

Recapitulation:—The number of copies prepared, or printed, and sent out annually from the Education Department of Ontario:—

	Copies.
1. Journal of Education.....	5000
2. School Registers.....	5000
3. Trustees' Blank Half-yearly Reports.....	10,000
4. Trustees' Blank Annual Reports.....	4500
5. Local Superintendents' Blank Annual Reports.....	600
6. Auditors' and Treasurers' Blank Returns.....	500
7. Chief Superintendent's Report.....	4500
8. Various Forms, about.....	800
9. Letters, etc., sent out and received.....	13,800
10. Circulars, about.....	800
Grand Total per year.....	45,500

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty and difference, the Chief Superintendent has deemed it his duty not to limit the replies of his Department to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions, the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

The report for 1867, which is about to be given to the public, exhibits the progress the system has already made, and with further improvements in the law, which experience has shown to be necessary, it may reasonably be expected, if nothing untoward occurs, that the progress of the system from 1868 will even exceed the progress which it has made from 1860. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves is the fundamental principle of the school system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Ontario, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

Education Office, Toronto, November, 1868.

I. Education in various Countries.

1. LORD HALIFAX ON EDUCATION IN ENGLAND.

Lord Halifax has declared in favour of a universal system of education. His plan involves principles akin to those that underlie the American system. Local taxation, and such assistance from the national treasury as will insure a perfect adaptation to the wants of all concerned, are his initial propositions. But chief among them we notice that which takes in compulsory education. The children of criminals, and all of a vagrant character, are to be provided with a public parent, with full powers to compel attendance at school. We are heartily glad that it has coupled with it the compulsory idea. The State takes upon itself to punish the consequences of ignorance. Can there be any reason why it should not compel the banishment of ignorance!

2. MR. MILL AND THE EDUCATION OF WOMEN.

Mr. John Stuart Mill has written to some ladies at St. Petersburg, who are organizing a scheme for the higher education of women in Russia. Mr. Mill says:—"I have learned with pleasure, mingled with admiration, that there are found in Russia women sufficiently enlightened and courageous to demand for their sex a participation in the various branches of higher historical, philological, and scientific education, including the practical art of medicine, and to gain for this cause important support from the scientific world. This is what the most enlightened persons are asking, without having yet attained it, in the other countries of Europe. Thanks to you, mesdames, Russia is, perhaps, about to surpass them in speed; it would be a proof that civilizations relatively recent sometimes accept before the older civilizations great ideas of amelioration. The equal advent of both sexes to intellectual culture is important not only to women, which is assuredly a sufficient recommendation, but also to universal civilization. I am profoundly convinced that the moral and intellectual progress of the

male sex runs a great risk of stopping, if not of receding, as long as that of the women remains behind; and that, not only because nothing can replace the mother for the education of children, but also because the influence upon man himself of the character and ideas of the companion of his life cannot be insignificant; women must either push him forward, or hold him back."

3. EDUCATION IN LIBERIA.

President Roberts, who has been spending some months in this country, in a recent address, stated that "Liberia was deficient in the means of education. They had some well educated men among them; but there was such a deficiency of capital as to make it impossible for their College and schools to meet all the demands which were made upon them. As the richest chief was he who had the greatest number of wives and slaves, and the natives were utterly barbarous, the Liberians were obliged to take the children which were sent to them and bring them up for nothing, and he was sorry to say that in some cases they had been obliged to refuse applications. The chiefs and head men of the surrounding tribes are now anxious to send their children that they might grow up under the civilizing influences of the Christian republic. Although these chiefs have nothing to pay, the people of Liberia receive their children, and hundreds of them are constantly residing among their more cultivated brethren. The College, of which Mr. Roberts is now President, had a grand field, but was hampered by poverty. The population of Liberia was stated by President Roberts to be about 600,000, of whom from 15,000 to 18,000 were American negroes."

4. CONTRIBUTIONS OF FOREIGN CHRISTIAN MISSIONS TO SCIENCE AND EDUCATION.

It is of interest to the educators and scholars of America, to know that a great educational work is going on in the vast empires of the East, which we have denominated "*heathen*." During the past year, school furniture, charts, maps and apparatus, not inferior to that used in our best schools, have been sent to South Africa; and there are schools there competent to appreciate and use the same.

In China, Turkey, Syria and Hindostan schools are established; in many places seminaries and colleges. A recent traveller describes Calcutta as "a city of colleges."

The following extracts from an article by a distinguished American scholar and educator, in the *North American Review*, April, 1862, gives some idea of the contributions which Christian missions have made, and are making, to science and education.

The article is from the pen of Andrew Peabody, D.D., LL.D., Plummer Professor, and now acting President of Harvard University:—

"The services of the American Board, to learning and science, merit especial commemoration in treating of the missionary enterprise. In philology and descriptive and physical geography more has been effected within the last half-century by this agency than by all others, and in our own country, the contributions of the missionaries of this Board to these branches of knowledge, have borne to other researches and discoveries a proportion which it would be impossible to estimate, and which, could be stated in figures, would seem almost mythical.

"The missionary can afford to remain ignorant of nothing that can be known. His are not the cursory observations, the sweeping inductions, the gratuitous inferences of the mere traveller, nor yet the partial, one-idea investigations of the scientific explorer. He associates himself with the home-life of those who will give him entrance. His materials are embodied in his periodical reports, or they accumulate in his hands till he can furnish his volume or volumes of descriptions and experiences; and in either form they become a rich repertory of authentic facts in ethnology, available equally for the purposes of science, enterprise and philanthropy.

"GEOGRAPHY.

"As regards geography, in every region that has been opened to the curiosity of the present generation, if we except the region of the Amoor, missionaries have been the pioneer explorers. They have penetrated Africa in every direction, and their carefully written and ably illustrated volumes, filled with what they have seen and experienced, and vivified by the humane sentiment which pervades them throughout, stand in strong contrast with the jejune, spiritless sketches of some secular tourists, and the exciting myths and exaggerations of others. Dr. Anderson, in company with Rev. Eli Smith, one of the missionaries of the Board, made the earliest exploration of the Morea and the Greek islands after the establishment of Grecian independence, and the resultant volume was warmly welcomed by the Royal Geographical Society of London, as having