

schools out of the legislative grant was \$45,604. From local sources there was obtained as follows: municipal grant \$15,913; fees \$19,353. The number of pupils attending these schools was 5,589. With regard to this class of schools we quote the following remarks from the report:—"The increase of the grant and fund has only contributed to afford additional aid to existing schools for one year, as the several County Councils have been induced by local influences to establish additional feeble and next to useless grammar schools the moment it was perceived that the increased grant enabled them to do so. The result is, that increased aid obtained for grammar schools will not advance, as was intended, the "character and efficiency of the grammar schools; but will only multiply the number of feeble schools—grammar schools only in name, but little more than common schools (and some poor ones too) in reality. It is to be hoped the law will be amended so as to prevent the increase of this evil." Among the head masters of grammar schools are found the names of 16 who have graduated at the University of Toronto.

Of the Normal School here there is little to be said. The report is that it continues to do its work of training teachers satisfactorily. Last year 316 persons were admitted to this school. Since the school was established 4,297 persons have been trained in it for the work of educating in Upper Canada. Each of the Model Schools is limited to 150 pupils, who pay 25 cents a week each pupil.

It is not the duty of the Chief Superintendent to collect facts with regard to a higher education; but as we are singularly deficient in statistical information regarding our colleges and private academies, the few brief, and no doubt, imperfect statistics which are given in the report are worth reproducing here. The number of colleges reported is 16, they are attended by 1,820 pupils, and their income—from legislative aid \$150,000, from fees \$44,000. The number of academies and private schools is set down at 225, which are attended by 25,818 pupils, whose fees are \$48,771.—*Leader.*

3. EDUCATION IN THE OLD NIAGARA DISTRICT.

It is occasionally interesting to refer to the early history of our country, and more especially to that section of it lying between Lakes-Erie and Ontario, known as the Niagara Peninsula. This part of Canada was one of the earliest settled portions of the country, and possessing great natural facilities for the prosecution of trade and commerce it is somewhat wonderful that the progress in wealth and population and educational institutions did not keep pace with other sections of the country. The reason, we imagine, may be discovered in the fact that its proximity to the frontier made capitalists doubtful of the desirability of investing here, and then there was a large Western portion of the Peninsula covered by a marsh, which was unavailable until within a few years. The Peninsula has, however, advanced, and the foolish idea that the Americans would come over some fine morning and "gobble" us up before breakfast has given place to one more rational. We purpose at present showing the advancement in educational facilities, and for that purpose intend contrasting the years 1847 and 1863. In the former year John Scholfield, Esq. of Pelham, was Assistant Superintendent of Schools for the Niagara District, composed of the present Counties of Lincoln, Welland and Haldimand, and visited every school section in the three counties, presenting his report to the District Council. From this report we learn that there were 181 school sections in the 3 counties. 36 of which were unions. The school houses numbered 180, of which 14 were brick, 5 stone, 128 frame, and 36 log erections. 73 were held in fee simple, 46 under lease and 62 no title at all. The children of school age numbered 12,963, of which 8,948 attended school, showing an increase over 1846 of 1885. The number of qualified teachers was 252—103 males and 69 females. There were in the schools 51 maps 45 black-boards, 2 clocks and one set mathematical blocks. The government grant for all educational purposes then amounted to \$13,200, and about \$9,500 was paid to teachers. The average attendance at school was 4,519, there being 1,043 studying Grammar, 977 geography; 183 history; 3,336 writing; 60 book-keeping; 29 mensuration, and 29 algebra.

The only Grammar Schools in the Counties were—one at Niagara, the late Mr. John Whitelaw being Principal, and Mr. George Malcolmson, now of the propeller Magnet, Assistant.—There was no public school house 40 scholars were on the register, and Latin and Greek were taught. "Grantham Academy," at St. Catharines, Mr. Wm. Hubbard, Principal, and the Rev. Wm. Hewson, Assistant. In this school 25 were in the classics, and 55 in the primary department.

The Rev. J. Russell had a small school at Stamford where six pupils were taught classics and mathematics.

During this year the Rev. Dr. Lundy started a school at Niagara, in which Latin, Greek, French and other branches were taught.

There was also during a portion of the year 1847, a school kept open at Beamsville by the Rev. Mr. Close, in which English, Latin and Greek were taught and one at Dunnville by Mr. Jukes, in which the same branches were taught, and which is reported as having been well conducted.

In 1863 the school account for the different Counties shewed the following:

	Lincoln.	Welland.	Haldimand.
Teachers Salaries.....	\$2116	2255	2355
For Apparatus.....	68	75	169
Municipal Assistant.....	2450	2595	3120
Trustees do.....	9710	9847	9106
Rate Bill	2032	1706	1130
Clergy Reserve Fund	2242	4253	2339
Balance	3505	4979	2996
Totals.	\$22722	\$25710	\$21215

The entire receipts, including the different town and village municipalities, for the three counties having been over \$87337, an increase over 1847 of \$74137, and this was for Common Schools alone.

The total expenditure for Common School purposes in 1863 was \$77,511 in the counties, an increase of \$68,011.

The school population of the counties in 1865 was 21,219, the number at school 18,621, and the average attendance 7,173, or one-third of the population. In that year there were seven Separate Schools in the three counties, and nine Grammar Schools.

It will thus be seen that great progress has been made in the facilities for acquiring education, but unfortunately the same authority from which we gather the information shows also that only one child in every three received the benefit of the munificent provision made for supporting schools, demonstrating beyond doubt that a law making it compulsory in all children of school age to attend school was called for then, and is more necessary now.

IV. Papers on Agriculture in the Schools.

1. NATURAL HISTORY AND AGRICULTURE IN CANADIAN SCHOOLS.

An energetic local superintendent writes to the Educational Department, as follows:—

"I find several of the schools of this township very destitute of proper apparatus, and the people generally sadly in need of encouragement to spend more time, and find more delight, in reading.

"I am offering a number of prizes, to be competed for by all the schools in the township, in order to encourage the teachers to emulate one another in faithfulness and energy; and am, at the same time, endeavouring to induce trustees to furnish prizes for competition in their several schools.

"Will the department give anything, to supplement what I may give, and what may be raised by local effort, for a scholarship in the County Grammar School, to be competed for by candidates from the several Common Schools in this township? This, it appears to me, is one of the simplest and best ways of stimulating pupils, teachers, parents, and trustees, at the same time.*

"Are Natural History collections legitimate subjects of competition for prizes, 100 per cent. of which are furnished by the Department of Public Instruction?† I am offering a number of Natural History prizes, to be competed for by the several schools, with a view to promote intelligent and accurate observation of the objects in nature, and a more enlightened study of agriculture. For example: (1.) A township prize for the largest and best collection of specimens of *rocks* and *soils*, found in the township, with list, named, described, locality, plants grown on or near, character of land around, large or small quantity where found, of what use is it, to what use applied in the township, in what part of the township does it exist in largest quantities?‡ (2.) *Insects*, found in township, named and classified; especially those injurious to agriculture. (3.) *Cereals*, grown in township, properly preserved, etc., soils and manures best adapted for each, situations most suitable, most common uses of each, other uses, the value per acre and per bushel, cost of raising per acre and per bushel, profit (average) per acre and bushel, date of sowing and harvesting, probable number of

* The department already applies the whole of the Grammar School fund in aid of the Grammar Schools, and has nothing left for scholarships.

† These collections are not only legitimate objects for prizes, but the department will be happy to supply them to the cabinets for that purpose. See pages 26—28 of the new prize catalogue.

‡ The department has also, in the columns of this Journal, tried to stimulate parties to collect these interesting specimens, and has inserted a column in the trustees' return for a report of any school collections or museums of them.