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## THE EDUCATIONAL ESTIMATES FOR 1873.

The Educational Estimates which were recently passed by the House of Assembly contain several items, in regard to which we desire to offer some explanation.

The principal item is the grant of \$220,000 for the Public and Separate Schools. This is an advance on last year's grant of \$20,000. The sum proposed by the Chief Superintendent was \$210,000, with an earnest request to the Government to increase the amount to \$250,000. A medium sum was, however, agreed to by the Government, and the grant was fixed at \$220,000. And, as explained to the House by the Hon. the Provincial Treasurer, the "\$250,000 urged by the Chief Superintendent would be in some proportion to the increase of pupils, the increased wealth and revenue of the country, the demands of



THE CAPEN PRIMARY SCHOOL-HOUSE, BOSTON.

education, the sum appropriated for High School Education, the doings of the people, and what is done in the neighbouring States." "The sum," he further remarked, "apportioned to High Schools this year out of the Legislative grant amounts to from \$18 to \$20 per pupil; while the sum apportioned to Public Schools amounts to only thirty-eight cents per pupil. This disproportion is altogether too great, and is exciting attention in some quarters. Formerly the Legislative Grant for Public Schools amounted to upwards of fifty cents per pupil; the increase of the grant has not been at all in proportion to the increase of pupils in the schools. Besides, the aggregate amount raised in the Province for Public School purposes during the last year is \$2,124,471, the whole of which sum, except the Public School proportion of the Legislative Grant (of \$194,171), has been self-imposed and raised by the people in the several municipalities, being an increase of \$180,106 over the preceding year. The Legislature ought certainly to keep pace with, if not take the lead of, the people in their various localities in its liberality to promote public education. "He explained that no grant would be more popular and beneficial than an increase of \$50,000 to the Public School Grant. The population of the neighbouring State of Pennsylvania does not increase faster in proportion than that of Ontario. In 1869, the Legislature of Pennsylvania granted for common school purposes, \$500,000; in 1870, \$650,000; and in 1871, \$750,000 were recommended by the State Superintendent. We ought not to fall behind our near American neighbours in educational matters, especially when we have an overflowing revenue."

2. A new item of \$2,500 was put into the estimates for the organization and inspection of schools in the new districts of Algoma, Nipissing and Muskoka, (for which the School Act makes no provision) and also in remote parts of several interior counties in unorganized townships. In recommending this grant the Chief Superintendent said "It is most important to assist and encourage the new settlers to establish schools for their children; but they often do not know how to proceed, and I am dependent upon information communicated by private individuals in their several neighbourhoods. But the visits of a qualified Inspector would encourage and instruct the new settlers as to their duty and modes of proceeding, and at the same time furnish the Education Department with reliable information and suggestions as to the best means of assisting these new settlements in providing school education for their children. A copy of the liberal regulations under which aid is given to schools in new and poor townships, is herewith appended.\* I propose \$6,000 with which to aid these schools—the same as last year."

3. The sum of \$2,000 was put in the estimates for a *third* Inspector of High Schools and Collegiate Institutes. In regard to this item the Chief Superintendent said:—"The duties of these officers are onerous, requiring their absence from home and travelling about eight months of the year, while their qualifications must be of the first order, both as Teachers and Scholars. But I propose to add to their duties, by requiring

them to inspect the Roman Catholic Separate Schools, and also to examine the principal Public Schools in Cities, Towns, and incorporated Villages, (which are feeders to the High Schools), at least to see how far the programme and regulations are carried out in these schools. The local Inspectors of these schools are appointed, paid, and their duties prescribed by the several Boards of Trustees. I have no means, except from these local officers, (who are only responsible to the Boards that appoint and pay them), to learn whether the school law and regulations are observed at all. The same remark applies to Separate Schools. When Professor Young was High School Inspector, I authorized and requested him to visit the principal Separate Schools, and report the results. He did so, and his reports were, upon the whole, very creditable to the schools. Sometimes complaints are made to me that the Separate Schools are not conducted according to law, and the registers and reports of the attendance of the pupils are not correct; but I have no means of ascertaining anything on the subject, except from the Trustees of Separate Schools themselves, without appointing an Inspector, whom I have no means of remunerating for his trouble; and if he be a local man, or Inspector of the rival Public Schools, objections are made, and with some show of reason, against his appointment. I therefore propose to devolve this duty on Inspectors of High Schools, to remove all reasonable ground of local complaint on any side, and in order to secure adequate means of reliable information in regard not only to Public Schools in Cities and Towns, but also respecting the Separate Schools; as the 26th section of the Separate School Act provides, that "The Roman Catholic Separate Schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Chief Superintendent of Education, and shall be subject to all such regulations as may be imposed from time to time by the Council of Public Instruction for Upper Canada."

4. The sum of \$82,000 was provided for High Schools and Collegiate Institutes, including \$2,500 for new High Schools. These can only be established by the sanction of the Lieutenant-Governor in Council, but in the establishment of new High Schools, the allowance to existing High Schools will not be diminished.

5. A new item of \$2,800 was also proposed for Teachers' Institutes, which are regarded, established and multiplied in the neighbouring States as most efficient means of prompting and promoting the improvement of Teachers, and as feeders to the Normal Schools. In regard to this item the Chief Superintendent remarked:—"As early as 1850 provision was made in the School Act for this purpose, by granting "For the encouragement of a Teachers' Institute, a sum not exceeding \$100 in any County or Riding." (Consolidated Statutes, 22 Vic., chap. 64, sec. 120, clause 'F.')

By the 106th section, clause 14 of the same Statute, the Chief Superintendent is authorized "To appoint proper persons to conduct County Teachers' Institutes, and to furnish such rules and instructions as he may judge advisable in regard to the proceedings of such institutes, and the best means of promoting and elevating the profession of school teaching, and increasing its usefulness." But I have not acted upon the provisions of the law; I have thought it would be a waste of time and money to do so; for though impressed with the importance and utility of Teachers' Institutes, I felt that their usefulness depended upon the manner in which they were commenced and conducted, and there were no Teachers of sufficient eminence in the several counties, and so thoroughly grounded and experienced in school organization, teaching and discipline, to command the confidence of Teachers generally, and render the exercise of Teachers' Institutes successful. But now we have a considerable number of

**CONDITIONS OF AIDING PUBLIC SCHOOLS IN NEW AND POOR TOWNSHIPS.**—Special aid will be granted (as hereinafter specified), by the Education Department to "Public Schools in new and poor Townships," upon the following conditions, viz.—1. That a School Section or Division, with definite boundaries, has been set apart by the Township Council (where such exists), or where none exists, by a public school meeting, and approved, as reported to the Department by the County Inspector. 2. That, at a first school meeting three resident ratepayers (where the township is organized), or other suitable persons (in a township not organized) have been elected as trustees by the ratepayers (in organized townships), or by subscribers to, or other supporters of the school (in a township not organized); and that subsequently the election of one trustee takes place annually in the section or division. 3. That a building and other accommodation, considered by the County Inspector as suitable for the school, have been provided by the trustees. 4. That a teacher holding a legal, or other certificate, recognized as sufficient by the County Inspector, has been employed by the trustees for at least six months of the year. 5. That in sections or divisions, in new townships, without municipal organization, at least one-third of the annual salary of the teacher (for the first year), one-half of the salary (for the second and third years), and two-thirds of the salary (for the fifth year), together with the whole of the other expenses of the school have been provided from local sources. 6. That the school accounts of the section or division have been duly audited by one person appointed for that purpose by the trustees, and one by the ratepayers, and the audit reported to the Inspector and approved

previous to the payment by him of the next grant made by the Department. (See N.B. below.) 7. That all of the information asked for in the accompanying forms has been fully given, so far as it is in the power of the trustees to do so. 8. That a report in a prescribed form be sent in to the County Inspector, at the times specified, and certified by him as satisfactory.

I. Upon the foregoing conditions, the Department will, for the first year of the existence of a poor school recommended for such aid by the Inspector in a new township without municipal organization, make an annual grant to it of a sum at least equal to the rate of two-thirds of the annual salary of the teacher, as certified by the trustees; for the second and third years, the grant will be at the rate of one-half of the annual salary of the teacher, and for the fourth and fifth years, at the rate of one third of the salary of the teacher as certified by the trustees.

II. The grants to schools in poor townships with municipal organization, will be made upon a different basis, at the discretion of the Department, and upon the special report and recommendation of the County Inspector.

NOTE.—Should facts or circumstances, reported to the Department, warrant it, the grant may be increased, reduced, or withheld altogether in any particular year, or at the end of any particular period specified, as may be deemed most expedient.

N.B.—No part of the grant made by the Department can, under the School Acts, be applied to any other purpose, than that of the payment of the salary of the Teacher.

well-trained teachers in almost every county, and County Inspectors whose appointments have depended upon their being first-class Teachers. I think, therefore, that Teachers' Institutes can now be advantageously established."

6. The sum estimated for superannuated worn-out teachers is \$19,608. (The sum actually voted last session was \$12,000.) "This sum," the Chief Superintendent remarks, "is based on a calculation of the amount of the retiring allowance to 148 old teachers, with 3,268 years aggregate service, at \$6 per year. The maximum sum authorized by law. Heretofore the grant was not sufficient to pay a worn-out teacher little more than one dollar a year for each year he had taught; by getting the grant increased, as also some increase in subscription, I was enabled to pay them at the rate of two dollars for each year they had taught. I have been able to pay superannuated teachers this year at the rate of \$4 per annum for each year they had taught. I explained verbally to your predecessor in office, (the Hon. A. Mackenzie), that the principle I proposed for the action of Parliament, was to grant dollars for dollars; that is, that the Parliament should grant one dollar for every dollar that should be paid by teachers for their support when superannuated; but for the current year I proposed the sum of \$12,000, though the teachers' subscriptions will amount at least to \$10,000. Instead of raising the allowance of superannuated teachers at once to the full sum of \$6 per annum for each year they had taught, I proposed to increase it gradually, and let the balance of the Parliament grant be *funded* or *invested*, and the interest added to the annual allowances to superannuated teachers. Mr. Mackenzie approved of this plan; and were it now carried out, there would not be over \$10,000, to be invested for that purpose; for the subscriptions of teachers, under the law of 1870, have amounted this year up to November \$10,756 71. Out of the grant of \$12,000 voted by Parliament last session, within \$1,243 29 of the whole amount has been covered by the teachers' subscriptions (which have been paid into the Provincial treasury). This \$1,243 29 has been the only sum paid out of the public revenue this year, (instead of \$6,000 as in former years), while the allowance to superannuated teachers has been increased one hundred per cent. But I do not dwell upon the trifling sum of \$1,243 29, actually paid this year to the superannuated teachers' fund by the Legislature; nor do I propose the investment of any part of the grant, as I suggested to Mr. Mackenzie last winter. On further consideration and observation, I think another plan will be more beneficial to superannuated teachers, to the profession of teaching, and more economical for Parliament. I propose that the number of superannuated teachers, and their aggregate years of service, shall be the basis on which the Parliamentary grant each year shall be made, allowing at the rate of \$6 per year to each teacher for each year of past service. This arrangement will cheer the heart of every old worn-out teacher; it will increase his allowance fifty per cent. over that of the current year; it will enable him to know what to depend upon in future, and each teacher in the work will know what to depend upon by teaching until he become superannuated, and the Parliament will only have to supply the sum necessary each year to meet the demand over and above the amount of the teachers' subscriptions.

As the aggregate sum proposed for 1873, is \$19,608; and the Teachers' subscriptions will be at least \$19,000; it follows that the Legislature will have actually to pay out of the public revenue less than \$10,000. I believe when this arrangement comes to be explained and understood, it will not only be acceptable to the Legislature, but the little opposition which has been attempted to be got up by such Teachers as only teach as a stepping-stone to some other pursuit or profession, will entirely disappear, and the permanence and efficiency of the Teachers' profession will be immensely promoted."

With a view to carry out this proposition, the Chief Superintendent submitted the following provision in the draft of the Bill which was approved and brought into the Legislature by the Hon. Attorney-General Mowat.

"Every teacher who, while engaged in his profession, contributes to the support of the Superannuated Teachers' Fund, as provided by law, shall, on retiring from the profession of teaching, as provided in the Consolidated School Act (22 Vic. ch. 64), and upon furnishing satisfactory proof to the Council of Public Instruction of good moral character, and of his age, and length of service as a public or high school teacher in Ontario, shall be entitled to an allowance or pension, at the rate of six dollars per annum for every year of such service: Every such teacher, on reaching the age of sixty years, shall be entitled to retire from the profession at his discretion: Every teacher under sixty years of age shall, in addition to proof of his age, furnish from time to time satisfactory testimony of being disabled from practising his profession: The retiring allowance shall cease at the close of the year of the death of the recipient, and may be discontinued at any time should the superannuated teacher fail to maintain a good moral character, to be vouched for (when required)

to the satisfaction of the Council of Public Instruction: And should any pensioner, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended for the time so engaged, and, in such a case, a pension for the additional time of teacher shall be allowed him, on his compliance with the law and regulations, and his again being placed on the superannuation list by the Council."

For the *Journal of Education* the sum submitted was \$2,940, "including \$250 for engraving plans of new School-Houses in Ontario," and \$150 for Prizes for designs for Rural School-Houses and grounds."

The amount proposed for the Educational Depository was \$50,000, as against \$42,000 in 1872. This item elicited the following discussion in the House of Assembly:

"Mr. Gibson, of Huron, objected to the item. He did not think that the Government should keep a big book-store, while there were plenty of them on King Street. It was behind the age."

"Mr. Deroche thought that the keeping up of this book and map establishment, from which publications can be obtained at half-price, was an injustice to the general book and stationery trade, and should be discontinued by the Government. He contended, moreover, that some sections of the Province were benefited by it, while others did not receive those benefits."

"Mr. Ferguson said that this establishment was doing good, and should not be abolished."

Hon. Mr. Mowat was aware that many of the friends of the Government were opposed to this establishment, but he did not like to abolish it at present. He believed that many of the cogent reasons which were once to be brought in favour of it had ceased to exist. There were powerful considerations on both sides of the question, but 'on the whole' he thought that, if he occupied his present position next session, he would be prepared to decide whether he would submit a measure for its abolishment."

"Mr. Oliver had had the honour of presenting several petitions against the continuance of this establishment, and when a Reform Government came into power he fully expected that it would be abolished. He regretted to see that, on the contrary, the estimate for the purchase of these publications was greatly increased. But perhaps the Government might be excused by the fact that they hadn't been long in office."

"Mr. Farewell would regret to see this establishment abolished, because he regarded it as a valuable auxiliary to our invaluable school system. He regarded its existence as necessary to the perfecting of our Common School system—a system of which any Canadian may well be proud. One of the clearest evidences, he said, of a high state of civilization in this country is its admirable educational system, considered in all its parts, from the Common School up to our national University. Perhaps the machinery of this system is as perfect as any on the earth. The officers engaged in the several departments make it a specialty to attend, each to certain duties, and in this way become as nearly perfect as possible. One of the necessities of a perfect system of education is the means *ever at hand* to supply as cheaply as possible, such books, maps, and apparatus as experience has shown to be desirable, as aids to the teacher, and indispensable to the proper advancement of the student. The selection of the items which make up the Depository is made a specialty by those in charge of the business, and hon. members can readily see that instead of its being a huge monopoly, as some hon. members suppose, it simply supplies the wants of the schools, without, in any manner, interfering with the general trade of the Province. If any money be saved by the operations of the Depository it is saved for the country, and if anything be made it is made in the interests of the people. If we would keep our school machinery perfect, we must retain our Depository, and for so desirable, yes, so necessary an object, he (Mr. Farewell) would give his vote most heartily."

The following items were passed:—Salaries of clerks, &c., in Educational Depository, \$4,495 as against \$3,670 for 1872; contingencies for same, \$4,060 as against \$2,330 for 1872.

"Mr. Deroche thought that if the Premier was sincere in his promise of abolishing this establishment next session, the Government should not be asking for such largely increased votes in connection therewith. It seemed to be one of the proposals to send some gentleman connected with the Educational Department to England to transact some business in connection with this Depository. Now why should all this be done if the establishment was to be abolished as the Premier had promised?"

"Hon. Mr. Mowat said that until the establishment was abolished it should be carried on as usual. It was the usual business procedure to send agents to England to purchase, and while the Depository was continued it was but common prudence to operate it according to ordinary business principles."

We have in this journal so fully, from time to time discussed this matter, that it is scarcely necessary to enter into the subject at length, especially as means will be taken to obtain the fullest information on the subject. In the meantime we may state that the principal objections urged by Booksellers against the Depository, are:—

- 1st. That it is an unjust interference with "the trade."
  - 2nd. That it creates a "monopoly" injurious to them.
  - 3rd. That if the Legislature supplies its Schools with books and maps, it ought, on the same principle, to supply other articles.
  - 4th. That, even if the arrangement was a wise one in the infancy of the school system, when Booksellers were few and facilities of supply did not exist, it is indefensible now, when these reasons for its establishment no longer exist.
  - 5th. That if "the trade" can (as it does) supply text books, it can also equally well supply library and prize books.
  - 6th. That the Depository is an expensive burthen to the Province.
- Although it is difficult to condense replies to general objections like the foregoing, yet we endeavour to do so, as follows:—

1st. That the alleged interference of the Depository with the book trade is the reverse of truth, as the "Trade Returns" will show. It has, on the contrary, largely developed this trade, by sending books into every corner of the land. The value of books (not maps and apparatus) imported into the Province of Ontario in 1850, was \$141,700, and now about \$410,000, while the average import of books by the Department has not been ten per cent of this latter sum.

2nd. That the Educational Depository exists solely for, and in the interests of the Schools alone, and that it has never supplied private parties with books, or interfered with private trade in any way; and that to abandon the principle of the Educational Depository would be either to confer a "monopoly" of high prices upon a few individual booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious as well as the good; as can be demonstrated by incontrovertible testimony and examples.\*

3rd. That the principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery offices, Queen's Printers, Post Office, Army and Navy Supply, etc.

4th. That if the Government, under the authority of the Legislature, has a right to give money and provide trained teachers for the Schools, it has also a right to give books and maps to them, and that is not a shadow of difference in the principle of the one gift and the other.

5th. That the entire text-book trade is in the hands of the booksellers, as the books are all named and known, and no departure from the list can take place; but that with the large and constant influx of new books no such supervision could take place over the supply by booksellers of prizes and library books.

5th. That the depository has fully paid its own way, and has not cost the Province one cent for its management for twenty years.

The estimates have been made with a view to the strictest economy, based on past experience and present exigencies. The Depository has always been more than self-supporting, including the salaries of its officers. The receipts from the depository paid into the Provincial Treasury this year, will not be less than \$35,000, and will probably considerably exceed that amount in 1873; while the publications sent out from it to various parts of the Province, will amount this year to not less than \$50,000, and will doubtless much exceed that amount in 1873. The fees from the Model Schools, and

\* NOTE.—Four Reasons why "The Trade" is incompetent to take the place of the Depository in supplying our Schools.

To the statement that private booksellers can supply the library wants of the Schools, as well, or nearly as well, as the Education Department, our reply is fourfold:—

1st. That a Department, specially charged with the care and oversight of the Schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of educationists on this subject is, that booksellers, through their agents and travellers throughout the rural parts, have, with some good books disposed of immense quantities of pernicious and worthless books.

3rd. That if the right of supply is thrown open to booksellers indiscriminately, the bad as well as the good will take advantage of the facilities thus afforded for flooding the country with their own publications without check or restraint. To restrict the right of supply to one or more publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all vendors alike full permission to circulate such books as they please—bad as well as the good.

4th. No private publishing house, even in the cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of books, maps, charts and apparatus, which would be necessary for circulation in our 5,000 schools. Nor could it supply them at the low prices at which they are now furnished to the trustees.

paid into the Provincial Treasury, will amount to at least \$8,000.

In the New England States, especially the State of Massachusetts, where views and experience of public education are most advanced, any appropriation for educational purposes is not regarded as an expenditure but as an investment, which pays back to the country in various ways, a compound interest on the money invested in and spread over the country itself, and not sent out of the country, or put into the hands of a few individuals for private purposes, but altogether employed for public purposes.

2. The expansion of even any private enterprise or establishment, much more the expansion of a public system for the advancement of the most important department of the public service, involves a corresponding increase of expenditure for its support and extension.

3. In the increase of expenditure must be taken into consideration the circumstances of the country and domestic expenses generally, in comparison of those of former times, and the comparative remuneration of skilled labour in commercial and manufacturing transactions.

#### STATEMENT OF THE PROVINCIAL TREASURER'S RECEIPTS FROM THE EDUCATION DEPARTMENT, FOR THE YEAR ENDING 31ST DECEMBER, 1872.

SERVICE.	PARTICULARS.		
Normal and Model Schools.	Fees, Pupils .....	\$8,422	00
	Interest on \$1,000 Dominion Stock to 30th Sept., 1872 .....	66	00
	Interest on Debentures .....	13	41
			8501
From Depository.	Sales of Maps, Apparatus, Prizes and Libraries during year .....	33,824	28
Superannuated Teachers.	Subscriptions during y'r. 10,963	71	
	Interest on \$2,000 Dominion Stock to 30th Sept., 1872 .....	120	00
		11,083	72
Journal of Education.	Subscriptions and Advertisements .....	264	93
Museum	Sales of Photographs....	3	97
Contingencies, Education Office.	Postage Stamps .....	119	28
		Total	\$53,797 58
W. R. HARRIS, Accountant.		(Signed) ADAM CROOKS, Treasurer.	
Treasury Department, Toronto, 31st Dec., 1872.			

#### NO PAYMENT TO UNQUALIFIED TEACHERS.

##### DECISION OF THE COURT OF QUEEN'S BENCH.

*Public Schools—Action by teacher for salary—Want of qualification.*

A school teacher sued the trustees in the Division Court for his salary upon an agreement under defendants' corporate seal, by which they bound themselves to employ the powers legally vested in them to collect and pay him; and upon the common count for work and labour. It appeared that he was not a legally qualified teacher, but that he had taught the school during the time claimed for.

*Held*, that he could not recover. 1. Because by Consol. Stat. U. C. ch. 64, sec. 27, sub-sec. 9, as amended by 34 Vic. ch. 33 sec. 30, defendants were prohibited from giving an order in his favour on the local superintendent, and the latter, by sec. 91, sub-sec. 2, from giving him a check upon the treasurer. 2. Because, if entitled to payment, his remedy would be by mandamus, or a special action, not by an action for the money, which was not in defendants' hands.

*Quere*, as to the meaning of 34 Vic. ch. 33, sec. 27, O.

This was an appeal by the Chief Superintendent of Education for Ontario, under the provisions of the 108th and following sections of the Upper Canada Common School Act, chapter 64 Consol. Stat. U. C., and sec. 27 of 34 Vic. ch. 33, O., the action in the Court below being one brought by the respondent Wright against the trustees in their corporate capacity in the Fifth Division Court of the County of Huron. The statement of claim was as follows: George Wright, of the Township of Stephen, &c., claims of the Trustees of School Section No. 3, &c., the sum of \$217.08. For that the said School Trustees, by instrument under their corporate seal, bearing date the 23rd of August, 1869, for the consideration

therein mentioned covenanted to pay the said George Wright the sum of \$320 per annum, in four equal quarterly instalments from that date, for his services as their teacher; and although the said Wright duly performed the agreement on his part, the said School Trustees have made default in the payment of \$217.08, being a balance of the said yearly salary, which sum the said Wright claims of the said Trustees.

At the trial, before the learned Judge of the Division Court, the claim was amended by adding a claim for work and labour done by Wright for the said Trustees at their request, and the following agreement was proved:

We, the undersigned Trustees of School Section No. 3 in the Township of Stephen in the County of Huron, by virtue of the authority vested in us by the U. C. Consolidated School Act, have chosen George Wright, who holds a second class certificate of qualification, to be a teacher in said school, and we do hereby contract with and employ such teacher at the rate of \$320 per annum from and after the date hereof; and we further bind and oblige ourselves and our successors in office faithfully to employ the powers with which we are legally invested by the said Act to collect and pay the said teacher during the continuance of his agreement the sum for which we hereby become bound, the said sum to be paid to the said teacher quarterly. And the said teacher hereby contracts with the trustees herein named and binds himself to teach and conduct the Common School in said School Section according to the school law and the regulations which are in force under its authority. This agreement shall continue in force for one year from the 1st day of January, A. D. 1870, unless the certificate of the said teacher should be in the meantime revoked or annulled according to law, and shall not include any teaching on Saturdays or on other lawful holidays and vacations prescribed under the authority of the school law, but all the holidays and vacations shall be at the absolute disposal of the teacher. Given under our hands and seals of office this 23rd day of August, A. D. 1869.

(Sgd.) WM. BAGSHAW, JNO. SNELL, WM. PENTHALL.  
GEORGE WRIGHT, Teacher.

The case being heard, the learned Judge decided against the Trustees, giving the following judgment:—

"This is a case of special contract between the plaintiff, George Wright, and the Trustees of School Section No. 3, of Stephen. The claim contains a statement of the contract dated the 23rd of August, 1869, for payment of \$320 in four equal quarterly payments, and claims \$207.08 as a balance of which defendants have made default in payment. The claim also contains a common count for work and labour done by Wright for the School Trustees at their request (this count was added on application at the hearing). I cannot give the evidence in detail, as unfortunately my note book, containing the evidence has been lost, but suffice it to say, that the contract was proved, and the services duly rendered by the plaintiff under the contract, and non-payment admitted. The objection to the plaintiff's right to recover was, that he was not a legal teacher, never having obtained a certificate of qualification. I disregarded the allegation that the plaintiff was not a legally certified teacher as being outside the question substantially at issue. The services were duly rendered by the plaintiff. Defendants did not deny that they were so rendered, and the question resolved itself into this, viz: Whether the defendants were entitled to retain and employ the services of the plaintiff without remuneration, or whether they should pay for those services out of the fund put under their control for the purpose of payment. I had little hesitation in deciding that defendants should pay, and gave judgment accordingly."

The learned Judge also added and certified that the evidence shewed that the plaintiff, Wright, was not in fact a legally qualified second-class teacher.

From this decision this appeal was brought.

The case was argued during this term. *Bull.*, for the appellant.

*Robinson*, Q. C., for the respondent.

The statutes and authorities referred to are cited in the judgment.

**MORRISON, J.**—By sub-sec. 8 of sec. 27 of the Common School Act, Consol. Stat. U. C. ch. 64, the trustees of each school section are authorized and it is their duty to contract with and employ teachers for such school section, and determine the amount of their salaries.

And by the School Law Amendment Act of 1850, 23 Vic. ch. 49, sec. 12, "All agreements between trustees and teachers to be valid and binding shall be in writing signed by the parties thereto, and sealed with the corporate seal."

And by sec. 80 of ch. 64 "No teacher shall be deemed a qualified teacher who does not at the time of his engaging with the trustees, and applying for payment from the school fund, hold a certificate of qualification as in this Act provided."

By the 27th sec., sub-sec. 1, the trustees are to appoint a Secretary-Treasurer to the corporation, who shall give security for, among other things, the receiving and accounting for all school moneys collected by rate bill, &c., from the inhabitants of the school section, and for the disbursing of such moneys in the manner directed by the majority of the trustees.

And by the 23rd section of the 34 Vic. ch. 33, Ont. "All moneys collected in any school section by the trustee corporation shall be paid into the hands of the Secretary-Treasurer thereof; and should the trustees refuse or neglect to take proper security from such Secretary-Treasurer, they shall be held responsible for such moneys."

And by the 9th sub-sec. of sec. 27 Consol. Stat. U. C., it is the duty of the trustees to give the teachers employed by them the necessary orders upon the local Superintendent for the school fund apportioned and payable to their school section. And as amended by the 34 Vic. ch. 33, sec. 30, sub-sec. 4. "They shall not give such order in behalf of any teacher except for the actual time during which said teacher, while employed, held a legal certificate of qualification." And by sub-sec. 2 of sec. 91 of Consol. Stat. U. C. ch. 64, the local Superintendent is to give to any qualified teacher (but to no other) on the order of the trustees of any school section, a cheque upon the County Treasurer for any sum of money apportioned and due to such section."

In the case before us the trustees and the teacher entered into the usual agreement, whereby the trustees bound themselves to employ the powers with which they were legally invested by the School Act to collect and pay the teacher during the continuance of his agreement, and the suit in the Court below was brought, according to the claim attached to the summons, to recover from the trustees \$217.08, being an alleged balance of salary under that agreement, and the learned Judge reports that the plaintiff was not in fact a legally qualified second class teacher.

I think the objection taken in the Court below, that the respondent was not entitled to recover against the trustee corporation the claim for salary, he not being a legally qualified teacher, was well founded, and the learned Judge upon that ground should have decided in favour of the trustees.

It has been held in this Court, *Stark v. Montague*, 14 U. C. R. 474, that the trustees cannot impose a rate for paying the salary of an unqualified teacher, and that such a teacher cannot be allowed to receive any portion of the school fund. The trustees are prohibited by the sub-sec. 9 of sec. 27 from giving such a teacher an order on the local Superintendent for his salary, and the latter, by sub-sec. 2 of sec. 91, from giving an unqualified teacher a cheque on the Treasurer.

I must say the 27th sec. of 34 Vic. ch. 33 Ont., is far from clearly expressing the intention of the framers of it. It does not point out in what way the matters in difference are to be brought and decided in the Division Court, whether as an ordinary suit, as this was, or in the nature of a proceeding before the Judge as an Arbitrator, or in any other way, and when decided by the Judge it does not say in what manner or from whom any moneys are to be collected or recovered. It certainly gives the Judge no power to carry into effect any decision arrived at by him, as the repealed section provided, unless we assume that what the Legislature meant was to give the teacher the right to bring an action in the Division Court against the trustees for any matter in dispute between them, although the subject matter (as in this case) was beyond the ordinary jurisdiction of that Court. If so, and I think that is the only construction we can give to the section; then, irrespective of the objection of the plaintiff below being an unqualified teacher, there is another ground upon which I think we must allow this appeal. The action is brought by the teacher against the corporation to recover an amount due as a salary. In *Quin v. School Trustees*, 7 U. C. R. 137, Sir John Robinson said, "We think the action against the trustees is altogether misconceived. They (the trustees) are sued as if the money for paying teachers were in their hands, and were to be paid over by them to the teachers; but that is not so. According to 9 Vic. ch. 29 the provisions of which were similar to the present School Act "it is the district (now local) Superintendent who is to pay the money, not the trustees, so far at least as regards that part of it which is paid by the Government. As to the portion raised by rate upon the inhabitants, that also, by the enactments of the law, goes into the hands of the Treasurer, who is merely subject to their order, and in neither case can they be liable to an action for not paying the money. They are public officers, who have only to discharge their proper duty. If they refused to make an order, a mandamus would lie against them or perhaps a special action for not making the order, but not an action for the money, for that is not in their hands." And by the agreement made with the respondent the trustees only bound themselves to employ the powers with which they were legally invested by the School Act to collect and pay the teacher. They were not invested with any power to

remunerate a teacher not duly qualified, which was the case with this respondent.

As to the claim under the count for work and labour done for the Trustees, which the learned Judge allowed to be added at the trial, it does not appear clear whether under that count he considered the respondent entitled to succeed. The observations at the end of the learned Judge's decision would lead me to think he did, but be that as it may, the respondent was not entitled to recover, as it is clear that there can be no binding or valid agreement between the trustee corporation and the teacher except in writing and under their corporate seal. See sec. 12 of the Act of 1860.

On these grounds I think that the appeal should be allowed, that the verdict in the Court below should be set aside, and the verdict entered for the defendant with the costs of suit below.

WILSON, J., concurred.

*Appeal allowed.*

## II. Education in Various Countries.

### 1. NEW BRUNSWICK SCHOOL LAW.

The opinion of the law officers of the Crown in England on the New Brunswick School question, has been received. It is as follows:—

"We report that we agree substantially with the opinion expressed by the Minister of Justice, so far as appears from the papers before us. Whatever may have been the practical working of annual education grants in the Province of New Brunswick, the Roman Catholics of that Province had no such rights, privileges, or schools as are the subjects of the enactment in the Act of 1867. It is, of course, quite possible that the new statute of the Province may work in practice unfavourably to this or that denomination therein, and therefore to the Roman Catholics, but we do not think that such a state of things is enough to bring into operation the restraining powers or the powers of appeal to the Governor-General in Council, and the powers of remedial legislation in the Parliament of the Dominion, contained in the 93rd sec. We agree, therefore, in the practical conclusion arrived at by Sir J. A. Macdonald.

"(Signed)

"J. D. COLERIDGE."

### 2. SCHOOLS IN THE UNITED STATES.

According to the census of 1870, the total number of schools in the United States was 141,629 for males, and 127,713 for females. The total number of pupils was 7,209,938—3,621,996 being male, and 1,587,942 being female. The total income of all the schools was \$96,404,726, of which \$3,663,785 came from endowments, \$61,476,039 from taxation, and \$29,992,902 from all other sources, including tuition. The total income reported is nearly three times that for 1860, and nearly six times that for 1870. It is considered quite impossible that there should have been any such increase; and the apparent augmentation is, without doubt, referable to a failure on the part of the census officials to secure complete returns. Of the total number of schools reported, the public schools were 127,059; classical, professional, and technical, 2,545, and others 14,024. The total number of teachers in the Public Schools was 183,198 and in the classical, professional and technical, 12,767. The number of pupils in the latter class was 245,190, and in the public schools, 6,228,069.

### 3. EDUCATIONAL EXPENDITURE, STATE OF NEW YORK, 1872.

The following table shows the entire amount expended during the year for the maintenance of public educational institutions, not including appropriations made to orphan asylums and other public charities in which instruction is given:

For the wages of common school teachers .....	\$6,957,455 77
For district libraries.....	26,059 50
For school apparatus.....	225,681 44
For coloured schools .....	66,525 17
For buildings, sites, furniture, repairs, etc.....	1,988,923 18
For other expenses incident to the support of common schools.....	1,151,800 82
State appropriation for support of academies.....	41,746 50
State appropriation for teachers' classes in academies	15,080 00
For teachers' institutes .....	16,190 28
For normal schools .....	174,339 23
For Cornell University .....	44,000 00
For Elmira Female College .....	3,500 00
For Indian schools .....	7,690 94

For salaries of school commissioners .....	\$90,187 32
For Department of Public Instruction .....	19,620 08
For Regents of the University .....	6,242 26
For printing reports and school registers.....	13,958 72
Total .....	\$10,849,001 20
Corresponding total for 1871.....	9,880,185 06
Increase .....	\$968,816 14

### 4. ADVANTAGE OF SCHOOL DRILL.

The authorities in Massachusetts declare that the vigorous and effective military drill, given to all the boys in the high schools of that State, has been of "incalculable benefit," to them in improving their physical health, while it is promotive of excellent disciplinary results.

### 5. EDUCATION IN GERMANY AND THE WAR.

Since Prussia has assumed the leadership of the German empire consisting of twenty-seven States, counting Alsace and Lorraine the population is about 40,000,000.

All the schools of every grade have been placed under the jurisdiction of the Prussian Ministry of Public Instruction at Berlin, and the whole system, merged into that of Prussian education, has reached a high standard. The per centage of illiteracy is very small. The annual examination of recruits for 1869 and 1870, showed only about three per cent. that were not acquainted with reading, writing and arithmetic.

During the war the German schools suffered severely in all the grades. A large number of students and some professors of the university, as well as many scholars from the gymnasium and rent schools, joined the army. About 4,000 teachers of elementary schools were found in the ranks.

Several practical School teachers stationed at Berlin are about to petition the Prussian Minister of Education on the subject of schooling age, which, they are unanimously of opinion, ought not to begin before the seventh year.

### 6. TECHNICAL EDUCATION IN ENGLAND.

THE movement in behalf of Technical Education has of late been rapidly progressing. Next month the first of the proposed Technological Examinations of the Society of Arts will be held, and we may hope for a good deal from them. It will be remembered that these examinations are the outcome of a Congress held last year under the presidency of Prince Arthur, to consider the best means of advancing Technical Education in this country. The necessity of some provision for such education is but too evident. In more than one branch of industry our workmen are left far behind by those of other countries, and the want is too pressing to need much insisting upon. Since this scheme was first determined upon, we understand that the society has been engaged in carefully considering a detailed plan of examination, and this plan is now before the public. It was found that, at first, it was only possible to take up a very limited number of subjects. Those selected for the present year are Cotton, Paper, Silk, Steel, and Carriage-building. In order to pass the Society's examinations, it is essential that the candidate should possess, in the first place, "such an elementary, "knowledge, at least of abstract science as will enable him "thoroughly to understand the scientific principles of which his "art or manufacture is an application;" and in the second place "such a knowledge of the application of those principles in his "trade as will show that he is practically conversant with the various processes and manipulations of the factory or workshop." The theoretical knowledge also is not to be a mere "cram" of empirical dicta, nor the practical knowledge a mere committal to memory of descriptions of manufactures picked up from text books.

The difficulty of getting at the knowledge of each candidate will be considerable, and upon the result of these examinations—experimental as they are—a great deal will depend. If they are searching, and really afford a true test, nothing more can be hoped for; but if they merely test the memory and the "cram" power of the candidates, they will be next to useless. That they will avoid this danger, we sincerely hope, and indeed, from the care with which, we believe, the preliminary arrangements have been made, we have every reason to expect it.

The Candidate's knowledge of general science is to be tested by the Examination of the Science and Art Departments; but we are glad to understand that too much stress will not be laid upon

the proficiency of the candidate in any branch except the special one in which he is to be examined. To our thinking the examinations should be entirely *special*, leaving general knowledge to be tested by other means. The examination in "Technology" is to be by a special examination paper, to be worked in conjunction with these examinations. The practical skill is to be judged by the returns of the candidate's employment, for some years past, in his particular art or manufacture. For these examinations Certificates of three classes will be awarded—Honours, Advanced Grade, and Elementary Grade, and there are also prizes, general and special, for remarkable proficiency. *London Educ. Times*

### 7. EDUCATIONAL REVIVAL IN EUROPE.

In his Saturday evening lecture, at the Lowell Institute, Mr. Northrop spoke of the recent educational revival in Europe and its causes, describing the progress in England, Austria, Russia, Italy, and Turkey. Among the causes of this great movement in England were named, 1. Passage of the Household Suffrage bill, which prompted Mr. Lowe to say, "Now England must educate her masters;" 2. The Birmingham Educational League. 3. New publication of statistics mainly by the League as to the relation of ignorance to crime. 4. Similar facts on the relation of ignorance to pauperism. The latter statistics were appalling. Up to 1869 pauperism had been greatly increasing during the previous decade, an average increase of over 400 per week. The latest reports show now a marked decrease. 5. Paris Exposition. England fared ill in that comparison of the world's industries. This unwelcome surprise prove in the end a good lesson to the nation. On returning from Paris Professor Tyndall said "England will be outstripped both in the arts of peace and war by the continental nations, in virtue of their better education."

Another of the official inspectors of the exposition, Mr. Edward Huth, said, "The want of education has hindered our progress in manufactures. Many of our workmen have no education. That of other nations is superior. With them it is not a machine that works a machine, but brains sit at the loom and intelligence stands at the spinning-wheel." J. Scott Russell, the architect of the "Great Eastern" and consulting architect of the Vienna Crystal Palace, now nearly completed, said, "The leading continental nations show growing skill and progress in proportion to the excellence of education. Poor England, standing by idea, is too late. Her working men and foremen, grown up uneducated, are too old to learn. We have lost a generation. Why did not our statesmen, already provided with special universities for their own training, foresee that trade was going away to more skilled nations and warn us in time? The contrast between England and Switzerland is this. England spends more than five times as much on pauperism and crime as she does on education. Switzerland spends seven times as much on education as on pauperism and crime."

Parliament appointed a committee to investigate this subject and their voluminous and able report proved both to England and all Europe that education is economy and ignorance means waste, if not weakness. An epitome of this report circulated widely in the continental papers of different nations. The sixth cause of the new educational movement was Sadowa and Sedan. These wars have served to impress the nations of Europe with the value of education as the source of power in war and thrift in peace, as both the cheapest and strongest defence of a nation.

Mr. Northrop spoke of the remarkable progress within two years in Italy and particularly in the City of Rome. Prior to 1870 free public schools were here unknown and "impossible." Now a good system is in operation. The change wrought in this brief time is marvelous. In less than one month after the entrance of the national government, the schools were started. The attendance, at first small, has steadily increased, and now over 7000 children are in the public schools. In the face of opposition and difficulties the schools have proved a success, and enlisted the sympathies of the masses. The first anniversary of the Plebiscite (October 2, 1871) was celebrated by a grand school celebration which made a great sensation. It was held on the Campidoglio in front of the old Capitol. Nearly 7,000 children were assembled, and their songs and recitations were enthusiastically applauded by the thousands of citizens thronging this square. It was made a gala day. The city donned its proudest festive attire. The fronts of the surrounding palaces were gaily decorated with national and Roman banners. A lofty semi-circle of seats rising one above another was filled with a chorus of five hundred children—the best singers in all the schools. On a raised platform in front sat "The Conscript Fathers." Numerous prizes were distributed to the children. In the evening the city was illuminated, including a grand illumination of the old Coliseum. This exhibition settles the question as to the popularity and permanence of the public schools of Rome. Grand as were the old Ro-

man military displays on the Capitoline Hill, where the conquering Cæsars led their triumphal processions and long trains of captives, it may be doubted whether this classic spot ever witnessed a scene so impressive and significant as was this simple gathering of the children, with their demonstration of the beneficent agency of public schools.—*Id.*

## III. Papers on Practical Education.

### 1. ÆSTHETICS OF THE SCHOOL-ROOM.

The Creator has so ordered his work that sky and sea, blade, bud and flower, all animate and inanimate things, sing forth their lessons of beauty unceasingly. Who hath ears to hear them may hear and be made glad. Beauty and use are so co-ordinated and commingled in nature that there is neither inferior nor superior. The useful is only then most useful when added to the beautiful; and the beautiful is most beautiful when conjoined to the useful, and with it looking toward a purpose.

It seems the extreme of folly, even though life be "a warfare," or "a vale of tears," to ignore the existence of so much that is competent to bless and save us in its bitterness. Even a little clay wrought by the hand of the Master is sufficient to open the blindest eyes to the infinite loveliness everywhere. Possibly every teacher may secure the anointing of, and so get such a love for beauty into the deep places of the soul, that she, too, may work miracles, transforming by her plastic touch unsightly and unlovely things into things goodly and to be desired. At any rate, every school-room furnishes abundant opportunity to test the ability to do this.

All general effects are produced by the most careful attention to particulars. No woman of taste takes up her residence in a house without studying the minutæ of its possibilities. The relation of wall to carpet, of both to furniture, the effects of light and shade, the distribution of ornament, are all carefully considered. But the same woman, as teacher, does not always use her sense of beauty to make the most of her school-room. The school-house is a shop—a place in which to work, and from which to flee as early as possible. Thus she makes herself the servant of her work. School duty is her antagonism, and it is victor by the ruling of the clock on the wall. As soon as one so puts her soul into her surroundings as to make them the complement of herself, she makes for herself, a place more to be desired than all others. So it is not difficult to see how little shikful labour would make the school-room delightful and install the teacher mistress of the situation.

There are in every school-room possibilities in the arrangement of furniture which may be made use of to produce pleasant effects. The table, the chairs, the stove, the maps and charts, all should be made to contribute to this end. A table spread, even a clean towel or a newspaper, will serve to cover the defects of an old table and make it presentable. Broken and rickety furniture must go out of sight. Better a clean, whole stool, than never so elegant a chair in dilapidation. In warm weather an ill-looking stove is easily converted into a pretty flower-stand by some forest boughs, or some asparagus, with bouquets and pots of flowers which the pupils will bring if encouraged to do so. If it is winter some stove polish will make it look new and tidy. The stove of a school-room is often the sum of all villainies, æsthetically. It is made the receptacle for bits of apple, remnants of lunch, pieces of paper, and all the inevitable debris of school. The hearth serves for a spittoon, and the zinc is soiled with ashes, chips, and melting ice and snow. There is no need of such an insult to the good taste of the school.

Teachers may make a great deal of the effects of light and shade in their rooms if they study them. Pupils are made restless, and both children and teacher become irritable by a light too intense glaring upon them. Then, to shade the sunny windows and to open those on the shady side, would be to introduce comfort and quiet. Again, on a dark or cold day to open up the lightest and sunniest side, to get all the sunshine and warmth possible into the house, is to bring in inspiration and joy. *One cannot catch the best school without window curtains or blinds.* The material is not so important, as the service they render in adapting the light to the comfort of pupils and teacher. I know a teacher who, in the first school she taught, made hers of newspapers, ornamented at the lower border with devices wrought with scissors and fastened them up with hammer and nails! Nevertheless, they were good curtains, and helped wonderfully to teach the school.

Much can be done toward making a room pleasant by a skillful seating of pupils. There are harmonies of proportion and colour to be observed. A girls' school always seems brighter than a mixed school, and a mixed school brighter than a boys' school. The colours of the dress of girls give warmth to the room in winter and the light clothing of summer gives an air of freshness and coolness. The eye requires that the pupils shall be graded from rear to



front according to size. A hap-hazard arrangement in this regard is never satisfactory.

It is fortunate for the school if the teacher writes well. When the boards are kept black and in good condition, the teacher's work is well done upon them, and the pupils are constantly reminded of their duty in this direction. Nothing is more really ornamental in a school-room than a good board covered with well-written work—problems, copies, abstracts of lessons, etc. Much model work of this sort should stand upon the board all the time, that unemployed children may have something to copy upon their slates.

Thus far I have said nothing of ornamentation; but every teacher can do something in this regard. Pretty hanging-baskets can be made at absolutely no expense. Pots of flowers and mosses can be had for the taking care of them. The world is full of pretty, cheap pictures. They may be taken from any of the first-class illustrated papers. One who is looking for them will find an abundant supply. Some medium-sized picture frames can be procured, and then by changing the pictures from time to time, the school will always have something new at no expense. One of the most successful primary teachers I know brings every week into her school a new object of interest. It may be a picture, or a hanging basket, or a bracket and vase—it is something which the children enjoy, and in the bringing of which they see an effort to make them happy. She takes an early opportunity to have a conversation upon it, and then gives it to the school until she has occasion to replace it by some other object of interest. I know another who is constantly

planning pretty drawings for her board. She makes a practice of having something new upon the board every Monday morning. Her pupils have learned as they come in to look for the pleasant surprises she prepares for them. Still another has several pictures which are owned a month each by classes of pupils. A card suspended beneath the picture gives the name of the for-the-time owners. One of them belongs to the pupils who are perfect in attendance for a month; another to the twenty who have stood highest in their lessons for a month, and a third to pupils whose deportment has been without criticism for a specified time. In this way every child has something to work for. One cannot get perfect lessons, perhaps, but can come to school regularly, or can be perfect in conduct. Each child is likely to have a share in one or other of the pictures. If no one earns them they are taken down and put away. So every one is working not only for himself, but for the school. In this way the ornaments of the school are made not only silent ministers to happiness, but positive forces in the school-room.

But, after all, the soul of the teacher has greatly to do with the beauty of the school. A light glows in the face of the conscientious gentle, sympathetic teacher, which illumines all the room with its brightness. In the reflection of her own character she sees in the seats truthfulness, confidence, respect and love. And so the spiritual beauty sanctifies and glorifies all the beauty secured by ornamentation—by any and every device in material things.—*Miss Lathrop.*

## 2. TACT IN TEACHING.

No accomplishments, literary attainments, or moral worth, can insure success in education without that tact which will enable the teacher to comprehend the characters of her pupils, to gain their affection, and to control and influence their prejudices and prepossessions. This is not the work of a day or a month; those teachers who ultimately gain the greatest ascendancy over their pupils may, for a time, seem to have made little progress towards this end, while more superficial persons, by assuming at first an appearance of great softness of manner, by caressing and patting the little dears, may be admired as *very lovely, very amiable teachers*. But young persons are not slow in detecting any attempt at deception; they soon learn to consider this fondness as a sort of mannerism assumed only for effect; and whenever they get such an impression, they give those who have charge of them little credit for any sincerity. A person of good judgment will not, then, begin with her pupils by flattery or caresses; she will endeavour to define their duties with precision, and will seek, at first, to inspire respect rather than love; knowing that the former once secured, the latter will easily follow.—*Mrs. Lincoln Phelps. "The Student."*

## 3. TEACH CHILDREN TO THINK.

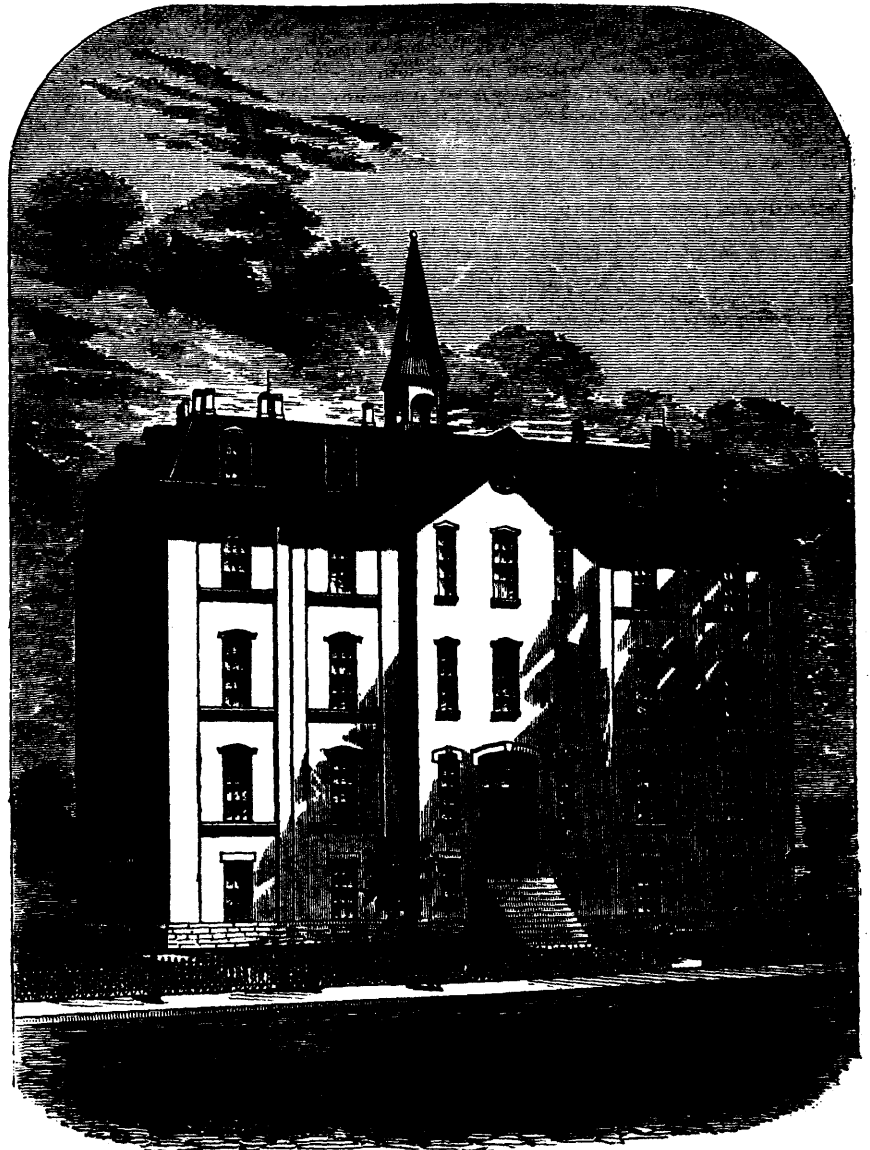
Now if you would know what the effects of thinking are, compare Athens with China. Here are three hundred millions of people—more than one-third the human race—whose history goes far back into remote antiquity, and who commenced with no small share of the arts and sciences, but who have added not a single particle to knowledge nor taken one step in improvement; whose only policy is to prevent innovation, and whose only power is to perpetuate succession. Here is another people, whose population does not exceed one-tenth that of Ohio, whose place can scarcely be found on the map, who commenced barbarians, yet who have given to the world new sciences and new arts, and whose mighty men infused into language

"Thoughts that breathe and words that burn;"

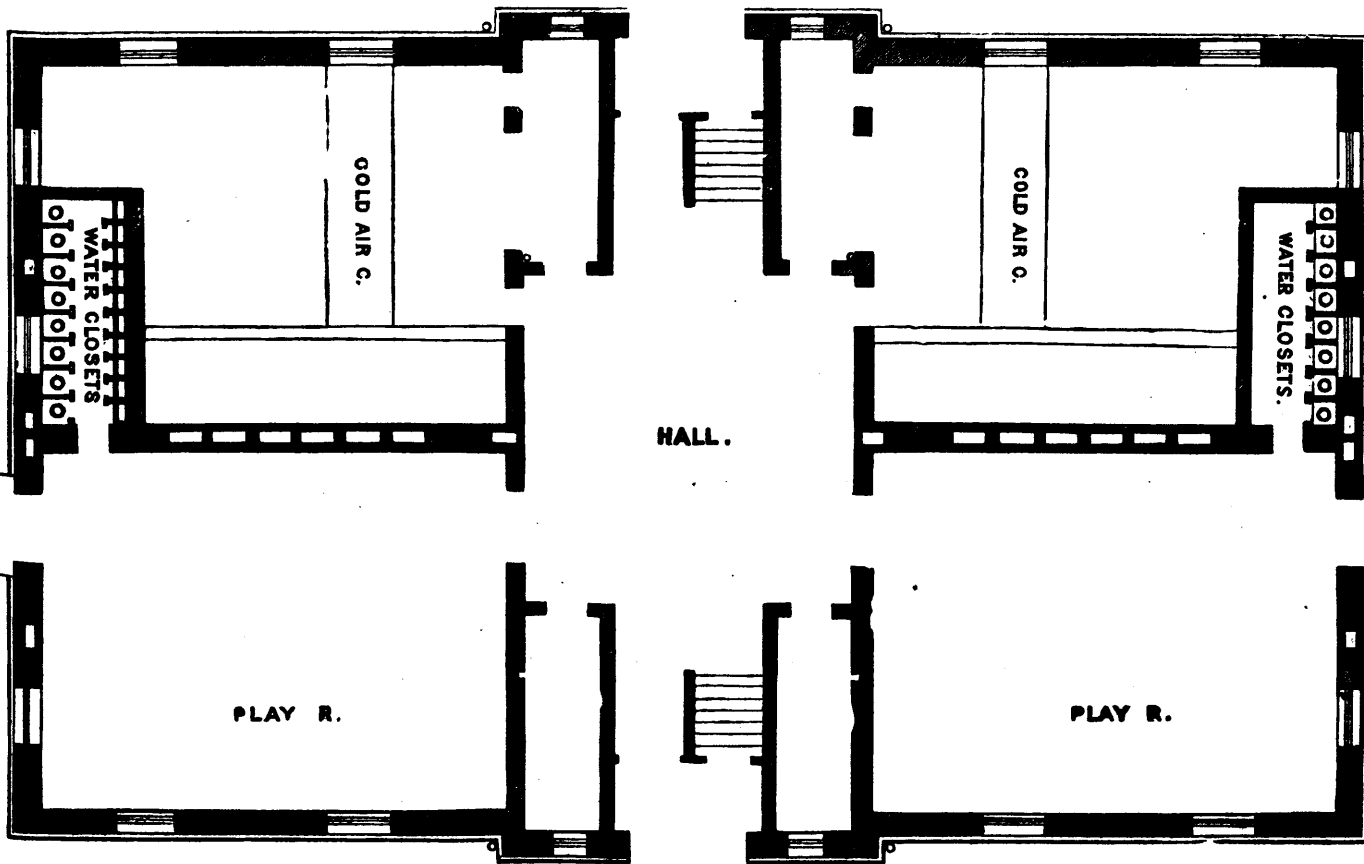
who reconquered their conquerors by the spirit of eloquence, and whose renown has filled the earth.

What makes this mighty difference? The one learned to repeat, the other to think.—*From "American Education, its Principles and Element."*—*Mansfield.*

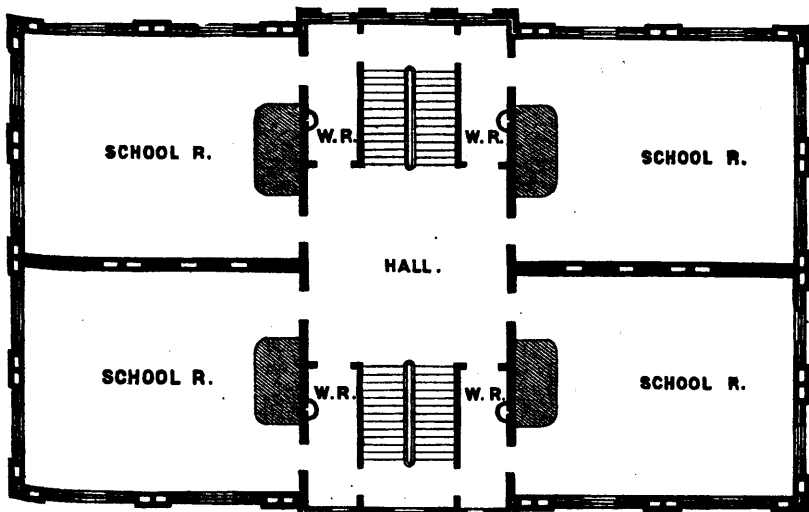
## IV. Improved School Architecture.



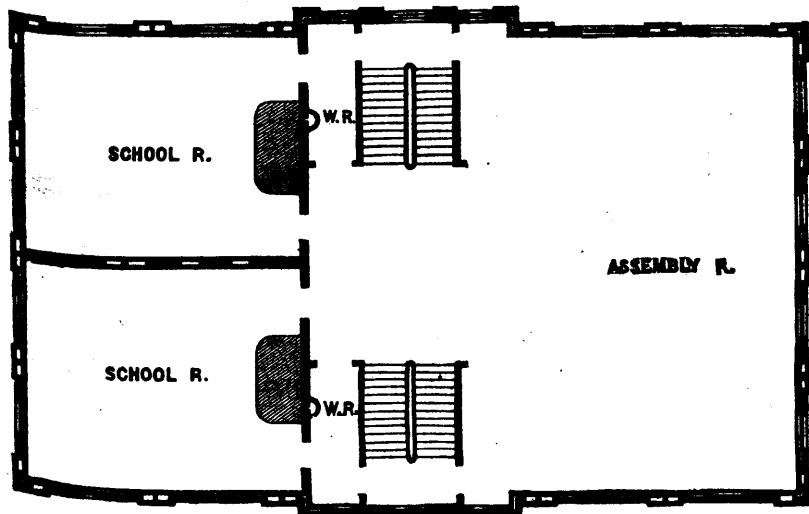
DESIGN FOR A FOUR STORY SCHOOL HOUSE.



BASMENT.



1ST AND 2ND FLOORS.



3RD FLOOR.

The size of this four-story school house is ninety-four by fifty-six feet, four stories high, with a mansard French roof. The basement, which is eleven and a half feet high, contains play-rooms, heating apparatus, &c. The second floor has four school rooms, thirty-two by twenty-six feet, and fourteen and a half feet high. The third floor is like the second, but the rooms are sixteen feet high. The fourth floor has two school rooms of the same size of those below, and a hall fifty-five by fifty-two feet. The school rooms and the hall are sixteen feet high. Each room has a separate clothes room, with water, and everything for the comfort and convenience of the school. The cost of the building, including heating apparatus, fences, and side-walks, was \$47,396.77. The lot, which is inclosed by an iron fence, and surrounded with a flag-stone walk, cost \$2,500. Total cost of the whole, is a little less than \$50,000.

## 2. THE HEALTH OF THE CHILDREN IN THE PUBLIC SCHOOLS.

THE United States Commissioner at the Paris Universal Exposition of 1867, in his report on the subject of education, remarked, "The United States are annually expending immense sums of money—amounts that can only be enumerated by millions—in the enlargement of the old and the construction of new school-buildings not one thousand of which, in either structure or surroundings, has regard to the principles involved in the material conditions necessary to the physical, intellectual, and moral health of the children." We do not know what effect this startling announcement produced at the time of its utterance, but we are pleased to observe that of late the educational journals have begun to wage an earnest war against the carelessness of the authorities in matters concerning the physical welfare of the children who attend the public schools.

*The American Educational Monthly* for January says, "Those who have read the translated report of Virchow upon the injurious influence of schools upon the health of pupils, which has appeared in these columns, will see that a commencement has been made in the exact study of this most important subject. And the labour promises to result in an abundant harvest. It is found that education, as now acquired, is often purchased only at the price of suffering and sickness. Headache, near-sightedness, consumption, contagious disease, dyspepsia, and spinal

curvature are some of the maladies which are found to exist in schools, and to be in a great measure dependent upon the present method of 'going to school.' Now, our common sense indicates that these evils cannot be necessary concomitants to the acquirement of knowledge; and we therefore inquire, what causes exist at present to which these diseases may be attributable?

"Some of these causes almost force themselves upon our notice. The overcrowded, overheated, and ill-ventilated school-rooms which some of us have studied in or visited, the protracted school hours, the constant bending forward of the head and a forcing of the immature brain,—these are some of the evils which come at once to mind. Then, to quote from the report, 'defective light, a bad arrangement of the windows, careless methods of sitting, the use of too small type, and a too fine handwriting, have more or less agency in the production of near-sightedness. It is also thought that a defective form of school-bench has been sometimes instrumental in causing cerebral consumption, defective respiration, and spinal deformity.' As an additional agent in the production of defective vision, pale writing-ink, the use of which produces a severe strain upon the sight, should be mentioned. . . . Life is said to be made up of trifles; at all events, no one should under-estimate their influence in forming the great totals of health and sickness, happiness and misery, life and death."

The *Maine Journal of Education*, in its issue for February, observes, "In any ordinary school-room, tolerably filled with pupils, and with closed doors and windows, the whole atmosphere becomes seriously contaminated in less than an hour. Now, when such air is taken into the lungs, it fails to purify the blood, and impure blood, when sent to the brain, causes headache, drowsiness, and irritability of the nervous system, and eventually impairs the vitality of the system and its most important organs, and lays the foundation of incurable diseases. The uncomfortable mood of pupils, and of teachers too, when 'everything goes wrong,' may generally be ascribed to this single cause. Good pure air is a very efficient agent of school government. It is the duty of the teachers to see that the pupils have it. But very few school-houses are supplied with ventilators; and therefore the teacher must resort to his ingenuity and good judgment. . . . When the air in a school-room is bad, the teacher is largely at fault."

"Inequality of temperature in the school-room is the source of much discomfort to pupils, and oftentimes of aggravated disease. The happiness and suffering of children are more affected by physical causes than are those conditions in the case of adults. Pupils find it exceedingly difficult to keep their mind upon their studies, or to be comfortable, when they are suffering from cold feet, or when the thermometer in winter is at 80 degrees, or in summer at 90 degrees."

"The temperature should be kept as uniform as possible; and for this purpose there is no sure guide but a thermometer. Our feelings are not to be relied on in judging of temperature. The same room will seem warm to one person and cold to another. Thermometers are not expensive; and if the school authorities will not furnish one, the teacher will find it for his interest and comfort to obtain one at his own expense."

Bad positions in sitting and standing, should be carefully watched and corrected. They are the frequent cause of curved spines, bow legs, contracted chests, and other distortions which are both unsightly and injurious."

The *West Virginia Educational Journal* for March remarks, "It is true that it costs something to build a proper school-room with provision for pure air, but in the end it costs vastly more not to incur this expense, and thus to injure the health of the school, although it may enrich the doctors and sell lots in a graveyard. Let us call the special attention of school-boards and teachers to this important matter. It might be well for the legislature to provide by law that every school-room in the State shall be inspected by the several county superintendents, and closed by them where they are not properly ventilated, until such ventilation is provided for."

These statements, it seems to us, need no comment.

### 3. EFFECTS OF VITIATED AIR IN SCHOOL-HOUSES.

Sad revelations have been made in New York City in regard to the vitiated atmosphere of a large proportion of the public schools. The *New York Tribune* gives the cry of alarm. It declares that while the political and social economists are crying out for compulsory education, a counter-cry arises from the physiologist for compulsory evacuation of the present school buildings of that metropolis, as actual pest houses. The results of official inspection seem amply to justify this alarm. In several school-rooms the air has yielded to analysis nine times the allowable amount of carbonic acid, to which must be added the accompanying and deadly organic impurities which cannot so easily be measured. The lack of any

efficient means of ventilation, and the over-crowding of the rooms, have occasioned this impure air. In addition to this, in many cases, the condition of the cellars and of the grounds under the windows is one of reeking and poisonous filth. 'Corruption within and corruption without!'

This should be a timely reminder to us to look to the ventilation of our school houses. There are too many of them, to our certain knowledge; they are disease-traps, into which we force our children. In very many of our school-rooms no pretence is made of any ventilating apparatus except the windows which are worse than useless. But even when under the best intentions, ventilating flues are provided, these are generally utterly inefficient. This has been often proved; and re-affirmed, after careful trials, in the late New York official reports. In connection with every flue there must be artificial appliances for compelling the air to rise. Only two kinds of appliances are known:—Revolving turrets or similar mechanical contrivances at the top of the flue—or some slight heating arrangement at its bottom, to warm and rarefy the air. A very simple and absolutely successful plan is to conduct a small pipe through the main ventilating flue, which shall act as a draught-pipe, to a small stove in the basement. Even a small gas stove would answer, as only the slightest increase of temperature is needed to start the current. Let our school committees look to this matter; now that we force our children into our schools, we are doubly responsible for the air we furnish them.—*Id.*

## V. Biographical Sketches.

### 1. THE LATE REV. J. G. D. MACKENZIE, M.A.

Mr. Mackenzie was born in the Island of Barbadoes, in 1822, his father, who had previously served in Wellington's army in the Peninsula, being at that time in command of a company of H. M. 1st West India Regiment. The family emigrated to this country in 1834, and settled in the neighbourhood of St. Thomas, in the County of Elgin. Mr. Mackenzie was soon after sent to Upper Canada College, where he evinced great aptitude and diligence, and laid the foundation of an excellent education. He entered the family of the present Bishop of Toronto at Cobourg as a private-tutor in 1839, and continued there for about eighteen months, when he removed to Toronto, and in connection with the tuition of a few private pupils, was sub-editor of the *Church Newspaper*, being then about nineteen years of age. In 1843 he returned to Cobourg, to commence his studies in Divinity at the Diocesan Theological College established there, and by the late Bishop of Toronto was appointed Classical Tutor at that Institution. In June, 1845, he was ordained Deacon, and was appointed Curate to the Rector of Cobourg, where he gained the esteem of all classes of people. He took the degree of B. A. at King's College, and some years later his Master's Degree at Trinity College, Toronto. In 1846 he was appointed to the Incumbency of St Paul's, Yorkville, and at the same time also devoted himself to teaching. After ten years devoted service at Yorkville, Mr. Mackenzie was compelled by ill-health to resign his charge and for a time rest entirely from duty. As soon as his health permitted he removed to the mission of Georgetown. Here he spent three years of no little labour, as a rule taking three services each Sunday; labour, however, amply repaid by its results, and the affection he inspired among his rural parishioners. From thence he came to Hamilton. Here in the words of the Rev. J. Gamble Geddes, "He opened a private classical school which he conducted with great ability and success for a period of seven or eight years. Most of the leading gentlemen here placed their sons under his care, and he devoted himself with great assiduity and conscientiousness to the important task of training those entrusted to him as scholars and Christian gentlemen, giving every satisfaction to the parents and endearing himself to his pupils by his kindly and paternal treatment. The mental labour he underwent for many years, was too much for his physical strength, and he sought in change of occupation and constant change of scene that variety which seemed to alleviate the strain, and to relieve the dyspeptic complaint which sedentary habits had induced. For this reason he applied for the Inspectorship of Grammar Schools. About three months ago he was kindly allowed by the Department of Education to suspend his duties until his strength became recruited. On the 3rd of March he proceeded to Stratford accompanied by Mrs. Mackenzie, hoping to resume his duties as Inspector of Schools in that neighbourhood. On the following day he devoted two hours to the Grammar School in that town; and on returning to the hotel somewhat fatigued, he lay down upon his bed. Mrs. Mackenzie took the opportunity of calling upon a friend, while he was thus resting himself: but on her return shortly afterward he was found to be dead, lying in an

unconstrained posture, and with a peaceful and happy expression of countenance.

The Council of Public Instruction unanimously passed a resolution expressing its sincere regret at the demise of Mr. Mackenzie, who had been Inspector of High Schools during the past five years, its high sense of the value of his services, and of the impartiality, faithfulness, and efficiency with which he discharged his important duties as High School Inspector. We close this memoir with the words of Dr. Ryerson, the venerable Superintendent of Education, in transmitting the minutes of the Council to Mrs. Mackenzie. "The sudden removal of your lamented husband from the field of his duties and usefulness, and from the bosom of his family, has produced a profound sensation and excited the deepest sympathy in the minds of the members of the Council of Public Instruction, which unanimously and cordially adopted the minutes of which I enclose you a copy herewith. On my own part I feel that I have sustained a serious loss in the bereavement which has fallen so heavily upon you. It afforded me pleasure, though almost a personal stranger, to recommend the appointment of Mr. Mackenzie as Inspector of High Schools, and I have had increased pleasure in doing all in my power to consult his interests and wishes during the whole period of his continuance in office." Thus "ceased at once to work and live" a devoted clergyman and valued public officer. —*Hamilton Spectator*.

## 2. GEO. R. GREGG, Esq.

Born in Oswego, N.Y., of Irish parents, he removed to Toronto when quite a lad, and obtained a good English education here; and being studious and industrious he lost no opportunity of storing his mind with useful information, which subsequently admirably fitted him for the profession of which he was a brilliant member. About the year 1857 he first became connected with the staff of the *Leader*, and soon exhibited those journalistic abilities which won for him a name in Canada. Being sent as chief representative of this journal to the old Parliament of Canada he had an opportunity of becoming acquainted with the politicians of the day, and taking a lively interest in public affairs his correspondence soon attracted a good deal of attention—so much so that the letters of "Citadel" were always anxiously sought after by the public. In these letters our departed friend took a broad view of public matters, and although closely allied to the Conservative party, he used the lance freely whenever he deemed it necessary to do so in the interests of the public. His connection therefore with the *Leader* during a period of over thirteen years, was somewhat eventful; and in his capacity of Parliamentary reporter and associate editor, he became widely known and highly esteemed, not only on account of his talents but on his genial disposition. At the time of his death he was Parliamentary reporter on the *Mail*.

## 3. REV. THOMAS PULLAR.

Mr. Pullar was born in or near Perth, Scotland, in the year 1811, and was consequently in his sixty-second year. His ministry lasted over a long period of years. We are not aware when he was licensed to preach; he was, however, engaged in evangelistic labours before 1823. His education for the ministry was conducted under the able and pious Greville Ewing, of Glasgow. The prelections of Professor Ewing made a deep impression on the logical and clear intellect of Mr. Pullar, and he made rapid advances in theological knowledge. This period of study was a very stirring one, even in the ecclesiastical world of Scotland. Glasgow afforded a fair and wide field for the ministerial aspirations of young Pullar. His church became crowded to overflowing, and Sabbath school classes, Bible classes, City missionary operations, and Young Men's Christian Associations became then, as now, his peculiar care. Open air preaching had singular attractions for him, and his labours resulted in more than one case in large and flourishing congregations. Subsequently he came to the United States and Canada. He has been resident here for fifteen years, and has gone in and out blamelessly before his people. —*Hamilton Times*.

## 4. REV. A. N. MACNAB, B. A.

Under the designation of "In Memoriam" there has recently been published, principally we believe for private circulation, a brief sketch of the life and labours of the late Rev. Allan N. Macnab, B.A., accompanied with appropriate thoughts upon his sudden and untimely death. A copy of this interesting and affecting narrative has been placed in our hands. We have perused it with mingled feelings of sadness and pleasure. It is a worthy tribute to a most devoted and excellent young man; and while sympathising

deeply with the bereaved family in their all but irreparable loss, it is impossible not to derive some instruction and profit from this tender and touching memorial. The Rev. Mr. Macnab will be remembered by many of our readers as curate, first, at St. Thomas' and then at Christ Church in this city; and by all with whom he associated in the ordinary intercourse of life, or in the official discharge of his pastoral function, he was esteemed for his gentlemanly demeanor, for his unaffected piety, for his quiet and unobtrusive zeal. It is a pity that this memorial of his life has not been made accessible to his friends and public in general. Many, we are sure would be glad to possess it—while from its circulation and perusal the happiest effects might have been anticipated. The early life of Mr. Macnab was full of hope and promise. At the Bowmanville Grammar School he was distinguished for his thoughtful mind and studious habits. His career at Trinity College is spoken of as being "blameless and honourable." After a creditable examination, he was admitted to Deacon's Orders in June, 1871. and during the next year performed the duties of his high vocation with great acceptability and success in our own midst in Hamilton. The rest is known. It would be painful to reproduce the story of his death. An inscrutable Providence was that which so quickly cut him down. Beneath this mystery of life and death we must bow our heads in reverence and awe. With faith in God's eternal rectitude, our souls may feel and say: "It is the Lord, let Him do what seemeth Him good!" In the Memorial before us there are several appropriate extracts from sermons preached on the occasion of Mr. Macnab's death, by the Bishop of Toronto and the Rev. James Gamble Geddes, of Hamilton. These bear testimony to the excellence of his character, and suggest food for meditation and comfort. A few specimens are also given of Mr. Macnab's own composition, in the shape of letters, and sermons and reflections. They breathe a devout spirit, and are indicative of ability and culture. Had his life and health been spared, he would doubtless have proved an ornament to the church, and a "good minister of Jesus Christ" In a happier sphere he fulfils the will of heaven; and for aught our finite minds can tell, he may now be employed as a ministering spirit, to minister to his sorrowing friends below. As of the first martyred saint, so of him it may be said—"He being dead, yet speaketh." —*Hamilton Spectator*.

## 5. REV. JOHN R. LEE.

The reverend gentleman was the son of Mr. Patrick Lee, who so long conducted the St. Michael's Academy, to which many Catholics of this city owe their early and excellent training. He was born in 1831, in the township of Ops, Victoria Co., Ontario, and after the usual preliminary studies in Toronto, passed through his theological course in the Seminary of Quebec, and was ordained priest in St. Michael's Cathedral, Toronto, in the year 1856. During the seventeen years of his priesthood he officiated in several parishes in the diocese of Toronto and Hamilton. —*Freeman*.

## 6. MR. SAMUEL MUCKLESTON

Was born at Shropshire in the year 1808, emigrated to Canada when he was 22 years of age, and joined John Watkins, Esq., in the hardware business. Mr. Watkins retired in 1860, after which Mr. Muckleston carried on the business. He did a large and profitable business, and his name was well known among business men over the Dominion as A 1. His probity and integrity were unimpeachable. He served as an officer in the First Frontenac during the rebellion, but he was eminently a man of peace and good will to all men. He always took a warm interest in church matters, and was churchwarden of the Cathedral for many years. He was also lay delegate and one of the auditors of the Synod for five or six years. —*Kingstyn Chron. and News*.

## 7. MR. THOMAS WILSON

Was one of our oldest and most respected citizens, and his death will be very generally regretted. He has been vestry clerk of St. George's Cathedral for several years, and held numerous other offices of trust, and his record for integrity was unimpeachable. —*Kingston Chron. and News*.

## 8. MR. JOHN SULLIVAN,

Of Wolfe Island, was probably the oldest resident of this county at the time of his demise. He was a native of the county Kerry, born in July 1769, having at the date of his decease arrived at the ripe age of 103 years and 9 months. While quite young he emigrated to Canada, and participated in the leading events which

agitated the country soon after his settlement in Ontario. He fought at Badajos, Salamanca and Waterloo. At the latter place he lost his two sons, who were fatally wounded at his side in the final charge. For 60 years, he was in receipt of a pension.—*K. Chron. and News.*

### 9. Mr. T. A. BLYTHE.

Mr Blythe, the subject of this present notice, was born in 1813, in the County of Essex, England, and came to Canada in 1834. Having a natural taste for engineering and surveying, he apprenticed himself to the late Mr. Hawkins, of Toronto, with whom he explored the then unexplored regions lying between the Georgian Bay and Lake Nipissing, under hardships and difficulties which, at the present day, can hardly be appreciated. He then removed to Hamilton. For over thirty-five years he was engaged in establishing boundaries, settling differences about disputed lines, and in no instance, as we are informed by those most capable of judging, have his surveys been successfully disputed.

## VI. Miscellaneous.

### 1. THE NEWSBOY'S DEBT.

"Sir, if you please, my brother Jim—  
The one you give the bill, you know—  
He couldn't bring the money, Sir,  
Because his back was hurt so.

"He didn't mean to keep the 'change ;'  
He got runned over, up the street :  
One wheel went right across his back,  
And t'other fore-wheel mashed his feet.

"They stopped the horses just in time,  
And then they took him up for dead,  
And all that day and yesterday  
He wasn't rightly in his head.

"They took him to the hospital—  
One of the newsboys knew 'twas Jim—  
And I went too, because you see,  
We are two brothers, I and him.

"He had that money in his hand,  
And never saw it any more.  
Indeed, he didn't mean to steal !  
He never lost a cent before !

"He was afraid that you might think  
He meant to keep it, any way :  
This morning, when they brought him to,  
He cried because he couldn't pay.

"He made me fetch his jacket here ;  
It's torn and dirtied pretty bad ;  
It's only fit to sell for rags,  
But then, you know, it's all he had !

"When he gets well—it won't be long—  
If you will call the money lent,  
He says he'll work his fingers off  
But what he'll pay you every cent."

And then he cast a rueful glance  
At the soiled jacket where it lay.  
"No, no, my boy ! Take back the coat.  
Your brother's badly hurt you say ?

"Where did they take him ? Just run out  
And hail a cab, then wait for me.  
Why, I would give a thousand coats,  
And pounds for such a boy as he !"

A half hour after this we stood  
Together in the crowded wards,  
And the nurse checked the hasty steps  
That fell too loudly on the boards.

I thought him smiling in his sleep,  
And scarce believed her when she said,  
Smoothing away the tangled hair  
From brow and cheek, "The boy is dead."

Dead ? dead so soon ? How fair he looked !  
One streak of sunshine on his hair.  
Poor lad ! Well, it is warm in heaven :  
No need of "change" and jackets there !

And something rising in my throat  
Made it so hard for me to speak,  
I turned away, and left a tear  
Lying upon his sunburned cheek.

—Extract from a poem by H. R. Hudson, in *Harper's Magazine* for May.

### 2. NOTHING NEW UNDER THE SUN.

Humboldt, in his "Cosmos," states that the Chinese had magnetic carriages, with which to guide themselves across the great plains of Tartary, one thousand years before our era, on the principle of the compass. The prototype of the steam engine has been traced to the colipile of Hero of Alexandria. The Romans used moveable types to mark their pottery and indorse their books. Mr. Layard found in Nineveh a magnifying lens of rock-crystal, which Sir D. Brewster considers a true optical lens, and the origin of the microscope. The principle of the stereoscope, invented by Prof. Wheatstone, was known to Euclid, described by Galen fifteen hundred years ago, and more fully in 1593, A. D. in the works of Baptista Porta. The Thames Tunnel, though such a novelty, was anticipated by that under the Euphrates at Babylon ; and the ancient Egyptians had a Suez Canal. Such examples might be indefinitely multiplied, but we turn to photography. M. Jobard, in his "*Nouvelles Inventions aux Expositions Universelles, 1857*," says a translation from German was discovered in Russia, three hundred years old, which contains a clear explanation of photography. The old alchemists understood the properties of chloride of silver in relation to light, and its photographic action is explained by Fabricius in "*De Rebus Metallicis*," 1566. The daguerreotype process was anticipated by De La Roche in the "*Giphantie*," 1760, though it was only the statement of a dreamer.

### 3. CURIOUS FACTS ABOUT WORDS.

Marsh tells us that the number of English words not yet obsolete, but found in good authors, or in approved usage by correct speakers, including the nomenclature of science and the arts, does not probably fall short of one hundred thousand. A large portion of these words, however, do not enter into the living speech, the common language of daily and hourly thought. Some celebrated English and American orators have been able, upon occasions, to summon at their command one-half of this vast array of words, although they habitually content themselves with a much less imposing display of verbal force. Few writers or speakers use as many as ten thousand words ; ordinary persons of fair intelligence not above three or four thousand. If a scholar were to be required to name, without examination, the authors whose English vocabulary was the largest, he would probably specify the all-embracing Shakespeare and the all-knowing Milton ; and yet, in all the works of the great dramatist there occur not more than fifteen thousand words, in the poems of Milton not above eight thousand. The Old Testament uses but 5,642 words. The whole number of Egyptian hieroglyphic symbols does not exceed eight hundred, and the entire Italian operative vocabulary is said to be scarcely more extensive.

### 4. WHERE ENGLISH IS SPOKEN.

A recent calculation relative to the principal European languages shows that English is spoken by ninety millions of persons, inhabiting Great Britain and Ireland, North America, the Bermudas, Jamaica, Cape of Good Hope, Australia, Van Diemen's Land, Newfoundland, and the East Indies ; German by fifty-five millions, in their own country, Switzerland, Austria, Hungary, Russia, North and South America, La Plata, Australia and the East Indies ; Spanish by fifty-five millions in Spain, Cuba, Mexico, the republics of South America, Manilla, &c. ; and French by forty-five millions in France, Belgium, Switzerland, Canada, Cayenne, and North America.

### 5. NATIONAL ALPHABETS.

The Sandwich Islands have twelve letters in their alphabet ; the Burmese, nineteen ; the Italian, twenty ; the Bengalese, twenty-one ; the Hebrew, Syriac, Chaldee, Samaritan, and Latin, twenty-two each ; the French, twenty-three ; the Greek, twenty-four ; the German and Dutch, twenty-six each ; the Spanish and Slavonic, twenty-seven each ; the Arabic, twenty-eight ; the Persian and Coptic, thirty-two ; the Georgian, thirty-five ; the Armenian, thirty-eight ; the Russian, forty-one ; the Muscovite, forty-three ; the Sanscrit and Japanese, fifty each ; the Ethiopic and Tartarian, two-hundred and two each.

In the United States, Canada, and in Switzerland there is one newspaper to every six thousand inhabitants. In Denmark, one to every eight thousand. In Germany, Norway, and Holland, one to eighteen thousand. In France, one to every twenty thousand. In Sweden, one to every twenty-two thousand. In England, one to every twenty-four thousand. In Belgium, one to every twenty-six thousand. In other countries, such as Austria, and Italy, far fewer.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of ten High School Stations, for FEBRUARY, 1873.

OBSERVERS.—Pembroke—R. G. Scott Esq., M.A.; Cornwall—James Smith Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—J. M. Buchan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Range, Highest, Lowest, Daily Range, Highest, Lowest, Warmest Day, Coldest Day.

Approximation. a On Lake Simcoe. b Near Lake Ontario on Bay of Quinte. c On St. Lawrence. d On Lake Huron. e On Lake Ontario. f On the Ottawa River. g Close to Lake Erie. h On the Detroit River. i Inland Towns.

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, &.

a When the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm, or light air; 10 denoting very heavy hurricane.

REMARKS.

Pembroke.—Wind storms, 8th, 10th. Snow, 4th, 8th, 10th, 11th, 21st, 24th. CORNWALL.—Lunar halo, 10th, 14th. Falling star W, vertical, 7 p.m., 20th. Snow, 1st, 8th, 9th, 11th, 12th, 21st—24th, 26th, 28th. Rain, 4th, 6th. BELLEVILLE.—Snow, 8th, 11th, 21st, 24th, 27th. Rain, 4th. GODERICH.—Although the 1st is recorded as the coldest day with mean temperature -0.2, the observer regards Sunday 23rd as colder, although the regular observations were not taken. From observations at other hours on the 23rd, there was a mean of -2.0 for the day. Wind storms, 21st, 22nd. Snow, 4th, 8th, 10th, 12th, 21st, 22nd, 24th, 25th, 26th. Rain, 3rd. STRATFORD.—Sunday 23rd was probably the coldest day, the temperature at 10 a.m. being -5.0, and at 5 p.m. -5.0. The difference of mean monthly temperature from the average in

February for 12 years was—2'05. Wind storms, 26th. Fogs, 3rd, 15th, 18th. Snow, 1st, 4th, 8th, 10th, 21st, 24th, 26th, 27th. Rain, 3rd, 4th.  
 HAMILTON.—Wind storms, 4th, 6th, 20th, 24th. Fog, 18th. Snow, 1st, 3rd, 5th, 8th, 10th, 12th—14th, 21st, 22nd, 24th—27th. Rain, 11th.  
 SIMCOE.—Wind storms, 4th, 8th, 11th, 12th, 21st, 22nd. Snow, 10th, 11th, 21st. Rain, 3rd, but inappreciable. A gloomy, sickly month.  
 WINDSOR.—Hail, 26th. Wind storms, 19th—24th. Snow, 1st, 14th, 21st, 26th. Rain, 3rd.

## VIII. Correspondence.

### 1. BEST METHOD OF TEACHING GEOGRAPHY AND ARITHMETIC.

To the Editor of the Journal of Education :

SIR.—The monthly meeting of the South Hastings Teachers Association held in Belleville on the 24th ultimo, was owing to the presence of Dr. Sangster, late Head Master of the Normal School, Toronto, the most interesting and instructive of any yet held by the Association. The President, Mr. Inspector Johnston, introduced Dr. Sangster, mentioned his long connection with the Normal and Model Schools of Ontario; the numerous and valuable Educational works of which he was the author, &c. After a few introductory remarks, the Doctor said that perhaps no subject was so mistaught as geography, because pupils were taught words and not things, and therein lay one of the most common errors of teachers. One fault was in allowing them to learn by rote from text books, and another was that they were introduced to maps before they understood map notation, and then when the map is introduced it is taught and nothing else. Don't begin to teach a map until the pupils are prepared for it. They should be thoroughly prepared by a proper course of training, such as examining the physical features of the country near the school. Cultivate the observation of the pupils, have them notice the difference in the length of the day and night at different times of the year, and the different seasons, where the sun rises and where it sets; teach them the cardinal points. They should not be taught from the maps before eight or nine years of age. Teachers should always try to lead them from the known to the unknown. Thus you have the idea of a brook in the child's mind, lead them to think of larger streams; you have given him the idea of a plain, teach him to think of boundless plains covered with tall grass, and you have placed in his mind the idea of prairies, and the pond multiplied by thousands becomes a lake. After thoroughly drilling in this manner, proceed to teach them the definitions in as practical a form as possible. The most successful class he ever taught was one that he allowed to form the continents, islands, &c., in a field, adjoining the old Model School, which was temporarily flooded with water. A very good plan was to have a quantity of sand and having spread it smoothly over a portion of the shed floor to the depth of half an inch, let them trace out the form of the continents, &c., removing the sand to represent bodies of water, piling it up to indicate mountains—topping the higher of these with salt or flour to represent snow, and neatly labelling each locality with its proper name. Such map drawing as this, even if roughly done is infinitely more valuable, as a means of teaching, than that projected on paper with scale and compass and pencil. The sympathy of numbers and the charm of seeing the physical features of a continent grow under their moulding hands give to the exercise an impressiveness it could not otherwise possess. Take a black-board, lay it on the floor, and with the class around you draw a plan of the school-room, have the children locate the different things in it, such as where the teacher's desk is, and the stove; then place it on the wall or set it up with the north side uppermost, the bottom south, &c. In another place draw on the same size a plan of the school yard, also a plan of the school section, and the township, and thus they get the idea of the scale of miles fixed on their minds. Then teach them map notation, they are then ready for the maps. The best plan is to begin with our own county first and then those next to us. It will take probably two years before they are ready for the maps. While learning map notation and the definitions, &c., a series of familiar lessons may be given on the principal countries, cities, &c., without reference to maps or any attempt at exact location. Thus Arabia, Brazil, Egypt, India, London, Paris, New York, the Nile, the Arctic regions, &c., may be pictured out in words aided if possible by pictorial illustrations, so that when the child subsequently meets with these and other names they are to him something more than mere words. After having gone over the map of North America, take the map of the world, and then the other continents, after which return to the map of our own country, and after having taught it very minutely, take up the map of the United States, as that after our own, is the most important to us. One great difficulty that the teacher meets with, is to make the pupils understand various lines drawn upon the map and their uses. The best plan is to take a black globe,

and placing a chalk mark on it, ask the pupils to describe its position. They at once perceive that they can only say it is on the globe. If our two opposite points be taken for the poles, they can say it is nearer one or the other when the globe is spun round on its poles, and the equator described they can say it is north or south of the equator. The first and other meridians and the parallels of latitude are then drawn and the pupils having been led to see their necessity in order to localize places, clearly understand their impotence and uses. Teach them that these lines are only imaginary, and are not upon the earth. Teach Physical before Political Geography; the teacher should thoroughly understand the map before he commences to teach it, so as to be able to point without more than merely glancing at it. He should endeavour to have his eyes fixed upon the class so that they can do nothing unless he is conscious of it. Be very careful to drill them carefully and thoroughly upon what they have been over, repeat and review constantly. Take imaginary trips through the country, or to distant parts of the world, and have the pupil name the places he would have to pass on his journey. Take occasionally the commercial column of a seaport newspaper, and drill upon that; have them tell what the vessels would bring from another country, and what they carry in return. Thus the teacher who is really alive to his work, may make Geography the romance of the school room.

In the afternoon the first subject taken up was Arithmetic.

Dr. Sangster said that Arithmetic was one of the most important subjects we have to teach, and is very frequently mistaught. Teachers are frequently very short-sighted in this matter, as their reputation as a good or bad teacher follows them, and from self-preservation, if nothing else, they should try to teach Arithmetic well. They should ask the Inspector to visit and examine their pupils and classify them, when they enter a new school. Very many schools are superficially taught, and only to show well at an examination. He said he frequently found those who said that they have been through the arithmetic two or three times, but who could not write down numbers with any degree of accuracy. He thought scholars should never go through the arithmetic but once, being thoroughly drilled on what they had gone over. If he had a class to teach five hours he would give three to review, and two actual progress. Teachers should try and remember their own difficulties when they were learning these same rules and perhaps they would have more patience with the little ones. Teach the advanced classes to work for themselves. For small children arithmetic should be divested of all technicalities, and never ask too much theory from them, as children frequently understand things which they cannot explain. The first thing is to teach them to count; for this purpose the teacher should be provided with a numeral frame; have them count pebbles or the panes of glass in the windows, next write down the numbers on the black-board as far as one hundred, then have them read and afterwards copy them down. He believed that if all our text books were in one great pile, and a holocaust made of them, it would be a good thing for the young of our country. By aid of the numeral frame teach them to add by twos, so that they can count as far as one hundred in this manner. They should be thoroughly drilled in these things as they proceed. Repetition without cessation should be the teacher's motto. Never allow them to resort to counting on their fingers or the notches in their slate frames, or by marks. After learning to count by twos, then take 3, 4, 5, &c., as high as nine. As they proceed, give them questions on the blackboard to be added up without spelling them over. In teaching subtraction teach them to count backward from 100, by ones, twos, threes, &c. He then proceeded to give very simple methods of explaining to the pupils the process of carrying in addition, and borrowing in subtraction. As soon as they can add and subtract, give practical questions involving both rules; one great fault with teachers is that they do not give enough practical questions. If they have been drilled well upon the addition table they will have no difficulty in learning the multiplication table. Be very sure they are well posted in all the arithmetical tables. Many teachers find great difficulties in teaching long division; best way is to teach them to do the same sum by both long and short divisions, showing the child that in long division we put down what we do mentally in short division. In teaching tables of weights and measures each school should be furnished with a set of weights, balances and measures. For long measure have the child count the number of inches in a foot; measure a yard for the child, also a perch and furlong; for avoirdupois, let him see that 1 oz. will balance 16 drams, and 1 lb. 16 oz.; for square measure use cardboard and mark off a square foot, then divide it into square inches and let them count them, they thus learn the numbers of square inches in a square foot, also mark a square yard and square perch, show them where the one quarter of a yard comes from in the 30 $\frac{1}{4}$  square yards that go to make up the perch. For dry measure, use sand, and let them fill a pint measure and pour it in a

quart measure, by this method the child becomes practically acquainted with the different weights and measures in use, which is the only true method of teaching them. Insist upon all the work being done neatly, as frequently mistakes are made by the careless manner in which the work is put down. Fractions come next, and he would recommend that the teacher take an apple or something that can be easily divided into parts and by cutting in two equal parts show them that two halves equal a whole, and then by dividing again that four quarters make two halves or one whole, in this manner they can with very little trouble be made to understand that these parts may be added, subtracted, multiplied and divided. Of course they should be thoroughly drilled in the Mental Arithmetic in all the rules as they proceed. In answer to Mr. Irwin, he said he would have a few arithmetic classes as possible, and that he would rather have three than five in a school. Prof. Macoun asked which classes should the best teacher teach, the smaller or more advanced classes. The doctor, in reply, said he would say the smallest classes by all means.

The most important branch of all is reading, he doubted the propriety of introducing new studies, and he would rather have seen the numbers lessened than made greater. The child who knows how to read intelligently can acquire the other studies of himself. Very few understand how to teach reading intelligently to beginners. Intelligence in reading is the great desideration. There are five different methods of teaching reading, the Alphabetic, Phonic, Phonetic, Look and Say, and Rational methods. The alphabetic method was in vogue in the time of our grandmothers. This system is wrong, because the names of the letters of a word do not give you the sound of that word. Children learn words as a whole, and not in parts. The Phonic system is an improvement on the old method, and is employed in Germany, where all the letters are sounded. The Look and Say method teaches, first, the alphabet, then words, and lastly spelling. It, however, makes the mistake of not giving any method of finding out new words. The Rational method takes the tablets, or better still, prints the words on the black-boards, as the children take greater interest in the words if they seem to grow from the living teacher's fingers. Call the attention of the child to the form of the words, have them print them on their slates; have them point out the letters that go to make up a word; write out new sentences containing the words they have already learned. Every teacher should be prepared, and no teacher is worthy the name who does not prepare his lessons beforehand. The true value of this kind of teaching is the words printed on the blackboard. Learning to read at this stage is not learning new words, but getting those already gone over perfectly. Object lessons should be taught at the same time, as they increase the child's vocabulary. When we come to the 11th lesson we have a review. In the 12th some new words are introduced, and these are placed at the top of the lesson. They have by this time learned all the letters. Before commencing new lesson, talk to them about it, and drill them so that they know all the new words before they read it. Mr. Inspector Johnston said Dr. Sangster was the author of the 1st, 2nd and 3rd Books.

Prof. Macoun said he had much pleasure in moving a vote of thanks to Dr. Sangster, and he would also state that he looked on the Doctor as his father as regards school teaching, as the valuable information he had received while under his instruction had contributed largely towards his success in teaching. He had been greatly benefited to-day, and he believed that the teachers would go away better prepared to perform their arduous duties, and that the whole country would feel the benefit of the Doctor's visit. Mr. Pashley seconded the motion, which was carried unanimously. Dr. Sangster, Prof. Carman of Albert College, and Mr. Hicks, Trenton High School, were elected honorary members.

This closed the most interesting meeting ever held by this association.

In the evening Dr. Sangster lectured before a large audience in the Ontario Hall, on "Education." Mr. Johnston introduced the lecturer amid great applause.

At the close Mr. Ashley moved, seconded by Mr. Ostrom, a vote of thanks to the eloquent lecturer, which was unanimously carried, and very appropriately responded to by Dr. Sangster.

The next day Dr. Sangster, Mr. Inspector Johnston, Profs. Dawson and Macoun, and several teachers visited the Deaf and Dumb Institute, upon the invitation of Dr. Palmer, Principal of the Institute. After having been shown through the building, they proceeded to the lecture room, when Dr. Sangster, by request, spoke for an hour to the teachers of the Institute and to the advanced classes, on the best methods of teaching Arithmetic. At the close of the lecture they proceeded to the dining-room, when all sat down to a lunch prepared by Dr. Palmer.

In the afternoon they visited Albert College, and were kindly received by Principal Carman and Prof. Dawson. The Doctor's visit

to Belleville will be of immense benefit to the teachers of South Hastings, and the adjoining counties, as all who attended went away with new ideas of their duties and new methods of teaching. A great deal of credit is due Mr. Inspector Johnston for the very successful and eminently practical state of this Association, and for having secured the valuable services of Dr. Sangster to lecture before it.

S. A. GARDNER,  
Cor. Sec.

Belleville, April, 8173.

### THE ONTARIO TEACHER.

THE ONTARIO TEACHER is the title of a new monthly educational journal, published by Messrs. Ross & McColl, Strathroy, Ont., at \$1.25 per annum in advance. The mechanical execution is very good and the literary character of the matter is of a high order. A large list of prominent contributors of experience and learning is also given. The objects of the *Ontario Teacher* are among other things stated to be the advocacy of "the following measures of a legislative character:"—

"1. The introduction of the representative element into the Council of Public Instruction.

"2. The establishment of Township Boards of Trustees.

"3. The payment of Teachers' salaries quarterly.

"4. The erection of a Teachers' residence in every School Section.

"5. The appropriation by the Government toward the Superannuated Teachers' Fund of a sum equal to the contributions of the Teachers.

"6. The revision of our School Readers and the addition to each of a copious glossary containing the meaning and pronunciation of all difficult words."

It has not been the practice of the *Journal of Education* to discuss personal or theoretical questions as to school law, further than to expound and justify the law and its administration, when necessary. The law, among other things, makes it the duty of the Chief Superintendent "to collect and diffuse among the people of Upper Canada useful information on the subject of education generally," and "make annually to the Governor such statements and suggestions for improving the common schools and the common school laws, and promoting education generally as he may deem useful and expedient."

In accordance with both the letter and spirit of the law, the Chief Superintendent has submitted first to the Government the results at which he has arrived and the suggestions he has had to offer for improvement of the school law; and even when he has made official visits to the several counties and held county meetings on the subjects of school law, he has had the sanction of the Government to do so.

It is now a question of no small practical importance whether the duty of County Public School Inspectors is not analogous to that of the Chief Superintendent in regard to such matters? Whether as public school officers, they should not, like judges and sheriffs administer the law, and submit to Government, (through the Chief Superintendent of Education) for its consideration and action whatever defects or difficulties they may experience in its application or execution. It would seem odd and rather out of place for sheriffs, or county or superior judges to issue publications or become public agitators or disputants, for the amendment of laws which they are appointed solely to expound and administer; and it is less out of place for Public School Inspectors—the county administrators of the school law—to pursue merely a course of public discussion and agitation on questions of school legislation, instead of submitting each to his council what such council could remedy or to the Government, through the Chief Superintendent what might require governmental action or legislation. But if each County School Inspector becomes a school law politician, instead of concentrating himself upon his appropriate functions of school law administration and school visitor, the influence of the office and its incumbent will be greatly diminished, as will the efficiency of the law in many instances, and the school system in the end will be but a rope of sand. As long as there are many minds there will be many opinions. Public School Inspectors are not likely to be a unit on any question beyond that of salary, any more than others. If they stand together in the unity of school law administration and efficiency, they will be strong and influential and therefore useful; but if they being a law who themselves, regard one function of their office as that of publicly intermeddling with all questions of school polity and legislation, they will make their office little respected and valued, and soon little supported.

If instead of seeking to disparage school books or public bodies by attacks and criticisms, they confine themselves to the duties of their office and submit the results of their observations and experience



as suggestions to those who have to do with such matters, they will find their opinions more likely to be well considered and acted upon, and the interests of the school system much more advanced, then if they assume the offices of judges and assailants of others in the same work. There are writers enough to discuss all parts of a school system, as well as of other systems, besides the administrators of it joining in to pick it to pieces in order to try and put it better together again; and there is ample range of topics of school ethics and practice and literature and intelligence for pages of any educational periodical, without trespassing upon the debatable ground of school politics.

During the recent conference of Inspectors in Toronto, nothing was intimated of the new antagonistic agent\* about to be employed against the Council of Public Instruction, on the unfair and unjust assumption that it has "little or no professional sympathy" with "those over whom" its members "exercise jurisdiction,"—against the Department and no doubt its "error of administration," and against the *Journal of Education*, as not being "thoroughly practical" in its character. It is true that in regard to the latter the *Teacher* states that:—

"It is not our desire to criticise just now the *Journal of Education* published in Toronto, under the auspices of the Department of Public Instruction, but we feel, even if its publication is continued, that another Journal more practical in its nature, with its columns more freely open to the profession," etc.

It is just possible that the doubt or the expectation of the non-continuance of this *Journal*, as intimated above, may have had some influence in the establishment of the *Teacher*. Be that as it may, however (although the *Teacher* may prove a valuable auxiliary to the cause), yet we deny the existence of the two grounds upon which the promoters of the new publication advocate its establishment—that the *Teacher* is "more practical" in its character, or that its columns are "more freely" open to the profession, than those of the *Journal of Education*. In regard to the former the articles published in the *Journal* speak for themselves. In regard to the latter we have always welcomed any contributions of a "practical" character from any member of the profession, and have a standing notice to the following effect, inserted from time to time in the *Journal*:

"INTER-COMMUNICATIONS IN THE 'JOURNAL.'

"As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Inspectors, 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 subjects of general interest are always acceptable, and may be made highly useful in promoting the great objects for which this *Journal* was established."

NO POLITICS IN SCHOOL AFFAIRS.

The Hon. J. P. Wickersham, State Superintendent of Public Schools, Pennsylvania, in his last report utters the following truthful sentiments:—

"The re-construction of the Department as proposed would be incomplete, unless provision be made to remove all connected with it away as far as possible from political influences. Theoretically, it will be acknowledged by thinking men of all parties, that there ought to be no politics in school affairs. Citizens of all parties pay the taxes, the children of all parties are found in the schools, and it is, therefore, clear that damage must be done to the system by placing those in the control of it who are unable in the administration of their offices to rise above partisan influences or prejudices."

IX. Departmental Notices.

EXAMINATION OF PUBLIC SCHOOL TEACHERS.

In accordance with the General Regulations adopted by the Council of Public Instruction, an Examination of Candidates for Public School Teachers' Second and Third Class Certificates, will be held (D.V.) in each County Town of Ontario, commencing on TUESDAY, 15th JULY, at 9 a.m.

\* The "Teacher" for April gives currency to several misstatements in regard to the Department, which recently appeared in a local paper, and the editor professes to wish for a more "complete vindication" than that already given to the public in a letter from the Chief Superintendent.

But Candidates who intend to take the optional subjects in the Curriculum for Second Class, e. i. Natural History, Botany and Agricultural Chemistry, must present themselves at Two o'clock, on MONDAY, 14th JULY.

The Examinations of Candidates for FIRST-CLASS CERTIFICATES will be held at the same place, commencing on MONDAY, 21st JULY; at 2 p.m.

As intimated in the *Journal of Education*, a Gold Medal (granted by Wm. McCabe, Esq., LL.B.) will be awarded to the most successful Candidate for a First Class Certificate of the highest grade (A).

Forms of the notice to be previously given by the Candidates, can be obtained on application to any Inspector.

It is indispensable that Candidates should notify the presiding County or City Inspector (as the case may be) not later than the 24th of June, of their intention to present themselves for examination.

The presiding Inspector will inform the Department not later than the 1st July, of the number of Candidates in each class, as the Examination Papers cannot be printed until this information shall have been received from every one of the presiding Inspectors. An omission of any one of these Inspectors in this matter, beyond the time specified may delay the printing and despatch to the Inspectors, of the Examination Papers.

The Examination Papers will be sent to the presiding Public School Inspector (who will be responsible for the conduct of the examinations according to the regulations). The presiding Inspector will, immediately after the meeting of the Board of Examiners, at the close of the examinations, and not later than the 3rd of August, transmit to the Department the report of the Board of Examiners, and also the whole of the answers of the candidates. The surplus Examination Papers are also to be returned for binding.

The presiding Inspector will please give sufficient public notice respecting the Examinations, and obtain from his co-Inspector (if any) the names of Candidates who may happen to send their applications to him.

FIRST BOOK OF EUCLID FOR FEMALE TEACHERS.

Notice is hereby given that the Council of Public Instruction, at a meeting held on the 10th instant, directed that the First Book of Euclid be a subject of examination for female candidates for second and first class certificates, the subject of Domestic Economy being omitted.

This regulation will take effect at the July Examinations, 1873.

Candidates for third class certificates will be required in arithmetic, to solve ordinary questions in simple interest.

ASSISTANT TEACHERS' CERTIFICATES.

The question is sometimes asked if it be necessary that an assistant teacher should hold a legal certificate. We reply: It is absolutely necessary that he should hold one. The law expressly declares that every person receiving any part of the School Fund as teacher shall hold a legal certificate of qualification. The Superior Courts have also decided that trustees cannot legally levy a rate for the payment of a teacher who does not possess the necessary qualifications as such under the School laws. (See page 52 of this Number.)

USE OF AUTHORIZED TEXT BOOKS PRESCRIBED.

The list of the authorized Text Books for High and Public Schools, so far as completed by the Council of Public Instruction, is published on a separate sheet. Inspectors, Trustees and Teachers will please see that these books are used in the schools.