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To the Trustees of _____

School Section, No. _____

In the Township of _____

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXI.

TORONTO, DECEMBER, 1868.

No. 12.

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THE ANNUAL SCHOOL MEETINGS, 13TH JANUARY.

As the time for the Annual Meetings in the various School Sections and Municipalities is near at hand, we append a summary of the law on the subject, with a few general remarks.

I. IN RURAL SCHOOL SECTIONS.

1. *Day.*—The day fixed by Statute for the Annual School Meetings throughout the Province is the Second Wednesday of January, and the hour at ten o'clock in the forenoon. The proceedings cannot close before eleven o'clock, nor be kept open after four o'clock, p.m.

2. *Notice of Meeting.*—Three public notices, to be posted in as many conspicuous places in the School Section, should be issued by the Trustees at least six clear days before the day of meeting. These notices should state the place of meeting, and the business to be brought forward. The corporate seal need not be affixed to these notices.

3. *Electors.*—Every School ratepayer of the Section, whether resident or non-resident, who has paid a County, Township, or Section, School Tax, during the year has a right to be present and vote. In case any one objects to an elector's right to vote, the Chairman should require the elector to make a declaration of that right in the form prescribed by the Statute.

4. *Chairman and Secretary.*—The first thing to be done before proceeding to other business is the appointment of a Chairman and Secretary. The Chairman must be one of the electors present at the meeting. The Secretary may be the teacher of the Section, or any other competent person. The

duties of the Chairman are (1) to keep order; (2) to decide all questions of order, subject to an appeal to the meeting; (3) to give a casting vote (but no other); (4) to take the votes in any manner desired by two electors present; (5) to receive the declaration of office by the Trustee elect; and (6) to transmit to the Local Superintendent a copy of the proceedings of the meeting, signed by himself and the Secretary, under a penalty of five dollars for neglecting to do so. The duties of the Secretary are (1) to make a minute of the proceedings; (2) to sign them for transmission to the Local Superintendent; and (3) to receive the declaration of office of the Chairman, in case he should be elected Trustee.

5. *Business.*—Before electing a new Trustee, the School Auditors' Report for the past year should be read for the information of the meeting. Unless the auditors refer the question of the legality of an item, on which they cannot agree, to the meeting, the audit must be considered as final and not open to discussion. In case the meeting cannot agree upon the legality of the disputed item, the law requires the matter to be referred to the Chief Superintendent for final decision.

6. *Trustee Election.*—In electing a Trustee, one of the three modes authorized by law may be adopted, viz. (1) by acclamation; (2) by a show of hands; and (3) by polling the votes. The law requires the Chairman to adopt the latter mode at the request of any two electors present. No person can be lawfully elected Trustee who is not a resident assessed freeholder or householder of the Section; nor can any Local Superintendent or teacher be elected. Should a person elected as Trustee refuse to serve, he subjects himself to a penalty of five dollars; but a retiring Trustee need not serve for four years after his term of service expires.

7. *Appeal to Superintendent.*—Any person having a legal objection, either to the proceedings of the annual meeting, or to the election of the Trustee, has a right of appeal, within twenty days, to the Local Superintendent. The Superintendent is authorized to investigate the complaint, and either confirm the proceedings and election, or set them aside. In the latter case he is required to call another meeting for a new election. If no complaint be made to the Superintendent in writing within twenty days after the meeting, the proceedings (however irregular they may have been) must be held to be valid and binding upon all parties concerned.

II. IN CITIES, TOWNS, AND VILLAGES.

1. *Day.*—Same as in rural Sections—second Wednesday in January. The proceedings commence and close at the same hours as do the Municipal elections.

2. *Notice of Meeting.*—The Trustees are required to give the same notice as rural Trustees, and have it posted up in the wards six days before the day of meeting. The meeting must be held at the same place as the last Municipal election.

3. *Electors.*—Every school ratepayer of the ward, whether resident or non-resident, who has paid a School tax during the year, is entitled to vote. In case of objection to a vote, a similar declaration is required of the elector as in rural sections.

4. *Returning Officer.*—The Municipal Returning Officer presides *ex-officio* at the School elections, and is required to conduct the election in the same manner as an ordinary Municipal ward election. In case of wrong-doing on his part, he may be fined by the County Judge, who is also authorized to fine the Returning Officer in case of wrong-doing.

5. *Business.*—At the School meeting no other business beyond the election of Trustee is authorized or required to be done.

6. *Trustee.*—Any person in the Municipality may be elected as Trustee, and he holds office until his successor is elected.

7. *Contested Election.*—The appeal, in the case of a contested election, must be made in writing to the County Judge within twenty days after the day of election. The expenses of the appeal must be borne by either of the parties concerned, at the option of the County Judge, who is also authorized to fine the Returning Officer in case of wrong-doing.

I. Intercommunications and the Press.

1. THE ONTARIO COMMON SCHOOL SYSTEM.

The following is from the *St. John N. B. News*:—For some time past the people of Ontario have had in operation among them one of the best systems of Common School Education in the world. Widely beneficial as have been the results achieved by the working of that system, the good people of the Upper Province are far from being entirely satisfied with it. They are bent upon greatly improving it. The subject is now under careful consideration by a Committee of the Ontario Legislature. A Bill is about being introduced into the Assembly of that Province, embodying important provisions, calculated still further to elevate the character of the general educational system of the country. The position of the Common School Teachers is to be improved. The efficiency of the Grammar School is to be enhanced. Well qualified County Superintendents, exercising strict supervision of all the Schools of the Counties, respectively, are to be appointed. The Schools are to be made free, and attendance upon them by the children of the country is, under certain conditions, to be made compulsory. At least it is understood that provisions to accomplish these ends will be embodied in the forthcoming Bill; and if so, that they will be likely to pass the House. In a short time, unless we wake up in New Brunswick pretty speedily on this Educational matter, we shall be, in regard to Common School Education, in a position immensely inferior to that of the Ontario people.

2. THE PERMANENCY OF A SCHOOL TEACHER'S POSITION.

Any one who has read the reports of the Chief Superintendent of Education for some years back, and the extracts which have appeared in them from the reports of Local Superintendents, will see that one universal complaint of these gentlemen is the too frequent change of teachers. It is far from satisfactory to find that this serious evil is on the increase. From the last report of the Chief Superintendent, that for the year 1867—we notice that nearly one in every four of the teachers employed changed during the year. This is a loss to the country financially and educationally. For each teacher has, to some extent, a different way of teaching, and some time is lost before his scholars can understand him. Besides, master and pupil are strangers, and time must elapse before confidence, and good feeling can be established between them, without which, no teacher can succeed in imparting knowledge satisfactorily. But these are not the only losses which the country suffers in consequence of the steady removal of teachers all over the Province. The moral influence, which a good and respected teacher exerts in a locality, is very great indeed, and increases of course with the length of time he may be engaged in any one section of the country; but all this power for good, all this unequalled influence, is most unnecessarily wasted, when he is forced to stay in one place one year and in another, another.

To remedy this state of matters, some alteration of the school law is imperatively demanded. For, as the law now stands, it is not in the power of any Board of Trustees to engage a teacher for more than one year, it matters not what his qualifications may be, or how satisfactorily he may discharge his duties, or how desirous the Trustees may be to re-engage him for a longer period than one year. Each year, every teacher must be re-engaged, indeed to such an extent is this the case, that unless a teacher is engaged before the year expires, he is to consider himself as not wanted in that school section any longer. Would it not be well (moving cautiously), to confer on Boards of Trustees the power of engaging teachers for a longer period than one year? And that in no case, could a change take place, except by giving a three or six months' notice. We may rest assured that our public schools will not be what they ought to be until some proper protection be given to those who make teaching their profession—until some suitable provision be made for them, supported by which they may cherish a reasonable hope of remaining in one place more than one or two years.

Much is said, and justly, of the sensitiveness of capital and its liability to flee from countries of change and disorder, but here is a large class of the community, than which there is no more important class in the body politic, whose training in order to prepare them for discharging their functions efficiently, has involved no small expenditure of time and money, that labors under serious disadvantages. The circumstances of the country fifteen or twenty years ago, might justify the passing of the present law; but now circumstances are much changed, and loudly demand alteration in the direction we have indicated. It is a truism to say that the teacher makes the school; and it will be found in Ontario as in Europe, that where the teacher is in some way properly cared for, in some measure properly guarded from the tyranny of ignorant and selfish men, and enjoys some adequate protection against mean and purse-proud persons, that our schools will assume a much higher character, and induce men of higher culture to enter and continue in the honorable and important profession of teaching.

We might perhaps notice in this connexion the Special Report lately issued by the Chief of the Educational Department—a report which deserves the earnest attention of every one who seeks to raise the status of our public schools. In it, attention is directed to the position of teachers in European countries. There, a teacher cannot be dismissed without good and sufficient cause, and upon due notice given; in other words, their situation is a permanent one, as for instance in Scotland. And not only are their engagements lasting, they are as in France, provided with houses and gardens. Were the teacher's situation a permanent one here, most likely in due course of time the different localities would provide dwellings for them. But, be this as it may, the desirability of securing permanency of residence is of no small account.

3. SCHOOL TEACHERS.

A correspondent of the *Chatham Planet* writes as follows:—

“There are generally a number of young persons who present themselves to the Board of Public Instruction at each session to be examined for certificates of qualification to teach Common Schools, and many of them are successful, but this is only one step, and by no means the most difficult one. To be a really successful teacher is a difficult matter, and requires experimental as well as theoretical knowledge; but as many candidates know very little of either, and consequently have to battle the rough sea for a considerable time before they attain really practical and advantageous views of teaching, I would, through the columns of your valuable journal, present some thoughts formed from experience that may be of some advantage to them in commencing their duties.

Teaching is the art of communicating knowledge, and embraces all the means employed by a judiciously trained teacher, to secure the rapid and effectual advancement of his pupils. It has a two-fold object in view, viz.: To leave the pupil possessed of a certain amount of knowledge, and to give him a certain amount of mental training. It is essentially necessary that every teacher be acquainted with the different methods of teaching, so that he may use the most effectual means to secure this end. I will therefore present the three methods of teaching, and leave the matter for every person to judge for himself as to the best method for his particular circumstances.

The first method is termed Rote, and seeks to give the pupil both ideas and facts, but depends entirely on the memory. This method has been discountenanced to too great an extent. It supplies the pupil with a good selection in language, it improves the pupil's powers of composition, and as an effort in elocution, improves the style of reading. Caution is necessary in this method, lest the memory be injured by undue exertion. It should be used only in certain cases,

and then for the sole purpose of improving the memory. In using it the teacher should be careful that the composition is accurate, the language elegant, and the subject brought to a level with the pupil's attainments. Some teachers use it because it keeps the pupils employed, and gives some relaxation to themselves. This is not the true spirit of a teacher. He should labor to improve the mind in all possible ways, but by using this method, in the manner stated, he takes from his pupil the privilege of understanding the subject, and confines him to the use of the sensational faculties. Although the teacher may rejoice in the apparent advancement of the pupil, the physiologist would mourn over the probable loss of a philosopher.

"The second method is termed Dogmatic. This method seeks to give both facts and ideas, but they are to be received entirely on the authority of the text-book or teacher. This method fails to cultivate the reasoning powers, and is closely connected to the preceding method. Many teachers think that the mere fact is sufficient for the child, but any teacher may, at any time, see that the child requires more than this. What does that sudden glance of the eye imply? If no reason is presented with the fact, then there is a disappointed look, and after a time the pupil settles into indifference and carelessness. The teacher who is compelled to use the Dogmatic method is totally incapable to teach, and the sooner he gives up the profession the better for himself and his pupils.

"The third method is termed 'Modern, Rational or Intellectual.' Its grand feature consists in giving a reason for every fact or assertion. It requires that the teacher be thoroughly acquainted with the subject of which he is treating; he requires to understand it in all its details and appliances, so that he does not require to stop to recall half-forgotten ideas, but having the facts fresh in his mind he can devote his whole attention to the class, and observe the advancement made by each pupil. This method partially includes the Rote method, but discards the Dogmatic. It does not seek to leave the pupil possessed with the words used in his text-book alone, but leads him to discover truth for himself by cultivating all his mental powers, and giving him the foundation for future advancement. It presents to the mind a systematic course of study, and engenders a strong desire to progress, which is of the utmost importance to every pupil. The period of school days is comparatively short; soon the business of life is upon him, and the result of the training he has received in his youth must be applied to practical purposes. The teacher should look at the future of his pupils, and endeavor, by all means to employ that method of instruction which will give the most strength to the mind. He should study the capacity of mind possessed by each pupil, so that he may deal to each a proper portion without injuring any one or leaving him in want of the necessary information. There are three things with reference to the capacity of the mind which should be carefully studied, viz:—When the mind is ready to take in great and sublime ideas without pain or difficulty; when the mind is free to receive new and strange ideas upon just evidence without great surprise or aversion; when the mind is able to conceive or survey many ideas at once without confusion, and to form a true judgment derived from that extensive survey. On the latter part many young teachers fail. They commence the cramming process in order to get the pupils over a great space in a short time; but the ideas become confused, and injury is done to the youthful mind, precious time is lost, and in many cases a bright genius is beclouded in the shades of mental debility. Every person commencing the profession of teaching, should make diligent enquiry as to the best methods of communicating knowledge, and the various and peculiar circumstances under which he may expect to be placed. In my next, I will treat of the qualifications and conduct of teachers, hoping that those thoughts may be of some service to my fellow teachers, and especially are they intended for the beginner."

4. ENGLISH, FRENCH AND CANADIAN EDUCATIONAL BENEFACTIONS.

From an article in the *Ottawa Citizen*, on Mr. Peabody's recent munificent donation of £100,000, in addition to his former princely gifts for the benefit of the poor of London, we make the following extract relating to various Educational gifts by Englishmen and Frenchmen to the United States, and by Canadians, to their own institutions.

"But we may be permitted to remark that, while the poor of London are enjoying the fruits of Mr. Peabody's practical benevolence, and his name is a household word significant of goodness on both sides of the Atlantic, it ought not to be forgotten that the United States have largely profited by similar magnificent gifts

from both English and French Benefactors. The famous University of Cambridge, near Boston, was founded by an English gentleman of the name of HARVARD, about the year 1638. The sum he devoted to this object was not a very large one, being only £800 stg., or \$4,000; but it was nearly his all, and at that time it was considered a very noble gift. The example presented by this whole-souled man was followed by other like-minded persons, and the result was the grand old institution which bears his name. The name of STEPHEN GIRARD is, however, worthy to be mentioned, even alongside that of Mr. PEABODY. He was a native of Bordeaux, France, and at the tender age of twelve years sailed to the West Indies as a cabin boy. Having attained manhood, he removed to Philadelphia, and there accumulated a colossal fortune, a great part of which he devoted to benevolent objects. Among his gifts was one of two million dollars for 'a College for poor children,' such as he himself once was, and the greater portion of his remaining wealth he willed over to the city where he had made his money, for other useful and philanthropic purposes. We shall only mention one more instance, though others might be quoted. There are few persons who have not heard of the famous SMITHSONIAN Institution at Washington, 'for the increase and diffusion of knowledge among men'—to use the words of the founder's will. This grand establishment owes its existence to the munificence of JAMES SMITHSON, an Englishman, who died in 1829, and bequeathed the bulk of his large fortune, amounting, we believe, to nearly one million of dollars, to the Government of the United States for the purpose above stated. We thus see that both France and England have through some of their illustrious sons, done something for the promotion of noble objects in the native land of Mr. PEABODY, who is now making such fine returns to that of his adoption. In this Dominion we have not many men possessed of such affluence, but we have a few both able and willing, we are glad to say, to devote a portion of their moderate means to the promotion of educational and philanthropic objects. In New Brunswick there is a scholastic institution built and endowed in part, by a gentleman of but moderate wealth, and, if we are correctly informed, he devoted over £10,000 to its erection, beside a considerable sum to its endowment. In Montreal, the MCGILL University and the General Hospital have shared largely in the liberality of the merchants. The University itself bears the name of a benefactor who bequeathed property for that purpose worth a great deal of money—a good many thousand pounds—but we do not know precisely how much. Such deeds will live when the memory of men who forget the poor and the suffering rots in obscurity. We have known several millionaires in our day—at least two—who have left their wealth behind them to be fought over by hungry heirs, or to remain idle and unproductive in foolish hands. But no one recalls their names with gratitude; and no orphan or widow's heart is gladdened by its sound. Indeed, the very remembrance of them has already, almost, 'perished from the earth.' And it is fitting that oblivion should cover them; for no good can come of their example.

5. COMPOSITION IN SCHOOLS.

At a recent meeting of the W. R. Teachers' Association of Northumberland, this question was brought up, as reported by the *Cobourg World*, as follows:—

"Composition—the best method of teaching it; the most appropriate subjects, and the place it should occupy in the school. The discussion was both profitable and interesting, and Messrs. Douglas, Ormiston, McBrige, Reynolds, D. Johnston, McGrath and W. Johnston took part in it. The opinion of the association upon the subject was that, 'the best method of teaching composition is to cause the child, first, to write down upon the slate, in its own words, the sense of the lesson read; whether that be an anecdote, a biography, an historical sketch, or a lesson in science; second,—having, by this and other means, taught the child to think, to require him to give in writing the substance of such thoughts; and, thirdly,—to continue and extend the system, until with the full-grown boy or girl we have the full-grown composition. That 'the most appropriate subjects' are those with which the children are most familiar. That it should occupy a very prominent position in the school, being begun when the child is able to write or print words on the slate, and continued through every division. By this method it is claimed the child will not only be trained to think and express its thoughts correctly, but will, at the same time, be taught in the most effectual manner, namely, by the eye, correct spelling and good grammar.

"Another topic, viz:—'Should the attendance at Free Schools be compulsory,' was introduced by Mr. D. Johnston. The discussion

was a lively and interesting one. The following was the unanimous opinion of the association. First,—if all are forced to pay for the education of children, all children should be forced to partake of that education; and second,—that regular attendance at such schools should be compulsory.

6. ANALYZING STUDENTS' CHARACTERS.

No one will deny the following:—That the material upon which the teacher has to operate, is composite in its character; and that if he would become master of his subject, he must study carefully the two component parts—the intellectual and the moral. There can be no justice done and no success if his attention is confined to one only. This is not all. He must be able to detect how far the intellectual is active or dormant, and how far the moral. No teacher that does not thus skilfully analyze this compound object confided to his care and submitted to his control, can discharge his duty faithfully or efficiently. All teachers of any experience know this, and will promptly endorse that which, to them, has become an ever-recurring fact.

When this analysis has been obtained, due weight in instruction will be given to each of those two parts that compose, qualify and modify the whole: e. g., to a boy of limited capacity and amiable disposition, the very tone of the teacher's voice and his mode of expression will touch both heart and mind, and therefore enlighten the one and attract the other, if both have been adapted respectively to the ascertained distinguishing features of the pupil's moral and mental character. To a boy of this nature, a harsh and dictatorial manner and the most scholarly definition will gain access to neither heart nor head. No seed will have been sown in the intellectual soil to be watered from the heart-springs of the grateful recipient. The thunders of the teacher's eloquence may have sounded fearfully distinct, and the preceding lightning may have flashed through the mind of the abased and trembling scholar, but no assimilation of the mind and its food will have resulted, and therefore,—if not always positively, comparatively,—both negative and direct injury are effected.

II. Education in other Countries.

1. ART IN THE NEW YORK SCHOOLS.

The Board of Education of New York have resolved that drawing shall hereafter be taught in every grade of public schools. This was wise and timely. It is certainly one of the most important studies that could have been added to the already comprehensive course prescribed by the Board. A knowledge of the principles of drawing, at least, has become essential to success in every department of the mechanic arts; and the cultivation of this talent in early life has opened to many young men who would otherwise have plodded along as clerks and laborers, opportunities for distinction and wealth as inventors, engineers, architects and builders. So close, indeed, is the relation existing between art and the trades that we know of no branch of productive industry in which some knowledge of drawing is not essential to success and progress. But whether or not its introduction into our public schools will be followed by any practically beneficial results, depends in a great degree upon how it is taught. If our boys are to be given little lithographed studies of houses, trees and other simple natural objects, of which they are expected to make fac-simile copies with lead pencils, the hours devoted to drawing will be so much time lost. Even though they acquire a fair mechanical skill with the pencil that enables them to copy these pretty little pictures, they are no better off than they were before. Put them at any real work, such as drawing a table or chair, or even the outlines of a house in proper perspective, and they will be wholly at fault. What the boys want is instruction of quite another kind, and with the exception of the highest grade, no class should be taught anything beyond simple outlines. These, properly understood, include a knowledge of the principles of perspective, proportion and symmetry, which must underlie any useful knowledge of art. Shading is the simplest thing in drawing, and any one who can make a correct outline with a proper understanding of the subject, will require but little instruction in shading and finishing. If a child is taught the first principles very gradually, he acquires a knowledge of art almost insensibly and with little or no effect. This has been tried with much success in the schools in Hartford and New Haven. A series of large charts are here used representing, first, straight lines in their simplest relations, as parallels and angles; second, letters, squares, triangles, and other simple figures; third, curved lines; fourth, the oval, the scroll and radiating lines. In exhibiting these figures each chart is arranged so as to interest the scholar, and occupy his

mind in forming pictures of simple and familiar objects from the combinations of lines. Thus, without the effort of study, the child is instructed in the fundamental principles of mechanical, architectural and ornamental drawing. As few school teachers properly understand this subject, we would recommend that a special committee be appointed by the Board of Education to inquire into this important matter. If drawing is to be taught solely with the view to the production of a number of pencil studies, suitable for exhibition on examination day, it is unnecessary to go to any further expense in the matter: but if it is introduced for the benefit of the pupils, some plan should be adopted like that now in successful operation in the Connecticut schools.

2. EDUCATION IN SWITZERLAND.

At a public meeting, held at Berne, Switzerland, to consider the question of education, the decision was voted to recommend the Government to introduce obligatory gymnastic exercises into the primary schools; also to extend education to the age of 16 and 17, adding to it training in military exercises, to establish army instruction in the normal schools, and to compel the teachers to serve in the ranks—they being at present exempt—at least until they have passed the age of 25.

III. Papers for Boys and Girls.

1. VALUE OF BOOK-FARMING.

Those who are opposed to book-farming are requested to read the following, and give us their opinion:—There was a farmer once who hesitated not to hurl all manner of invective against book-farming and those who consulted books for advice.—By long experience and careful observation, he had become quite successful in the culture of grapes and trees. His fields were clean and fair, and highly productive. His trees were vigorous, well adjusted, and profitable. In conversation with a friend, he related his experience in raising grapes and trees, entering into the minutest details, sometimes becoming quite eloquent when describing his victories over the enemies which infest them. 'His knowledge,' he said, 'was gained by dint of application, by actual experience and hard labor. It was none of your book knowledge written by men who knew nothing about farming.' 'Well,' said his friend, 'if all this valuable information, gained by assiduous labor and observation, of so many years, and which you have so clearly described, were written out and published, which would you have a young and inexperienced man do—take this as he finds it from your pen, or go through the same tedious process that you have gone through with, including all its vexations and losses? The question puzzled him, and he was silent for a moment; but was obliged at last to confess that, after all, there was value in books, because combining and relating the results and experience of practical cultivators.

Do not condemn book-farming. You may criticize certain books very severely, because written by ignorant, theoretical hands; but there is always good wheat as well as abundant chaff. So there are many good books as well as poor ones. The time may come, when a single hint from a book or paper may save your farm or orchard, or add to your wealth, by telling you how to increase your crops.

2. HOW TO RETAIN A GOOD FACE.

A correspondent has some good ideas on the importance of mental activity in retaining a good face. He says:—

"We were speaking of handsome men the other evening, and I was wondering why K. had so lost the beauty for which five years ago he was so famous. 'Oh, it's because he never did anything,' said B.; 'he never worked, thought, or suffered. You must have the mind chiseling away at the features, if you want handsome middle-aged men.' Since hearing that remark, I have been on the watch to see whether it is generally true—and it is. A handsome man who does nothing but eat and drink, grows flabby, and the fine lines of his features are lost; but the hard thinker has an admirable sculptor at work, keeping his fine lines in repair, and constantly going over his face to improve the original design."

3. A SCIENTIFIC TRUTH FOR BOYS.

Boys, if you look into the early life of truly helpful men, those who make life easier or nobler to those who come after them, you will almost invariably find that they lived purely in the days of their youth. In early life the brain, though abounding in vigor, is

sensitive and very susceptible of injury,—and this to such a degree that a comparatively brief and moderate indulgence in vicious pleasures appears to lower the tone and impair both the delicacy and efficiency of the brain for life. This is not preaching, boys—it is simple truth of science.

4. WHERE IS YOUR BOY AT NIGHT?

The practice of allowing boys to spend their evenings in the streets, is one of the most ruinous, dangerous, mischievous things possible. Nothing so speedily and surely marks their course downward. They acquire, under cover of night, an unhealthy state of mind, vulgar and profane language, obscene practices, criminal sentiments, and a lawless bearing. Indeed, it is in the streets, after nightfall, that boys generally acquire the education and capacity for becoming rowdy, dissolute men. Parents, do you believe it? Will you keep your children home of nights, and see that their home is made pleasant and profitable.

5. ENCOURAGE THE YOUNG.

If a young man deserves praise be sure and give it to him, else you not only run a chance of driving him from the right road for want of encouragement, but deprive yourself of the happiest privilege you will ever have of rewarding his labor. For it is only the young who can receive much reward from men's praise. The old, when they are great, get too far above and beyond what you may think of them. You may urge them with acclamation, but they will doubt your pleasure and despise your praise. You might have cheered them in their race through the asphodel meadows of their youth; you might have brought the proud, bright scarlet to their faces if you had cried but once, "Well done!" as they dashed up the first goal of their early ambition. But now their pleasure is memory, and their ambition is in heaven. They can be kind to you, and you can never more be kind to them.

6. THE LITTLE GIRL AND HER COPY.

A little girl went to a writing-school, when she saw her copy, with every line so perfect, "I can never write like that," she said.

She looked steadfastly at the straight and round lines, so slim and graceful. Then she took up her pen and timidly put it on the paper. Her hand trembled; she drew it back; she stopped, studied the copy, and began again. "I can but try," said the little girl; "I will do as well as I can."

She wrote half a page. The letters were crooked. What more could we expect from a first effort? The next scholar stretched across her desk, "What scraggy things you make!" Tears filled the little girl's eyes. She dreaded to have the teacher see her book. "He will be angry with me and scold," she said to herself.

But when the teacher came and looked, he smiled, "I see you are trying, my little girl," he said kindly, "and that is enough for me."

She took courage. Again and again she studied the beautiful copy. She wanted to know how every line went, how every letter was rounded and made. Then she took up her pen and began to write. She wrote carefully, with the copy always before her. But O! what slow work it was! Her letters straggled here, they crowded there, and some of them looked every way.

The little girl trembled at the step of the teacher. "I am afraid you will find fault with me," she said, "my letters are not fit to be on the same page with the copy."

"I do not find fault with you," said the teacher, "because I do not look so much at what you do, as at what you aim and have the heart to do. By really trying you make a little improvement every day; and a little improvement every day will enable you to reach excellence by and by."

"Thank you, sir," said the little girl; and thus encouraged, she took up her pen with a greater spirit of application than before.

And so it is with the dear children who are trying to become like Jesus. God has given us a heavenly copy. He has given us his dear Son, "for an example, that we should follow his steps." He "did no sin, neither was guile found in his mouth." "He is altogether lovely," and "full of grace and truth." And when you study his character, "I can never, never reach that," you say, "I can never be like Jesus."

God does not expect you to become like his dear Son in a minute, or a day, or a year; but what pleases him is that you should love him, and try to follow his example. It is that temper which helps you to grow, day by day, little by little, into his likeness, which God desires to see. God sees you try. God loves you for trying, and he will give his Holy Spirit to help you.

7. THE UNFINISHED PRAYER.

"Now I lay"—Say it, darling;
"Lay me," lisped the tiny lips
Of my daughter, kneeling, bending
O'er her folded finger tips.

"Down to sleep"—"to sleep" she murmured
And the curly head dropped low;
"I pray the Lord"—I gently added,
"You can say it all I know."

"Pray the Lord"—the words came faintly,
Fainter still—"My soul to keep"
Then the tired head fairly nodded,
And the child was fast asleep.

But the dewy eyes half opened,
When I clasped her to my breast,
And the dear voice softly whispered,
"Mamma, God knows all the rest."

O, the trusting, sweet confiding,
O! the child heart! Wood that I
Thus might trust my Heavenly Father,
He who hears my feeblest cry.

IV. Miscellaneous Friday Readings.

1. BEAUTIFUL SNOW.

How many thousands have let their tears fall over these beautiful lines, as their touching pathos called into recollection the sad story of other and similar victims to man's sad cruelty! In point of smooth versification, and easy flowing rhythm, through which is almost heard the plaintive wail of woman's ruined honor, our knowledge of English literature brings to mind no single poem of such thrilling interest.

In the early part of the war, one dark Saturday morning in the dead of winter, there died at the Commercial Hospital, Cincinnati, a young woman over whose head only two and twenty summers had passed. She had once been possessed of an enviable share of beauty; had been, as she herself said, "flattered and sought for the charms of her face;"—but, alas! upon her fair brow had long been written that terrible word—prostitute! Once the pride of respectable parentage, her first wrong step was the small beginning of the "same old story over again," which has been the only life history of thousands. Highly educated and accomplished in manners, she might have shone in the best of society. But the evil hour that proved her ruin was but the door from childhood; and having spent a young life in disgrace and shame, the poor friendless one died the melancholy death of a broken-hearted outcast.

Among her personal effects was found, in manuscript, the "Beautiful Snow," which was immediately carried to Enos B. Reed, a gentleman of culture and literary tastes, who was at that time editor of the *National Union*. In the columns of that paper, on the morning of the day following the girl's death, the poem appeared in print for the first time. When the paper containing the poem came out, the body of the victim had not yet received burial. The attention of Thomas Buchanan Reed, one of the first American poets, was soon directed to the newly published lines, who was so taken with their stirring pathos, that he followed the corpse to its final resting place.

Such are the plain facts concerning her whose "Beautiful Snow" will long be regarded as one of the brightest gems in American literature.

Oh! the snow, the beautiful snow,
Filling the sky and earth below,
Over the housetops, over the street,
Over the heads of the people you meet.

Dancing,

Flirting,

Skimming along;

Beautiful snow! it can do no wrong.
Flying to kiss a fair lady's cheek,
Clinging to lips in frolicsome freak.
Beautiful snow from heaven above,
Pure as an angel, gentle as love!

Oh! the snow, the beautiful snow,
How the flakes gather and laugh as they go,
Whirling about in maddening fun,

Chasing,

Laughing,

Hurrying by,

It lights on the face and it sparkles the eye!
And the dogs with a bark and a bound,
Snap at the crystals as they eddy around;
The town is alive, and its heart in a glow,
To welcome the coming of beautiful snow!

How wild the crowd goes swaying along,
Hailing each other with humour and song!
How the gay sleighs, like meteors, flash by,
Bright for a moment, then lost to the eye;

Ringing,
Swinging,

Dashing they go,
Over the crust of the beautiful snow;
Snow so pure when it falls from the sky,
To be trampled and tracked by thousands of feet,
Till it blends with the filth in the horrible street.

Once I was pure as the snow—but I fell,
Fell like the snow flakes from heaven to hell,
Fell to be trampled as filth on the street,
Fell to be scoffed, to be spit on and beat;

Pleading,
Cursing,

Dreading to die,
Selling my soul to whoever would buy,
Dealing in shame for a morsel of bread;
Hating the living and fearing the dead;
Merciful God, have I fallen so low?
And yet I was once like the beautiful snow.

Once I was fair as the beautiful snow,
With an eye like a crystal, a heart like its glow;
Once I was loved for my innocent grace—
Flattered and sought for the charms of my face!

Fathers,
Mothers,
Sisters all.

God and myself, I have lost by my fall;
The veriest wretch that goes shivering by,
Will make a wide sweep lest I wander too nigh,
For all that is on or above me I know,
There is nothing that is pure as the beautiful snow.

How strange it should be that this beautiful snow
Should fall on a sinner with nowhere to go!
How strange should it be, when the night comes again,
If the snow and the ice struck my desperate brain.

Fainting,
Freezing,

Dying alone,
Too wicked for prayer, too weak for a moan,
To be heard in the streets of the crazy town,
Gone mad in the joy of the snow coming down,
To fall and to die in my terrible woe,
With a bed and a shroud of the beautiful snow.

Helpless and foul as the trampled snow,
Sinner, despair not! Christ stoopeth low
To rescue the soul that is lost in sin,
And raise it in life and enjoyment again.

Groaning,
Bleeding,
Dying for thee,

The crucified hung on the accursed tree!
His accents of mercy fell soft on thine ear,
"Is there mercy for me! Will he heed my weak prayer?"
O God! in the stream that for sinners did flow,
Wash me, and I shall be whiter than snow.

—*National Baptist.*

2. WHAT IS LIFE?

A little crib beside the bed,
A little face above the spread,
A little frock behind the door,
A little shoe upon the floor.

A little lad with dark brown hair,
A little blue-eyed face and fair;
A little lane that leads to school,
A little pencil, slate and rule.

A little blithesome, winsome maid,
A little hand within his laid;
A little cottage, acres four,
A little old-time household store.

A little family gathering round;
A little turf-heaped, tear-dewed mound;
A little added to his soil;
A little rest from hardest toil.

A little silver in his hair;
A little stool and easy chair;
A little night of earth-lit gloom;
A little cortege to the tomb.
—*C. Stein, in the Lutheran Observer.*

3. HISTORIC CHRISTMASSES.

Under this heading the *Quiver* gives an interesting record of the principal events which have marked the English season since that

25th December, (1066) on which William the Conqueror was crowned King at Westminster. Two years later, William defeated the northern insurgents, and kept his Christmas in York, "to the great disgust of the people," devising in the merry season those plans of wholesale extermination which his generals faithfully carried out in the New Year, and by which 100,000 men, women and children perished between the Guse and the Scottish border. On Christmas Day, 1170, Thomas A. Beckett, the champion of the old English nationality, preached in Canterbury Cathedral, his own funeral sermon. Four days later he was murdered in front of his own altar—a martyr in the joint cause of liberty and religion. In Christmas time 1214 another great primate, Stephen Langton, at the head of the confederate barons, demanded from King John the Rights, conceded at Runnymede by the Great Charter of the following Easter. The first English Parliament was convoked for the King, by Simon de Montfort, at Christmas time 1264. A conspiracy which cost the lives of the Earls of Huntington, Kent, Surrey, and Rutland, was plotted for the seizure of Henry VII, at Windsor, on the first Christmas after his accession. Sixteen years later, the holidays were celebrated by the roasting in chains over a slow fire in St. Giles Fields of Sir John Oldcastle, Lord Cobham, charged with heresy and treason. And in the Christmas week of 1384, died John Wickliffe, the morning star of the Reformation. One hundred and thirty-six years later (1520) Martin Luther celebrated his Christmas, by publicly burning the papal bull of indulgences in the market place of Wittenberg.

On the Christmas of 1586, Queen Elizabeth received the letter of her cousin Mary Queen of Scots containing the four last requests of the hapless writer, stated with such pathos as to draw tears, though not mercy, from the "old lioness." The Christmas of sixteen years later was the last Tudor ever saw, and she passed it, as says Sir John Harrington, who was permitted to visit her, in "the most pitiable state" of gloom and remorse, and with the pale shade of Essex ever murmuring reproaches in her ear.

The pedant who succeeded her put in a remarkable Christmas in 1521. The House of Commons, before its adjournment, had entered a solemn protest upon its journals against all the violent language, and violent acts made use of and committed by the King, which James hearing of, sent for the journal and, with his own hand, tore out the page in the presence of his council. James prided himself beyond everything on his Kingcraft; and yet there came not so long after the days when the insulted protest was to be followed by the Grand Remonstrance, and when his darling Baby Charles was to suffer sadly for all the inherited madness of his Sire.

Twenty-five years later, Christmas Day was appointed by Parliament to be a day of "fasting and public humiliation" on account of the great straits to which the nation had been brought. In Christmas time 1669, the tide of affairs had changed, and General Monck was marshalling his army to march to London and win his Dukedom; while on Christmas Day, twenty-nine years after, James II, had lost the Crown which Albemarle had restored, and landed on the Feast of the Nativity, an exile to France from the land he had betrayed. On that same day Parliament presented an address to the Prince of Orange, requesting him to assume and exercise the Government.

On the 25th December, 1739, began the Great Frost lasting for six weeks, and turning the Thames into a fair-ground. And, in connection with this recollection, we may add the later one that it was during these holidays, two years ago, that another frost proved less trustworthy, and that forty persons were drowned in the Regent's Park, where the overburthened ice treacherously gave way. This awful calamity fell upon the metropolis while the whole north country was yet in mourning for close upon four hundred men killed in two terrible colliery explosions. For those widows and orphans the open English hand and kindly English heart offered such comfort as it could, and worthily celebrated the Christian season by a noble work of Christian charity.—*Hamilton Spectator.*

4. SOCIAL LIFE IN ENGLAND—THE QUEEN.

It is a marked feature of social life in England, and certainly one of its special charms, that mothers and daughters are so uniformly seen together at their own home. Not only is the mother the first lady to whom you are introduced at the first house where you visit, but mistress of the ceremonies throughout; not only does she preside at the dinner table, but at the evening party she sits as queen. Whatever may be your first impression of such an arrangement, if it happens that your sympathies are with the younger ladies, you will very soon learn to think that the mother's absence would be very sincerely regretted by the daughters. As a picture, all must admit the arrangements to be perfect. The matronly dignity of the mother are an exquisite foil to the youthful beauty and coyness of the daughters. And you will find nothing to mar, but everything

to enhance the interest of the picture. The mother's presence never seems to operate as an unwelcome restraint. Between her and the daughters, you will mark the joyous, playful, loving freedom, without the sacrifice of a little of parental dignity and authority on the one hand, or of sweet and graceful filial duty on the other. It may be said of English families generally, that these two things are eminently characteristic; to wit uniform parental authority, and the most charming freedom of intercourse between parents and their children.

You cannot visit an English family in a familiar way, without discovering what will possibly surprise you, that a deep dislike of ceremony and state is a very marked characteristic of an English woman. This feature is strongest in those highest in rank, and has been a marked feature in the character of the Queen herself from girlhood. Now that she is a widow, and her children are growing to the stature of manhood and womanhood, and leaving their home forever, how delightful to recall the sweet pictures of her early married life, when she so much loved to saunter, with her noble husband, over the beach near their beautiful house in the Isle of Wight, and to watch those then little children as they amused themselves with trying to find two pebbles of the same shape, or dig wells in the sand with their tiny wooden shovels. Was she not a great deal happier amid those sweet domestic scenes, than when surrounded with glittering nobility on grand state occasions.

5. THE ALBERT MEMORIAL CHAPEL IN WINDSOR CASTLE.

Within the last few days several of the grand marble tableaux executed in inlaid work by Baron Triqueti, and intended for the decoration of the Albert Memorial Chapel, have arrived at Windsor Castle. Two of these beautiful works of art have been placed in their proper positions on the south wall of the interior of the chapel. The first to be noticed is that contributed by Princess Louis of Hesse. The subject is Pharaoh creating Joseph Viceroy of Egypt. The Egyptian King and Queen are represented sitting upon a throne in the palace, and the monarch is placing a jewelled chain and badge around the neck of Joseph, while an attendant officer is arraying the newly created viceroy with a mantle. Next to Princess Alice's gift is a bas relief, in white marble, of Ruth gleaning in the fields of Boaz, who stands watching the Moabites gathering the fallen ears. The next tableau upon the south wall is the offering of the first-born of the Queen and the Prince Consort. It is the picture presented by the Crown Princess of Prussia. The subject selected for Princess Victoria's tableau is "Jacob blessing the sons of Joseph." There is the tent with the aged patriarch seated. Before him kneel the sons of Joseph, and his hands—for he is in the act of blessing them—rest upon them. This touching scene in the early history of Israel is beautifully rendered. Above the tableau is a marble bas relief portrait of the Crown Princess of Prussia, surrounded by the inscription, "Victoria aetat. s. xxviii.," in gold letters upon a black ground, and beneath it is the motto, "Love and Piety." Only a portion of the Princess of Wales' offering has yet reached the Castle. The medallion portrait in white marble has around it the inscription, "Alexandra aetat. s. xxiii." This with the other portions of the border, has arrived safely, and the tableau itself is shortly expected.

6. DREARINESS OF BOOKLESS HOUSES.

We form judgments of men from little things about their houses, of which the owners perhaps never think. Flowers about a rich man's house may signify only that he has a good gardener, or that he has refined neighbours, and does what he sees them do. But men are not accustomed to buy books unless they want them. If, on visiting the dwelling of a man of slender means, we find that he contents himself with cheap carpets and very plain furniture, in order that he may purchase books, he rises at once in our esteem. Books are not made for furniture, but there is nothing else that so beautifully furnishes a house. The plainest row of books is more significant of refinement than the most elaborately carved sideboard.

Give us a house furnished with books, rather than furniture. Both, if you can; but books at any rate. To spend several days in a friend's house, and hunger for something to read, while you are treading on costly carpets, and sitting upon luxurious chairs, and sleeping upon down, is as if one were bribing your body for the sake of cheating your mind.

Books are the windows through which the soul looks out. A house without them is like a room without windows. No man has a right to bring up his children without surrounding them with books, if he has the means to buy them. It is a wrong to his family. Children learn to read by being in the presence of books. The love of knowledge comes with reading, and grows upon it. And the love of knowledge in a young mind is almost a warrant against the inferior excitement of passions and vice.

Let us pity those poor rich men who live barrenly in great bookless houses. Let us congratulate the poor that, in our day, books are so cheap that a man may every year add a hundred volumes to his library, for the price of what his tobacco and his beer would cost him. Among the earlier ambitions to be excited in clerks, workmen, journeymen—and, indeed, among all that are struggling in the race of life—is that of owning, and constantly adding to, a library of good books. A little library, growing larger every year, is an honorable part of a young man's history.

It is a man's duty to have books. A library is not a luxury, but one of the necessities of life.

7. SWEARING IN THE GOVERNOR GENERAL.

OTTAWA, Dec. 1—His Excellency assumed the Government to-day with a pomp and circumstance unprecedented in Canada. The whole city was jubilant in its welcome, and the clash of arms and cheer of citizens mingled everywhere harmoniously. Sir John was received at the limits of the city by the assembled corporate bodies. There was also a huge crowd of enthusiastic spectators from the triumphal arch over the Rideau bridge to Rideau Hall itself. The road was lined with evergreens and gay bunting floating from every point of vantage, ruffled proudly in the people's cheers. The reception was a grand triumph, and the vice-regal pair have gained more hearts already than ever did Absalom in Hebron. The Senate Chamber presented a splendid spectacle, all the magnificence which soldiery or citizens could combine to lend was concentrated round the scarlet benches. The ceremonies inside the Chamber—presenting addresses, &c., lasted for an hour and a half. The Governor wore the Windsor uniform and the insignias of St. Michael and St. George. The crowd was large and enthusiastic, and both His Excellency and Lady Young expressed high gratification at their welcome. The new order of things has been inaugurated with splendid effect.—*Hamilton Spectator*.

8. THE NEW SUSPENSION BRIDGE AT THE FALLS.

The last season has added another object of wonder and admiration at the Falls of Niagara. We refer to the new Suspension Bridge, which spans the Niagara River a short distance below the cataract, and which has been completed so far, that it is passable for foot passengers. This structure, though not as massive and capacious as that built a mile and a half below, is at once an object of marked interest. The width and depth of the chasm at this point rendered the construction of this work quite difficult, and makes it an object of attraction as a scientific achievement in the art of engineering.

We think we do but simple justice, when we give the credit of the conception of this enterprise to the Hon. Hollis White, who has pursued the idea of a suspension bridge at this point, which is from the grove, a short distance below the ferry on this side, to a point on the other side near the Clifton House, for twenty years, and until he has seen it consummated and available to public convenience. It is built under twin charters, obtained from the Dominion of Canada and the Legislature of this State. On the American side, the charter is made in the name of the Niagara Falls Suspension Bridge Company, and on the other side it is known as the Clifton Suspension Bridge Company.

This work is now only complete so far as to admit its use by foot passengers, but on the opening of another season, when the roadway shall be completed, it will be available for carriages. We understand that it is the purpose of the company at some period, not very remote, to construct a street railway from the Cataract and International Hotels on this side, to the Table Rock on the Canada side, passing over the bridge and between these points, with cars—conveying passengers each way for the moderate sum of twenty-five cents each.—*Buffalo Express*.

9. RAILWAYS IN THE UNITED KINGDOM.

The following interesting facts, relative to the history of railway enterprises in the United Kingdom, are taken from a recent return of the Board of Trade:

June, 1843—Mean length of the line in operation during the year.....	1,628 miles.
June, 1843—Mean receipts upon the 1,628 miles.....	£4,589,494
Dec., 1865—Mean length of the line in operation during the year.....	13,571 miles
Dec., 1865—Mean receipts upon 13,571 miles.....	£37,027,233
June, 1847—Gross revenue taken from the mean of two years.....	£8,038,227
Dec., 1866—Number of miles in operation at the commencement of the twelve months.....	13,039
Dec., 1866—Gross revenue taken the mean of two years.....	£37,026,233

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

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

OBSERVERS:—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—James Preston, Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

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

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

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

* Barrie and Cornwall, no reports, in consequence of a change of observers. α Where the clouds have contrary motions, the higher current is entered here. β Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricanes.

REMARKS.

BELLEVILLE.—Wind storms on 7th, 8th, 27th, 31st. Fogs, 5th, 6th, 7th, 16th, Snow, 21st, 22nd. Rain, 5th, 8th, 16th, 25th, 26th, 27th, 28th, 31st. The rain of the 28th was accompanied by lightning and thunder. The rain storm of 31st was, perhaps, the heaviest in 12 months, the depth of rain being 1.851 inch. GODERICH.—On 1st, large halo round moon. 5th, 7th, 25th, thunder. HAMILTON.—On 4th, severe frost in morning. 7th, very high wind, velocity, 7. 17th, hail; also, the first snow since 23rd April. 23rd, aurora, very slight, a few streamers only. 31st, excessive rain, depth few points S of E, about 30° above horizon at 9 p.m. 15th, actual

halo; shooting star to SE on 15th. Wind storms on 4th, 8th, 16th, 17th, 27th, 28th, 30th, 31st. Fogs, 2nd, 3rd, 4th, 15th. Snow, 15th, 21st, 22nd. Rain on 1st, 5th, 7th, 8th, 10th, 11th, 12th, 19th, 24th, 25th, 27th, 31st. Month remarkable for sudden and great changes of temperature. The water of the Ottawa has risen considerably.

PETERBOROUGH.—5th, Indian summer apparently commenced this evening. 6th, Indian summer. 7th, Indian summer, but barometer running down all day; change in the evening, high winds during the night, with sudden change to cold. 8th, hail. 13th, at 2 p.m., a large flock of wild geese passed, flying unusually low and cackling. 14th, very slight auroral light over N H; several very small shooting stars, mostly at N Z. 15th, in afternoon a flock of wild geese flying high. 19th, mill dam nearly covered with ice. 16th and 17th, hail. 21st, first snow. 22nd, about 9 p.m., large irregular band of faint light from NNW to NNE, which soon gave place to a few slight streamers. 23rd, halo round moon, defined only towards N. 27th, sky, about 7 p.m., at N. and E Z, covered with long streaks of beautiful feathery cirro-strati. Fogs, 14th and 15th. Snow, 21st and 22nd. Rain, 7th, 8th, 12th, 16th, 19th, 25th, 28th, 31st. Month unseasonable; but little of the usual genial weather. Unusual prevalence of easterly winds and cloudiness. Frost so severe towards the end of the month that quantities of potatoes were frozen in the hills. Crops generally good, but the straw of the grain much stunted by drought. Potatoes not quite matured.

SMICOE.—On 14th, fog. 16th, aurora at 11.30 p.m. Wind storms, 7th, 9th, 10th. A little snow on 22nd. Lunar halo on 23rd, 45°, and on 26th, 60°. 27th, lightning, thunder and rain. Rain also on 7th, 8th, 13th, 19th, 21st, 25th, 31st. The usual autumn traits have not appeared in the foliage; the observer conjectures that this is attributable to the early frost destroying the conditions upon which the gorgeous coloring depends.

SRATFORD.—On 23rd, wild geese seen. 24th, mill pond frozen, free from ice during the day. Storms of wind 7th, 8th, 10th, 27th, 29th, 30th, 31st. Fogs, 7th, 13th, 14th. Snow on 8th, 17th, 21st. Rain on 7th, 13th, 19th, 20th, 21st, 25th, 27th, 30th.

WINDSOR.—On 16th, hail. 17th, meteor from Z to S. 26th, fog. 22nd, snow. Rain. 7th, 13th, 21st, 31st.

2. THE RECENT METEORS.

Mons. Chapelas Coulvier Gravier has published the results of his observations of shooting stars on August 9th, 10th and 11th last. He once more found (as he has found in preceding years) that the maximum flight in August, contrary to the phenomenon presented in November, does not appear at once. Since July 15, the average number each hour continued to increase from August 10, and from this date regularly diminished. The average number each hour of the above mentioned nights was 37 9-10 stars, which average is less by 4 5-10 stars than he observed last year. Nevertheless the display observed on August 10 was very brilliant. He observed 213 shooting stars of the first, second and third sizes, and 42 of them had a long, luminous wake. He saw in all 237 shooting stars. Two shooting stars, of the third size, of peculiar appearance, were observed. One of them was seen at 11.27 o'clock. It was animated with a very slow motion; the substance of which it was formed, instead of being a spherical form, with a vaporous outline, seemed ragged and unequal, and met such resistance in its flight as to change its form repeatedly. The last transformation it assumed gave it the appearance of a conical projectile, with its summit behind, from which escaped a great many small red sparks, which glittered between the shooting star and its brilliant wake, which was remarkably white. This shooting star did not fall in the general direction of the meteoric current. Mons. Chapelas Coulvier Gravier adds, these observations completely confirm the laws of the hourly variation and the progress from east to west of the average direction of shooting stars. The real maximum was between midnight, when there were seen 1 3-10 stars a minute. The shooting stars appear in the portion of the sky diametrically opposite to that whence they come. The point of radiation attributed to the August shooting stars is identically the same at every period of the year, and is in the neighbourhood of the zenith.

3. THE SUN'S ONWARD MOTION.

From the consideration of the imperfect information afforded by the stars' apparent proper motion, astronomers have been able to deduce, observes a writer in *Frazer's Magazine*, one of the most interesting astronomical discoveries yet effected. They have learned that the sun, with its attendant system, is speeding onward through space in a certain direction, which they have been able to assign, and at a rate of no less than 150 millions of miles per annum. A law also affecting the general system of stellar motions has been guessed at, and has been considered by many eminent astronomers to be supported by sufficiently satisfactory evidence. It has been supposed that the proper motions of the stars indicate a vast series of orbital motions round a point in space which does not lie very far from the star Alcyone, the principal star of the Pleiades.

VI. Educational Items.

—OUR JUVENILE VAGRANTS.—A meeting of gentlemen was recently held in the lecture room of the Canadian Institute, for the purpose of considering what steps are best to be taken for bettering the condition of the vagrant children of the City. The Chair was taken by Archdeacon Fuller, who called the meeting to order, and a prayer was offered up. The following report was then read by Professor Wilson. A meeting was held in the Canadian Institute rooms, on the 18th of April last, the Hon. Justice Hagerty in the chair, when a committee was appointed to prepare a report of the scheme for Industrial Schools, discussed at the meeting, and to confer with the Board of School Trustees, with a view of their co-operation in the establishment of one or more such schools in the city. The Committee, accordingly, drew up a report, which was adopted at a subsequent meeting. In this, the following points were set forth:—1st. That the Institution of Free Common Schools, maintained by public funds, in the City of Toronto, and open to the children of every resident, implies that such schools are specially required to meet the wants of the poorest classes. 2nd. That owing to the poverty, ignorance or vice of many parents, and their indifference to the value of education, hundreds of children are growing up in total neglect of the educational advantages within their reach, and for the most part spending the hours they ought to be at school in vagrancy and incipient vice. 3rd. That, as the inevitable result of such a condition of things, there is training in our midst a large and ever increasing vagrant and criminal class, which, under any wise system of timely oversight, might be made to furnish an annual addition of one or two hundred industrious members to the community; instead of filling our [penitentiary and gaols; and entailing an enormous annual expenditure, in police, judiciary, reformatories and criminal courts. The various points referred to having been set forth in detail, along with higher philanthropic and Christian motives, constraining us to some adequate effort on behalf of an unfortunate class of neglected children; many of whom are absolutely trained and coerced into vice by dissipated and criminal parents, before they can form a clear sense of the difference between good and evil; the following plan was adopted by the meeting, and remitted back to the committee for further action:—This Committee beg leave to suggest the adoption of a joint scheme in which the City School Trustees shall undertake to provide one or more School Houses, with a requisite staff of teachers, and with the needful attendance, furniture, fuel, &c., as in other Common Schools under their charge; on condition that this Committee shall undertake, from voluntary sources, to pay a suitable matron, and such other additional assistants as may be found requisite; to provide at least two meals daily for the children in attendance; to obtain decent clothing for such as are in so ragged a condition as to be unfit to attend school; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them—if possible in the country beyond the reach of city temptations—on their attaining a suitable age. This plan was forwarded to the Board of School Trustees, along with details of the anticipated expenditure, which the Committee was prepared to guarantee; estimated, in the first instance, for one hundred children at \$2,535 00; and with a statement of the motives for such procedure, and the general idea on which it was believed it could be successfully carried out. In transmitting a copy of the report of the Committee, including the above scheme for the establishment of an Industrial School, the Chairman wrote to the Secretary of the Board of School Trustees, intimating that the Hon. Justice Hagerty, the Rev. A. Topp, Robert Wilkes, Esq., and Professor Wilson, had been named as a deputation to meet them and give any explanations they might desire, in reference to the plan submitted to them. It is greatly to be regretted that the Board did not see fit to afford the deputation an opportunity of conferring with them on the subject before adopting the report, which only became known as reported in the public prints. The Board of Trustees object that the scheme proposed does not appear to be a feasible

one, on grounds which it may be well to refer to here in detail: 1st. "Inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system, as the means for providing food, &c. To this the Committee would reply, that no such difficulties have been found to impede the carrying out of the very same scheme in Edinburgh and Aberdeen—where its working has fallen under the personal knowledge of two of the deputation selected to confer with the Board—as well as in numerous other large cities, both at home and in the States." 2. It is objected that "A large percentage of the vagrant population of this city belong to a denomination which has its own separate school organization. While this is partially true, it is by no means so, to the extent which can justify inaction on the part of the City School Trustees. In order to test this and other points, a few gentlemen provided an entertainment of an attractive character for our "City Arabs," on the evening of the 13th instant, in St. Jame's School House. An active agency, supplied by the Young Men's Christian Association, gathered together upwards of 200 boys, unmistakably belonging to the class in question; and of these the larger half reported themselves as Protestants. Out of the first 138, from whom minute returns were obtained, 86 reported themselves as Protestant; and of the remainder only a few stated themselves to be Roman Catholic. Only 66 out of the first 138 reported themselves as unable to read; but on distributing among the others printed programmes, with hymns, &c., it was found that few were able to make any use of them. Assuming, therefore, a corresponding number of girls of the same class, it is obvious that there is abundant legitimate work for the school trustees. But many of the boys were very dirty, poorly clad, without shirts and ragged. Such children are repelled from our city schools, when induced to present themselves by the influence of city missionaries, or other philanthropic agency; and thus our admirable system of free education is rendered unavailable for the very class for whom it is imperatively demanded; and, which, but for some such agency, must grow up in utter ignorance. 3. It is objected that "any successful scheme for reclaiming these unfortunates of our streets, should comprise two main indispensable considerations, viz:—First, the entire separation, through the night as well as the day, of these juvenile vagrants, for a period shorter or longer, according to circumstances; and secondly, the securing of the object in view by compulsory attendance." To this we would reply, that while we look forward to the adoption of some scheme of compulsion—as already recommended in our former report, in the form of a Truant Officer, vested with adequate powers—yet this should be only a last resort. Enormous good has been accomplished at home, for upwards of twenty years, before attempting anything compulsory. Also with reference to the affirmed necessity for "entire separation," it may be stated that Dr. Guthrie, the successful originator and promoter of the Edinburgh Ragged School, has given his unqualified testimony to the great good that has resulted, in hundreds of cases, from the opposite system, adopted by him. There, the children return each night to their homes, carrying with them their books, hymns, and, still more, the verses and lessons stored in their minds. This Dr. Guthrie, has pronounced to be the best domestic mission he knows of. It must not be overlooked, moreover, that the "BOYS' AND GIRLS' HOMES" already furnish admirable provision for deserted outcasts, and the children of hopelessly dissipated and criminal parents. A more liberal support to those excellent institutions will meet every case of a child under twelve years of age, not convicted of crime,—and surely no child of such tender years ever should be committed to gaol. Above that age there are unquestionably some for whom a compulsory system of reformation is indispensable. But, besides those, there is a large number whose parents, though idle, given to occasional drunkenness, or otherwise vicious, are yet by no means so entirely neglectful of parental obligations as to justify the forcible removal of their children from them; though their compulsory attendance at an Industrial Day School, might reasonably be enforced in the interests of all. Of the thoroughly vicious and nearly irreclaimable class, for whom entire and compulsory separation is needful, the greater number are the product of the present system.

The extension of our free common schools, supplemented by a voluntary philanthropic agency, so as to embrace the rising generation of the same class, might be expected ere long, to arrest the evil at the fountain-head, or at least to greatly diminish the number of this unfortunate class, which, so long as it exists, must be a blot upon our civilization and a scandal to our common Christianity. Finally, in dealing with the scheme submitted to them, the Board of School Trustees report: "The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscription; nor is it likely that the ratepayers, already taxed for school purposes, would consent to bear the additional burden." The question is, therefore, one for the ratepayers, *i. e.*, the citizens at large; and if the school rate, imposed for the purpose of providing free instruction to all, is found to be applied in such a way that it fails to embrace the very class most in need of its application to their intellectual and moral necessities, we would venture to hope that public opinion only requires to be fully awakened to so grievous an injustice, in order to have it rectified without delay. In dealing with the class of city vagrants it may be desirable to supplement the scheme already proposed by an additional plan for providing decent cheap lodgings for such of them as are living in miserable boarding houses, where their petty gains as newsboys, tobacco boys, &c., are squandered in gambling and dissipation. With a little effort at first, such lodging-house might be made self-sustaining; and furnish a means for bringing their inmates within the reach of other elevating influences. But we cannot close this report without reiterating the conviction that the Common School system, and the Board of School Trustees of the city, furnish the legitimate organization for dealing with the practical evil of hundreds of children spending the time which their more fortunate companions of the same age pass in school, in vagrancy, with all its inevitable demoralizing accompaniments of mendicancy, street-gambling, petty-piifering, and general incipient criminality. Prof. Wilson then spoke of the vice prevailing among the children who spend their time in the streets, and said that benevolent persons in the community, could not free themselves from the obligation to endeavour to remedy the condition of these young vagrants. Moved by the Rev. Mr. Topp, that the report now read be adopted, and that a copy of it be transmitted to the Board of School Trustees, after the elections in January, respectfully praying them to reconsider the proposition therein contained, and to take such action as shall seem best suited to extend the benefits of the city common schools to the poorer class of children, now practically excluded from them. In moving the resolution, the Rev. Mr. Topp, said that he regretted that the school trustees had not taken the matter up, but thought that public opinion would prevail with them. Mr. R. S. Dennison seconded the resolution, and in doing so said that he felt sorry that these poor children had not benefitted by the system of free common schools, but did not like the plan of mixing them up with other children. Dr. Bovell thought that the schools for these children should not be mixed up with the common schools, and that sending the children to school merely would not be sufficient. They could be kept apart from scenes of vice at night as well as in the day time. The resolution was then put and carried. Moved by the Rev. H. Marling, seconded by Hon. G. W. Allan, "that a petition be prepared and sent to the Provincial Parliament, praying that in the revision of the School Law, now under the consideration of the Legislature, additional powers may be given to boards of School Trustees in cities and incorporated towns, empowering them to establish Industrial Schools, in which, with the co-operation of benevolent citizens, food and employment, under efficient oversight, may be provided for poor and vagrant children under fourteen years of age, and that the Rev. Archdeacon Fuller, Dr. Wilson and J. G. Hodgins, Esq., be a committee to prepare and present such a petition." Mr. Hodgins explained the legal difficulty in the way was, that under the School Act as it present stood, the trustees could not establish Industrial Schools. The resolution was carried. It was moved then by Mr. J. G. Hodgins, seconded by Dr. Bovell, that the Provincial Parliament be petitioned to empower the municipal authorities or the Board of School Trustees in cities and incorporated towns to employ one or more truant officers to restrain street vagrancy and require the attendance of all children within school age at some public or private school, unless prevented by satisfactory causes. Carried, and referred to the committee named in the second resolution. The Rev. Mr. Marling and Mr. James Leslie, here gave an interesting description of the Asylum for boys in New York. Professor Wilson proposed to procure a house, in which vagrant children could be taken care of by a women employed for the purpose. A resolution to that effect was then moved and carried, the following gentlemen being appointed a

committee to carry out the object,—Messrs. J. G. Hodgins, R. Wilkes, Robert Baldwin, James Leslie and Dr. Wilson, with power to add to their number. The meeting then adjourned.—*Globe*

—SCHOOLS IN TORONTO.—A lecture, entitled "A Ten Year's Retrospect," has been delivered in Toronto, by the Rev. James Porter, City Superintendent of Schools. The lecturer commenced by comparing the school population of the year 1858 with that of the present time. He stated that in 1858 it was estimated at about 10,000. Now it was rather more than 11,000. The average daily attendance in the first mentioned year was 1,987. Last year it was 2,850. The accommodation of that year had also been increased by three new and commodious school houses, which took the place of smaller rented buildings. The principle of sustentation was still the same as it was in 1858—that of free schools, which had been instituted in the City in 1851. The school rate was at present about one mille on the dollar. Ten years ago the cost per pupil, as estimated on the basis of daily average attendance, was \$12 50. For last year it was \$10 31, being a diminution since 1858, of \$2 19 per pupil. Leaving interest on sites and buildings out of account, the rate for last year would only be \$8 25. The studies and routine, the speaker showed, had been altered as new text books had been prescribed by the Council of Public Instruction. The lecturer here described the combined examination of pupils selected from each school, the results of which in Grammar School scholarship, prizes and certificates of honour, are annually made known at a public meeting, when the several marks of distinction are presented to the successful candidates by the Mayor of the city. The latter part of the lecture consisted of suggestions for future improvements, based on the experience of the past. The lecturer enlarged upon the present prosperous condition of the city, and the prospect of its continuing to progress as favourably in future; in connection with which he anticipated an increase of school population, and the general improvement of the schools. He stated that he was almost weary of talking year after year of the many neglected and idle children who run at large in the streets; and said that special legislative provision is required in their behalf. To illustrate the effect of compulsory school attendance, the lecturer referred to the condition of the Duchy of Baden, as described by the French Minister of Public Instruction, in which he said, that chiefly owing to that system, the diminution of vice and crime had been truly astonishing. He urged the importance of enlarged school accommodation, especially for the younger pupils; and the necessity for the employment of a larger number of primary teachers, although the number had increased from 35 in 1858, to 45 in the present year. He also recommended the abridgement of school hours for the younger pupils, and observed that he thought that as society advanced they would be shortened for the older ones also. He referred to the beneficial effects resulting from shortening the hours of attendance in Germany, and to the arguments of Mr. Chadwick and other English educators on the same subject. After dwelling for some time on the desirability of altering the time for summer holidays from the beginning of August to the beginning of July, as being of equal importance to pupils, teachers and all concerned, the lecturer concluded by expressing an earnest wish, that whoever may have to record the progress of the schools at the end of another ten years, may be able to do so with unmingled satisfaction.

—DENOMINATIONAL COLLEGES.—The question of the College grants came up in the House last night, on Mr. Clark's motion, as follows: Resolved, that in the opinion of the House, it is necessary and expedient, in the interest of collegiate education, that some comprehensive scheme should be devised or adopted for giving effect to the objects, and for extending the operation of the Act, 16th Vic. cap. 89, in the establishment of a Provincial University, and affiliation of colleges to be supported in connection therewith." The mover said the country was strongly in favor of such a scheme. The outcry as to sectarian grants was not warranted by the facts of the case. Every college should have a fixed number of pupils. It might be asked why colleges did not affiliate with the Provincial University, but the Act contemplated their separate existence and allowed them such sums as the University chose to leave—in fact, nothing at all. The good contemplated by the Act had never been attained. \$40,000 would be all that was necessary for the support of the colleges. Mr. Fraser seconded the resolution. He believed in the plurality of colleges, and destroying their monopoly. If there were a common standard, he would give an appropriation to colleges. Mr. Cumberland spoke in favour of the motion. The Act of 1853 had failed in accomplishing the results sought for. The surplus fund from the University had

never been forthcoming for the support of the other institutions as then provided. It would destroy or weaken the University or Upper Canada before colleges should be allowed to affiliate. They must obtain buildings of their own, and possess property to a fixed amount. Mr. Beatty supported the motion, and thought colleges should receive support, not so much in a religious character, but on the ground of encouraging education. Mr. Rykert opposed the resolution, and said the very man who now asked support for colleges had cried out against the Union of Church and State. He moved an amendment, that the house adhere to the opinion expressed by the Act of last session that no college under religious control should receive aid from the public treasury. Mr. Blake heard with satisfaction that there was a disinclination to revert to the old system of grants. He spoke at length against the original motion, and finally moved an amendment to the amendment as follows: "That this house, while firmly adhering to the view that denominational colleges should not be supported by the State, is prepared to give its best consideration to any scheme which may be laid before it for the improvement of superior education, and for the establishment and maintenance through the Provincial University, of a uniform and elevated standard of education." The vote was then taken, and Mr. Blake's amendment carried by 57 to 14. The original resolution, as amended, was passed by 66 to 4.—*News*.

—HAMILTON VICTORIA COLLEGE ENDOWMENT.—The meeting held in Hamilton to take steps in the Victoria College endowment, shows a handsome result, in the way of furnishing this city's quota towards the one hundred thousand dollars required. The following are the subscriptions so far, Mr. Edward Jackson, heading the list with \$5,000:—Edward Jackson, \$5,000, Mrs. E. Jackson \$100, Rev. H. Lanton \$10, Rev. D. V. Lucas \$20, Rev. H. F. Bland \$25, Rev. T. W. Jeffrey \$25, Rev. W. Bryers \$25, Rev. C. Allan \$25, Rev. W. McCulloch \$40, Rev. J. Kines \$20, Rev. W. S. Blackstock \$50, Rev. B. Clement \$40, Rev. J. Potts \$100, Joseph Lister \$100, Mr. J. Lister \$10, A. McCallum \$50, James Creed \$10, Rev. Dr. Evans \$50, Mrs. E. Evans \$10, Dennis Moore \$500, Mr. and Mrs. W. E. Sandford \$500, Alfred Bingham \$20, Rev. J. Hutchinson \$20, Rev. C. Hanson \$25, D. B. Chisholm \$25, Mrs. D. B. Chisholm \$25, Peter Warren \$50, Robert Raw \$20, Mrs. Sutherland \$50, Robert Campbell \$10, S. F. Lazier \$50, H. McIntosh \$25, W. W. Robinson \$20, W. Douglass \$20, Samuel C. Howard, \$10, J. K. Griffin \$25, Rev. Dr. Rice \$50, J. W. Rosebrough, M. D. \$100, S. Symons \$5, D. Gleason \$10, J. McDonald \$10, R. L. Ashbaugh \$50.—Total \$7,330.—*Globe*.

—EDINBURGH UNIVERSITY.—On the 21st ultimo, Lord Justice Inglis, was chosen Chancellor of the University of Edinburgh, in preference to the Right Honorable Wm. E. Gladstone. Lord Inglis was the advocate who, a few years ago, defended Madeline Smith, when tried for her life upon a charge of murder. It was admitted on all hands, that, whether the prisoner was innocent or guilty, her advocate merited the highest honor and admiration for the most masterly feeling and adapted manner in which he successfully pleaded for the accused. Mr. Gladstone's views and action in reference to Scottish Universities, had occasioned a good deal of dissatisfaction to the friends of those celebrated seats of Learning.—Lord Inglis is the son of the late Rev. Dr. Inglis, of Edinburgh.

—GILCHRIST SCHOLARSHIP.—The competition for the Gilchrist Scholarship for Canada—open to all the students of the Dominion—has just been made known, and we are happy to learn that in this contest for honors, a student from the University of New Brunswick, Mr. Wm. Pugsley, has taken a very high place, a fact most honorable to himself, and reflecting credit on the institution in which he was educated. But it is no new thing for students of our University to gain distinction abroad. The following is a copy of the printed list issued by the London University, showing the standing of the competitors:—PASS LIST—HONORS DIVISION. Wiggins, S. R. (Gil. Sch.) Uni. Col. Toronto. Pugsley, Wm., University of New Brunswick. FIRST DIVISION. Burgess, T. E.; Christie, T. M.C., Dalhousie College, Halifax; Clarkson, F. A. U. C. College, Toronto; Fletcher, John U. C. College, Toronto; Wilson, R. W., Victoria College, Cobourg.—*Fred. Head Quarters*.

—HAMILTON GRAMMAR SCHOOL.—At the Public Examination of the Hamilton Grammar School, on Tuesday, the pupils presented Mr. McKee, one of the teachers, with an address, accompanied with an expensive and beautiful writing desk, as an expression of their respect and esteem, on the occasion of his leaving, for the purpose of further prosecuting his studies at Toronto.—*Spectator*.

—**ARABIAN NIGHT'S ENTERTAINMENT.**—A few evenings since a gathering with the above title was held in St. James' School House in this City, as a demonstration in favor of the "Arabs" of the City. About two hundred of that class were invited, and fully that number responded to the call. There was no mistaking them. They had all the cuteness, all the self-possession, all the readiness of retort so peculiar to their class. Yet they behaved wonderfully well, for children who are in a great measure their own masters, and unaccustomed to superior authority. The number of people who attended to shew their interest in the proceedings, was large and influential. The Rev. Mr. Topp, having engaged in prayer, the proceedings of the evening were opened by Dr. Wilson, who, with great felicity; interested his peculiar audience by things fictitious and real. During the evening, addresses were given by Archdeacon Fuller, the Rev. Mr. Marling, Messrs. Blake and J. G. Hodgins, all of whom expressed the pleasure they felt in being present, and their readiness to take a part in any scheme fitted to ameliorate the condition and make happier and better the lives of the unfortunate boys. A magic lantern did good service during the evening; buns and apples were distributed in profusion, but the great point of attraction was two immense cakes, about three feet high, decorated with flags and designs of many colours. Near the close of the proceedings, the cakes were cut up by Colonel Anderson, and partaken of by the Arabs with particular gusto.

—**CANADIAN EDUCATIONAL ITEMS.**—Dean Hellmuth received a pleasing testimonial at London, on Tuesday, in the shape of an address from the College pupils. The Dean sails for Europe by the *Russia*.—The Board of Trustees, Mitchell, have sold the old school property for \$55 more than they paid for the whole four acres, on which stands the new schoolhouse.—St. Catharines is to have a Central School.—North Chatham is to have its common schoolhouse enlarged, it being too small for the number of pupils attending.—Over one hundred dollars has been raised for the purpose of establishing a school library at Ligney School, 1st Line, Esquesing.—Mulmur Township, County of Simcoe, has just got a new brick schoolhouse.—Clinton is to have a \$6,400 schoolhouse.—An addition of 1,000 volumes, just imported, has been made to the Quebec parliamentary library.

—**AMERICAN EDUCATIONAL ITEMS.**—A bill is before the Senate of Vermont, imposing penalties, varying from \$2 to \$20, upon the parents or guardian of every boy who neglects to attend school, and authorizing judges to send to the Reform School boys convicted of a second offence in staying away.—It is proposed in Chicago to substitute newspapers for "Readers" in the public schools.—There are now 537 undergraduates at Harvard College and the college buildings are not commodious enough to accommodate them.—Yale College has 724 students. This is the greatest number the College has ever had. The academical and scientific departments are larger than ever before, and the Freshman classes respectively about one-third larger than last year.—The Trustees of William and Mary College, Virginia, have received this year from England, \$8,000, the proceeds of a legacy left in 1742 by an English lady.—Rochester Female College is having a large greenhouse built, and is to have a professorship of gardening endowed.

—**ONTARIO SABBATH SCHOOL MISSIONARY UNION.**—At a recent meeting, the following Officers were elected:—President, Rev. F. H. Marling; Vice-Presidents, Rev. T. F. Caldicott, D.D., and Mr. J. George Hodgins, M. A.; Treasurer, Mr. George Hague; Secretary, Rev. Wm. Milliard Committee—Messrs. F. W. Kingstone, John K. McDonald, Charles A. Morse, Hon. John McMurrich, Wm. J. Montgomery, Henry J. Clarke, George Goulding, J. Joseph Woodhouse, Rev. R. Carswell, Robert Wilkes, Rev. W. Rowe, Daniel McLean.—*Globe*

—**BISHOP STRACHAN LADIES SCHOOL.**—The *Canadian Churchman* says: The Rev. John Langtry, M. A., Chaplain to Bishop Strachan Ladies' School, Toronto, was presented by the young ladies with a beautiful black walnut davenport, containing a very fine silver inkstand, book rack and stationery. The school is in a most prosperous condition, important additions having been recently made to the teaching staff. The number of boarders during the term was 48, and day pupils 33. In consequence of the resignation of Mrs. Horton, the appointment of Lady Principal has been conferred upon Miss Dupont, whose past success, in a similar position, is a guarantee for the future satisfactory management of this important institution.

—**NEW SCHOOL HOUSE, KINGSTON.**—The *Chronicle and News* says:—The New School House in Cataraqui Ward, is a very handsome edifice, and a fine addition to the city; and the comfort and convenience of its internal arrangements have been carefully attended to, while nothing in the outdoor department has been lost sight of. The whole matter reflects great credit upon the School Board, which, while studying a due amount of saving in the erection of the new building, has sacrificed nothing essential to the prevalent ideas of false economy.

VII. Departmental Notices.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that as the edition of the Manual of 1864 is exhausted, no new edition will be issued until after the close of the present Session of the Legislature, when we hope the Grammar and Common School Bills now before the House of Assembly will become law. Parties desiring copies will please therefore defer sending for them until a short time after the prorogation of the House of Assembly.

TRUSTEES' BLANK FORMS.

The usual supply of blank forms of Trustees' yearly and half-yearly returns, has been sent out to the County Clerks for distribution to the schools, through the Local Superintendents.

INTERCOMMUNICATIONS IN THE "JOURNAL."

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

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

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—LORD ELGIN.
"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—HORACE MANN.

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

1. An ordinary *Common School Library* in each school house for the use of the children and rate-payers.
2. A *General Public Lending Library*, available to all the rate payers of the Municipality.
3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.
4. A Library in any *Public Institution*, under the control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

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