

are under better conditions than we are. Our children must, beside their mother tongue, learn three foreign languages—English, French, and German; yours have only to learn French and German. This is a very important point." "Allow me to ask you one more question. It is urged that your Lower Middle Schools have not succeeded. To what is this ascribed?" "It would be more correct to say that they have not succeeded throughout. Moreover, M. Thorbecke was never under any delusion on this point. He considered the Lower Middle Schools as placed for the future. The proof is that he got inserted in the law a clause which enacts that the Government may for a certain number of years exempt a communal council from the obligation of erecting a Lower Middle School, if it is probable that a sufficient number of pupils could not be obtained to attend it. It is necessary first that the economical condition of the country should be improved. Remember that in Holland wages are in general lower than in all the surrounding countries. We cannot blame our poor artisans for requiring their children to earn some money at the age when these would enter the Middle School."

Such is a *resumé* of what I have seen and heard in Holland.

3. NECESSITY FOR EDUCATED MECHANICS.

A great want in this country is skilled labour—the educated mind guiding the trained hand. Until this want is supplied, notwithstanding all the appliances for wealth that we possess, we will fail in obtaining complete success. We have coal, iron, and other useful minerals in almost unlimited quantities, valuable water-power, a climate so varied that nearly all the products of the whole earth can be raised among us, and a population to use manufactures in large amounts; but this lack of educated artisans still continues, much to our inconvenience and a drawback of our more rapid advancement. It is true that in many of our large manufacturing establishments there can be found highly-educated mechanics, and these are much prized by their employers, as they should be; but as a general rule, not many such are to be had, as the vast majority occupy a lower rank in their calling—they are mostly hewers of wood and drawers of water. There is no deficiency in brain power with us; it needs only development and direction. If the thousands of youth, who are now serving as apprentices, were put in the way of obtaining a thorough education, in a few years we would see our manufactures advanced to a position we little dreamed of, and the fear of a low tariff be deprived of its force, as we would have the world for our market and not our country a market for the world.

Look for a moment at our apprentices of the present day. Taken from school with a bare knowledge of the rudiments, they are, of course, put at the simplest kinds of work at first, and then are advanced according as their aptness presents itself, and they are found capable of producing work needing greater skill, until at length age and supposed experience make them full developed workmen. In many instances these mechanics who have real grit in them—the desire for knowledge—will use the brain with the hand, and by the aid of text-books, studied perhaps in hours taken from needed rest or when their fellows are frolicking, will acquire a large amount of information which will greatly aid in their work and be a source of real pleasure their life long. If we had schools where these youths who desire to be thoroughly educated in their profession could acquire the requisite knowledge, a vast deal of labour and time would be saved them. What are supposed to be the higher branches of the arts have their technical schools, and it would be considered presumptuous for any one to work in these arts without having studied in one of the schools; and yet our manufacturers of iron, wool, cotton, silk and wood, without the advantages of these schools, must advance more by chance and experiment than by actual knowledge.

In the manufacturing districts of Europe many of these schools are to be found, where young men can acquire a complete knowledge of any branch of manufactures they may wish to engage in. Lectures are given, with diagrams of every piece of machinery used and the manner of using them; and the course of training is so thorough that a graduate needs but a little actual practice to make him a skilled workman. We have seen copies of lectures, as above described, in the hands of foreign workmen, taken down by them at the time of their delivery, which for completeness of detail and accuracy, it would be difficult to excel. Such information gives an educated mechanic a broad, mental sweep; it frees him from narrowness and prejudice; he looks constantly for an improved condition in machinery, and is staggered at no results. His motto is "Excelsior." We are receiving a large number of these desirable workmen weekly, and their influence will, in time, be felt throughout all the manufacturing interests of this country. We have only to make it pleasant for them, and they will continue to come, not as adventurers, but to become solid and respectable citizens.

Our native mechanics have nothing to fear from contact with them; they are not the ill-paid, half-starved labourers of Europe, but men who command good wages, and would have their price here, standing on the dignity of their profession, and unwilling to perform good work without its equivalent. It is owing to this kind of technical education that European manufactures are so excellent. By the large population they can, indeed, have more to work upon separate portions of manufacture than we, and thus a workman can acquire, through long years, a certain kind of skill; but that is not the kind of skill necessary to make a complete workman which comes only through education.

What is there in the way of our having these schools? With our wealth and improved machinery to experiment on, and noble-hearted manufacturers, who sincerely desire the welfare and advancement of the manufacturing people, as well as to have our country first in every good thing, can we not move in this matter? A great field of usefulness is open to us as a manufacturing nation, and it may be well for us soon to take advantage of it—*N. J. Mechanic.*

MIDSUMMER VACATION IN PUBLIC SCHOOLS.

In view of the examination of candidates for Teachers' certificates occurring this year on the 10th July, and following days, and for other considerations, the Hon. the Minister of Education has decided to authorize the closing of the Public Schools for vacation on Friday, 7th July, instead of on the 15th. The schools will re-open on 16th August as usual.

THE JOURNAL OF EDUCATION FOR ONTARIO.

It is proposed that *The Journal* be continued as a publication for the following objects:—

1. Departmental notices and proceedings.
2. Regulations of the Education Department and Orders in Council respecting educational matters.
3. Explanatory papers for the information of Inspectors, Masters and Teachers.
4. Legal decisions on educational points.
5. Proceedings of Teachers' Institutes, Associations and Conventions.
6. Matters connected with local administration.
7. Communications (See Notice).
8. Extracts from periodicals, &c., upon educational subjects.
9. Acknowledgement of books.
10. Advertisements on educational subjects will be inserted in *The Journal*.

ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 15th March, 1876.

VII. Advertisements.

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