

nineteen German, fifty-three French, two Dutch, and one each from Russia, Switzerland and China. As Japan proposes to be represented at the Centennial, pains will undoubtedly be taken to make as favourable a showing as possible of her educational progress.—*Free Press*.

II.—Education in Ontario.

1. CONDITION AND PROGRESS OF OUR SCHOOLS.

The excellence of our Canadian Public School system is a matter of pride and congratulation to the people of this country. All that legislation could do to establish a solid basis and afford the means to build up a well-defined system of education has been carried out. The Provinces of Ontario and Quebec are especially endowed with facilities for accommodating all classes of people in the matter of education—school buildings, fittings, apparatus, &c., together with the teachers' salaries, being all paid for at the public expense. The individual cost is but slight, and a man can now almost for nothing educate his children to an extent at the present day that would entail an outlay some years ago entirely beyond his means. The high standard of qualification required to be attained by the teachers, besides elevating the tone of the schools, gives additional assurance as to the pupil's acquisition of knowledge.

These are the general features of our school system, and no one will deny them the credit they deserve. But that which should give the greatest satisfaction to those interested is the gradual change being undergone in the internal matters, such as the method of teaching, discipline, &c. The brutal Yorkshire schoolmaster of Dickens' day has long since ceased to exist, at least within the limits of our country, while even modifications of that worthy are fast passing away. The intelligent mind has seen the evil and inutility of a systematic use of the birch as a panacea for the cure of all scholastic crimes, and, except in certain cases, this ancient custom is discountenanced. It would be well if the old-time system of inculcating knowledge by the method of the taskmaster had proceeded as far into the stages of decay. This too has, however, taken a decided turn, and for the better. It is a matter of noteworthy importance to consider with what speed a child learns, and how easily his understanding is reached, when taught on the illustrative method. As a rule, pupils evince a disinclination to study, and this distaste becomes heightened when burdened with a multiplicity of subjects. It is true that the lecture and blackboard system cannot be applied to every study, but it can be done so to a great extent, and the teacher who has tried it where available has very soon perceived the favourable results. The knowledge acquired by the pupil is of a more intelligent nature, and can receive a more intelligent application. In the majority of cases it is a well-known fact that mechanical study develops parrot-like results, incapable of being either understood or applied. Besides this deficiency in mental results, the study of numerous and lengthy "lessons" has also a deteriorating bodily effect. In order to save his credit or the displeasure of his teacher, the pupil sacrifices the whole or most of his leisure time in committing his tasks to memory, and thereby loses necessary exercise and recreation. As already stated, it is scarcely possible to introduce the illustrative system in every instance, but if used opportunely, the results are likely to be beneficial alike to teacher and pupil. If the teacher, by the exercise of his illustrative powers, instead of by the application of school discipline, can produce the result he aims at, he certainly will not begrudge the consequent absence of anxiety and unpleasantness to himself.—*Hamilton Times*.

2. ELEMENTS OF A TEACHER'S SUCCESS.

The sub-report of Dr. Kelly, Inspector of Schools for the County of Brant, contains some of the most practical ideas that are to be found in the Chief Superintendent's Report to the Government. He notices that in no other profession is there a greater tendency to inactivity and inactivity than in that of elementary teaching, and from obvious causes. Teachers, more than the members of any other profession, spend isolated lives remote from the conflicts of opinion, and without the spur to ambition which continual rivalry supplies. The duties in a rural school are necessarily somewhat of a routine character. The same lessons recur from day to day in nearly the same order. Hence the teacher, unless he be a diligent student himself and have his heart in his work, is apt to lapse into that somnolent state so well described by Thomson in the "Castle of Indolence ;"

"A pleasing land of drowsy head it was,
Of dreams that wave before the half shut eye ;
And of gay castles in the clouds that pass
For ever flashing round a summer sky."

Further on the chief obstacles to the advancement of schools are

stated to be irregularity of attendance and apathy of parents. The children are kept at home to work. Of this it is said :

"This 'keeping at home' is a fruitful source of mischief, and I would it were speedily eradicated. In order to remove this evil, if possible, most of the schools are now furnished with a blank form of weekly report in which the parents can note the progress of their children. I have also recommended teachers, in cases of repeated irregularity, to call upon the parents, where it is at all practicable, and ascertain the cause. This would, I think, be more effective, and certainly less offensive than the employment of truant officers, as recommended by the School Law. It would, moreover, afford an excellent means of introducing the teacher to his patrons and creating an interest in his work. This, however, cannot be imposed upon the teacher as a duty ; it must be a voluntary act, promoted by a zealous spirit, or dictated by intelligent policy. As the teacher is, usually the school is. He who cannot create sympathy in favour of his work, on the part of both pupils and parents, has mistaken his calling. In the middle ages his scholars followed Peter Abelard into the solitudes. In like manner now, scholars will follow any man of ardent mind who loves learning, and has excited in them strongly the desire to know. It affords me pleasure to report that many of the teachers, and notably several of our young teachers, recognise the spirit and requirements of the age, and their own duties and responsibilities connected therewith. Our schools are steadily improving. The primary branches of learning are better taught now than formerly. A sensible improvement has taken place in the methods of teaching reading, spelling and writing. In arithmetic, English grammar and geography there has also been satisfactory progress. The rote system is giving place to a more intellectual process. The understanding is appealed to more than the memory—the reason more than the imagination. In a few of the schools, history, algebra, geometry—indeed, nearly all the advanced subjects in the programme are well taught. This improvement is due to the teachers, who recognise, with Dr. Arnold, that 'Education is a dynamical not a mechanical process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another.' 'And to this,' says the accomplished teacher and historian, 'I find myself coming more and more ;' 'I care less and less for information, more and more for the true exercise of the mind ; for answering questions concisely and comprehensively, for showing a command of language, a delicacy of taste, a comprehensiveness of thought, and a power of combination.'"—*London Advertiser*.

3. COMPETITIVE EXAMINATIONS AND COMPULSORY ATTENDANCE.

Mr. Inspector Miller, in his report to the Huron County Council, thus refers to these two subjects :—"Competitive examinations were held in the Townships of Ashfield, Colborne, Goderich, Hay, Stephen and Usborne under my supervision, during the months of May and June. One was held in West Wawanosh in October, under the management of a committee of teachers of that township. On these occasions books to the value of \$440 were distributed. The stimulous effect of all these examinations has been most beneficial. The funds were supplied by the township councils, and in the case of Colborne, by the council and W. Young. The reports received from trustees plainly show that a very large number of children do not take advantage of school-room privileges. The Educational Department is taking vigorous steps to secure compliance with the requirements of the law of 1874, in so far as compulsory education is concerned, and with that object in view a special report has been required from trustees on the subject. A majority of these returns have reached me in a very incomplete and unsatisfactory state. I hope for better things next year. The question of assistant teachers is the cause of more trouble now than ever. The rule is being rigidly exacted from Inspectors by the Department. In this connection I beg to state that the regulation was re-enacted by the Council of Public Instruction in 1875, and the conditions of granting certificates to such assistants made more difficult than before."

4. EVILS OF CHANGE OF TEACHERS.

In his report to the Huron County Council Mr. Inspector Dewar thus speaks of the evils occasioned by a constant change of teachers :—"It is not to be supposed for a moment that where the number of schools is so great, there is no school that does not fail to attain a satisfactory state of efficiency. This is inevitable from the too frequent change of teachers. Constant changing is bad enough in itself, but when combined with too much inequality in attendance, it is still worse. During 1875 there were over 45 changes, and the present year begins with nearly 40. Many of our