, though it lies far deeper, far quieter, after solid, nutritive food? With these illustrations I will recommend Johnson's advice to you.

Another thing, and only one other, I will say. All books are properly the record of the history of past men. What thoughts past men had in them, what actions past men did, the summary of all books whatsoever lies there. It is on this ground that the class of books specifically named history can be safely recommended as the basis of all study of books; the preliminary to all right and full understanding of anything we can expect to find in books. Past history, and especially the past history of one's own native country—everybody may be advised to begin with that. Let him study that faithfully, innumerable inquiries, with due indications, will branch out from it; he has a broad beaten highway from which all the country is more or less visible—there travelling, let him choose where he will dwell.

Neither let mistakes nor wrong directions, of which every man, in his studies and elsewhere, falls into many, discourage you. There is precious instruction to be got by finding that we are wrong. Let a man try faithfully, manfully to be right; he will grow daily more and more right. It is at bottom the condition on which all men have to cultivate themselves. Our very walking is an incessant falling; a falling and a catching of ourselves before we come actually to the pavement! It is emblematic of all things a man does.

In conclusion, I remind you that it is not by books alone, or by books chiefly, that a man becomes in all points a man. Study to do faithfully whatsoever thing in your actual situation, there and now, you find either expressly or tacitly laid to your charge—that is your post; stand to it like a true soldier, silently devour the many cha-

grins of it ; as all human situations have many ; and be your aim not to quit it without doing all that it, at least, requires you. A man perfects himself by work much more than by reading. They are a growing kind of men that can wisely combine the two things ; wisely, valiantly, can do what is laid to their hand in their present sphere, and prepare themselves withal for doing other wider things, if such lie before them. With many good wishes and encouragements I remain yours sincerely.

THOMAS CARLYLE.

3. EARLY FORMATION OF HABITS.

Habit is a principle of action that requires no attention, deliberation, or will, to call it into the exercise of its power. It is a tendency of certain phenomena to recur, that tendency being acquired by frequent recurrence. The fact that the tendency to recur is acquired forms the distinguishing characteristic of a habit, when compared with an instinct. The child of but a few days or weeks old performs all its actions by instinct. It possesses no habits at this early stage of its existence, but as it grows older, these begin to be formed, and gradually acquire strength by frequent repetition, until they form no inconsiderable part of its nature.

In this article, an attempt will be made to show how the formation of habits is to be explained. It is a well known fact that the more frequent the various actions which make up any habit are repeated, the more easily is that habit performed. We acquire habits by controlling the train of suggestion, and causing it to remove repeatedly in a certain course. This, however, is not the way in which all our habits are formed ; for some of them are begun, nourished and brought to the height of their power, not by our controlling the train of suggestions, but by our allowing the mental states to take their own course. This freedom allowed to thoughts, is, owing to the predominance of evil over good in man's nature, generally productive of habits of an inferior order, which exert a pernicious influence on society, and accumulate misery in the world. Confining our attention, however, to those habits which are actively formed, we observe, that in the first stages of these we control the train of suggestion, by performing deliberately and slowly the separate actions of that habit. We cannot perform a habit, or at least the series of actions that make it up, in any other way ; for if we attempt to pass rapidly over the individual actions of the series we shall find that we are losing control of our suggestive powers. But after we have performed these actions a number of times, the deliberation, difficulty and slowness, which attended the first attempts, give way to ease, rapidity and unconsciousness of each separate act. This is well illustrated by a child learning to walk, or speak or read, or by a person learning to play on a musical instrument, all of which instances are too familiar to require any explanation. Suffice it to say that although the person in each of these cases, is conscious at first of every separate action, yet after he has repeated them frequently, each single action suggests the following one so instantaneously, that he cannot distinguish them in his knowledge, but is conscious of them only as one comprehensive whole. This is to be explained by several laws of suggestion, and in the first place, by the law of frequency of recurrence. The different actions of a habit are frequently associated with one another, and are therefore more likely to be suggested by one another than actions or things that have not been so frequently associated with them. Again, these actions are uniformly associated with one another, and the requirements of the law of uniformity of association fulfilled, so that suggestion takes place in obedience to this law also. Then after the habit has been repeated a number of times, and the various actions of the habit have been invariably associated with one another, they come to suggest one another irresistibly and instantaneously. When the first action is known, the next is at once brought to the mind, and as soon as this last is known, the next flashes upon the consciousness and so on throughout the whole series of actions that make up the habit. There is no perceptible distinction between them, and therefore the mind is not conscious of them separately, but is conscious only of the result of their union.—*College Journal*.

4. HOW TO GET RICH.

The way to get credit is to be punctual. The way to preserve it is not to use it too much. Settle often ; have short accounts. Owe no man. Fear God.

Trust no man's appearances—they are deceptive—perhaps assumed for the purpose of obtaining credit. Beware of gaudy exteriors. Rogues usually dress well. The rich men are plain men. Trust him, if any one who carries but little on his back. Never trust him who flies into a passion on being dunned ; make him pay quickly if there be any virtue in the law.

Be well satisfied before you give a credit that those to whom you give it are safe men to be trusted. Sell your goods at a small advance, and never misrepresent them ; for those whom you once deceive will beware of you the second time. Deal uprightly with all men, and they will repose confidence in you and soon become permanent customers.

Trust no stranger. Your goods are better than doubtful strangers. What is character worth if you make it cheap by crediting all alike ? Agree beforehand with every man about to do a job ; and if large, put it into writing. If any decline this quit or be cheated.

Though you want a job ever so much make all sure at the outset, and in a case at all doubtful make sure of a guarantee. Be not afraid to ask it—it is the best test of responsibility ; for if offence be taken you have escaped a loss.

5. RESPECT THE BODY.

Respect the body, dear men and women ! Speak of it reverently, as it deserves. Don't take it into an unworthy place ; give it sunshine, pure air and exercise. Be conscientious as to what you put down its throat. Remember what is fun to the cook and confectioner may be death to it. Give it good, wholesome food ; let it be good terms with friction and soap and water ; and especially don't render it ridiculous by your way of dressing it.

Recognize the dignity of your body ; hold it erect when you are awake, and let it out straight when you are asleep. Don't let it go through the world with little mincing steps or great gawky strides ; don't swing its arms too much, and don't let them grow limp from inactivity. Resolve to respect its shoulders, its back and its fair proportions, generally and straightway shall "stoops," and "wiggles," and "Grecian bends," be unknown forever.

Respect the body—give it what it requires and no more. Don't pierce its ears, strain its eyes, or pinch its feet ; don't roast it by a hot fire all day, and smother it under a heavy bed covering all night ; don't put it in a cold draught on slight occasions, and don't nurse or pet it to death ; don't dose it with doctor's stuffs ; and above all don't turn it into a wine cask or chimney. Let it be "warranted not to smoke" from the time your manhood takes possession.

Respect the body ; don't over-rest or over-love it, and never debase it, but be able to lay it down when you are done with it, a well-worn but not misused thing. Meantime, treat it at least as well as you would your pet horse or hound, and my word for it, though it will not jump to China at a bound, you'll find it a most excellent thing to have, especially in the country.—*Hearth and Home*.

WHEN character is lost, when honour dies, there is nothing left. Many have started in life with fair prospects at every turn ; prosperity met them ; but having no chart or character to guide, they have finally sunk, and ruin marks the spot where once dignity, energy, skill, nobility, reigned royally, triumphantly.

FOR the sake of your success and your manhood, young man, lay broad the foundations of education ; don't be afraid of learning too much, or of preparing thoroughly for your life's career. And, whatever that career is to be, remember that you cannot safely be ignorant of the great facts of science and its applications in human industry. This knowledge will be ranked henceforward among the necessary elements of a liberal education.

CHILDREN expect the truth, and if they find themselves deceived, it not only shakes their confidence in others, but they, being very apt scholars, will soon learn to lie and deceive too.

STREET EDUCATION.—A city missionary visited an unhappy man in jail, awaiting his trial for a State prison crime. "Sir," said the prisoner, the tears fast running down his cheeks, "I had a good home education ; it was my street education that ruined me. I used to slip out of the house, and go off with the boys in the street ; in the street I learned to lounge ; in the street I learned to swear ; in the street I learned to smoke ; in the street I learned to gamble ; in the street I learned to pilfer. Oh, sir, it is in the streets the devil lurks to work the ruin of the young !"

IX. Biographical Sketches.

1. ROBERT M. ROY, ESQ.

Mr. Roy came to Belleville about thirty years ago, and after a few years' residence here was appointed a Returning Officer, at our municipal elections, which office he held up to the time of his death, being then the oldest Returning Officer in the Province. In 1849 he was appointed Town Clerk, which position he resigned a few weeks ago, after nearly 25 years of faithful and efficient service. Mr. Roy

was, we believe, a native of the South of Scotland—Roxboroughshire, if we mistake not. Captain Maitland, of H. M. S. *Bellerophon*, which conveyed the first Napoleon to St. Helena, was his maternal uncle. We feel quite sure that all who knew Mr. Roy will join in these expressions of regret hastily penned, to the memory of a man whom every one respected.—*Intelligencer*.

2. JUDGE LOGIE.

Judge Logie was a native of Scotland, and at the time of his death was in the fiftieth year of his age. He studied law in the office of Mr. (now Sir John) Macdonald, at Kingston, and came to Hamilton to practise his profession in 1848. Upon the retirement of Judge O'Reilly from the Bench in 1854, Mr. Logie received the appointment, and he has since, except during the period of his illness, performed the duties of his high office with a most conscientious adherence to his conviction of duty. The Judge's principal recreation was a study of botany and horticulture, of which he was very fond. He was at various times president of the Horticultural Association, and of the Hamilton Association, before which he read several papers on the subject of his favourite study.—*Hamilton Spectator*.

3. CAPTAIN JAMES JOHNSON.

Mr. Johnson was one of the few remaining early settlers, and though unassuming in his character and manner, still his whole life was identified with the affairs of this locality. He was not really what is denominated a public man, and yet by the force of his inclinations and real spirit—which was that of pure loyalty to country and crown—he was ever alive to national interests, and to the advancement of this vicinity. But he was better known as a pious, kind-hearted, benevolent old gentleman. His constant effort seemed to be to live in harmony with all his neighbours, and to be consistent; and in this he was successful. He immigrated to this country in 1804, from Wooler, Northumberland, England, where he was born March 7th, 1796, and settled on the Chenel Ecarte, near Baldoon, the estate of Lord Selkirk. He lived on his farm until 1866, when he removed to Wallaceburg. Mr. Johnson served in the war of 1812, and participated in the battle of Longwoods, and served until peace was declared. He also served in the rebellion of 1837, and received a Captain's commission in 1840. He not only lived to see the spirit of rebellion wane dim, but to die entirely out, and to see the settlement of Baldoon join hands with the United Empire Loyalists of Eastern Ontario, and the whole country reduced from primitive wildness to a high state of cultivation and prosperity, and the Provinces from being a multitude of scattered ones, to be an indissoluble one in common—a happy, prosperous and great country.—*Wallaceburg Advocate*.

4. MRS. BOGART.

Our readers will join with us in regretting the death of the venerable Mrs. Bogart, of Adolphustown. Up to the time of her death Mrs. Bogart, though of the great age of 101 years and 5 months, retained the use of all her senses, and finally passed away very suddenly. She leaves a numerous circle of relatives, about 150 we understand, to mourn her decease, including children, grand-children, and great-grand-children. She was one of the first settlers, having located in Adolphustown in the year 1780, and ever since made that her home. She was born in New Jersey, near New York, while it was yet a British Province. For the last two years her friends and relations have celebrated her birthday by giving a grand picnic. At the last celebration about one thousand people were present, some coming from Chicago, Ill., and other distant places.—*Intelligencer*, Jan. 31.

X. Miscellaneous.

1. THE SNOW PRAYER.

A little child went out to play
All gleeful in the trackless snow;
So soft, so white, so pure it lay,
She said she wished her heart were so.

Then quick she raised her thoughts above
To Him whose blood for sin did flow;
She prayed: "O wash me, God of love,
And I shall whiter be than snow!"

"Wash me till even thy pure eyes
In me no stain of sin shall see,
Then, when I die my soul shall rise
To be forever, Lord, with thee."

2. "HE DIED FOR ME."

In the cemetery at Nashville, Tennessee, a stranger was seen planting a flower over a soldier's grave. When asked: "Was your son buried there?" "No," was the answer. "Your son-in-law?" "No." "A brother?" "No." "A relative?" "No."

After a moment the stranger laid down a small board which he held in his hand, and said:

"Well, I will tell you. When the war broke out I wanted to enlist, but I was poor. I had a wife and seven children. I was drafted; I had no money to hire a substitute, and so I made up my mind that I must leave my poor sickly wife and little children, and go to the front.

"After I was all ready a young man whom I knew came to me and said, 'You have a wife and a large family; I will go for you.'

"He did go in my place; and in the battle of Chickamauga he was wounded, and taken to Nashville hospital. After a long sickness he died, and was buried here. Ever since, I have desired to come to Nashville and see his grave. I saved up all the money I could, and yesterday I came on, and to-day I found my dear friend's grave."

With tears of gratitude running down his cheeks, he took up the small board and pressed it down into the ground in the place of a tomb-stone. Under the soldier's name were written only these sad words:

"HE DIED FOR ME."

No wonder the tears were running down that farmer's cheeks. He well knew the soldier had saved his life. Gladly, therefore, he spent his time and hard earned means to do what he could to express his love and gratitude. If you had stood by the side of that grave and heard him say, "There is the grave of a man who went in my place as a soldier, and died for me; but I don't care; I didn't ask him to go; he might have stayed at home," what would you have thought? You say, "A man that would talk in that way ought to be shot."

But do you know that the loving Jesus died a more dreadful death for you? And yet, if you are not a Christian you do not love him for it. You have never thanked him for dying for you. You have never shed any tears as you thought of his great love. "Jesus died for me."—*Rev. E. P. Hammond*.

3. GENERAL RULES ABOUT LAW.

The following general rules are worthy of preservation:—

1. That which is originally void does not by lapse of time become valid.
2. A personal right of action dies with the person.
3. The law compels no one to do impossibilities.
4. No one shall be twice vexed for one and the same cause.
5. The greater contains the less.
6. The law favours things which are in the custody of the law.
7. The husband and wife are one person.
8. Every act shall be taken most strongly against the maker.
9. When two titles occur the elder should be preferred.
10. Agreements overrule the law.
11. He who derives the advantage ought to sustain the burden.
12. No man shall take advantage of his own wrong.
13. When the right is equal, the claim of the party in actual possession shall prevail.
14. He has the better title who was first in point of time.
15. A right of action cannot arise out of fraud.
16. It is fraud to conceal fraud.
17. The law assists those who are vigilant, and not those who sleep over their rights.
18. Ignorance of the law excuses no one.
19. Who does not oppose what he might oppose seems to consent.
20. When contrary laws come in question, the inferior law must yield to the superior; the law general to law special; an old law to a new law; man's laws to God's laws.

XI. Short Critical Notices of Books.

—THE ALDINE. An illustrated monthly journal, published by James Sutton & Co., New York. Office in Toronto, "Aldine Depot," 50 King Street East.

We have much pleasure in welcoming the appearance of this work in Ontario. Those who have the pleasure of seeing the English "Art Journal," will fully appreciate "The Aldine," as an index of American

art, "pure and simple," as well as a means of reproducing many gems of Continental and British art.

Though most of our readers know English artists by their works, as well as by their reputation, yet we are in comparative ignorance of those in the United States, who have had until lately but very little opportunity of making themselves known to the art-loving public. How valuable this periodical will prove as an exponent of that talent we can easily appreciate by a glance over the illustrations. The engravings are all wood cuts, but so carefully finished as to indicate the utmost delicacy of expression in light and shade, almost as beautifully as a steel plate, while a great deal of the hardness of finish found in most of the latter, is here almost entirely softened down.

The subjects in the *Aldine* are chiefly American, though not exclusively so, as two or three "elegant extracts" from the Doré Gallery remind us. Of the native artists the principal contributors are Thomas Moran, John Hows, and D. Woodward. The merit seems to be in inverse order. Mr. Moran's subjects are the most ambitious scenery, chiefly in Utah. Though we cannot presume to judge an artist from a mere engraving, yet there seems to be cast over his pictures a sort of indistinctness of effect, due, we should think, more to the artist than to the draughtsman. The other two are respectively a Pennsylvanian and a Virginian artist. Their subjects are well handled and highly effective. The views, both in the east and west, prove, as a contributor says, that "there is little need of American landscape painters going abroad in search of the grand, the sublime, and the beautiful." With each of the engravings there is the usual descriptive letterpress. The other fine arts are not neglected in the *Aldine*, and music, the drama, sculpture, poetry, and literature, come in for their fair share of attention.

We must not omit a reference to the general "get up" of the *Aldine*, a most important matter in an art journal. The paper on which the engravings are so beautifully printed, is slightly tinted and well finished, giving body to the picture, while nothing that can be desired is wanting in the type and arrangement of the publication. Altogether, the publishers of the *Aldine* may congratulate themselves on their great success in carrying out its prospectus in every particular.

It is with much pleasure that we recommend the *Aldine* to our readers. It cannot fail to give pleasure to the eye, instruction to the mind, elevation to the taste, and much and varied information to those who take especial interest in matters relating to art in its various departments.

—HARPER'S PLAYS OF SHAKESPEARE. Edited by William J. Rolfe, A.M., Cambridge, Mass.*—In an edition of Shakespeare's Plays, we hardly expect to be told that a special preparation is necessary for American readers. Mr. Rolfe, however, seems to be of opinion that such is the case, though, with some few deviations, the plan and style seem to be identical with one of the English editions, of which he speaks very highly. In a work of this class, since the subject matter is not itself under consideration, we can only refer to the general aim and style, as evidenced by the notes and general arrangement. We notice a feature which we regard as highly desirable, though usually overlooked, viz., critical comments on the plays, drawn not only from English writers, but from those of a different nationality, who have given attention to the subject. This cannot fail to give a more comprehensive view of the characters and their actions, as seen with different eyes, and from several points of observation. The notes are full; the parallel passages and references, illustrating Shakespeare, both by himself and by other writers, sufficiently copious. The letterpress is admirable; and the illustrations, though in some cases suggesting more than they display, are good. On the whole, we think Mr. Rolfe is deserving of our best thanks, and certainly of those of the American public, for his work. It has evidently been one of considerable labour and care in comparing the old texts as well as recent commentators on the plays of Shakespeare. Each book contains one play, the whole being in the form of a neat library edition.

* Published by Messrs. Harper Brothers, New York and kept for sale by Messrs. Hart & Rawlinson, successors to Messrs. Copp, Clark & Co., Toronto.

—"I GO A FISHING." By W. C. Prime.*—We hope that those who are but indifferently fond of the "gentle art" will not pass this book by on account of its tell-tale title. For while sport is the primary object of the book, there is enough of adventure and pleasant reading to satisfy the general reader. We cannot help thinking that Mr. Prime's work will make many anglers, and perhaps a few who will find, like Washington Irving, that it was the book and not the sport that pleased them.

—SUBTROPICAL RAMBLES. Personal Experiences in the Mauritius. By Nicolas Pike.—There are some places whose name and perhaps position are known to us, but beyond those two facts we are to a great extent guiltless of any knowledge of them or their belongings. A book like Mr. Pike's is therefore of great value, as containing information about a place interesting enough in itself, but whose position does not bring it into such constant contact with the busy world as some less important places. Every point of interest in the history, trade, education, social and political life of the Mauritius seems to have been carefully observed by Mr. Pike, and put on paper, illustrated by his own personal experience of some years' sojourn there. Mr. Pike is not less a geologist and botanist than a careful observer, and both the sciences in which he seems to revel will doubtless be enriched by his notes. In a social point of view, this "gem of the ocean" seems not a whit behind ourselves—with its theatre, turf club, cricket club, and kindred institutions, giving it a thoroughly English stamp. The woodcuts are beautifully executed, and are a great addition to the book.

—TURNING POINTS IN LIFE. By Frederick Arnold.*—We can confidently recommend this book to those who feel the want of something to guide them in the affairs of life, and to show them the proper view to take of its responsibilities and aims. It is one of a class of books which has expounded life and its meaning in a popular form. We need say nothing of the typographical style of the book, as the name of the publishers is a sufficient guarantee for all that can be required in that respect.

The celebrated Roman library called "Biblioteca Casanatense" is about to re-open, having for director a professor of the Turin University. The monks will continue to perform the ordinary service of the establishment. Of all the public libraries in Rome this, after the Vatican, is the most considerable and the most frequented. It contains 180,000 volumes, including 2,000 editions of the fifteenth century and 1,800 manuscripts.

XII. Educational Intelligence.

—THE GOVERNOR-GENERAL IN MONTREAL.—While in Montreal recently, His Excellency Lord Dufferin, accompanied by Colonel Fletcher, visited the High School. The preparatory school, under the direction of Professor Robins, was first inspected, and the system of teaching pursued was observed. Rev. Dr. Jenkins, Dr. Dawson, Mr. Lunn, Professor MacVicar, Rev. Canon Bancroft, and other gentlemen accompanied the Governor in his visit to the different class-rooms, where the scholars were examined by their teachers in Latin, mental arithmetic, and other subjects. The passages, &c., had been neatly decorated for the occasion. The party visited the High School proper, which is under the management of Professor Howe. In one of the class-rooms on this floor His Excellency remained to hear an exercise in Euclid; and having observed the different arrangements of the school as regards accommodation, &c., the party ascended to the rooms of the Governors of the school, where Rev. Dr. Jenkins briefly expressed the gratification which the students felt at His Excellency's visit; after which Mr. Macpherson, one of the students, read the following address in the Latin language:—

Viro Excellentis Comitiq; Nobili Dufferin, Victoriae Reginae, in Regna Canadianensi Vicario, &c., Salutem Dicimus.

PAGE TUA EXCELLENTISSIME—

Pergratum nobis fecisti, quod Scholam Nostram Regiam adventu tuo hodie honorasti. Lætitia autem qua fruimur non illa simplex est quam secum ferre solet cura optimatam benigna in eos ui humilioris loci sunt et ordinis, sed etiam lætamur te præsentem videntes qui, in Scholis et

Academiis Britannicis, artes quæ ad humanitatem pertinent, ipse excolnisti, itaque ad bene æstimanda studia nostra et labores idoneus.

Hæc Canada adolescentula, in commercii, negotiis et in opificiis multum jam profecit, sed periculum est ne in republica Literatum et Artium honestarum gloria deficiat illa quam obtinet Britannia mater.

Quod ne fiat, sed ut prorsus sit Canada matre pulchra filia pulchrior, opus est gratia et crea altrice procerum Scholis et Academiis nostris. Quas te primo ab adventu in has oras studiose fovere scimus, itaque tibi ex animo gratulamur, atque Deum precamur ut tibi et conjugi tuæ amabili pulchriæque salutem det.

Cressa ne careat pulchra dies nota ;

Sis felix, nostrumque leves, vir clare, laborem.

DAVID B. MACPHERSON.

CAROLUS RITCHIE.

Pro discipulis Scholæ Regiæ, Monte Regali, Die 5th Februarii, 1874.

His Excellency made the following reply, also in Latin :—

Vir illustrissime, vos insignes præceptores, et vos hujus tam præclaræ Scholæ Canadensis alumni, me fortuna nescio qua tam magna coram vobis hac in aula hoc die versatum fuisse invenio.

Me quum gratum, igitur, illustrissimi, tum humilem sententiis vestris fecistis ; humilem, quippe qui studiis quilibet versatus, sola ad limina, cujus arcana explorasse negatum, scientiæ perfectæ cumulatæque quam longe mihi videar attinguisse ; attamen gratum, quippe qui, hoc tam illustri imperii nostri regno munere ac officio regio fungens, non tam mihi, illa bonæ voluntatis et fidelitatis pignora, quam Regiæ, cujus regnum, ut ita dicam exhibuisse ac sustinuisse traditum, accipiam expressa ac provocata.

Quæ cum ita sint, amici, omnia quæ bona, omnia quæ culta, omnia quæ honesta, invenite, corripite, hac adolescentiæ hora occupate ; hinc vera virtute, vera scientia, vera fortitudine induti, non solum vobismet ipsis sed patriæ tam vestræ quam meæ præsidium et decus floreatis.

At the conclusion of the reading of the address there was loud applause. His Excellency also offered the following remarks in English :—Although, my young friends, I am very grateful for the kind reception you have given to the very imperfect expression of my thanks, which I have endeavoured to convey to you in that language in which you yourselves have addressed me, in words which I may hope are not likely to be subjected to that severe criticism which they would be quite unable to sustain, I feel that the expression of my thanks would be incomplete unless I took this opportunity of asking that to-morrow may be given to the scholars of this institution as a holiday. (Cheers.) I have also the pleasure of stating that it is my intention, so long as I am fortunate to occupy the honourable position of Governor-General of Canada, to offer to the students of this school a silver medal, to be given subject to such conditions as, after consultation with your superiors, may be determined upon. (Cheers.) Mr. Ritchie, another of the students, then presented His Excellency with a bouquet of beautiful flowers from the students of the 5th and 6th forms. Hearty cheers were then given for the Queen, the Governor-General and Countess Dufferin, and the Masters of the School, and the proceedings then closed.—*Gazette.*

XIII. Departmental Notices.

NO PENSIONS TO PUBLIC OR HIGH SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all legally qualified Public and High School Masters and Teachers in Ontario, who may wish to avail themselves at any future time of the advantages of the Superannuated Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent or Inspector, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of four dollars per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction ; nor can one be granted for any year of teaching for which the subscription has not been paid.

THE CONSOLIDATED SCHOOL LAWS.

The Consolidated School Acts recently passed will be published in separate pamphlets, as soon as they are put into form for the Statute Book edition.

THE EASTER HOLIDAYS.

Exception having been taken to the notice in this journal of the Easter holidays, the following reply was sent to a local paper :— "The School Act does not provide for Easter holidays. The provision for them is a matter of regulation, which may be varied at any time. On the question of these holidays coming before the recent Parliamentary Committee on the School Bill, (at which two members of the Council [which authorized the regulation] and the Editor of the *Journal of Education* were present,) the feeling of the Committee was strongly in favour of entirely abolishing the holidays (except Good Friday). The Chief Superintendent urged that they should be allowed as a boon to the teachers, and as affording a pleasant break in the long winter term. He stated the holidays only extended from the Wednesday before Easter until the Tuesday after it, or four days in all. With this understanding, the Committee finally agreed to the four days' vacation, and the intimation to that effect was published by the Editor in the *Journal.*"

ERRATUM.—MISS WALSH'S CERTIFICATE.

In the list of certificates published in the *Journal* for February, the name of Sarah Walsh, of Ottawa, was inadvertently omitted. She obtained a Second Class Certificate, grade B.

Mr. James F. Jeffers also received a Second Class Certificate, grade A, at the December Examinations (1871) for the County of Prince Edward.

THE GENERAL AND DAILY REGISTERS.

The General Register for use in the Public Schools of Ontario, as required by the Official Regulations, is now ready, and can be supplied to schools on the following terms, viz. :

No. 1.	Copy of 20 pages, paper covers, free by post	35 cts.
2.	do 40 do stiff cover, cloth backs...	45 "
3.	do 60 do do do ...	65 "

NOTE.—As Numbers 2 and 3 above, 40 and 60 pages each, have a stiff cover, they cannot be sent by post, but may be ordered by Express from the Department or through any bookseller, from Messrs. Copp, Clark & Co., Wholesale Booksellers, Toronto.

The Daily Register can also be obtained from the Department, at 35cts. each, free by post.

XIV. Advertisement.

NEW SCHOOL LAW EXPLAINED.

Duties of School Trustees, Teachers, and others in Rural School Sections.

The Publishers (COPP, CLARK & Co.) beg to announce that they have published a revised Exposition of the old and newly-amended School Law of the Province, the Official Regulations and Decisions of the Superior Courts affecting Rural Trustees, Teachers and others, in Lectures, by Dr. HODGINS, Deputy Superintendent of Education, as follows :—

- Chap. I.—The Office of Trustee.
 " II.—Powers and Duties of Rural Trustees.
 " III.—Powers and Duties of a Secretary-Treasurer and Collector.
 " IV.—The new Law relating to Non-residents.
 " V.—School Section Auditors—Accountability of Trustees.
 " VI.—Public School Section Meetings.
 " VII.—Selection of Rural School Sites.
 " VIII.—Arbitration and Awards.
 " IX.—Public School Teachers and their Qualifications.
 " X.—Relation of Inspectors to Public School Teachers.
 " XI.—Terms and Vacations in the Public Schools.
 " XII.—New Law in regard to the Superannuation Fund.
 " XIV.—Subjects for Teachers and Public School Inspectors' Certificates of Qualification.
 " XV.—Establishment of Schools in Unorganized Townships.

These Lectures can be obtained through any bookseller for 50c. or 55c. free of postage.

COPP, CLARK & CO.,
 TORONTO, 14th March, 1874. Publishers, 47 Front Street.

Printed for the Education Department by HUNTER, ROSE & Co., Toronto.