

ing rooms. The ground floor, as professors' and students' apartments. The first floor will be fitted up as dormitories and sitting rooms, &c.; and the attic floor as dormitories and attendants' apartments.—*Leader*.

6. ONTARIO ITEMS.

Sir Francis Hincks the other day visited the South Lanark Agricultural Fair, an old lady exhibited to him a silver medal, gained by her husband when a boy at the school taught by Sir Francis' father, at Belfast, and a certificate in the handwriting of Mr. Hincks.—A numerous company of the pupils and ex-pupils of the Whitby High School, and other inhabitants have presented Mr. Kirkland, the retiring Head Master, with a testimonial of the esteem in which he is held by the citizens of that place.—The pupils of the Oshawa High School have presented Mr. John Seath, Head Master, who was about leaving there, with an elegant inkstand. It is composed of gold plate on nickel silver, and is a beautiful piece of workmanship.—The pupils of the Woodstock Canadian [Literary Institute recently presented Mr. George Dickson, their late English and Mathematical master, with a complimentary address and a valuable testimonial on his removal from Woodstock, to fill a position in the Chatham High School. The success of the candidates sent from the Institute at the recent University Matriculation examinations is attributed, in a great measure, to Mr. Dickson's zeal and ability as a teacher.—Mr. Kidd, the late principal of the Public School, of Fergus, was made the recipient of a very valuable and elegant present on his leaving to take charge of the Central School, Kingston.—Mr. Ewd. Scarlett, Inspector of Schools for Northumberland county, having decided to remove his family to Cobourg, the inhabitants of Castleton could not let him remove without an opportunity to express their appreciation of his worth, and for this object gave a dinner at the Castleton Temperance House.—The village of Renfrew is going to build a new School House, next summer, "in a style equal to any in the three adjoining counties."

7. INDUSTRIAL SCHOOLS.

In a late article we discussed at some length the necessity of taking advantage of the clauses in the School Act, which empower Trustees to provide Industrial Schools for the poor and neglected children of their municipalities, and to compel the attendance at these or other schools of every child in the land. We are glad to see that Toronto is moving in the matter. The Board of Trustees have agreed to send a deputation to inquire into the practical working of these schools in portions of the Eastern States, and a large majority of the Board seem disposed to go heartily into the scheme. It is an example which we in Hamilton should not be slow to follow; such a rivalry would be equally honourable to both. It cannot be expected that, until the principal cities have successful schools of this kind in operation, the people of the country generally will be induced to establish them. But it is a sad thing to think of, that every county has its jail for the punishment of its criminal classes, and were young boys too often become more depraved by contact with older offenders; yet not one has an industrial school where the same children might be taught to earn an honest livelihood. If we can afford to have the former, we can afford to have the latter, which would certainly do more good; and if properly managed, would be found to be equally indispensable. Let those who are always foremost in plans of benevolence, agitate this question, and urge upon the people and trustees their evident duty. We believe the trustees would not be unwilling to give a favourable consideration to any proposed plan; but there must be a healthy public opinion to support them and that opinion must be created and stimulated into action. Some one might say, wait until Toronto has such an institution in successful operation, and then we will move. No, you should not wait another week; every week, every day, some of our neglected children are passing over from the ranks of the pliant and redeemable, to those of the hardened and irremediable; to save them and benefit ourselves, we cannot begin too soon. Besides, if through mismanagement a Toronto industrial school should break down, would it be said that we in Hamilton should therefore give up the idea as impracticable? Surely not, when we know that so much good is being done and has been done by these institutions, both in London and the United States. Before concluding, we would venture to deprecate the introduction of religious differences in the discussion of a plan of universal benevolence. When one member of the aforesaid Board objected to the proposed school, that the gutter children were not "ours," he surely overlooked the fact that, although not his, they were growing up to be a terrible scourge to him and his; and forgot who it was that taught us, in the parable of the Good Samaritan, to look

upon as neighbours all whom we can in any way benefit,] or whose distress we may find opportunity to relieve. Therefore, let the miserable outcasts, whether called Protestant or Catholic, find homes in the industrial schools, be clothed and fed, and brought to their right mind.—*Hamilton Spectator*.

8. TORONTO INDUSTRIAL SCHOOL.

A report was lately presented to the City Board, by a special committee to whom was referred, by resolution of September 6th, the consideration of the desirability of establishing an Industrial school under the new Act. The report was as follows:—That this question was considered by the Board in June, 1868, upon a communication received from Professor Wilson, with accompanying report, based upon resolutions adopted at a meeting of influential gentlemen who took a warm interest in the welfare of the juvenile vagrant population of this city, and the Board of that day, while frankly admitting the evil in question, and entertaining the greatest respect for the philanthropic movement in this direction by those gentlemen, being of opinion that they had at that time no legal powers to establish such an institution, did not recommend Professor Wilson's scheme for present action. That the same question was again considered in April, 1869, but the Board being equally divided on this question no action could be taken. That the Legislature of Ontario at its last session on the School Law Improvement Act of 1871, having by clause No. 42, given the Public School Boards of cities authority to establish one or more Industrial schools for otherwise neglected children, and to employ the means requisite to secure the attendance of such children, and for the support and management of such school or schools, your Committee have carefully considered the question referred to them, and have come to the conclusion that, in the opinion of your committee, the time has arrived when an Industrial school ought to be established in this city. That having gone through the facts and figures relating to industrial schools in successful operation in Great Britain and the United States, your committee are of opinion, that it is desirable to add to the knowledge thus acquired by means of the information printed and published with regard to these institutions, a personal knowledge, by actual observation of the practical working of these schools chiefly in the States of New York and Massachusetts, and therefore recommend that a deputation to be named by the Board be empowered to visit certain cities in the two States named, for the purpose of collecting such information as may enable an Industrial school to be established in this city on the most improved system calculated to realize the end in view." Mr. McMurrich said that he considered that the industrial schools were the one link that was required to complete the chain of the educational system in this city, and would remove a complaint that was often made against the Board, that their public school system did not reach a certain class. The Board was empowered by the new School Act, to compel attendance at school, and if they forced the vagrant class to attend the public schools, the result would be that a great many other children would leave them. In England the industrial school system had proved very satisfactory. Mr. Bain said he did not believe there were a dozen vagrant Protestant children in the city, who were not attending the public schools. He stopped children in the street himself, and asked them why they did not go to school, and the answer almost invariably was, "Oh, I go to the Brothers." He agreed that they should have industrial schools in England, but there the benefits of education, he said, were not so thoroughly appreciated as here. There were boys now staying at the Newsboys' Home, who might, perhaps, be willing to receive instruction in the evenings, but in the day-time they would prefer to sell papers. Dr. Ogden said that the object of the report was only that they might obtain information with regard to the conduct of industrial schools in the United States, and therefore he hoped there would be no objection offered to it.

The report was adopted, and the committee arose and reported. Mr. Lee moved, seconded by Dr. Ogden, "That the chairman of the Special Committee and Mr. Coatsworth be appointed a Committee to carry out the last clause of the report." Carried.

9. COMPULSORY EDUCATION.

It is now about eight months since the principle of free public schools was established in the Province, and the right asserted of every child to receive during five years of his or her life some sort of education for four months in each year. It was then further enacted that "any parent or guardian who does not provide that each child between the ages of seven and twelve years, under his care, shall attend some school or be otherwise educated as thus of right declared, shall be subjected to the penalties hereinafter provided by this Act." These penalties are stated in the following clause: