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CONTENTS OF THIS NUMBER.

	PAGE
I. EXTRACTS FROM THE REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA, FOR THE YEAR 1862	113
II. PAPERS ON EDUCATION IN UPPER CANADA—(1) Free School Scholarships at the Ottawa Grammar School. (2) Teachers' Residences. (3) The Leeds and Grenville Spelling Prize	118
III. PAPERS ON PRACTICAL EDUCATION—(1) A Few Hints on Spelling. (2) First Steps in Teaching Geography	119
IV. PAPERS ON EDUCATION IN OTHER COUNTRIES—(1) Ragged School in Egypt. (2) Girard College, Philadelphia. (3) Hostility of American School Books to British Institutions	120
V. PAPERS ON CLASSICAL SUBJECTS—(1) Charm of the Classics. (2) Discoveries of Antiquities near Alexandria. (3) Pompeian Discovery at Naples	121
VI. PAPERS ON NATURAL HISTORY—(1) The Honey Bee. (2) A Few Words about Furs. (3) Dissolution of Silk. (4) A Substitute for the Potato	122
VII. BIOGRAPHICAL SKETCHES—No. 32. The Hon. Andrew Jeffrey, M.L.C. 33. William Craige, Esq., M.D. 34. James Wright, Esq. 35. The Marquis of Normanby. 36. Sir Cresswell Cresswell	123
VIII. MISCELLANEOUS—(1) Queen Victoria and the Bible. (2) Anecdote of the Queen. (3) The Ballast Heavers' Address to the Queen. (4) The Power of Little Words. (5) Railways of the World	124 125
IX. EDUCATIONAL INTELLIGENCE	128
X. DEPARTMENTAL NOTICES AND ADVERTISEMENTS	128

EXTRACTS FROM THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR, AND COMMON SCHOOLS OF UPPER CANADA, FOR THE YEAR 1862.

To His Excellency the Right Honourable Viscount Monck, Governor General, &c., &c., &c.

MAY IT PLEASE YOUR EXCELLENCY:

As required by law, I present my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada for the year 1862.

FULNESS OF STATISTICAL INFORMATION.—ABRIDGMENT OF DETAILS.

All the statistical tables have been prepared with the care and variety of detail which have characterized the statistical tables of my Annual Reports for previous years; but with a view to economy in printing, and, as has been recommended by the Printing Committee of the Legislative Assembly, I have omitted from this Report several of these tables and greatly abridged others.

PRACTICE OF OTHER COUNTRIES IN GIVING STATISTICAL INFORMATION.

In the Governmental Annual School Reports for Great Britain and Ireland, the statistical tables are numerous and very minute in their details; and the British Parliament and public demand the fullest information possible in regard to everything connected with the working of school systems to which they so largely contribute. In the State of Massachusetts also, where the school system has been long established, the statistical tables occupy a larger space than they have in my Annual Reports, while nearly twice as many and more than twice as voluminous reports have been annually printed

and circulated by statute than of the school reports for Upper Canada, though the number of schools and the number of pupils is greater in Upper Canada than in Massachusetts.

It is there, as well as in Great Britain, considered the best economy to prepare and circulate widely the most complete and detailed Annual Reports respecting the character and operations of their public school systems. I observe also that the last Annual Report of the Superintendent of Public Instruction in the State of New York is more voluminous and much more comprehensive and minute in its statistics than in former years.

NECESSITY FOR FULL INFORMATION ON EVERY BRANCH OF OUR SCHOOL SYSTEM.

It is under the influence of the same views that I have for years collected and presented in my Annual Reports the most varied and detailed statistics respecting the character and working of every part of our public school system, believing that such facts are the best answers to objections to it, and the knowledge of them one of the best means of strengthening and extending its operations.

It has been objected that comparatively few read the statistical tables when prepared and published. This is true; but it is also true that they are examined and discussed in each locality to which they refer, and it is the judgment of the comparatively few who take the pains to examine them that determines the opinion of the public in regard to the system itself. This is equally true of statistics on all subjects. They furnish the materials for careful legislators and public writers, intelligent municipal councillors and thoughtful individuals in every neighbourhood to form their judgment and direct their conduct in regard to the value and working of any system established in the country and supported by the public.

Nevertheless, I retain in this respect the most important statistical tables, and shall partially supply the omission of the others by giving a general summary of them in this textual part of my Report.

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONIES.

Receipts.

1. The amount apportioned and paid by this Department from the Legislative Grant for salaries of teachers in 1862 was \$159,120, being an increase of \$2,088 as compared with the preceding year.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes, and libraries, upon the condition of an equal sum being provided from local sources, was \$8,850; decrease, \$294.

3. The law requires that each municipality, as a condition of receiving the Legislative Grant, shall provide by local assessment a sum at least equal to that received: but each can provide as large an additional sum as it shall judge expedient for the education of the youth of its jurisdiction. The amount provided by municipal assessment was \$274,471, being a decrease of \$3,613, though \$115,351 in excess of the Legislative Grant.

4. As the elected council in the municipality, so the trustees in the school section have authority to provide means for the support of their school or schools, by assessment, and also by fees on pupils, unless the rate-payers in public meeting decide in favour of a free school. The amount of rates levied by the trustees, in addition to the \$274,471 provided by the municipal councils, was \$620,268, being an increase of \$32,970.

5. Rate-bills are imposed on pupils where the schools are not free; so that the rate-bills decrease as the free schools increase, and *vice versa*; and the rate-payers at each annual school section meeting determine whether their schools shall be free during the year. The amount of rate-bills on pupils levied and collected during the year was \$73,850; decrease, \$9,022.

6. The amount received from the Clergy Reserve Fund and other sources was \$112,524: decrease, 17,851.

7. The amount available in 1862 from balances of 1861 was \$147,036; increase, \$10,566.

8. The total receipts for Common School purposes in Upper Canada for 1862 were \$1,396,123; increase, \$14,843.

Expenditures.

1. For the salaries of teachers, \$959,776; increase, \$41,663.

2. For maps, apparatus, prizes, and libraries, \$22,316; increase, \$1,511.

3. For school sites and building of school houses, \$114,719; increase, \$1,354.

4. For rents and repairs of school houses, \$37,960; increase, \$1,498.

5. For school books, stationery, fuel, and other expenses, \$97,219; decrease, \$5,452.

6. Total expenditure for all Common School purposes, \$1,231,993; increase, \$40,575.

7. Balances unexpended at the end of the year, \$164,130; decrease, \$25,731.

II. TABLE B.—SCHOOL POPULATION.—PUPILS ATTENDING COMMON SCHOOLS, AND IN THE DIFFERENT BRANCHES OF INSTRUCTION.

An Act still unrepealed requires the legal returns of school population to include only children between the ages of 5 and 16 years; but the law secures to all persons from 5 to 21 years of age the right of attending school as long as their conduct conforms to its rules and discipline; so that persons between the ages of 16 and 21 years have the same right to attend school, and upon the same terms, as persons in the same classes between the ages of 5 and 16 years.

1. The school population (including only children between the ages of 5 and 16 years) was 403,302; being an increase on the preceding year of 18,322.

2. The number of pupils attending the schools, from 5 to 16 years of age, was 324,818; being an increase of 14,923. The number of pupils of other ages attending the schools was 18,915; being a decrease of 1,108. The whole number of pupils attending the schools was 343,733; being an increase of 13,815.

3. The number of boys in the schools was 185,441; being an increase of 7,006. The number of girls in the schools was 158,292; being an increase of 6,809. Many more girls go to private schools than boys.

The number returned as *indigent* pupils was 5,092; being a decrease of 574. There is a gradual decrease of this class of pupils from year to year.

4. I refer to the table itself for the periods of the attendance of pupils, and the number in each of the several branches of study pursued in the Common Schools. There is an encouraging increase of pupils in all the higher branches of study, with the single exception of linear drawing.

5. The same table also shews that the number of children of school age reported as not attending any school was 42,314, being a decrease of 5,457, but still a startling and humiliating fact, which every consideration of humanity, patriotism, and religion should prompt all possible efforts to remove.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. According to the returns there are 4,406 teachers employed in the schools. Of these, 3,115 are male teachers, and 1,291 are

female teachers. They are of the following religious denominations: Church of England, 818; Church of Rome, 484; Presbyterians, 1,287; Methodists, 1,288; Baptists, 218; Congregationalists, 67; Lutherans, 32; Quakers, 22; Christian Disciples, 24; reported as Protestants, 67; other persuasions, 42; not reported, 57.

2. *Certificates.*—The number of teachers employed holding first class Normal School or Provincial Certificates was 201; holding second class Normal School Certificates, 278.* The number of teachers holding first class County Board Certificates was 1,191; holding second class County Board Certificates, 1,985; holding third class County Board Certificates, 620; unclassified, 128. The whole number of teachers holding certificates of qualification was 4,275.

3. The lowest salary paid any teacher in a County was \$80; the highest salary, \$600. The average salary of male teachers in a County, with board, was \$174—without board, \$265; of a female teacher, with board, \$132—without board, \$170.

In *Cities* the highest salary paid a teacher was \$1,300—the lowest was \$200. The average salary paid to male teachers was \$577—to female teachers, \$229.

In *Towns* the highest salary paid a teacher was \$900—the lowest, \$249. The average salary of male teachers was \$471—of female teachers, \$242.

In *Villages* the highest salary was \$800 and the lowest \$140—the average being \$410 for males and \$188 for females.

IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING THE SCHOOL OPEN.

Each Township, by the authority and acts of the Municipal Council, is divided into school sections of from two to four miles square. Each of these sections is intended for one school, or, at most, for two schools—one for boys, the other for girls, at the discretion of the trustees and local superintendent.

1. The whole number of school sections reported is 4,261; being an increase of 107. The number of schools reported as open is 4,104; being an increase of 85. The number of school sections in which there were no schools open, or which, if open, have not been reported, is 157; being an increase of 22.

2. The number of free schools reported is 3,111; being an increase of 208. The number of free schools has increased at the rate of from 200 to 600 a year since 1850, until now more than three-fourths of them are free, by the voluntary action of the rate-payers in each section separately, as the result of their own observation, experience, discussion, patriotism and annual vote.

The number of schools partly free is 876; being a decrease of 141. The number of schools in which a fee of twenty-five cents per month for each pupil is paid (the highest fee permitted by law) is only 117.

3. *School Houses.*—The whole number of school houses reported is 4,134, being an increase of 79; and of these 79, 34 are of brick and 27 of stone. Of the whole number of school houses, 483 are of brick, 329 of stone, 1,597 frame, 1,698 log, and 27 not reported. The number of freehold titles to school premises is 3,450; being an increase of 106.

4. *School Visits.*—By local superintendents, 9,368—decrease, 99; but exceeding on an average two visits to each school; by clergymen, 6,282—increase, 606; by municipal councillors, 1,859—decrease, 117; by magistrates, 2,005—decrease, 165; by judges and members of parliament, 598—increase, 282; by trustees, 19,958—decrease, 308; by other persons, 27,854—increase, 2,706. Total number of school visits, 67,924—increase, 2,905.

5. *School Examinations.*—The number of school examinations reported was 7,712—increase, 318; but not quite two on an average in each school.

6. *School Prizes.*—The number of schools in which prizes of books, &c., have been distributed as a reward and encouragement to meritorious pupils is 986—increase, 56.

7. *Recitations.*—The number of schools in which recitations of prose and poetry are practised is 1,559—increase, 23.

8. *School Lectures.*—By local superintendents, 2,905—increase, 174; but more than a fourth less than the number of the school sections, in each of which the law requires the local superintendent to deliver a lecture once a year; by other persons, 347—increase, 21. Whole number of lectures delivered during the year, 3,279—increase, 195.

9. *Time of keeping open the schools.*—The average time of keeping open the schools is 10 months and 28 days—increase, 4 days. In the State of Massachusetts the average time of keeping open the schools was 7 months and 18 days; in the State of New York, 7 months and 3 days; in the State of Pennsylvania, 5 months and 5½ days. This great advance of Upper Canada beyond any of the neighbouring States as to the length of time the schools are kept

* See Section XII., Table K., on page 116.

open each year, is largely owing to the principle on which our School Fund is distributed to the several schools, not according to school population, but according to the number of pupils taught, and the length of time the schools are kept open—that is, according to the work done in each school section.

V. TEXT-BOOKS, MAPS, AND APPARATUS USED IN THE SCHOOLS.—THE BIBLE AND PRAYERS.

1. The series of National Canadian Text-Books (adopted and adapted from those of the Irish National Board) are now so universally used in our schools,* that the detailed table on this subject is not repeated. It is worthy of remark that the text-books specially prepared and adapted for the Canadian schools are rapidly superseding those for which they were intended as substitutes.

On the adoption of the decimal system of currency in Canada it was felt that the National Arithmetics should be adapted to it. This task was undertaken by Mr. Sangster, the mathematical master of the Normal School, who has compiled both a large and a small arithmetic, upon the plan of the National Arithmetic, greatly improved and illustrated by examples taken from Canadian statistics. These arithmetics, published by the enterprise of Mr. Lovell, are already used in 1,906 schools—being an increase of 782 schools during the year; while the use of the old National Arithmetic has decreased during the year to the extent of 734 schools.

2. The same remark applies to Mr. Lovell's Canadian Geography, compiled by Mr. Hodgins, and intended to supersede Morse's Geography, which had heretofore been permitted in the schools in the absence of one better adapted for their use. The use of Morse's Geography has been discontinued in 703 schools during the year, while Lovell's Hodgins' Geography has been introduced into 818 schools—being now used in 1,864 schools.

3. The whole number of schools using *maps* is 2,965—increase, 145; the number of schools using *globes* is 1,017—increase, 91; the number of schools using *blackboards* is 3,526—increase, 184. The whole number of maps used in the schools is 21,976—increase, 1,309.

4. The number of schools opened and closed with prayer was 2,576—increase, 195. The number of schools in which the Bible or Testament is used was 2,922—increase, 43; being nearly three-fourths of all the Common Schools in Upper Canada.

VI. TABLE E.—THE ROMAN CATHOLIC SEPARATE SCHOOLS.

1. *Number of Schools.*—The number of schools reported is 109—the same as that of the preceding year.

2. *Receipts.*—The amount apportioned and paid from the Legislative School Grant (according to average attendance as compared with that of the Common Schools in the same municipality) was \$7,836—increase \$287.

3. The amount apportioned and paid for maps, apparatus, prizes, and libraries, (upon the condition of an equal sum being contributed from local sources) was \$47—decrease, \$90.

4. Amount derived from local school rates on the supporters of Separate Schools (nothing being received from municipal assessment) \$12,931—increase, \$581. Amount derived from *subscriptions* and other sources, \$10,563—decrease, \$360. The whole amount provided from local sources was \$23,494—increase, \$221. The amount of the Legislative Grant for all Separate School purposes was \$7,883—increase, \$197. The total amount from all sources for the support of Separate Schools was \$31,379—increase, \$438.

Expenditures.

1. For payment of teachers, \$25,188—increase, \$659.

2. For maps, apparatus, prizes, and libraries, \$393—decrease, \$24.

3. For other purposes, \$5,797—decrease, \$196.

4. *Pupils.*—The number of pupils in the Separate Schools was 14,700—increase, 1,069. There was a reported decrease in the attendance in 1861 of 1,077. The increased attendance of 1862 brings it up to within eight of the attendance of 1860.

5. *Teachers.*—The number of teachers reported was 162—increase 15. Of these, 87 are male—increase 16; and 75 are female—decrease 1. Seventeen of the male teachers and forty of the female teachers are reported to be of some religious order.

6. The same table shows the subjects taught in the schools, and the number of pupils in each. It is pleasing to remark the increased number of pupils in the higher subjects of study, and the increase of 79 maps in the schools.

THE GRAMMAR SCHOOLS.

VII. TABLE R.—NUMBER OF SCHOOLS, RECEIPTS, EXPENDITURES, PUPILS.

1. The whole number of schools was 92—increase, 6.

2. The amount of Legislative Grant and Fund apportioned and paid for salaries of teachers was \$39,111—increase \$2,418.

3. The amount of Legislative Grant apportioned and paid for the purchase of maps, apparatus, prize books, and libraries, was \$660—decrease, \$184.

4. *The Amount received from Local Sources.*—From municipal grants, \$16,774—decrease, \$670; from fees of pupils, \$20,220—decrease, 324; from balances of preceding year and other sources, \$13,324—increase, 3,688.

5. Total receipts from all sources for 1862, \$90,090—increase, \$4,926.

6. *Expenditures.*—For masters salaries, \$73,211—increase, 2,176; for building, rents, and repairs of school houses, \$7,502—increase, \$3,268; for maps, apparatus, prizes, and libraries, \$1,671—decrease, \$261; for fuel, books, and contingencies, \$3,858—decrease, \$49. Total expenditures for all Grammar School purposes during the year 1862, \$86,244—increase, \$5,135. Balance not collected and paid at the end of the year, \$3,846—decrease, \$208.

7. *Pupils.*—Number of pupils attending during the year, 4,982—increase, 216; number of pupils residing in the city, town, or village of the school, 3,561—increase, 186; number of pupils residing in the county of the school, 1,131—increase, 81; number of pupils sent from other counties, 290—decrease, 51; number of pupils reported as in the prescribed Grammar School subjects, 4,569—increase, 205; number of new pupils admitted during the year, 1,860—decrease, 99; number of pupils admitted by scholarships from Common Schools, 119—increase, 72. The same table shows by whom these scholarships have been established, and the fees per term in each school.

VIII. TABLE G., relating to the meteorological observations required by law to be kept by the head master of each Senior County Grammar School, requires no other remarks than those connected with the table itself,—which see.

IX. TABLE H.—*Number of Pupils in the several subjects taught.*—This table shows the number of pupils in each of the several subjects taught in the Grammar schools—in English, in Latin, in Greek, in French, in Mathematics, in Geography, (several divisions), in History, (several divisions), in Physical Science, (several divisions), in Writing, Book-keeping, Drawing, and Vocal Music. It appears that there were 4,872 in the different branches of English—increase, 254; in Latin, 2,258—decrease, 257; in Greek, 401—decrease, 44; in French, 1,462—increase, 87; in Mathematics, 4,778—increase, 223; in Geography, 4,412—increase, 303; in History, 4,050—increase, 245; in Physical Science, 2,949—increase, 198; in Writing, 4,291—increase, 148; in Book-keeping, 1,014—increase, 59; in Drawing, 539—increase, 156; in Vocal Music, 507—decrease, 25.

X. *The Table showing the Text-Books used in the Grammar Schools* is omitted in this Report, the text-books being for the most part the same as those prescribed by the official regulations, and mentioned in preceding Reports.

XI. TABLE I.—Table I. contains a return of the names, college, and degree of each head master, the date of his appointment, number of his assistants, salary, religious exercises of the schools, and the number of pupils who were matriculated at any university, or passed the Law Society, &c. &c. Of the hundred and thirty-one masters and teachers employed in the Grammar Schools, 45 were members of the Church of England, 46 were Presbyterians, 21 Methodists, 3 Baptists, 4 Congregationalists, 1 Roman Catholic, and 1 reported as Protestant, and 10 whose denomination was not reported. Seventy-seven of the schools were opened and closed with prayers. For further miscellaneous information, I refer to the table.

NORMAL AND MODEL SCHOOLS.

XII. TABLE K.—OPERATIONS OF THE SCHOOLS DURING THE YEAR 1862.

1. The year is divided into two sessions of five months each—the one beginning the 8th of January and closing the 20th of June; the other beginning the 8th of August and closing the 20th of December. The object of the Normal School is to train teachers to teach the subjects of a Common School Education. As, besides the preliminary education, persons are specially educated or trained to a trade or profession, and no one thinks of working as a mechanic, or practising as a physician or lawyer without a professional training, as well as a previous preparatory education; so the training of teachers for the profession of teaching, in addition to their preliminary education, is now considered a necessity in all civilized countries, and as such provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training; but the Normal School of Upper Canada confines itself as exclusively as possible to the special work of training teachers to teach. No inducements are held out to any one to apply for admission to it except those who wish to qualify themselves better for the profession of teaching. None are admitted without passing an en-

* These text-books are supplied to the schools by the various booksellers throughout the Province.

trance examination equal to what is required for an ordinary second class County Board Teacher's Certificate; nor is any candidate admitted except upon the declaration in writing that he intends to pursue the profession of teacher, and that his object in coming to the Normal School is better to qualify himself for his profession—the same declaration that is required of candidates for admission to Normal Schools in the neighbouring States. That such is the object of candidates generally is obvious from the fact that a large majority of them have been teachers before applying for admission to the Normal School. The statistical table shows this. For example, the number admitted during the first session of 1862 was 148, of whom 82 had been teachers. The number admitted the second session was 135, of whom 68 had been teachers. The number admitted during the first session of the current year was 123, of whom 84 had been teachers.

2. The Model Schools—one for boys and the other for girls, each limited to 150 pupils, paying 25 cents weekly fees each—are connected with the Normal School, are under the same oversight, and are taught by teachers trained in the Normal School. The teachers training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a school should be organized and managed, and how the several subjects should be taught, but teach themselves, as assistants, and under the observation and instruction of the regular teachers of the schools.

3. TABLE K. presents a condensed statistical view of the operations of the Normal School from the beginning. All the Counties in Upper Canada have been represented in it. The number of applications for admission during the two sessions of 1862 was 341; the number admitted was 283. The number who (after an examination of several days, on paper, at the close of each session, on all the subjects taught, and as to their ability and skill in teaching and governing a school) received Provincial Certificates, was 191. Teachers from the Normal School have given a tone and character to Common School teaching generally; the demand for them increases yearly; and thus the influence of the Normal School is felt throughout Upper Canada in the improved methods of school organization and teaching, as well as in the qualifications, character, and position of teachers.

XIII. TABLE L.—OTHER EDUCATIONAL INSTITUTIONS IN UPPER CANADA.

An imperfect view would be formed of the state of education in any country if confined to its public primary and Grammar Schools. The Superintendent of Public Instruction in the State of New York presents annually a report of the private as well as the public educational institutions of that State. The number of colleges reported in Upper Canada is 13, containing 1,373 students, with an income from public sources of \$94,800, and from fees of \$33,750. The number of private academies and schools reported was 342 (increase 6), containing 481 teachers (increase 59), 6,784 pupils (decrease 577), with an income from fees of \$56,233—increase, \$10,839.

XIV. TABLE M.—FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.—SUNDAY SCHOOL AND OTHER PUBLIC LIBRARIES.

1. The system of free public libraries is as follows:—A carefully classified catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction), is sent to the trustees of each school section and the council of each municipality. From this catalogue the municipal or school authorities desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired (as far as they are in print or stock) at cost prices, with an apportionment of one hundred per cent. upon whatever sum or sums they transfer towards the purchase of books. The libraries are managed by the local councils and trustees according to general regulations, as provided by law, by the Council of Public Instruction.

2. Since the severe commercial and financial depression through which the country has passed, the annual demand for library books has been less than in previous years, while the demand for prize-books in the schools (supplied upon the same terms as library books) has increased. The amount provided from local sources for libraries, during the year, \$1,636. The same amount has been apportioned by the Department for the same purpose. The value of library books supplied by the Department during the year 1862 was \$3,272. The number of libraries was 518—increase 37. The total value of library books supplied by the Department since 1855 is \$107,165, consisting of 198,848 volumes, on the following subjects: History, 35,057; Zoology and Physiology, 13,677; Botany, 2,544; Phenomena, 5,449; Physical Sciences, 4,249; Geology, 1,772; Natural Philosophy and Manufactures, 11,585; Chemistry, 1,413; Agricultural Chemistry, 760; Practical Agriculture, 8,331; Literature, 19,480; Voyages and

Travels, 15,464; Biography, 22,447; Tales and sketches—practical life, 54,283; Teachers' Library, 2,347; Total of Library Books: 198,848. To these may be added the prize-books, 99,576 volumes; making a grand total, of works supplied by the Department, of 298,424.

3. The number of Sunday School Libraries reported is 1,969, containing 301,719 volumes. The number of other Public Libraries reported is 369, containing 116,884 volumes. Total number of Sunday School and other Public Libraries, 2,856, containing 667,451 volumes, or nearly one volume for every two inhabitants (old and young) of the country.

XV. TABLE N.—MAPS, APPARATUS, AND PRIZE-BOOKS SUPPLIED BY THE DEPARTMENT TO GRAMMAR AND COMMON SCHOOLS DURING THE YEAR 1862.

1. During the year \$16,193 (one half contributed from local sources) had been paid for the purchase of 154 Maps of the World; 215 of Europe; 195 of Asia; 174 of Africa; 190 of America; 184 of Canada; 245 of Great Britain and Ireland; 138 single hemispheres; 163 Classical and Scriptural Maps; 317 other Maps and Charts; 29,760 (increase 2,829) volumes of Prize-Books, procured and awarded by local school authorities to meritorious pupils in the Schools.

2. Since 1855, there have been received from local sources in this branch of the Department, \$52,543, to which has been added the apportionment of an equal sum—making a total of \$105,087; by which means there have been sent out from the Department to the local school authorities applying for, and paying fifty per cent. on the cost price of them, 1,379 maps of the World; 2,155 of Europe; 1,772 of Asia; 1,608 of Africa; 1,871 of America; 1,952 of Canada; 2332 of Great Britain and Ireland; 1479 Single Hemispheres; 1287 Classical and Scriptural Maps; 3,300 other Maps and Charts; 1178 Globes; 12,698 other articles of School Apparatus; 99,158 Historical and other lessons in Charts; 99,576 volumes of Prize-Books.

3. The Maps, Globes, and various articles of School apparatus sent out by the Department, apportioning one hundred per cent upon whatsoever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed and at lower prices than imported articles of the same kind. The Globes and Maps manufactured (even to the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, &c.

All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty and at great expense, are now easily and cheaply accessible to private families, as well as to public Municipal and School authorities all over the country.

4. It is also worthy of remark, that this important branch of the Educational Department is self supporting. All the expenses of it are reckoned in the cost of the articles and books procured; so that it does not cost either the public revenue or school fund a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of Books, Maps, Globes and various articles of school apparatus. I know of no other instance in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expenses.

XVI. TABLE O.—THE SUPERANNUATED OR WORN-OUT TEACHERS.

1. The Legislature has apportioned \$4000 per annum in aid of superannuated or worn-out Common School Teachers. The allowance cannot exceed \$6 per annum for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay \$4 for the current year, or \$5 for each past year, since 1854, into the fund; nor can any teacher share in the fund unless he pays annually at that rate to the fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time in order to be entitled to share in the fund when worn out.

2. Table 2 gives the age, services, &c. of each pensioner, and the amount of the pittance which he receives. 209 teachers have been admitted to receive aid from this fund; of whom 38 have died be-

fore or during the year 1862. The average of each pensioner in 1862 was 66½ years. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of the Table is omitted in this Report.

XVII. TABLE P.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, TOGETHER WITH OTHER MONEYS PROVIDED BY MUNICIPALITIES AND TRUSTEES.

This table presents a complete view of all moneys which have been received and expended (and from what sources derived), and for what purpose, in common with the Normal, Model Grammar and Common Schools throughout Upper Canada. Here may be seen at a glance that this money has not been expended in only favoured localities, and how far it has been expended in the Counties, Cities, Towns and Villages. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes in 1862, \$1,518,433, being an increase on the receipts and expenditure of the preceding year of \$22,353. For details see the table.

XVIII. TABLE Q.—EDUCATIONAL SUMMARY FOR 1862.

Table S. exhibits the number of educational institutions of every kind (as far as the returns could be obtained), the number of pupils attending them, and the amount expended in their support. The whole number of educational institutions of every kind was 4554—increase 95. The whole amount available for educational purposes was \$1,703,216—increase \$33,192.

XIX. TABLE R.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA FROM 1842 TO 1862, INCLUSIVE.

This table contains all the statistics I have been able to obtain, illustrative of the progress of each branch of education in connection with all the educational institutions of Upper Canada since 1842.

XX.—THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit.

While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian, schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means

of models, objects and publications, collected in a museum in connection with the department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated the visits again and again; and I believe the influence of the museum quite corresponds with what is said of that of the Educational museum of London.

XXI.—INSPECTORS' REPORTS OF GRAMMAR SCHOOLS.

In Appendix B. will be found the General Reports of the Inspectors of Grammar Schools for the year 1862—papers worthy of an attentive perusal, and to which I need not add anything on the subject to which they so practically and earnestly refer. The Rev. Mr. Ambery has failed to present a report similar to that which has been furnished by the other two Inspectors—the Reverend Dr. Ormiston and the Rev. Mr. Checkley.

It is to be deeply regretted that Dr. Ormiston's health has compelled him to retire from his official connexion with our system of public instruction, a field of labour which he has occupied during years with distinguished ability and ardent zeal: The whole country will lament the absence of his welcome periodical visits, which he made no less interesting and useful to the public by his eloquent addresses than he did to the schools by his special examinations and affectionate counsels. I am sure I express the wish of hundreds of thousands when I pray that Dr. Ormiston's health may be speedily re-established, and that he may long live to be, as he has been, an honour and a blessing to the country.

XXII. EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

1. Appendix A. contains extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and Incorporated Villages. It is to be regretted that no explanatory or suggestive remarks have accompanied the returns from several Counties, Cities, and Towns. It may be assumed that what is stated in the extracts given is applicable to all the municipalities.

2. It has been objected in some instances, but I think without due consideration, that the publication of these extracts from local reports is needless, and an incumbrance to my Annual Report. On the contrary, I think they form a most important and useful part of it. They are the language, not of the nominees of the Educational Department, but of persons appointed and paid by the local elected municipalities, and state, from personal observation and experience, the working of the school system; its difficulties and defects; and express sentiments which more or less prevail in different sections of the Province. The value attached to such extracts in countries similarly situated, and even where the school systems have been long established, may be inferred from the fact that in the last Annual Report (for 1862) of the New York State Superintendent of Public Instruction, containing 412 pages, 304 pages of it are devoted to extracts of local reports from Counties and Cities; and in the Massachusetts School Report for the same year, containing 463 pages, 284 pages are occupied with extracts from local reports, though relating to schools of fewer pupils than those attending the schools of Upper Canada.

3. These extracts from local reports, which I have given without partiality, as is clear from their diversity of sentiment, exhibit the inner and practical life of the people in several respects—especially in the new settlements—as well as that of the school system; the nature of the obstacles to its operations from various causes, from newness of settlements and poverty in some instances, from indifference and ignorance in others; and the noble way in which the people generally exert themselves, under many difficulties, to educate their children, together with the growing success of their efforts. The different working and results of the same system in different Townships, Cities and Towns, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence, or circumstances of the people, and of their elected trustees.

4. These extracts from local reports clearly show the local voluntary character of the school system—like the municipal system, a power given to the people to manage their own affairs in their own

way, spending or doing much or little for the education of their children, as they please, while the Educational Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the country's freedom and progress.

THE SCHOOL SYSTEM.

1. In my Report for 1857 I discussed at large the principles of our Common School System. In that Report I explained the nature of the provisions in regard to "Religious Instruction in the Public Schools," and answered the objections which had been made to this feature of the system. No new objections have since been started, and the old ones have been seldom repeated.

2. In the same Report, I discussed the provisions of the law in regard to Separate Schools; and while I expressed my regret that the principle of Separate Schools had been introduced into the law in 1841 (at the time of the union of Upper and Lower Canada) and my belief that they were an injury rather than a benefit to the Roman Catholics themselves, I assigned seven reasons why I thought those provisions of the law should be retained. I have since seen no reason to change or modify the views then fully expressed.

3. In the same Report I compared the principles, workings, and results of the elementary school system of Upper Canada with those of the systems which have been established in Great Britain and Ireland.

4. In my Report for 1860 I compared the ten years' progress of the Common Schools in Upper Canada with that in the States of Massachusetts, New York, and Pennsylvania.

5. I think it, therefore, needless to discuss in this report any of the principles involved in our public school system. As it is in the power of each County, City, Town, and Incorporated Village to continue or not continue the school system—as it was to adopt or not adopt it—the municipalities may be left to judge and act for themselves. The only aid given by the Legislature is the Annual School Grant—given only until the process of the sale of public lands shall constitute a moderate School Fund. But, in the state of Massachusetts, the School Fund amounted in January, 1862, to a capital of \$1,588,263. The amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires, and School rooms \$1,500,501. The "amount paid for the Superintendence of Schools and printing School Reports \$51,948." The Massachusetts School law requires each Township to raise by tax one dollar and fifty cents for each person between five and fifteen years of age as a condition of sharing in the income of the State School Fund, amounting as yet to only \$93,500. The "sum raised by taxes for the education of each child in the state between five and fifteen years of age, per child" was six dollars and a fraction. The population of Massachusetts in 1860, was 1,396,091. In the State of New York, the population was, in 1860, 3,851,563; in 1862 the amount apportioned from the State Common School Fund was \$320,000; the amount of State School Tax was \$1,086,977; the amount of local School taxes was \$2,068,057; the amount of rate-bills in rural districts (the schools in Cities and towns are all free) was \$407,009. "For payment of salaries of School Commissioners" (or Local Superintendents) \$56,000. The expenses of the State Normal School and the State Education Office are paid out of the Public Revenue, and not from the School Fund. The States of Ohio and Illinois (especially the latter) present still more remarkable statistics of State income, State and local taxation for school purposes; but the statistics here given may be sufficient to satisfy those who wish to compare the taxation and working of our school system with that of the principal neighbouring states.

6. The Common School law being now settled, no one proposing to change any feature of it, or advocating the repeal of the Separate School law, it only remains for the Legislature to remedy the defects in the Grammar School law.

7. The steady progress which the School system has made, irrespective of the occasional depression of agriculture, trade and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

I have the honour to be,

Your Excellency's most obedient,

humble servant,

(Signed,)

E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, July, 1863.

II. Papers on Education in Upper Canada.

1. OTTAWA GRAMMAR SCHOOL—FREE SCHOLARSHIPS.

At a late meeting of the Trustees of the Grammar School, the following important resolutions were passed. Too much praise cannot be accorded to the Board for its well directed efforts to increase the usefulness of the institution:—

1. "Free Scholarships, four in number, shall be established in the Senior Grammar School of the County of Carleton at Ottawa City and shall be open to male children of deserving parents of limited means, residents of the county or of the city, (orphans or children deprived of one parent only, to be considered as having prior claims.) In all cases of applications for these scholarships, the circumstances of parents, parent or guardian, wishing to take advantage of this privilege, shall be thoroughly investigated by a committee of two of the School Trustees, who shall report to the Board thereon, and the admission of the applicant shall thereafter be determined by vote of the majority of the Trustees, present at any regular session of the Board, the applicant having been previously furnished with a certificate from the Principal of the school, that he has passed such an examination as will entitle him to rank as a Grammar School pupil, it being distinctly understood that no child be admitted to the junior department under this method, as the Common Schools of the City and County are open, free of fees, to all wishing to avail themselves of preparatory education."

2. "There shall also be established two competitive Scholarships, which shall be awarded to successful candidates at the commencement of each autumnal session. These scholarships shall entitle the holders thereof to free tuition in all the branches of Grammar School education for two years, and shall be open to pupils of the Common Schools of the City and County generally. The candidates must be provided with satisfactory certificates of good conduct from their previous teacher, and shall be subjected to examination by the Principal in reading and writing, spelling, general history, English grammar, geography and arithmetic, in questions thereof either written or printed. The comparative excellence of these 'examination papers' will be the test whereby a committee of two of the Trustees and the Principal, in all three, will be able to decide which candidates, in case there are three or more, are most proficient; or whether one or both, in case of there being one or two only, are deserving of the scholarship thus tendered." It was furthermore reported to the Board that four of the pupils had very recently obtained first class certificates as Teachers from the Board of Education in this city.—*Ottawa Citizen.*

2. TEACHERS' RESIDENCES.

Many persons, upon reading the heading of this article, will wonder what it means; however if they will be patient for a few moments and read on they will understand it. A certain writer says: "The public lecturer is exerting an extensive influence for good; and as he goes, a stranger, from place to place, he has no fears to speak of existing abuses, and though he may severely reprove those before him for their neglect, yet they cannot take offence; and, soon after, streets are cleansed and paved, shade trees set out, churches, town-houses, and lecture-rooms are repaired, and the village undergoes a thorough reformation."

"The press is feeding thousands of minds. It affords amusement and pleasure in the parlor, exciting thought, and gives to the tongue freedom to express the half-formed ideas. At times it causes the tears to flow in common, and again a general burst of joy: shows unity of feeling, thus increasing understanding between kindred spirits. It gives comfort to the sick chamber, carries happiness to the home of poverty, bidding labour and hope. Its fruits are not lost in the railway station, in the cabin, nor does it fail to make a child more wise and thoughtful, and the aged to experience again the glow of youthful feeling."

"The influence of the ministry, with its hallowed associations, the fruits it yields here, and the promises of a hereafter, cannot be estimated. But the teacher's privilege is superior to that of the lecturer, the press, and the ministry; for he can pour into the un-biased minds of others his treasures of knowledge, reflection, and experience—he can win the child, and through him send truth to the conscience of the parent with conviction and acceptance."

After reading this extract, few persons will say that the teacher is not a very important person: a person, in fact, whom every one should respect and honour.

Few persons, however, ever give a thought as to how the teacher lives. Let us go to whatever section of the country we please, and we will find it the almost universal custom of the teacher to board out; hence it does not seem so singular, that "teachers' residences" are seldom thought of.

Every one knows that, if the schoolmaster be a single man, he would require no residence, except he wanted to get the "better half." But every one also knows, that if he be a married man, he will want a residence, and that, too, in a particular place, (i. e.,) in the vicinity of the school-house. In our rural sections, however, it is very seldom that such a residence is to be found; either there are no houses at all vacant, or else those that are vacant are too far from the school-house to suit the teacher. We get parsonages built for our ministers in the vicinity of the respective churches where they officiate; and should we not also have a respectable residence for our school teachers in the vicinity of their respective schools?—Our pastors minister to our spiritual wants one day out of seven, while our school teachers minister to the educational wants of our children five days out of seven; they minister to those wants which, when supplied, are to fit our children to hold responsible and influential positions in society.

Some who read this may say "what is the use of putting up a residence for a teacher, when we do not know how long he will stay with us?" I would answer such a person in this way: If you have a teacher who is a thoroughly competent person, and who gives general satisfaction, give him a good salary, and do everything in your power to make the vicinity of the school pleasant to him. Depend upon it a good teacher is always the cheapest. If he be a married man, and you think he is worth having, provide a comfortable home for him at the expense of the section, which will also be the property of the section, and there is no doubt he will stay as long as you wish. If you have not a competent teacher, get one, and place him in such a position as will cause him to stay: "There is no place like home." If this be done I feel satisfied that the teacher would take a far greater interest in the progress of the pupils, and the school would be no loser by the change.

How few of those who look around and smile upon their own happy homes, think of the schoolmaster who toils every day with those same happy children, whose smiles shed a brilliant lustre around the family circle?

How few ever let their thoughts wander far enough to think whether the teacher lives in a pig-stye, a log-house, a cottage or a castle? And should this be the case? Should the man who is engaged in the noble, and I may say, glorious work of moulding the unbiassed minds of our children, be considered such a mere myth as not to be worth a thought as to how he passes his existence? I imagine I hear every conscientious man, and woman, too, who reads this, say: "We certainly should think more of our school teachers' welfare;" It is not enough, however, to lean back in your chair and say: "we certainly should think more of our teachers' welfare;" but put your shoulder to the wheel and do what you can for him. Let the trustees of the sections where there are good teachers (married men) call a meeting of the rate-payers of their respective sections, to take into consideration the best method of getting up a neat "Teacher's residence." Let some wealthy farmer in the vicinity of the school house give a small piece of ground upon which to build a house for the teacher; it will be for a good cause, and you will never miss it. If this can not be done, get up a subscription list, and let each of the Ratepayers give according to their means; and if this be done, I for one will warrant that each school section which takes the business in hand, will, before the end of a year, rejoice in having a Teacher's Residence.—*Correspondent of Woodstock Times, July 31.*

3. LEEDS AND GRENVILLE SPELLING PRIZE.

We cordially recommend the adoption of spelling matches, similar to the following, between the different schools in sections, townships, or counties: "The contest for the spelling prize, open to all scholars in these counties, took place on the 4th ult. in the Victoria School House, Brockville. The examination was conducted by the Rev. Mr. Smith, Local Superintendent; the scrutineers were Messrs. Dunlop, Maher, Kinney, and Bigg. After an arduous contest of six hours' duration, the prize, a quarto Worcester's Dictionary, was awarded to Fanny Holmes—one of the pupils, we learn, of the Victoria Common School of Brockville. Miss Holmes did not make a single mistake during the examination. Next to her stood Lucy Webster, a pupil of the same school, who only made one mistake, and to whom another copy of Worcester's valuable dictionary was also presented by the agent of the publishers, Mr. Smith, who chanced to be present at the examination. We understand that matters were conducted at the contest with the strictest impartiality by the superintendent, and for which he was complimented by Mr. Maher and other gentlemen. After a vote of thanks to the Rev. Mr. Smith, and another to Mr. Smith, of Boston, for his additional prize (made by Mr. McCullough, Chairman of the Board of Trustees) the business of the day terminated."—*Brockville Monitor.*

III. Papers on Practical Education.

1. A FEW HINTS ON SPELLING.

As spelling constitutes one of the chief studies in our schools, and one which is pursued through nearly all the grades, it is evidently recognized as one of no small importance. Moreover, the practical necessity of spelling is felt by all after their school days are over, whatever may be their occupation in life; and yet how often do we find errors in spelling even over the signatures of teachers themselves.

It is true that much of the misspelling which is so common is to be attributed to the anomalous structure of the language itself; but there is no doubt that there would be much less were a more rational system of teaching this branch more generally in vogue.

To apply the common sense principle to this (as it should be applied in teaching all branches,) the intelligent teacher should ask himself—*Ad quid?* To what end? What is the purpose or object of learning to spell? It will not certainly be said: "In order to speak correctly," for many pronounce very correctly words which they are unable to spell. What then? Why, *to write correctly*, will be the reply. The word *spell*, in our English sense, is used in few languages besides. In other European languages instead of saying "How is that word spelled?" they say "How is it written?" "It is written in such a way." Here we have almost the sole practical use of spelling—that is, knowing the letters which compose a word and their arrangement. Naming aloud the letters, as a guide to pronunciation, must be admitted to be a very poor one in our language. Oral spelling should be chiefly, if not entirely phonetic—analyzing the spoken word into its component sounds. Orthography, which means the science of *writing correctly*, should be taught mainly by the use of the pencil or the pen. I need not enlarge upon this point, as your thoughtful readers, who will reflect upon the subject, will, I think, acknowledge the correctness of these principles and readily see their practical application.

There is one other matter in connection with this subject which I propose to notice. It is the practice of assigning to children for a spelling lesson some words of whose meaning they have not the most remote idea, and others for which they may have no practical use in a lifetime. Now, assigning words whose meaning and use are unknown, is, according to the principles already laid down, scarcely less unreasonable than it would be to assign French or Italian words. These words may be learned for the recitation, but they will not be long remembered. The order of nature is that the *word itself* be first known—its spelling or orthography afterwards. And that a word may be properly understood, a mere definition does not always suffice. Its use must be illustrated, and here the value of dictation exercises is manifest. I would commence with words of familiar use—word which children use themselves, and which they will frequently be found to misspell, and thus proceed from the known to the unknown.

But I have already, I think, occupied enough space for a *short* article, and must therefore close for the present. I would be glad if this little communication would be the means of drawing out something from wiser and more experienced pens upon a very practical and interesting subject.—*OMEGA in California Teacher.*

2. FIRST STEPS IN TEACHING GEOGRAPHY.

One of Her Majesty's Inspectors of Schools says that, "the difference between competent and incompetent teachers is in no respect more apparent than in their mode of giving a geographical lesson: with one it is a barren catalogue of hard names, a string of printed answers to questions learnt by heart, but not understood; with the other, not only is the faculty of observation brought into active exercise, but reflection, memory, and imagination at the same time." The term geography, is derived from two Greek words, "Ge," the earth, and "grapho," I write. By it is therefore meant a written description of the earth, both physically and politically considered. The object of the geographical tutor is therefore to introduce to his pupils (so to speak) and make them familiar with, not only their own immediate district and country, but also each and every country in the world. The first steps in teaching geography to young children should be chiefly taught by comparison and contrast. The pupils' attention might be directed, in the first place, to the sun's course during the day—from this they would learn the cardinal points. The pupils might now be introduced to, and requested to describe, the natural scenery in their immediate neighbourhood—hills, valleys, lakes, rivers, trees, and plants. In noticing the hills near to their homes, and therefore familiar to the children, the teacher might elicit their shape and general appearance, whether rocky and bare, or in pasturage—and contrast the fertile fields, on their sides and at their base, with their

less rich summits. Proceeding to rivers—their source—length, with increasing depth and breadth, the character of the soil along their banks, the uses to which the river is applied by man, turning the wheels of mills, boating and fishing, might be drawn from the children. Again, climate might be taught by contrasting a fine summer's day with a day in winter—pointing out, not only the effect of each upon man, but also upon the face of nature. The summer's day—warm, a clear sky, and the trees, plants, and flowers in all their glory. The winter's day—dark, cold; the ground covered with ice and snow, and all nature, with but few exceptions, to all appearance dead. And so we might proceed with other geographical subjects. As the minds of the children expanded, other countries might be introduced to their notice. The mountains and rivers of the vicinity might be contrasted, and compared with any of the other mountains and rivers in the world. A fine summer's day would give to the children a fair idea of the tropical regions: a winter's day, of the polar regions. The children would at once comprehend the fact of the beauty and luxuriant vegetation of the one, and the bleak, desolate, and sterile character of the other. When this stage had been arrived at, the notice of the children might be directed to maps. A map, or plan of the schoolroom, and its contents, might be roughly sketched upon a black-board: thence we might proceed to sketch a map of the surrounding district, and finally of a country. The children should in each case be permitted to reproduce these maps on paper, and afterwards to plan districts without any assistance. By this method, the nature and uses of maps will be best taught.

"Over the map my finger taught to stray,
Cross many a region marks the winding way,
From sea to sea, from realm to realm I rove,
And grow a mere geographer by love."

INCA, in *Pupil Teacher*.

IV. Papers on Education in other Countries.

1. RAGGED SCHOOL IN EGYPT.

"Moslem girls will not come to school; you are sure to fail." Such was the dictum again and again repeated when the intended effort was spoken of. "Among Copts," it was said, "some chance of good might possibly be expected; but Mohammedan girls, and of the lowest class, too—it was certain to fail!" Even a native gentleman, educated in England, echoed nearly the same thing that had been said (both at home and here) by Europeans, though he cordially wished success to every project that had for its end the good of his country. "They do not wish for education in the lowest class," said he, "especially for girls who are, as you know, looked on as inferior beings altogether by Moslems. Besides, if you collected a few, who would come from curiosity, some bigot would soon frighten away the children, and tell the parents you wanted to make Christians of them."

"We shall tell them, then, that we cannot make Christians—no human being can. In Ireland the priests have cleared our schools again and again by threats and persecution; but the children soon return, and when they find it useless they give up the point. The Word of God has a marvellous power in itself, and one point in our favor is that the Moslem religion does not forbid the reading of our Scriptures."

"True," he replied; "they even speak of them with respect, though maintaining that Christians omit a part of the Gospel which alludes, as they pretend, to Mohammed. But as to a school"—and here followed an enumeration of a whole host of difficulties and hindrances to such an undertaking. We could only reply, "Time will show."

Perplexed, but not in despair, the little room was made ready in spite of all. The poor Syrian family who occupied the lower part of the house (and whose eldest girl, though but thirteen, was to be my sole teacher and assistant), took a lively interest in the affair, and their children helped to nail up a few prints, and texts in Arabic, the latter written out fair by the father for that purpose. A work-basket was stocked, and alphabet cards provided (nothing more was needed to begin with, benches and tables being unnecessary for an Egyptian school). All was ready except the pupils; how to procure them was the problem.

Our servant had been sent to ask some of his wife's friends to send their daughters, and though a devout Moslem, he seemed to take an interest in the novel concern, and promised to spare no eloquence, (that is to say, he told us he would talk "plenty.") Meantime, I, my little teacher, and her mother, looked as anxiously out at the windows as if listening for some one's chariot-wheels. The good woman hailed the old seedsman opposite, who was just eating his breakfast with his three young daughters, and in most conciliatory tones asked him to send Cadiga and her sisters to learn

to read and work. "But we are Moslems, and don't want to learn," was the reply, given in a most sullen voice.

It was necessary to go out into the highways and urge them to come in. The matron, therefore, assumed her white veil, and we set out together, and went first into the street, and then into the lane, near the house, where girls of all sizes appeared to be a plentiful article. Every woman we met we stopped and accosted in a friendly way, and then began to speak of the intended school, and urged her to send her children. Some laughed and passed on, others said, "Very good," and at last we returned with the promise of several girls, feeling quite triumphant and thankful.

As we re-entered the house, a woman, wearing a quantity of coral and silver ornaments, though otherwise poorly dressed, came in with us; she was accompanied by a nice-looking child, of nine or ten years old. She was invited in with the customary salutation, "Be welcome!" and after throwing back her burko, or black crape face veil, she began to pour forth a volley of words, of which all I could make out were, that her child was timid and afraid to stay, but she would send her to-morrow. Here was disappointment! The first fish seemed just hooked, and now it was escaping the fisher's hands! However, I reassured the child by caresses and kind words, and they went away, promising again to return (which they did the next day); and I heard it reported afterwards that the woman had said, approvingly, "She kissed my child!" And she did send her next day, but at the time I could not be sure the promise would be kept. Presently, however, two little girls, about eight years old, trotted in, followed by their respective mothers, and I think their grandmothers also, for several women of different ages and degrees of rags came in, and there was a great deal of unveiling, and saluting, and chattering. At last the grown-up children departed, and two little scholars, with two Syrian children (sisters to the young teacher), were established on the mat, and were soon joined by several more, till at length by about ten o'clock, we had nine pupils seated in a semi-circle—all Moslems! No recruiting sergeant was ever half so pierced with a handful of future soldiers, for it was beating up for recruits for the Lord! Each was now asked her name in turn, and then who had made her, to which the elder ones replied, "Allah." Several little ones said, "Mohammed."

The first verse of the Bible, "In the beginning," &c., was then repeated to them, and they were taught to say it, first each one by herself, and then altogether. This was the beginning of instruction for them, poor children! The young teacher was too inexperienced to be able to explain it, so I did what I could in that way; and then we both set to teaching the five first letters of their difficult alphabet, till they seemed to be getting tired; they were then allowed a rest, and afterwards a singing lesson was commenced.

The neighbours might have supposed a set of cats to be the pupils, if they listened to the distant sounds which the first attempt at a gamut produced; but, as the proverb says, "Children and fools should not see things half done." Three months later a stranger visiting the school was delighted at the sweet singing of the hymns! The mewling and squeaking were nearly forgotten by that time.

The children were delighted when the work-hour arrived, the real inducement to most of them and their mothers having been the needlework. Perhaps the teachers were not sorry when every little brown middle finger was supplied with a new thimble, and they could sit down for a few moments. No one who has not tried it can conceive the difficulty of teaching those who have not only no wish to learn, but no idea of what learning is, or what possible good is to be gained by all this trouble; and, of course, the strain upon the mind is greatly increased when one's knowledge of the language is very limited indeed.

The children all took willingly to sewing; indeed, they had many times in the course of the forenoon thrown down the cards, and cried out, "The work! give us the work!" The English needles and scissors gave much pleasure, and were eagerly examined by some mothers and elder sisters who paid visits to the school room in the course of the day, to see what the foreigner was doing with their little ones; for, if ignorant, they were usually very fond parents. Some brought bread, bunches of raw carrots, or some such dainty, and, after giving it to the children, would squat down on the mat to watch the proceedings. Of course it did rather interfere with business, but it will not do to strain a new rope too tight, and, besides, Eastern manners are unlike ours, and I thought it wisest never to meddle with them, unless some real evil was in question.

Though ragged and dirty, the children had not in general the starved looks of too many scholars in our beloved country; nor do ragged clothes and dirty faces imply such a degree of poverty as with us. In the higher classes, a child is often intentionally kept dirty to avoid the evil eye; and, perhaps, this feeling may have given the idea that ragged clothes were no disgrace. In the country villages, a blue cotton shirt is the unvarying costume of boys and

girls, the latter having the additions of a veil, the former of a cotton cap. But, in the city, dress is more varied, and most of the scholars wore colored print trousers and little jackets, or some other article; they look much as if the contents of an old clothes-man's bag had been scattered over them at random, as there was not one of the nine in whole or well fitting garments. Still, when (between coaxing and a little manual aid) the young faces were all washed clean, they were not a bad-looking circle: several had very pretty features—the soft, black eye of Egypt has great beauty and they all have white and even teeth.

On the second day we had fourteen scholars. As they entered each kicked off her slippers, if she possessed any, at the door, (I think more than half had some kind of shoe,) and then went up to kiss the hand of the superintendent and lay it on her head; both which processes became pleasanter when cleanly habits had come a little into fashion! One little thing was led in by an elder sister, a fine, tall girl, about fourteen or fifteen, wearing the common blue cotton garment, with its limp drapery, and a pink net one within it, and what resembled some one's table cloth upon her head. This was *Shoh*!—a name almost impossible to render correctly by writing, except by a note of admiration, to imply the sudden stop of the sound; it signifies "Ardently loved!"

We did not know at this time that *Shoh* was married, and only supposed she thought herself too old to come to school, though manifestly wishing to do so. She came in and out, listening and smiling; at last, about noon-day, again returned, bringing an infant brother, in a very dirty condition, riding on her shoulder, and a quantity of oranges in the end of her veil. These last she poured into my lap, being a present to shew her good-will, and at almost the same instant the baby was adroitly lowered from the shoulder and popped upon the floor, with a bit of sugar-cane stuffed into his little hand; while *Shoh* planted herself triumphantly on the mat at my feet, and, seizing an alphabet-card, began repeating "Alef-beh" in an undertone.

The love of learning, or curiosity to see and hear something new, had conquered matronly dignity, and from that time she paid frequent visits to the school.—*Miss Whately's "Ragged Life in Egypt."*

2. THE GIRARD COLLEGE, PHILADELPHIA.

The number of applicants for admission into the Girard College has been greatly augmented by orphanage occasioned from the deaths of our citizens since our national strife. As orphanage is one of the consequences attendant on battles, earnest efforts should be made to give to such orphan-made youths an early participation in the benefits of the college. This class is increasing. Its cause of growth is existing. The number of applicants on the list for admission on the 31st of December last was one hundred and forty-one. This number has accumulated for over two years. On the 1st of January, 1848, the Girard College was formally opened. From that period to January 1st, 1862, there have been admitted nine hundred and seventy-three pupils, or equal to sixty four and a half each year. Of these nine hundred and seventy-three, twenty died, ninety-six were dismissed, and sixty had their indentures cancelled. During these 15 years, one hundred and fifty-six pupils have become of age, who were *apprenticed* as required by the will of Mr. Girard. Of these one hundred and fifty-six apprentices, twenty-three absolutely absconded from their masters, thirteen left their masters owing to various causes, and one hundred and twenty served out with credit their term of apprenticeship. Thus we have one hundred and twenty pupils as the ascertained successful result of fifteen years of experimental effort; or, one hundred and twenty pupils *educated, apprenticed, and of age*, and thus creditably and successfully prepared by the college for the practical duties of life.

The gross income of the Girard estate since the opening of the college, and the fund expended in the same period for repairs to buildings, the support and education of the pupils, and the average number, are here given:—

	Income.	Av. No. Pupils.	Sum Ex.
1848.....	\$158,992 58	300	\$55,054 46
1849.....	147,786 03	300	44,100 00
1850.....	176,960 39	300	66,431 81
1851.....	144,756 18	300	61,794 14
1852.....	156,308 30	295	60,512 37
1853.....	177,013 37	295	63,309 76
1854.....	191,396 85	300	71,402 37
1855.....	188,754 96	300	81,754 84
1856.....	194,487 09	300	82,963 33
1857.....	191,420 96	295	88,173 42
1858.....	190,774 31	350	81,949 38
1859.....	186,492 10	325	85,762 25
1860.....	186,833 05	340	80,943 53
1861.....	172,581 60	375	81,547 49
1862.....	131,552 74	400	73,247 72

On February 12, 1862, date of last catalogue, there were four hundred pupils in the college. From that date to the 31st of December, 1862, there were fifty-nine pupils admitted; making the whole number for the last year four hundred and fifty-nine.

Thirty-eight pupils have been apprenticed during 1862. There are now on trial, previous to being apprenticed, eighteen pupils.

Ten pupils have been dismissed from the college since January 1, 1862, indentures of three cancelled, and none have died, leaving, on the 31st of December last, four hundred and eighty pupils in the college.

In the ranks of the Federal army there have been found, and now are, many former pupils of this college. One of these young heroes lies buried within the enclosure of the college cemetery.

The will of Stephen Girard devised to the city of Philadelphia, in trust, two millions of dollars, the income to be devoted "to provide for such number of poor male white children as can be trained in one institution, and obtain a better education, as well as a more comfortable maintenance than they usually receive from the application of the public funds."

The college buildings and grounds were transferred to the directors of the Girard College November 13, 1847, having cost the sum of \$1,933,821.78.

The college, out-buildings, and grounds which comprise what is called "Girard College," are monuments of munificent liberality, unrestricted expenditure, and the influence of a cultivated æsthetics.

3. HOSTILITY OF AMERICAN SCHOOL BOOKS TO BRITISH INSTITUTIONS.

Miss Jones (a teacher in the Home and Colonial School Society London) who was two or three years since engaged by the Board of Education in Oswego to establish a training school in that city, has on her return to England thus referred to the character and tendency of American school books in a paper published by the Society. Before I conclude, I must advert to one thing which gave me much pain during my stay in America, where in other respects, my school relations were truly happy. The books on history, habitually studied by the children in the schools of New York and Pennsylvania, are written in a spirit decidedly hostile to this country. It seems to be the aim of the writers to perpetuate an ancient grudge. These books are remarkable for the number of incidents connected with the War of Independence, which they narrate discreditable to the character of the British. I found no school-books of History without more or less of this evil. Admitting the statements to be true, is it not equally true that at this moment both Northerners and Southerners have similar discreditable tales to tell? Will it be wise after this melancholy war is over to dwell on events which appear inseparable from the curse of war? I have a strong impression that much of the unfriendly feeling which now exists in America against this country is to be traced to these school-books. Early ideas are lasting. I should hope a reform will soon take place, and that, at all events, the precedent will not be followed, either in the North or South, by those who write the history of the present war for the rising generation. Why should feelings of unchristian bitterness be fostered between nations of the same blood?

M. E. M. JONES.

V. Papers on Classical Subjects.

1. CHARM OF THE CLASSICS.

The classics possess a charm quite independent of genius. It is not their genius only which makes them attractive; it is the classic life—the life of the people of that day; it is the image only to be seen of our highest natural powers in their freshest vigor; it is the unattainable grace of the prime of manhood; it is the pervading sense of youthful beauty. Hence, while we have elsewhere great poems and great histories, we never find again that universal radiance of fresh life which makes even the most common place relics of classic days models for our highest art.—*Temple.*

2. DISCOVERIES OF ANTIQUITIES NEAR ALEXANDRIA.

A letter from Alexandria, Egypt, published in the *New York Post*, describing the progress of the works on the Suez Canal, contains the following interesting items: "They have just been laying what is called an American railway between here and Ramleh, a seaside suburb of the city. The excavations have disinterred a large quantity of remains of the era of the Ptolemies and the Romans; massive substructions of brick and stone, long and well preserved Roman granite blocks, like the Russo pavement, marble and granite pillars, mutilated busts and statues, big water pipes in good order, a foot and a half in diameter, etc. The extent of the old city's rubbish is vast. I can well believe Pliny, who says that

the circumference of Alexandria was fifteen miles, including a population of over 600,000. The Saracen captain who burned the big library said he could not describe its richness and beauty, that it had four thousand palaces, four thousand baths and four hundred theatres and places of amusement. Even the Romans only placed it second to their great capital, the eternal city. About two years since an underground chapel of the second or third century was found here, hewn from solid rock. It was evidently designed for secret funeral services. It has a passage with a row of catacombs on each side. There was a well covered with a stone. At one end of the chapel, opposite a catacomb passage, the wall was scooped, and a stone bench was cut out, evidently for the priest, behind whom was painted, in rude Byzantine style, a picture of the Lord's Supper. On other parts of the wall were full length portraits of the apostles and prophets, and over all the paintings were crabbled Greek inscriptions, mentioning the subjects. In one place, I observed, it was a passage from the Evangelists. The Arab stone-hewers who discovered the chapel were about breaking it up for building materials, when the Russian Consul-General, as the representative of the Greek Church, interfered and saved it, though considerably damaged. In fact they have almost obliterated the features of the portraits. This chapel, which has been opened since the guide books were published, is not generally known by travellers. It is in the same hill as stands Pompey's Pillar.

3. POMPEIIAN DISCOVERY AT NAPLES.

A Naples letter has the following: "A very interesting discovery has just been made by M. Fiorelli, the inspector of the excavations at Pompeii. While digging at a depth of from eight to ten feet, the pick-axe struck into a little mass of coins and jewels. M. Fiorelli then continued the excavation with the greatest care, removing the earth grain by grain, and after some hours' labour, was rewarded by the discovery of the hardened ashes of the perfect mould of a man in a lying posture, the skin of which had dried up, but the skeleton remained intact. M. Fiorelli caused plaster of Paris to be poured into the form of the Pompeian, and the casting succeeded perfectly, with the exception of two fragments of an arm and a leg, where the mould was incomplete. The cast of the man is of the greatest precision; the moustache, the hair, the folds of the dress, and the sandals are admirably defined. The famous question of the *Thesaurin* of Gronovius and Grevius is now decided: the Romans did not wear drawers. Also, archæologists will be delighted at discovering the manner in which the ancients fastened their sandals, and at seeing the heel of a shoe completely protected with iron.—*Galignani*.

VI. Papers on Natural History.

1. THE HONEY-BEE.

Imagine a man sailing down the Mississippi, and being without provisions, put ashore, with the information that provisions were to be had *somewhere* a few miles off, but that he must return to the ship by a certain hour, otherwise he would be left behind. The condition would be trying to human ingenuity. In the absence of any positive guidance, he would most probably get up a tree or ascend a hill to take a survey of the country. Having espied the town, he would then have to find the nearest way to it, and find his way back in time for the steamer.

Wonderful as this might appear in your case, in the bee such a feat would be nothing unusual, and it is one which its instincts enable it to perform without the slightest difficulty. . . . In Egypt, as well as many other countries, including France, it is a common practice for bee owners in whose vicinity there is not a sufficiently rich pasturage for their winged flock, to intrust their hives to the care of boatmen, who make a trade of transporting great numbers from place to place down the rivers, resting by day, in order that the bees may sally forth in search of honey, and continuing their course at night. The bee accomplishes its object by means somewhat similar to those we suggested to yourself under the like circumstances, but with far greater accuracy. No sooner does it quit the hive in this strange locality, than it mounts in the air, and having attained a sufficient eminence, flies off at once in the right direction, guided by its unerring instinct.

This instinct also serves on its return to the hive; and although it may not be permitted to sojourn in the same locality two days together, yet it goes and comes apparently without any more difficulty than we ourselves feel in departing from or returning to our homes during the daily performance of our duties.

Of course, it is the insect's wonderful sight which enables it at once to recognise the distant pasture ground. The South American condor soars up in the air some ten miles above the level of the sea,

and looks down upon an area equal to that of all Germany, in which he can detect any mass of carrion, and swoop upon it.—Thus also does the bee, with its eye of 3,500 distinct lenses.

By the antennæ, the bee *communicates* with other bees in a surprising manner. So long as these organs are uninjured, the insect seems to enjoy perfect sanity; but when these organs are destroyed, it seems "beside itself," and has "lost its senses."

If one of the antennæ be removed from a queen, it does not appear to affect her, but if both are cut off, she seems in a delirium, deprived of all her instincts; everything is done at random, yet the respect and homage of the workers towards her are undiminished, though received by her with indifference.—*Blackwood's Magazine*.

2. A FEW WORDS ABOUT FURS.

It is said that London is the fur market of the world, although the climate of England is such that they are but little used.

Russian sable is the most valuable of all furs, and the skins are exceedingly scarce.—The prices paid for them are enormous. In this city a set—tippet, muff, and cuffs—to from one thousand to three thousand dollars. The sable for lining one of the emperor's cloaks, exhibited at the world's Fair in 1851, was valued at \$5,000.

One kind of the Russian sable is called silver sable, on account of the long white hairs which are conspicuously mingled with the dark brown, which is the usual colour. This commands a very high price, partly from its rarity and partly because it cannot be imitated as readily as the brown. The peculiarity of this fur is its great softness, and the length and heaviness of the hair.

The Ermine has a value of its own from its delicacy and beauty, although it is not a very expensive fur—not nearly as much so as the Hudson Bay Sable, which ranks next to Russian. As the Hudson Bay Company take their skins very far north, they are often very nearly equal in elegance to the Russian, although they cost rather less than half the amount which is given for their near relation.

The American sable is taken south of the dominions of the Hudson Bay Company. It stands third in the list of furs.

Next are the mink and the stone martin.—For the last few years fashion has given a value to the mink which it formerly gave to the stone martin. It has no equal for durability, and in appearance is eminently respectable—sufficiently elegant for all ordinary purposes, and has the advantage of never looking too well for the plainest dress. It varies very much in quality. The most valuable skins have long, dark hair, and are quite soft.

In selecting furs of any kind always look for white hairs, which in the natural skins are scattered here and there, as they are a security against dyed furs. French sable means an inferior fur dyed to imitate a valuable one. It is very poor economy to purchase them. The Fitch and Siberian squirrel are much used, and are just as useful for warmth and fully as durable as any other, and are much less expensive.

For sleigh robes the black bear is highly valued. The white fox is very elegant, and so is the black fox, which is a Canadian fur, and highly valued in Europe. Raccoon skins and muskrats are commonly used, and answer very well, but are not as comfortable as those which have longer and heavier fur. The old buffalo robe which formerly stood so high, has lost its place and is almost entirely discarded; but it certainly had merits of its own which its more shewy successors has not attained.

3. DISSOLUTION OF SILK.

In reference to the communication of M. Persoz on this subject to the Academy of Sciences, M. Ozanam has written to the Academy stating that ammoniate of copper (Schonbein's liquor) is not only a solvent of cotton and cellulose, but also of silk; but while it requires only a short space to dissolve cotton, it needs several hours—varying from three to twelve—to dissolve silk, according to the quantity and proportions employed. He states that he has left wool more than fifteen days in contact with the ammoniate of copper without its undergoing the least modification in its texture of resistance. Here is, then, a simple means of recognizing in one operation a triple tissue of cotton, silk and wool. The solution of silk, M. Ozanam states, is susceptible of many useful applications.

4. A SUBSTITUTE FOR THE POTATO.

There has been introduced into Belgium, through the means of a distinguished member of the Belgium Society of Agriculture, a new kind of esculent root, a substitute for the potato, which is remarkable for possessing the triple advantages of flavor, abundance, and facility of preservation. An English journal says that it is a variety of the plant called *chardon*, which is a sort of thistle, and if so it

can claim no kindred with the potato. All the thistles and their congeners have tap roots, but from the description given of this we infer that it produces tubers like the potato. The blossom is of a pale violet colour, and does not fructify. A field of one acre of third class quality, lightly manured, produced 32,000 kilogrammes, about two pounds eight ounces the kilogramme, of uniformly sound roots. The crop was dug out on the 12th of October last, and its enormous product has excited great interest among Belgium farmers.

VII. Biographical Sketches.

No. 32.—HON. ANDREW JEFFREY, M.L.C.

It is with very sincere regret that we have to announce the death of the Hon. Andrew Jeffrey. This mournful event took place on Monday morning last, the 27th ult., at six o'clock. "Mr. Jeffrey was born at Swinton, Berwickshire, one of the border counties of Scotland, in the early part of the year 1800, so that he was in the 64th year of his age. He came to Canada in the year 1819, Kingston being his first place of residence. In 1820, however, he removed to Cobourg, and has ever since remained one of its most upright and respectable inhabitants. In the year 1852, he filled the office of Mayor, with credit to himself and advantage to the town. In the same year he was elected President of the Board of Trustees of the Northumberland and Durham Savings Bank and continued to hold that honourable position to the time of his death, a period of eleven years. In 1859, he was appointed one of the five Commissioners of the Town Trust, and filled the office with honour, performing all its responsible labours with characteristic assiduity and integrity. In 1860 he was raised by united votes of both Conservatives and Reformers to a seat in the Legislative Council as the Representative of the Newcastle District. In this honourable and responsible position he gained the universal esteem of his brother Legislators."—*Cobourg Star*.

No. 33.—WILLIAM CRAIGIE, ESQ., M.D.

To-day it becomes our painful duty to record the death of another old and valued resident of this city, who has gone from amongst us full of years, but in the midst of his usefulness. We know of no man who ever enjoyed a larger share of public esteem in this community than Dr. William Craigie, and we are sure that no one could have lived a more blameless or useful life. For the greater part of twenty years he resided in this city, and was identified with its advancement in many ways. Although he had a good practice as a physician, he found time to aid various objects,—chief among which were the Mechanics' Institute, of which he was long a director, besides being a member of the Upper Canada Board of Arts; and the Horticultural Society, which he organized. His labours in behalf of these objects were incessant, and he spared no pains in furthering their interests. Dr. Craigie was born on the 11th of March, 1790, at Blenaboth, in the parish of Towle, Aberdeenshire, Scotland. He came to Canada and settled at Ancaster, in 1834, and removed to Hamilton in 1845. He studied for the medical profession at Mareschal College, Aberdeen, and the Universities of Edinburgh and Dublin,—taking degrees in all. While practising in his native country, he had the patronage of the late Duke of Gordon, and stood deservedly high as a practitioner. The doctor was a ripe scholar,—probably one of the first in Upper Canada,—and held a high position as a scientific authority in meteorology, botany, horticulture, and agriculture. His efforts as a meteorologist have for many years been chronicled monthly in these columns; and he frequently lent assistance to a journal of science published in connection with the Smithsonian Institute, at Washington. As a member of the Board of Arts, his labours were of the most valuable character; and the Gore Mechanics' Institute is greatly indebted to his exertions. As a physician and surgeon, the loss of his large and extensive experience will be widely felt. His kindness of heart and generous disposition rendered him a favourite; and no member of the profession could have been more esteemed by his patients. The loss of one so universally respected will be deeply felt, and no one has departed from among us who could have created a greater void. He had enjoyed remarkably good health—in fact was seldom, if ever, known to be ill; but last winter he had a severe attack, from which he never completely rallied. He went about, however, and was almost as active as ever through the greater part of this summer; but a few weeks since he had a return of the malady, which finally obtained the mastery of him, and he died yesterday afternoon.—*Hamilton Spectator*, Aug. 11.

No. 34.—JAMES WRIGHT, ESQ.

It is our painful duty to announce the demise of James Wright, Esq., in the 65th year of his age, one of the early settlers near

Guelph. Mr. Wright was born in Dennington, in the county of Suffolk, England, on the 19th November, 1798, and emigrated to Canada in 1832. He married in 1821; and brought with him to this country, eleven years after, Mrs. Wright and eight children, and immediately settled upon a farm in Paisley Block, on which he resided till the day of his death. Before the introduction of our present admirable system of municipal government, he took an active part in the old District Councils, and frequently served as a commissioner on the county roads, through whom its most important functions were performed; and after the introduction and passage of Mr. Baldwin's Municipal Bill, he was time and again elected Coucillor and Reeve for Guelph Township, and on several occasions promoted to the Wardenship of the district containing the townships now comprised in the Counties of Wellington, Waterloo, and Grey,—a position which he occupied with credit to himself and benefit to the community. After the separation of Waterloo and Grey from Wellington, he was elected Warden of this county; and was also selected as arbitrator to settle pecuniary difficulties between the Counties of Grey and Simcoe, and of Waterloo and Wellington respectively. Especially did Mr. Wright take a deep and lively interest in the development of the local resources of this county; and to him may be attributed, in a great measure, the introduction of the construction of county gravel roads. It was he who propounded the idea of constructing the Brock Road, which enterprise gave Guelph its first impetus towards becoming a town of some note. In 1851, Mr. Wright ran in the Conservative interest against Mr. A. J. Fergusson, for the representation of the county in parliament, and was only beaten by a small majority. Mr. Wright took a lively interest in the agricultural associations of the vicinity—striving to render them efficient and productive of practical good. On the demise of the late lamented Mr. Harland, Mr. Wright was appointed Secretary and Treasurer of the South Riding Agricultural Society, which office he held till his death. He also originated and successfully established a Mutual Insurance Society for the Township of Guelph, in which association also he held the office of Secretary and Treasurer.—*Guelph Herald*.

No. 35.—THE MARQUIS OF NORMANDY.

The death of the Marquis of Normandy, K.G., took place on the 28th ult., at Hamilton-ledge, South Kingston. His illness assumed a serious aspect on Monday, and in consequence his brother, Sir Charles Phipps, and other near relatives were summoned to London. The Right Hon. Constantine Henry Phipps, Marquis of Normandy, Earl of Mulgrave, Viscount Normandy, and Baron Mulgrave of Mulgrave, county York, in the peerage of the United Kingdom, Baron Mulgrave of New Ross, county Wexford, in the peerage of Ireland, was the eldest son of Henry, first Earl Mulgrave, by Martha Sophia, daughter of the late Mr. Christopher Thomson Maling, of West Herington, county Durham. His lordship was born 15th May, 1797, consequently the deceased nobleman was in his sixty-seventh year. He married 12th August, 1818, the honorable Maria Liddell, eldest daughter of Thomas Henry, first Lord Ravensworth, by whom (who survives her husband,) he leaves issue an only son, George Augustus Constantine, Earl of Mulgrave, now governor of Nova Scotia, who will inherit the title and estates. Intelligence of the Marquis of Normandy's demise was forwarded by telegraph to the Queen at Osborne, a few hours after the sad event.

No. 36.—SIR CRESSWELL CRESSWELL.

It is with much regret that we have to record the death of the Right Hon. Sir Cresswell Cresswell, the estimable and learned Judge Ordinary of the Court of Probate, Divorce, and Matrimonial Causes which took place on the 30th ult., in consequence of a fall from his horse. The deceased Judge was educated at Emmanuel College Cambridge, and called to the bar at the Middle Temple, in 1819. Having won for himself the rank of King's Council in 1834, and led the Northern Circuit with an ability which acquired him high reputation, Mr. Cresswell was, in 1837, elected to the House of Commons as member for Liverpool. He continued to represent that great commercial community till 1842, when, by the Government of Sir R. Peel, he was appointed one of the Justices of the Common Pleas and invested with the rank of knighthood. Since his elevation to the bench, Mr. Justice Cresswell has given signal proofs of his accuracy, his acuteness, and his quick wit. He was the fourth son of Francis Easterby, Esq., of Blackheath, who, on marrying an heiress of John Cresswell, Esq., of Cresswell, took the surname of that ancient Northumbrian family. In the year 1858, after the passing of the bill abolishing the old Ecclesiastical Courts of Doctor's Commons, with regard to probate of wills, divorce, and matrimonial causes, and substituting a special and exclusive jurisdiction for those cases, Sir Cresswell Cresswell was appointed by

Lord Cranworth as the most fitting person on the judiciary bench to fill the office of Judge Ordinary of that court, and by special Act he took rank and precedence next to the Lord Chief Baron.—*London Globe*.

VIII. Miscellaneous.

QUEEN VICTORIA AND THE BIBLE.

An African prince once sent costly gifts to Queen Victoria, requesting her in return to tell him the secret of England's greatness. The Queen gave the Ambassador a beautifully bound copy of the Bible, and said, "Tell the prince that this is the secret of England's greatness."

Rich gifts were borne from o'er the wave,
Where Afric's summer smiles;
A treasure rare the monarch gave,
The queen of Britain's isles.

He saw the stately palace walls,
With pictured beauty rare,
And stood within the royal halls
A wondering stranger there.

"Oh, tell me how our wealth may change
To splendors such as these,
And I will bear the secret strange
To lands beyond the seas.

"Our skies are fair—our mountain streams
In golden ripples flow;
Oh, bright the crystal currant gleams
When diamonds flash below!

"The sea-breeze wins a breath of balm
In summer's sultry hours,
When sweeping o'er the fragrant palm,
Or floating 'mid the flowers—

"The cocoa shadows where we rest—
The acacia and the vine—
Oh, why is not our land as blest
As this fair realm of thine!"

She counted not her armies o'er,
Who, proud her rule to own,
The English flag in triumph bore
To honour and renown:

Nor her proud ships, whose spreading sails
Swept ocean's farthest foam,
While southern winds and northern gales
Were wafting treasures home:—

She had a volume richly bound
Its golden clasps between,
And thought not of the wealth around
That shone for England's queen.

"Take this: these precious leaves unfold,
And find what gems are there;
There's wealth beyond the purest gold
Within its pages fair.

'Tis this makes blest our English homes,
Where peace and quiet reign;
This is the star to him who roams
Upon the land or main.

"This is the secret of our fame:
To praise the King of kings—
Adoring his most holy name,
Our land its homage brings.

"Tis He that gives the wealth we win,
This Word that makes us free—
Our life and blessing it hath been—
Thus may it be to thee."

JULIET.

Laurel Brook, March 11, 1868.

2. ANECDOTE OF THE QUEEN.

Mr. S. F. B. Morse relates in the *New York Journal of Commerce* this anecdote of Queen Victoria of England:—"I was in London in 1838, and was present with my excellent friend the late Charles R. Leslie, R. A., at the imposing ceremonies of the coronation of the Queen in Westminster Abbey. He then related to me the following incident, which I think may truly be said to have been the first act of her reign: When her predecessor, William IV., died, a messenger was immediately dispatched by his Queen (then become by his death Queen Dowager,) to Victoria apprising her of the event. She immediately called for paper, and indited a letter of condolence to the widow. Folding it, she directed it 'To the Queen of England.' Her maid of honour in attendance, noticing the inscription said: 'Your Majesty, you are Queen of England.' 'Yes, she replied, but the widowed Queen is not to be reminded of the fact first by me.' This, indeed, is but one of the many incidents illustrative of that delicate consideration for the feelings of others for which she is personally distinguished. We can no longer wonder at that manifestation of enthusiasm which the mere mention of the name of their Queen excites in the English breast. It is not so much the throne as the personal character of its incumbent which gives to English loyalty its strength and beauty, although in the present case both position and character, doubtless, unite to intensify the sentiment."

3. BALLAST HEAVERS ADDRESS TO THE QUEEN.

English papers state that an unique address to Her Majesty has been presented by the London ballast heavers. It seems that the late Prince Consort took a good deal of interest in the condition of these men, and secured for them some important benefits. They celebrate what they call their "deliverance" from their old state of subjection to "river-side publicans and middle-men" by an annual feast on the Queen's birth-day, and it was on the sixth of last month that they drew up the address. In this singular document they tell in their own simple way all that the Prince did for them, and they "would be very glad" if the Queen would give them a "framed engraving" of his "kind and earnest face" to hang up in their waiting and reading room provided for them through the influence of his Royal Highness. The portrait, they say, would serve the double purpose of a memorial of their benefactor and of a "reminder that we, in our humble way, should strive to be, as husbands, fathers and men—what he was." "We hope" they apologetically conclude, "your Majesty will excuse our boldness in asking this favor; but we feel that we may speak to our Prince's wife. The Queen's reply to this touching address was conveyed to the ballast heavers by Sir Charles Phipps in a note addressed to Mr. Furneal. It is dated Windsor Castle, June 12, and is as follows:—"My Dear Sir,—I have the honour to lay before her Majesty the Queen, the address from the ballast heavers of the port of London, which you have forwarded to me for presentation. Her Majesty has been deeply touched by this spontaneous testimony to the active benevolence of her beloved husband; and amongst all the tokens of sympathy in her grief, which she has gratefully received from all classes of her people, no one has been more gratifying to the Queen, and no one more in harmony with her feelings, than the simple tribute from these honest hard-working men. I am commanded to request that you will assure the ballast heavers that the interest in their welfare so usefully displayed by him whose life was employed in endeavouring to benefit the people of this country, is fully shared by her Majesty, and that her Majesty rejoices to hear of the happy change in their moral and social condition. The Queen has the greatest pleasure in complying with the request contained in the address, and has ordered two prints of the Prince Consort, one in uniform, and one in ordinary dress, to be framed and presented to be hung in the room in which the ballast heavers wait; to these her Majesty has added one of herself, as the Queen would wish, in the remembrance of these grateful men, to be associated with the memory of her great and good husband, whose virtues they have so highly and justly appreciated.

4. POWER OF LITTLE WORDS.

"Come on Sunday," said an elderly gentleman to a little boy three and a half years old; "come on Sunday, for I am home all day, and want to see you."

"Why, do you stay at home all day on Sunday?" said little Tom.

"Yes," said the old man, "don't you?"

"No; I go to church twice, and so does papa. It is wicked not to go to church if you are well."

It was only a little word, only a little voice that uttered it; but it went home to that man so old in sin, and it told him how wrong he was, and what a sinner he was. Sunday came, and how aston-

ished his wife and children were to hear him say he was going to church! and ever afterward he was seen at the head of his pew.

Remember little Tom, and that you are never too young to speak a word for God, never too small to help others to love Christ.

5. RAILWAYS OF THE WORLD.

A laborious and interesting statistical article on this subject appears in the *Engineer* of the 3rd instant, from which we select a few results. The actual extent of railway now open throughout the world is probably about 70,000 miles; and the capital expenditure nearly one billion one hundred and seventy millions sterling. This vast sum has almost wholly been raised and expended within twenty-five years. The share of this immense capital which this country and its colonies have expended appears to be upwards of four hundred and seventeen millions sterling; and the miles of open railway on which it has been expended amount to 14,277. On the continental railways, four hundred and seventy-six millions and a half sterling have been expended on 22,692 miles of open railway. On the North and South American continents, exclusively of the British possessions, about two hundred and fifty-seven millions and a quarter sterling have been laid out on 32,102 miles open railway. India is included of course with the British possessions. Thirty-four millions and nearly a half sterling have been expended in India on 1,408 miles of open railway; and upwards of twenty millions and a half in Canada, on 1,826 miles of open railway. Nearly ten millions have been already expended in Victoria on 183 miles of open railway; but in such cases as those of Victoria and India, works in progress are included in the expenditure named. France has expended upwards of one hundred and eighty-four millions and a half on 6,147 miles of open railway; Prussia, forty-four millions and upwards on 9,162 miles of open railway; Austria, forty-five millions and a quarter on 9,165 miles; Spain, twenty-six millions on 1,450 miles; Italy, twenty-five millions on 1,350 miles; Russia, forty-three millions and upwards on 1,289 miles; Belgium, eighteen millions on 955 miles; Switzerland, ten millions on 600 miles; Egypt, four millions on 204 miles; the United States, one hundred and ninety-three millions and a half on 22,384 miles; the Confederate States, nearly forty-nine millions on 8,784 miles; Brazil, five millions on 111 miles and others in progress; and so on.—*Builder*.

IX. Educational Intelligence.

CANADA.

—TEACHER'S PROVINCIAL CONVENTION.—The annual convention of the Teachers' Association for Upper Canada was opened on the 4th inst., in the Temperance Hall. At the last meeting of the Association it was decided to hold the convention this year in Kingston; but in consequence of the apparent apathy of the teachers in that city, the decision was reconsidered and the council determined to change the place of meeting to Toronto. Mr. Lusk of Oakville, was called to the chair in the absence of the President, Prof. Wilson. The minutes of the last meeting which was held in Hamilton, were read by the Secretary and adopted. A letter of apology was read from the President of the Association. Several other letters of apology were read to the Association. At this stage of the proceedings it was discovered that there was no quorum present; and that the acts of the convention would have no legal effect. Mr. Alexander moved "That the Association, if considered as such, adjourn till nine o'clock to-morrow morning; and that we forthwith resolve ourselves into a public meeting."—Carried. On the suggestion of Mr. Wm. Anderson, of Toronto, a discussion took place on the question:—Is corporal punishment in schools beneficial to the interests of the pupils? Mr. Anderson proceeded to speak on the question, and argued that although he was of opinion that the rod should be used as sparingly as possible, yet he would not favor dispensing with corporal punishment altogether, because the very fact of the pupils being aware of the power of the teacher to exercise his authority, would have a salutary effect upon their conduct. Mr. John Connor, of Niagara, supported the views advocated by the previous speaker. He had never known but one teacher, and that a female, who could manage a school without the use of the rod. He opposed, however, to dispense with corporal punishment, but that it should be used in moderation. Mr. Lowry, of South Wellington, spoke at length upon the question, and said that he had too much of the "milk of human kindness" in his breast to use the whip on his pupils, when he could do without it. Mr. E. J. Barrett, of Wellington, thought that a school could be conducted while the teachers had the power of inflicting corporal punishment, but he could not say whether such could be done in case the teacher had not the power

to inflict such punishment. He had been able to dispense with corporal punishment in his school altogether; and the way in which this state of conducting the school was, that he had always sent the unruly pupils to be chastised by his parents. Mr. McGann, of Toronto, strongly advocated the wisdom of conducting a school by showing kindness to the pupils, but to be firm and decided in enforcing the commands of the teachers. Mr. Glashan, of Shakespeare, also expressed himself in favor of inflicting punishment as little as possible. Mr. Alexander, of Newmarket, said that as the teacher was the recognized parent for six hours in the day, it would be more judicious to chastise the pupils when the rules may be violated than to send them home to their parents to be punished. Mr. Parson, of Harrington, said that in conducting a school, teachers would have to steer between two extremes—that of severe punishment on the one side, and being too lenient on the other.

The Teachers' Convention was resumed in the Temperance Hall, Temperance street, at nine o'clock, August 5th, the proceedings being opened with prayer. Mr. Alexander, Newmarket, introduced the subject of "Truancy—its influence and remedy." Mr. Connor, of Niagara, said that in his opinion the cause of truancy among pupils lay chiefly in the ignorance of the parents. The habit of insubordination in the children was one great cause of this evil which existed in the schools. He thought it would be wise to take an hour from each day's teaching to visit the parents. Mr. McGann said he never had many cases of truancy; whenever a child was absent from school he invariably visited the parents to inform them, and cited cases he had met with during his experience in teaching. Mr. W. W. Anderson, of Paris, said there could be little difference of opinion as to the influence of truant playing. His plan was to send home a boy the next time he would enter the school after playing truant, and invariably require him to bring a note from his parents excusing his absence. Miss St. Remy asked what plan Mr. Anderson adopted when the parents were unable to write. Mr. Anderson said, in his school they prepared a number of tickets with the words "absent half a day." A number of these tickets were sent to each parent unable to write, one of which might be sent to the teacher in case of absence. Mr. Irwin thought the fault in cases of truancy was in the teacher. He never had any trouble in his school. Instead of this he frequently had known parents to come to the school and take their children home, because they would attend in spite of their parents. Mr. W. Anderson of Toronto, said that truancy was a crime for which punishment should be inflicted by the parents and not by the teacher. It was, he thought, the duty of the parents to send the scholar to school and that of the teacher to instruct him when there. He would always inform the parents of the absence of the child. Mr. Nichol, of Burford, thought others were to blame besides teachers and parents. In some districts the schools are uncomfortable; the seats and desks so badly arranged that he did not wonder that children would dislike to be confined in them during six hours in the day. Mr. Moyer, of Haldimand, made a few remarks in a strain somewhat similar to those of the previous speakers. Mr. Alexander of Newmarket, moved, seconded by Mr. J. B. McGann, "That Mr. Connor and the mover be a committee to prepare a resolution embodying the opinion of the association on the subject of truancy."—Carried. The following resolution was subsequently submitted to the association:—*Resolved*,—"That truancy in its influence is most pernicious to the individual and baneful to the *morale* of a school, and as its influence clings to the individual in after life, any means that will neutralize or lessen the evil is desirable; that among the means best calculated to lessen the evil of truancy this association recommend the construction of comfortable, commodious and well furnished school rooms, thereby rendering the attendance of the pupils as pleasant as possible in the external surroundings; and that this association entertain the opinion that a large amount of truancy is traceable to defective parental authority, the remedy for which will be found in a more largely extended diffusion of education; and that teachers by care, tact and co-operation with parents can lessen this evil." The foregoing resolution was unanimously adopted. Mr. Anderson, of Toronto, introduced the subject of arithmetic as a school study. He recommended the plan of introducing decimals with notation and numeration, and threw out some hints with reference to the best method of teaching fractions. Miss St. Remy explained her method. Mr. Glashan, of Shakespeare, said his plan of familiarizing the mind of the child with numbers would be to illustrate his theory by using articles of different kinds to represent the different orders of numbers. Mr. Smith, of Hampton, agreed with the previous speakers in reference to the great importance of teaching the rudiments of arithmetic thoroughly. Mr. Alexander, of Newmarket, asked what might

be considered as the basis of our notation. Mr. Nichol, of Burford, said he believed thoroughness was a great virtue in teaching, but there was a danger of sacrificing other things for its sake. He did not advocate the principle of spending a long time in teaching notation and numeration, until scholars understood the subject, as it is almost impossible to make children interested in this subject. Mr. Chesnut, of Toronto, said the first object to be attained in teaching this subject was accuracy; second, rapidity, and third, the habit of performing as much of his work as possible mentally. Children should be taught to run up columns of numbers in addition without naming the addends in succession, but merely the results. He agreed with Mr. Anderson that decimals should be introduced with notation and numeration. He would also teach the simple and compound rules together. A great difficulty frequently arose in the minds of children how certain operations are to be performed. He referred to the advantage that teachers might take of the principle of ambition in boys in reference to this as well as other subjects of study. Mr. Scarlett, of Northumberland, asked Mr. Chesnut if he would consider it proper to begin with young children in theory or in practice first, and would he teach mental and written arithmetic together. In reply to the first question Mr. Chesnut said that theory and practice should be combined, but the latter should predominate, at first; and to the second question said that he would combine mental and written arithmetic as much as possible. The following gentlemen were elected office bearers for the ensuing year:—*President*—Daniel Wilson, LL.D., of University College, Toronto. *1st Vice-President*—Robert Alexander, of Newmarket. *2nd Mr.*—Scarlett, of Northumberland. *3rd Mr.* John Connor, of Niagara: *4th Mr.* Charles Lusk, of Oakville. *Mr.*—McCabe, of Toronto, *6th Mr.* W. Acres, of Paris. *Secretary*—Mr. William Anderson, (Park school) Toronto. *Treasurer*—Mr. McGann, of Toronto. *Councillors*: Toronto—Mrs. Clarke of the Model school, York—Miss St. Remy, Toronto. Wellington—Mr. Fordyce. Perth—Mr. Glasban. Haldimand—Mr. Moyer. Brant—Mr. Nichol. Waterloc—Mr. F. McPherson. Halton—Mr. Breckenridge. Northumberland—Mr. Scarlett. Peel—Mr. Seath. After the election of officers, Mr. Charles Lusk, of Oakville, read an able and interesting essay on the question "Should the education of the youth of Canada be made compulsory by the government?" The essayist, in the course of his remarks, advocated the doctrine of compulsory attendance at school, reasoning on the principle that if the people are taxed for the education at all, all children should be compelled to attend. Mr. Alexander moved, seconded by Mr. Connor, "That the Board of Directors be requested to appoint the next meeting of the Association to be held in Toronto. A number of members were appointed to procure the necessary accommodations for members attending the Association at its next session."—Carried. Mr. Nichol, of Burford, moved, seconded by Mr. Barritt, of Wellington, that the thanks of the Association be presented to the President, Secretary, and Treasurer, for the very efficient manner in which they had discharged their duties during the past year. Votes of thanks were also passed to the chairman, Mr. Lusk, and to the representatives of *The Leader* and *Globe* for their presence at the convention, &c. The convention then adjourned till next year.—*Leader*.

—TORONTO CITY COMMON SCHOOLS.—The distribution of the prizes and certificates awarded to the successful competitors at the recent combined examination of the city schools took place in the St. Lawrence Hall, in presence of a large and exceedingly interested audience. The Mayor, upon taking the chair, said that he considered it a high honor to preside at the presentation of prizes and certificates to the pupils who had distinguished themselves at the recent combined examination of the city schools; and he would have taken pleasure in presenting the prizes had the Council not refused to allow the grant to the Grammar School. He regretted that the Council had been compelled to withhold the grant, but they had done so for the purpose of keeping down the taxes. In looking over the report of the Local Superintendent he was sorry to see that there was not much difference between the average attendance of the pupils in 1862 and 1863; as he thought the average attendance should be increasing each year. He observed that there had been eight pupils who had got their names on the school register and who had attended less than twenty days. Now it appeared from this that something was wrong, and he trusted that as the Board of School trustees were about to have a school census taken, the evil would be discovered, and, if possible, removed. He next touched upon the advisability of introducing gymnastics, &c., into the school, in order that the physical as well as the mental system of the pupils might be developed. He was also anxious that the female pupils should be encouraged to study mathematics, for he did not see why girls should not become as good book-

keepers as the boys, and thought that they should at any rate thoroughly understand quadratic equations especially. After referring to some other matters, he called upon Mr. G. A. Barber, Secretary Board of School Trustees, to read the report of the examiners, at the combined examination of the common schools of the city of Toronto, held July 20th, 1863:—The Examiners beg to report that they conducted the combined examination of pupils selected from the common schools of Toronto, in the Victoria street school-house, on the 20th of July, 1863. From the eight common schools of the city there were present 126 pupils, viz: 30 from the third or highest division, 48 from the second, and 48 from the first. In the Park and John street schools there are no third divisions in the female department, but six girls, belonging to the second division of these schools were examined against each other in the subjects prescribed for the highest division. Thus the numbers examined in the highest, intermediate, and lowest class subjects were, respectively, 36, 42 and 48. There being only one teacher for each department, male and female, in the Palace street and Givins street schools, the pupils of the first and second divisions in these schools were examined as competitors with each other. In the first division the children were examined orally in reading, spelling, arithmetic and geography. The reading was generally good; Victoria street, George street, and the Park schools the best. In spelling there were great varieties; the Park school was the best. Arithmetic was fair; the Park, Victoria and Phœbe street schools the best. Geography was good; Louisa, Victoria and Givins street schools the best. In the second division the pupils were examined in reading, writing, spelling, grammar, geography, history and arithmetic. The examination in arithmetic was conducted in writing. In this division, for the reasons already stated, Palace and Givins street schools were examined as competitors with each other. Both did well in reading, writing and arithmetic, and Givins street in spelling. Sarah Stevenson, of Palace street, was the best reader. With reference to the pupils of the second division in the other six schools, the examiners report as follows:—The reading was generally good; Victoria, Louisa and Phœbe street the best; Margaret Jones, of Victoria street, was the best reader. The writing was fair; Victoria, Louisa, and George street the best; the best specimen was that of William Spotton of Victoria street. In spelling some did well; Victoria and Louisa street did the best. In grammar there were great inequalities; Victoria, George and Louisa street were the best. In geography some did well, George and Victoria street the best. In history the answering was not so good. In arithmetic it was better; George and Louisa street the best. In the third, or highest division, the pupils were examined by written papers in all the subjects except reading. The subjects of examination were reading, writing, spelling, definitions, and derivations, arithmetic, grammar, geography, history, mensuration, geometry, and algebra. No girls, of any of the schools, or boys of Phœbe street school were examined on the last three subjects. In connection with this division the girls of the second division of John street and the Park schools were examined. The pupils of the Park school excelled in writing, definitions, derivations, arithmetic, geography, and history; and those of John street in reading, spelling and grammar. Of the pupils in the other schools properly belonging to the third division, the reading was generally very good. The writing was also very good; Park, Victoria, and Louisa street, the best; the best specimens of writing were those of Alexander Sampson and James Jardine (equal) both of Louisa street. The spelling was generally correct; George and Louisa street were the best. Definitions and derivations were not so good; George and Louisa streets were the best.—Arithmetic was fair; George, Louisa, and Phœbe streets the best. The geography was generally good; the Park, Phœbe and Louisa streets the best. In history there were great varieties; George, the Park, and Louisa streets were the best. Rebecca Jones, of Phœbe street school, gave the best answers in grammar, geography, and history, and the total value of her answers on all the subjects already enumerated was the highest of any of the pupils of this third or highest division. In mensuration, the boys of Louisa, the Park, and George street, did well; James Jardine of Louisa street, the best. In geometry, the Park, George and Victoria street did well; John Stevenson, of the Park, answered all the questions, and did the best. In algebra, George and Louisa street did well; James Boomer, of George street did the best. The examiners have pleasure in reporting that the conduct of the pupils generally, during the examination, was most exemplary. They desire also to acknowledge, as on former occasions, the valuable assistance they derived in making and carrying out their arrangements from the Rev. James Porter, the Local Superintendent. In conclusion, the examiners have to express their gratification at the state of the

Common Schools of Toronto, as indicated by the pupils they examined, a goodly number of whom exhibited a remarkable proficiency, in proportion to their years.

WILLIAM GREGG, A. M., } Examiners.
M. C. HOWE, LL. D., }

BELLEVILLE SEMINARY.—The examinations of the Belleville Seminary were held respectively on the 20th, 21st, and 22nd of July. It was creditable to the professors and students, and, if the same course is pursued in the future, success must attend the efforts of all engaged in this institution. On Wednesday afternoon, at 2 o'clock, the interesting exercises of speaking and essay reading took place. The exhibition was opened by singing an anthem, and prayer by the Rev. R. Sanderson. Prof. Carman then made a few prefatory remarks, after which the speeches were delivered and the essays read. The selections of the pieces spoken were very good, containing much information and occasionally introducing good "hits" at the errors and faults of society. The original compositions were characterized by flowingness of style, depth of thought, and originality of expression. There was common sense in all of them, and not a few that would bear severe criticism. At appropriate seasons the audience were favored with choice music, and some of the quartettes were perfectly charming. Every thing passed off favorably, and produced an exhilarating effect upon the spirits of all. In the evening there was a social meeting, and nearly two hundred persons were present. The utmost harmony prevailed, and the spirit of friendship was cultivated by all. It was a season of hilarity and rejoicing. The outer man was satisfied with refreshments, and we trust the inner man renewed by the singing and prayer. Quite a number of our ministerial brethren were present, thus showing that their interest in the cause of education was strong.—*Cor. Canada Christian Advocate.*

CHURCH OF ENGLAND SEPARATE SCHOOLS.—To give a fair idea of the real state of feeling in the late Synod on the above question, we make the following synopsis of the debate on the subject, which was the most important and animated of any that took place in the Synod. It was commenced by a motion of the Rev. Mr. Ardagh's, to the effect that separate schools were inexpedient, and a violation of the principle on which the common school system was founded. He hoped there would be no shirking of the question, denounced the encroachments of the Roman Catholics, and argued against the separate school system. Mr. R. A. Harrison, in seconding the resolution, argued that the best system of education, as well as the cheapest, was that which united the children of all classes and creeds, and that to concede to the demand for separate schools, was to injure the common school system. Mr. S. B. Harman moved in amendment "that it is inexpedient to move on this occasion in the matter." He demanded Church of England separate schools on the ground of justice and equal rights; and Dr. Bovell went further arguing in favor of separate schools for every denomination that wished them. The debate was adjourned to the following day, when the Rev. Mr. Ardagh withdrew his motion and offered the following resolution:—"That the establishment of separate schools is unwise and inexpedient." The Rev. J. Curry was in favor of agitating till separate schools were obtained, and suggested that the Bishop authorize gentlemen to lecture in favor of the object. Mr. Green thought that such agitation would injure the Church of England, and that the Legislature would never give them separate schools. He contended that parents had plenty of time to give their children religious instruction before and after school hours. He had known schools where religious instruction was given, yet they were no better than others. The Rev. H. Holland moved an amendment protesting against the special privileges conferred upon Roman Catholics, and demanding that these should be withdrawn, or the same privileges accorded to other churches. He believed that Roman Catholics used their schools for proselytising, and the Church of England to counteract their influence must have schools of their own, where religious instruction could be given. Mr. J. G. Hodgins gave a sketch of the origin of the school law, and then proceeded to answer some questions which had been brought against the common school system. He remarked:—"The Rev. Mr. Darling had referred to the tyranny and oppression of the government in compelling them to submit to a system of education to which they so strongly objected. He was surprised to hear Mr. Darling speak of the public school system in this manner, when that system was a purely voluntary one so far as the government was concerned. What did the government or legislature do? Why, it simply left it to the discretion of each municipality in Upper Canada to adopt or reject that system at its pleasure. It offered a grant in aid of schools on condition

that the requirements of the Act be complied with. At this very day there was a municipality which had never adopted the public school system of Upper Canada. That municipality refused to adopt the school system, and now when it would adopt it, labours under some legal disability in doing so, owing to its transition, in the meantime, from a village to a town. In another important particular the school was not compulsory. It was justly the boast of the school system of Upper Canada that not one penny of tax was imposed by the Government for its support. In this city of Toronto, where there were such noble school houses and excellent schools, the \$12,000 to \$20,000 required for their support was entirely raised by the self-imposed taxation of its own inhabitants. And it was so all over the province. In other ways the voluntary character of the public school system appeared. Permission was given and every facility offered for the reading of the Holy Scriptures and the commandments in the schools, but no compulsion was used; and he (Mr. H.) was not aware of a single public school system in existence in any part of the world where compulsion on these subjects, as urged by those in this Synod who differed from him, was employed. Then in regard to attendance there was no compulsion, and up to this time public opinion was unsettled on this point. Another strong argument urged by some of the friends of some separate schools was that adduced from the example of England. Now while he (Mr. H.) would yield to none in his admiration of England and her institutions, he was not prepared to adopt all or any of them here unless they were practicable. The circumstances of the case and the state of society in both countries were entirely different. Then what was the practical opinion of English statesmen on the merits of the denominational and mixed school systems? Look to the sister kingdom of Ireland. Which system have they established and still maintain in that kingdom? Did they not establish one identical in many respects with that now in operation in Canada?" Mr. Hodgins went on to say that the School Trustees of Hamilton had consented to allow one hour daily for religious instruction. He felt that as members of the community, they had other duties than those devolving upon them as members of the Church of England. Mr. Grover declared that it would be madness to destroy the present common school system; and this would be most effectively accomplished by the establishment of additional separate schools for the English church. Our common school system was a credit to the country, and should be upheld at all hazards. The Bishop thought the discussion should stop. There had been some terrible speeches. He thought the matter should be agitated that the church might have its just rights. He was opposed, however, to disturbing the Roman Catholic Separate schools as now established, neither was he content to remain in an inferior position, but would demand those just rights to which the English Church was entitled. The Rev. Mr. Holland's amendment having been carried, Mr. J. G. Hodgins gave notice of a motion opposed to separate schools, to come up at the next meeting of the Synod.—*Montreal Witness.* The discussion on Separate Schools, in the Synod of Huron, ended with the adoption of the following amendment, moved by the Rev. Mr. Smith:—"That this Synod, deeply convinced of the necessity and importance of religious instruction in connection with secular education, asserts the right of Protestants, as it is their duty to demand, that the bible should be recognized as a text book in public schools of Upper Canada, and that further facilities be granted for imparting religious instruction; and therefore would respectfully request His Lordship the Bishop to appoint a committee to draw up a petition to His Excellency the Governor General, the Legislative Council and the Legislative Assembly, demanding those rights, to be signed by the Bishop and the Secretaries on behalf of the Synod." This amendment was carried on a vote of 57 to 27.—*Leader.*

BISHOP'S COLLEGE, LENNOXVILLE.—The Convocation at the University of Bishop's College, Lennoxville, L. C., took place on Wednesday and Thursday, June 24th and 25th. The College is beautifully situated near the confluence of the rivers Missisquoi and St. Francis. The grounds comprise sixty acres of land, affording a view from the University Buildings of unrivalled beauty. This institution, which owes its origin to the far-seeing wisdom of the late Lord Bishop of Quebec, was incorporated by an act of Provincial Legislature, Dec. 9, 1843, and Jan. 23, 1853, received a Royal Charter, creating it a University. "The design of its establishment was two-fold: first, to provide the Church of England in Lower Canada with a suitable place for educating her ministry; and secondly, to offer to the country at large the blessing of a sound and liberal education, upon reasonable terms." Both of these objects were soon realized, through the unflogging energy and zeal of Bishop Mountain and numerous

friends, both here and abroad. Prominent among these friends of Church Education in the Colonies, should be mentioned Thos. Churchman Harrold, Esq., of Little Horseley Park, Essex, England, who contributed \$30,000 towards the funds of the Institution, and the two venerable Societies for Propagating the Gospel and Promoting Christian Knowledge, whose donations amount to \$5,000 each. An institution thus liberally endowed, numbering among its patrons men so prominent in various walks of life, could not fail of permanence and efficiency. At present the amiable and accomplished Dr. Nicolls, who has been connected with the Institution from its start, is at the head of the College, assisted by an able corps of Professors, numbering among its members the representatives of the Universities of the mother land. The exercises were formally opened by the Chancellor, the Hon. Jno. S. McCord, D.C.L., one of Her Majesty's Judges, and the degrees *ad eundem* and *honoris causa* were then announced. The degree of D. D., was conferred upon the Bishop of Quebec; a tribute the more fitting from his former connection with the University as one of its Professors. The same degree was also conferred upon the Venerable Archdeacon Scott, and the Rev. Canon Baneroff, of Christ church Cathedral, Montreal. The degree of M.A. was conferred in course upon several former graduates of this Institution, and upon one or two other gentlemen who were present, holding the same rank in their own respective colleges. After the conferring of degrees, Prof. H. H. Miles, M. A., Kings College, Aberdeen, delivered an admirable address upon University Education in the Canadas. Next followed the exercises of the newly created Bachelors of Arts. At the close of some interesting remarks by Judge McCord, a presentation on the part of the Juniors of an elegant set of English Robes to Bishop Williams, was very felicitously made by the Chancellor, to which the Bishop responded in feeling terms. After the singing of the hymn so dear to the hearts of all Englishmen, "God save the Queen," the Convocation was prorogued. The evening was devoted to the distribution of prizes and speaking on the part of the Juniors, followed by a *conversazione*.—*Cor. Quebec Mercury.*

— ST. FRANCIS COLLEGE, RICHMOND, L. C.—The examination of the students of this College took place lately, and passed off most satisfactorily. Lord Aylmer, President of the College Corporation, occupied the chair. The annual report, read by Principal Graham, gave a good account of the progress of the students, who, on entering the McGill University, are placed on the same footing as if they had studied in the parent College. Already a dozen new students have applied for admission at next term. St. Francis College is conducted on the non-sectarian system.—*Echo.*

X. Departmental Notices.

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

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

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

DISTRIBUTION OF JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superin-

tend the distribution of the *Journal of Education* in their respective townships, in the way suggested in the circular notice published in the *Journal* for February last, the plan then proposed has been abandoned. It is however suggested, that each Local Superintendent should make arrangements at the post-offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

University of Queen's College—Faculty of Arts, KINGSTON, C. W.

THE Twenty-Second Session will commence on WEDNESDAY, the 7th of October, 1863, when all Intrants and Undergraduates in Arts are required to be present.

The University Calendar, for Session 1863-64, containing full information regarding all the Faculties, may be obtained on application to the Registrar, Professor MURRAY.—By order of the Board of Trustees, GEORGE WEIR, Sec. to the Senatus. [pd.]

Kingston, August, 1863.

University of Queen's College, Kingston, C. W.—Incorporated by Act of Parliament.

FACULTY OF MEDICINE.

THE Tenth Session of the Medical Faculty of Queen's College will be opened on WEDNESDAY, 7th October, 1863, when the Professors will commence their regular Course of Lectures and Demonstrations.

- Surgery* Prof. Dickson, M.D., M.R.C.P.L. & M.R.C.S.E., Dean of Faculty.
- Practice of Medicine* Prof. H. Yates, M.D.
- Materia Medica* Prof. Fowler, M.D., L.R.C.S.E.
- Forensic Medicine* Prof. Litchfield, M.D.
- Chemistry* Prof. Lawson, Ph. D., LL.D.
- Obstetrics* Prof. Lavell, M.D.
- Anatomy* Prof. Kennedy, M.D., L.R.C.S.E.
- Institutes of Medicine* ... Prof. O. Yates, M.D.
- Demonstration in Anatomy* Michael Sullivan, M.D.

Courses of Lectures in Clinical Medicine and Surgery will be given in the new Theatre of the Kingston Hospital.

The above Courses are recognized by the University of Edinburgh, the Royal College of Physicians, London, and by the Royal Colleges of Surgeons of England and Edinburgh.

Further information may be obtained on application to JOHN R. DICKSON, M.D., M.R.C.P.L. and M.R.C.S.E., Dean of Faculty. Kingston, C. W., August, 1863. [pd.]

EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 26th day of August, 1863, at the COURT HOUSE, City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of moral character from their respective Ministers, and if Teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,
City Toronto, 6th July, 1863. Chairman County Board.

Annual Announcement of
THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspectus, or Cæsar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

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Education Office, Toronto.