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REPORT ON THE EDUCATION DEPARTMENT BY A LARGE SELECT COMMITTEE OF THE LEGISLATIVE ASSEMBLY OF ONTARIO.

At the request of the Chief Superintendent of Education, a large Committee of twenty-three, out of eighty-two members of the Legislative Assembly, (more than one-fourth of the whole House), was appointed to consider the suggestions which he had submitted in his two last official reports, respecting certain amendments to the Grammar and Common School Laws; also to inquire into the management and working of the Education Department.

Various attacks and imputations have been made in past years against the Chief Superintendent and others in the management of the Department, and he was anxious, before retiring from its administration, that the most thorough investigation should be made into the working of the Department by Representatives of the people. The leaders of both parties in the Assembly agreed to the selection and appointment of a large Committee from both sides of the House, and on the 10th of November, "On motion of the Hon. Attorney-General Macdonald," (as we learn from the "Votes and Proceedings" of the House of Assembly,) "a Select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction; with power to send for persons and papers, and to report thereon."

The following is the report of that Committee presented, received and ordered to be printed by the Legislative Assembly, the day before the close of the Session. This report is an ample vindication of the Chief Superintendent, and all who have assisted him, from the imputations long and recklessly thrown upon them by a portion of the public press and other parties; an unquestionable testimony to the fidelity, efficiency and economy with which the Department of Public Instruction has been conducted in its various branches and details.

Such a verdict on the conduct and work of the Chief Superintendent must be a valuable reward for the hostility and toil through which he has passed during nearly a quarter of a century, and must contribute largely to cheer him in his evening of life.

REPORT OF THE COMMON AND GRAMMAR SCHOOL COMMITTEE OF THE HOUSE OF ASSEMBLY.

To the Honorable the Legislative Assembly, Ontario:—

The Select Committee appointed to examine into the working of the Common and Grammar School system of Ontario, together with the Department of Public Instruction, beg leave to present their Report:—

Your Committee have considered the provisions of the law respecting Common and Grammar Schools, and adopted certain resolutions for the amendment thereof, which have been embodied in Bills numbers 119 and 129, now before your honorable House.

Some progress has been made in investigating the management and usefulness of Upper Canada College, but owing to the lateness of the session and the number of persons to be examined, and documents to be considered, the Committee will not be able to report thereon this session. They have also procured returns and other useful information, which have been printed under the order of your honorable House for the use of members.

The Committee visited the Education Office and examined the system of management pursued there, and appointed a sub-Committee for the more careful and extended investigation of that department of the educational system. The result of the labor of that Committee is embodied in their report as adopted and approved by your Committee, and herewith submitted.

Your Committee have to congratulate the country upon the extent and efficiency of its educational system, brought to its present state of usefulness mainly by the indefatigable exertions of the able and venerable Chief Superintendent, the Reverend Doctor Ryerson, seconded by the Council of Public Instruction, and a most efficient staff of officers, together with the liberal provision made by the representatives of the people for the support of education in all its branches.

Your Committee are also much indebted to the Chief Superintendent for the great assistance given to the Committee by him in pursuing their inquiries; and it is matter of regret to the Committee, that the time at their disposal, owing to the many calls upon its members in the discharge of other legislative duties, has prevented the preparation of an extended report upon the subjects embraced in their enquiries.

All which is respectfully submitted.

M. C. CAMERON,
Chairman.

COMMITTEE ROOM,
January 19th, 1869.

REPORT OF THE SUB-COMMITTEE ON THE EDUCATION DEPARTMENT AND DEPOSITORY.

To the Chairman of the Educational Committee:—

The sub-Committee appointed to examine into the internal management of the Educational Department, report:—

That in undertaking the duties assigned to them, they first determined to make a thorough examination into the mode of conducting the financial department.

Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper officers, whose several duties require them to make entries in various books, through which every item can readily be traced.

They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the institution [Trustees School seals merely], and that all expenditures are made by cheque, properly countersigned by the different heads of the department to which they respectively belong.

They find that a perfect system of registration of every communication received by the department is maintained, by means of which the several officers to whose department the communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory and well fitted for securing the same on the most favorable terms. The mode of disposing of the books is equally satisfactory.

Your Committee find that the amount yearly received by the Department from the Municipalities for books, maps, &c., is very considerable, amounting in 1868 to \$20,004 ²⁰/₁₀₀, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department.

In connexion with this subject your Committee submit the following statement, showing the cost of books, maps, &c., and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof, viz:—

The total amount paid for books, maps, &c., imported from 1850 to 1867, was.....	\$271,869 52
Purchases in Montreal	3,990 06
Articles manufactured or purchased in Toronto...	93,146 88
	<hr/>
	\$369,006 46
Freight, agency, packing, printing, insurance, salaries, and expenses.....	73,600 19
	<hr/>
	\$442,606 65

Value of Books, dispatched, Libraries, including the 100 per cent. granted.....	\$123,298 97
Maps, prizes, &c.....	213,993 78
Do sold, without grant, (text books), &c.....	82,182 59
	<hr/>
	\$419,475 34
Grants received from Government on this account, from 1850-67.....	253,518 48
Less remitted Receiver-General	66,378 69
	<hr/>
	\$187,139 79

If we deduct half of the above mentioned amounts	\$123,298 97	213,993 78	337,292 75
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Which is \$168,646 37

We get the amount of goods dispatched over and above what was paid for.	
Taking then the grants.....	\$187,139 79
And deducting the above proportion of goods.....	168,646 37
	<hr/>
	Leaves a balance of..... \$18,493 42

Which amount is fully covered by the stock on hand.

The above is exclusive of the transactions of 1868.

Your Committee in making their investigation have noticed that a considerable amount of extra labour has been performed in the depository and other departments by Messrs. Hodgins, Marling, and Taylor, to whose energies and abilities in a great measure the department is indebted for its present state of efficiency.

The services rendered by these gentlemen, outside of their ordinary business, and during extra hours, has hitherto rendered unnecessary the employment of additional assistance; and having performed these duties for nearly five years, your Committee regret the reduction which has been made in the amount of their emoluments, without relieving them of their extra duties, the result of which will in all probability be an increased expenditure in the shape of additional clerks.

Among other things, the printing of the establishment came under review of your Committee, and they call attention to the fact, that the prices charged by the Queen's printer are in excess of those formerly paid; for instance—

	Copies.	Lovell's Charge.	Queen's Charge.	Printer's Excess.
Journal of Education.....	5520	\$130 00	\$156 50	\$26 50
Board of Trustees Report, 125	125	17 50	28 32	10 82
Scheme for Analysis.....	1000	10 00	15 77	5 77
	<hr/>	<hr/>	<hr/>	<hr/>
	6645	\$157 50	\$200 59	\$43 09*

Your Committee have collected a complete set of the forms and papers used in the department, which they submit for your inspection.

Your Committee have great pleasure in reporting, that the internal management of the Educational Department is most satisfactory.

In conclusion, they would recommend that there be a yearly audit of the books of the department.

All of which is respectfully submitted.

J. McMURRICH,

Chairman sub-Com.

Toronto, January, 1869.

* The Queen's Printer contractors in their explanatory Report to the Hon. the Attorney-General Macdonald, on these charges, conclude as follows:—

"We must acknowledge, however, that we are somewhat surprised that the difference in favor of our contract, admitted by all practical printers to be an exceedingly low one, is not greater than it is; and it is quite evident, after a careful examination of the accounts attached to Mr. Hodgins' report, [to the Chief Superintendent, on the Queen's Printer's Account

for November and December, 1868], that the printing of the Education Department has been most economically managed."—

[EDUCATION OFFICE NOTE.]

Department of Public Instruction for Ontario,
1st February, 1869.

MEMORANDUM ON THE DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools were less than half the number that they now are; there was no auditing of school accounts from them, no payment of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus, prize books and libraries; no Superannuated Teachers' Fund; no Educational Museum; the Grammar Schools did not report, or receive inspection through the Department, and the Separate Schools were not individually dealt with by it. The correspondence of the office at first amounted to less than 500 letters per annum. Since that time, its duties have so increased that it has been found necessary to divide the department into several branches—in each of which more labour is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of the department; and those duties have been much increased by the amended Grammar, Common, and Separate School Acts, as well as by the progress of the school system, and the growing interest of the country in the advancement of education and knowledge. The last Grammar School Act necessitated a close examination of Grammar School Returns and Meteorological Reports, involving much additional time and labour. Some idea may be formed of this increase from the fact that in 1850, the number of letters received amounted to 1180, and in 1867 to 8243. In 1850, the number of letters sent out from the department was 720, and in 1867 it amounted to 5581. Since 1850, there has therefore been an increase of nearly 700 per cent. (300 per cent. increase since 1852) in the number of letters received, and of nearly 800 per cent. (400 per cent. increase since 1852) in the number of letters sent out by the department; and this increase in the correspondence is but a fair indication of the increased labour in the other branches. The several branches into which the department has been divided, are as follows:—

1. *Council of Public Instruction*:—This branch includes the general duties of the Council, as defined by statute; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts; the admission of students and pupils; the care, furnishing, and repairs to the buildings (which have been planned, erected, and completed since 1850); the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, etc., for the students in the Normal School (varying from 100 to 150), and for the 300 pupils in the Model Schools, are supplied upon written requisitions from the Head Master of the Normal School, and approved in writing by the Chief Superintendent. The requisitions are numbered and filed, as the authority for anything done or procured, under the general or special orders of the Council, by whom also all the regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Ontario, are sanctioned, and the text-books used in the schools, and the books for the Public Libraries, are authorized. The law requires the Chief Superintendent to prepare these regulations, and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository*:—This branch includes the providing of the Normal and Model Schools with text-books and stationery; the purchase of maps, globes, and all descriptions of school apparatus for the schools throughout Ontario, and the correspondence relating thereto. These articles had been furnished to the schools to the amount (including also books for Public Libraries and prizes) of \$419,475, up to 31st December, 1867. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe; so much so, that a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about \$40, in order to re-produce them in Edinburgh; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly \$200, for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. Charts and object lessons,

of about the same value, have also been obtained at our depository, for the purpose of introducing object teaching in the Normal and other schools at Oswego and other American towns. During the year 1854, at the suggestion and under the revision of this department, three large maps of British North America were undertaken—one in New York; one in Edinburgh, by Messrs. W. & A. Keith Johnston, Geographers to the Queen; and one in London, by the Messrs. Smith, publishers of the Irish National School Maps. These British maps of Canada and the Eastern Provinces were of the same size and style with the Johnston and National series of large maps of Europe, Asia, etc., and included our latest county and township divisions, lines of railroad, etc. The proofs of those beautiful maps were corrected in this office; and they were published and largely circulated—thus presenting, for the first time to the British public (besides providing them for the schools both in England and in Canada), maps of the present Dominion of Canada on a large scale, and also complete and comprehensive in detail. But it has always been an object kept in view to encourage the home manufacture of school apparatus of all kinds; and now by far the greater portion of these articles is the production of the Canadian maker, the maps being drawn, and the patterns furnished by this office.* This Depository includes about 1000 different kinds of maps, charts, cheap and beautiful apparatus (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy, Geometry, etc.) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labour. But, as in the case of the maps, as well as school seats and desks, these articles are now principally manufactured in this country.

3. *Public Library and Prize Depository*:—This branch includes the procuring and providing of books for the Public Libraries and school prizes, with catalogues, regulations, and correspondence relating to them. Nearly 4000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than sixty publishers in Great Britain and the United States, have involved a great amount of time and labour during many years. Upwards of 64,000 volumes of prize books were supplied to municipalities and school sections during the twelve months ending December, 1867, and 5426 for Public Libraries—total, nearly 70,000. And from the commencement of the operation of the Depository, 333,422 volumes have been sent for prizes, and 224,647 for libraries—total, nearly 600,000. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made,

* The following is a list of these articles of home manufacture now being made in this Province, chiefly in Toronto:—*Departmental Maps*:—(1). British North America, including Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, B. Columbia, etc.—size, 3 feet 10½ in. by 5 feet 4 in.; (2). The World; (3). Europe; (4). Asia; (5). Africa; (6). America; (7). British Isles; (8). United States; (9). Palestine—each 5 feet 5 in. by 4 feet 4 in.; (10). Canada; (11). Europe; (12). Asia; (13). Africa; (14). America—each 4 feet 2 in. by 3 feet 6 in. *Globes*:—(1). Three inch Hemisphere globe (hinged); (2). Six inch Semi-frame, large stand; (3). Six inch globe, walnut stand; (4). Twelve inch globe, low stand, with quadrant and compass; Twelve inch globe, with high stand; (5). Eighteen inch globe, with high stand; Eighteen inch globe, with low stand; (6). Thirty inch globe, low stand, with quadrant; (7). Solar Telluric globe, with metal stand and frame. *Apparatus*:—Canadian School Planetarium (Solar system), high stand; Ditto, low stand; The Tellurian, for illustrating the various phenomena resulting from the relations of the Sun, Moon, and Earth to each other, on wood stand, and sun coloured; Air Pump, barrel 7½ by 2 inches, plate 8 inches, basement walnut, well finished; Air Pump, barrel 7 by 1½ inches, ditto plate, 6 inches; Hemispherical Cups, with stop-cock, handles, and stand; Electrical Machine, plate 12 inches, prime conductor 12 by 3 inches, insulated crank, and in every respect well finished; Electrical Discharger, large glass handle; Mechanical Powers, cherry frame, with four sets brass pulleys, with silk cord, two sets brass weights, simple and compound levers, wheels and axle, screw and lever with nut, screw as an inclined plane, wedge in sections, inclined plane with arc and binding screw, carriage, ship's capstan, etc., complete; Ditto, ditto, smaller set. Set of twenty Geometrical Forms and Arithmetical Solids, containing blocks to demonstrate the carpenter's theorem, that the square of the hypotenuse equals the sum of the squares of the other two sides; Flat black-board Brush, of lamb's wool, with handle on the top; Archimedes Screw Pump, with stand and cistern; Centrifugal Machine, mahogany frame, with brass geared wheels, also eight illustrations of centrifugal forces; of the cause of bodies revolving on their smallest diameter, of the flattening of the poles, etc.; Pointers (long and short) for Globe and Black-board Teaching; Dissected Cube Root Block, in box, for illustrating square and cube roots, but especially the latter; Cone, with sections, in boxwood, pinned; Insulating Stool, polished wooden top, 13 inches by 11 inches, four massive glass legs; Numeral Frame (Abacus), various sizes; Non-Evaporating Ink Wells (metal); Common Ink Wells, with iron covers; Over and Undershot Water Wheels; Canadian Rotary Map Stand, mounted on castors; Map Case, for hanging on a wall. *Charts*:—Macallum's Chart of Natural History; Robertson's Chronological Chart; Browne's Geometrical Diagrams; Merritt's Historic Chart of British North America.

and the books, when received, must be examined by the invoices, and deposited in their respective places. When an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general catalogue, one copy of which is used and retained in the department for each library; on the outside of this catalogue are entered—the name of the municipal corporation, the number of the library, the amount of the local appropriation and government apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, etc. After having been examined by the Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the books are selected, checked, and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out, and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered. Under the system adopted in the Depositories, the person making a purchase attests the record of the transaction by his signature, so that vouchers are kept for receipts as well as for payments, and this has been the practice of the Department since 1851. The Cashier gives his receipt for all moneys daily paid over to him, and he deposits the cash in the bank to the credit of the Province.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced, and made accessible to all parts of the Province, which were never before brought into the country, but that these books have been purchased on most favourable terms, and are so supplied, and that the entire expense of management, including transportation, packing, printing, fuel, salaries, insurance, and all contingencies, has not exceeded twenty per cent. on the sums paid for the books and apparatus.

4. *Educational Museum and Library*.—The collection and arrangement of specimens of painting, statuary, engravings, photographs, and other objects of art, and of school apparatus for public exhibition, is an important feature of the operations of the Department for some years past, and with results now of great value. The formation of a library, in which special attention is devoted to works on Education, Educational Reports from various parts of the world, Educational Text-books, Parliamentary Records, and original works bearing on the history of the British North American Provinces, has been steadily progressing.

5. *Education Office*.—This is, of course, the executive of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing school accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools, Separate Schools, and Superannuated Teachers; furnishing annotated editions of the school laws, teacher's registers, blank reports and returns for trustees, local superintendents, clerks and treasurers of municipalities, and the *Journal of Education* (besides editing it) to each Local Superintendent and School Corporation in Ontario; examination of applications from poor school sections in new townships, the apportionment and payment of special grant to them; the same in regard to Superannuated Teachers; the preparation of the general annual report, the printing and sending out upwards of 4000 copies of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada, and from other countries, who wish to ascertain and witness the departmental management, and the arrangements which have been made for supplying the educational wants of the country by means of the Depositories, as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the Department, thus summarily stated, require much discrimination and work. Such, for example, as the apportionment and payment of the various grants, after a careful scrutiny of the returns of attendance, &c., compiling the annual report from the returns of nearly 700 school reports, and a comparison of these with the accounts of 500 School Municipalities and Corporations, each of which requires examination and revision, in order to compile the Chief Superintendent's Annual Report. Where errors are apparent, the local report is returned, or a letter written requesting explanations. In auditing the school accounts, the receipts and expenditures of each Municipality must be checked, compared with the County and other Municipal Auditor's reports, and with the apportionment book, and a minute of the balance made. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum is withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to law. This auditing of school accounts, though a serious task, and involving much correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government. To this may be added the examination and publication monthly (in abstract) of returns from the meteorological stations, established at ten selected Grammar Schools.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the branch of the department to which the letter belongs, lines for the number, title, or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the request is complied with, and the order is supplied immediately on receipt of the money. A copy from each draft of reply, or letter sent from the office must be made, addressed to the party concerned, and a press copy retained. The date of the reply is also entered on the back of the letter received.

The books are kept by double entry, and are balanced monthly, and detailed accounts transmitted to the Provincial Treasurer. All cash receipts (as above stated) are deposited to the credit of the Province, and all payments are made by cheques, to meet which, detailed warrants are issued by His Excellency for the amounts voted by the Legislature, as they may be required from month to month. With respect to the mode of accounting, the following is an extract from the evidence of Mr. Langton, the Auditor, before the Departmental Commission [Sessional Papers, No. 11, Vol. XXI, Session 1863].—"The Superintendents of Education send me vouchers for all their expenditure. The accounts of the Upper Canada Superintendent are very regular, and are amongst the most correct in form that come to my office."

The following books are kept:—1. Cash book; 2. Cheque Book; 3. Journal; 4. Ledger; 5. Bank Account Book; 6. Common School Apportionment Book; 7. Separate School Apportionment Book; 8. Grammar School Apportionment Book; 9. Superannuated Teachers' Register; 10. Superannuation Fund Subscription Book; 11. Pensioners' Apportionment Book; 12. Letters Received Book; 13. Letters Sent Book; 14, 15, 16. Depository and Library Sales Books (three); 17. Depository Invoice Book; 18. Depository Abstract Book; 19. Museum Invoice Book; 20. Normal School Admission Register; 21. Provincial Certificate Register; and 22. The Minute Book of the Council of Public Instruction.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department, that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the Department an approved and efficient agency for advancing the educational and social interests of the country. Each branch in the office has a head, who is responsible for the working of his branch. The whole passes under the review of the Deputy Superintendent, who refers special cases to the Chief Superintendent as they arise. Some idea may be formed of the gradual progress of the work in the Department, from the following statement of the correspondence of it since 1852:—

During the years	1852	1853	1854
Number of letters received	2996	4015	4920
Average number per week	57	77	95
Number of letters sent out	1430	1936	2581
Average number per week	27	37	50

1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867
5338	5739	6294	6431	6468	7121	7215	6495	6365	6655	7263	8373	8243
102	110	121	124	125	137	138	126	122	128	139	161	159
3764	3966	3542	4627	5823	6015	5656	4955	5054	5415	5833	5186	5581
72	77	68	88	112	116	108	95	97	104	112	100	107

Recapitulation :—The number of copies prepared, or printed, and sent out annually from the Education Department of Ontario :—

	Copies.
1. Journal of Education.....	5000
2. School Registers.....	5000
3. Trustees' Blank Half-yearly Reports.....	10,000
4. Trustees' Blank Annual Reports.....	4500
5. Local Superintendents' Blank Annual Reports.....	600
6. Auditors' and Treasurers' Blank Returns.....	500
7. Chief Superintendent's Report.....	4500
8. Various Forms, about.....	800
9. Letters, etc., sent out and received.....	13,800
10. Circulars, about.....	800
Grand Total per year.....	45,500

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty and difference, the Chief Superintendent has deemed it his duty not to limit the replies of his Department to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions, the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

The report for 1867, which is about to be given to the public, exhibits the progress the system has already made, and with further improvements in the law, which experience has shown to be necessary, it may reasonably be expected, if nothing untoward occurs, that the progress of the system from 1868 will even exceed the progress which it has made from 1860. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves is the fundamental principle of the school system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Ontario, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

Education Office, Toronto, November, 1868.

I. Education in various Countries.

1. LORD HALIFAX ON EDUCATION IN ENGLAND.

Lord Halifax has declared in favour of a universal system of education. His plan involves principles akin to those that underlie the American system. Local taxation, and such assistance from the national treasury as will insure a perfect adaptation to the wants of all concerned, are his initial propositions. But chief among them we notice that which takes in compulsory education. The children of criminals, and all of a vagrant character, are to be provided with a public parent, with full powers to compel attendance at school. We are heartily glad that it has coupled with it the compulsory idea. The State takes upon itself to punish the consequences of ignorance. Can there be any reason why it should not compel the banishment of ignorance!

2. MR. MILL AND THE EDUCATION OF WOMEN.

Mr. John Stuart Mill has written to some ladies at St. Petersburg, who are organizing a scheme for the higher education of women in Russia. Mr. Mill says :—"I have learned with pleasure, mingled with admiration, that there are found in Russia women sufficiently enlightened and courageous to demand for their sex a participation in the various branches of higher historical, philological, and scientific education, including the practical art of medicine, and to gain for this cause important support from the scientific world. This is what the most enlightened persons are asking, without having yet attained it, in the other countries of Europe. Thanks to you, mesdames, Russia is, perhaps, about to surpass them in speed; it would be a proof that civilizations relatively recent sometimes accept before the older civilizations great ideas of amelioration. The equal advent of both sexes to intellectual culture is important not only to women, which is assuredly a sufficient recommendation, but also to universal civilization. I am profoundly convinced that the moral and intellectual progress of the

male sex runs a great risk of stopping, if not of receding, as long as that of the women remains behind; and that, not only because nothing can replace the mother for the education of children, but also because the influence upon man himself of the character and ideas of the companion of his life cannot be insignificant; women must either push him forward, or hold him back."

3. EDUCATION IN LIBERIA.

President Roberts, who has been spending some months in this country, in a recent address, stated that "Liberia was deficient in the means of education. They had some well educated men among them; but there was such a deficiency of capital as to make it impossible for their College and schools to meet all the demands which were made upon them. As the richest chief was he who had the greatest number of wives and slaves, and the natives were utterly barbarous, the Liberians were obliged to take the children which were sent to them and bring them up for nothing, and he was sorry to say that in some cases they had been obliged to refuse applications. The chiefs and head men of the surrounding tribes are now anxious to send their children that they might grow up under the civilizing influences of the Christian republic. Although these chiefs have nothing to pay, the people of Liberia receive their children, and hundreds of them are constantly residing among their more cultivated brethren. The College, of which Mr. Roberts is now President, had a grand field, but was hampered by poverty. The population of Liberia was stated by President Roberts to be about 600,000, of whom from 15,000 to 18,000 were American negroes."

4. CONTRIBUTIONS OF FOREIGN CHRISTIAN MISSIONS TO SCIENCE AND EDUCATION.

It is of interest to the educators and scholars of America, to know that a great educational work is going on in the vast empires of the East, which we have denominated "*heathen*." During the past year, school furniture, charts, maps and apparatus, not inferior to that used in our best schools, have been sent to South Africa; and there are schools there competent to appreciate and use the same.

In China, Turkey, Syria and Hindostan schools are established; in many places seminaries and colleges. A recent traveller describes Calcutta as "a city of colleges."

The following extracts from an article by a distinguished American scholar and educator, in the *North American Review*, April, 1862, gives some idea of the contributions which Christian missions have made, and are making, to science and education.

The article is from the pen of Andrew Peabody, D.D., LL.D., Plummer Professor, and now acting President of Harvard University:—

"The services of the American Board, to learning and science, merit especial commemoration in treating of the missionary enterprise. In philology and descriptive and physical geography more has been effected within the last half-century by this agency than by all others, and in our own country, the contributions of the missionaries of this Board to these branches of knowledge, have borne to other researches and discoveries a proportion which it would be impossible to estimate, and which, could be stated in figures, would seem almost mythical.

"The missionary can afford to remain ignorant of nothing that can be known. His are not the cursory observations, the sweeping inductions, the gratuitous inferences of the mere traveller, nor yet the partial, one-idea investigations of the scientific explorer. He associates himself with the home-life of those who will give him entrance. His materials are embodied in his periodical reports, or they accumulate in his hands till he can furnish his volume or volumes of descriptions and experiences; and in either form they become a rich repertory of authentic facts in ethnology, available equally for the purposes of science, enterprise and philanthropy.

"GEOGRAPHY.

"As regards geography, in every region that has been opened to the curiosity of the present generation, if we except the region of the Amoor, missionaries have been the pioneer explorers. They have penetrated Africa in every direction, and their carefully written and ably illustrated volumes, filled with what they have seen and experienced, and vivified by the humane sentiment which pervades them throughout, stand in strong contrast with the jejune, spiritless sketches of some secular tourists, and the exciting myths and exaggerations of others. Dr. Anderson, in company with Rev. Eli Smith, one of the missionaries of the Board, made the earliest exploration of the Morea and the Greek islands after the establishment of Grecian independence, and the resultant volume was warmly welcomed by the Royal Geographical Society of London, as having

made extensive and valuable additions, even to what the English had learned of a region so much frequented by their ships of war, and under safer auspices by their men of letters. The researches of the same Rev. Eli Smith and Rev. H. G. O. Dwight in Asia Minor, Georgia, and Persia, and among the Nestorian and Chaldean Christians in Oromiah and Salmas, were published in 1833, and shortly after republished in London, with the highest commendation from the most distinguished authorities. On our own continent an exploring tour beyond the Rocky Mountains, undertaken by direction of the Board by Rev. Samuel Parker, 'first made known a practicable route for a railroad from the Mississippi to the Pacific.'"

"BIBLICAL CRITICISM AND ECCLESIASTICAL HISTORY.

"Who can estimate the services rendered in the department of biblical criticism alone by a band of educated men who love the Bible, and whose duties lie among scenes, objects, and people identical with, or closely resembling, those commemorated in the sacred record ?

"There are also some portions of ecclesiastical history that lie open to the missionary as to no one else. Of the Eastern churches, much more than has ever been written, remains unwritten and unknown. But the materials for reproducing what has not yet found record, exist in part in tradition, in part in ecclesiastical rites and institutions, and in theological symbols and ideas which have manifestly been transmitted from a remote antiquity. The missionary who seeks to make real the ostensible Christianity of these representatives of the early separatists, must needs enter into their ecclesiastical life, in order to recast it; must become conversant with their ancestral opinions in order to replace them by better; must learn their traditions in order to separate from them their admixture of falsity and error. We are to look, then, primarily to this source—and we have already the first-fruits of such an expectation—for effective researches in this large, interesting, and instructive department of the history of the Church—for lines of testimony that shall carry us back to the time when primitive Christianity had its pure white light broken into varying hues by refracting media.

"Still further, there are various departments of expressly theological science to which the missionaries of our age have brought large accessions. Their labours are wrought, in great part, among those nations of the East whose manners, habits and customs have been stereotyped from time immemorial, and among those features of Oriental scenery which are the same now as in the days of Abraham, Isaiah, and Christ.

"PHILOLOGY.

"But we have not yet entered upon the most arduous and recon-dite labours performed by the soldiers of the cross. In philology they have accomplished more than all the learned world beside. The publications of the American Board in and concerning foreign languages, number already nearly two thousand titles, in nearly forty different tongues. Many of these are translations of the entire Bible. Many are vocabularies and grammars of languages previously unknown to civilized man, and in not a few instances of languages unwritten. Who can estimate the amount of patient, intricate, baffling toil involved in these issues of the missionary press! How completely does it distance and throw into the shade the labours of retired scholars, in the shelter of well-stocked libraries, surrounded by reference-books, cheered by the sympathy of men of kindred tastes, and urged on by the anticipated plaudits of the erudite public in all lands! The missionary has no thought of fame; his only impulse—the noblest, indeed, and the mightiest of all—is the desire to save his fellow-men from spiritual death, and to enlarge the empire of Him whose are all souls, and to whom is destined 'the kingdom and the dominion under the whole heaven.'"

—*Massachusetts Teacher.*

II. *Intercommunications and the Press.*

To the Editor of the Journal of Education.

SIR,—Having had some experience of the difficulty of making pupils remember the meaning of "Present Worth," and "Discount," and of the difference between "Interest and Discount," I venture to send you this note upon the subject.

In Sangster's arithmetic the rules in question are not treated arithmetically, at all.

First then for a definition—

"Present Worth" means the sum which ought to be paid now for a sum due at some stated future time.

And hence, Present Worth is the sum which, if put out to interest at a certain rate, would amount to the given sum in the stated time.

"Discount" means the deduction to be made from a sum due at a certain fixed time, if that sum be paid before that time.

Hence, "Discount" is the Interest of the Present Worth.

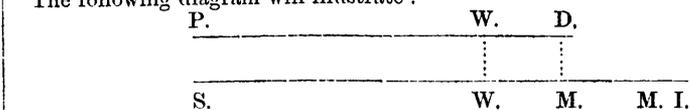
The question of finding Present Worth, or Discount, is exactly parallel to the question of finding how much would be left of a certain rope when a particular piece was cut off.

Thus the Present Worth would be represented by the remnant of the rope after the piece was taken off: and the discount would be the piece so cut away.

Hence if the sum and the P. W. be known, D. will be S. minus P. W.

and S. will equal P. W. + D.

The following diagram will illustrate :



P. W. = Present Worth.

W. D. = Discount.

S. M. = The sum.

S. W. = The Present Worth, viz : the sum less the Discount.

Interest is the quantity to be paid on the sum when due here-after, and is therefore to be added to the sum; just as the Discount was the Interest of the Present Worth. (M. I. is the Interest.)

Interest, therefore, will be greater than Discount by the interest on the amount, by which the sum exceeds the P. W., (viz : the Dis-count.)

Bankers usually deduct *Interest* instead of Discount, and make up to themselves for the difference by taking the interest for the three days of grace, which they add to the given time.

The simplest way to work sums in P. W. and D. will be as under : Required the P. W. of \$400 due 1 year hence at 5 per cent.

Now \$100 would (under these circumstances) be the P. W. of \$105.

Hence we have this Rule of Three Question.

If \$100 be the P. W. of \$105, what will be the P. W. of \$300 ?

$$105 : 300 :: 100$$

$$\text{whence P. W.} = \$285.71\frac{1}{2}$$

Again, If the Discount be sought : we know that the Discount (under the above circumstances) of \$105 would be \$5.

The question then is ;

If \$5 be the discount of \$105, what will be the discount of \$300 ?

$$105 : 300 :: 5$$

$$\text{when D.} = \$14.28\frac{1}{4}$$

$$S = P. W. + D$$

=	\$285.71 $\frac{1}{2}$	Int. on disc. \$14.28 $\frac{1}{4}$	
	14.28 $\frac{1}{4}$	5	
	\$300.00	71.42 $\frac{6}{7}$	42 $\frac{6}{7}$
		100	7
			300
			7

Thus the *Interest* on \$300 is \$15.

" " " Discount .71 $\frac{1}{2}$

The Discount itself = \$14.28 $\frac{1}{4}$

It will be seen that in both questions 100 + its interest for the given time will be the first term.

In P. W. the third term will be 100.

In Discount the third term will be the interest of 100 for the stated time.

Hoping this note may prove serviceable to our school teachers, I remain,

Very truly yours,

A LOCAL SUPERINTENDENT.

County of Welland, March, 1869.

2. HOW TO GET RID OF CHEAP TEACHERS.

A correspondent of the *Leader* writes as follows:—

SIR,—I believe this is puzzling Dr. Ryerson and others at present. Cheap teaching is the very plague spot on our noble school system. Do what you will, the cheap schoolmaster is still abroad. He has a thousand lives. He turns up everywhere. Would it be an exaggeration to say that one-fourth of the vast sum of money paid annually for education in Ontario produces no return, being lost on the "cheap teacher." He is a very desert, swallowing the streams, but yielding no crop, no verdure. I shall not stop to mention the precious days of youth, worse than wasted under his tuition.

Now, the teacher is to our school system what the farmer is to the whole community. It rests on his shoulders. What he is, it is. He gives it its colour, its vigour or its decay. He is what trustees make him; they have the power to fill the schools with

good teachers or with bad. The vast majority of our trustees are not educated men, but they are parsimonious. It would be a mistake to expect such to act on broad, liberal, enlightened principles. They don't do it. They won't do it. "Cheap and nasty" has been their motto hitherto. As a rule, our trustees have laid a premium on bad teaching. They have driven the best teachers out in disgust; and left the country overrun with the worst. This is the worst feature in our system. It is a disease threatening death. Where is the remedy?

Two cures have been proposed, both likely to fail of adoption. The first is a board for the Township instead of the Section; the other, a maximum salary fixed by law. The first might do good; the second would certainly do evil. It would be systematically evaded, and therefore we are better without it.

I have a simple, and I believe effectual remedy to offer. It is this: *Distribute all school moneys in proportion to the salaries paid the teachers.* Let each section receive, not according to "average attendance," but according to the salary it has engaged to pay. Were this to become law, we should soon see quite as much eagerness to procure good teachers as we now see to procure bad. Each section would strive to outdo its neighbour. The best teachers would be taken first, and the bad ones let out in the cold. There is a singular species of one-eyed rapacity in small corporations, that might thus be turned to account. All grants from the public chest they consider pure gain to them; and each will try to secure as much as possible, even at considerable outlay.

This plan is certainly the simplest, and probably the most efficacious yet proposed. It would also be popular. The "minimum salary" plan, savours too much of despotism to be acceptable to our "free and independent" citizens. The "Township Board" plan is unsavoury to the sections as seeming to deprive them of prerogatives long enjoyed. My plan leaves them exactly as it finds them; leaves them all their privileges and entire freedom to do what they please; but it adds a most powerful incentive to liberality—an incentive they can understand and appreciate. It has also the advantage of harmonizing exactly with the spirit of the school law, namely, "to help those who help themselves." It could injure none. It would furnish a more equitable basis of distribution than does the "average attendance." At present a populous section having a cheap teacher may draw three times the apportionment drawn by a thinly-peopled section paying a larger salary. I have an example in March. This is certainly not "helping those who help themselves."

This plan would render unnecessary the semi-annual returns; thus saving great labour and expense. To prevent fraud, a maximum salary might be fixed for the townships and a different one for cities; besides a few simple checks to be worked by the superintendent. But these are matters of detail.

Hoping to see this plan discussed in your paper,

I remain yours, &c.,

J. MAY, M.A.,
Local Supt. for March.

February 8, 1869.

III. Schools in Ontario.

1. HAMILTON CITY SCHOOLS.

A NINETEEN YEARS' RECORD—PROGRESS OF THE SCHOOLS IN HAMILTON—STEADY PROGRESS IN GENERAL AND AVERAGE ATTENDANCE—THE COST PER PUPIL—SYSTEM OF EDUCATION—SUBJECTS OF INSTRUCTION, ETC., ETC.

There is nothing in this city of which the people are more justly proud than of the pre-eminence attained by the city schools. The progress of the school system throughout the Province is a wonderful instance of moral and intellectual development—of the earnest advancement of a country in all that constitutes the true greatness of its people. From a comparatively small commencement, the school system has come to be the pride of Upper Canadians, a source of present strength, and of continued future prosperity. The sound principle that education is the great preventative of crime, and that, therefore, the education of the whole people is a common and paramount interest, has found here a development as great, if not greater than any other quarter of the globe; so great a development that, with the question of free schools, or ratebill an open one, decided from year to year by the voluntary action of the people themselves at their annual school meetings, the free school system has so signally triumphed that the opposite principle has come to be a small exception to an almost universal rule. And nowhere has this system more signally prospered than in this city. Compared with our population, the attendance at our city schools is equal to that of any other urban population of the Province.

A review of the progress of our schools, therefore, at the commencement of this New Year, cannot be otherwise than interesting to our citizens; and that the review may be as full as possible, we propose to go back nineteen years, and trace the educational advancement of this city since that time. And in order to do this more effectually we propose to refer to the progress in its various phases. Let us first look at the

FINANCIAL ASPECT.

The revenues of the schools are made up mainly from three sources: the Government grant, the fees received from pupils, the sums contributed from the taxation of the people, and in addition to these, occasional sums from other sources; and from these various sources we give the receipts for our Common Schools, since 1850, as follows:—

	Government grant.	Fees.	Municipal.	Other sources.	Total.
1850.....	\$750	\$1163	\$2375	...	\$4303
1851.....	751	1332	5967	...	8049
1852.....	1125	1367	14148	...	16640
1853.....	1352	916	36183	...	38453
1854.....	1352	1169	16938	...	19460
1855.....	1352	1817	18249	...	21419
1856.....	1776	2077	19925	20	23798
1857.....	1920	1847	17631	49	21448
1858.....	1920	2056	15073	80	19829
1859.....	2045	2422	18260	...	22728
1860.....	1812	2739	14645	39	19215
1861.....	1788	3515	10460	39	15803
1862.....	1779	3655	10262	20	15716
1863.....	1760	4075	9028	171	15045
1864.....	1874	4104	11188	403	17569
1865.....	1908	4137	11375	204	17626
1866.....	1892	4500	11343	235	17971
1867.....	1786	5286	15838	222	22632
1868.....	1702	5562	14462	1700	20816

We have left out in the above the cents, ignoring those under fifty, and counting those over that at a dollar, which will account for the totals not always being an exact addition of the particulars. The same principle we shall continue throughout our comparisons. The tables of expenditure during the same period will enable the reader to judge much more accurately of the general management of the schools, and the thorough economy with which they have been conducted:—

	Teachers' salaries.	Other salaries.	Library, apparatus, prizes, &c.	Text Books, Stationery.	Incidentals.	Permanent Improvements.
1850	\$2685	.....	.....	.....	.....	\$1620
1851	2938	.....	.....	.....	.....	5111
1852	3736	.....	.....	.....	.....	12904
1853	5476	1393	.....	.....	.....	30556
1854	6633	2061	.....	.....	.....	8378
1855	9932	2549	.....	.....	.....	7141
1856	11419	1354	.....	1888	3100	6037
1857	11665	1537	\$100	1400	3600	3147
1858	61149	1493	100	1107	2868	1911
1859	14049	1941	50	2668	2743	1218
1860	12523	1688	125	1525	2206	1068
1861	11483	1646	.....	905	1537	231
1862	11100	1489	.....	487	1378	262
1863	11155	1593	122	800	1341	.....
1864	11924	1576	160	1773	1879	250
1865	12552	1814	80	1314	1706	250
1866	12816	1596	130	1001	2089	339
1867	13650	1923	87	1138	3017	3317
1868	14163	1990	100	1065	739	4388

It will be seen that the sums expended on permanent improvements was very large, which will account for the apparent anomaly of larger receipts during the earlier period embraced in our comparison. The school buildings of Hamilton are, taken as a whole, exceedingly creditable to the taste and liberality of the people; and although they cost money, they are among the best investments of which the city can boast. The item under the head of "other salaries" includes the sums paid to local superintendent, secretary and treasurer, and the caretakers of the Central and Ward schools; while under the head of incidentals, we have fuel, printing, advertising, stoves and stovepipes, etc. Thus during these eighteen years the city of Hamilton has expended on the common school

education of the children of the city the sum of \$367,820. An average each year of \$20,434. Let us see what we have to show for this expenditure.

ATTENDANCE, STUDIES, ETC.

The ordinary attendance at the city schools has varied a good deal; and has, perhaps, not always kept pace with the growing population of the city. But it is a most gratifying fact that the percentage of daily attendance, as compared with the number registered, has been steadily improving. So, too, it is most gratifying to notice that while there has been but little perceptible change in the cost per pupil in the schools on the basis of the number registered, there has been a very decided decrease, when compared with the average attendance. This is, indeed, the true basis of calculation, because by the average attendance of pupils and not by the mere number registered in the books, must the work actually performed be measured. The following table is interesting as illustrating these facts:—

No. in School.	Average attendance.	Per centage.	Cost per pupil.	Cost based on average attend'ce.
1850	950	412	43	
1851	1017	442	43	
1852	1290	454	35	
1853	1975	1043	53	
1854	2333	837	36	6.69
1855	3026	1569	51	10.37
1856	3234	1580	49	5.68
1857	3074	1400	42	5.54
1858	3713	1354	36	4.83
1859	3560	1450	46	6.03
1860	3709	1818	49	4.87
1861	3122	1678	53	4.89
1862	3003	1467	49	5.14
1863	3508	1907	54	4.07
1864	3572	1963	52	4.84
1865	3635	2090	57	4.80
1866	3623	2161	59	4.86
1867	3800	2522	66	5.24
1868	3714	2527	68	5.22

These figures exhibit a substantial progress in what constitutes the real success of a school system, viz.: the average attendance of pupils and the cost at which a thorough system of common school education is afforded. The numbers on the register, and nominally attending the school, has not for the last half dozen years materially varied; but the number of pupils actually in attendance from day to day, and thus under the influence of successful teaching, has been steadily increasing. The fact is one upon which the trustees and teachers are to be congratulated.

In reference to the studies of the scholars, the figures which we have exhibit some curious phases which are fair ground for serious reflection. For convenience of classification, and as showing the general divisions of the school, we take the five standard readers; and we find that there were in these during the same period, the following relative numbers:—

	1st.	2nd.	3rd.	4th.	5th.
1850	184	205	234	166	131
1851	163	215	272	189	130
1852	131	152	146	124	78
1853	483	458	200	160	80
1854	530	423	360	320	90
1855	833	973	616	478	126
1856	897	1060	640	507	140
1857	922	1102	570	679	234
1858	1160	1369	434	466	183
1859	716	1763	434	876	246
1860	960	1393	401	554	206
1861	762	1312	405	470	137
1862	607	1422	447	412	163
1863	977	1466	453	434	179
1864	1302	1513	920	477	155
1865	1150	1448	408	442	177
1866	865	1506	489	425	139
1867	1145	1077	611	415	153
1868	1158	1213	818	394	140

What strikes one rather forcibly in looking at these figures is the small number of scholars in the higher divisions. That the number the fifth or highest, for instance, should be only seven more than was eighteen years ago, is certainly not creditable. It indicates that comparatively few of the scholars who enter our common schools have the advantage of going through all the departments, and, as a consequence, that the number who can be said to possess

the foundation of a first-class English education is small. We are quite sure that this will be esteemed by all parties who value education as something more than the mere ability to read and write English sentences, as a very great misfortune. It is an injustice to the children that they should be taken from school short of the fifth general division.

On this point, the Principal in his report for the year, makes the following remarks:—"As many of our pupils leave school before going through the Central, the best arrangements possible should be made for those who are only a short time at the fountain of knowledge. While at school, so many of them as to make it utterly impossible for the teacher to do them justice, should not be crowded into a division; and the best teachers, teachers of the highest standing, should be engaged to teach them. In my judgment, based upon twenty year's experience, as well as conversing with educationalists and reading on the subject, no teacher can attend properly to more than fifty pupils. Moreover the youngest pupils should have the best teachers, so that at the outset they might have the very best instruction, thereby securing to them those habits of thought in learning and in conduct that would be of so much value in after life. In education, as well as in other matters, 'a thing well begun is half done.'" This principle is, we are glad to say, carried out as far as practicable; and the complete attainment of it is the constant aim alike of the Principal and of the internal management committee of the Board.

We have divided the school into five general divisions in the above analysis; but there are in reality twelve divisions, and these are divided again into some thirty classes. All the children, from the youngest upwards are taught geography, writing, and the elements of arithmetic. The scholars going through the common schools enter first one of the Primaries; and in these they are taught reading, spelling, enunciation, pronunciation, writing on slates, oral and written arithmetic, arithmetical tables, geography, and lessons in objects, size, colour, form, &c. There are in the Primary schools three distinct divisions, the third called an intermediate division, from which pupils are drafted into the Central school. In the Central school the course of instruction comprises reading, spelling, writing, arithmetic, geography, grammar, object lessons or natural history, history (Canadian, English and general), physiology, drawing, mensuration, book-keeping, astronomy, algebra, geometry. And children passing through the highest grade may, without doubt, be said to be well grounded in a thorough English education. The system of promotion is well calculated alike to stimulate the teacher to exertion, and to advance the pupils; while the limit table in each division is based upon an appreciation of the importance of thoroughness in the work to be performed.

Looking at the Common schools as a whole, and bearing in mind the imperfections which necessarily attach to all things human, we are bound to say that they are an honour to the city; the teachers are, as a whole, earnest and devoted labourers in the cause of education. No one can visit our Primary or Central schools, as the writer has done within the last few weeks, without being impressed with the admirable system of instruction that is pursued in them.

THE GRAMMAR SCHOOL.

For many years the Grammar and Common Schools were united; a system which, however admirable in rural districts, was not found in this city to operate to the advantage of either. We purpose, however, reserving special remarks on this point for the last eleven years. Adopting the same system as we have adopted with relation to the Common Schools, we give first a comparative statement of the receipts and their sources, since 1858 inclusive, as follows:—

	Government grant.	Fees.	Municipal grant.
1858.....	170	185	754
1859.....	650	200	300
1860.....	730	200	100
1861.....	765	500	825
1862.....	755	360	240
1863.....	742	450	127
1864.....	822	708	200
1865.....	991	684	308
1866.....	1147	661	6143
1867.....	1114	1084	3845
1868.....	1164	1219	639

The large sums from the Municipality in 1866 and 1867, were due to the erection during those years of the new Grammar School building, rendered necessary in consequence of the separation from the Common School; the building having, with the ground, cost

something over eight thousand dollars—the actual sum expended on the building during the two years reaching \$8,234.16. The expenditure for the Grammar School during the period of eleven years was as follows:—

	Teachers' salaries.	Total current expenditure.
1858.....	800	1110
1859.....	800	1160
1860.....	800	1030
1861.....	1850	2090
1862.....	1115	1355
1863.....	1100	1342
1864.....	1492	1730
1865.....	1642	1892
1866.....	2307	2637
1867.....	2333	2636
1868.....	2400	3022

The difference between teachers' salaries and total current expenditure is made up of other salaries, which were estimated at \$100 a year until the separation, and have been \$170 and \$144 a year respectively since, and prizes, text books, stationery, &c.

ATTENDANCE, ETC.

It is exceedingly difficult to estimate correctly the attendance at the Grammar School during the early periods of its connection with the Common School. We give such figures, however, as we have as follows:—

	Attendance.	In Latin.
1858.....	173	78
1859.....	167	167
1860.....	174	174
1861.....	80	70
1862.....	68	57
1863.....	86	68
1864.....	114	114
1865.....	103	102
1866.....	76	72
1867.....	106	88
1868.....	143	121

During the first three years of this table the Grammar School and first Division of the Central, were practically one, and all the scholars were nominally in Latin for the purposes of the returns to the Government. In 1861 the Grammar School was first placed in a separate and distinct room, and two teachers were, for a couple of years, employed in it, when, the number of pupils being small, Mr. Buchan took sole charge of it for a year. In 1866 the new law came into force, requiring pupils to be admitted only on an examination by the Inspector; and from that period we have, for the first time, really reliable data upon which to determine the progress of the Grammar School.

The figures showing the attendance, both in the Common and Grammar Schools, require a word of explanation. Under the system which prevails, every pupil entered during the year is recorded and numbered in the register as a new pupil. Thus, pupils attending for a month or two at the commencement of the year, and re-entering after the lapse of a short time, are again entered, and count twice in the general aggregate. The following figures of pupils entered in the Grammar School for the month of January for four years, including the present, will afford a fair index to the substantial progress of the school:—

January, 1866.....	46 pupils.
“ 1867.....	63 “
“ 1868.....	76 “
“ 1869.....	135 “

It will be seen from these figures that the Grammar School is making substantial progress, and is growing steadily in the public favour. The figures are a practical vindication of the policy of separating the Grammar from the Common School. That the attendance should, within two years, have more than doubled, is even a greater success than the warmest advocates of separation ventured to hope for. The school is becoming what it ought to be, in the interest of the city, a first-class high school, and an admirable training establishment for the University. We are glad to learn that it is being taken advantage of largely by young men who are anxious to avail themselves of the opportunity of completing their education. Among the pupils now in the Grammar School are some fifteen or twenty who have reached man's estate, energetic young fellows who know the value of a first-class education, and are devoting themselves to the acquisition of it. And what will be of even

greater interest to some people, the school is rapidly becoming absolutely self-sustaining; it may, indeed, be said already to have reached that stage. Dr. Billings, the efficient chairman of the internal management committee of the Board of School Trustees, at the last meeting of the Board, submitted the following figures bearing upon this point:—

RECEIPTS.	
135 pupils, fees.....	\$1960
Government grant.....	1300
City grant.....	800
Total.....	\$4060
EXPENDITURES.	
Head master.....	\$1000
Second do.....	800
Third do.....	600
Fourth do (proposed).....	600
Caretaker.....	150
Fuel.....	100
Stationery, advertising, &c.....	110
Share of Superintendent's salary.....	25
Prizes.....	25
Insurance.....	25
Total.....	\$3435
Surplus.....	\$625

These facts are exceedingly satisfactory. They prove that financially, as well as in other respects, the Grammar School is a decided success. It is acquiring, as it is richly entitled to, the confidence of the citizens of all classes. In another year, should the proposed Grammar School law come into force, it will assume the status of a Collegiate Institute, and will then receive an increased grant from the Government; and Hamilton will be relieved from the reproach, which too long attached to it, of being the only city in Ontario which could not boast of a first-class high school.—*Hamilton Spectator.*

2. OUR SCHOOL SYSTEM SHOULD BE IMPROVED.

The public attention which of late has been so generally paid to educational matters in this country will, it is to be hoped, soon bring forth a good and wholesome fruit. No doubt in cities and towns a high condition of advancement has been reached by the common school system. But in the back townships, and even in many long settled country districts, the schools, it must be admitted, are wofully deficient. One does not expect elaborate appointments or an elegant building, or to find the site of the rural school-house tastefully laid out, because as yet country people in Canada don't appreciate the effect of such items in making school life attractive. It is a more deplorable matter to find that in country school sections it is the attainments of the teacher which are most at fault. In the front townships we have a population understanding the value of a good education, and willing to pay for it; but in the rear townships the people are almost always too ready to cheat themselves into a belief that they cannot pay the salary which would command the services of a good teacher. They take up with an unqualified person, not possessed of a certificate, and unable to pass the examination that would gain him one, and put their children under his charge because he offers to "teach" the school for so many dollars less per annum than a competent teacher would consent to accept. Of course the children are not taught, and the consequence is that a native youth is growing up in the belt of country between the agricultural and forest regions in the densest ignorance of the simple rudiments of education. Boys unable to write, barely able to read, and having only a home knowledge of figures, are to be met with far more numerously than is permissible with the idea of State education, or at all compatible with the vaunts that are so often passed upon the Canadian common school system. There should be a remedy applied to this state of things. The county Boards of Instruction should become more exacting, and should insist upon certificate teachers being employed in every school section, no matter how remote. In the poorer localities the cost ought to be supplemented by grants from county funds. Small amounts are at present voted by different municipalities for the support of poor schools, but as this money does not always go to the payment of the salaries of certificated teachers, it may be considered as misspent. The employment of an itinerant class of unqualified teachers is the main evil, and to eradicate this class ought to be the aim of all who have authority and control in administering our educational system.—*Kingston Chronicle and News.*

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for DECEMBER, 1868.

OBSERVERS:—Baerrie—H. B. Spotton, Esq., M.A.; Belleville—A. Burdon, Esq.; Cornwall—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, 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, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Daily Range, Highest, Lowest, Warmest Day, Coldest Day.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds.

N.B. The Barrie barometer was out of order part of the month. The Cornwall observations cannot be recorded in this number. BELLEVILLE.—Snow on 4th, 5th, 7th, 8th, 23rd, 25th, 28th, 29th, repeated trials. High winds 4th, 8th, 9th, 11th, 12th, 14th, 17th, 18th, of wind; 8th, violent snow storm—its greatest height from noon to 1 p.m. 9th, heavy snow storm. 17th, violent wind storm at night, with a little snow; 19th, bay frozen over, violent wind from SE and snow and 19th, hail. GODFRICH.—On 1st, navigation closed; harbour frozen over. 8th, 9th 10 p.m., found the wet bulb thermometer indicating 1° above the dry, 22nd, at 9 p.m., observer, after repeated trials, till after 12th, 16th, 17th, 25th, 26th, 30th, 31st. Rain 16th, 19th. HAMILTON.—Severe storm 7th, 8th and 9th, continuing 52 hours; wind rose to 5, and snow fell to 10 inches depth. A corresponding storm last 28th, lunar halo. Fogs 4th and 16th. Snow 1st, 5th, 8th, 9th, 11th, 12th, 13th, 14th, 17th, 19th, 21st, 22nd, 25th, 26th. Rain 7th, no globe of ice attached. On 24th, the two thermometers equal, after year took place the 12th and 13th, 32 hours; wind 7, and snow 10 inches.

This year the cold was less intense, the lowest point during the storm being $14^{\circ}.1$, while last year it was $-9^{\circ}.9$. On 9th, ordinary meteor in N fell W, about 40° high. High winds 4th, 8th, 9th, 10th, 12th, 14th, 17th, 19th, 20th, 21st, 22nd, 25th. Snow 4th, 7th, 8th, 9th, 13th, 14th, 21st, 22nd, 25th, 26th. Rain 29th. Month cold and steady.

PEMBROKE.—Lake partly frozen before the end of November, and the whole surface frozen during night of 3rd December. On 24th, shortly after sunrise, patches of light observed, one on each side of the sun, and a few points from it, the edges near the sun being tinged with prismatic colors. 25th, double halo round moon, which was partly obscured by cirro-cumuli, the inner ring being grey, tinged with red, the outer of rather a greenish hue. Wind storms, 1st, 9th, 18th, 22nd, 25th, 29th. Snow 1st, 4th, 7th, 8th, 14th, 17th, 18th, 20th, 21st, 23rd, 24th, 25th, 27th, 28th, 29th, 31st. Weather during whole month unusually severe, but less so than last December. Much snow and good sleighing.

PETERSBOROUGH.—On 12th and 17th, cloudy at NH, but on both occasions auroral light apparently showing over clouds; no other auroras observed. Snow 4th, 5th, 7th, 8th, 12th, 14th, 21st, 22nd, 23rd, 25th, 27th, 28th, 29th. Month generally mild and very cloudy—only slight snow-falls occasionally. No rain. Snow in Dec., 1867, 24.65 in.; Dec., 1868, 18.2 in. Sky overcast 50 observations out of 81.

SIMCOE.—Wind storms 17th, 18th, 19th. Fogs 30th, 31st. Snow 1st, 2nd, 4th to 9th, 13th, 14th, 22nd, 23rd, 25th, 27th, 29th. Rain 29th. Nothing unusual.

STRATFORD.—On 9th, sleighing good. 10th, at 4 p.m., parhelia visible. Storms of wind, 4th, 6th, 7th, 8th, 19th, 20th. Fogs, 4th, 6th, 16th, 30th, 31st. Snow 2nd, 4th, 7th, 8th, 11th, 12th, 14th, 18th, 20th, 21st, 22nd, 27th, 28th, 29th. Rain 20th.

WINDSOR.—On 1st, meteor in E towards H; elevation 60° , 8th meteor from a point half-way between Castor and Orion, towards belt of Orion. 12th, meteor in E towards H, elevation 25° . 25th, at 9 a.m., rainbow about 25° from sun, which was bright, though almost surrounded by thin clouds; the bow appeared as two arcs, of 20° to 25° , one E and the other W of sun, and reaching almost to H; they were very distinct; westerly arc almost south of station; visible at least 30 minutes; clouds at the time strati on horizon, streaks of cirro-strati in upper air, in lower air particles of thin cirro-cumuli flitting past from NW, a belt of 60° of cirro-cumuli drifting across Z from NW; the previous night a wind storm, velocity 6. Windstorms also on 8th, 12th, 21st, 22nd, 31st. Fog 31st. Snow 4th, 7th, 14th, 21st, 22nd, 28th. Rain 19th.

V. Papers on Practical Education.

I. CLASS DRILLS IN READING.

It is not the purpose of this article to present the first steps in teaching a child to read, but rather to offer a few suggestions respecting the teaching of reading when blackboard and card lessons have been completed. How should classes in the first, second, and higher readers be taught? This is the inquiry to which we desire to give an answer.

The leading objects of a class drill in reading are (1) a complete mastery of the words of the lesson, and (2) the correct reading of the sentences; and it is to be observed that the first of these objects is preparatory to the second. The pupil can not read a sentence correctly until he has mastered the words of which it is composed. Hence, the first step in a reading exercise is the teaching of the words.

This suggestion explains much of the poor success which so often attends the reading drills in our schools, and especially in our primary and secondary schools. The pupils are thrust at once into the reading of sentences, and these are taken up not singly, but in paragraphs. The attempt is made to master the words through the reading of the sentences, and the result is that the words are neither mastered nor the sentences read. The pupils go stumbling and drawing through the successive lessons without acquiring the ability to read accurately and intelligently either silently or orally. It is exceedingly painful to listen to reading when pupils hesitate and stumble over unfamiliar words. The ability to call every word in a sentence at sight and utter the same with accuracy and ease, is a prerequisite to oral reading.

The above analysis of the objects of a class drill in reading suggests that it should consist of two corresponding exercises, one designed to secure a mastery of words and the other a correct reading of the sentences.

I. THE MASTERY OF WORDS.

The mastery, of a word includes the ability (1) to recognize or name it at sight; (2) to utter it with accuracy, force, and ease; (3) to spell or analyze it by sound and by letter; and (4) to comprehend its meaning and to use it intelligently. The second element specified and also the analysis by sound are not essential to silent reading, and would receive no attention in teaching the deaf and dumb, but the pupils in our ordinary schools are to be taught to read orally as well as silently, and hence all the elements specified should enter into a thorough word drill. When all the words in a sentence are thus mastered by a pupil, he is prepared to attempt to give oral expression to the thought. What we desire specially to urge is, that this word drill should precede sentence reading.

Among the various exercises which may be used to teach the words of a reading lesson, the following are the most valuable:

1. The pupils may be required to print or write all the new words. This will greatly assist in learning their pronunciation and spelling.

2. The words thus copied may be spelled orally from the slate in the class, and then pronounced rapidly up and down. This will secure accuracy in copying and fluency in pronouncing. Words which are peculiar in orthography or difficult to pronounce may be written on the board, and the class drilled upon them in concert and singly.

3. The words of the reading lesson may be assigned as a spelling lesson, and the pupils be required to spell them both by sound and letter. This will secure the study of the reading lesson, and will also enable the teacher to give due attention to the correct pronunciation and articulation of each word. We would urge every primary teacher to make this spelling exercise precede every exercise in reading.

4. The pupils before reading may pronounce the words from right to left, taking a line each, or the teacher may pronounce the first word at the right, a pupil the next word, the teacher the next, another pupil the next, and so on. Instead of pronouncing all the words, those containing two or more syllables may be given. If any pupil hesitates or blunders, the word should be pronounced by the class, separated into syllables, spelled by sound, etc.

5. The teacher may develop the meaning of each word by an easy object lesson, by familiar illustrations, and by using it in a phrase or sentence, easily understood. The importance of such instruction can not be too strongly urged.

6. The words thus familiarized should be used by the pupils in original sentences, both oral and written. This exercise is widely used in our best schools. It is not only valuable as a test of the pupil's knowledge of the meaning of words, but it is an excellent language lesson. The sentences thus formed should be read by the pupil, and subsequently examined by the teacher.

The above exercises variously combined and modified to suit the ability and condition of teachers and classes, will obviate largely all hesitation and stumbling in the calling of words, and, at the same time, will impart to the pupil such a knowledge of their meaning as will greatly assist in the clear comprehension of the thought, without which good reading is impossible. They may receive attention in the first part of the reading exercise, or each alternate recitation may be devoted to them. The latter plan was adopted by one of the most successful teachers we have ever known, and with excellent results. She devoted the forenoon exercise entirely to the words in the afternoon lesson, and thus alternated word learning and sentence reading. We attach great importance to the phonic analysis of words and to other vocal exercises which impart accuracy, modulation, force, and compass to the voice.

II. THE READING OF SENTENCES.

The preparatory drill having received due attention, the next step is to "take the thought out of its verbal husk," and plant it in the mind of the reader. Good reading is the correct utterance of the thought and emotion of a passage—not the mere distinct enunciation of the words—and the thought must be grasped and the emotion felt before the vocal powers can give them due expression. Hence the reading of each sentence of a new lesson should be preceded by such questions as will bring out the leading thought and the force of each modifying element. The correct reading of a sentence often depends on the due appreciation of the force of a single word, and, generally, wrong emphasis is due to a lack of correct comprehension. The mistake of the voice is but the expression of the mind's blunder. The thought to be uttered should be analyzed by questions so that the pupil may view each part separately—may feel the force of every word and rhetorical figure.

Take, for illustration, a sentence now before me: "Think of the generalship of Washington, who, with a handful of undisciplined yeomanry, triumphed over the royal army." Of what are we to think? *The generalship of Washington.* What shows his skill? *His triumph.* Over whom did he triumph? *The royal army?* Why is the army called "royal"? *It belonged to the King of England, and was brave and well disciplined.* What is said of Washington's troops? *They were "yeomanry"—men of industrial pursuits.* What was their condition? *They were "undisciplined"—untrained for war.* What was their number? *They were but a "handful"—few in number.*

Such an analysis as this will rarely fail to secure the right emphasis, and arouse the interest and feeling necessary to lead to earnestness and force of utterance. In primary classes the questions should be simple and numerous; the unfamiliar words (if any remain) should be explained; and the whole exercise should, if possible, be made to glow with interest. In more advanced classes the questions may

take a wider range, including style, figures of speech, etc. The one leading object should be to lead the pupil to grasp the thought and feel the sentiment of the passage—to baptize him into its spirit. If the mind is sluggish, the utterance will be monotonous; if the emotions are asleep, the tones will be lifeless.

The class is now prepared to attempt the reading of the sentence, and one attempt will not suffice. One pupil must try, then another, then the teacher, then the whole class in concert, then the first pupil, and so on until the reading is satisfactory. Errors in modulation, emphasis, force, etc., can only be corrected by persistent drill—a drill which shall not merely lead the pupil to imitate the teacher's reading, but which shall cause him to grasp and feel the thought and emotion to which he would give expression. The teacher's example should assist, but it should never be mechanically copied. When the reading of a sentence is satisfactory, the next should be taken, and so on through the paragraph.

We have thus imperfectly sketched a method of drilling classes in reading, which we can commend as thorough and successful. We do not claim that it is the method or the best method, but we feel sure that it is much superior to the general practice of teachers. The still prevalent method of divorcing spelling and reading, and permitting pupils to read paragraph after paragraph through an entire lesson, is not worthy to be called teaching. But little better is the practice of requiring all the members of a class to read the same verse, in turn or as called upon. The exercise is almost sure to degenerate into a lifeless, mechanical routine. It is not even a good taste of the pupils' acquaintance with the words. Question and drill must go hand in hand. The one picks the thought out of the sentence and kindles the feeling; the other gives them proper utterance. Reading thus taught trains the voice, sharpens the intellect, quickens the understanding, and elevates the taste. It enlarges the pupils' vocabulary, increases his command of language, and enriches his mind with noble thoughts and sentiments.—*Ohio Educational Monthly*.

VI. Papers on Scientific Subjects.

1. THE HEALTH OF TEACHERS.

My own brief experience as a teacher led me to believe that the business is one which ought to be favorable to health. I always had quite as good health in the school-room as out of it; and I know a good many persons who have followed teaching twenty-five years, and others whose service in this capacity has been fifty years, without injury to health and without growing prematurely old. If one has the love for it, the constant companionship of children ought almost indefinitely to keep the heart young; and where the heart is young, the body will not grow old so rapidly as when life is sad and unjoyous. And yet teachers do not generally possess as good health nor last as long as they might. I have been told many times by professional teachers whose opportunities for observation were good, that ten years of hard service is quite as long as most persons can endure the work of the school-room, and that a multitude of them can not endure half so long as this. Indeed, if it were not for their long vacations, many could not follow the profession at all.

Yesterday I visited two schools in New York. In one of them I found a model teacher. She had charge of a large class of children from seven to ten years of age. She loved the children, loved to teach, and all her pupils devotedly loved her. The principal of the school said she was a most successful teacher. She had what physiognomists call the teacher's temperament. She was tall, slim, active, and was all alive to her duty. Visitors looked on in mute astonishment at her wonderful power in unfolding and drawing out the youthful mind. A friend sitting near me, whispered, "If I had had such a teacher in my youthful days, I should have loved instead of hated the school-room." Yet this teacher, although she has not yet taught a year, is failing in health. Her mother said she feared she would have to give up the work. I thought I saw why she was failing. She had too little vitality to keep her nervous system at so high a degree of tension during six hours of the day; for, mind you, a successful teacher uses up the life power very rapidly, and as there is only a limited supply in each individual, if too much of it is used up in brain labor, the body will not have left enough to digest sufficient food, to circulate the blood to every part of the body, to nourish well every tissue, to keep up the animal heat, and of necessity the bodily functions deteriorate and ultimately fail. I have reason to believe there are many teachers of which this one is a type.

The best advice I can give them is, that they teach a less number of hours per day. Nor should they enter so enthusiastically into their work, but take things more easily, be cool and calm, and sleep a great deal. Eight hours' sleep will not hurt such teachers, nor be

any too much. They should use up no vitality in breathing bad air, in excessive exercise, in evening study, in anxiety about their work. Such teachers are sometimes too conscientious, and are afraid they will neglect some duty, but they are the ones who need borrow little trouble on this account. Their duty to themselves should be paramount. Such teachers ought to keep their digestive apparatus in good order that they may digest sufficient nourishing food. There should be no pressure of the clothing over the stomach, liver, heart and lungs. They should keep the muscles of the chest, sides, abdomen, and back gently exercised by some gymnastic exercise or light labor daily. They should dress the feet and legs so that the extremities do not suffer with cold. They should expand the lungs daily in fresh air, so as to keep the air cells open and allow air to pass to the blood; and finally they should find out just how much they can do and not be overdone, and then confine themselves to this amount of work. When vacation comes they should make it a time for full recuperation and rest. If they can not or will not do these things, they must expect to suffer and break down.

But there is another type of teachers than the one just mentioned. I saw a dozen of them yesterday in another school. They did not do half enough work even for their own good. Their labors had about as much life in them as the movements of machines. They sat prim and upright on their chairs, and went through the forms of hearing a recitation, but they spent not one-fourth as much strength as the teacher above referred to. And yet these teachers, too, looked pale and bloodless, though not so thin in flesh as the other. They complained of sick headaches, listlessness, dullness and inertia. I think I know why. Their school-rooms were not ventilated, and their dresses were so tight they could not breathe more than half enough to keep the body thoroughly alive. Such teachers need to learn that we live more perfectly when we breathe enough, than otherwise. In fact, we all live about in proportion as we breathe. If we breathe much we live much, and if we breathe little we live little. Such teachers need more exercise, and fresh air to keep them well, and that with temperance at the table in eating and drinking will generally suffice. They ought to go to a gymnasium and practice gymnastics daily, in gymnastic costume. They ought to throw open the windows of their school-room and always have fresh air. They ought to take a thorough bath at least three times a week in a warm room, being sure to get up a warm glow after it. I know there are hindrances to doing all I suggest, but there is no apology for neglecting all the laws of health, at any rate.

I think it would be wise if in the country, teachers would, in fair weather, spend some part of the day in the open air with their pupils, studying the plants and minerals that abound. I believe it would be for the health of pupil and teacher. A spot of land devoted to gardening might, if rightly used, be both a source of education and health too. Of course this feature requires to be well done to make it successful. It always seemed to me a barbarous plan to build school houses in the country as we do. I would have the school-house a home for the teacher and his or her family, and keep them permanently employed, if they gave satisfaction, rather than change once or twice a year, as now in country towns. But this must be the subject of a separate article.

There are few professions where good health is more important than to the teacher. They can govern their schools and impart instruction easily and thoroughly when well; but when ill, everything goes wrong. Many a pupil has had his ears boxed and his back striped because the teacher was out of sorts, and often the teacher's health and good nature have caused him to pass over, as of little moment, even grave offences. I am more and more convinced every year that teachers are poorly qualified to fill, properly, their vocation, unless they have sound constitutions, thorough physical culture, and physiological knowledge. These, added to the most thorough drill now given in normal schools, seminaries, and colleges, would make them the most healthy class of our citizens, instead, as now is too often the case, nervous, dyspeptic, scrofulous, and consumptive and broken down in body, before they have more than come to maturity.

M. L. HOLBROOK.—*In Ohio Educational Monthly*.

One fact alluded to by Dr. Holbrook in his suggestive article on "The Health of teachers," deserves special attention. We refer to the rapidity with which earnest teaching uses up the life power. We have seen a primary teacher use as much brain action and nervous energy in giving an oral lesson, as would be required to deliver an ordinary lecture, and the exhaustion of the vital forces was quite as great and serious. Is it strange that such teaching, continued six hours a day, destroys health and life? Few public speakers think of giving as a practice even two lectures a day. We have tried the experiment of giving four lectures daily, and we do not care to repeat it. But we have referred to this matter to draw from it an important conclusion. *The introduction of oral teaching into our*

primary schools must be attended with a reduction in the number of school hours. If these two reforms do not go together, scores of our best primary teachers will prematurely break down. Four hours of oral teaching is far more exhausting than six hours of ordinary lesson-hearing.—*Editorial Ohio Educational Monthly.*

2. THE WHOLE SCIENCE OF VENTILATION.

To ensure pure air, it should be taken at an elevation of several feet from the ground, and the higher the better. It should be heated by radiating surfaces, so ample, in fact, as not to exceed 220 degrees Fahrenheit. It should, when heated for use, come as relatively near saturation, with moisture, as it was in its nominal condition when taken from the atmosphere. In that event, it will feel soft and bland to the skin, and yield an immediate sensation of warmth and comfort to one coming from the coldest outside weather. And all the wood work of a room thus heated, and the furniture within it, will not suffer injury from unnatural shrinkage. It should enter a room above the heads of the occupants, to avoid sensible currents, and should leave it from its lowest point, and by as many and diffusive places of egress as the architect can readily devise, but mainly at the base of the walls, as it is in contact with these that the warm air first becomes chilled, and hence acquires a specific gravity, which causes it constantly to pour down the same in a steady current. It is also upon the floor of a room that foul air—the product of breathing, and of burning lamps and gaslights, constantly finds a place—for the reason that it is heavier than common air.

3. CANADIAN WILD FLOWERS.

This beautiful work, which has just been issued from the press of Mr. John Lovell, of this city, must be regarded as a most valuable addition to the literature of Canada. It is the joint production of two ladies, Mrs. Agnes FitzGibbon, of Toronto, and her aunt, Mrs. Traill, of North Douro, a lady well known to the literary world, sister of Miss Agnes Strickland, the celebrated authoress of the "Lives of the Queens of England," herself a writer of no mean repute, her "Backwoods of Canada," "Canadian Crusoes," and "Canadian Emigrants' Guide," having won for her a high standing both here and in Europe. The work before us, illustrated by Mrs. FitzGibbon, cannot fail to increase her literary fame, and enhance the value of the volume. We find in it ten plates, containing upwards of thirty specimens of the wild flowers of our woods and plains, copied from nature, and executed with exquisite taste and wonderful fidelity.

To Mrs. Traill we are indebted for the botanical names and descriptions of the charming groups, produced by the genius and skill of the fair artist, and never did the pen of the author and the pencil of the artist blend more harmoniously together to produce a work of rare utility and beauty, which cannot fail to awaken the interest and admiration of every true lover of nature and art.

Mrs. FitzGibbon holds up these gems of our native forests, and invites us to examine them, with the most minute inspection. They are so closely copied from the originals, designed and colored with such a masterly hand, that they seem to live and bloom upon the paper, and to defy criticism, while Mrs. Traill, in simple and beautiful language, well suited to the subject, bids us follow her to the sylvan solitudes and describes these wildings of the woods with the love and enthusiasm of a student of nature.

Between them these ladies have produced a work of great merit; and we rise from its perusal full of hope for the future literary reputation of the Dominion.

"Is it possible!" we exclaimed, "that two women, not over gifted with the wealth of this world, could produce by their own unassisted talents, energy and perseverance, a work like this?" A work of which the wealthiest and most civilized nation in Europe might well be proud. A work that ought to awaken the enthusiasm and command the patronage of every well educated Canadian, who has at heart the prosperity of his rising country. Let him recognize in this elegant volume, a symbol of its future greatness, and hasten to secure a copy of the "Wild Flowers of Canada," before they disappear from his view with the receding forests.

This simple wreath, twined by the hand of genius, will go down to future generations when the beautiful forms which compose it have passed away with the trees that fostered and shaded them, and Mrs. FitzGibbon's life-like representations will alone remain to tell that they once decked our native woods and hills.

Think of a pair of female hands, designing, lithographing and coloring 5000 plates for this book, each plate containing three or four specimens of flowers. It is enough to turn ones locks grey the thought of such an herculean labor, cheerfully performed by this gifted woman to advance the growth of mental improvement, and the study of the beautiful in nature and art.

We hope that this is but the first volume of a series, which may form like "Audubon's American Birds," a book of reference to coming generations, and place its authors among the benefactors of mankind.

Agnes FitzGibbon is a Canadian born, and as such has a greater claim upon the sympathies of the Canadian people. She is the second daughter of J. W. D. Moodie, who for upwards of twenty-three years filled the office of Sheriff in the County of Hastings—a man well known for his literary tastes and pursuits—and of Susanna Moodie, the authoress of "Roughing it in the Bush." Thus she may be considered as inheriting genius as a birth right, and we earnestly recommend her charming book to the patronage of her countrymen.

The taste displayed in getting up the work reflects great credit on the publisher, and the volume will form an elegant addition to our libraries, and the ornamental books that grace our drawing room tables. In conclusion we may quote a passage from a letter received by a gentleman from Professor Hincks, of University College, Toronto. Referring to this volume he says:—"As a popular book of reference respecting the principal Canadian plants, and an elegant ornament for the drawing room table, it has strong claims on the attention of the people of this country, and would, I think, interest a great many in Great Britain."—*Montreal Daily News.*

VII. Biographical Sketches.

1. HON. G. S. BOULTON.

The Hon. George Strange Boulton was born on the 11th September, 1797, at Green Bush, in the County of Rensselaer, New York, where his father lived for some time before finally settling in Canada, which he did about the year 1800, first in Cornwall, and seven years after in Toronto, where he was made judge of the Superior Court. Mr. George Boulton was educated by Dr. Strachan, the late Bishop of Toronto. He was brought up to the profession of the law, and commenced his career as Barrister at Port Hope, where he resided for some years, till his removal to Cobourg, on appointment as Registrar of the County, about the year 1824, which post he retained to the day of his death. The present Chief Justice Draper was a student in his office, also Deputy Registrar, and one or two others, afterwards of note, commenced their career under his auspices. He identified himself with the politics of this country from his earliest youth, and was remarkable for his adherence to the Conservative cause. He clung instinctively to the banners of the Church and State party, which he never once failed to uphold to the day of his death. He represented in the House of Assembly for Upper Canada the County of Durham upwards of 20 years. The last time he contested the county, however, he was defeated by the late John Tucker Williams, Esq. In 1847, he was appointed by the crown a member of the Legislative Council, which post he continued to fill to the confederation of the Provinces into our present Dominion. He was ever an upright and consistent politician. He is one of the remaining few who took an active part in the war of 1812, and as an officer of militia responded to Sir Francis Head's call in 1837. He was also for many years colonel in command of the Fourth Military District of Upper Canada.

2. JOHN J. E. LINTON.

Mr. Linton was a native of Rothesay, Buteshire, and at the time of his death was 65 years of age. He was Secretary to the first temperance organization in Scotland—acting in that capacity to a society which was formed in Greenock, under the presidency of Mr. John Dunlop. This was in 1831. In 1833 he came to Canada, and commenced farming. He subsequently removed to Stratford, and assisted Mr. J. C. W. Daly in his store. He afterwards taught school—first at Kastnerville, in Downie, and afterwards in North Easthope. Returning from North Easthope to Stratford, he went into business, and was appointed clerk of the court of requests—corresponding to our present division courts. He took an active part in the formation of the first agricultural society here. In 1847 he was conspicuous in connection with Mr. Daly, who presided at the meetings, in the effort made by the people of Stratford and neighbourhood to have this county set apart. He succeeded in obtaining a separation, and had the honor of naming the county, with Stratford as the County town, when he called it "Perth," out of respect to the first and successful emigrants to North Easthope, who were from Glenquach, Perthshire, in Scotland. In January, 1853, the county was set apart by proclamation, and Mr. Linton was gazetted as clerk of the peace—a position he continued to hold to the time of his death. Mr. Linton was not only a man of great natural goodness of heart, but of strong individuality of character. He was free and outspoken in his sentiments; firm in his resolu-

tions; and tenacious in carrying his purposes into effect. He had a way peculiar to himself of promoting the temperance and anti-slavery causes—at intervals writing what he denominated a “challenge” on either or both these subjects, and scattering them broadcast by thousands over the land. So earnest was his zeal in furthering these objects, that he numbered among his correspondents many of the most distinguished and philanthropic men who have filled the public eye for the last thirty years. The *Hamilton Times* says of him:—Mr. Linton entered most zealously into every work of charity and philanthropy which demanded the assistance of his hands or of his purse; and many a time has he made

“The widow’s heart rejoice,
The stranger to discern the Almighty’s shield
Held o’er his friendless head,
The orphan to feel mid his tears
He had a father still.”

On more than one occasion has he sent sums of money to this office to relieve particular cases of distress to which we had called public attention. An eminently good and useful man, his memory will long be enshrined in the hearts of all those who knew him best, and the poor and suffering child of sorrow will often repair to his tomb

“To sit a weeping pilgrim there.”

—*Stratford Beacon.*

3. LEWIS ARNOLD, ESQ.

This gentleman died in the township of Chatham on the 17th ult., aged 99 years. He was born in 1770 in Maryland, and was the eldest son of the late Frederick Arnold, who emigrated to this country, with his family, as a settler, about the close of the Revolutionary War, and located on a farm in the County of Essex, about three miles below Sandwich, on the Detroit River, and at a place called Pettit Cote. Lewis being then about twelve years of age, he remained with his father until the spring of the year 1793, when he came to the township of Chatham. When first he located on his farm the only mode of conveyance was the Indian canoe or on horse back, there being no road except an Indian trail along the banks of the river. Few indeed have lived to see what he has seen. He must have suffered many privations and endured many hardships, such as few can form an adequate idea of.

4. MR. JOHN MANSFIELD.

Deceased was a native of Quebec. He served his apprenticeship in the Quebec *Courier* (Cary’s) office, and came to Toronto in 1836, where he subsequently worked in Fothergill’s, McKenzie’s, Scobie’s and Rowsell’s offices. He was foreman of the Hon. Mr. Macdougall’s (*North American*) office during the whole time of its existence; and afterwards had charge of the Markham *Economist* for the ten years it was owned by the Hon. D. Reesor. In 1864, at the request of his friend, Dr. Riddell, he returned to Toronto, and had the management of Mr. Rowsell’s office till December, 1866, when, at the invitation of his friend, Mr. E. Wiman, he removed to New York to conduct the printing office about being established by the Mercantile Agency of which Mr. Wiman is a partner.

5. IMPERIAL TRIBUTE TO LORD ELGIN.

The Imperial Government has paid a handsome tribute of respect to the memory of the late Earl of Elgin. Late English papers say: A monument, destined for the cathedral of Calcutta, has been executed at the expense of the Government, in memory of the services of the Earl of Elgin and Kincardine. The design is by Prof. G. S. Scott, R.A., and the monument has been executed by Mr. J. Birnie Philip, of Hans Place, London, in a manner quite worthy of that gentleman’s distinguished reputation. It is a mural monument, Italian Gothic in style, raised upon a table, or rather semi-table. The inscription runs thus:—“In memory of the Right Hon. James Bruce, Earl of Elgin and Kincardine, K.T.G., M.S.I., G.C.B., Viceroy and Governor-General of India, who died in the execution of his office at Dhurmsala, in Northern India, and there lies buried. This is erected by the Government of Her Majesty, Queen Victoria, in recognition of the many eminent services rendered by him to his country in Jamaica, Canada, China, and India. Born July 20th, 1811; died November 20th, 1863.” This inscription is in incised lettering gilt. The cost of the monument, we understand, will be about £800.

The present young Earl of Elgin, who was born in Quebec, has, it appears, greatly distinguished himself at Eton, having got to the top of his class as “Major” in the school—a position which would indicate his attainments as a classical scholar.

VIII. Miscellaneous Friday Readings.

1. COME BACK TO THE FARM.

Brother, come back! come back!
Dear brother, what can be the charm,
That holds you so strong—
That keeps you so long,
Away from your father’s old farm?
Poor father, he tells how he needs you—
And would it be more than is due,
His labours to share,
His burdens to bear,
Who once bore your burdens for you?

CHORUS.

’Tis the voice of your sister—she calls you,
In tones both of love and alarm:
“By dead mother’s prayers—
By father’s gray hairs—
Dear brother come back to the farm.”

Father, tho’ years ago
The ablest and strongest of men,
Is failing at last—
You know he has passed
The milestone of three score and ten.
He’s feeble, he’s trembling, he’s lonely,
Who once was so fearless and brave;
Yet you are away,
While day after day
He totters on down to the grave.

Come from the wide, wide world,
Where dangers and perils abound!
Oh how can you roam
So far from your home,
Where safety and comfort are found?
Come, bring us the light of your presence.
Come, give us the strength of your arm;
That we may once more
See joy as of yore,
Sit smiling upon the old farm.

2. ENCOURAGE THE BOYS TO STAY ON THE FARM.

We find the following excellent advice given by a father in the *Maine Farmer*:—It is not strange that boys shut away from the world, deprived of womanly love, and kept in the kitchens and back yards should grow discontented with farm life, possess neither self-respect nor veneration for woman, and turn out at last to be slovens and tyrants in houses of their own. I would like to have the fathers listen to a few words. Boys have a right to be considered not only members of the family in all social relations, but as proprietors of the farm they help to till, and the stock they help to raise. It would greatly encourage habits of industry and foster a manly ambition in them, if fathers would treat them more as partners than as servants or mere underlings, working for their board. They should have a sheep, a calf, a lamb, a colt, or a hog, which they may call their own, and the increase, which should in reality be theirs, to rear or dispose of for their own benefit. Give the boys anything to begin with, anything of substance enough to establish proprietorship; and add to this a patch of ground with time and means for its cultivation, the produce and proceeds of which shall be the boys own. Farmers need a hint or two in another matter also. As a class they are far more niggardly and close with their boys than any other. They keep them more rigidly at work without recreation, allow them fewer holidays, few house pleasures, and less spending money to seek variety elsewhere, than the sons of parents in other employments have. Most others live in town and have recreations at command which cannot be reached in isolated country life, but even those amusements that do offer to farmers are yielded to, if at all, in a grudging and surly manner that takes half the pleasure from them by damping boyish enthusiasm with sordid calculations of time and money wasted.

3. WHY DON'T BOYS LEARN TRADES.

The present generation of young men seem to have a strong aversion to every kind of trade, business, calling, or occupation that requires manual labour, and an equal strong tendency toward some so called “genteel” employment or profession. The result is seen in a superabundance of elegant penmen, book-keepers, and clerks of every kind who can get no employment, and are wasting their lives in the vain pursuit of what is not to be had; and a terrible overstock of lawyers without practice, and doctors without patients.

The passion on the part of the boys and young men to be clerks, office-attendants, messengers, anything, so that it is not work of

the kind that will make them mechanics or tradesmen, is a deplorable sight to those who have full opportunities to see the distressing effects of it in the struggle for such employment by those unfortunates who have put it out of their power to do anything else by neglecting to learn some permanent trade or business in which trained skill can always be turned to account. The applications for clerkships and similar positions in large establishments are numerous beyond anything that would be thought of by those who have no chance to witness it. Parents and relatives, as well as the boys and young men themselves, seem to be afflicted with the same infatuation. To all such we say that the most unwise advice you can give to your boy is to encourage him to be a clerk or a book-keeper. At the best, it is not a well paid occupation. Very frequently, it is among the very poorest. This is the case when the clerk is fortunate enough to be employed; but if he should happen to be out of place, then comes the weary search, the fearful struggle with the thousands of others looking for places, the never ending disappointments, the hope deferred that makes the heart sick, the strife with poverty, the humiliations that take all the manhood out of the poor souls, the privations and sufferings of those who depend upon his earnings, and who have no resource when he is earning nothing. No father, no mother, no relative should wish to see their boys or kindred wasting their young lives in striving after the genteel positions that bring such trials and privations upon them in after life.

How do these deplorably false notions as to choice of occupation get into the heads of boys? Why do they or their parents consider it more "genteel" or desirable to run errands, sweep out offices, make fires, copy letters, &c., than to make hats or shoes, or lay bricks, or wield the saw or jackplane, or handle the machinist's file, or the blacksmith's hammer? We have heard that some of them get these notions at school. If this be true, it is a sad perversion of the means of education provided for our youth, which are intended to make them useful, as well as intelligent members of society, and not useless drags and drones. Should it be so, that the present generation of boys get it into their heads that, because they have more school learning and book accomplishment than their fathers had, they must therefore look down upon the trades that require skill and handicraft, and whose productions make up the vast mass of the wealth of every country, then it is time for the controllers and the directors to have the interior walls of our school-houses covered with maxims and mottoes warning them against the fatal error.—*Philadelphia Ledger.*

A correspondent of the *Leader* thus writes on the subject:—"Why boys don't learn trades," instead of crowding the already over-crowded haunts of genteel idlers. Now I for one do not think that the boys themselves are altogether to blame in this matter, whatever the parents may be. Perhaps you are not aware that it is the most difficult thing in the world to get a place for a boy, even in this city, at the present moment, as an apprentice to any trade. As an instance of this, I may give my own experience. I have a boy 16 years of age: strong, healthy, and well educated, without a lazy bone in his body, and with a strong turn for mechanics. Now we have been to every workshop in the city, beginning at the Queen's wharf to the Don, and cannot find a single opening. There are always enough names on the books to supply them with apprentices for the next 20 years to come, provided they come in their proper order. I would willingly pay a premium to any shop that would take him for four years, and I offered in one place to let him go for one year without wages, merely to sweep the shop and clean the machinery, but this could not be entertained, as there were two boys already acting in that capacity, and upon these humble conditions. At present, my boy is learning to be a telegraph operator, and I have views of getting him into a bank, but the bent of his inclination is for other things, and he is no more fitted for these occupations than I am for the position of editor of the *Leader*.

PATERFAMILIAS.

4. A SCHOOL INCIDENT.

On one occasion, when visiting a school, the teacher, regarded one of the best in the city, led up to me a boy some ten or twelve years old, with the remark that she wished me to tell her what she should do with him, for he was a very bad boy—every day, all the time bad. The boy's head was as near in her bosom as he could get it. I told him to look up, and let me see the face of a bad boy. After much persuasion he did so. "What," said I, "this fine looking lad a bad boy? I should have taken him for one of the best in school, such a fine manly countenance." And in saying it I spoke my real sentiments. I then said to the boy, "Surely you can be a good boy if you try. Do you not think you can?" "Yes, sir," was the reply. "Well, then, will you promise me to try?" "Yes, sir." "Well, then, when I come again, will you come to

me from your seat without being called, and inform me if you have been a good boy since I was here before?" He promised to do so. I was not in that school again for several months, and the occurrence had escaped my memory. Soon after I entered the school-room, I saw a boy approaching me. "That," said the teacher, "is the boy who promised to inform you if he had been good since you were last here." He approached me with a smile. "Well, now," said I, "have you been good and obedient since I was here?" He replied in the affirmative. "But I must appeal to the teacher," I said. She at once replied that he had stated the truth; that he had given her no trouble in the least, and there was no better boy in school.

Now, what was the secret of that reformation. Plainly, in my mind, he had been so long and constantly told that he was bad, that he believed it, and would not try to be otherwise. But a word of encouragement was just what he needed.

WM. SLOCOMB—*In Ohio Educational Monthly.*

VIII. Educational Intelligence.

—ONTARIO EDUCATIONAL ITEMS.—The endowment of Victoria College progresses most favorably, between \$40,000 and \$50,000 of the \$100,000 have thus far been subscribed.—On the 11th inst., the students of Victoria University sent a committee to the residence of Professor Burwash, and presented Mrs. Burwash with a silver tea service, suitably engraved, as a wedding gift, together with an address.—The Rev. Joseph Wild reports progress on his tour to raise \$10,000 for Albert College. He got five men in Napanee at \$100 each, with a prospect of two or three more there. On the 6th inst. he had \$3,000 of the ten.—The new school house for St. Mary's Ward, Hamilton west end, near the Crystal Palace, was formally opened the other day by the chairman and members of the Board. The building is of brick, 42 x 48, has two class-rooms, each 22 x 22 feet in front, and two rooms in the rear, each 18 x 22, with fuel rooms besides—and will accommodate 300 pupils. The whole cost, including that of the site, is about \$2,500, which is considered cheap enough for the value received.—The following amendment to the Separate School Act for colored people was made at the recent Session of the Legislature of Ontario:—"That the following proviso be added to section 1, chap. 65, of the Consolidated Statutes of Upper Canada, and be taken and read as part thereof: Provided, always, that no person shall be deemed a supporter of any Separate School for colored people, unless residing within three miles, in a direct line, from the site of the school house of such Separate School, and that any colored child residing any further than three miles in a direct line from the site of any such Separate School shall be allowed to attend the Common School of such section within the limits of which he resides."

—AMERICAN EDUCATIONAL ITEMS.—The Confederate fighting Bishop, Leonidas Polk, had a favourite idea of establishing a Southern University, to be modelled after those of Oxford and Cambridge, in England. By his exertions previous to the war a site had been secured upon a plateau of the Cumberland Mountains, containing 9,000 acres of land. Buildings for the accommodation of the theological and junior departments have since been erected, with two boarding-houses for students, a chapel and a professor's residence. A preparatory department has been organized and placed under the charge of Gen. Gorgas, a graduate of West Point, and Chief of Ordnance of the Confederate States, with four or five assistant teachers. The location is exceedingly healthful, being 1,000 feet above the surrounding country, and 3,000 feet above the sea. The Southern Episcopal Bishops are calling for assistance to carry out the plans of Gen. Polk.—Professor Goldwin Smith deposits his valuable historical library in the Cornell University. Professor Playfair, of Edinburgh University, wants to present to Cornell University a splendid cabinet of the cereals of Great Britain, of which there are but two sets in existence. The *Tribune* this morning learns that Mr. Greene Smith, son of Gerritt Smith, has given the University his large collection of birds.—The Boston Latin School is the oldest school in America. It was founded in 1665—two hundred and thirty-three years ago.

—EUROPEAN EDUCATIONAL ITEMS.—The Professors of University College, London, have undertaken to commence Lectures, for women, on the same plan as those which have been so successful in Edinburgh. Two courses are to commence next month—likely English Literature and Physics. At the beginning of next session, more classes are to be added.—Heidelberg is to have a professorship of American history and literature, and a distinguished American scholar will be invited to fill the chair.—Hungary is to adopt a compulsory educational system.—A strong movement is on foot in Russia to give a higher and more complete education to women.

—QUEEN'S COLLEGE ENDOWMENT.—At a recent meeting in Toronto to promote the Endowment of Queen's College, the very Rev. Principal Snodgrass states that the effort was first made at Kingston, and had been more successful than ever anticipated. The people were not at present in a position to do as much as they would wish; still they had come forward and placed a sum at their disposal which, in a short time, would reach \$25,000. One gentleman, a member of the Episcopal Church, had secured them \$400 annually, which capitalized made \$6,400; and another gentleman belonging to the other branch of the Presbyterian Church had guaranteed them \$100 annually, besides \$1000 towards the endowment. At Ottawa, they met with the most manifest generosity, and they had been assured that more might be expected if required. He believed they were now in a position to say they could realize \$35,000, although only those places were visited. He went on by detailing the subscriptions, of which \$26,500 were given in the two first places visited. This did not include the smaller sums subscribed. The young were among the donors, while as the rich gave liberally, the poor gave what they could. Since he came to the city he had received a telegram that an additional subscription of \$1,000 had been obtained in Ottawa; and it was by such means as this that the sum required would be raised and the College supported. They besides proposed to found scholarships. Subscriptions of \$500 would entitle the giver to a nomination in perpetuity; and at Ottawa, several contributions of five hundred dollars each, were obtained; and six or eight thousand dollars are yet expected to be contributed by friends of the College in the capital of the Dominion. About \$50,000 have been realized in all.

—PRESENTATION TO HON. DR. ROLPH.—Recently a most gratifying meeting of the Students of Victoria College was held at Yorkville, to present to the Hon. and venerable Dr. Rolph, an address accompanied by a most beautiful Oil Painting of the Dean. The reply was very touching, especially that part of it in which he thus refers to himself and his past career. He says: "Forget not that I am only one among the talented and highly gifted Professors who have by their teaching promoted the prosperity of the department, and shed an acknowledged lustre over it. Most happy shall I be to continue with them, your teacher, till the flame of life flickers deeper and deeper in its socket, and to go along with you in your honorable career, and share your unremitting labors in pushing onward and upward to the consummation of your high reward. It is a difficult task to answer your reference to political events which naturally glow in the hearts of 'Young Canada,' triumphing as they well may, in the great struggles and sad events which resulted in the establishment of the many constitutional principles upon which the new Dominion is now in process of erection. On an occasion like the present, I may be excused for saying little, although I feel more. The journals of Parliament alone contain imperishable memorials of the fame of those good and worthy men to whose efforts you are indebted for so great a boon."

X. Departmental Notices.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that as the edition of the Manual of 1864 is exhausted, no new edition will be issued until February or March. Parties desiring copies will please therefore defer sending for them until that time.

INTERCOMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established.

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard.

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 ELDON.

"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* in each school house for the use of the children and rate-payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

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

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.

We cannot too strongly urge upon 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 school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

3. PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In the catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

Text-books must be paid for at the full 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.

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum. Back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each. All communications to be addressed to J. GEORGE HODGINS, LL.B. Education Office, Toronto.