

which one half of its Teachers are as usual following the old practice, the loss has been 10 Schools; and in Kings, with a decrease of 13 Schools, 9 of the number were in Studholm—a Parish which in the winter of 1869 required 11 out of its 20 Teachers to submit to the degrading practice. Do not such results look as if they stood to one another in the relation of cause and effect? To me, at any rate, the conjecture seems probable enough. Male Teachers are scarce, as everybody knows; and Female Teachers are in general unequal to the hardships incident to the custom in winter. The natural consequence is, that in that season many Schools are closed, to the great detriment of the children, and the greater shame of their parents.

In the summer term, however, the Schools reached a figure never before attained. The Returns shew 888 Schools to have been in operation during that period, being an increase of 18 on the preceding summer term. In 7 Counties there was an aggregate decrease of 23 Schools, and an aggregate increase of 41 in the other 7 Counties. The largest decrease occurred in Queens, where it was eight; and the greatest increase in Northumberland, where it was 10. These being all single Schools, and therefore the number of Teachers corresponding with the number of Schools, it may be noticed that of the 8 Teachers thus temporarily or permanently lost to Queens, 6 were of the trained class; and that in Northumberland, with a clear gain of 10 Teachers, all of them were of the trained class. Of scholars, Northumberland had in Winter and Summer an increase respectively of 727 and 367; and during the same terms, Queens sustained a loss of 250 and 280 respectively, as compared with the year 1869."

#### TEACHERS, TRAINED AND UNTRAINED.

The number of Trained Teachers is slowly but surely increasing, being in the Winter 643 against 211 of the Untrained class; and in the Summer Term 700 Trained against 227 Untrained, the figures in both Terms showing an increase of Trained Teachers over those of the corresponding Terms of the preceding year.

This is one feature in our School affairs in which we might legitimately indulge a little pride; for it is one in which we not merely compare favorably with the neighboring Provinces and States, but considerably excel them—a fact for which we occasionally receive credit from those neighbors, but are often denied it by our own public writers and speakers.

#### PROVINCIAL EXPENDITURE.

From the increase of Schools and Teachers just referred to, it was natural to expect that we should have to draw a little more largely than formerly upon the Provincial Revenue, to meet the additional expenses thus incurred. The extra sum is, however, by no means large, amounting for the whole year to no more than \$1,559.55; and required chiefly on account of the Superior Schools recently established. This being the case, the country may rest assured that full value has been received for the additional outlay.

The whole amount paid in Teachers' Salaries within the first half of the year was \$42,790.50, being the trifling sum of \$135.53 more than in the corresponding term of 1869. For the Summer Term, the expenditure for the same purpose was \$45,600, being an increase on a like period of the preceding year of \$1,424.02. The Provincial expenditure therefore for Teachers' Salaries for the whole year was \$88,390.50.

#### LOCAL EXPENDITURE.

The amount derived from local sources, that is, from Subscriptions, Tuition Fees, Assessments, Lands, or Donations, and paid for Salaries in the Winter Term, was \$56,356.26, being an increase of \$1,499.62 on the like period in 1869.

In the Summer Term, the local contributions from the same sources and for the like purposes, were \$59,222.25, or an increase of \$1,163.37 on the corresponding period of the preceding year. Thus the local contributions for salaries within the year were \$115,578.51, irrespective of those large but unreported expenses for new School-houses, Repairs, Furniture, Apparatus and Books, which would certainly swell the amount to a good many thousands more.

#### NEW SCHOOL READERS.

For a number of years past there had been a growing dissatisfaction with the School Readers of the Irish Board, now so long in use in our Schools, and the Inspectors and many Teachers had expressed a strong desire for a change. In these circumstances the Board of Education were the most inclined to consider a proposition made last year by Messrs. James Campbell and Son, with respect to a series of School Readers published by them at Toronto. Other Readers, including those authorized in Ontario, had been previously examined, and though the books were considered good, yet there were such inconveniences inseparable from the adoption of any other series, that the Board finally concluded arrangements with the Messrs. Campbell for theirs on the following advantageous terms, namely:—

1. That the Readers are to be printed and published as the New Brunswick Series, sanctioned by the Board.
2. That any alterations deemed necessary or desirable from time to time are to be made at the expense of the publishers.
3. That a gift of books of the Series, either of the present or any future edition, to the value of \$3000 be made to the Board for distribution at half price among the poorer districts of the Province.
4. That the retail price of the books should not exceed the following rates per copy, viz:—

For First Book.....	3 cts.	For Fourth Book....	38 cts.
Sequel to do....	6 "	Fifth Book....	50 "
Second Book....	15 "	Sixth Book....	50 "
Third Book.....	30 "		

I should add that this series before being authorized by the Board, had been considered well adapted to Schools of a mixed character like ours, by teachers, clergymen and others who had examined them. The books are fast making their way into a large number of Schools, and the Teachers are reported as receiving them gladly.

WE perceive that Messrs. Eaton & Frazee, of the Commercial College, have published a work on Bookkeeping, prepared by them with a special view to its use as a text-book in schools. We hail its appearance with pleasure, as a concise work, presenting the principles of Bookkeeping in a form readily available to teachers generally, was greatly needed. We have not had time to examine it very carefully, but from what we know of the authors, we have every reason to believe that it will prove a valuable acquisition to the schools, and an efficient aid to persons seeking a knowledge of the important subject of which it treats.

#### EDUCATION IN SWEDEN.

THE Swedes and Norwegians are the most universally educated people in the world. Up to the year 1828 education was sustained by fees, and its direction was local. In the year named, Nils Manson, a peasant, introduced a bill into the Swedish Diet for the regulation of education, which was strenuously opposed. The House of Peasants urged the measure for ten years before the Government moved in the matter, and then the Bishops entered their protest. The Poet and Bishop, Tegner, said that "the culture of the laboring classes ought principally to be religious; this, if rightly imparted, includes morality. All other knowledge is to be regarded as not only needless, but more hurtful than beneficial." Yet three years after these words were spoken the present school system was in operation. The law was passed in 1842, and it provided that one folk school must be maintained in each Sochen, both in the city and country. There were in Sweden in 1868, of children between five and fifteen years, 699,128, and of these no less than 526,636 were in attendance on the folk schools, and 141,541 attending other schools or being instructed at home, making 658,187 in all, or 97 per cent of the whole population of school age. This is a larger proportion than can be shown in any other country in the world. The branches taught in the folk schools are reading, writing, Biblical history, catechism, arithmetic, history, geography, grammar, geometry and linear drawing, singing, gymnastics and horticulture. The study of and exercise in military tactics is made obligatory upon every boy, and, in both the folk schools and higher schools target practice is introduced. This feature of the Swedish educational system is found to work well, and it is training the whole population to the use of arms. It is a system which cannot be too highly commended. The schoolhouses are mostly small structures, built at an expense of about \$2,000 each, and are capable of accommodating about 150 scholars. School libraries are established by law, and there are about 1,300 in Sweden. In Norway the law differs somewhat from that in Sweden, but education is compulsory, the parents being fined in case of neglect to send their children. Military education is not yet obligatory, but the indications are that it soon will be. The age of compulsory attendance is from eight years till confirmation, which generally takes place about the fifteenth year. As a rule, primary education is free, but when the parents are able to pay, they may be called upon to do so. It is probable that our new school law will follow the example set it in Scandinavia by making attendance compulsory. We would be very well pleased if it should follow that example a little further, and provide for the military training of the boys. That is a mode of providing for the public defence whose simplicity, efficiency and economy must commend it to every reflecting mind, and yet we persist in spending large sums on an excellent, certainly, but less valuable system, to the utter neglect of this.—*H. Milton Spectator.*