

The classification of both teachers, and pupils, is set down as "the corner stone of the structure;" and the necessity of large schools, on the ground of cheapness, uniformity, and system, is strongly urged,—and we must acknowledge, from the statistics given in the Report, that there are strong reasons for this view of the subject.

The expenditure for last year is as follows:—

Salaries of teachers amount to	£15,599
Rents paid,	2,659
Buildings and Repairs,	5,173
School Furniture,	603
Other items of expenditure,	2,095

Total expenditure in 1858. £26,129

Of the 9,070 children, in the city of San Francisco, by last census, 6,500 attend school; the number of children—nor the number attending school in the county, is not given in the Report. The school attendance in the city is compared as follows:—"Boston has an average attendance upon the enrollment of 78 per cent.; Cleveland, of 70 per cent.; New York, of 35 per cent.; Buffalo, of 56 per cent.; Cincinnati, of 52 per cent.; and San Francisco, of 52 per cent."

Teachers are paid by the month, allowing ten months to the educational year, as follows:—

First assistants in the Grammar Department, now receive—

	per an.	N. S. cy.	
Second Asst's,	100,	do.	250
Principals of intermediate,	110,	do.	275
First asst's of intermediate,	90,	do.	225
Second asst's intermediate,	75,	do.	187
Principals of primary,	100,	do.	250
Asst's do.,	80,	do.	200

The schools in California are very few in number, when compared to other sections of this continent,—each school is attended by from fifty to one hundred and fifty pupils; and the superintendent recommends a further reduction of their number; and that each school-house be sufficiently spacious, and so subdivided into rooms, as to accommodate from 600 to 800 pupils, which, he says, will cause a saving of many thousands of dollars to the State.

The views set forth in the following extract, on the modes of teaching, will be found to corroborate our oft repeated assertion, that we have too many inexperienced girls and boys teaching schools in the Lower Provinces of British North America. We have too many children, teaching children,—making a great part of our educational movement, a very childish affair.

The Report says:—

"To repeat a remark frequently made, "No error exists more fatal to education than the opinion which entrusts to young and inexperienced persons the education of children of tender years." While it remains impossible for the children of all classes of citizens to be provided with that parental care, and physical and mental discipline, which is proper for them at home, so long will the demand be imperative for this grade of schools. How most successfully to meet it, is an inquiry which is engaging much attention, and is especially important for us at this time. None should have charge of these schools as teachers, whose age and experience does not qualify them to become students of the mind—not so much mental philosophers, in its common sense, as students of the laws and operations by which the child naturally acquires knowledge, and the ability to use those laws in the process of education.—Modern text books all recognize this as the great secret of success, as the key to the whole science of instruction. In these schools are to be formed habits that will impress the character for life. Let careless inattention, random thought, and uncultivated reason prevail, and either there is imposed upon the grammar master, to whom the pupil is advanced, a task of unloading the mind—freeing it of rubbish before he can work—or the child passes on, to blunder through life, and constantly to undo in maturer years the work of error in his youth.

"The perfect observance of order in even the most trifling matters, should be constantly enjoined. "A place for everything, and every thing in its