

V.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURE, PUPILS, NUMBER OF SCHOOLS.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st December, 1878), were \$13,810—decrease, \$2,856. The amount received by the High School Boards from legislative grant for the salaries of teachers was \$77,106—increase, \$1,947. The amount of legislative grant apportioned for maps, prize books, etc., was \$1,796—increase, \$233. The amount of municipal grants in support of High Schools was \$202,848—increase, \$44,054. The amount received for pupils' fees was \$21,681—increase, \$828. Balances of the preceding year and other sources, \$103,045—increase, \$18,460. Total receipts, \$420,188—increase, \$62,067.

Expenditure.—For salaries of masters and teachers, \$223,010—increase, \$11,402; for building, rent and repairs, \$83,968—increase, \$32,551; for fuel, books and contingencies, \$83,904—increase, \$7,606; for maps, prize books, apparatus and libraries, \$5,126—increase, \$739. Total expenditure for the year 1878, \$396,010—increase, \$52,300. Balance of moneys, not paid out at the end of the year, \$24,178—increase, \$10,367.

Number of Pupils, 10,574—increase, 1,345.

Number of Schools, 104.

VI.—HIGH SCHOOLS, NUMBER OF PUPILS IN THE VARIOUS BRANCHES, MISCELLANEOUS INFORMATION.—HEAD MASTERS AND THEIR UNIVERSITIES.

Table H shows both the subjects taught and the number of pupils in each subject in each of the High Schools, the names, university degree (or certificate) of the Head Master, and the number of masters employed in each school, &c.

No. of Pupils.—In English Grammar and Literature, 10,486; in Composition, 9,844; in Reading, Dictation and Elocution, 10,184; in Penmanship, 7,683; in Linear Drawing, 2,881; in Book-keeping, 4,011; in Arithmetic, 10,450; in Algebra, 10,212; in Geometry, 9,723; in Mensuration, 5,483; in History, 9,855; in Geography, 10,074; in Natural Philosophy, 2,375; in Chemistry, 2,379; in Natural History, 242; in Physiology, 328; in French, 3,588; in German, 516; in Latin, 4,729; in Greek, 883; in Gymnastics and Drill, 1,822.

Of the school-houses, 74 were of brick, 20 stone, 10 frame; 6 were rented or leased, the remainder freehold. The tendency everywhere is to improve the buildings and grounds required for High School purposes, so as to make each High School worthy of its now recognized position of being the local College.

It is astonishing how careless candidates for the position of teacher sometimes are in the spelling, grammatical construction, arrangement, &c., of their applications. The following are given as selections from a number received in answer to a single advertisement by a School Board in England:—

No. 8.—“I have a kind and enticing way with me with children. I am honest and industrious.” &c.

No. 13.—Presents his application and testimonials on four sheets of badly written and untidy note paper, each sheet different both in size and color from its companions. This is not a case where “variety pleases.”

No. 27.—Mr. A. B. thinks it sufficiently respectful in this case to write his application on a leaf of paper torn from a child's ordinary exercise book. His style of abbreviation, too, is not good. These are specimens—“gov.,” “exam.,” “off” (for offer), “ass.” (for assistant, I suppose?).

No. 32.—Writes very nicely on scented paper, and “hopes you will think favorably and let him know. He was in conjunction with good discipline popular with his class.” (*Vide tert.*)

No. 49.—Mr. — has been used to “Sunday Duty,” and I suppose lest the precious contents of his interesting communication should escape during transmission through the post, he drops his sealing-wax on the thoroughly adhesive envelope in three several places. These drops may be to act as watchmen! Stay! perhaps they were meant as “kisses” for our kind-hearted Rev. Secretary.

No. 51.—“Sir, I being an applicant for a situation of an Assistant Master see that you are advertising for one.” Head Master “can confidently recommend” this gentleman “to any school

committee.” Perhaps so, but from the general style of his letter, others may be allowed to question the propriety of his doing so.

No. 57.—This is unique. “Having seen your advertisement I beg to off myself for the situation.” “I am not the holder of a certificate.” (What a pity!) The writer of this application presents six testimonials, and can “produce others from the Rev. Dr. — and W. E. —, B. A.” if required. He is, however, unfortunate in the selection of those sent. Test 1:—Mr. A. B. “bears an irreproachable character” and “comes out of a very excellent family.” “His diligence as a Sunday school teacher,” &c. Test 2:—“I heroby certif that Mr. —, whome I have known,” &c., and “whome I highly respect,” &c. Test 3:—“He is the son of a very respectable family and has born the highest character,” &c.

—A case was recently decided by Mr. G. T. Denison, Police Magistrate of Toronto, which is of importance to the teachers of the whole province of Ontario. There is, unfortunately, a class of men in nearly every community who speak and act towards teachers as though they were persons without rights, and fit objects on whom to vent unlimited amounts of ill-natured abuse. With a view of teaching a lesson to one of these, who had used abusive language towards one of the female teachers on their staff, the Committee on School Management of the Toronto School Board advised his prosecution, not to injure him, but that he and others might be taught not to interfere with teachers in the discharge of their duties. The magistrate imposed a fine of one dollar and costs on the offender, and bound him to provide sureties that he would keep the peace for one year. It is time parents learned that they cannot with impunity disturb a school while in session. They have a right to go to the school as visitors and as such every right-minded and properly qualified teacher will welcome them. They have no legal claim upon the teacher's attention, however, during school hours, and they are certainly not justified either by politeness or law in disturbing a class by an unmannerly attack on the teacher.

—We have received the tenth Semi-annual Circular (or Report) of Dr. Rand, Chief Superintendent of Schools in New Brunswick. It contains a considerable amount of statistical matter, examination questions, official notices, &c. The notes on Canadian History, prepared by Herbert C. Creed, A.M., are very concise and well arranged. The most valuable features of the circular are the reports of the Provincial and County Institutes. Many of the papers read at them are given in full. They are thoughtful discussions of leading educational questions, and we have obtained permission to publish some of them for the benefit of the readers of the JOURNAL.

—The last quarterly report of Dr. Harris contains the following statistical statement regarding the public Kindergartens of St. Louis:—

“In the Kindergartens the number of paid teachers was 150; of unpaid teachers, 47; total, 197. The average number of pupils belonging was 4,503, of whom 2,718 were attendant on the primary school for half a day, and 1,785 attendant on the Kindergartens alone. The total number enrolled in the Kindergartens for the ten weeks was 5,838. The number of Kindergartens was 52—counting each morning and each afternoon separately.”