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JOURNAL OF



EDUCATION,

Province of

Ontario.

VOL. XXIV.

TORONTO, DECEMBER, 1871.

No. 12.

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THE ANNUAL SCHOOL MEETINGS, 10TH JANUARY.

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

1. IN RURAL SCHOOL SECTIONS.

1. *Day.*—The day fixed by Statute for the Annual School Meetings throughout the Province is the Second Wednesday of January, which this year falls on the 10th, and the hour at ten o'clock in the forenoon. The proceedings cannot close before eleven o'clock, nor be kept open after four o'clock, p.m. of that day. They cannot stand over till the following day.

2. *Notice of Meeting.*—Three public notices, to be posted in as many conspicuous places in the School Section, should be issued by the Trustees (as pointed out in Regulation No. 1, on the next page) at least six clear days before the day of meeting, that is not later than the 4th of January. These notices should state the *place* of meeting, and all the business to be brought forward. Should the meeting fail to be held for want of notice, any two ratepayers, or the Inspector may call a School Meeting within twenty days after the 10th of January.

3.—*Who are Electors.*—Every School ratepayer of the Section, whether resident or non-resident, who has paid a County, Township, or Section, School Tax, during the year, and who is not a supporter of a Separate School, has a right to be present and vote. In case any one objects to an elector's right to vote, the Chairman should require the elector to make a declaration of that right in the form prescribed by the Statute. On doing so, his vote is to be received without further question,

4.—*Chairman and Secretary.*—The first thing to be done, before proceeding to other business, is the appointment of a Chairman and Secretary. The Chairman must be one of the electors present at the meeting. The Secretary may be the teacher of the Section, or any other competent person. The duties of the Chairman are (1) to keep order; (2) to decide all questions of order, subject to an appeal to the meeting; (3) to give a casting vote (but no other); (4) to take the votes *in any manner desired by two electors present*; (5) to receive the verbal declaration of office (in the words of the Statute) by the Trustee elect; and (6) to transmit to the Inspector a copy of the proceedings of the meeting, signed by himself and the Secretary, under a penalty of five dollars for neglecting to do so. The duties of the Secretary are (1) to make a correct minute of the proceedings; (2) to sign them for transmission to the Inspector; and (3) to receive the declaration of office of the Chairman, in case he should be elected Trustee.

5. The order of business suggested to be followed at the meeting is as follows:—

- (1) Calling the meeting to order.
- (2) Election of Chairman and Secretary.
- (3) Reading of Trustees' annual report and auditors' statement of receipts and expenditure.
- (4) Reception of Trustees' report and auditors' statement.
- (5) Election of Trustee to fill the vacancy of the year.
- (6) Election of Trustee or Trustees to fill any other vacancy.
- (7) Election of a School Auditor for the next year.
- (8) Deciding by whom the school expenses of the school shall be raised (that is by the Trustees, or by the township council.)

NOTE.—The school meeting has no power to alter the trustees' estimate of these expenses, or reduce the teacher's salary, &c., but no other business shall be transacted unless due notice has been given of it. These expenses, which cannot be reduced by the meeting, include the items mentioned in Regulations 9, 10, 11, 13, 14 and 21 (which see).

(9) Any other business, of which due notice has been given but no business shall be transacted unless due notice has been given of it.

RULES TO BE OBSERVED.

The following rules of order are also suggested to be observed at the meetings:—

(1) *Addressing Chairman.*—Every elector, previous to speaking, should rise and address himself to the chairman.

(2) *Order of Speaking.*—When two or more electors rise at once, the chairman shall name the elector who shall speak first, when the other elector, or electors, shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Each elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Poll demanded.*—The name of those who vote for, and of those who vote against, the question, shall be entered upon the minutes if two electors require it at the time of voting.

(6) *Votes.*—All votes shall be taken in the manner desired by a majority of electors present, and a poll shall be granted if two electors desire it. The votes tendered shall be received by the chairman, unless objection be made to them. In that case the chairman shall require the person, whose vote is questioned, to make the declaration provided by law. After making it, the vote must be received and recorded without further question.

(7) *Protest.*—No protest against an election, or other proceedings of the school meeting shall be received by the chairman. All protests must be sent to the Inspector at least within twenty days after the meeting.

(8) *Adjournment.*—A motion to adjourn an annual school meeting until the business is finished is unlawful; but a motion to adjourn a special school meeting shall always be in order; provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(9) *Motions to be seconded.*—A motion cannot be put from the chair, or debated, unless the same be in writing (if required by the chairman), and seconded.

(10) *Withdrawal of Motion.*—After a motion has been announced, or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, with the consent of the meeting.

(11) *Kinds of Motions to be received.*—When a motion is under debate, no other motion shall be received unless to amend it, or to postpone it, or for adjournment, except as in No. 8 above.

(12) *Order of putting Motion.*—All questions shall be put in the order in which they are moved. Amendments shall all be put before the main motion: the last amendment first, and so on.

(13) *Reconsidering Motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(14) *Close of the Meeting.*—The school meeting must not close before eleven o'clock in the forenoon, nor shall it continue open after four o'clock in the afternoon—beyond which latter hour no business can be lawfully transacted by the meeting.

(15) *Transmitting Minutes to Inspector.*—At the close of the meeting the chairman should sign the minutes as entered by the secretary in the minute book. Within fourteen days after the meeting the chairman must send to the Inspector a copy of the minutes (signed by himself and the secretary) under a penalty of five dollars.

(16) *Declaration of Office.*—The trustee, or trustees elect, should at once make the declaration of office before the chairman of the meeting, or within fourteen days after the close of the meeting. In case the chairman is elected trustee he should in like manner make the declaration of office before the secretary.

6. *Business of the Meeting.*—After appointing a chairman and secretary, the first business before electing a new trustee, is the reading of the School Trustee and Auditors' Report for the past year for the information of the meeting. In regard to this Report, the new law of 1871 declares that "the Report of the Trustees required by law to be laid before the annual school meeting, shall include a summary of their proceedings; and (2) state of the school during the year, together with (3) a detailed statement of receipts and expenditure, signed by either or both of the school auditors of the Section, and in case of difference of opinion between the auditors on any matter in the accounts, it shall be referred to and decided by the County Inspector."

7. *Who may be Trustee.*—Any fit and proper person who is a resident assessed freeholder, or household of the School Section, may be Trustee thereof; but no Inspector, Teacher, non-resident or supporter of a Separate School can lawfully hold the office. The Chairman of the meeting (if otherwise eligible), may be elected. In that case he should make a verbal declaration of office before the Secretary of the meeting. Should a person elected as Trustee

refuse to serve, he subjects himself to a penalty of five dollars; but a retiring Trustee need not serve for four years after his term of service expires.

8. *Modes of Trustee Election.*—In electing a Trustee, one of the three modes authorized by law may be adopted, viz.: (1) by acclamation; (2) by a show of hands; and (3) by polling the votes. The law requires the Chairman to adopt the latter mode at the request of any two electors present.

9. *Complaints to the Inspector—Appeals to the Chief.*—Any person having a legal objection, either to the proceedings of the annual meeting, or to the election of the Trustee, has a right of appeal against either in the first place, within twenty days, to the Inspector. The Inspector is required by law to receive and to investigate the complaint, and either confirm the proceedings and election, or set them aside within a reasonable time. Should any ratepayer object to his decision, no further proceedings should take place in the matter until an appeal is made to the Head of the Education Department, (as provided by law in such cases) and decided. Should the proceedings and election be set aside, the Inspector or Trustee, if desired, should call another meeting for a new election. If no complaint be made to the Inspector in writing within twenty days after the meeting, the proceedings (however) irregular they may have been) must be held to be valid and binding upon all parties concerned. It should be borne in mind that the complaint (if made at all) must be referred in the first place to the Inspector having jurisdiction, and not to the Chief Superintendent. The law provides for an appeal from the decision of the Inspector in such cases to the Chief Superintendent. In no case should the complaint in the first instance be made to the Education Department.

REGULATIONS AFFECTING RURAL TRUSTEES AND ANNUAL OR SPECIAL SCHOOL MEETINGS.

From the official Regulations we make the following extracts relating to the respective powers of Rural Trustees and Annual or Special School Meetings:—

1. *School Meetings.*—The notice calling an annual or special school meeting, should specify the place, time and objects of the meeting. It may be signed by the Secretary, by direction of the Trustees, or by a majority of the Trustees themselves. The corporate seal need not be attached to it. Three notices should be put up in conspicuous places in the section, at least six days before the meeting.

2. *Declaration of Office.*—Every Trustee, on his election, is required by law to make a verbal declaration of office in presence of the Chairman of the meeting. If the Chairman himself be elected, he must make the declaration before the Secretary of the meeting. In no case is an oath of office, or signed declaration by the Trustee elect, required. The act must be verbally performed*. Even if it be not performed, the Trustee is nevertheless a legal Trustee until he is fined by a magistrate for neglect to make the declaration. On being fined, the office is vacated, and a new election should be at once held.

3. *Trustees' Tenure of Office—Vacancies.*—Each rural Trustee is elected for three years, "and until his successor is elected." After his term has expired, he may refuse re-election for four years. When in office he may resign, with the consent (in writing) of his colleagues and of the County Inspector. The removal of himself and family from the section at once vacates his office; but if his home and his family remain in the section, he may be temporarily absent for six months at a time before his office becomes vacant.

8. *School Section Accounts.*—The law requires Trustees or their Secretary-Treasurer to furnish the School Section Auditors with all vouchers for the payment of school money during the year, together with such papers, books, etc., and verbal information on the subject as may serve to explain the items in the accounts. "In case of difference of opinion between the auditors on any matter in the accounts, it shall be referred to and decided by the County Inspector."

9. *Adequate School Accommodation.*—The Trustees "shall provide adequate accommodation for all the children of school age [i. e., between the ages of five and twenty-one years resident] in their school division." (i. e., School section, city, town, or village.) These "accommodations" to be "adequate" should include—

- (1) A site of an acre, in extent, but not less than half an acre.
- (2) A school house (with separate rooms where the number of pupils exceeds fifty), the walls of which shall not be less than ten

* Even should a Trustee's election be appealed against to the Inspector, the Trustee himself must hold office, and act until his election is legally set aside. The principle is, that an individual coming into office by colour of an election or appointment, is an officer *de facto* (in fact), and his acts in relation to the public, are valid until he is removed, although it be conceded that his election or appointment was illegal. When his election is confirmed, he becomes a Trustee *de jure* (of right), and no further objection can be made to him. (See regulation 22, *Duties of Inspectors*.)

feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room, for at least one hundred cubic feet of air for each child.† It shall all be sufficiently warmed and ventilated, and the premises properly drained.

(3) A sufficient fence or paling round the school premises.

(4) A play ground, or other satisfactory provision for physical exercises, within the fences, and off the road.

(5) A well, or other means of procuring water for the school.

(6) Proper and separate offices for both sexes, at some little distance from the school house, and suitably enclosed.

(7) Suitable school furniture and apparatus, viz. : desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the school. (See also note to (a) of regulation 4, of the "Duties of Inspectors.")

10. *Site of School House.*—In any school section should a new school site be deemed desirable, the Trustees, or the County Inspector, can call a school meeting to decide the question. Should a difference of opinion arise between a majority of the Trustees and the ratepayers on the subject, the matter must be referred to arbitration as provided by law; but the Trustees alone have the legal right to decide upon the size and enlargement of a school site, as provided in regulation 9 of this chapter.

11.—*Erection of School House, Teachers' residence, etc.*—The trustees alone have also the power to decide upon the cost, size and description of school house, or teacher's residence, which they shall erect. No ratepayer, public meeting, or committee, has any authority to interfere with them in this matter. They have also full power to decide what fences, outbuildings, sheds and other accommodations shall be provided on the school site, adjacent to the school house, as provided in regulation 9. To them also exclusively belongs the duty of having the school plot planted with shade trees, and properly laid out. The power of the school meeting is limited to the single question as to how the money required by the trustees shall be raised.

* * * * *

13. *Care and Repair of School House.*—Trustees should appoint one of their number, or other responsible person, and give him authority, and make it his duty to keep the school-house in good repair. He should also see to it that the windows are properly filled with glass; that, at a proper season the stove and pipe are in a fit condition, and suitable wood provided; that the desks and seats are in good repair; that the outhouses are properly provided with doors, and are frequently cleaned; that the black-boards are kept painted, the water supply abundant, and everything is provided necessary for the comfort of the pupil and the success of the school.

14. *Right of Trustees in regard to Teacher, Apparatus, Books, etc.*—The Trustees alone, and not any public meeting have the right to decide what teacher shall be employed, how much shall be paid to him, what apparatus, library, and prize books shall be purchased, what repairs etc., shall be authorized (as provided in regulation 13); in short, everything they may think expedient to do for the interest of the school.

15. *Expenses of the School.*—The majority of the Trustees of every school section have the right to decide what expenses they will incur for maps, school apparatus, library and prize books, salaries of teachers and all other expenses of their school (as provided in regulation 14.) The Trustees are not required to refer such matters to any public meeting whatever; but they alone have the right to decide as to the nature and amount of any expenses which they may judge it expedient to incur for such purposes.

* * * * *

21. *Free Public School Library.*—The nineteenth clause of the Consolidated School Act declares that "It shall be the duty of the Trustees of each school section, and they are hereby empowered; to appoint a librarian and to take such steps authorized by law as they may judge expedient, for the establishment, safe keeping and proper management of a school library for their section," etc. In case they neglect to appoint a librarian, regulations 10 and 11, of the *Duties of Masters* provide that the master shall act as librarian, and shall see that the regulations in regard to the libraries are duly carried out. Trustees are not required to consult a public meeting on the subject; but the law makes it their duty as trustees to provide a library for the school, under the departmental regulations.

III. IN CITIES, TOWNS, AND VILLAGES.

1. *Day.*—Same as in rural sections—second Wednesday in Janu-

ary. The proceedings commence and close at the same hours as do the Municipal elections.

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

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

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

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

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

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

I. Dominion Educational Notes.

1. COLLEGIATE INSTITUTES IN ONTARIO.

The new School Law provides for the establishment and maintenance of three classes of superior English or classical schools, viz. :—

I. HIGH SCHOOLS for teaching classical and English subjects,—in which boys and girls may be instructed together or separately.

II. HIGH SCHOOLS, in which boys and girls may be instructed in English subjects alone.

III. COLLEGIATE INSTITUTES, for giving instruction to boys only in classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek or Latin.

Trustees of High Schools, therefore, who desire to have the title of COLLEGIATE INSTITUTE conferred upon their school by the Lieutenant-Governor, are requested to furnish the Education Department with the following information :—

1. The names and designations of each master employed in the school, and the number of his teaching hours per day.

2. The number and designation of each assistant teacher (if any), and the number of his teaching hours per day.

3. The aggregate attendance of boys during the previous year, and during the two preceding terms of the school.

4. The daily average attendance of the same during the periods named.

5. The income from all local sources during the preceding year.

6. The description of the proposed Collegiate Institute building as regards :—

(a) Its situation, and the extent of its site,—description and size of the building, and its state of repair.

(b) The number of rooms devoted to teaching purposes in it, and their sizes.

(c) Description of apparatus for illustrating natural philosophy and chemistry; number and description of maps; number of volumes in library (if any).

(d) Size of play-ground, and extent of outside conveniences, & c.

2. TABLET LESSONS IN SCHOOLS.

An active and enterprising Inspector, anxious to improve the condition of, and teaching in, the junior classes of the schools under his charge, thus states what he had done to promote the one and facilitate the other. He also sketches the condition of the schools themselves :—

"I have lately obtained from the Council of [one of the townships under my charge], a grant of \$15.00, which will provide mounted tablet lesson sheets for all the schools in the township, [with the 100 per cent. allowed on the remittance.] I have also applied for a similar grant from the Councils of the other three townships whose schools are under my care, which grants will probably be made in all cases. The nature of the tablets is such as almost necessarily to confine their use to schools, and in this county there are no schools but public ones. The form in which it is desired to have them is when put on thin card board, price \$1.75

† Thus for instance, a room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, viz. :—25 x 20 x 10, which is equivalent to a room 25 feet long by 20 wide and 10 feet high.

per set. I would also very much wish to have for each school the time and limit tables printed on large sheets (at 5 cents each), for being put up on the wall of the school-room.

"Actually the indifference of trustees and teachers to the prosperity of the schools is discouraging. A few of those which I have visited (about 20) are well conducted, but the greater number are managed in a way only calculated to excite in a visitor the feeling of pity for the children, and indignation at the conduct of the teacher and trustees. Many of the teachers spend a disproportionate time on those scholars using the first book, to the neglect of other studies. I cannot say the *first class*, because they teach these beginners mostly individually. I hope these lesson sheets will be a remedy for that evil."

3. THE MODEL SCHOOLS FOR ONTARIO.

The Model School will be re-opened this morning, after an exceptionally long vacation. The popularity of the school had outgrown its room extent, and each succeeding term the educational authorities were importuned with increasing applications for the admittance of larger numbers of new pupils than could be satisfactorily received.

It was decided, therefore, by the Government, to enlarge the building, and Mr. Tully, Government architect, prepared the designs in May last. Upon representation of the educational authorities the extensions at first projected were still further amplified, and although the pupils have been indulged in a somewhat longer vacation than usual, they will be enabled to resume their studies to-day in a much roomier and better ventilated building; and a large number of new pupils, who have been vainly endeavouring to gain entrance to the school for some time back, will to-day be able to obtain the much desired admittance. The extensions of the building and the surmounting it with the French or Mansard roof has lifted it from its previous architectural modesty into a style more pretentious and imposing. The area now covered by the building is 180 × 84 feet, and this is divided into two large school-rooms in the centre, and class-rooms and galleries on the wings of the first floor, and into galleries and class-rooms on the second. The east wing, as heretofore, will be allotted to the boys, and the west to the girls, and separate stair-cases lead from each wing to the second floor. The large class-rooms, 35 × 56 feet, have not been enlarged, the apartments where the contractedness of the space was most felt being in the galleries and class-rooms, which have all been more or less extended in so far as the indented conformation of the original building permitted. The first floors of the wings comprise class-rooms and galleries, 21 × 17 feet, divided by entrance halls, with masters' rooms, 16 × 15 feet, and cap and cloak rooms, 27 × 12 feet. With the exception that there are no cloak rooms, and that the galleries measure 34 × 27 feet, the second floors of the wings are similarly divided. On the immediate east and west of the school-rooms are two class-rooms, 25 × 19, and book and map cases have been affixed in convenient nooks and corners about the building. The raised stair-like seats in the galleries have been provided with solid wooden backs, which, while they give comfort and ease to the children, prevent the soiling of clothes by the feet of the upper tier scholars. Each school-room, class-room and gallery has been provided with an improved and novel species of blackboard, which here must be held a misnomer, inasmuch as the article is not manufactured out of board or timber, but consists of a composition of lime, oxyd of manganese, and various other ingredients. This admirable cement has been laid on the unplastered brick of the walls, and after being trowelled into a perfectly even surface, has hardened into an almost adamantine concreteness. An application of varnish heightens the polish of the surface, upon which the pencil of chalk runs facily. This description of blackboard is a great improvement on the old board style, which cracked and warped with the heat of the school-room. Mr. Price, the clerk of Public Works, holds the recipe for the compounding of the cement, and he states that it has been found to capitally withstand the crucial test of time. The deck of the roof, which measures 80 × 176 feet, is covered with galvanized iron, and surmounted by cupolas in the centre and on the wings. The school bell still holds its old place in the centre cupola, which was jackscrewed up several feet. The whole building is well lighted, ventilated and heated, and all the walls of the different rooms have been washed with lime, coloured to a bright cheerful chrome, a hue that is very congenial to youthful eyes. In addition to the enlargement of the building, a propagating conservatory is in process of construction a few yards to the south-west corner of it. This construction of wood and glass, with a brick floor to the potting-room, measures 20 × 40 feet. The heating apparatus will be situated some 20 feet from the conservatory, so that the floral patients will not be endangered by smoke, while they are warmed and nurtured by heat. The gardens

of the enclosure contain many valuable specimens of the floral kingdom, and a conservatory has been found absolutely necessary to their growth and preservation during the winter months. This building, moreover, adds considerably to the handsomeness of the grounds. Designs of a tool house and a store house have been prepared by Mr. Tully, and these buildings—the one to be a depository for the tools and implements of the gardeners, and the other for packing-cases and other material used by the education office, and which now litter and encumber portions of the grounds—will be proceeded with at once. The drainage of the grounds, the system of which has been heretofore partial, defective and inefficient, is now being traced and properly repaired and extended; and altogether the improvements already completed and now in process and projection about the grounds, are of a very salutary nature.—*Telegraph.*

4. NEW NORMAL SCHOOLS FOR ONTARIO.

We believe that everybody who knows anything of the educational interests of the country, will agree with us in urging the local Government to set about building new Normal Schools at their earliest convenience. We have Common Schools in abundance, Grammar Schools in number sufficient for the wants of the Province; but it is an undeniable fact that the present training depot is wholly inadequate to supply the demand for Normal School teachers. Since its opening, the Normal School in this city has held 42 sessions; 2,936 certificates have been granted by it, of which 936 count as naught, having been obtained by students who went from second to first class, and obtained a certificate for each grade. There are two sessions a year, so that the forty-two sessions extend over a period of twenty years, in which time 2,000 students have been turned out, being at the rate of hardly 100 per annum. If it is borne in mind that probably sixty per cent. of these were females, who retired as soon as possible from the profession to the more congenial pursuits afforded by matrimony; and that probably ten per cent. of the male teachers went into other business, the need for more teachers can be easily understood. In this Province there are 4,524 schools of one class or another, and it is evident that our Normal School, efficiently managed as it is, cannot pretend to cope with the demand. We want at least two new Normal Schools, one in the east, the other in the west of Ontario. Some have agitated the enlargement of the present school, but, favourable as that scheme is to Toronto, we fail to recognize its utility. The centralization system must not be pursued too far. It is well enough to make the capital of the Province the headquarters of the great educational institutions, but we are in favour of having radiating branches distributed among other districts. We believe that hundreds of students have been dissuaded from attending the Normal School by the expense consequent upon living in a large city, and by its distance from their homes. Put a new school above Toronto, and another below, and none need complain either of distance or expense. We trust that the Government will take this matter up at the earliest opportunity in the coming session. The question has been mooted by many of our contemporaries of both shades of politics, and we are certain that what we here advocate is the unanimous wish of the country.—*Ibid.*

5. NEW AGRICULTURAL COLLEGE FOR ONTARIO.

The plans for the new Agricultural College, about to be erected at Mimico, by the Government, have been prepared by Mr. Tully, Government Architect and Engineer, and the estimates for the erection of the same are now being prepared. The College will consist of two separate buildings, a corridor leading from one to the other. The front or principal building will be used as the academy, the rear building being used as the residence of tutors and scholars. The buildings will be built of red bricks, the front being relieved with arches and string courses of white bricks. The roof will be a Mansard one, and covered with slate, with galvanized iron decks and ornamental iron turrets. In the centre of the roof of the front building will be erected a dome, similar to the one on the Government House, in this city, and when completed, the building will present a very handsome appearance. The basement of the front building or academy will be fitted up as servants and store rooms, kitchen, and private and chemical laboratories. On the ground floor will be the president's offices, professors' rooms, library, class rooms, drawing and dining rooms, and private laboratory. In the attic will be the professors' rooms, a museum, students' drawing room, three bed rooms and one bath room. On the first floor, two large bed rooms, one class room, professors' and students' ante-rooms, and model and sample rooms. In the rear building the basement will be occupied as general store rooms, kitchen and din-

ing rooms. The ground floor, as professors' and students' apartments. The first floor will be fitted up as dormitories and sitting rooms, &c.; and the attic floor as dormitories and attendants' apartments.—*Leader*.

6. ONTARIO ITEMS.

Sir Francis Hincks the other day visited the South Lanark Agricultural Fair, an old lady exhibited to him a silver medal, gained by her husband when a boy at the school taught by Sir Francis' father, at Belfast, and a certificate in the handwriting of Mr. Hincks.—A numerous company of the pupils and ex-pupils of the Whitby High School, and other inhabitants have presented Mr. Kirkland, the retiring Head Master, with a testimonial of the esteem in which he is held by the citizens of that place.—The pupils of the Oshawa High School have presented Mr. John Seath, Head Master, who was about leaving there, with an elegant inkstand. It is composed of gold plate on nickel silver, and is a beautiful piece of workmanship.—The pupils of the Woodstock Canadian [Literary Institute recently presented Mr. George Dickson, their late English and Mathematical master, with a complimentary address and a valuable testimonial on his removal from Woodstock, to fill a position in the Chatham High School. The success of the candidates sent from the Institute at the recent University Matriculation examinations is attributed, in a great measure, to Mr. Dickson's zeal and ability as a teacher.—Mr. Kidd, the late principal of the Public School, of Fergus, was made the recipient of a very valuable and elegant present on his leaving to take charge of the Central School, Kingston.—Mr. Ewd. Scarlett, Inspector of Schools for Northumberland county, having decided to remove his family to Cobourg, the inhabitants of Castleton could not let him remove without an opportunity to express their appreciation of his worth, and for this object gave a dinner at the Castleton Temperance House.—The village of Renfrew is going to build a new School House, next summer, "in a style equal to any in the three adjoining counties."

7. INDUSTRIAL SCHOOLS.

In a late article we discussed at some length the necessity of taking advantage of the clauses in the School Act, which empower Trustees to provide Industrial Schools for the poor and neglected children of their municipalities, and to compel the attendance at these or other schools of every child in the land. We are glad to see that Toronto is moving in the matter. The Board of Trustees have agreed to send a deputation to inquire into the practical working of these schools in portions of the Eastern States, and a large majority of the Board seem disposed to go heartily into the scheme. It is an example which we in Hamilton should not be slow to follow; such a rivalry would be equally honourable to both. It cannot be expected that, until the principal cities have successful schools of this kind in operation, the people of the country generally will be induced to establish them. But it is a sad thing to think of, that every county has its jail for the punishment of its criminal classes, and were young boys too often become more depraved by contact with older offenders; yet not one has an industrial school where the same children might be taught to earn an honest livelihood. If we can afford to have the former, we can afford to have the latter, which would certainly do more good; and if properly managed, would be found to be equally indispensable. Let those who are always foremost in plans of benevolence, agitate this question, and urge upon the people and trustees their evident duty. We believe the trustees would not be unwilling to give a favourable consideration to any proposed plan; but there must be a healthy public opinion to support them and that opinion must be created and stimulated into action. Some one might say, wait until Toronto has such an institution in successful operation, and then we will move. No, you should not wait another week; every week, every day, some of our neglected children are passing over from the ranks of the pliant and redeemable, to those of the hardened and irreclaimable; to save them and benefit ourselves, we cannot begin too soon. Besides, if through mismanagement a Toronto industrial school should break down, would it be said that we in Hamilton should therefore give up the idea as impracticable? Surely not, when we know that so much good is being done and has been done by these institutions, both in London and the United States. Before concluding, we would venture to deprecate the introduction of religious differences in the discussion of a plan of universal benevolence. When one member of the aforesaid Board objected to the proposed school, that the gutter children were not "ours," he surely overlooked the fact that, although not his, they were growing up to be a terrible scourge to him and his; and forgot who it was that taught us, in the parable of the Good Samaritan, to look

upon as neighbours all whom we can in any way benefit,] or whose distress we may find opportunity to relieve. Therefore, let the miserable outcasts, whether called Protestant or Catholic, find homes in the industrial schools, be clothed and fed, and brought to their right mind.—*Hamilton Spectator*.

8. TORONTO INDUSTRIAL SCHOOL.

A report was lately presented to the City Board, by a special committee to whom was referred, by resolution of September 6th, the consideration of the desirability of establishing an Industrial school under the new Act. The report was as follows:—That this question was considered by the Board in June, 1868, upon a communication received from Professor Wilson, with accompanying report, based upon resolutions adopted at a meeting of influential gentlemen who took a warm interest in the welfare of the juvenile vagrant population of this city, and the Board of that day, while frankly admitting the evil in question, and entertaining the greatest respect for the philanthropic movement in this direction by those gentlemen, being of opinion that they had at that time no legal powers to establish such an institution, did not recommend Professor Wilson's scheme for present action. That the same question was again considered in April, 1869, but the Board being equally divided on this question no action could be taken. That the Legislature of Ontario at its last session on the School Law Improvement Act of 1871, having by clause No. 42, given the Public School Boards of cities authority to establish one or more Industrial schools for otherwise neglected children, and to employ the means requisite to secure the attendance of such children, and for the support and management of such school or schools, your Committee have carefully considered the question referred to them, and have come to the conclusion that, in the opinion of your committee, the time has arrived when an Industrial school ought to be established in this city. That having gone through the facts and figures relating to industrial schools in successful operation in Great Britain and the United States, your committee are of opinion, that it is desirable to add to the knowledge thus acquired by means of the information printed and published with regard to these institutions, a personal knowledge, by actual observation of the practical working of these schools chiefly in the States of New York and Massachusetts, and therefore recommend that a deputation to be named by the Board be empowered to visit certain cities in the two States named, for the purpose of collecting such information as may enable an Industrial school to be established in this city on the most improved system calculated to realize the end in view." Mr. McMurrich said that he considered that the industrial schools were the one link that was required to complete the chain of the educational system in this city, and would remove a complaint that was often made against the Board, that their public school system did not reach a certain class. The Board was empowered by the new School Act, to compel attendance at school, and if they forced the vagrant class to attend the public schools, the result would be that a great many other children would leave them. In England the industrial school system had proved very satisfactory. Mr. Bain said he did not believe there were a dozen vagrant Protestant children in the city, who were not attending the public schools. He stopped children in the street himself, and asked them why they did not go to school, and the answer almost invariably was, "Oh, I go to the Brothers." He agreed that they should have industrial schools in England, but there the benefits of education, he said, were not so thoroughly appreciated as here. There were boys now staying at the Newsboys' Home, who might, perhaps, be willing to receive instruction in the evenings, but in the day-time they would prefer to sell papers. Dr. Ogden said that the object of the report was only that they might obtain information with regard to the conduct of industrial schools in the United States, and therefore he hoped there would be no objection offered to it.

The report was adopted, and the committee arose and reported. Mr. Lee moved, seconded by Dr. Ogden, "That the chairman of the Special Committee and Mr. Coatsworth be appointed a Committee to carry out the last clause of the report." Carried.

9. COMPULSORY EDUCATION.

It is now about eight months since the principle of free public schools was established in the Province, and the right asserted of every child to receive during five years of his or her life some sort of education for four months in each year. It was then further enacted that "any parent or guardian who does not provide that each child between the ages of seven and twelve years, under his care, shall attend some school or be otherwise educated as thus of right declared, shall be subjected to the penalties hereinafter provided by this Act." These penalties are stated in the following clause:

"It shall be competent for the Police Magistrate of any city or town, &c., to investigate and decide upon any complaint made by the Trustees or any person authorized by them, against any parent or guardian for the violation of this Act, and to impose a fine not exceeding five dollars for the first wilful offence; and double that penalty for each subsequent offence; which fine and penalty shall be enforced as afterwards provided," that is by the usual processes ending with imprisonment, if necessary. In the printed regulations issued by the Council of Public Instruction, it is further stated, that one of the duties of the Public School Inspectors is to "see that the provisions in the Act in regard to the right of every child in the municipality under his jurisdiction to attend some school, are not allowed to remain a dead letter; but he should, when necessary, frequently call attention to the subject." Now, it is impossible to shut our eyes to the lamentable fact that many hundreds of children in our cities and towns are denied this right to which, in the interest of themselves and of society, the law declares they are entitled; and so far we have heard no single instance, the Province over, of any Trustee or Inspector invoking the assistance of this most beneficial enactment. Many parents will not send their children to the Public Schools from mistaken notions of the influence exerted by the pupils in attendance there; and these children either go to a private school, or in too many cases receive no systematic education. But by far the greater number of children not at school are the children of parents, who either through cupidity, or poverty, or crime, or neglect, make them work in factories, or in different other ways, or allow them to infest the streets and go to ruin as quickly as they can. Parents who keep their children from school for the purpose of securing their little earnings, and who are not too poor to send them to school, can and ought to be reached by the above mentioned provisions of the new law. That very many children between the ages of seven and twelve are so deprived of school training in this enlightened country we cannot think, still there are some, and the proper authorities should take hold of the matter and discharge their responsibility to society in the premises. But what is to be done for those miserable wretches, the children of neglect, and crime, and extreme poverty, that so numerous prowl about the byways and lanes of our cities, shocking the passer-by with their ragged clothes, and unwashed faces, and still more by the blasphemy of their language and the utter depravity of their lives? For these the Legislature has humanely provided that, "the Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and make all needful regulations, and employ the means requisite to secure the attendance of such children, and for the support, and management, and discipline of such school or schools." Now there is no machinery of the school system more imperatively required than this. The benefit to the community of such Industrial Schools would be incalculably greater importance than the money it would cost to support them, and we are of the opinion that it might even be found cheaper to clothe and educate these street Arabs than afterwards to punish and corrupt them in our prisons. It will be quite impossible to carry out the intentions of our legislature with regard to universal education, unless these Industrial Schools are every where put in operation. The next generation ought not to have one sound member thereof unable to read, write, and calculate.

It is melancholy to see so many children growing up utterly neglected in body and mind, allowed rapidly to sink into utter degradation and brutishness, who might have been made useful members of society, and a blessing instead of a curse to themselves. The good that is done for a few of our destitute little ones by some institutions conducted by private charity, is only a specimen of what might be done on a larger scale, if our Boards of Trustees generally could rise to the level of their opportunities and responsibilities. Hearing so much praise of our school system from abroad, we are apt to think it almost perfect; but in the matter of compulsory education, we are far behind the people of London, England. There the School Officer, attended by policemen, may be seen nightly on his rounds, with the merciful object of capturing some of the wretched outcasts that sleep all night under bridges and steps, and taking them, though much against their wills, to the Industrial Schools, where they are clothed, warmed, and fed, and let us hope, in time brought to their right minds.—*Hamilton Spectator*.

10. NOVA SCOTIA.

The people of Truro, Nova Scotia, have voted a sum of money to provide separate school accommodation for the coloured population of the town. The same town has offered to give \$5,000 for new Normal and Model school buildings, provided the Government furnish the balance required for such buildings; to cost at

least twenty thousand dollars. Rev. Professor McKnight and Rev. John Currie, of Maitland, were inducted at Chalmers' church, Halifax, into the chairs of Theology and Hebrew in the Theological Hall of the Presbyterian Church of the Lower Provinces.

11. MANITOBA.

An Act establishing a system of education in Manitoba, has been passed by its Legislature. It provides that the Board of Education is to consist of not less than ten and not more than fourteen members, one-half of whom are to be Protestants, and the other half Roman Catholics. One of the members of each of those sections of the Board is to be Superintendent of Protestant and Roman Catholic schools respectively, and these superintendents are to be joint secretaries of the Board. Seven are to form a quorum. This board is from time to time to make such regulations as it may think fit for the organization of common schools; to select such books (except religious,) maps and globes as are to be used for scholastic purposes, and to alter and subdivide the school sections established. After the organization of the whole board, each section may meet at any time on the call of two members of the section, and shall have under its control the discipline of the schools put under its care, the licensing of teachers, and the prescribing of such books relating to religion or morals as are to be used in the various schools of the section. The money voted by the Legislature for school purposes, is first to pay the incidental expenses of the Board and sections, and the salaries of the superintendents, and then be divided equally between the two sections. There are twelve districts Protestant and as many Roman Catholic. There is to be no more than one school in each district, except by special sanction of the Section Board, and no school is to get from public funds more than three times what is raised by the people of the district; and none unless there be an average attendance of fifteen scholars; the money thus placed at the disposal of each section, to be distributed by the Educational Board. Poor schools may be established. Trustees are to be chosen at the yearly school meeting in February, but they have not the same powers as in Ontario. If a Protestant live in a Catholic district, or *vice versa*, he can send his children to the nearest school of his own section, and if he pay as much as he would have been bound to do if an inhabitant of the district, he is to be free from his own school rate. It is feared that this provides for introducing into the schools dogmatic religious teaching of one kind or another, and that where a Protestant is so situated that he cannot send his children to a Protestant school, he must either dispense with education altogether, though taxed for it, or have his family instructed in a Roman Catholic School; and the same thing when a Roman Catholic is in a Protestant section. The struggle over such an arrangement has commenced already in England from the working of the new Bill, and the attempt to introduce it into Ireland, has been strongly protested against by the Protestant Archbishop of Armagh, in his recent charge to his clergy, and is likely to cause additional confusion in that land of strife. Rev. Mr. Fletcher (formerly a Normal School Teacher in Ontario,) who has been collecting money in Ontario and Quebec, for an endowment fund for the Kildonan College, has returned, accompanied by Professor Bryce, who takes charge of the college. The other teachers are: Bev. J. Black, classical tutor, and Mr. J. H. Bell, business instructor.

II. American Educational Notes.

PENNSYLVANIA.—The last Annual Report of the State Superintendent gives the number of schools in the State as 14,212; of teachers, 17,612; of pupils, 828,891. Average salary of male teachers per month, \$40.66; of female teachers, \$32.39. Average cost of tuition of each pupil per month, 93c. Total cost of tuition for the year, \$3,745,415.81. Total cost for tuition, school buildings, &c., \$7,771,761.20. Estimated value of school property, \$15,837,183. There are five Normal Schools in operation, with 66 professors and teachers, and 2,675 students. The number of city or borough superintendents is 14,—the salaries varying from \$700 to \$2,500. Philadelphia has 2 High Schools, 55 Grammar Schools, 108 Secondary Schools, 182 Primary Schools, and 33 unclassified schools,—all taught by 80 male and 1,435 female teachers; the male, at salaries averaging \$135.98 per month; the female, at \$43.61. From the reports of the county superintendent, the obstacles to the success of the schools, are "short school terms, irregular attendance, poorly qualified teachers, indisposition to grade teachers' salaries according to qualifications, want of local supervision, neglect of duties on the part of directors, and want of interest in education on the part of the people."

THE PEABODY FUND.—This fund of \$2,000,000 yields an income of about \$120,000. This income is very judiciously spent in inciting efforts on the part of the Southern people themselves to maintain public schools. Wherever the people of a district establish a school of one hundred pupils, and guarantee a certain portion of its expenses, the Fund Committee supply what more is necessary to carry on this school. In this way \$110,000 was spent last year. The remaining part of the income is reserved for extraordinary expenses. The free school idea has not yet become rooted in the South, but Dr. Sears is quite successful in securing the co-operation of the Southern people. Mr. Peabody's noble benefaction is yielding good fruit.

NEW YORK.—The last Annual Report of the State Superintendent shows that there has been a slight decrease in the number of school districts during the past school year. Eleven Union school districts have been founded under the general School Act, by the consolidation of twenty-three common school districts. The number of school-houses is 11,695. The reported value of school-houses and sites, for 1870, is \$20,426,412—an increase of nearly \$2,000,000 since 1869, and of 4,000,000 since 1868. The number of children between five and twenty-one years of age is 1,480,761. Of this number 1,026, 447 attended public schools. The amount expended for teachers' salaries in 1870 was \$6,496,692.39, being an average annual salary of \$372.58, or \$10.58 per week of the average school term. The amount expended in maintaining the common schools during the year was \$9,905,514.22. The entire amount expended during the fiscal year ending September 30, 1870, for educational purposes, including appropriations, Normal and Academic schools, Indian schools, teachers' institutes, supervision, etc., was \$10,289,349.72. Six of the nine normal Schools provided for are in successful operation. The expense of their maintenance, the past year, was \$128,723.59. The aggregate attendance of normal students was 1,921.

RHODE ISLAND.—The Annual Report of the Commissioner of Public Schools gives this State thirty-four towns and cities. Eight of them support High Schools, and twelve of them have superintendents. The number of children under fifteen years of age is 56,934. The number of pupils registered in the summer schools was 25,567; in the winter schools 28,364; the number in private schools, 6,336. The Commissioner advocates uniformity of textbooks throughout the State. He also argues ably for the establishment of a school for technical instruction. The late General Assembly of this State passed a law establishing a State Normal School, and voted a very handsome appropriation for it.

MISSOURI.—A lady student in the State University of Missouri has gained the first prize for Greek scholarship.

TEXAS.—The Texas Legislature has just adopted a common school system for that State, in which compulsory education is a prominent feature. A term of schooling not less than four months in each year, is required of "all the scholastic population." The school directors of the several districts may separate the whites and the blacks, if in their judgment "the peace and success of the school and the good of the whole may require," or they may require the attendance of blacks and whites in the same school. The experiment of compulsory education and mixed schools will, therefore, be inaugurated by Texas. Governor Davis reports a school population of 160,000 and over, the larger part of whom are without any educational advantages whatever.

MICHIGAN.—The Legislature of this State passed a compulsory attendance law at its last session, which is Prussian in its character, but modified so as to be American in its application. The friends of education in that State seem to be jubilant over the result. Michigan has the honour of being the first State in the Republic to adopt a straightforward system of compulsory education.

MARYLAND.—The Annual Report of the Board of State School Commissioners of Maryland furnishes the following statistics: Schools, 1,360; enrolled scholars, 77,454; scholars in attendance, 40,151; teachers, 1,664; of whom 972 are males, and 691, females; average number of teachers, 1,427; time schools were open nine months.

MISSISSIPPI.—About three thousand Public Schools have been established under the present common school system in Mississippi, during the past six months, with upwards of eighty thousand pupils under the tuition of nearly four thousand teachers.

VIRGINIA.—There are three thousand Public Schools in Virginia, and most of them are attended by coloured people. The property is owned by the white people, and they pay the taxes which support these schools, and educate 100,000 coloured children.

UNITED STATES.—Professor Agassiz told the Teachers' Convention in Boston, recently, that he thought, in public education, "too much was made of the memory and too little of the mind."—Yung Wing, who has graduated by Yale College in 1854, has been engaged by the Chinese government, to take charge of thirty of his young countrymen who are to be sent to Yale to be educated. It is proposed that this number shall be increased by yearly instalments of thirty, and a grant of \$1,500,000 has been made to meet all expenses for the next ten years.—Edward Warren Clark, son of the Rev. Dr. Rufus W. Clark, of Albany, has gone to Japan as a teacher in one of the schools of that country, where he intends to remain for three years.

An American has wittily said, that their "common school system was like a great grinding machine. We throw into the hopper of that machine 100,000 Irishmen per annum, 100,000 Germans, some 20,000 Swedes and Norwegians, a few Frenchmen, and a few people from all parts of the world—about 500,000 in all; we grind them all up, and just now we are mixing in about three million blacks, and the question is, what is to come out at the other end of the hopper? Of course the answer is, that educated Americans will come out."

MUSIC IN SCHOOLS.—It is stated that the city of Boston spends annually about \$30,000 on music in its public schools.

2. THE AMERICAN NATIONAL EDUCATIONAL ASSOCIATION.

The assemblage of this important body of educators was an event of more than ordinary significance to St. Louis and to the people of the South-west. Among the important educational ideas made clearer, we think, by the discussions of this convention, are the following:

Higher Education.

1. The necessity of higher institutions of learning in conjunction with the system of common district schools. The dependence of the elementary school upon the high school or college was very fully elucidated. The latter act as levers upon the lower class of schools, and exercise a potent effect upon them in holding them up to the highest standard of usefulness.

Normal Schools.

2. The radical difference between the methods and course of study required in a normal school from those in high schools or colleges was ably exposed. The former is, to a great extent, technical and professional, having to do with the presentation and unfolding of knowledge rather than with its acquisition and use. This difference necessitates wide departures in the discipline and methods of instruction pursued by the two institutions, and demonstrates the impracticability of uniting them in one school.

Compulsory Education.

3. The impracticability of the proposed schemes of compulsory education was shown, but the fundamental question was left untouched. It is now for the thoughtful legislator to discover a new scheme, avoiding the objectionable features of the former. It is necessary to have instruments of government in this country moulded in the forms of democratic self-direction, and not borrowed from monarchical centralisation.

Elementary Education.

4. In the elementary section, the importance of the best methods of teaching reading was ably discussed, and Dr. Leigh's system of teaching reading received its due share of praise. The immense importance of geography rightly taught was made evident by the exposition of the lines of direction ranging out into practical life from this study. But more important than this was the abundant evidence of an approach to a common ground of agreement on the part of the advocates of hostile methods: the oral and text-book systems. The recognition on either hand of the importance of the main thought of the other was the sign of this approach. The best teachers of both systems will use alike the text-book to secure independent work from the pupil and initiate him into the erudition of his theme; they will also use alike the oral method to root out the last vestige of parrot-like repetition from their pupils; and they will secure a clear comprehension of the scientific sense of the terms they use by complete and thorough verification on the realities themselves.

No doubt all progress comes by antithesis,—opposition and contention being the first stage of it. But the final stage is the adoption by each side of what is essential in the position of the other. In this respect, the augury of this meeting of the National Educational Association is the most favourable sign yet seen in its history.

That a deeper and more philosophical insight into the methods and processes of pedagogy is beginning to develop and bear fruit is now beyond a doubt, and the rapidity with which crude one-sided theories will be absorbed and assimilated into the processes of the whole organism, will be the salient feature of the coming period in American Education.

Relation of the State to Education.

5. Finally, in the sessions of the General Associations much was done to clear up the relation between Education and the State. That there should be free education at public cost, without distinction of caste and without limitation in degree, was demonstrated beyond doubt or cavil. The relation of property to education, and the relation of government to both, was elucidated to show that the institutions of society and the State are limited as to quality by the quality of popular recognition on the part of the community at large: this popular recognition is measured by the school education of the community. This exhibition of the solidarity of interests of capital and education settles forever, on an inexpugnable basis, the right and duty of providing free school education by taxation. The practical verification of this principle thus established is now to be found in the adoption of public education by the nations of Europe as a means of national self-preservation—as a “war measure.” The most real thing in this world is the military might of nations; and when public education has been recognized as the basis of that might, it has reached its adequate recognition.—*St. Louis, Journal of Education.*

III. English and Foreign Educational Notes.

ENGLAND.—A college has recently been started at Dover, England, which is intended to provide, at moderate cost, a first class English and classical education. The college is conducted and owned by a “limited liability company.” A very convenient institution in case some student, disgusted with the education he had received, should come down on the college for damages. At the inauguration of this college, on the 3rd inst., Earl Granville made an address in his official capacity as Lord Warden of the Cinque Ports. The noble Earl said some very good things in regard to education, and particularly in favour of studies whose pursuit withdraws students from a too exclusive devotion to the classics. He quoted Mr. Mill’s remark, that “the study of science taught young men to think, while the study of classics gave them the power of expressing their thoughts,” and added his belief that there is something in the study of science which makes a man feel that in what he is talking about, he must eschew all redundant and irrelevant verbiage.

At King’s College, London, especial attention is now given to Commercial education. The syllabus for the present year includes lectures on the Money Market, on the principles of commerce, on the trade with the East, and on all the branches of commercial law. And by the liberality of two leading merchants, two prizes of £10 each, are offered to the two students who shall obtain the highest number of marks in the sciences requisite for a person engaged in the mercantile profession, as well as in an Essay “On the Proper Application of the Principle of Laissez-faire in Commerce and Banking.”

The boys of the Mathematical School of Christ’s Hospital, London, enjoy a singular privilege, granted to them by their founder, Charles II., namely, the right of access to the Sovereign every year, in order to submit to royalty their “drawings and charts.” The privilege is annually claimed and graciously allowed.

THE EDUCATION OF GIRLS IN ENGLAND.—In an able paper, recently read before the Society of Arts of England, it was pointed out that the condition of education among the girls in the upper and middle classes of England is worse than that of the industrial population, and that the higher the social scale the worse in quality is the course of education usually supplied to the daughters. In all boys’ schools and in elementary schools for girls, the pupils are practically educated, so that they may be best fitted to get their living as early and as readily as possible. In the higher classes of schools showy accomplishments of superficial advantage in life are the great aim of all instruction. And it was declared that at the present moment a large number of the girls brought up at first-class schools would be completely unable to pass such an examination in arithmetic, reading, and needle-work as the majority of the girls at the Hanwell District Pauper School qualify in before they leave that institution. Unless some remedial efforts are put in force, it was apprehended that as the School Boards get into working order, the difference in the quality of education will become greater and greater.

ENGLAND—SWITZERLAND.—Since the recent war between France and Prussia, the question of drill as a part of the school curriculum has been much discussed in England, and making it a part of the regular exercises is very generally urged. In this matter it is pleasing to us Americans to notice the fact that the little republic of Switzerland is spoken of as the model for perfection in this branch of education. It is stated that that country is able from a population of two millions and a half, to place in the field, in a fortnight, a well appointed army of two hundred thousand men, the soldiers as well educated and trained as those of Prussia. As soon as a Swiss boy is six years of age, he enters upon a course of drill, which is continuous and progressive through his school life; and the Swiss army, in consequence, is said to be the cheapest army, and one of the most efficient in Europe. It is not alone, however, in a military point of view that this system is valuable, but physical training is as essential as mental cultivation, and any exercise which makes children hold up their heads, stand firmly and uprightly, breathe more freely, and walk more gracefully, should be welcomed by all educationists.

GERMANY.—A teacher in the common schools gets from \$150 to \$300 a year. In gymnasiums, or what corresponds to our colleges, the professors, who are required to be graduates of one of the great universities, get, on an average \$600. A professor in a university gets rarely more than \$800, besides the fees of his hearers. Of course, the great leading lights in science, and the *professeurs ordinaires* generally, who belong to a special class, of which I shall speak presently, get better paid. Tutors in the wealthy families, a position which the greatest Kant and nearly every German literateur has filled, rarely get more than \$400 a year. One, who is a graduate of a university, who speaks, besides his own language, French, English, and Italian, and can read not only Greek and Latin, but also Hebrew and Russian, and who is, besides, a professional historian, and has made original investigations in the literature and times of Hesiod, on which subject he is no mean authority, receives \$200 a year in addition to his board.

PRUSSIA.—It gives some idea of the extent to which education is encouraged in Prussia, when we are told that a manual of 32 pages was published in Berlin not very long ago, entitled, “The Little Guide for the German Soldier in France.” The publication of such a book, giving, as it did, in both French and German, all the simple sentences which are necessary to enable a German to manage for himself in France, is a standing proof that, although they did not provoke the war, the Prussians were resolved to be the winners. At all events, we never heard of a “Little Guide for the French Soldier in Prussia.”

RUSSIA.—Russia is likely before long to afford to women educational advantages equal to those of Western Europe. For some years the lectures at the University of St. Petersburg were open to the public, and a good many women attended them. But the University was remodeled, and under the new regulations women were excluded, except from the medical lectures, which faculty forms a separate academy, independent of the University. Recently, however, a large number of women have written to the University authorities requesting to be allowed to attend the other courses of lectures, especially in philology and natural science, and it is thought that their request will not be refused. In 1856, with a population of 65,000,000, Russia had but 450,000 pupils in her schools. According to the last census her population amounts to about 78,000,000, and if the increase in school attendance kept pace with the population, the number of children attending school, would, at this time, be only about half a million in the whole empire. But in reality there has been a falling off in the school attendance since the teachers have been confined to the exclusive use of the Russian language, the people in the western part of the empire having a decided aversion for the national tongue. Russia has excellent colleges, and what she now requires is to bring within the reach of all the means of obtaining a common school education.

MADRAS.—The state of female education in the Madras Presidency, described by the Director of Public Instruction in his report, cannot be regarded as hopeful, through the increase in pupils is about 13 per cent.

NORWAY AND SWEDEN.—In the sparsely settled districts of Norway and Sweden, where there are not children enough in the neighbourhood to give constant employment to a teacher, a system of travelling schools is provided. A public schoolmaster collects a few children in some convenient room, instructs them for two or three months, then passes on to repeat the course in the next hamlet. In this way a modicum of instruction is secured to every child in the country. A similar provision for the children of thinly settled districts, is made by the new school law of Georgia, the first experiment of the kind in this country.

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

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for SEPTEMBER, 1871.

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

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, A.U.B.O.R.A.S., WHEN OBSERVED. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

REMARKS. 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds. Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. PEMBRIDGE.—Lightning and thunder, with rain, 6th and 19th. Frost, 1st, 14th, 16th, 21st, 22nd, 30th. Three shooting stars on 7th. Frost, 1st, 2nd, 4th, 5th, 8th, 9th, 11th, 19th. Large halo round sun, 14th. Frost, 1st, 2nd, 8th, 9th, 11th, 14th, 18th, 20th, 23rd, 25th, 27th, 30th. Month very cold and very dry; mills shut down from want of water. CORNWALL.—Rain, 6th, 15th, 16th, 26th, 27th. BARRIE.—Solar halo on 14th, at 1 P.M. Frost, 14th, 18th, 20th—

21st. Wind storms, 6th, 18th. Fog, 7th. Bain, 6th, 15th, 16th, 18th, 19th, 25th—28th.

STRATFORD.—Lightning, 2nd. Lightning and thunder, with rain, 18th. Frost, 11th, 12th, 14th, 18th (ice), 20th—22nd, 29th, 30th. Wind storm, 18th. Fogs, 12th, 16th, 21st. Rain, 10th, 14th, 15th, 17th, 18th, 25th—27th. Difference of mean temperature for the month over average of 10 years was $-4^{\circ}01$. Scarlet fever prevalent in the town.

HAMILTON.—Lightning, 2nd, 18th. 13th, very smoky all day. Frost, 18th, 26th—22nd (severe). Wind storms, 23rd, 26th. Rain, 6th, 10th, 15th, 18th, 25th, 26th.

WINDSOR.—Lightning, 2nd. Meteor in E, towards NE.; meteor in Z, towards N, 4th; meteor in W, towards NW, 5th. Lunar halo, 21st, 26th, 28th. Frost, 18th, 29th, 30th. Wind storms, 9th, 10th, 14th, 22nd. Fogs, 4th, 5th, 8th, 16th, 22nd. Rain, 14th, 15th, 25th. Like last month, this has been characterized by the extreme dryness of the weather, by the total absence of thunder storms, and by the prevalence of destructive fires.

V. Papers on Technical Instruction.

1. POPULAR SCIENTIFIC SCHOOLS IN GERMANY, FRANCE AND SWITZERLAND.

From one, judge of all. From brief outline of the educational condition of Wurtemberg may be approximately inferred that of the generality of German States, among which Wurtemberg stands educationally about midway, somewhat higher than most, somewhat below one or two. Not of Wurtemberg only, therefore, but of Germany as a whole, may France acknowledge the educational superiority. Yet, even as France looks up to Germany, may Germany in turn look up to Switzerland, which—having under the auspices of Pestalozzi anticipated both her neighbours in combining the teaching of thoughts and things with that of words—has, during the last seventeen years, gone beyond either in combining instruction in the real business of life with instructions in abstract science. In private and personal expenditure the Swiss are as frugal, not to say stingy, as we are profuse. Their common schools are mansions, their academies look like town-halls; in their national polytechnic at Zurich—an edifice as grandiose as Buckingham Palace—is located the best model of a technical university which the world can show, the most perfect and symmetrical organization for training a rising generation in the practical duties of citizenship. In it everything that is most valuable in the arts or manufactures of other countries is taught by the most competent teachers anywhere procurable, in the best manner that experience can suggest, and with all the aid that the best material appliances can afford. There, as in the kindred establishment at Stutgardt, are an astronomical observatory, a chemico-mechanical laboratory, a laboratory of chemical research, a museum of engineering work and drawings, a museum of engines and machinery, a museum of architecture, collections—antiquarian, zoological, botanic, and geological. There a tutorial staff, sixty strong, deliver annually 145 courses of lectures, in groups adapted to the varying requirements of all who are either themselves ambitious of taking the lead in any technical career, or propose to make it their business to promote the technical progress of others—suited, that is, to agriculturists, manufacturers, mechanics, engineers and architects, to the general and political philosopher and the politician, and to all beside who either cultivate science, or art or literature for its own sake, or take it up as a profession. If now—recollecting that these several sets of educational apparatus were designed for the express purpose of enabling the countries to which they respectively belong to make up, by the more effective application of science to industry, for their inferiority to England in other conditions of industrial success—we proceed anxiously to inquire how far that purpose had been attained, we shall find all testimony continuing equally concurrent. Contrasting the textile products of France, Belgium, Prussia and Austria, with those of Great Britain, "Here," exclaims Mr. Huth, "is a machine working a machine; there, brain sits at the loom, and intelligence stands at the wheel." The previous training, whereby "in the polytechnic schools of Germany and Switzerland, the future manufacturer or manager is made familiar with the laws of the great natural force that must always form the basis of every intelligent industry," is pronounced by Professor Frankland to "more than overbalance the undoubted advantages which our own country possesses in raw material." "Englishmen," says Mr. Mundella, "possess more energy, enterprise, and inventiveness than any other European nation; but the best machines which Englishmen invent Germans and Frenchmen are enabled, by superior industrial education, to improve upon." While, "in Saxony, sons of the poorest workman receive a technical education such as the sons of our richest manufacturers cannot hope to obtain, how, asks the

same keen observer, can it be otherwise than that the English workmen should be gradually losing in the race?" Gradually losing, forsooth! Nay, rather does Mr. Lucraft feel bound to confess that "in the race we are nowhere; that our defeat is as ignominious and disastrous as it is possible to conceive;" that since 1862 we have "not only not made progress, but have retrograded," and that because "the mere mechanical workman has not the slightest chance with the workman of cultivated taste." It is "the Frenchman's familiarity with art," says Mr. Conolly, "and his early training in its principles, that enables him to outstrip us," inasmuch that "we are becoming reduced to mere hewers of wood and drawers of water for other nations, manufacturing goods to be sold cheap, or producing raw material for them to work up;" but, as Mr. Randall adds, in the same strain, betraying our deficiencies "wherever intellectualism is concerned or an educated hand is required." Everywhere in the manufacturing establishments of the Continent, Mr. Samuelson found people of higher culture than our own, handworkers comparatively literate, foremen and managers with well-stored and well-exercised heads, masters often highly and variously accomplished. Such being the admitted difference in mental attainments between English and Continental directors and performers of labour, let us reflect on what the difference implies. That, whatever be the task, workmen in the habit of using their brains as well as their hands will do it better than those who are not, will do it with less waste of time, exertion, and material, and will turn out work both fitter in itself and that will fit better into whatever other work it is to be combined with, is too clear to need pointing out; that managers whose only rule is that of thumb will, when in cases of novelty, obliged to proceed by trial, be more likely to proceed by error also than if they had ascertained principles to guide them, is equally obvious; nor is it much less evident that a principal's or proprietor's competence to the supreme control of a great industrial business will be proportionate to his comprehension of the processes which the business involves. What it may be somewhat less superfluous to note is, how greatly technical ignorance on the part of the employers aggravates the evil of similar ignorance among the employed, and *vice versa*, and how greatly the want of technical knowledge on one side tends to neutralise the efficacy of such knowledge on the other. Even bad workmen have a strong motive for doing as well as they can when working for a master who is a judge of work, while good workmen will be discouraged from putting forth their skill for the sake of a master who cannot tell good work from bad. Those who see that they will not get credit for doing their best will be apt to content themselves with doing the worst that will pass muster, and when the workmanship of all is brought to the same dead level of badness, the unionist demand that all shall be paid alike no longer sounds unreasonable. Or if it be the master with whom is superiority of capacity, then, before venturing to introduce improved methods, he has to consider what his pig-headed foreman will have to say to such new-fangled notions, and, before trusting his workmen with delicate mechanism, to reflect whether their clumsy hands will not be sure to put it out of order. Plainly the odds are too great against establishments conducted under such disadvantages in rivalry with those in which authority graduates upwards *pari passu* with merit, where masters are competent to instruct managers, and managers to direct workmen, managers and workmen looking upwards for instruction or direction accordingly—and where members of all grades, deserving and desiring each other's esteem, feel their common honour involved in the excellence of their joint productions.—"Technical Education in England," in the *Cornhill Magazine*.

2. TECHNICAL EDUCATION.

The Dutch technical schools and prison system will bear comparison with any other country, and in very few will be found any systems productive of better results, so far as educating the youth and repressing crime are concerned. Capital punishment was abolished in Holland years since, and the cellular system with total separation from criminal companionship day and night, introduced instead; but the prisoners are constantly visited by teachers and religious instructors, and by charitably disposed persons under Government authorization. Thus the prisoners are preserved from further contamination and hear nothing but wholesome counsels. There is no pauperism in Holland, and workmen of all descriptions find general employment, though wages are lower than in many other countries. The cause of this general industry is owing in a great measure to the technical schools, or, as those institutions are termed, "Ambacht" for the education of the poor. Such schools are to be found in Amsterdam, Rotterdam, Groningen, Saardam, &c.

The one in Amsterdam gives instruction to 104 poor boys, who are there taught in such a manner as to enable them, on leaving school, to earn wages at once by their practical and intelligent skill in various handicrafts. The hours of attendance are long, being from 8 in the morning till 8 in the evening, with a recess of two hours for dinner and recreation. Fourteen hours per week are devoted by each pupil to reading, writing, mathematics, geography, chemistry, electricity, and various branches of science; 16 hours per week to manual occupation at carpentry, smith's work, turning, telegraphy, &c., and 18 hours per week to drawing, designing and sculpture. The full course of study extends over three years. The charge for each pupil is 15 guilders (25s.) per annum, paid partly by the parents and partly by the aid of subscriptions.

During the hours of labour the school presents a scene of much animation, when one sees in the large smith's shop a number of boys busy at their anvils and forges, and in other spacious apartments groups of young carpenters sawing, planing, and chiselling, while others, again, are actively turning the lathes, or intently engaged on various handicraft occupations. The King of Holland takes much interest in this particular school, and visits it whenever he goes to Amsterdam. One room is stocked with every description of tools and instruments of the best description, presented by His Majesty for the use of his young subjects in the institution. It is a matter of surprise to an English visitor (but there are comparatively few English visitors to Holland) that such useful institutions have not been established to any extent, if at all, in his own country, either by the Government, by town corporations, or even by private benevolence or enterprise,—for such schools would probably pay well even as a matter of business.

There is also in Amsterdam a technical school for middle-class girls, where for a payment of 20 guilders per annum (1l. 13s. 4d.) they are taught the use of sewing machines, &c., and to act as apothecaries or nurses, and are also instructed in drawing, music and embroidery.

3. MULTIPLICATION OF TECHNICAL SCHOOLS.

The establishment of schools of industrial art, where instruction should be given in engraving, lithography, print designing, and other branches of useful art, is a desideratum in Montreal. In almost every country in Europe and throughout the United States there are numerous institutions of this kind, and they have been attended with remarkable success. There is really no reason why establishments for training in technical specialities should not be as numerous as Grammar Schools. The impetus which they would impart to productive industry would be very great. The matter has for a long time been talked about, but as yet hardly anything has been done. It is to be hoped that before long we will not be behind the world in this important branch of popular education.—*Montreal Gazette*.

VI. Biographical Sketches.

1. REV. JOHN GRIER, M.A.

The Rev. John Grier, A.M., was born at the town of Rasarkin, County of Antrim, Ireland, on the 8th of January, 1791, and was educated at Trinity College, Glasgow. He came to Canada in 1823, was ordained in 1824, and was placed in charge of the parishes of Carrying Place, Ameliasburg, Hillier, Trenton, Brighton and Frankford, in which incumbency he remained until appointed to Belleville in 1841. Besides his ministerial duties, the Rev. gentleman was for a number of years Chairman of the Board of Grammar School Trustees, and at the union of that Board with the Board of Common School Trustees this year, he was appointed Chairman of the Joint Board. Very soon after this appointment he felt obliged to resign, on account of the pressure of age and infirmity. The devotion of Mr. Grier to our educational interests may be judged of, when it is stated that during 20 years he was present at every half-yearly examination of the Belleville Grammar School.

2. JAMES ROSS, ESQ.

The *Manitoban* says: "The death of Mr. James Ross takes away from us one of the most talented and promising public men of this new Province. Deceased had for a considerable period been identified with the public affairs of this country until his death, at the comparatively early age of a little over thirty-six years. The early years of the deceased carry us back to a period which many of the first settlers still regard as the golden age of this land. He was born in 1835, at a time when the primitive, patriarchal sway of the Hudson Bay Company prevailed—when the people are represented

to have been among the happiest on the face of the globe. In Bishop Anderson's time St. John College was, as now, a flourishing institution, and we find Mr. Ross there, a student of very considerable promise, and the holder of a classical scholarship for three years. Subsequently he went to Toronto to finish his studies. Matriculating at the University of Toronto in 1853, he made good the promise of his earlier years, and bore away honours in many a hard contest. He took two scholarships, one for Classics and the other for Modern Languages and History, and these he held until 1857. At the final examination for B.A., he obtained in addition to his degree, one silver and two gold medals. During the following year he taught as Assistant Classical Master in Upper Canada College, which position he left with reluctance to return home, in consequence of his father's death. Settled down in his native land, Mr. Ross took a leading position as a public man. His clear, logical mind, quickness of comprehension and readiness of information, caused his advice to be eagerly sought by all classes, English, French and Indian, and gave him a great deal of business to transact at his private residence, in addition to his official duties as Postmaster, Sheriff, and Governor of the Jail, which offices he filled with credit for years. From 1860 to 1864, he further added to his public duties by becoming joint editor and proprietor of the *Nor'-Wester*, then the only newspaper published on British territory between Lake Superior and the Pacific. Partly animated by a desire to perfect his legal knowledge by a closer acquaintance with the technical business of the law office, Mr. Ross went to Canada in 1855, where he served some time with the late County Attorney for York, Mr. John McNab. While in Canada we find him for a short time as Associate editor of the *Hamilton Spectator*, and again, and for a more lengthy period, he occupied a similar position on the *Toronto Globe*. In the latter capacity he was a universal favourite with the staff, and did much to give the *Globe* that character for accuracy and precision which it now holds amongst the leading papers of North America. Subsequently Mr. Ross returned to Red River. For a brief period he again went into public life here, but in the unsettled and unsatisfactory state of affairs which marked the memorable winter of 1869-'70, Mr. Ross abandoned politics for a season, and betook himself to the more satisfactory pursuits of reading law. He was admitted to practise as a Barrister and Attorney by the Law Society of Manitoba, and, had his life been spared, would have been an ornament to the Bar of this, or any other Province in the Dominion.

3. CAPTAIN MILLOY.

The deceased was born in Argyleshire, Scotland, in 1825, and came to Canada in 1843. He commenced his Canadian nautical life as a sailor on the lakes, on the Royal Mail steamers between Hamilton, Toronto, Kingston and Montreal. In 1853 he took command of the steamer *Chief Justice Robinson*, and on the following year was appointed by Mr. Samuel Zimmerman to command the new steamer *Zimmerman*, which he sailed until the Desjardines accident, after which he commanded the *Peerless*, becoming next year the owner of the *Zimmerman*, which he sailed until she was burned. In 1863 Captain Milloy built the present *City of Toronto*, which he commanded until a very short period before his death.

4. COL. IRVINE, A. D. C.

The deceased officer was born in Quebec, on 31st December, 1802. He received his education at the University of Edinburgh, after leaving which institution he was presented with a commission in the 31st Regiment, by H. R. H., the Duke of York. He did not, however, remain long in the army, his father, Hon. James Irvine, a prominent merchant of Quebec, having determined that he should go into commerce. During the rebellion of 1837 Colonel Irvine raised a battalion for active service, which we believe, he commanded for several years. He was also at that time on the staff of the Earl of Gosford, then Governor General. In 1840 he was appointed Deputy-Quartermaster-General of Militia, and in the same year an extra A. D. C. to the Governor General, since which he has remained on the staff, and was at his death the principal A. D. C. to the Queen's Representative. A gallant old soldier, a fine gentleman; a tender father and a firm friend, Colonel Irvine will be long remembered by all who had the privilege of his acquaintance.—*Ottawa Daily Citizen*.

VII. Educational Intelligence.

—TORONTO HIGH SCHOOL.—This edifice is situated on the east side of Jarvis street, near the intersection of Carlton street the play-ground extending back to the Horticultural Gardens. It is built of white

brick, oblong in shape, and two stories high, with a basement. The roof is covered with slate and along the ridge runs a neat iron crest, giving it a tasteful and elegant finish. The exterior presents a very handsome appearance, and so far as beauty of design is concerned reflects great credit on the architect. There are two front entrances, one at the north end for the girls, the other at the south for the boys. From the centre of the building facing the street is a square projection ascending to the second story, in the front of which a marble slab is inserted bearing the words: "Toronto High School, erected 1871." Entering and descending to the basement we find a large room or hall, the entire size of the main building, with a row of fluted iron pillars running from north to south and supporting the superstructure. In this room the pupils will assemble morning and evening for prayers. The first floor is divided into four rooms, each 33 by 19 feet, and capable of accommodating about forty pupils. Each of these apartments is supplied with no less than three doors, one of the ordinary size and two large double folding doors communicating with the adjoining rooms.—*Leader.*

—**BISHOP HORAN AT LINDSAY.**—During the recent visit of Bishop Horan, at Lindsay, he confirmed 333 children, and in the course of his remarks he said:—He was proud of their splendid school houses, both in Lindsay and Ops, and the manner in which they were conducted. Parents gave the best possible proof of their own good sense and superior intelligence, by showing a proper appreciation of the value of education, and by making the necessary sacrifices to procure the highest and the best for their children. He said of the Separate School House, in Lindsay, that it was an ornament to the town, and would be a credit to any city in Canada.

—**SOUTH HASTINGS TEACHERS' ASSOCIATION.**—The members of this Association assembled at Belleville, October 28. The President, J. Johnston, Esq., Inspector, in the chair. Several new members were admitted. Professor J. Macoun, M.A., was elected Vice-President, and a Committee of Management was appointed. Mr. Osbourn then ably introduced the subject of Punctuality, which was followed by an animated discussion of the methods for its promotion. Mr. Johnston introduced the consideration of the New Limit Table, clearly showing the need for such, and how admirably it was adapted to meet the present wants. A discussion ensued, in which Messrs. Irwin, Sprague, Osbourn, Goman and the Chairman took part. Mr. Irwin then delivered a very interesting and instructive discourse on School Organization and Discipline which at the request of the Inspector and the Association he submitted for publication. It was agreed that all subjects upon which teachers need advice be considered during the first half hour of each session. The sessions were very pleasing and instructive, and we have every reason to believe the Association will be a success seeing the Inspector is so deeply interested in it. The date of next meeting is November 18th.

—**TEACHERS' ASSOCIATION, MIDDLESEX.**—An Association was formed at Strathroy, for the First Division, No. 1 of Middlesex. The County Inspector, Mr. J. C. Glashan, was appointed President, Mr. McEvoy and Mr. Stewart, Vice-Presidents, Mr. Ross, Secretary, Mr. Andersen, Treasurer. About forty signed the roll of membership. A constitution was adopted. A resolution was passed condemning the compulsory payment, by teachers, to the Superannuated Teachers' Fund.* The following additional resolutions were passed: *Resolved*, That this Association respectfully petition the County Council, praying that at least two of the members of the Board of Examiners be public or high school teachers. *Resolved*, That the next meeting of the Association be held on the second Friday of February, at 10 a.m. The following teachers then volunteered to teach classes for thirty minutes each, viz.:—Mr. McKercher, a class in grammar; Mr. Bell, a class in notation and numeration; Mr. Glashan, a class in addition; Mr. D. Stewart, a class in prefixes and affixes.

After these classes will be heard, the members of the Association present will criticise the mode of teaching. A conversation will be held in the evening, at which Mr. G. W. Ross has already volunteered to give an address. Next day the following subject will be discussed, viz.:—1st. Programme of studies for the Public Schools of Ontario; 2nd. School discipline; 3rd. The best means of securing regular and punctual attendance of children at school. After the meeting adjourned, a petition against the \$4 compulsory subscription was presented to the members present, which every one, without exception, signed. From the interest and zeal manifested by the teachers present, we may hope that the next meeting will be even more successful than the last.—*Com.*

VIII Departmental Notices.

YEARLY AND HALF-YEARLY RETURNS.

The usual supply of yearly and half-yearly returns have been sent to the County Clerks for distribution, through the Inspectors.

OLD COUNTY BOARD CERTIFICATES.

The question is often asked: "Can the present Board of Examiners recall the old County Board Certificates?" We reply: They cannot recall any of the old County Board Certificates which were given for life, or for a term of years. They can, however, at the proper time, recall those which were given for an indefinite time, or during the [pleasure of the Board; that is those which on the face of them clearly show that they were given subject to such recall. The Department has in all cases requested the Board of Examiners *not* to recall these latter certificates *this year*, nor until the supply of teachers is more equal to the demands of the schools than at present.

ASSISTANT TEACHERS' CERTIFICATES.

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

POWER OF THE "RETIRING TRUSTEE."

In reply to many inquiries on this subject, we answer: That by the new School Act the lost power of the "retiring trustee" has been restored. Up to 1850, he had the same power as any other trustee, but in that year it was enacted that he could not lawfully sign an agreement with a teacher, the duration of which would extend beyond his period of service. That clause has now been repealed, and the "retiring trustee" has now precisely the same powers in all respects as either of his colleagues.

NEW SCHOOL MANUALS.

As a complete edition of the School Law, containing the Acts of 1850, 1860, and 1871, with the New Regulations, was published in the *Journal of Education* for May and June, no edition in manual form, will be issued at present.

NEW SCHOOL REGISTERS.

In reply to numerous applications for Public School Registers, &c., we desire to say that the new edition (including the modifications in the courses of study required by the new School Act) has been sent out to the County Clerks for distribution through the Inspectors. No copies will be sent out direct to individual schools from the Education Department. Trustees will, therefore, please apply to the Inspector for them.

* A reply to these unwise and unjust resolutions was published in our last JOURNAL.