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I. Papers on School Economy.

1. COMPULSORY EDUCATION IN SCHOOLS.

The following remarks on Compulsory Education are taken from a recent "Appeal to the Legislatures of the United States in relation to Public Schools," by Charles Brooks, of Medford, Massachusetts—"a self appointed missionary, now a septuagenarian, who has labored gratuitously for free public schools since 1835." After discussing the question of the proper organization and management of free schools, Mr. Brooks thus proceeds:—

It is proposed, in these remarks, rather to make some friendly suggestions to State Legislatures, than to discuss the proposition of a national system; but we ought to say a few words about *compulsion*.

In the kingdom of Prussia, every child is compelled to attend some school, whether his parents will or not. The Annual Report has these words: "There is not a single human being in Prussia who does not receive education, intellectual and moral, sufficient for all the needs of common life." This law of compulsion had been in operation but fourteen years when pauperism and crime had diminished thirty-eight per cent.

In the present relationships of our mixed population in the United States, this law of compulsion is called for as a defence of our liberties. We have in our country more than a million of children between the ages of five and sixteen who can neither read nor write! Do you ask, What are we going to do with them? That is not the question. The question is, What are

they going to do with us? Think of their future power at the ballot-box! We can disarm their animal ferocity and traditional prejudices only by intellectual culture and moral principle; and this preventive process can be effectually applied, in nineteen cases out of twenty, *only* during the period of youth. Society has a right to defend itself against crime, against murder, arson, &c. Has it not an equal and prior right to defend itself against the *cause* of crime, which is ignorance? If you force a young man into prison because he is a thief, we call upon you to force him, while a boy, into a schoolhouse, to prevent his becoming a thief. Here surely "an ounce of prevention is worth a pound of cure."

At this period, when four millions of freedmen are to carry their votes to the ballot-box to help to shape the destinies of our republic, what language can overstate the pressing necessity of their being educated to comprehend their new position, exercise their new rights, and obey their new laws? It is the command of Nature's God, that all children should be educated in order to answer the purposes of their creation. If a parent be so weak or wicked as to refuse his child the daily bread of knowledge, let the Legislature stand in the place of parent to that child, and do for him what his nature demands, and the public safety requires. To enforce the law, let the select men of a town be empowered to impose on that delinquent parent a fine not less than one dollar, and not more than five dollars. This fine would not need to be imposed in any neighborhood more than half a dozen times, because public sentiment would so heartily approve its benevolent aim that it would silently change all objections, as it did in Prussia.

It is the opinion of many sound statesmen and enlightened Christians among us, that the time has come for each State Legislature in our Union to inaugurate and sustain within its border a system of free public schools, open to all children without regard to locality, condition, sex, or race.

If it seems to you, gentlemen, that this is the true initial step in the great system of free, public instruction in the United States, may not the country confidently calculate on your early and generous co-operation in the noble enterprise?

Shakspeare says,—

"Doubt not but success
Will fashion the event in better shape
Than I can lay it down in likelihood."

2. HALF SCHOOL TIME AND COMPULSORY EDUCATION.

(To the Editor of the Globe.)

SIR,—One thing in the Common Schools of the Province forcibly strikes the mind of the observer, and that is—that the number of days and half-day's absence during each month of pupils attending free schools is much greater than that of those attending schools supported by a monthly rate-bill. So marked is the difference that upon inspecting the register of a school supported in the latter manner, one can select in most cases, by their irregular attendance, the pupils admitted free by the Trustees. All, who give the subject any thought, agree that frequent absences from school are not only injurious to the absentees themselves but also to the remainder of the school, by disorganizing classes and being subversive of discipline. And the great argument for a Rate-bill is the benefit derived from the regular attendance it secures.

With the multitude, in schools as in other things, what costs nothing is worth nothing. Experience shows that when a parent pays twenty-five cents per month tuition fee, he is much more careful to see that the child gets the benefit of the money, by attending every day, and does not allow a trifle to detain him from school.

The proposed plan of compulsory education seems calculated to perpetuate this evil of irregular attendance, inasmuch as, while requiring the parent to send his child to school nine months in the year, it does not oblige him to send him a full month at a time. He may send, as many do at present, two or three days per week, or even alternate weeks, and comply with the letter of the law, but evade its intent.

Would it not be a better plan to make the schools all free, and at the same time, reversing the operation of the Rate-Bill, apply it to the absentee? That is to say, let Trustees be authorized to collect along with the taxes twenty-five cents for each pupil, for each month over three, that he has been absent from school, reckoning for this purpose every day and half-day's absence during the year. Its justice is unquestionable, as the parent by detaining his child from school deprives the section of a corresponding amount of Legislation and Municipal grant.

This plan would answer every purpose of compulsory attendance, and would be the more satisfactory as, while it makes it the direct pecuniary interest of the parent to have his child at school every day possible, it obviates the necessity of a prosecution and fine and costs. While it is essential that something should be done in this direction, very few of those who endorse the principle would like to see it enforced as proposed in the School Bill of last Session. The above plan could be adopted without difficulty or risk, and enforced without chance of evasion, which cannot be claimed for the other.

Newboro', July 13, 1869.

TEACHER.

3. THE POOR ECONOMY OF LOW SALARIES.

While a too lavish expenditure of the public money must always receive the unqualified condemnation of all prudent and right-thinking men, a system of economy that takes in view only the present moment, or is measured solely by the number of dollars and cents expended, regardless of other, perhaps weightier considerations, is certainly not free from objections. In the daily transactions of domestic life it is well understood that the lowest priced articles are not always the cheapest when durability, utility, and other qualities are considered. This holds likewise in the administration of public affairs. The smallest expenditure does not always show the truest economy. On the contrary, a penurious outlay must often be condemned as narrow-minded and unwise. This, we think, is the case with the practice still far too generally followed, of employing teachers of a low grade of qualifications, simply because they can be had cheap, or rather of driving away those well qualified, by offering such a miserable pittance for their services as will barely suffice to cover necessary current expenses. The common school system is sometimes opposed on the ground of the inefficiency of our schools. We grant that our common schools are, in many cases, not what they should be, and even where furthest advanced they may still be far from perfect. But the question arises, is it the system, or an erroneous or short-sighted administration of the system, to which is chargeable this want of efficiency? The true policy of improving the schools is to improve the teachers. But what inducement do school directors hold out to young men and women to qualify themselves for teaching, or to such as have qualified themselves, to remain in the profession, so long as other, perhaps less onerous vocations, everywhere, invite them to more lucrative employment.

Not until salaries are offered sufficiently liberal to warrant teachers to qualify themselves properly, and to induce them when

thus qualified to make teaching their permanent business, can we hope to see our schools attain the highest efficiency. Low wages, poor teachers, and poor schools most generally go together.—*Pennsylvania School Journal.*

4. BEECHER ON PUNISHING IN SCHOOLS.

Ought corporal punishment to be inflicted upon children?

Many think this is a point already settled, since Solomon declared, "Foolishness is bound up in the heart of a child, but the rod of correction shall drive it far from him." Whether we are to infer from such language more than this, that children need rigorous government, I leave others to decide. It is very certain that good men have been brought up equally well with, and without the rod. The selection of the means of discipline must be left with the parents. If they can maintain good government without inflicting bodily chastisement, all the better.

Some children are easily governed. Some are very susceptible to persuasion and to reason. It may be laid down as good doctrine, that the rod is not to be the first and chief recourse, but is to be deferred until all other means have been tried and have failed. Some parents would almost seem to watch for an opportunity to flagellate. They seem to think that the rod is in some mysterious way an instrument of virtue—a medium of mystic grace, (the very antithesis of "the laying on of hands,") by whose touch certain beneficent qualities are imparted. All government to such, seems to reside in the switch. Only whip enough, and you have cleared your skirts of all blame, whatever becomes of the child.

But, the more sensible view is, that the rod should be a thing in reserve; something on which to fall back in extreme cases, when everything else has failed—but to be wholly avoided, if possible—and never used with violence of temper on the parent's part.

1. It should be dedicated to the baser faults. A child should never be struck for inadvertencies, for faults of forgetfulness, for irritability and carelessness, and for petty irregularities. But for lying, for filthiness, for cruelty to companions or to the brute creation, for downright meannesses, it may be used. It is a coarse remedy, and should be employed upon the coarse sins of our animal nature.

2. When employed at all, it should be administered in strong doses. The whole system of slaps, pinches, snappings, and irritating blows, is to be condemned. These petty disciplines tend to stir up anger, and rather encourage evil in the child than subdue it. To be of any use, corporal punishment should be emphatic, and full of transient pain. Pain is the curative element in punishment. It emphasizes, it tends to associate temptation to evil with the receiving of pain, and so furnishes the child a motive for resistance; in case of temper, obstinacy, or cruelty, it acts as a literal counter irritation, and brings down the passionate excitement, by raising up a sharp counteracting sensation of suffering. But for any such end, there should be sharp and decisive dealing. Never use the rod for trifles—never trifle with it. Severely, or not at all.

3. In administering physical punishment to a child, the head should be left sacred from all violence.

A person who will strike a child in any manner upon the head, deserves to be himself severely punished. Pulling the hair or ears, rapping the head with a thimble or with knuckles, boxing the ears, slapping the cheeks or the mouth, are all brutal expedients. Nature has provided other regions for the exercise of discipline, and to them should it be confined. The head is the seat of the mind. It is more liable to injury than any other part. These irritating and annoying practices are far more likely to rouse the child to malignant passions, than to alleviate them.

4. The feeling with which you administer punishment will, generally, excite in the child a corresponding experience. If you bring anger, anger will be excited; if you bring affection and sorrow, you will find the child responding in sorrowful feelings; if you bring moral feelings, the child's conscience will answer back again. Anger and severity destroy all benefit of punishment. Strong love and severity will, if anything can, work penitence and reformation of conduct.—*H. W. Beecher.*

5. PROFESSIONAL COURTESY AMONG TEACHERS.

No person can be good in any art, unless, besides possessing the requisite knowledge and ability in that art, he also likes it for itself, and has a full sense of its bearings and uses. Hence he must wish to see his art duly appreciated by the public, and feel much interest in the success of every person engaged in it. Of the respective merits of these artisans and the honesty of their motives he can have his own opinion. But encouragement according to actual merit, is their due. All of this applies to the profession of

teaching as much as to any other vocation. Much is said and written upon the importance of education, and kindred topics, and when the truth of the same is admitted, it will be apparent that a certain kind of encouragement and courtesy is due to all engaged in the work of instructing the young in useful knowledge.

Teachers as well as others are entitled to fair compensation for their services to the extent of living salaries. But they must be actuated by higher and nobler motives than the mere "making of money" or the holding of dignified positions. They labour for humanity, and the mental illumination and moral culture of the children in their charge. Hence all friends of humanity must be their friends, and all engaged in this profession must be co-laborers.

The true teacher will wish universal success to the work to which he is engaged. And this wish will prompt him to labor for it, and to encourage and advance as far as possible, in some way, all others who are similarly employed. He will also feel an earnest sympathy for all who are learners, and much interest in the success and methods of all his brother teachers. It will do him good to see schools prospering—even when he has no individual interest in them. A mercenary teacher who estimates his work only by the position that it gives him, or by his salary, and who keeps himself isolated from all others who are similarly employed, losing all interest in the work of education when his salary stops, or his teaching days are past, is no honour to the profession.

There is a clear analogy between the Christian ministry and professional teaching. We like a sincere, earnest minister, one who, in his own case, feels the truth and importance of what he preaches, and who regulates his life and actions by what he so earnestly recommends to others. Without this evidence, and with the knowledge that he feels no concern in the success of his brother ministers, and with any indications that his personal ambition is uppermost, sceptics and unbelievers will be multiplied as fast as the arch enemy wishes. The work of the professional teacher, in properly instructing the young, is second only to that of the ministry, which contemplates the salvation of immortal souls. Moral culture must be presented in the same manner as the Christian gospel. Fellowship and courtesy between teachers will be the same as between preachers of religion.

All public instructors owe to each other a certain kind of courtesy; and this they may manifest in various ways. By so doing, they will help each other, advance themselves, and promote the general interest of their profession. Some of the methods by which this may be accomplished are the following:

1. By visiting each other's schools, teachers will render mutual encouragement. They will thus see much that will be worthy of imitation, as well as some things to be avoided. They will learn what difficulties, vexatious trials and opposition they must encounter in common. They will also be much entertained by observing the workings of each other's plans, and noting the elements of their success. All true teachers are constant learners, and they always gather from things, new and old, some additional stock to their capital knowledge and wisdom.

2. Teachers may aid each other much by conferring together as to the pursuit in which they are engaged. Scientific and educational topics will afford them much matter for profitable conversation, and for thought that will develop valuable ideas. Professional courtesy may thus be shown, even though nothing more be done. The true teacher manifests himself as such wherever he is. He is a teacher in the social circle as well as in the school-room. There is such a thing as unconscious teaching. Some of the best lessons come from those who make no profession of being teachers. Hence those who would do good in the way of instruction must watch for opportunities. It is the life of the instructor's vocation to be interested in all educational enterprises, and in a proper manner to give others the benefit of his experience.

3. Institutes and teachers' meetings afford valuable opportunities for mutual improvement. Here acquaintance can be extended, and such civilities tendered to one another as will be very acceptable. These results will compensate for both time and money spent in holding institutes, if they do nothing more. But where there is the right spirit, they will be profitable in other ways; and they will be the best agencies in raising the standard of teaching, and awakening and enlisting public interest in the work of education. Teachers of the right stamp cannot keep aloof from them. The best exercises for such meetings need not now be specified, or comments made on them. Many of them some persons will regard as hackneyed; but there are novices who need to be instructed, and even veterans in the profession will be profited by frequently refitting and polishing their intellectual armor.

4. Teachers may, with some advantage, have social entertainments of an informal character, even when only two or three meet in the name of their honourable vocation. Each one may give a verbal review of what he has recently read. It may have been a

new book, an article in a popular magazine or common newspaper. These and their experience and observations will be to them good subjects for conversation. Educational books and journals especially should claim their attention. Without doubt many of the best original ideas and thoughts are often lost by not being communicated to those who might make good use of them. We all like persons who, when we meet them, can tell us something new and good, and we like them all the better when they are willing to impart their knowledge.—G. D. Hunt, in *Pennsylvania School Journal*.

II. Education in various Countries.

1. ENGLISH EDUCATIONAL STATISTICS.

The Report of the Committee on Education in Great Britain for 1868, has recently been issued. The operations of the Committee are confined to the promotion of education among the labouring classes. In England and Wales, the total number of scholars in schools receiving annual grants in 1868 was 1,284,778, as compared with 1,170,400 in 1867; and in Scotland, 200,273 as against 181,972 in 1867. There are 2,130 schools in Scotland, and 13,442 in England and Wales. In schools simply inspected there were, in 1868 36,081 scholars in England and Wales, and 6,533 in Scotland. The whole number of scholars over ten years of age on the registers of these same schools was under 467,280. The number of such scholars presented for examination under the standards was only 288,027 of whom 191,299 either failed in one or other standard, or passed only in one of the three lower standards, the highest of the three being to read a short paragraph from an elementary reading book used in the school; to write a sentence from the same paragraph, slowly read once, and then dictated in single words; to work a sum in any simple rule as far as short division (inclusive). In other words taking 467,280 scholars on the school registers, of the age beyond which day school attendance is little prolonged, nothing certain can be stated of the individual proficiency of 38.3 per cent. of them. Confining ourselves to the 288,027 who were tried, their examination shows 35.2 per cent. of failure, and 31.2 per cent. of insufficient attainments—i. e., not exceeding standard 3; only 33.6 pass without failure above standard 3. Out of 1,685,168 children on the registers (in the year ending 31st August, 1868) of the annually aided schools in Great Britain, 1,255,953 are over six years of age, and 747,898 or 59.65 per cent. of them were individually examined. The percentage which the number examined bore to the number on the registers was, in England and Wales 60.34 per cent.; in Scotland, where grants continue to be paid under the code of 1860, and do not depend for their amount on the result of individual examinations, only 55.25 per cent. Those who passed without failure in one or other standard were 512,973, or 68.59 per cent. of those examined. As far as the mere power of passing goes, irrespective of higher quality, of age, of standard, or of the proportion of the scholars examined to the rest, a comparison of the last three years shows that, out of every 100 examined, there passed in—

READING.			
	1866.	1867.	1868.
England and Wales.....	89.01	89.79	90.03
Scotland.....	94.45	96.39	96.96
Great Britain.....	89.09	90.71	91.03
WRITING.			
England and Wales.....	86.33	87.31	88.16
Scotland.....	86.31	89.29	90.48
Great Britain.....	86.33	87.39	88.49
ARITHMETIC.			
England and Wales.....	74.72	75.27	76.49
Scotland.....	78.78	82.36	84.08
Great Britain.....	75.31	76.28	77.07

2. EDUCATIONAL GRANTS IN ENGLAND AND ONTARIO.

For Normal Schools and Training Colleges in Great Britain, the parliamentary vote for the year, as proposed by Government, is £73,000; for grants to assist in building school houses, £38,000. The whole Parliamentary vote is £240,711, or about four and a quarter millions of dollars. The increase of pupils in assisted schools for the year ending 31st Aug., 1868, was 7 1-3 per cent, and the increase in evening school attendance still higher. In England and Wales, for the year referred to, the number of assisted day schools was 7,406, and of night schools, 1,941. These schools provide accommodation for 1,663,543 scholars. The actual number on the registers was 1,453,761, while the average attendance at day schools was 978,521, and at evening, 55,154. The number of certi-

ficated teachers in these schools was 11,182, assisted by 10,677 pupil teachers and 1,253 assistant teachers. The cost of these schools Mr. Foster states as follows :—

By direct cost to Government,	£415,000
School fees from parents,.....	420,000
Subscription, past and present	470,000

£1,305,000

For this sum about a million of children are getting more or less of education in a population of about 22 millions.

Taking the Educational Report of Ontario for 1866, the latest at the moment at hand, we find that in a population of considerably less than two millions, we had 4,222 common schools in operation, attended by 372,320 pupils, at a cost to the country of \$1,387,233. In other words, while in England and Wales there were last year in Government schools, in whole or in part supported by grants from public funds, about one in every twenty-two of the population ; in Ontario, in 1866, and if 1868 were taken, the comparison would be still more favorable for us, one in every five. Cutting this down one-half to get to the average actual attendance, we have one in every ten actually in the Common Schools in Ontario, to one in twenty-two in England and Wales. And this takes no account of Grammar Schools with us, while a good number of the assisted schools in England are very much of the character of our Grammar Schools.

For the support of these schools in England, the average cost per head of the population is about the fourth part of a dollar ; with us nearly, if not quite, a dollar. In England and Wales there are 1,650,000 children of working people, between six and ten years of age, and of those only 670,000 are attending Government Schools. Between ten and twelve years of age, there are of the same class 755,000, and of these only 250,000 are at school. In the Militia regiments examined, less than one-third could read well, and less than one-sixth could write well. The Scotch regiments were better, but not much.

Altogether, while great progress has been made in providing primary education for the people of England, much still remains to be accomplished, and we trust that Mr. Foster, as he promises, will be able to bring in, next year, a thorough system of national education, in the carrying out of which all parties may be able to act in harmony. The difficulties in the way of such a consummation are formidable, but with the example of other countries, our own among the rest, before them, not to be regarded as impracticable.

In no spirit of boasting, but with a great amount of satisfaction, may the people of Ontario compare and contrast their educational efforts and successes with those of any part of the Mother Country. —*Globe*.

THE OLD BLUE SCHOOL OF YORK (U.C.)

(From Rev. Dr. Scadding's Paper of Collections and Recollections.)

Immediately north of the Church-plot, and separated from it by an allowance for a street, was a large field, almost square, containing six acres. In a plan of the date 1819, and signed "T. Ridout, Surveyor-General," this piece of ground is entitled "College Square." In the same plan, the Church reservation is marked "Church Square," and the block to the west, "Square for Court House and Goal." The fact that the goal was to be erected there accounts for the name "Newgate Street," formerly borne by what is now Adelaide street. In early days, when the destined future was but faintly realized, "College Square" was probably expected to become in time, and to continue forever, an ornamental piece of ground round an educational institution. The situation, in the outskirts of York, would be deemed convenient and airy. For many years this six acre field was the playground of the District Grammar School. Through the middle of it, from north to south, passed a shallow "swale," where water collected after rains ; and where, in winter, small frozen ponds afforded not bad sliding-places. In this moist region, numerous crayfish were to be found in summer. Their whereabouts was always indicated by small clay chimneys of a circular form, built by the curious little nipping creatures themselves, over air holes for the admission of air. In different parts of this large area were remains of huge pine-stumps, underneath the long roots of which it was an amusement to dig and form cellars or imaginary treasure-vaults and powder magazines. About these relics of the forest still grew remains of the ordinary vegetation of such situations in the woods ; especially an abundance of the sorrel-plant, the sapid, reliable taste of which will be remembered. In other places were wide depressions, showing where large trees had once stood. Here were no bad places, when the whim so was, to lie flat on the back and note the clouds in the blue vault overhead ; watch the swallows and house-martens when they came in spring, and listen to their quiet prattle with each other as they darted to and fro ; sights and sounds

still every year, at the proper season, to be seen and heard in the same neighbourhood, yielding to those who have an eye or ear for such matters a pleasure ever new ; sights and sounds to this day annually resulting from the cheery movements and voices of the direct descendants, doubtless, of the identical specimens that flitted hither and thither over the playground of yore. White Clover, with other herbage that commonly appears spontaneously in clearings, carpeted the whole of six acres, with the exception of the places worn bare, where favourable spots had been found for the different games then in vogue, amongst which, however, cricket was not as yet included. After falls of moist snow in winter, gigantic balls used here to be formed, gathering as they were rolled along, until by reason of their size and weight they could be urged forward no further ; and snow-castles on a large scale were labouriously built, destined to be defended or captured with immense displays of gallantry. Preparatory to such contests, piles of ammunition would be stored away within these structures. It was prohibited indeed in the articles to be observed in operations of attack and defence, to construct missiles of very wet snow ; to dip a missile in melted snow-water prior to use ; to subject a missile after a saturation of this kind, to the action of a night's frost ; to secrete within the substance of a missile any foreign matter ; yet, nevertheless, occasionally such acts were not refrained from, and wounds and bruises of an extra serious character, inflicted by hands that could not always be identified, caused loud and just complaints. Portions of the solid and extensive walls of these extemporized snow fortresses were often conspicuous in the playground long after a thaw had removed the wintry look from the rest of the scene. At the south-east corner of the six acres, about half an acre had been abstracted, as it were, and enclosed ; here had been built and put in operation what was called the York Central or National School. It was what we should term now a Common School, conducted on the "Bell and Lancaster" principle. Large numbers frequented it. Between the lads attending there, and the boys of the Grammar School, difficulties of course arose ; and on many occasions feats of arms, accompanied with considerable risk to life and limb, were performed on both sides with sticks and stones. Youngsters, ambitious of a character of extra daring, had thus an opportunity of distinguishing themselves in the eyes of their less demonstrative companions—the same would-be heroes had many stories to tell of the perils to which they were exposed on their way to and from school. Those of them who came from the western part of the town, had, according to their own showing, mortal enemies in the men of Ketchum's tannery, with whom it was necessary occasionally to have an encounter. While those who lived to the east of the school narrated, in response, the attacks experienced or delivered by themselves in passing Shaw's & Hugill's brewery. Across the road from the playground on the south side, eastward of the church plot, there was a row of dilapidated wooden buildings, inhabited for the most part by a thriftless and noisy set of people. This collection of houses was known in the school as "Irish town," and to "raise Irish town," meant to direct a snow ball or other light missile over the playground fence, in that direction. Such act was not unfrequently followed by an invasion of the field from the insulted quarter. Some wide chinks, established between the boards, in one place here, enabled anyone so inclined, to get over the fence readily. We once saw two men, who had quarreled in one of the buildings of Irish town, adjourn from over the road to the playground, accompanied by a few approving friends, and there, after stripping to the skin, have a regular fight with fists, and after some rounds, a number of men and women interfered and induced the combatants to return to the house from which they had issued forth for the settlement of their dispute. The building into which the usual denizens of the six acre playground were constrained during certain portions of each day to withdraw themselves, was situated at a point 114 feet from its western, and 104 feet from its southern boundary. It was a large frame structure, about 55 feet long and 40 wide, of two storeys, each of a respectable altitude. The gables faced east and west. On each side of the edifice were two rows of ordinary sash windows, five above and five below. At the west end were five windows and the entrance door. The whole exterior of the building was painted of a bluish hue, with the exceptions of the window and door frames, which were white. Within, on the first floor, after the lobby, was a large square apartment. About three yards from each of its angles, a plain timber prop or post helped to sustain the ceiling. At about four feet from the floor, each of these quasi-pillars began to be chamfered off at its four angles. Filling up the south-east corner of the room was a small platform approached on three sides by a couple of steps. This sustained a solitary desk about eight feet long, its lower part cased over in front with thin deal boards, so as to shut off from view the nether extremities of whosoever might be sitting at it. On the general level of the floor below, along the whole length of the southern and northern

sides of the chamber were narrow desks, set close against the wall, with benches arranged at their outer side. Through the whole length of the room, from west to east, between the ends of the two sets of cross-benches, a wide space remained vacant. Every object and surface within this exterior were of the tawny hue, which unpainted pine gradually assumes. Many were the gashes that had furtively been made in the ledges of the desks, and on the exterior angles of the benches; many the ducts cut in the slopes of the desks for spilt ink or other fluid; many the small cell, with sliding-lid, for the incarceration of fly or spider; many the initials and dates carved here, and on other convenient surfaces, on the wainscot and the four posts.

On the benches and at the desks, enumerated and described, on either side, were ordinarily to be seen the figures and groups which usually fill up a school-interior, all busily engaged in one or other of the many matters customary in the training and informing the minds of boys. Here, at one time, was to be heard, on every side, the mingled but subdued sound of voices conning or repeating tasks, answering and putting questions; at another time, the commotion arising out of a transposition of classes, or the breaking up of the whole assembly into a fresh set of classes; at another time, a hushed stillness, preparatory to some expected allocution, or consequent on some rebuke or admonition. It was manifest, at a glance, that the whole scene was under the spell of a skilled disciplinarian. Here, again, the presiding genius of the place was Dr. Strachan. The immediate successor of Dr. Strachan in the school was Mr. Samuel Armour, a graduate of Glasgow, whose profile resembled that of Cicero, as shown in some engravings. Being fond of sporting, his excitement was great when the flocks of wild pigeons were passing over the town, and the report of firearms in all directions was to be heard. During the hours of school his attention, on these occasions, would be much drawn off from the class-subjects. In those days there was not a plentiful supply in the town of every book wanted in the school. Sometimes the stock at Messrs. Wood & Anderson's, and at Messrs. Edward Leslie & Sons would be all but exhausted. The only copy of a "Eutropius" which we ourselves on a particular occasion required, was one with an English translation at the end. The book was bought, Mr. Armour stipulating that the English portion of the volume should be sewn up—in fact he himself stitched the leaves together. In Mr. Armour's time there was, for some reason now forgotten, a barring-out, a pile of heavy wood (sticks of cordwood whole used then to be thrust into the great school-room stove) was built against the door within; and the master had to effect, and did effect, an entrance through a window on the north side of the school. Mr. A. became afterwards a clergyman of the English Church, and officiated for many years in the township of Cavan. The master who succeeded Mr. Armour was Dr. Phillips, who came out from England to take charge of the school. He had been previously master of a school at Whitchurch, in Herefordshire. His degree was from Cambridge, where he graduated as a B.A. of Queen's, in the year 1805. He was a venerable looking man—the very ideal, outwardly, of an English country parson of an old type—a figure in the general scene, that would have been taken note of congenially by Fuller or Anthony a Wood. The costume in which he always appeared (shovel-hat included) was that usually assumed by the senior clergy some years ago. He also wore powder in his hair, except when in mourning. According to the standards of the day he was an accomplished scholar and a good reader and writer of English. He introduced into the school at York the English public school traditions of the strictest type. His text-books were those published and used at Eton, as Eton then was. The Eton Latin Grammar, without note or comment, displaced "Ruddiman's Rudiments"—the book to which we had previously been accustomed and which really did give hints of something rational underlying what we learnt out of it. Even the Eton Greek Grammar, in its purely mediæval untranslated state, made its appearance, it was through the medium of that very uninviting manual that we obtained our earliest acquaintance with the first elements of the Greek tongue. Our "Palæphatus" and other extracts from the *Græca Minora* were translated by us, not into English, but into Latin, in which all the notes and elucidations of difficulties in that book were given. Very many of the Greek "genitives absolute," we remember, were to be rendered by *quum* with a subjunctive pluperfect—all enormous mystery to us at the time. Our Lexicon was *Schrevelius*, as yet un-Englished. For the Greek Testament we had "Dawson," a vocabulary couched in the Latin tongue, notwithstanding the sound of the name. The *chevaux de frise* set up across the paths to knowledge were many and formidable. The Latin translation, line of a line, at the end of Clarke's Homer, as also the *Ordo* in the Delphin Classics, were held to be mischievous aids; but the help was slight that could be derived from them, as the Latin language itself was not yet grasped. For whatever of the anomalous we moderns may

observe in all this, let the good old traditional school-system of England be solely responsible—not the accomplished and the benevolent man who transplanted the system, pure and simple, as a duty, to Canadian ground. For ourselves, in one point of view, we deem it a piece of singular good fortune to have been subjected for a time to this sort of drill; for it has enabled us to enter with intelligence into the discussions of English education that have marked the era in which we live. Without this morsel of experience we should have known only by vague report what the reviewers and essayists of Great Britain were attacking. Our early recollections in this regard we treasure up now among our mental curiosities, with thankfulness; just as we treasure up our memories of the few years which, in the days of our youth, we had an opportunity of passing in the old father-land, while yet mail-coaches and guards, and genuine coachmen were extant there; while yet the time-honoured watchman was to be heard patrolling the streets at night, and calling the hours. Deprived of this personal experience, how tamely would have read "School-days at Rugby," for example, or the "Scouring of the White Horse," or many another healthy classic in recent English literature—to say nothing of "The Sketch Book," and earlier pieces which involve numerous allusions to these now vanished entities!—Moreover, we found that our boyish initiation in the Eaton formularies, however little they may have contributed to the intellectual furniture of the mind at an early period had the effect of putting us *en rapport*, in one relation at all events, with a large class in the old country. We found that the stock-quotations and scraps of Latin employed to give an air of learning to discourse, "to point a moral and adorn a tale," among the country clergy of England, and among members of Parliament of the ante-Reform Bill period, were mostly relics of school-boy lore derived from Eton books. Fragments of the *as in presentis*, of *propria que maribus*; shreds from the Syntax, as *vir bonus est quis, ingenuus didicisse*, and a score more, were instantly recognized, and constituted a kind of talismanic mode of communication, making the quoter and the hearer, to some extents akin. Furthermore, in regard to our honoured and beloved master, Dr. Phillips himself, there is this advantage to be named as enjoyed by those whose lot it was, in this new region, to pass a portion of their impressible youth in the society of such a character, it furnished them with a visible concrete illustration of much that otherwise would have been a vague abstraction in the pictures of English society set before the fancy in the *Spectator*, for instance, or Boswell's *Johnson*, and other standard literary productions of a century ago. As it is, we doubt not that the experience of many of our Canadian co-evals correspond with our own. Whenever we read of the good Vicar of Wakefield, or of any similar personage; when in the biography of some distinguished man, a kind-hearted old clerical tutor comes upon the scene, or one moulded to be a college-fellow, or one who had actually been a college-fellow, carrying about with him, when down in the country, the tastes and ideas of the academic cloister; it is the figure of Dr. Phillips that rises before the mental vision. And without doubt he has no bad embodiment of the class of English character just alluded to. He was thoroughly English in his predilections and tone; and he unconsciously left on our plastic selves traces of his own temperament and style. It was from him we received our first impressions of Cambridge life; of its outer form, at all events; of its traditions and customs; of the Acts and Opponencies in its Schools, and other quaint formalities, still in use in our own undergraduate day, but now abolished; from him we first heard of Trumpington, and St. Mary's, and the Gognagogs; of Lady Margaret and the cloisters at Queen's; of the wooden bridge and Erasmus' walk in the gardens of that College; and of many another storied object and spot afterwards very familiar. A manuscript Journal of a Johnsonian cast kept by Dr. Phillips when a youth, during a tour of his on foot in Wales, lent to us for perusal, marks an era in our early experience, awakening in us, as it did, our first inklings of travel. The excursion described was a trifling one in itself—only from Whitchurch, in Herefordshire, across the Severn into Wales—but to the unsophisticated fancy of a boy it was invested with a peculiar charm; and it led, we think, in our own case, to many an ambitious ramble, in after years, among cities and men. In the time of Dr. Phillips, there was put up, by subscription, across the whole of the western end of the school-house, over the door, a rough lean-to of considerable dimensions. A large covered space was then provided for purposes of recreation in bad weather. This room is memorable as being associated with our first acquaintance with the term "Gymnasium," that was the title which we were directed to give it. There is extant, we believe, a good portrait, in oil, of Dr. Phillips, (other particulars relating to him are given in our section on the interior of St. James). We here close our notice of the Old Blue School at York. In many a brain, from time to time, the mention of its name has exercised a spell like that of Wendell Holmes'

Mare Rubrum, as potent as that was, to summon up memories and shapes from the Red Sea of the Past—

"Where clad in burning robes are laid
Life's blossom'd joys untimely shed,
And where those cherish'd forms are laid
We miss awhile, and call them dead."

The building itself has been shifted bodily from its original position to the south-east corner of Stanley and Nelson street. It, the centre of so many associations, is degraded now into being a depot for "General Stock;" in other words a receptacle for Rags and Old Iron. The six acres of playground are thickly built over. A thoroughfare of ill-repute traverses it from West to East. This street was at first called March street; and under that appellation acquired an evil report. It was hoped that a nobler designation would, perhaps, elevate the character of the place, as the name "Milton street" had helped to do for the ignoble Grub street in London. But the purlieus of the neighbourhood continue, unhappily, to be the Alsatia of the town. The filling up of the old breezy field with dwellings, for the most part of a wretched class, has driven "the scholmaster" away from the region. His return to the locality, in some good missionary sense, is much to be wished and, after a time, will probably be an accomplished fact.

4. STATE UNIVERSITY OF NORWAY.

The humorous American traveller, *Ross Browne*, has in "*The Land of Thor*," given some racy sketches of Norway, which have, no doubt, contributed to make "*Gamle Norge*" (Old Norway), somewhat more familiar to the American public.

"Education has, of late years, made considerable progress in Norway; and the rising generation, owing to the facilities afforded by the excellent school system established throughout the country, but especially in the principal towns, will not be in any respect behind the times, so far as regards intellectual progress." This is the opinion expressed by *Ross Browne*. But he thinks that even in the Capital, Christiania, stagnation broods in the very atmosphere, and that a Californian could scarcely endure an existence in a place like Christiania for six weeks but, "would go stark mad from sheer insanity."

A very large portion of Norway is altogether unfit for cultivation, and even the best parts of the country are, in regard to climate and resources, vastly inferior to other countries. The State University of Norway is directly connected with the entire school system of the country. In Norway there was no rich general government to give endowments and buildings; nor was there great wealth among individuals. But there was no sectional or denominational jealousies—and hence the surprising fact that the poor Norwegians in 1811, when (still under Danish supremacy), they, after much asking, were permitted to found a State University, subscribed, in a few months, a million of dollars for this noble purpose! And about a year after the royal permission had been granted, the earnest and patriotic people of Norway had their State University in active operation!

The State University of Norway is now supported by the State at an annual expense of about one hundred thousand dollars. A few items of the annual expenses may find a place here:

Chemical Laboratory.....	\$1,500
Metallurgical Laboratory.....	300
Mineralogical Cabinet.....	300
Philosophical Apparatus.....	1,500

They spend three thousand six hundred dollars, gold, annually in the Norway State University—and employ eight professors to teach these branches!

For their library they spend, yearly, two thousand seven hundred dollars; for printing, one thousand dollars. The latter sum is spent in a way peculiarly different from what is done here. Their catalogue is a cheap, shabby looking octavo of some 120 pages; but it contains more simple matters of fact than any of its American namesakes; it is, really, a report to the government, the legislature and the people, and not an advertising medium. Its publication, probably, does not cost more than fifty dollars in Norway—and still they spend a thousand for printing. What, then, do they print for the main portion of the money? They print some of the special researches of their professors, and distribute these publications in return; the mere enumeration of these exchanges for 1867 fills twenty-six closely printed pages, in the last report received from Christiania.—*Iowa School Journal*.

5. SUCCESS OF AMERICAN COLLEGE-BRED MEN.

We make the following extract from an address of Rev. Mr. Kilbourne, recently delivered to the students of Michigan

University. He divided educated men into three classes:—"1st, those who have only had a common school education; 2nd, those who have had a high school education, and 3rd, those who have had a college education. The first is by far the largest class; the second numbers several hundred thousand; and the whole of the third class up to 1860, numbered only seven thousand. From this class alone, three times as many men have filled important positions, as from both the others. Of the fifty-six men who have signed the Declaration of Independence, twenty-five were college-bred men. One became Secretary of State; three Vice-Presidents; thirteen, Governors of States or Presidents of Colleges; and four, Ambassadors to foreign countries. Jonathan Trumbull was so often consulted by Washington and Congress, that "consult brother Jonathan" became a common remark; and "brother Jonathan" stands to-day as synonymous with "Uncle Sam." Hamilton, at the age of seventeen years, was a frequent public speaker, at nineteen, a Captain of artillery, and at twenty, Washington's Aid. He was a graduate of Columbia College. Of the sixty-two men who have filled the highest offices in the country—President, Secretary of State, and Chief Justice—forty-three have been college-bred men. Of the five hundred clergymen noticed in Sprague's "Annals of the American Pulpit," four hundred and thirty-six were college-bred men. In business, the success of college graduates has been no less marked. De Witt Clinton, the champion of the "big ditch," (Erie canal,) and Governor of New York, was a graduate of Columbia College. Hamilton saved this country from bankruptcy at the close of the Revolution, by his financial abilities. Two-thirds of the Secretaries of the Treasury have been college men. A. T. Stewart does more business than any other man to-day, and more than any other man ever did. He was a graduate of Trinity College, Dublin. Not a General prominent in the late war has been elected Governor of a State, who was not a college-bred man."—*Amherst Student*.

6. CIVILIZATION AMONG THE JAPANESE.

It will be remembered that two years ago the Tycoon of Japan sent to Washington an Embassy or Commission, which remained there some while. When these representatives of that far-eastern country and people quitted the Capital, they left behind them two young men of their suit, whom they commanded to perfect themselves in the English language and other subjects taught in American schools; and, for this purpose, to study some hours daily under the tuition of the writer of this article. But to teach two newcomers from Japan the English language, and to impart to them the necessary instruction relative to our grammatical system, with its many technicalities and niceties, and to be compelled to do this in the Japanese vernacular itself, was certainly not a very smooth and easy task for one who had never been in Japan, nor ever seen a native of that country, but has acquired his knowledge of its little known and almost unmanageable language somewhat in the same way that we are accustomed to learn Latin and Greek in our colleges. Still he proceeded in his efforts, from better to better, and soon succeeded in collecting from his pupils, much valuable information about their native country, and especially in relation to such matters as are not easily found in books, or touching which no available source of information seems to exist. Concerning the school-system of Japan itself, we derived from our pupils the following details. They differ also in many cases from what we had learned earlier from more or less direct and trustworthy sources; and hence they are to be accepted and judged with proper allowance.

According to our young Japanese friends, school-education is widely extended in Japan; even the female portion of the population having a fitting share in it. At present, society in Japan is divided into four comprehensive classes, according to the supposed degree of culture and refinement which the members possess. The government officials, the liberal professions, so to say, authors, learned men, and that portion of the people which enjoys a good and finished education, form the first and highest class; although there are, in respect to rank, some differences in the class, and in each rank again certain shades and nuances, as well as certain privileges and distinctions according to the one or the other of these; yet the general characteristics of this class are for the profit of all. The *Daimios*, or the nobility, belong, of course, to this class; they are, moreover, the best educated and best bred men of the whole people. Their children, however, receive their education not in schools, but at home, from private tutors, for which purpose numerous carefully chosen masters are usually to be found at the petty courts of these dignitaries, and in their palaces.

The second class comprises the agriculturists, planters, gardeners, florists, etc., in short, those who furnish the people with what is needed for their sustenance. The Japanese consume very little

meat; we might even characterize them as *vegetarians*; hence the importance they attach to agricultural employments.

Next come the artisans, who constitute the third class. They are scarcely less important than the last-named, since they provide raiment and shelter, as well as all else that is necessary to render existence comfortable and happy.

Of the last and remaining class are the tradesman, who stand but low in popular esteem. The Japanese tradesmen is certainly very different from his American brother. Of large trade as customary here, the Japanese have no conception. It is quite out of the question that the Japanese tradesman should likewise cultivate literature, science, and the fine arts,—the trading class being mostly low shopkeepers of the meanest kind. Hence the Japanese proverb: "Every one may buy and sell." Their calling requires, therefore, no preparation in commercial colleges, nor any scientific or high attainments. There is in this regard, too, a vast difference between the artisan class and the last class, in favor of the former. It is deemed that while the first three classes are a source of immediate and real blessing to the people, the advantages which the trading class bestows are of an inferior, even of a negative sort, in so far as the chief profit thence is for itself. From this point of view, tradesmen are looked upon as a kind of Pariahs by the people in general. The children of tradespeople are not admitted to government schools, and therefore it is not to be wondered at that their lack of education has become almost proverbial in Japan.

In Japan, there are five chief schools: The Naval school, the Military school, the Medical school, the University, and the Reading school. These are all at Jeddo, and are essentially governmental educational institutions. In no other place of the empire is aught similar to be met with: in Japan, somewhat as in France, everything of that kind appears centralized at the capital.

The government schools are attended both by youths and by pupils of riper age. Upon his entrance into an institution, the scholar has to present to the master a note containing his own name, the name of his father and of his business, and a statement of his own age and education. Every morning afterward, he has to put his name upon a list kept for that purpose, so that the school authorities may be certain of his punctuality and regular attendance—which register is examined every month. In the government schools, the instruction begins at 10 o'clock A. M., and ends at 3 P. M. Save on festivals, there are no holidays.

The Naval school is called *Kaigin shu*. The masters are ship captains and naval officers of a low grade, who teach the sciences relative to navigation—that is, mathematics, artillery, shipbuilding, and so forth.

The other schools are similar in their general arrangements. The so-called "Reading school" is a public college, or high-school, while the University, under the name of *Kai-sei-dsdu*, is an institution arranged so as to include the study of literature, philosophy, history, and foreign languages. The students there learn, according to their choice and will, Latin, Greek (which two languages are taught by Japanese graduates of Dutch universities), Dutch, French, English, Portuguese, and other tongues, if there be present persons of other nationalities competent to teach their language. There is also in Jeddo a Chinese school, which, however, does not come under government inspection, but is a private undertaking of certain learned Chinese. It is largely attended by the Japanese, since a knowledge of the Chinese is indispensable to them, in so far as that language stands in the same relation to their mother-tongue as the Latin to the chief modern languages.

The remaining Japanese schools are the so-named Writing schools, under ecclesiastical management. They are simply elementary schools, called "*tera-koya*," and are to be found in great numbers everywhere. The teachers in these institutions are denominated *tenarai disho*; and amongst them are women as well as men. Both sexes attend these schools, though the boys and girls are separated from each other. In these schools, too, there are no holidays, save on the 1st, the 15th, and 28th of every month, which are festivals. Every day the pupils receive tasks, which have to be done at home. Every week there is an examination (or repetition of the instruction) made in writing.

In the government schools there are yearly two examinations. There is in these institutions no punishment, except temporary suspension and expulsion; but in private schools turbulent or idle pupils are obliged to quit their seats and remain standing. During this punishment the culprit often dares not move, having given into his hands a lighted stick of a spongy kind of wood, which he has to hold without stirring, till it slowly burns down to his fingers—when he throws it away, and takes his seat again. In extreme cases, according to the length of the stick, this punishment lasts several hours. Sometimes the punishment is heightened by putting into the culprits empty hand a vessel filled to the brim with water, and compelling him to hold it without spilling a drop of the water till the stick is burnt out.

There are also cases in which pupils are bound hand and foot to a chair, or beaten with bamboo or other rods—though these punishments must be held to be in general mild and humane in comparison to those to which pupils are subjected in the schools of other Asiatic countries, where a child is often bound with a common cord, pitilessly drawn up by the feet, and the barbarous bastinado inflicted on his naked soles in the cruelest manner, to the delight of his fellow-scholars, who frequently take an active part in the dreadful torture.

The Japanese language is extremely difficult to learn; indeed it is one of the greatest and most invincible obstacles which foreign nations encounter in their intercourse with the inhabitants of Japan, who have lived so long and so rigorously secluded from the rest of the world. Its study has to be commenced in early years, and an extensive and thorough acquaintance with the proverbially difficult language of China is an indispensable prerequisite to a fair knowledge of Japanese. It is necessary, however, to distinguish between the spoken language of Japan, and that which is used only in literary composition. Of the former, the colloquial Japanese, as much as is needed for the common purposes of every-day life, can in a measure be acquired by routine and a prolonged stay among the people of that country. This is a far less arduous task than acquisition of the incomparably more difficult language of the Japanese books. But even in this merely conversational tongue, we meet with many things which render the pupils progress very slow, his final mastery of it very uncertain, and its study exceedingly tedious and discouraging. These difficulties affect its pronunciation, as well as its syntactical structure; they apply, moreover, to its idiomatic peculiarities, and have an important relation to the intricate rules of Japanese etiquette and politeness.

The correct utterance of the Japanese sounds is by no means an easy matter. Thus the *g* and the *n* final are pronounced with a peculiar nasalization, especially the former; *f* and *h* are not always distinct, there being a particular mode of uttering them which cannot be easily imitated by our vocal organs. There is also a sound which seems to fluctuate between *r* and *d*. The Japanese have no *l*, the *l* in foreign words being uniformly expressed by *r*: when they pronounce English, they almost invariably say *right* for *light*; and *long* for *wrong*, etc. The Japanese language belongs to the class of agglutinative languages; and being in some remote degree related to the Ural-Altatic family, of which the Mantchoo, Mongolian, Turkish, etc., form a part, it shares with some of the languages of this class the construction which might be called a constant inversion of the mode and order in which we think. Thus, all those languages begin their sentences where we end ours, so that our thoughts really appear to them as inverted. Moreover, the word which describes or determines another has to precede it, so that not only, as in our language, the adjective comes to stand before the noun, but also the possessive or genitive case before the nominative, and the objective case before the verb. The principal verb always ends the whole sentence; and all other verbs that occur in the sentence put in the form of a participle or gerundive, whereby the sense remains, in some measure, undetermined and suspended to the end of the period. Then, and then only, it can be seen in a great many cases, whether the sentence is to be understood as relating to the present or the future; as affirmative or negative; whether a request has been granted or refused, or an offer accepted or rejected. The Japanese construction is, therefore, the very reverse of the syntactic order of the language of China. That most heterogeneous Chinese element which has almost submerged the genuine idiomatic nature of the Japanese language, although of a paramount importance to the student, is nevertheless a foreign intruder, somewhat similar to the Roman element in our purely Germanic English, or to the Hebrew-related Arabic in the purely Indo-European Persian and Hindustani.

Another great difficulty results from the extreme ceremoniousness and politeness of the Japanese. Thus, in speaking with any person (except a son or a servant), it is always of the greatest importance to choose expressions which show our respect for the individual we address, proportioned exactly to his rank or social standing. In speaking of absent persons, the same rule has to be strictly observed in regard to all the deference, honor, and respect to which such persons may be entitled. On the contrary, in speaking of one's self, it is always necessary to use expressions of great humility. This affects, in either case, the choice of the pronouns (of which there exist a great many different forms to serve all purposes), and the selection of an appropriate form of the verbs, different in the various moods and tenses. It affects likewise the declension of the nouns in the cases, the formation of the plural, and even the participles, and the whole quality, meaning, form, and nature of the words used in conversation. There exists, moreover, in Japanese, a large number of verbs that express nothing but manifestations of humility and submission, or a display of courtesy and refined

etiquette. When speaking of two persons at the same time, one of whom is much higher than the other, we have to add to the name of the latter both a particle of respect and one of humility, to indicate our respect for him, and also to show that a still greater honour is to be bestowed on the other person mentioned, on account of his superior condition and rank. Thus, to speak Japanese in a fairly correct manner, we have constantly to consider the person in whose presence we speak, the person to whom we speak, and the person of whom we speak, and this is often extended even to things or objects belonging to or sustaining any relation whatever to such persons. As to the written or book language, of which we may treat on some other occasion, it is fraught with so many and such inextricable difficulties, that Father Oyanguren declared it to be "simply an artifice of the devil to keep the Gospel out of that country." In fact, the Bible has never yet been published in Japanese. A complete manuscript translation of the Scriptures, by the Rev. Mr. Brown, missionary at Yokohama, was unfortunately consumed in a late conflagration in that city.—*Prof. Røhrig, in American Educational Monthly.*

7. A VILLAGE SCHOOL IN BENGAL.

A writer in *All the Year Round* describes a village school in Bengal:—

"Entering the village we stop at a small house whence issues a monotonous chorus of childish voices. It is the village academy, presided over by a venerable moonshee, who, to judge from his appearance and that of his surroundings, lays claim to no great erudition or high position among the learned of the earth. In matters temporal he seems to be on a level with his juvenile scholars, some twenty half-naked brats of from four to eight years old, who, seated in a semi-circle round him, are taking their first, and apparently most nauseous, sip of the Pierian spring. The schoolmaster rises and greets his patron with a grateful smile and a respectful obeisance. 'Well, and how are your scholars getting on?' asks the magistrate. 'As well as they can, poor little fellows,' replies the dominie, turning with a pleasant smile to his class of little urchins, whose chubby faces immediately reflect their master's good humour. 'Will you let them repeat the alphabet, moonshee? My friend here wishes to hear them?' The schoolmaster turns to his scholars, elongates his face, and opening his mouth until all his other features seem to disappear in the capacious cavity, eliminates therefrom a loud 'ar,' a cry which his young pupils take up with equal gusto, if hot with equal impressiveness. So they go through the whole alphabet, chanting in chorus every letter.

This method of attaining a knowledge of the elements of learning has been handed down to the present time from the earliest ages of the country. But the course of instruction pursued at this government school—which, as its name implies, is under the patronage and protection of the Indian Vice-royalty—soars higher. The branches of education taught, or attempted to be taught, are those in common use throughout the academies of England, divinity excepted; but an English child ten years old will shew a more appreciative understanding of every subject than any of the students at our government academy. These latter will, indeed, if required, write you out, from memory, a problem from Euclid, or translate you a portion of *Delectus*; but the former production will be a mere hotch-potch of mathematical terms, unconnected by any shade of reasoning, and the latter will be a mass of nonsense, bearing no likeness whatever to the original."

8. EDUCATION IN TURKEY.

The question of education in Turkey has attracted much attention for many months, with as yet no results. The Council of State, elaborated a law, but it was too sweeping. It went beyond the possibility of execution. One most decided step of progress is that Turkish female education has begun to be discussed in the Turkish newspapers by Turks themselves. This subject has never been introduced before into a Moslem newspaper. It began in this wise. A Turkish Bey writes from London to a Turkish newspaper in this capital, some rather severe strictures upon Turkish ladies of the better class, comparing them unfavourably with English ladies of the corresponding class. A Turkish lady replies to him in the next number admitting the truth, but laying the responsibility and the disgrace entirely upon the Turkish gentlemen. You are our masters, she retorts; you send your daughters to school with the boys until they are seven or eight years old. They learn little but rudeness. If a few learn to read and write, which, strange to say, they do, it is often forgotten in the secluded harem-life which follows. Comparatively few have private teachers to carry forward their education. Others who do, are subjects of envy, and often of

ridicule. Now instead of accusing us of utter vanity and frivolity, give us a reasonable education. Give us female schools, under competent female teachers. Give us books. Allow us access to the Turkish libraries connected with almost every mosque of the city, and if we make no good use of what now seems so precious to us, then accuse us, and we will take the blame to ourselves. The lady has decidedly the best of the argument. Some attempts at female schools have been made by the Turks within the past fifteen years, but the time had not come. It is, however, surely coming, and this discussion will help it forward.

But while the Government is doing little, there is one Turkish gentleman of most remarkable character, who is an indefatigable labourer in the cause of common education. Were there a dozen such men, they would transform the Empire. I refer to Amhed Bekif Effendi, formerly Ambassador in Paris, afterward Minister of Evcoff (or landed estates), and who has borne with distinguished ability other high offices of State. He is now on the retired list, from entire disagreement with the policy of the present Grand Vizier. He has a splendid library of about 6,000 volumes, well chosen from Eastern and Western literature and science. Although entirely destitute of any other fortune than his library, house, and the most picturesque garden on the Bosphorus, he devotes his time to Turkish literature, publishing some popular or sacred work which sells at a large profit, and then with that profit he publishes a school book and sends it forth at half cost. In this way he has sent into the interior cities and villages many thousands of arithmetics, geographies, histories, and compends of natural philosophy entirely prepared by himself. If he is, in part, driven to this occupation by the restless energy of his character, and a certain imperious force of will to which inactivity would be impossible, still I am persuaded, from long acquaintance with him, that he is incited also by an earnest spirit of patriotism. Turkey must have more of such men, or reform and progress are impossible.—*Tribune Cor.*

9. BOOK STORES IN CONSTANTINOPLE.

There are nineteen book stores in Constantinople. They are mostly kept by Germans and Frenchmen, and do a good business.

III. Papers on Practical Education.

1. NATURAL HISTORY SHOULD BE TAUGHT IN SCHOOLS.

Natural History, in its various departments, is now justly regarded by all true educators as entitled to a prominent place among the studies pursued in both private and public schools.

The study of Natural History including Mineralogy and Geology, Botany, and Zoology, makes the pupil familiar with rocks, minerals, and soils, and with the various forms of plants and animals, and thus enables him to understand and ultimately make available some of the vast resources of nature. This study also trains the pupil to habits of accurate observation, careful comparison, vigorous and logical thinking; it leads to the power of broad generalization, to the enjoyment of the works of nature, a comprehension of the plan revealed in the material world, and gives higher and nobler ideas of the Great Author of Nature.

Until a comparatively recent time the study of Natural History has made but little progress in the public schools. Many, even of the good teachers, have not had the opportunity of preparing themselves to teach this subject; and the necessary aids to the work, that is, books and charts, have been few. But now there are good books and charts in abundance, to aid in this important work, and earnest teachers can easily prepare themselves to give valuable instruction in the leading facts and principles of Natural History.

Besides studying the general subject of Zoology as it is treated in the text-books, the successful teacher will interest the pupils in the study of some particular group of animals, taking perhaps one group one year and another the next, and so on. For example, he may direct their attention specially to birds, and train them to notice each new comer from the warm regions of the South; to note the date of its arrival; to notice its form and the colours of its plumage; its manner of flight; its song; its habits of feeding; and the manner of making its nest and of rearing its young. Such training may lead some to become professional ornithologists, and thus ultimately advance the cause of science. Or, the teacher may interest the pupils in the study of insects. He may encourage them to make a collection, and to learn the names and habits of all the kinds of insects in the township, county, or State, and what kinds of insects are injurious to the crops of the farm, orchard and garden; what kinds are beneficial to the farmer and gardener. Thus some may become entomologists. Observations thus made

may be of the greatest practical advantage to our country. Millions of dollars' worth of crops are destroyed yearly by insects; and their ravages will never be successfully prevented till their habits are fully understood; and these habits can only be learned by patient observation.

Children should early be trained to observe and to describe accurately.

In making collections of insects, it is well to get the larvæ and pupæ, as well as the imagos or adult insects. Many specimens of cocoons—that is, pupæ with silken coverings—may be obtained from the bushes and trees during the winter; these may be kept in a cool room till the imago comes forth; and then the collector has both the cocoon and perfect insect for his collection; and thereby he also learns what kind of an insect comes from a given cocoon. Larvæ and pupæ may be preserved in strong alcohol; cocoons may be kept in little boxes, or pinned to the bottom of a shallow box; and the perfect insects may also be pinned to the bottom of shallow boxes.

In catching insects, one needs to use a light net. Beetles, bugs, grasshoppers and the like, may be killed by putting them into alcohol. Butterflies, moths and the like, may be killed with one or two drops of benzine on the head. The insect should be killed before putting the pin through it. Beetles should be pinned through the right wing covert; other insects through the thorax. The cases in which insects are preserved, should be made to shut tight, to keep out the dust and little insects that like to prey upon such collections. A piece of sponge saturated with creosote and pinned to the corner of the box or case, drives away those little pests, which otherwise infest zoological collections and do great damage to them, and sometimes utterly destroy them.—*Prof. Tenney in Iowa School Journal.*

2. DISCUSSION AT THE EDUCATIONAL ROOM, BOSTON, ON THE TEACHING OF GEOGRAPHY.

Mr. ARWOOD, of Milton, Chairman of the meeting, opened the discussion, saying that this study is pursued with two objects in view. First, to secure a knowledge of places, and second, as a means of mental discipline. In order to accomplish the first end, some have deemed it sufficient to ask specific questions, which result in the attainment of isolated facts alone. Such an unsystematic method may be useful to mature minds, or may be advantageous in occasional reviews, but when the child is to pursue a course of study in this branch, it will tend to confusion and indefiniteness of ideas. In order to accomplish both the designs of this study, there must be a regular progress from the general to the particular, and also the contrary. In Germany, the children are first taught the geography of their own locality; its elevations, levels and depressions; its waters, moisture, temperature and climate; its soil and its mineral, vegetable and animal productions; its people, with their occupations, condition and form of government. In addition to this, the earth as a whole should be studied, and its grand divisions so accurately known that correct outline maps could be readily drawn. Then, as the interior is learned, maps presenting the natural conditions of the country should be prepared, and as knowledge of the political divisions and location of prominent cities is acquired, the pupil should illustrate his attainments by his delineations. More can be learned by the aid of map-drawing and mapping in a single day than can be in many without them.

Mr. PAYSON. In this study, as in all others, the main point is to secure interest in it on the part of pupils, and when this is done, there can hardly be any method of teaching which will not be successful. The text-book which is used ought never to be considered the only source of information, although it should be the best school geography known. Scholars should be encouraged to acquire from every source such matters of fact or history as will add to the vividness and reality of their knowledge, and the teacher should be even more assiduous than they in attaining the whole subject under consideration. I know a teacher who gives topical instruction, and, subordinate to the topics, brings into her room one or two hundred questions upon them of her own preparation. These she writes upon the blackboards, and the pupils occupy portions of a day in learning to answer them. The next day they are answered very well, and the exercise is made very interesting. Geography may become a dull and useless study if the teacher does not use her best efforts to make it attractive and pleasing.

Mr. METCALF, of Boston. What shall we teach is the question of chief importance. Our text-books present the subjects according to the arrangement of the author, and often in an order which is ill-adapted to the wants of a school. They contain many pages of matter which is of little importance, and omit things of moment. I would not have pupils commit much of the book to memory; nor would I be bound in any respect by its methods or contents. The form of a country should be so well learned that it could be drawn

promptly and accurately. Its water and land boundaries should be well known. Then, inside of the country, I would have the surface considered; the slopes, with the river basins, and the rivers and lakes; and in connection with these, some knowledge of the geological structure should be acquired. Then, with the outline map before them, the soil in different regions may be determined, and the climate ascertained. From these the productions can be readily known. The course and character of the country's drainage should be made a means of determining why many commercial cities and manufacturing villages have been located where they are. At a later period, the boundaries of States, and the condition and occupations of the people are matters of great importance. For accomplishing this work, the lessons should be short and definite, and the teacher must spend abundant time in preparation.

Mr. SMITH. Geography will not be taught in the best manner unless some history is united with it. This fact is hardly recognized in our text-books, and yet the relationship of geography to civilization is apparent to nearly everyone, as soon as his attention is called to it. What can be more interesting than to observe how a country has made its people what they have been and still are, how the occupation for ages has been determined by the locality, and the possibilities of advancement have depended upon the natural opportunities of commercial intercourse? The geography of America cannot be learned unless we have a record of early explorations, discoveries and settlements; nor can a country, city or place, be known, unless we have considered the circumstances of its early history; the great men who have lived there; the great deeds which have been performed; the fruits of enterprise and the memorials of its past. The geography of any region will be barren if it does not abound in the records of what man has been and has done there.

Mr. PUTNAM. Map drawing is all important in the study we are considering, but to be useful, it must be practical. Very nice maps upon Bristol board are interesting to visitors, but are not especially profitable to pupils. In my own school, my assistant has for some time been combining geography and history with great advantage in respect to both branches. The pupils are studying the history of our late rebellion. Each of them has prepared an outline map of the United States upon ordinary drawing paper, and with these before them, they study their history lesson under the teacher's supervision. Whenever a town or city is mentioned, its exact locality is determined, and it is represented upon the map. Wherever a battle was fought, a flag is placed; if erect, it denotes a federal victory, if inverted, a federal defeat; beside it is placed the number and day of the month, and the year. Thus, the defeat of the federals at Bull Run on the 21st of July, 1861, would be represented thus: Bull Run, $\frac{1}{21}$ -61, with an inverted flag. The scholars are allowed to learn as many of these dates as they can without pressure. By this course, the pupils are becoming perfectly familiar with the geography of the South, and its recent history; and each branch is proving an inestimable aid to the other. The wall-maps found in nearly every school afford important help in the study of geography, if used, as it was designed they should be.

Mr. WILLIS. There is one branch of this subject which has proved very interesting to my pupils, and which I venture to call comparative geography. The term might be applied to all points of likeness or dissimilarity between countries, regions or states. To illustrate: years ago, I met somewhere with this arrangement of the areas of the grand divisions, and it has proved of great service, being accurate enough for all ordinary purposes. Europe, area, $3\frac{1}{2}$ millions of square miles; South America, 7 millions, or twice as large; Africa, $10\frac{1}{2}$ millions, or three times as large. Then North America has 8 millions of square miles; and Asia has 16 millions, or is twice as large. I have since ascertained that Australia is about the same size as Europe. Is it commonly thought that Arabia is as large as all of the United States east of the Mississippi; that Newfoundland is equal in area to New York State, and Lake Superior equal to Ireland? How many have noticed that Illinois has a length equal to the distance from Albany to Richmond, and that California stretches through the same ten degrees of latitude which separate Boston from Charleston, S.C.? Scholars are surprised on learning these facts, and a few such occasionally presented will make them watchful for like resemblances. One cause of ignorance and error in these respects arises from the varying scales of miles, according to which different maps in the same atlas are prepared. If Massachusetts, Rhode Island and Connecticut, make as large a map as Great Britain and Ireland, the child is apt to consider them of about the same size, unless his attention is called to the matter, or the respective areas are committed to memory. Large wall-maps of the hemispheres can be made of great service in this exercise, and should be consulted at times, to remove this wrong idea in respect to size, which must arise from the maps in the text-book. On another point I wish to ask a question. With

nearly every new geography which is published, the teacher is obliged to acquire a new pronunciation of names, and I desire to know if we cannot secure some standard authority, whose decisions shall be adopted in the pronouncing vocabularies, which are appended to most geographies?

Mr. M. G. DANIELL. Our dictionaries and gazetteers furnish ways of pronouncing the names, and yet the methods are so numerous that almost any pronunciation can find authority to sustain it. The great question now seems to be shall we Anglicize foreign names, or give them as they are given in their own country? My opinion is that we should speak then as we speak our own tongue, including, of course, similar foreign words which have been fully adopted into our own tongue. We do not pronounce Paris without the *s* as the French do, but Bordeaux is uttered the same in both languages.

A good method of making young children familiar with the shape, position and relative size of the different states and territories in the Union, I have found to be in having blocks cut out, of the shape of the States, and then letting these be put together after the manner of a puzzle called the "Dissected Map." By this course the boundaries are learned without any conscious mental effort to acquire them.—*Massachusetts Teacher.*

2. HOW SHALL GEOGRAPHY BE TAUGHT IN OUR PUBLIC SCHOOLS?

First, then, I would have, with the youngest pupils, say eight or nine years of age, certain preliminary work done, such as conveying to their minds by means of globes, maps, drawings upon the blackboard, etc., an idea of the form, size and motions of the earth; its division by circles, and generally such matter as is usually found in the first part of almost any Primary Geography. All this, however, should be taught before the pupil is allowed to have a book. This work being done, the pupil is prepared to take one step in advance. I would now place before the class a large map of North America, and point out very carefully the physical characteristics of the continent, its shape, mountain systems, slopes, drainage, etc., and its position as affecting its climate.

I would next study the country somewhat more in detail, taking first New England, next the Middle States, and then the Southern and Western, British and Danish America, Mexico, Central America and the West Indies. Of these I would first study the surface, and the pupil should be exercised in describing the surface of a country, standing during the recitation, at the map, and pointing out the particular portion of country under consideration. He will thus not only be gaining in geographical knowledge, but also in the power of expressing what he already knows. After the *surface* the topics would succeed each other in nearly the following order, any slight variations not making any difference:—Soil, climate, productions (animal, vegetable and mineral), drainage, large cities, and business of people. These topics should be written upon the blackboard until committed by the class, and the order insisted upon, that the knowledge may be systematized in the mind of the pupil.

Every day I would have five or ten minutes given to drawing a map of the country under consideration, from memory; the map to show the outline, mountains, rivers, principal towns, etc. The improvement in map-drawing would be very rapid, as any teacher will testify who has ever tried it.

Such in brief is my *plan*. I do not claim any originality or superiority in respect to it. I only claim that it has some advantages, especially over no plan at all.

No method, however good, will succeed in the hands of a poor teacher. So long as the great mass of our teachers spend no time at all in special preparation for school-work, so long as they confine themselves strictly to the text-book, educating (if it can be called education) the memory at the expense of all the other faculties, so long may we look only for failures and thank God for the unseen forces in the child's mind, which will develop it in spite of us, and give a measure of success which we had no right to expect.—*Massachusetts Teacher.*

3. HOW TO TEACH DRAWING.

The most economical, and it seems to me, the best plan, would be to instruct the teachers in a uniform and practical system of drawing, as otherwise drawing teachers must be employed to carry out the system in a successful manner. Drawing should be taught in our public schools, not with a view to training artists or "picture makers," but the principal aim should be to train the hand and the eye of the pupils for practical purposes. When the pupils are prepared in the elementary exercises, they should commence drawing from geometrical figures, made of wood or paste-board, which is practical perspective, and includes an explanation of the

rules of perspective. This is one of the most important branches of object drawing. This practice gives great facility in drawing all objects as they appear to the eye, and in arriving at a true expression of nature. When sufficient progress has been made, simple ornaments should be introduced on charts on a large scale, and explained by the use of the blackboard. The ornaments presented for the study of outline should be composed of a few simple elementary lines, easily analyzed and understood. These ornaments should be resolved into their elementary lines, as a word is resolved into the letters of which it is composed. The anatomy of drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil that a perfect understanding of the principles of drawing cannot fail to be the result. After the pupils have drawn the figure correctly from the blackboard or chart, the pattern should be removed, and they should be required to make the same drawing from memory. This exercise will greatly strengthen the memory in form and design. Many pupils draw for years, and yet are unable to produce a simple figure from memory, much less to make a design. Drawing should be read and understood, then it should be fixed in the memory. It should be made useful and practical, like writing, for it is really only another mode of writing, fitted to convey and express thought in many cases in which language alone entirely fails to give an adequate idea.

The use of the blackboard is invaluable in training large classes. Small patterns placed within reach of the pupils are too great a temptation to mechanical measurement, which is a serious drawback in the correct training of the eye.

When pupils in the higher classes have acquired a good degree of skill in analyzing and combining, *shading* may be introduced, either from plaster models or natural objects; and geometrical drawing and linear perspective should also be taught. Where a High School is maintained, it should have the benefit of a professional drawing master. Select pupils from other schools might, as a mark of distinction, be sent to the High School to receive special instruction in drawing.

I have no doubt that the introduction of elementary drawing into all our public schools would prove a wise economy, tending to make the community richer by making all our mechanics more tasteful and skilful, and by developing talent and genius that would otherwise be unproductive.—*Louis Bail, of Scientific School in report of Connecticut Board of Education.*

IV. Miscellaneous.

1. WHY DON'T PARENTS VISIT THE SCHOOLS?

A Lament by a Little Pupil, sung at a recent School Exhibition.

From morning 'till noon, from noon 'till night,
We sit in the school-room to read and write,
To learn and improve, or to whisper and stare,
But parents, dear parents, they never come there.

CHORUS—

Oh dear—what can the matter be?
Parents don't visit the schools.

From the first of the year to the end of the same,
They never come near us, to praise or to blame—
They're always lamenting—they can't spare a day,
Their business is pressing—at least so they say.

CHORUS.

They've plenty of time for the store and the inn,
They've plenty of time if a neighbour drops in,
They've plenty of time to visit and talk,
But no time to school to take a short walk.

CHORUS.

Sometimes it's distressing to hear them complain
That their cash and our time are spent all in vain,
That the scholars are dunce, the teachers are fools—
More need for the parents to visit the schools.

CHORUS.

For day after day and for week after week,
To improve in our knowledge and learning we seek,
It's "stand up in the class," and it's go to your seats"—
But the face of a parent we never can greet.

CHORUS.

Now parents, dear parents, we hope and we pray
You'll visit this school some sunshiny day;
If you only come once you will soon come again,
And of time that's so spent you will never complain.

S. W. G.

2. BAD SPELLING IN NEWSPAPERS.

Nearly every newspaper we pick up—spells these words incorrectly :

Innuendo. *Innuo*, from which it is derived, would look very strange with one *n*.

Vilify. It is as difficult to get this word set up with one *l* as it is to have innuendo printed with two *n*'s. Like vilipend, it is from *vilis*, vile, and ought to be as easily spelled.

Enciente. This word is not spelled correctly, or pronounced properly, one time in five hundred. The *e* precedes the *i*, and it is a word of two syllables, not of three—pronounced ang-sant or ensant. In Blackstone it is spelled encint.

Vying. People will insist upon spelling this vieing. Dieing, from die, would be equally proper.

Supersede is often printed supercede, as it was in an article in this paper the other day, although we spelled it properly in the copy, and corrected it in the proof.

Sibyl is found with *y* in the first syllable in books otherwise faultless.

Inflammation, inflammatory, inflammable, are from *flamme*, and have two *m*'s.

Siege and seize, with many other words having *ie* or *ei*, are often incorrectly printed.

A few other words may be added—Apostasy, ecstasy, diphthong, embarrassment, harass, bouquet, ennoble, stereotype, rythm, siphon, Apollo, apropos, siren, withhold, threshold, Britannia, Britany, Waverley, Macaulay, Gibraltar, aerial, aerated, aeronaut, separate, Carthaginian, connoisseur, exorbitant, exonerate, and Catiline—the last word being the most unfortunate one in the whole list. Lowell says that the only thing on which all Members of Congress agree is the wrong spelling of Catiline.

Dogberry told "neighbor Francis Seacoal" that, "to be a well-favoured man is the gift of fortune, but to write and read comes by nature"—and there are many of that way of thinking.—*Chicago Journal*.

3. GROWTH OF RAILWAYS IN THE UNITED STATES.

Mr. Henry V. Poor has recently published a work which presents some very remarkable facts in connection with the rise, progress, and present condition of the railway interest in the States. On the 1st of January, 1869, there were in operation within the Union 42,255 miles of line, the cost of which amounted to about eighteen thousand millions of dollars. During the year 1868 seventy-five millions of tons of goods had been transported over these, the estimated value of which was \$10,472,250,000. In 1848 there were 5,599 miles of railway—the yearly number of miles constructed from the first, in 1830, being about three hundred and eleven. From 1848 to 1860, the yearly number rose to about one thousand nine hundred and twenty-five miles, or twenty-five thousand and thirty-seven miles in all. During the civil war, three thousand two hundred and seventy-three miles were constructed, and since 1864, eight thousand three hundred and forty-seven miles have been opened. The number of miles opened last year was two thousand nine hundred and seventy-nine. There are, at present, in progress, about fifteen thousand miles, of which it is calculated five thousand will be finished during the current year. Over ordinary roads it is calculated that wheat will bear to be transported two hundred and fifty miles, and be sold at a profit. Indian corn only one hundred and twenty-five. On railroads, however, we are told wheat may be thus carried three thousand two hundred miles, which, however, we doubt. The earnings of American railways are more than double those of English ones per mile, but their operating expenses are very much larger. There is every likelihood of the increase being still greater in the year immediately following the present. Sanguine Americans reckon that in 1880 the population of the States will amount to fifty millions, and its railroad mileage to about seventy thousand, and we should not be at all surprised if their expectations were realized.

4. STICK TO THE PLOUGH AND PLANE BOYS.

The following we take from the *American Agriculturist* for June. It is good advice, the best, and given by one who knows. Let it be read and appreciated by all :—

"Don't come to the city, my boy. Your chance, in the long run, is better where you are. Hundreds, indeed, make fortunes here, but thousands live wearisome and even suffering lives in the city. Clerks have larger salaries than young farmers, but then their expenses for boarding, clothes, and amusements, are so much larger, that less is saved at the end of the year. Then the temptations of the city are so strong and so constant that few young men resist

them. Not many young city clerks, even if they avoid bad company, are able early in life to have a house of their own. A young man in the country, soon after his time becomes his own, can secure capital enough, with an economical wife to set up house for himself, and have a quiet, comfortable, and even beautiful little home of his own. One of the wealthiest men in Boston, who died a few years since, said the happiest years of his life were passed when he was gathering, very slowly, the beginnings of his fortune. When he married, he and his wife were worth, each, twenty-five cents, and they laboured lovingly and happily together. This was a small fortune for to commence upon, but they were worth hundreds of thousands when they died, gathered by economical labour. The writer knows an excellent young man in this city who is nearly thirty. He has long been engaged to a young lady of fine talents and a good temper. It would be a great comfort to both to be married; but then, his salary, although quite large would not support them in the style of life to which the young woman has been accustomed in her own home. Besides, the position of clerks is very uncertain. By the failure of what was considered one of the strongest houses in the city, this young man was thrown out of place and salary for six months. Stick to the plough then, or to some solid, wholesome trade. You will be sure of a comfortable living. You can earlier have a home of your own, and you will be less exposed to the constant changes in business, which destroy at one blow the earnings of years."

5. WANTED—A BOY WITH TEN POINTS.

1. Honest. 2. Pure. 3. Intelligent. 4. Active. 5. Industrious. 6. Obedient. 7. Steady. 8. Obliging. 9. Polite. 10. Neat. One thousand first-rate places are open for one thousand boys who come up to the standard. Each boy can suit his taste as to the kind of business he would prefer. The places are ready in any kind of occupation. Many of them are already filled by boys who lack some of the most important points, but they will soon be vacant. One is in an office not far from where we write. The lad who has the situation is losing his first point. He likes to attend the circus and theatre. This costs more money than he can afford, but somehow he manages to be there frequently. His employers are quietly watching to learn how he gets so much spending money; they will soon discover a leak in the money drawer, detect the dishonest boy, and his place will be ready for some one who is now getting ready for it by observing point No. 1, and being truthful in all his ways. Some situations will soon be vacant, because the boys have been poisoned by reading bad books, such as they would not dare to show to their fathers, and would be ashamed to have their mothers see. The impure thoughts suggested by these books will lead to vicious acts; the boys will be ruined, and their places must be filled. Who will be ready for one of these vacancies? Distinguished lawyers, useful ministers, skilful physicians, successful merchants, must all soon leave their places for somebody else to fill. One by one they are removed by death. Mind your ten points, boys; they will prepare you to step into vacancies in the front rank. Every man who is worthy to employ a boy is looking for you, if you have the points. Do not fear that you will be overlooked. A young person having these qualities will shine as plainly as a star at night. We have named ten points that go toward making up the character of a successful boy, so that they can be easily remembered. You can imagine one on each finger, and so keep them in mind, they will be worth more than diamond rings, and you will then never be ashamed to "show your hand."—*Exchange*.

6. LOVE OF THE BEAUTIFUL IN CHILDREN.

Place a young girl under the care of a kind-hearted, graceful woman, and she, unconsciously to herself, grows into a graceful lady. Place a boy in the establishment of a thorough-going, straightforward business man, and the boy becomes a self-reliant, practical business man. Children are susceptible creatures, and circumstances, and scenes, and actions always impress. As you influence them, not by arbitrary rules, nor by stern example alone, but in many other ways they speak through beautiful forms, pretty pictures, etc., so they will grow. Teach your children then, to love the beautiful. Give them a corner in the garden for flowers; encourage them to put it in the shape of hanging baskets; allow them to have their favourite trees; learn them to wander in the prettiest woodlets; show them where they can best view the sunset; rouse them in the morning, not with the stern "time to work," but with the enthusiastic "see the beautiful sunrise!" buy for them pretty pictures, and encourage them to decorate their rooms in his or her childish way, give them an inch and they will go a mile. Allow them the privilege and they will make your home beautiful.

V. Monthly Report on Meteorology of the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for August, 1869.

OBSERVERS:—Barrie—H. B. Spotton, Esq., M.A.; Belleville—A. Burdon, Esq.; Cornwall—J. L. Bradbury, Esq., M.A.; Goderich—James Preston, Esq., B.A.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—James W. Wadsworth, Esq., M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGE, MONTHLY MEANS, TEMPERATURE OF THE AIR, DAILY RANGE, HIGHEST, LOWEST, WARMEST DAY, COLDEST DAY, TENSION OF VAPOUR, MONTHLY MEANS.

Approximation. d On Lake Simcoe e Near Lake Ontario (on Bay of Quinte). f On St. Lawrence. g On Lake Ontario. h On Lake Huron. i On Lake Ontario. j Close to Lake Erie. m On the Ottawa River. l Close to Lake Erie. n On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, A U R O R A S.

* The Barometer at Cornwall was not in working order this month.
a Where the clouds have contrary motions, the higher current is entered here.
b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.
REMARKS:—On 13th and 19th, lightning and thunder with rain. 30th fog on 18th, and wind storm on 20th. Rain on 2nd, 3rd, 4th, 14th, to cloudiness. Rain 3rd, 6th, 11th, 16th, 25th, 28th. Month remarkable for unseasonable coldness; on five days only did the mean temperature exceed 70°, and on warmest day it only reached 77°. 03. BELLEVILLE.—On 11th, thunder; 30th, lightning, thunder and rain. CORNWALL.—On 7th, partial eclipse of sun indistinctly visible, owing to cloudiness. Rain 3rd, 6th, 11th, 16th, 25th, 28th. Month remarkable for unseasonable coldness; on five days only did the mean temperature exceed 70°, and on warmest day it only reached 77°. 03. GODERICH.—On 7th, sky perfectly clear during eclipse. 12th, thun-

der; 19th and 20th, lightning. 4th and 25th, lightning with thunder. 2nd, 20th and 27th, thunder with rain. 28th, lightning and thunder, with rain. 16th, rainbow in S.E. at 7.10 p.m., small arc. 24th, during the auroral display, a belt of auroral cloud formed at 9 p.m., extending from a point about 8° W. of N. through the zenith to 1° N. of the full moon in E.; it was about 1° 30' in width, very regular at first, and quite distinct; in fifteen minutes it seemed to break into cirri, and afterwards a new one formed, but less regular, and moving S. gradually for about 10°; this again became dim, and was replaced by a third, which faded away after 10 o'clock. Wind storms 14th, 15th, 19th, 20th, 25th. Fogs 11th, 12th, 13th, 19th, 21st, 28th. Rain 2nd, 4th, 10th, 13th, 14th, 20th, 21st, 25th, 27th, 28th. Month cloudy, cold, and rather wet, the 31st very cold; a severe frost occurred this day in Township of Colborne, four miles from this station, which killed cucumbers, beans, &c. Potatoes, generally rotting in adjacent county, and much wheat affected with rust.

HAMILTON.—On 12th, ordinary meteor in N.W. 40° high, fell W. 14th, thunder with rain. 20th and 28th, lightning and thunder, with rain. 20th, rainbow at 5.30 p.m. 21st and 28th, perfect saturation in the mornings. 24th, peculiar aurora: at 9 p.m., light auroral clouds spread all over Z, pointing to N. a little E.; at 9.15 p.m., noticed a band of light auroral matter, a little N of Z, extending from horizon E to NW about 2° wide. Wind storms 2nd, 3rd, 5th, 7th, 9th, 10th, 13th, 14th, 18th, 19th, 20th, 21st. Fog on 12th. Rain, 2nd, 4th, 13th, 14th, 16th, 20th, 21st, 25th, 26th, 28th.

PEMBROKE.—On 6th, at night, the northern half of the sky covered with waves and streamers of a pale green colour. 8th, shooting star, with long trail NW, at 9 p.m. 15th, heavy wind and rain storm caused the wheat to lodge. 19th, lightning, thunder and rain. Wind storms 3rd, 5th, 6th, 11th, 13th, 15th, 20th, 25th, 26th, 30th, 31st. Fogs 12th, 19th, (slight), 23rd, 28th. Rain 2nd, 3rd, 4th, 5th, 15th, 16th, 17th, 19th, 20th, 25th, 28th, 30th, 31st.

PETERBOROUGH.—On 3rd, meteor observed suddenly rushing horizontally along EZ from N. to S., leaving long train. 4th, two small falling stars observed at 10.15 p.m. 5th, a few light streamers observed at NH shortly before N. 6th, faint auroral light at NH. 9th, 10th and 11th, several falling stars observed. 13th and 14th, lightning, thunder and rain. 19th, at 7 a.m., about 6° E of Z, a small perfect segment of rainbow observed, bearing about N and S about 8°, no rain, or appearance of it, all prismatic colours perfect. 19th, lightning. 20th, thunder. 24th, arch of auroral light NNW to NNE about 5° in width, both edges well defined; after a short time it suddenly resolved itself into streamers, continuing till nearly midnight. 26th, first observed that the swallows had left the town, but are still about the lakes. 30th, remarkably chilly about sunset. 31st, excessively chilly. 26th, very bright meteor at WZ, falling perpendicularly. 28th, several small falling stars. 30th, fine rocket-like meteor in WZ, very rapid, moving horizontally, expanded into a large blue flame, and then disappeared, leaving a phosphorescent-looking train. Frost 7th, 14th, 31st. Fog 14th. Rain 1st, 4th, 13th—16th, 20th, 21st, 28th. Month very unseasonable. As during last month a frequent occurrence of two strata of clouds, atmosphere always more or less hazy; weather occasionally chilly. No grasshoppers, but an unusual prevalence of snails. Crops everywhere luxuriant.

SIMCOE.—Very violent storm of rain on 25th, at 10 a.m., from NW. Frost 30th, 31st. Wind storms 2nd, 25th. Fog 31st. Rain 2nd, 3rd, 4th, 13th, 14th, 21st, 25th, 27th, 28th. Lightning and thunder, with rain, on 4th, 13th, 14th, 25th. On 7th, brilliant meteor at 7.15 p.m., SE by S, near horizon, it was of a silver white colour, and seemed to break, just before its disappearance, into a shower of stars, which were very brilliant, notwithstanding the day-light; it was also observed 25 miles NW of Simcoe.

STRATFORD.—On 2nd, thunder and rain. 12th, lightning and thunder. 13th, 14th, 27th, 28th, lightning, thunder and rain. Frost, 7th. Wind storm, 14th. Fogs, 12th, 18th, 19th. Rain, 2nd, 4th, 10th, 13th, 14th, 15th, 21st, 25th, 27th, 28th.

WINDSOR.—On 2nd, meteor in NW towards N, 50° high; splendid meteor in E towards S, 80° high. 7th, fine meteor in N towards W, 50° high; meteor in W towards H. 9th, meteor in N towards H. 13th, lunar halo, also 14th, and 15th, 17th, very large lunar halo. 24th, lunar halo; meteor in N towards H. 26th, lunar halo. Lightning 25th and 27th. Lightning, thunder and rain, 2nd, 4th, 14th, 20th, 25th, 27th, 28th. Wind storms, 2nd, 4th, 5th, 15th, 19th. Rain, 2nd, 4th, 11th, 14th, 16th, 20th, 21st, 25th, 27th, 18th.

THE ECLIPSE.

The great solar eclipse was seen in Toronto to great advantage. The sky was cloudless, the sun shone out brilliantly, and everything was favorable to a complete observation of the phenomenon. At the very moment which astronomers indicated—4:44 p. m.—the shadow touched the lower disc of the sun. Slowly it kept creeping over it till, when the obscuration was at its greatest, nothing was seen of the brilliant orb but a streak resembling a new moon. The effect of the obscuration on the appearance of nature was exceedingly striking, especially as seen from the bay. The sky lost its brilliancy, and the clear blue deepened into a sombre dark. The bosom of the water ceased to reflect the broad track of sparkling sunlight, and had that peculiar appearance which characterizes it when the sky is overcast with dark clouds, and a thunderstorm is about to descend; whilst the city and the lakeshore and the trees behind became dim, and had a strange, mysterious, wierdly aspect. Birds and fowls, we understand, in many instances showed a strange restlessness and bewilderment, and the cattle seemed terrified at the mysterious gloom. This, however, lasted only a few minutes, for the shadow gradually wore away, and by half-past six the sky was as clear, and the waters as sparkling, and the spires as glittering,

and the birds as lively as ever. It was a striking sight, and manifested in a peculiar way the wonderful character of the machinery of the universe. Did it strike any of our young readers what would be the effect upon the earth if the shadow had crept over the whole disc, and remained there for a few weeks? First of all, we would have been in horrible darkness, and all the moisture in the atmosphere would have fallen in one terrible shroud, and the air would have become cold to a degree of which we have no conception. Nothing could survive that fearful cold. In three days nothing would be alive but the monsters that wallow in deep ocean, and the blind reptiles that have their haunts away under the earth; and the world would just have been in the state it was long ago, when, as we are told, "the earth was void, and darkness was upon the face of the deep."

Doubtless, on Saturday, the question as to the cause of the eclipse was put by many a boy, and we know that it was put by boys who ought to have known all about it, if their education had just been of the right sort; and probably the question was put to many who knew just as little about it as the boys themselves did; we will, therefore, try and give a brief illustration of the rationale of eclipses. An eclipse of the sun is produced by the moon passing between the earth and sun, and thus, according to circumstances, cutting off a part or whole of its surface from our view. Hence an eclipse of the sun happens only when the moon is in conjunction, that is at new moon. The eclipse may be *total* when the whole of the sun's disc is obscured; *partial*, when only a part of its surface is obscured; *Annular*, when the moon cuts off all inner circle, leaving a luminous ring around the part obscured. The distances of the earth, sun and moon from each other are the circumstances which determine the nature of the eclipse. Now the shadow thrown by any spherical body, such as the moon, is a cone, and sometimes the apex, or pointed extremity of this cone does not reach the earth; sometimes it just touches it, and sometimes it is so long that it could reach a point within the surface of the earth, and then there is a spot on the earth where the sun is entirely obscured. This last was the case Saturday. The shadowy cone thrown by the moon not only touched the earth, but the point of the cone, if it could have pierced through the surface, would have gone away into the earth a considerable distance, so that the surface of the earth broke off the end of the cone, where its diameter was about 140 miles; so that all along the surface of the earth there was during the eclipse always a circle 140 miles in diameter, where the sun was completely hidden from view. Outside of this circle the obscuration was always the greater, and the nearer any place was to it, it grew less in proportion to the distance any place was from it, and Toronto not being very far north of the track, 9½ digits of the sun was hidden. An annular eclipse happens when the apex of the cone does not reach the earth, for then any one standing in the line of the perpendicular of the cone, will have part only of the sun's surface cut off from his view, namely, the central part, leaving a luminous ring all round the moon's shadow. It may be asked, why have we not an eclipse of the sun every month, when the sun and moon are in conjunction? So we would if the moon and the ecliptic were in the same plane; but the planes are not parallel, for the plane of the moon's orbit is inclined upwards of five degrees to the ecliptic, and at most times of conjunction she is too far out of the plane of the ecliptic to have any part of her body in the same line next the earth and sun, which is necessary to cause an eclipse.

Eclipses recur at certain regular intervals, which have been ascertained with considerable exactness. There is a great lunar cycle of 18 years and 10 days, in which the sun and moon return to the same respective positions, and after which we have some series of eclipses repeated, though they may be visible from very different places.—*Globe*.

VI. Educational Intelligence.

—CITY SCHOOLS.—The annual distribution of Prizes among the city schools was held in the St. Lawrence Hall. His Worship the Mayor, S. B. Harman, Esq., expressed the pleasure he felt at presiding over this meeting, and as a proof of this he had foregone a journey to Montreal in order to be present this evening. He could truly say that education is a subject that has engrossed his attention from his infancy. He could look back with pleasure on what he had done for the cause of education amongst the negro population of the West Indies. Regarding our Common Schools, he was confident, that whatever progress Canada was making otherwise in the matter of education, she was laying a broad and sure foundation. He quoted a few statistics of our Common School system. In the 42 counties of Ontario, in 1867, there were some

4400 Common Schools. In these were 4890 teachers, and the salaries of those teachers amounted last year to \$1,095,000. He found that the system was spreading and had reached Algoma, where there were 3 Common Schools. He had often to take strangers round the institutions of the city, and none of these delighted him more than their great centre, the Norman School. He would not further trespass on their time with general remarks. In Toronto there are nine schools. These have cost \$100,000 and are presided over by 45 teachers who were labouring arduously and successfully in their various spheres. The general attendance was about 4,000. But in the city it was calculated that there were 11,000 of school population which showed that something more was wanted to be done. With this fact before them, he urged on those present to push forward the Common School system in every street and every house until their schools were filled to repletion. Some had advocated the compulsory system, but without entering upon this subject, he would only say, that seeing we were all taxed for these schools, it may probably become a question for the Legislature to consider whether it might not be good policy to introduce some system of compulsory education. The Secretary, Mr. G. A. Barber, read Examiners' report. Rev. Dr. Ryerson eulogised the principles on which the schools were conducted and especially that part of it which made a distinction between the idle and the negligent. He congratulated them also on having the able assistance and experience of their excellent superintendent. With regard to the statistics of the system generally, he could inform them that those of last year surpass those of any former year. Last year, the expenditure of the Common School system amounted to \$1,700,000. This was not granted by any Legislature but was the spontaneous outlay of a willing people. In fact, their system was essentially voluntary in its nature, and surpassed in this respect the school system of every other country. He congratulated the country on the strides their system was making, and whoever might live to see it, would see it advance yet further, till every man and every child in this fair country would be thoroughly educated and thoroughly intelligent. The Rev. Dr. Jennings said that he joined with the last speaker in congratulating the young friends he saw before him on the success they had achieved, and stated that while he had the opportunity he would remark that there seemed to be something of a hiatus in our Common School system. We had the lower rung in the ladder all right; but the middle and upper ones were all wrong. This would not have been the case had not the Upper Canada College got the means which properly belonged to the Toronto Grammar School. The latter, however, was doing its duty well under opposing circumstances. He had no doubt the uninviting appearance of the building militated strongly against its success, because both the boys and their parents wished to have the school which they patronized conducted in a good building. He had nothing to say against Upper Canada College, but he thought that the expense of education in that institution was such as to prohibit a great many from attending it who would wish to do so. The speaker next referred to the education of young ladies in the city, and suggested the advisability of the authorities providing a Grammar School, in which girls, as well as boys, could enjoy the advantages of such education as was to be had in such an institution. A proper building erected and applied to that purpose would, he had no doubt, be a great benefit to the city of Toronto. Archdeacon Fuller said perhaps there was no person present who could look back so far in his school days in Toronto. Half a century ago he had attended school in Toronto, but things were different then from what they are now. There was no algebra or mensuration in those days, and the children of our day ought to be thankful for the privileges they enjoy. One remark he wished to make, viz., that he thought their schools did not go low enough. They wanted some more schools specially adapted to the wants of their arab population. It was a sad fact that was stated, that there were six thousand who ought to attend school who did not, and he trusted their excellent Chief Superintendent would keep this in view when he brought in his new educational measure, and introduce this element into it, and

thus render it more than ever the pride of the inhabitants of Ontario. Rev. Mr. Gregg urged the children to persevere in their studies, and gave a worthy example of a poor boy—the father of Sir William Thompson—having risen to eminence by pursuing his studies attentively, and trusted that the children he then addressed would profit by remembering this example. Hon. M. C. Cameron was pleased to observe that these combined examinations were conducted without regard to race or color—many of the colored children having been successful in carrying off prizes from their white companions. He spoke in high terms of the success which had attended the labours of the respected Superintendent of Education, who had spent nearly half a life-time in bringing the Common School system to its present state of perfection, and said that Dr. Ryerson might well feel proud of the honor which he had won in his efforts in behalf of Common Schools. The successful pupils were then called forward, and were presented by the Mayor with the prizes which had been awarded them. Rev. Mr. Porter then stated that during the previous day no less than five hundred certificates of honor had been distributed in the various schools—certificates, he might say, which were as valuable as those presented that evening. Ald. Baxter wished to make an explanation, which he deemed necessary on account of a statement which had been made by a couple of the previous speakers to the effect, that although Toronto had a school population of 11,000, only 4,000 were in attendance at the schools. Now he had to admit that at the best Toronto was bad enough in this respect, but he did not wish this fair city to be misrepresented. The meeting should remember that when all the children who attended Upper Canada College, the various private schools and the separate schools, were taken into account a very considerable number more than 4,000 children attended school in this city. The Rev. Mr. King then pronounced the benediction and the meeting separated.—*Globe and Leader*.

—EDUCATION IN PERTH.—An elaborate report was read from Mr. W. Rath, L. S. of schools, in which he stated that in the 42 schools under his charge in 1868, 13 teachers held Normal School certificates, distributed thus:—Ellice 2; Hibbert 1; Fullarton 5; Blanshard 5. The average salaries were,—in Ellice, \$273; Logan, \$280; Hibbert, \$328; Fullarton, \$369; Blanshard, \$337. Fullarton was entitled to bear the palm in the superiority of its schools (hear, hear from the deputy-reeve); but Ellice was waking up, and both Logan and Ellice showed a respectable increase in the attendance for '68 over '67. The average number of children in his division not attending school was 9 per cent. of the school population—thus there would be 100 neglected children in each township. He bore testimony to the efficiency of the Perth Board of Public instruction; and concluded by reporting favourably of the progress of the schools under his charge during the past two years. A report was also read from Rev. Mr. Drummond, L.S.S. for Downie and South Easthope, and from Rev. A. E. Miller, L.S.S. for Elma and Wallace, containing a large amount of information regarding the schools in their districts. Mr. Drummond concluded by referring in terms of praise to the munificent donation of James Trow, Esq., M.P.P., to each of the sections in his district. "Such an act displays the deep interest he (the donor) takes in the cause of education. And cannot fail to induce other prominent men to take a livelier interest in those matters upon which the prosperity of the country will by and bye depend; while directly it encourages the teacher, cheers the children" and tends to make school life happier.

—GIFT TO THE UNIVERSITY LIBRARY.—The library of the University of Toronto has just been enriched by a valuable donation of one hundred and forty volumes, the gift of the well known English publisher, Alexander Macmillan, Esq. They include Biography, Classics, Early English Literature, &c., many of them the carefully prepared editions recently issued from the Clarendon Press, and will constitute a justly prized addition to the shelves of the library of our Provincial University. Mr. Macmillan visited the University in 1867, and sends this gift in token of his high appreciation of the institution, and of the great care and judgment with which its library has been formed. Such liberality cannot be too highly estimated. We shall be glad to record similar acts among our own wealthy Canadians, on

whom the flourishing University of the Province has so much stronger claims.—*Globe*.

—BISHOP'S COLLEGE, LENNOXVILLE.—The Convocation of the University of Bishop's College was held in the College Hall, Lennoxville, Wednesday last, the Chancellor, Hon. Mr. Hale, presiding. The Convocation sermon was preached by the Rev. Mr. Foster, a graduate of the College. In the afternoon, the usual ceremonies took place in the Hall of the College. The Chancellor in his opening address alluded to the late Metropolitan. With respect to the College, he said the proficiency shown this year was as great as on any previous occasion. They had passed through a season of embarrassment, but, through the exercise of wisdom and prudence, a gradual and steady improvement was taking place. The Rev. Principal Nicolls presented the following candidates, upon whom were conferred the following degrees:—Rev. G. M. Innes, M.A., *honoris causa*; G. O. Moffatt, Esq., a trustee of Bishop's College, M.A., *honoris causa*; Maxfield Sheppard, Esq., a trustee of Bishop's College, M.A., *honoris causa*; Rev. W. H. Pridaux, M.A., Lincoln College, Oxford, M.A., *ad eundem*; Rev. W. B. Curran, M.A., in due course. E. A. King, Esq., M.A., in due course. R. D. Mills, B.A.; A. J. Balfour, B.A.; H. Kittson, B.A.; H. Stuart, B.A. For Matriculation—Wadleigh, J. Allan, G. Allan, H. H. Morris, W. G. Moak. The Chancellor called upon the Bishop of Quebec, who presented the following scholarships to the winners:—The Mountain Jubilee Scholarship, A. J. Balfour; Prince of Wales' Scholarship, R. D. Mills; Society for the Propagation of the Gospel Scholarships, R. D. Mills, A. J. Balfour. The oath of allegiance was administered to Mr. Wadleigh, the only matriculant who had not previously taken it. The Bishop of Quebec then read a report of a thorough examination which he had lately made of the College, and which was highly satisfactory. He spoke of the advantages of a scientific education, and made some remarks on the study of the classics. Rev. Mr. Walker and Rev. Mr. Innes also delivered addresses, and Mr. Balfour read the valedictory. The annual meeting of the Alumni Association of the University of Bishop's College was held on Wednesday and Thursday. There was a good attendance, especially of the oldest of the alumni. The following officers were elected for the ensuing year:—Rev. J. Fortin, M.A., President; Fulton, M.A., and G. B. Baker, M.A., Vice-Presidents; Earnest A. W. King, M.A., Secretary-Treasurer. The report of the Alumni Mathematical Tutor gave great satisfaction. Rev. R. C. Lambs, M.A., was re-elected Mathematical Tutor for the ensuing year.—*Witness*.

—CORNELL UNIVERSITY.—The first commencement at Cornell University, the latest born of the Universities of this country, was an occasion of great interest. The graduates numbered eight, and at the close of the exercises prizes were conferred on the students of all the classes to the amount of \$700. No honorary degrees were conferred, and no Latin was used in any of the ceremonies. The remaining classes number about as follows:—Juniors, 25; Sophomores, 45; Freshman, 225; Optional, 50; total, 345. These old class distinctions are to be done away with next year, the students being designated by the titles, first yearman, second yearman, &c. The financial report shows an estimated income next year of \$85,000, with an estimated expenditure of \$51,000. The Treasurer's report covers the whole period from the commencement of the institution down to the present time, and shows receipts amounting to \$171,610, leaving a cash balance on hand of about \$5,000. The amount of gifts to the University during the year, exclusive of gifts to a large amount from Mr. Cornell, were in cash value over \$130,000. Among the same is the gift of the stockholders of Cascadilla Place, who presented to the University their interest, amounting to the \$20,000 in that property. Mr. Cornell owning the balance of that stock it makes Cascadilla Place, in fact, a permanent connection of the University buildings. The further donations are a first-class cylinder printing press from Hoe Brothers, of New York, valued at over \$3,000, and type from George Bruce, Son & Co., valued at \$400. The gift of Goldwin Smith's private library, President White's gift to the library and the art collections amount to \$10,000 in value; the great bell by Mrs. Mary A. White, valued at over \$2,000, and agricultural implements to a considerable amount from various manufacturers. Several additional Professors, resident

and non-resident, were elected, among whom are Chas. E. Schaffer, of Philadelphia, resident, Professor of Analytical Chemistry, Mineralogy and Metallurgy; Mr. John Stanton Gould, non-resident, Professor of Mechanics as applied to agriculture; and Assistant Professor Morris was elected Professor of Mechanics and Director of Machinery.

—FRENCH AND GERMAN EDUCATIONAL EXCHANGE.—By a recent arrangement between the French Minister of Education and the authorities of certain German States, a regular exchange of German and French students in training for professorships at public schools, will henceforth take place between the two countries. While the Germans will finish their education chiefly with regard to French at French seminaries, the young French students are to be admitted free of all expense to the benefits of German colleges for a certain number of years.

—A sort of new series of the *New Dominion Monthly Magazine* has begun with the July number, the changes being slight, but all in the way of improvement. The Magazine will be printed with new type, and the cover, which has been objected to on account of its readiness to soil, will be covered with a more elaborate design. Each number will, as far as practicable, be complete within itself, so that subscriptions may commence at any time. The back numbers since April can still be furnished. It is scarcely necessary to recommend the Magazine which is now well known. Its matter is partly original and partly selected, but all interesting. It has light reading for a leisure hour, and articles of scientific value for the inquiring mind. It has receipts for the kitchen, music for the drawing room, and tales for the nursery. It is in a form that is likely to be preserved, and it may yet be perused by children's children many years hence. The *New Dominion Monthly* has a speciality which should render it valuable to all classes in Canada. It has been favoured with quite a number of sketches of the early history of various parts of the country, with interesting accounts of the adventures and privations of the early settlers, not omitting the French colonists of Acadia and Canada, and of the U. E. Loyalists, and it is intended to collect, as far as possible, all that is strikingly interesting in the early annals of the various parts of the country ere the knowledge be buried in oblivion. A dollar laid out on a good magazine, bears excellent fruit twelve times a year, and the fruit remains of permanent value. Let every father who wishes to please and profit his family secure for them the *New Dominion Monthly*.

VII. Departmental Notices.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

Departmental Notices to Municipal and School Corporations in Ontario.

PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent*, to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent can always be made by the Department, when so deserved.

N.B.—Books and Requisites supplied under these regulations do not cost the Schools more than half price. Thus, for every \$5 sent, \$10 worth of articles at the reduced prices are sent, being equal in value to at least \$12.50 at the ordinary selling rates.

📖 Catalogues and forms of Application will be furnished to School authorities on their application.

* * If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars* for each class of books, *additional* to that sent for Maps, Apparatus, &c., with the proper forms of application for each class.

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—LORD ELGIN.

"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—HORACE MANN.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows:—City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first and third classes.

1. An ordinary *Common School Library* can be established by the Trustees in each school house for the use of the children and rate-payers of the Section.

2. A *General Public Lending Library*, available to all the rate-payers of the Municipality, can be established by the Township or County Council; also,

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone; and

4. A Library in any *Public Institution*, under the control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

It cannot be too strongly urged upon the School Trustees, the importance and even the necessity of providing, (especially during the autumn and winter months), suitable reading books for the pupils in their schools, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge in the Schools, they should provide some agreeable and practical means of gratifying it.

PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

Text-books to be paid for at the net catalogue price. Colleges and Private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

SUNDAY SCHOOL BOOKS, MAPS AND APPARATUS.

Books, Maps, and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that a new edition of the School Acts is now ready. Single copies, 35 cents, including postage. New School Sections will be supplied gratuitously.

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THE next quarterly Convention of the Huron Teachers' Association will be held in the Village of SEAFORTH, on SATURDAY, the NINTH of OCTOBER next, at the hour of TEN o'clock a.m.

SUBJECT OF DEBATE.—"Should all our Common Schools be made free by law as proposed in the new School Bill?"—Geo. A. SIMMONS, Secy., Goderich.

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