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**CONTENTS OF THIS NUMBER:**

PAGE

I. PAPERS ON THE CANADIAN SCHOOLS.—(1) Report of the Chief Superintendent of Education for Upper Canada for 1865. (2) Education in Lower Canada. (3) Text Books in our Schools .....	177
II. PAPERS ON COMPETITIVE EXAMINATIONS.—(1) Competitive Examinations in the North Riding of Hastings. (2) Township School Examinations. (3) Cornwall Schools Competitive Examination. (4) Merit Cards and the Little Ones .....	182
III. PAPERS ON METEOROLOGY, &c.—(1) Abstract of Monthly Meteorological Results. (2) The Meteoric Shower. (3) Meteor Showers Anciently Recorded .....	184
IV. MISCELLANEOUS. (1) Christmas. (2) A Visit from St. Nicholas .....	187
V. DEPARTMENTAL NOTICES.—Grammar and Common School Trustees. Payment of the School Grants. Revised List of Text Books .....	188

## I. Papers on the Canadian Schools.

### 1. REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA FOR 1865.

(From the Hamilton Spectator.)

The report shows a most gratifying increase in the prosperity of our educational system, a large advance in this respect upon any preceding year since the system was inaugurated. The entire amount appropriated during the year for school purposes was \$1,545,000, an increase of \$60,813—the increase being made up from local sources only, as the legislative school grant showed a slight decrease on the preceding year. The receipts were made up as follows:

Legislative Grant .....	\$165,972..decrease....	\$ 2,253
do for Maps, &c.....	10,041..increase....	1,214
Municipal Assessment .....	308,092..increase....	3,710
Trustees rate.....	711,197..increase....	51,816
Rate Bills .....	60,696..increase....	1,059
Clergy Reserves.....	90,131..decrease....	15,165
Balance from 1864.....	193,869..increase....	20,430

The entire expenditure for the year for school purposes was \$1,355,879, an increase of \$70,561, and leaving a balance of school moneys not expended at the end of the year of \$189,121. The expenditures were as follows:

Salaries Teachers .....	\$1,041,052..increase....	\$44,095
Maps, &c.....	22,571..decrease....	578
Building, &c.....	127,672..increase....	11,615
Rents, &c.....	41,534..increase....	4,531
School Books, &c.....	123,018..increase....	10,896

The entire number of children attending school was 383,652, an increase of 11,957; and as compared with the school population a still larger increase over the previous year. The number

of children of school age who attended no school was 42,141, an increase of 1658. The report urges the importance of some steps being taken to remedy this serious state of affairs. "The safety and best interests of our country, and christian duty demand, that the dark record of 42,141 children not attending any school should disappear from our annual school reports, and that the attendance of pupils at school should equal our school population."

**NUMBER OF TEACHERS.**

There were, during the year, 4303 schools reported as open, and in them, there were employed 4721 teachers, an increase of 96, the male teachers numbering 2930 a decrease of 81, the female teachers 1791, an increase of 177. In connection with this apparently growing tendency to employ female teachers in schools Dr. Ryerson points out that in the schools of Massachusetts and New York, the preponderance of female teachers is very great, in the former State there being 1210 male teachers to 6142 female, and in the latter 5,707 males to 21,181 females. There is no doubt that "to teach and train the young seems to be one of the chief missions of woman," and that the tendency everywhere is to employ female teachers for the instruction of our children. The religious persuasions of the teachers are reported as follows:

Church of England.....	828..decrease....	26
Church of Rome .....	534..decrease....	10
Presbyterians .....	1416..increase....	19
Methodists .....	1208..increase....	22
Baptists .....	271..increase....	44
Congregationalists .....	77..decrease....	3
Lutherans .....	19..increase....	2
Quakers .....	25..increase....	9
Disciples .....	44..increase....	12
Reported as "Protestants".....	90..increase....	14
Unitarians .....	4..increase....	2
Others .....	40..increase....	23
Not reported .....	65..decrease....	12

The following further particulars in reference to teachers are interesting: The number of Normal School Teachers holding Provincial certificates employed, was 564, of whom 213 were first class, and 351 second class—decrease, 10. The number of teachers employed under certificates by County Boards was, first class, 1,483—increase, 87; second class, 2,040—decrease, 14; third class, 488—increase, 13; not classified, 145—increase, 21; whole number of teachers holding legal certificates, 4,575—increase, 76. The number of schools in which the teachers were changed during the year, was 786—increase, 97,

a great evil both to teachers and pupils, and a serious impediment to the progress of the schools. The highest salary paid in a county was \$630; the lowest, \$84. The highest salary paid in a city was \$1,350; the lowest, \$200. The highest in a town, \$1,000; the lowest, \$140. The highest in a village, \$600; the lowest, \$270. The average salaries of male teachers in counties, without board, was \$260—of female teachers, \$169; in cities, of male teachers, \$522; of female teachers, \$241; in towns, of male teachers, \$447—of female teachers, \$265; in villages, of male teachers, \$387—of female teachers, \$192. A small increase on the preceding year in the average salaries of teachers.

In other respects the report is exceedingly satisfactory on the subject of our Common School system. The free schools make steady progress, the popular sentiment being apparently in favor of them. "The number of free schools reported was 3,595—increase, 136. Number of schools partly free, with a rate bill of 25 cents per month or less, 708—decrease, 48. Thus 3,595—or all the Common Schools in Upper Canada, except 708, are entirely free—wholly supported by rate on property, with no rate bills or fees required from the pupils—and that the result of the fifteen years' experience, discussions and voluntary action of the rate-payers in the several school divisions." The average time during which the schools were actually kept open for teaching was about ten months. In the State of Massachusetts the average time is seven months and nineteen days, and in New York a little over seven months.

#### UNIFORMITY OF TEXT BOOKS.

Dr. Ryerson has some general remarks on the uniformity of text books in public schools, which are well timed. We have on former occasions referred to this controversy, and to the injury which was likely to accrue from the success of interested publications securing the adoption of their views. There can, we think, be no two opinions "as to the importance of a uniform series of text books for the public schools, and as to the evils of a variety of text books, rendering classification of pupils and comparisons of schools and judgment of their progress impossible—reducing the value of the teacher's labour, impeding the progress of the pupils and causing much additional expense to parents." We are glad to learn from this report that the series of National Readers are being revised and adapted to our schools by two of the most accomplished and experienced instructors of youth in Upper Canada—the Rev. Drs. McCaul and Ormiston—and that "*steps are being taken by which every text-book sanctioned by the Council of Public Instruction shall not be the property or monopoly of any individual, but shall be public property to publish and sell, as well as to purchase.*" Thus the enterprise and emulation and rivalry will not be to get up, and try to get foisted into the schools, a variety of text-books, and thereby to cause additional expense to parents of pupils, and impair and paralyze the efficiency of the schools, and inflict upon them the evils experienced by the diversity of text-books in the neighbouring States, and from which our schools have been rescued; but the enterprise and emulation will be the printing and sale of rival editions of the same text-books, so that in all cases of free competition in manufacturing the same article, there will be the best security to the public for cheapness and excellence."

#### THE SEPARATE SCHOOLS.

Notwithstanding the additional concessions to separate schools by the Act of 1863, they do not make much headway.—During the year there was but an increase of five, the total number being 152. The amount apportioned and paid from the Legislative School grant to these schools, according to average attendance as compared with that of the common schools in the same localities, was \$9,365, being an increase of \$570. There was apportioned for the purchase of maps, apparatus, prize books and libraries, the sum of \$263, an increase of \$75, an equal sum having been appropriated for the same purpose from local sources. The amount of rates levied from the supporters of separate schools was \$23,788, an increase of \$3,287. And the amount levied from fees and other local sources was \$12,802, an increase of \$136; making the whole amount provided from all sources for the support of separate schools \$46,219, an increase of \$4,069. The amount paid to teachers during the year was \$33,953, an increase of \$2,973; for the purchase of maps, &c., \$721, an increase of \$48, and for other purposes \$11,544, being an increase of \$1,048. The number of pupils attending the separate schools was 18,101, an increase of 736, and the average attendance of the pupils at the schools was 8,518, an increase of 292. The separate schools were kept open during the year, an average of eleven months each. The number of teachers employed in them was 200, an increase of 10. Of these 81 were males, a decrease of 2, and 119 females, an increase of 12. The tables give an interesting statement of the subjects taught in the schools, presenting a very gratifying increase in all the higher subjects of common school education, and showing also that increased attention is

being paid to the fitting up of the schools with black boards, maps, apparatus, &c., all important requisites in a well ordered school.

The peculiar feature of these figures in reference to separate schools, is that they afford a vindication of the policy of those who, admiring the common school system, and anxious to see all classes of the community availing themselves of it, were yet willing to grant the power to establish separate schools as a safety valve against attacks upon the system itself. According to the statistics, three-fourths of the children of school age of Roman Catholic parents attend the common schools, and no less than 534 teachers, professing the Roman Catholic religion, are teachers in those schools. The right to establish separate schools deprives agitation against the entire system of its point, it affords a guarantee against any attempt to introduce sectarian subjects in the common schools, and it blunts the desire for separation. The men who claimed that no practical harm could come to the school system from the granting of separate schools under fair provisions such as the law now contains, have their vindication in these annual reports of the Chief Superintendent of Education.

#### THE GRAMMAR SCHOOLS.

The year 1865 was, in so far as the Grammar Schools of Upper Canada are concerned, a year of transition. The new Grammar School Act of 1863, which, however, did not come into effect until the present year, nevertheless had some influence upon the system during the past year. How far that Act will improve the status of these valuable institutions, cannot be fully ascertained until the reports of 1866 are received. That it will result beneficially, there is good reason to believe; indeed in so far as it has already influenced the system, the results have been good. The entire number of Grammar Schools reported for 1865 was 104, being an increase of 9. The Legislative grant and funds apportioned and paid through the Department for salaries of Grammar school teachers amounted to \$53,205—increase, \$8,260. This increase of aid, the report informs us, was obtained with the intention of increasing the efficiency of the Grammar schools established; but the Bill introduced and intended to become an Act at the same time with the increase of the grant, not having passed the Legislature, no additional restrictions were enforced to prevent the multiplication of Grammar schools without due provision being made for their support. The result was, we are sorry to learn, that several new schools in small places were established, and the increased grant, therefore, contributed to multiply feeble schools, rather than add to the efficiency of those already established. This evil has, however, been remedied by the amended Grammar School Act, passed last year, and which came into operation at the beginning of the current year, and which, let us hope, will tend to restrict the bad practice of establishing feeble Grammar schools, in union with common schools, in small hamlets and villages. For the purchase of maps, apparatus, &c., there was paid out of the Legislative grant \$1,058, an increase of \$399. From local sources the receipts show a decrease in the two most important items, the sum realised from municipal grants being \$14,963, a decrease of \$950; and from fees \$18,542, a decrease of \$810. From balances of the previous year, and other sources, there was received \$12,885, an increase of \$2,910, making the total receipts for Grammar schools during the year, \$100,654, an increase of \$9,809.

The total expenditure for Grammar Schools during the year was \$94,249, an increase of \$8,424, and being an average for each school of upwards of \$906. Of this sum there was expended for head masters and teachers salaries \$81,562, an increase of \$8,303. For building, rent and repairs \$5,251, decrease, \$888. For maps, apparatus, prize books and libraries, \$2,229, increase, \$630. For fuel, text-books, and contingencies, \$5,197, increase, \$379. The number of pupils attending the schools during the year 1865 was 5,754; increase, 165. The number of pupils whose parents reside in the city, town or village in which the Grammar School is situated, was 4228; increase, 38. Number of pupils whose parents reside out of the corporation of the Grammar School, but in the county, 1229—increase, 146; number of pupils resident in other counties than that of the Grammar School which they attend, 297, decrease, 19; number of pupils reported as pursuing the Grammar School course of studies, 5,158—increase, 105; of those admitted 2,111 are reported as having passed the regular entrance examination in force in 1865. A number of interesting figures are given in reference to the studies of the pupils, the details of which it is not necessary to repeat here. There were a larger number in the several classes and subjects of latin than in any other study, not including history, geography, and writing, the number being 3,669. This is accounted for by the fact that the revised programme for studies, although not coming into effect until the commencement of the present year, was yet gradually introduced into a number of the Grammar Schools during 1865, and under it many

of the younger boys took latin, deferring the other studies until a later period in the course.

#### UNION WITH COMMON SCHOOLS.

In the tables in reference to Grammar Schools we have some exceedingly valuable information, some of which possesses peculiar interest at this moment for the citizens of Hamilton. Out of the 104 Grammar Schools in Upper Canada 57 are united with Common Schools. During the year 1865, 64 pupils from the Grammar Schools matriculated at some University, and 27 obtained honors or scholarships at such matriculation. Of these 64 pupils 40 were from schools not united with common schools, and of the 27 who obtained honors or scholarships 15 were from independent grammar schools. The highest number of matriculants was from the Kingston Grammar school, which sent up six, four of whom obtained honors. The next highest was from Galt, which sent up five matriculants all of whom obtained honors, the next from Whitby, which sent up four, three of them carrying off honors, the next Iroquois which sent up four. All of these are independent grammar schools. Hamilton, we are sorry to notice, sent up but one scholar for matriculation, but he carried off honors. We hope to note improvements in this respect in the future. Indeed, in more respects than this, improvement is to be hoped for in our City Grammar School, as will be seen from the following humiliating passage from the report of Professor Young, the Grammar School Inspector. Speaking of the excellence of some separate schools which he had taken occasion to visit, he says:—"For instance, a short time ago, after having inspected the Grammar School in Hamilton, where I found a large number of the junior pupils sadly defective in the rudiments of English Grammar. I visited the Roman Catholic Separate School on Peel street, and minutely examined the more advanced girls on the very same sentences which had puzzled so many of the pupils in the Grammar School. The girls examined, for the most part, appeared to be between 12 and 13 years of age, and they parsed the sentences which I gave them in a perfectly accurate and most intelligent manner. Their knowledge of English Grammar was better than that possessed by three-fourths of the Hamilton Grammar School pupils." And yet in the face of such a state of things, we have had people attempting to raise popular prejudices against those who would remedy it, and who on that account are charged with a desire to provoke a separation of classes! Referring to the report of Professor Young, Dr. Ryerson says:—"The union of Common and Grammar Schools is, as a general rule, an evil to both. The provisions of the law permitting the union of Grammar Schools, arose from the absence of any other means to provide for the support of Grammar Schools. That reason no longer exists, at least to the extent that it has done in past years, as the Grammar School Amendment Act requires that a sum, equal at least to half the Grammar School apportionment shall be provided from local sources (beside proper school-house accommodations) for the salaries of teachers. Sufficient time has not yet elapsed to develop the results of these provisions of the law. But it is easy to see, from the Inspector's report, that the efficiency of both the Grammar and Common Schools is greatly impaired by the union of the two. I hope the facts and remarks of this document will impress local Boards of Trustees and Municipal Councils, with the great advantage of having the Grammar and Common Schools under different masterships and otherwise separate—whether under the management of the same Board or not—each exclusively pursuing its respective and appropriate work." The Trustees for the city of Hamilton may well congratulate themselves upon the action they have taken, when they find it thus sustained by the highest authority on questions of education in the Province.

#### METEOROLOGICAL OBSERVATIONS.

The subject of the meteorological observations forms a prominent feature in this report. These observations have in the past, notwithstanding the provisions of the consolidated Grammar School Act relating to the subject, been neither accurately taken nor carefully returned. Sometimes through the negligence of the Grammar School master; sometimes through the meanness of County Councils in refusing the instruments, but mainly, we think, from the fact that no provision was made for the establishment of specific stations, and the payment of the Observers, the rule requiring these observations to be taken has been one more honored in the breach than the observance. Under the Act of 1865, more ample provisions were made for this important subject. Each of the stations at which observations are taken are entitled to an additional appropriation from the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which the duty is performed, and satisfactory monthly abstracts thereof furnished to the Chief Superintendent. Ten stations have been specially named under the Act, viz: Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and

Pembroke, and all of these, except Goderich, have applied for the instruments, and are in working order. Extracts from correspondence between Mr. Hodgins, the Deputy Superintendent of Education, and the Secretary of the Smithsonian Institution, at Washington, are published, from which it appears that that Institution, "which collects and publishes a vast quantity of valuable meteorological records, has, with great generosity, forwarded to this department a copy of its last annual report, and of the large volumes of meteorological results, as a gift to each of the Grammar School stations in Upper Canada. These books (which are being sent to the stations as opportunity offers) will, no doubt, be examined by each Observer with great pleasure and attention, and it is hoped that a new encouragement will be felt in performing a work which is shown to be so important, and which is now being energetically carried on by great numbers of scientific men in all parts of the world."

#### NORMAL AND MODEL SCHOOLS.

The Normal School has proved of substantial advantage to the Common School system of Upper Canada, supplying it with teachers who have been specially trained in the art, under competent masters, and who have had the advantages of practice in the Model Schools established for that purpose. Dr. Ryerson points out that the object of the Normal school was not to educate young men and women, but to train teachers, both theoretically and practically for the general work of conducting the schools for the country. Unlike many of the Normal schools in Europe and America, the student is presumed on entering it, to have acquired, in some of the private or public schools of the Province, such an education as would entitle him to hold a second class County certificate, and on the entrance of the pupil, he is required to undergo an examination similar to that required for such a certificate, and, in addition, to sign a declaration that he intends to devote himself to the profession of teaching.

The tables, in connection with the Normal School, carry us back to its establishment, in 1847. During that period there have applied for admission to it no less than 5145 persons—2809 males, and 2336 females. The number actually admitted was 4594—2517 males, and 2077 females; that is according to the registrar on the books. But, as several students attended more than one term, some of them two or three, these figures hardly furnish a statement of the number of separate persons who have been admitted to the institution. Of those admitted, the large number of 2359 had been teachers, teaching on County certificates before their entrance. The number who have received Provincial certificates was 2194—1169 males and 1025 females; and the number of such certificates actually valid on the 31st December, 1865, was 1417. Of the leading religious denominations in the Province, the Methodists have sent the largest number to the Normal School, 1612 being of that denomination. The Presbyterians next, 1259; the Church of England next, 776; the Baptists next, 363; the Roman Catholics next, 199; and the Congregationalists next, 196. All the other denominations combined sent 184. The entire amount of aid granted to teachers in training during their attendance at the Normal School, was \$34,369 50, money which has been, on the whole, well spent, as it has enabled painstaking, studious men and women to qualify themselves the better for training up the youth of the country. The Model Schools are appendages to the Normal School, and afford admirable places of instruction for those who are fortunate enough to get their children into them. There is one for boys and one for girls, limited to 150 pupils each, the pupils paying a dollar a month, while the ordinary city schools are free. We believe it is a fact that the applications for admission into these schools are always in advance of the accommodation. "The teachers in training in the Normal School divided into classes, spend some time each week in the model schools, where they first observe how a model school, teaching common school subjects, is organized and managed, how the several subjects are taught, and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also report from day to day, the attention and aptitude of each teacher in training, for teaching, governing pupils, commanding their attention, &c."

#### OTHER EDUCATIONAL INSTITUTIONS.

The report embodies such facts as are available on the subject of the other educational institutions of the country, both public and private. Of course as the information in reference to these latter is given voluntarily, there being no compulsion on the teachers of private schools to make returns, it is necessarily defective. But its defect is in this: that it does not represent fully or adequately the great educational work that is being performed by means of these private institutions of learning. The following figures are given in connection with these institutions:—The whole number of Colleges in Upper Canada is 16, the number of students attending them

1,820; the amount of annual income or legislative aid is \$151,000; the amount received from fees \$44,000. It is somewhat remarkable that the figures, as to 1864, were precisely the same in all respects as those of 1865. The number of academies and private schools in 1865 was 260, against 255 the previous year. The number of pupils was 5966, an increase of 148; the number of teachers 410, an increase of 34, and the amount received from fees was \$50,899, an increase of \$2,128. Taking the colleges and private schools together we have 276 institutions in addition to the grammar and common schools, with 7786 pupils and an annual income from fees and legislative aid of \$244,899.—The relative cost per annum per pupil in the common schools, grammar schools and private schools, so far as the latter are returned, is for the first \$3 50, for the second, \$16 37 and for the third \$8 53. These figures show very conclusively that the common school system affords an exceedingly economical system of public instruction.

#### FREE PUBLIC LIBRARIES, &c.

The tables relating to free public libraries, prize books, &c., are interesting, exhibiting a degree of healthy intellectual progress in the country that is very gratifying. These libraries are managed by local Municipal Councils and School Trustees, under regulations established by the Council of Public Instruction. The books are procured by the Department from publishers in Europe and America, and from catalogues carefully prepared, the local authorities make their selections, receiving an apportionment of a hundred per cent. on all moneys devoted to this purpose. The following interesting particulars in relation to these libraries is furnished in the report of Dr. Ryerson:—"The number of volumes sent out for free public libraries during the year was 3,882, on the subjects of history, zoology, physiology, botany, phenomena, physical science, geology, natural philosophy, manufactures, chemistry, agricultural chemistry, practical agriculture, literature, voyages, biography, tales and sketches of practical life, school teaching and management, besides 44,601 volumes of prize books to encourage and reward meritorious pupils in the schools. The number of volumes for public free libraries thus procured and sent out by the Department during the thirteen years that this branch of the school system has been in operation is 212,365—an average of 16,105 volumes per year. These volumes are on several subjects, as follows: history, 36,927 volumes; zoology and physiology, 14,289; botany, 2,617; phenomena, 5,655; physical science, 4,420; geology, 1,893; natural philosophy and manufactures, 12,132; chemistry, 1,449; agricultural chemistry, 756; practical agriculture, 8,730; literature, 20,676; voyages, 16,940; biography, 24,315; tales and sketches of practical life, 58,992; school teachers library, 2,574; total 212,365.

The number of volumes procured and sent out as prize books in the schools during the nine years that this branch of the school system has been established, is 210,448, besides 8,293 volumes for Mechanics' Institutes; making a grand total of upwards of 430,000 volumes." During the year there was expended in supplying maps, apparatus, and prize books from schools, one half from local sources, \$20,222, an increase over the preceding year of \$2,962. In reference to this system of supplying the schools with maps and apparatus, directly through the Department, instead of leaving to private enterprise exclusively the task of meeting this demand, as at first sight would seem the more reasonable plan, the following explanations are offered by the Chief Superintendent of Education:—"The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families as well as to municipal and school authorities all over the country. It is also worthy of remark that this important branch of the educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the municipalities and school

sections, providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expense."

#### PROGRESS OF EDUCATION.

One of the most interesting tables in the report of the Chief Superintendent of Education, upon which we have been commenting, is that which exhibits the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1865 inclusive, compiled from returns in the Educational Department. The period covered by these returns is coterminous with that of the union of the Provinces. They exhibit therefore, the progress which the country has made since the union in this most important feature of natural life and vigor. At a time like the present, when we are about to enter upon a new state of political existence, a review of the history of the union, in all the departments of national growth and administration, is most interesting, and in none more so than that which relates to the education of the people.

#### THE YEARS 1842—1865 COMPARED.

The population of Upper Canada at the time this comparative statement commences, 1842, was only 480,055. To-day it is not much, if any, less than a million and a half. The population of school age, between five and sixteen years, was 141,143, while the total number of pupils attending school, including all descriptions of schools and colleges, was 65,978. So that when the population of the country was about one-third what it is to-day, the number of children not attending any school was 75,165, nearly two and a half times greater than it now is with our larger population. No single fact in this elaborate report carries with it so striking a proof of the success of the Common School system in Upper Canada, and the heartiness with which all classes of the people avail themselves to it, than is here presented. The number of colleges in operation in 1842 was 5, county grammar schools 25, academies and private schools 44, common schools 1,721, making in all 1,795 educational institutions. The amount paid for common school teachers salaries was \$166,000. In 1845 we have the first report of the number of common school teachers, 2860, and the amount paid for salaries during the year was \$286,056, an average to each teacher of \$100 a year. Last year, as will be remembered, the number of teachers was 4721, and the amount paid for salaries was \$1,041,052, an average of \$220 50 per teacher. That is not a very high average yet, when it is remembered that the majority of the teachers are males; but it exhibits a steady progress in the public appreciation of the importance and value of the office of instructor of youth, which augurs well for the future.

#### THE FREE AND SEPARATE SCHOOLS.

The first reports that we had of free schools was in 1850. At that time there were 232 such schools in Upper Canada, out of a total number of common schools of 3050. The training of the people to the free school system, however, was very rapid. The very next year, 1851, we had 855 free schools. In 1856 they had increased to 1263; in 1860 to 2602; and in 1865 they reached 3595; every year showing a steady advancement upon the preceding one, and exhibiting a growing conviction on the part of the people of Upper Canada that education is an affair of the state, and that a good common school education is the birthright of every child born in the Province, whether it is born rich or poor. The Roman Catholic separate schools first appear in the returns in 1851, when 16 were reported. Since that time no very great advancement—no such advancement as need cause any alarm for the safety of the common school system—has marked these schools. The greatest increase in any one year occurred in 1856, when the number rose from 41, in the previous year, to 81. The next year it went up to 100; and then, in 1858, back again to 94. In 1864 the number of such schools reached 147, an addition of 27 having been made during that year; and the number in 1865 was 152.

#### IMPROVEMENT IN SCHOOLS.

The amount paid for the erection or repairs of the common and separate school-houses, and for libraries and apparatus, book, fuel, and stationery, &c., in 1850, the first for which we have any returns, was \$56,756. In 1855 it had reached \$219,164; in 1860, \$264,183; and in 1865, \$314,827. That is, during the fifteen years from 1850 to 1865, the average amount expended for these purposes for each school rose from \$18 50 to \$75 84. It is impossible to overestimate the importance of this increase. It tells a tale of progress in the education of the country that scarcely any other of the figures to the same extent exhibit. It tells of comfortable school houses,

where before miserable log huts served the purpose. It tells of all the appliances being used which modern educationalists have invented to render instruction easy and pleasant. And it tells of that imperceptible influence on the character of youth which comfortable surroundings in the school house invariably exercise. Let any one travelling through the country to-day find, if he can, and unfortunately the search would not yet be fruitless, one of those old pine log school houses, with small windows scarcely admitting the light of heaven, with a cold barren look within, with plank desks and forms attached to them, not a chart or map to relieve the dull monotony of the wall, perhaps not even a black board on which to illustrate the problems that are taught, and then visit one of the new school houses that are annually being built, whether of stone or brick, or even frame, light and cheerful, with handsome detached desks, ample charts and maps, perhaps even philosophical apparatus by which to teach the sciences through the eye, and he will in his own feelings realise somewhat of the importance and significance of the figures we have given.

#### PROGRESS OF GRAMMAR SCHOOLS.

The progress of the Grammar Schools during the last quarter of a century has fully kept pace with the advancement of the country. In 1842, as we have pointed out, there were 25 County Grammar Schools in Upper Canada. In 1850 they had increased to 57, in 1858 to 75, and in 1865 to 104. The first year in which we have any return of the amount paid to Grammar School teacher's salaries in 1855, and the amount paid during that year was \$46,255, an average to each school, the number being 65, of \$711 50. In 1865, the amount paid for Grammar school teachers salaries was \$81,562, an average to each school of a fraction under 800. The Grammar schools however have, as a whole, never had fair play in the country. The difficulty of raising the necessary funds to sustain them—no obligation resting upon the municipal authorities to contribute ought to their support, forced upon many of them a miserable hand to mouth existence, and upon others a union with the common schools, under which the law was evaded, and common school earnings taken to pay grammar school teachers salaries. The new Grammar School Act will remedy this. The obligation now rests upon the municipalities to provide an amount equal to at least one half of the Government grant, as the condition of receiving it.—The experience of the common school law, which requires from the municipalities a sum equal to the legislative grant, gives good hope that the municipal authorities will not stop at the amount which they are actually forced to give. In reference to the common schools, the necessities of the schools, and not the limitation of the statute, has been the measure of the municipal assistance; and the same liberal and enlightened principle, let us hope, will govern the action of municipal Councils in carrying out the provisions of the new law.

#### GENERAL SUMMARY.

Dr. Ryerson in his introductory report makes an admirable summary from this interesting table of the progress of education during the last ten years. We cannot better conclude this article than by quoting it: "In 1855, the school population in Upper Canada between the ages of five and sixteen years of age, was 297,623; in 1865 it was 426,757, an increase of 129,134. In 1855 the number of grammar schools and pupils were respectively 65 and 3,726; in 1865 the numbers were respectively 104 and 5,754—increase of schools 39, of pupils 2,028. The number of common schools in 1855 was 3284, the number in 1865 was 4151, increase 867, the number of Common School pupils in 1855 was 222,979: the number in 1865 was 365,552—increase 142,573—an average increase of 14,257 pupils per year, while the average increase of school population was 12,913 per year. The number of free schools in 1855 was 1,211; the number in 1865 was 3,595—increase 2,384 or an average increase of 238 free schools per annum. The amount provided and expended for *Common School* purposes alone in 1855 was \$99,272, the amount provided and expended in 1865 was \$1,355,879—increase \$456,607, or an average annual increase of \$45,660."

## 2. EDUCATION IN LOWER CANADA.

The report of the Superintendent of Education in Lower Canada has lately been made public, and contains some statements which are alike interesting and encouraging. Mr. Chauveau says that he considers the present state of things in Lower Canada far more satisfactory than he could have dared to expect, and mentions several substantial proofs of great progress which have come under his notice.

In 1853 there were in Lower Canada, 2,352 Institutions of Public Instruction, with 108,284 pupils, and contributions amounting to \$166,848. In 1860 these had grown to 3,264 institutions, with 172,165 pupils, and contributions of \$503,869, while last year we

find that in Lower Canada there were no less than 3,706 institutions, with 202,648 pupils, and contributions amounting to \$597,448. The increase in the number of educational institutions this year is 102, last year it was only 52, that in the number of pupils amounts to 5,909 against 2,608 in 1864. The increase in the amount of contributions, however, unfortunately is comparatively trifling, and far less than that of last year—the increase of this year being only \$4,184, against \$25,452 in 1864. The marked increase in the educational resources of Lower Canada during the last thirteen years, cannot but be regarded as eminently satisfactory, and if the education given at the various institutions is of a really sound practical kind suited to the general wants of the pupils, we may well hope that this widely increased diffusion of knowledge will be attended with the most gratifying results in promoting the prosperity of the whole country.

The 3,706 educational institutions comprise 10 superior schools, 210 secondary ditto, 3 Normal schools, 4 special, and 3,479 Primary ditto. The superior schools are the universities and independent schools of theology, law and medicine. The Secondary Schools comprise classical colleges, industrial colleges, and academies for boys and for girls. Under the head of Special Schools, are composed deaf and dumb institutions, agricultural schools and industrial schools. The various institutions employ 4,786 effective teachers. There are 37 dissentient Catholic schools in Lower Canada, with 1,320 pupils, and 146 Protestant dissentient schools with 4,763 pupils.

With regard to the course of education pursued we are glad to find that Mr. Chauveau thinks favorably, for this after all is a matter of the gravest importance, certainly not secondary to the increase in the number of schools and pupils. He considers that there has been a considerable improvement in the system of late years, not only in consequence of the introduction of new branches and new methods, but also from the increased activity of the teachers. On the whole the report appears to be a satisfactory one, and we hope that our fellow subjects in Lower Canada may continue to reap the benefits of a sound and practical educational system.—*Hamilton Spectator*.

### 3. TEXT BOOKS IN OUR SCHOOLS.

From a recent American Publication entitled the "Daily Public School in the United States," we make a few extracts on the United States system of selecting or prescribing text-books for the public school. The subject is one of great delicacy and difficulty. A knowledge of what has been done in this matter in the adjoining States, will be of interest just now, when the subject is under the consideration of our own school authorities. The extracts which we make, refer to the States of Pennsylvania, New York, Massachusetts. The writer of the book in some introductory remarks, says:

"We are not about to launch a philippic against school-book makers, publishers and sellers. They have their craft and must get their living,—honestly if they can. Theirs are among the 'many' books of the making of which the wisest of men says, 'there is no end.' Our concern is rather with the *use that is made of them*, which we regard as very absurd and reprehensible.

The great purpose of modern school-book makers seems to be to save the labour of teachers. Hence they leave scarcely an opening for his ingenuity (if he has any) to exercise itself in its proper sphere. Both what he shall ask and what his pupil shall answer, are duly prescribed in the book.

The burden of our complaint is, that instead of leaving upon the teacher, where it belongs, the task of framing questions and adapting them to the constantly shifting attitudes of the pupil's mind, it is all mechanically arranged, so that the teacher's duty is discharged when he has done what *his teacher—the author—tells him to do*.

It is something in favour of such a reformation that it would greatly reduce the expenses of our public schools. Somebody pays not less than five or six millions of dollars, at the very lowest estimate, every year for school-books, nine-tenths of which go to convert the teacher into an automaton.

That we do not exaggerate this evil will be obvious to any one who will examine public documents. It is even considered by some as the most serious drawback upon the usefulness of the schools that comes under notice. It needs no laboured argument to show that the amount of lost time, the useless expenditure of money, the little progress of the children, and the low standing of the schools, compared with what they might be, even with the same amount of labour and money, are the necessary results of this variety of books.

Thus it comes to pass that parents and guardians or the public treasury, or both, are obliged to shoulder the burden of all expenditures of teachers, publishers and book-sellers, and hence the vast accumulation of discarded school-books stored away on upper shelves or in dark closets;—so vast that it may be safe to say, that if the

money that has been expended for them were refunded, it would amply support the public schools of the largest State in the Union for a quarter of a century to come.

**COLLECTION OF TEXT-BOOKS IN THE STATE OF PENNSYLVANIA.**—The law, as we have seen, makes it the duty of the directors or controllers to meet annually before the openings of the schools to decide not only what branches of learning shall be taught, but what books shall be used and as “uniformity in text-books is essential to successful teaching,” it is obvious that this is one of the most important of their duties. There is nothing to prevent a change of text-books every year, nor to prevent a different set of text-books in each district. And as the expense of providing such books is thrown upon the parents (except when too indignant to furnish them), the door is opened for great abuses. When it is considered how ingenious and (often) unscrupulous are the shifts to which publishers and vendors of school-books resort, and how sharp is the competition to obtain a foothold for a new series of readers, geographies or arithmetics, we may be pardoned for doubting whether the barrier which most boards of directors present to impositions in this form, is of much value. The wholesome provisions of the law touching the sale of books by school officers are sufficiently peremptory, but those who are familiar with the subject need not be told how easily they may be evaded if the disposition exists. Directors have many interests outside of their school duties; and “log-rolling,” as it is called, has found its way even into their precincts.

If the history were written, of the introduction to our schools of books out of the profits of which many a fortune has been made, it would disclose a network of wires which only very cunning hands know how to pull.

It was the conviction of several persons, many years ago, that the only way to check the growing evil of an endless variety and multiplication of common school text books,\* was for the State to take the matter into its own hands; and we believe a plan was sketched with some care for accomplishing the object. It embraced only the six elementary branches (as we learn), which are contemplated by the school law. The title, size and price of each book was fixed upon an estimate. Proper persons were to be employed to make the books and to adopt them to the schools of the State, familiarizing the pupils, by reading lessons, with its history; beginning their geographical inquiries at home, and making reasonably sure of a knowledge of things around them, in their daily life, however ignorant they might be of the interior of Africa or of the moon. The State was to own the copyright, plates, &c., to have the manufacturing done by contract and the stock deposited in some central depot from which alone the books could be supplied and that at the mere cost of making and selling. The interdiction of the use of any other books of the same class or kind in the public schools to be pre-emptory, and thus shut the door against all abuses and impositions in this form.

If our memory is not at fault, this scheme was introduced to Governor Porter, who then occupied the executive chair, and by him regarded favourably, but referred to the Secretary of State, who was *ex-officio* superintendent of public schools. That gentleman was unfortunately possessed with the idea that it was a new scheme of some shrewd Yankee to foist his wares upon the department, and he would not lend an eye or an ear to it. “Yes, yes, I know all about it,” said the impatient official. “We have these applications pressed upon us every day.” In vain was it said, “but Mr. Secretary, this is a plan for avoiding such annoyances.” “Ah yes, that’s the story they always tell, and I do not wish to hear another syllable on the subject.” So ended the interview and so ended what was and is believed to be a feasible and sensible scheme for effecting an important reform in our school economy.

It is scarcely to be believed that one in ten of the persons to whom the duty of prescribing studies and selecting text-books is referred is in any way qualified for such a service. True, they are expected to consult with teachers, but when it is considered how large a proportion of teachers are novices, few of them having ever had occasion or opportunity to examine and compare books, or experience to

guide them to any just judgment of the requisites of a text-book on any subject, we may well question whether their aid will express any more than a cipher added to a cipher.

**TEXT-BOOKS IN THE STATE OF NEW YORK.**—In respect to text-books and apparatus the county reports are by no means satisfactory. In very few, if any, of them is the subject treated with the fulness which its importance demands. Several of them do not allude to it at all.

In consequence of this diversity (of text-books), we find no school with less than 15 and in some 51 different classes.

One report says:—Of school books we have a much greater variety than is profitable for the pupils or pleasant to teachers. I have not the courage to attempt to report their names.

The following illustrations from the last year’s school report by the Superintendent of Public Instruction in the State of New York, being extracts from the reports of County Superintendents.

**ALBANY COUNTY.**—“It is not unfrequently the case that half a dozen Arithmetics, three or four unlike series of Readers, as many treatises upon Geography, a like number of Spelling books, and two or three Grammars, are found in the same school. Proper classification is impossible, and the time of the teacher is frittered away in going over the same subject, with small classes, in each of the several text-books.” (P. 103.)

**FULTON COUNTY.**—“It is not an uncommon occurrence to find five Arithmetics by as many authors, in one school, and other text-books ditto. I know of no plan to remedy this defect among our schools, unless the Legislature shall pass an Act leaving the choice of text-books to the Department. Something ought to be done in this matter, as it is a serious drawback to progress.” (P. 188.)

**JEFFERSON COUNTY.**—“Within the past year, nearly all the schools of this district have changed Readers and Spellers, and Arithmetics, and Grammars. Teachers are quite as much to blame as any one else for the multiplicity of text-books found in our schools. A change of teachers, in very many instances, brings a change of books, if parents can be induced to provide them. Trustees are not generally good judges of what books should be used, and, as far as I can ascertain, have little or nothing to say about it. Thousands of dollars would be saved, and the interests of education vastly forwarded, if the Department of Public Instruction had the power, and would exercise it, to prescribe a uniform series of books for the Public Schools of the State.” (P. 205.)

**TEXT-BOOKS IN THE STATE OF MASSACHUSETTS.**—No more important subject is brought to view in these reports of the Massachusetts school committee than the use and abuse of text-books. Perhaps no feature of our public school system in all the States is left so entirely to take any shape it pleases as this. We have already alluded to it more than once. It would require a volume to give in detail a history of the rise and progress of school-book manufacturing and engineering. The enormous tax imposed to sustain it is so equally diffused, that no individual feels it enough to cry out, even where the duty of furnishing books devolves on the parents. Every batch of new books has the claim of novelty, at least in title, and the machinery employed to foist them upon the schools is too powerful and complicated to be opposed with success.

We have too little oral instruction and too much confinement to text-books in our schools. Those teachers are always the most successful who have each branch of study so much at command that they can make themselves the text-books.

## II. Papers on Competitive Examinations.

### 1. COMPETITIVE EXAMINATIONS IN THE NORTH RIDING OF HASTINGS.

To the Chief Superintendent of Education.

Madoc, 15th October, 1866.

SIR.—I have the honor to inform you that the public examination of the Common Schools for the North Riding of the County of Hastings took place during the latter part of September and the first week of the present month. At these examinations it was decided to whom the prizes should be awarded, purchased from the annual donation of the Honorable Billa Flint, and the several Municipal Councils of the Riding.

At the examinations held in 1865, the whole of the books purchased for each township, amounting to \$40, were competed for; at the recent examinations, a different plan was adopted. The books, with the exception of 12 vols., were divided among the school sections, in proportion to their last half-yearly average, on condition that a public examination in each school section should be held one week previous to the township examination; at which sectional examination was to be decided to whom the books appropriated to that section should be awarded. In case the books

\* “Many years since,” says a correspondent. “it became my duty as a citizen of the free republic (the highest offices being open to the most obscure individual) to serve on the School Committee of a country town. There were 59 scholars enrolled, and the book account stood thus—arithmetics 29, and of 7 varieties, viz. :—

Daboll.....	7
Smith.....	7
Pike, Abridged....	5
Colburn.....	3
Title page out.....	3
Title page out, but different book.....	2
Title page out, but different book.....	3

Reading books, thirteen varieties; spelling books, eleven, and grammars four.”

would not meet the demand, certificates were furnished by me to make up any deficiency.

The twelve volumes reserved for competition at the township examinations were for proficiency in the following branches, viz :—

For pupils aged 12 years, and upwards, English History. Canadian History.

For pupils under 12 years of age, Spelling, 3rd. and 4th. Books. Mental Arithmetic.

The township examinations were very numerous attended by the parents of the pupils, and the clergymen of the several townships. The proceedings were, in every township, listened to with the deepest interest and attention; and the strictest order was maintained.

The classes in English and Canadian History were very creditable to the pupils and teachers, particularly in Hungerford and Rawdon. In spelling and mental arithmetic, a great and decided improvement was observable in every township. In these classes the number of competitors varied from 40 to 50.

From the general expression of opinion at the close of the township examinations, I found that the division of the prize-books, between the several sections (as above explained), was highly approved; that the sectional examinations had been well attended, and great interest taken in them by the inhabitants of the sections; that schools, hitherto unrepresented at the township examinations, had taken a part in these; and that the attendance at the schools had been more regular, and the averages increased.

In North Hastings, the average attendance for the half-year ending in June, 1865, was 1,874. For the half-year ending in June, 1866, was 2,033. Increase, 159.

Since the introduction of the township examinations in this county, the senior classes have now been examined in grammar, geography, arithmetic, the Histories of Rome, Greece, England, Canada; and sacred history. The junior classes in reading, spelling, writing, mental arithmetic, and definitions, &c., in grammar and geography.

I have no doubt that another year will witness a general contribution by the sections, for the purpose of purchasing additional prizes for distribution at the school section examinations.

The warmest thanks were voted to the Hon. Mr. Flint, in every township, for his liberal donation; and sincere regret expressed for his non-attendance, in consequence of pressure of business.

It is with great pleasure that I state that, in some of the townships, where many of the pupils in each class were declared equal, that prizes were presented by clergymen and gentlemen then present. In Madoc Village, by the Rev. Mr. Wishart, and the Rev. Mr. Campbell, for good conduct. In Madoc Township, by the Rev. Mr. Merrill, the Rev. Mr. Thompson, and the warden, A. F. Wood, Esq. In Hungerford, a subscription was taken up during the examination, by the Rev. Mr. McCaul, and the Rev. Mr. Howell, for the purchase of additional prize-books, and forwarded to the department. In Huntingdon, additional prizes were presented by the Rev. Mr. Howell, the reeve, Thos. Emo, Esq., and Mr. Goldsmith, a teacher of the South Riding, acting as one of the judges.

I have the honor to be, sir, your obedient, humble servant,

T. S. AGAR,

Local Superintendent, North Hastings.

## 2. TOWNSHIP SCHOOL EXAMINATIONS.

A correspondent of the Belleville Intelligencer, writes as follows.

ELZEVR.—At Elzevir four schools were represented out of six, two were absent from some misunderstanding. The Examination was conducted by the Local Superintendent, Mr. Agar. The branches in which the pupils were examined were in English and Canadian History, for pupils above 12 years of age, and Spelling and Mental Arithmetic for those under that age. The beautiful School House at Bridgewater was crowded with the pupils and their friends, and after a long and close examination, the prizes, 12 volumes, were awarded (by judges chosen by the teachers,) to the successful competitors. In every branch a warm and close competition was maintained, marked by the best of feeling on the part of the pupils; the proficiency they exhibited was in every way creditable to them and their teachers. At the close of the proceedings addresses were delivered by the Wesleyan Minister stationed at Bridgewater, the Local Superintendent and other friends.

HUNGERFORD.—At Tweed on the following day I found the Town Hall closely packed with an anxious crowd of friends and pupils. The Rev. Mr. McCaul, the Rev. Mr. Howell and the resident Bible Christian Minister at Tweed, acted as judges. The classes in History were, I may truly say, excellent, as were those in spelling and Mental Arithmetic. In some of the classes several pupils were declared equal, and I was highly gratified to see the Revs. Mr. McCaul and Mr. Howell go among the audience and take up a collection for the purchase of extra prize-books. They got \$4, which they immediately gave to the Chief Superintendent for the

purchase of the books. The audience was addressed by the Revd. gentlemen before named and by the Hon. B. Flint, who happened to be passing at the close of the examination.

HUNTINGDON. At Huntingdon the Examination was held in the Wesleyan Church at Moira, and under the able management of H. Ostrom, Esq., the proceedings were marked by the greatest order and decorum, I was pleased to observe the Rev. Mr. Howell here, acting as one of the judges, with Thomas Emo, Esq., the Reeve, and Goldsmith, a teacher from South Hastings. The proficiency in History in this Township, though creditable, was inferior to that of Hungerford, but in Spelling and Mental Arithmetic great credit was due to the pupils. Several of them having been declared equal the judges kindly presented extra prizes. I was highly gratified in listening here to an able address on the subject of Education, from the Rev. Mr. Howell. They gave an excellent dinner to their friends and the pupils, which was greatly enhanced by the hearty good feeling with which they treated their visitors.

RAWDON.—I found at the Town Hall at Rawdon on the following Monday a large assembly, and at the close of a very interesting examination, and unable to decide whether Hungerford or Rawdon produced the best scholars. In History, Spelling and Mental Arithmetic, both of these Townships did themselves great credit, and I congratulate their inhabitants upon their liberality and good sense in procuring good teachers and keeping them (as I found they did from enquiry), permanently in their schools.

From the statements made by Mr. Agar, Local Superintendent, I learned that the prize-books (purchased by donations from the Hon. B. Flint and the Municipal Councils), were, with the exception of 12 volumes, distributed among the several Sections in proportion to their last half yearly average.—The 12 volumes were competed for at the Township Examinations above described; and the books in each section at School Section Examinations, and that great satisfaction had resulted from the adoption of this plan.

OTHER TOWNSHIPS.—The Examinations in other Townships are said to have been equally satisfactory.

## 3. CORNWALL SCHOOLS COMPETITIVE EXAMINATION.

To the Editor of the Freeholder.

SIR,—It affords me unqualified pleasure to be able through the medium of your journal to inform the public that the recently proposed scheme of holding a competitive examination of the Cornwall Township Common Schools will [D.V.] be fully carried out.

By the personal kindness of the Hon. J. S. Macdonald, M.P.P.,\* who has generously given the handsome sum of fifty dollars to be expended in prize books for the successful competitors, and which sum will be doubled by the "Educational Department," the monetary question has been placed beyond a doubt.

As formerly intimated, competent examiners have already been secured, so that in order to render the occasion a success the only thing necessary is the cordial co-operation of the parents and teachers themselves. The attendance of those residing at the more distant points will necessarily involve a little sacrifice, but this it is hoped will be cheerfully made. Apart from other considerations, the costliness of some of the books to be competed for; the large number of prizes on the whole, together with the intended liberal distribution of them to the respective classes are facts which should furnish sufficient inducement to earnest action on the part of all concerned.

The examination, which is designed to cover all the subjects taught in the schools in question, and to be managed as far as possible in writing, will be conducted in the public school buildings in this town on Friday the 21st of December next, commencing at 9 o'clock a.m.

The distribution of prizes will take place in the Town Hall at 3 o'clock on the same day, when the public will be admitted to witness the closing exercises of the occasion.

The town schools, it will be understood, are not included. The number of pupils from each Township school not to exceed six.

Hoping for a large attendance not only of pupils, but also of teachers, parents, and friends of education, generally,

I remain yours &c.,

JOSEPH HUGILL,

Local Superintendent.

Cornwall, Nov. 29, 1866.

## 4. MERIT CARDS AND THE LITTLE ONES.

A Teacher in Hibbert under date of the 1st inst., writes to the Department as follows:—"So delighted are my pupils with your beautiful Merit Cards, that the little ones have made up a dollar amongst themselves, and they have requested me to remit it to you for fifty of your 'one hundred Merit Cards,' to be sent by mail."

\* D. A. McDonald, Esq., M.P.P. (his brother), has also generously offered Eighty dollars for prizes in his township. See, also, a record of Hon. Mr. Flint's liberality in this matter, on this page.

III. Papers on Meteorology, &c.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the nine Grammar School Stations for OCTOBER, 1866.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Rardon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, ELKVA-TION, Barometer at temperature of 32° Fahrenheit, MONTHLY MEANS, RANGE, MONTHLY MEANS, DAILY RANGE, HIGH-EST, LOWEST, MONTHLY RANGES, WARM-EST DAY, COLD-EST DAY, Tension of Vapour, MONTHLY MEANS.

Table with columns: STATION, Humidity of Air, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, RAIN, SNOW, AURORA S., WHEN OBSERVED.

BARRE.—On 10th, lightning, thunder and rain. Fogs on 5th, 6th, 15th, 18th. Snow on 24th (first) and 30th. Rain on 9th, 10th, 11th, 20th, 24th, 26th, 27th, 28th, 30th. On 14th, after midnight, bright au- roral clouds, horizontal. BELLEVILLE.—On 3rd, the aurora merely a light resembling dawn, between 9 and 10 p.m. On 4th, aurora from 7 to 10 p.m., a segment through which the stars were easily seen. 5th, aurora about 10 p.m. On 13th, aurora from 7 to 9 p.m., a segment and streamers, the latter seen about 8 p.m. for half an hour. On 16th, aurora, occasional stream- ers about 9 p.m. Strong gales from S and SW for about 48 hours, beginning about 8 p.m. on 21st. Rain on 11th, 20th, 26th, 27th, 28th, 29th, 30th. Weather generally dry and very pleasant. CORNWALL.—Fog on 8th. Storms of wind 22nd, 23rd. Rain on 2nd, 10th, 22nd, 23rd, 26th, 27th, 29th, 30th. Observation of barometer omitted at 1 p.m. on 18th. No maximum thermometer from 1st to 10th. HAMILTON.—On 1st, rather hazy. 2nd, gales to velocity 5. 4th, au- roral streamers of considerable brilliancy observed at 7, 7.20, 10.20 and generally good, but much injured by September rains. Summer birds 2nd, 19th, 22nd. Fogs 6th, 9th, 12th, 18th, 19th. Snow 26th,

27th, 28th. Rain 9th, 10th, 11th, 19th, 20th, 22nd, 26th, 27th, 28th, 29th, 30th.

SIMCOE.—Fog on 1st and 2nd and morning of 9th. Thunder, lightning and very heavy rain on night of 9th and morning of 10th. 13th, beautiful aurora about 10 p.m. 18th, thick fog lasting from shortly after daybreak till 9.30 a.m. 22nd, wind high all day, increasing in afternoon. 24th, first snow, a few flakes in afternoon. 25th, slight fall of snow in evening, soon turning to rain. 30th, sky very changeable in evening; aurora about 10 p.m. 31st, slight fall of snow at 12.30 p.m.; aurora began at 9 p.m. in form of a northern twilight; afterwards streamers; dark stratus cloud at same time stretching along north horizon; streamers appeared to move from E to W, and vanished about 10.30. Shooting stars numerous in the NW. Rain on 9th, 10th, 20th, 25th, 26th, 27th, 28th, 29th.

STRATFORD.—On 2nd, storm of wind. 8th, at 7.30 p.m. lightning and distant thunder. 21st, storm of wind from SW began about 7 a.m. of 21st and continued till evening of 22nd. 23rd, first snow. 28th, storm of wind. 29th, cholera appeared in Stratford, first case proved fatal. Fogs 1st, 7th, 9th, 11th, 16th, 17th, 18th. Snow 23rd, 24th, 25th, 26th, 30th, 31st. Rain on 9th, 10th, 19th, 20th, 22nd, 26th, 27th, 28th, 29th, 30th. (Indian summer  $\frac{1}{2}$  15th, 16th, 17th).

WINDSOR.—On 1st and 2nd, fogs and very heavy dews. 16th, 2 meteors to W at 8.30 p.m. 17th, 3 meteors to S and SE at 9.30 p.m. 22nd, 2 meteors to SW at 10 p.m. 23rd, prismatic lunar halo at 8 p.m. 31st, snow; a meteor to N at 9.30 p.m. Rain on 9th, 10th, 19th, 20th, 23rd, 25th, 26th, 27th, 28th, 29th, 30th, 31st. Storms of wind on 2nd, 3rd, 4th, 5th, 11th, 12th, 20th, 22nd, 23rd, 26th, 27th. The most severe wind storm commenced on 20th, increasing in violence, and reaching a velocity of 9 about 12 p.m. of the 21st, and continued during 22nd and 23rd with little abatement, SW and W.

## 2. THE METEORIC SHOWER.

Our readers may be glad to have the existing theory described to them as clearly as the nature of the subject admits. That it has a fair claim to consideration has just been proved by the surest test which can be applied to any theory—that of successful prediction.

It is held, then, that, besides the planets, the sun is surrounded by a multitude of small bodies, which are gathered into several distinct rings, revolving round him by the force of gravitation. The well-known appearance of Saturn may help the imagination to conceive this condition of things, though there are many striking differences which must not be overlooked. Saturn's rings lie all nearly in the same plane; those of the sun are inclined to one another at many different angles. Saturn's rings, composed probably of orbs of considerable magnitude, are luminous with reflected light: those of the sun are made up of particles too small to throw back any light across the distance which separates them from our globe. But though these rings are invisible generally, they are manifested whenever our planet in its annual course intersects them. For then their speed is arrested by contact with the upper regions of our atmosphere, which, thin as it is at that distance—from fifty to eighty miles high—is yet able to oppose a sensible resistance to their motion. The consequence is that this motion—by the law of the correlation of forces—is transformed, wholly or partially, into light and heat. And as these bodies enter our atmosphere with an average velocity of thirty five miles per second, it is easy to see that an enormous quantity of light and heat will be generated by its destruction. In point of fact it is often sufficient to dissipate them into impalpable dust, which remains dispersed and suspended in the air; though occasionally some are found large enough to resist these influences until they are dragged down by the earth's attraction to our sight and touch, when their fused and calcined surface is found to cover a core within cold with the deadly coldness of the temperature of celestial space. Such travellers from unknown and inaccessible regions have always been regarded with awe and wonder, and sometimes with veneration. The vulgar of the present day call them thunderbolts: the multitudes of old enshrined and worshipped them, as direct gifts of the gods—a Diana that fell from Jupiter at Ephesus, or a holy Caabah dropped from Allah on the sacred Mecca. Their substance is composed of the same chemical constituents as earthly rocks or metals; but they are nevertheless different from the natural condition of any rocks or metals which meet our eye. For the crust of our globe has been formed under long exposure to an atmosphere, rich in oxygen and other gases, which have never exercised their influence on these mysterious strangers. Could we dig deep into the centre of our earth, we should probably find their like, unaltered since their first agglomeration in those dark recesses. For it seems probable that when we analyse in the microscope the original structure of these fallen fragments, we actually arrive—marvellous as it may seem—at the ultimate cosmical particles of the universe. They are composed of minute globules, which suggest the idea of an originally vaporous condition, and seem to imply that they bear to the larger planets the same relation which a drop of water in a rain-cloud has to the ocean. Such a thought opens out a wonderful vista to the imagination: but it leads us away into bewildering

fields of dazzling speculation that grow "dark with excess of light." Let us return to the region of tolerably ascertained facts.

There are many of these rings—how many it is impossible to say. Observers are perpetually increasing the number of ascertained "radiant points," or points from which meteors appear to diverge; and each radiant point marks the intersection of the earth's orbit with a separate ring. For the appearance is deceptive. The meteors do not really dart from a point, but glide on in parallel curves, grazing our atmosphere as they go: but we see them as we approach from a distance, and their directions, like the trees in a long avenue, or the lamps that line the two sides of a street, seem to meet in the vanishing point of their perspective. That vanishing point will be in the line in which the earth is moving at the moment; and the earth's motion last week was towards the constellation Leo. If it is found—as it is found—that the radiant points are same at the same seasons for successive years, it can scarcely be doubted that we fall in year after year with meteoric clouds traversing the same orbits round the sun. These, however, are general principles applying to all the different rings: let us now confine our attention to the ring we have just witnessed. It does not lie in the same plane with us—else we should probably see more of it: its inclination to the plane of the ecliptic has been calculated to be about 17 degs. And its movement is retrograde: that is, it whirls round the sun—not, like the earth and all the planets, from west to east—but in the opposite direction from east to west, and so it *meets* us on our course. Nor does it take the same time as we do to make one revolution round the sun. If it did, we should obviously meet it exactly in the same place every year, and there would be no variation in the aspect of the annual November shower of stars. But its year is shorter than ours. It takes—omitting fractions—only 354 days against our 365 to complete its circuit, and the consequence is that the portion of it which we have seen this year will be eleven days ahead of us when we next cross it. This again would make no difference to the eye, if the ring were of equal density throughout, so as to look much the same whenever we cross it. This, however, is far from being the case; the particles which compose the ring are sometimes crowded closely together, and sometimes thinly scattered in its course. If we happen to cross in a crowded part, the display is brilliant; if in a thin part, it is not very noticeable. But it is clear that after a certain cycle the same precise points of intersection—or, in technical language, the same nodes—will recur again. That cycle is about 33 years long; for if we multiply 365 by 33, and 354 by 34, the result is nearly the same; that is to say, 33 of our years very nearly coincide with 34 years of the ring, and bring the two orbits into almost the same position from which they started. Hence it happens that we pass through the same densely crowded part of the ring about once in every 33 years; and the recurrence of the same phenomenon in 1866, 1833, and 1799 seems to prove at least the approximate accuracy of the calculations. The duration of the display of meteors depends, of course, on the length and thickness of this denser portion of the ring. If it is thick enough to take us twenty four hours to get through it, we should see it on two successive nights. If it is long enough to occupy twelve days in passing any given point in its revolution, we should see a brilliant exhibition in two successive years. Something of this kind appears to have happened on the last recurrence, for 1832 as well as 1833 was marked by showers of unusual splendour. Whether we may expect any such luck next year, or whether the head of the column, of which we may have just seen the rear, passed over us last year in comparative neglect, is a matter on which we must expect the decision of experts. They who witnessed it this year may well be satisfied to have seen once in their lives so grand a spectacle, and one which so wonderfully illustrates the general truth and precision of the principles and calculations on which our astronomical theories depend. But if it raises our admiration of the ingenuity which has unravelled its mysteries, our readers at least will not be likely to overlook how much higher still it should exalt our reverent adoration for the Wisdom and Power that planned and launched, in all its intricate simplicity, that vast whole in which these wondrous rings are but insignificant specks, but which, by their conformity to the general laws which govern the universe, proclaim conspicuously that it is indeed

"A mighty maze, but not without a plan."  
—*London Guardian*.

The following are some further descriptive notices of the phenomenon from the English papers:—

The passage of our earth through *nebulae* of meteors—or rather bodies which become meteors upon approaching it—is an event which, in the present state of the solar system, cannot occur more than once in a generation—that is to say, once in thirty-three years. The early morning of last Wednesday had long been named by astronomers as the time when the earth's orbit would run deeper

than usual into the path of these flying stones. The prediction was verified, and a magnificent spectacle seen by watchers in many parts of the country :—

The sky was unusually clear, and, till about an hour before midnight, it made no sign, and the eye turned in vain to the east, as men look at a fortress that will not give the challenge. But when the irregular circle of stars that had been indicated by former observers had well cleared the horizon, and moved some points to the south, first one meteor then another shot across the sky in various regions and with various directions, but plainly from that one quarter. The spectator had soon counted half-a-dozen : then he felt sure he had seen thirty : then six or seven in a minute ; then they appeared faster than he could count them. Then there came two or three together ; then not less than a dozen of all kinds. Some shot across the heavens, leaving long, bright, and lingering trains, the star itself seeming to explode, and instantly disappear. Some darted as quickly and as bright, but without trains. Some struck the sight, like sparks from a forge, everywhere at once. Some seemed to fall, over trees or houses, bright to the last, but with the ruddy hues of a lower atmosphere. Look where we would it was the same ; in the far west, and throughout the entire north, there was either the bright glancing speck of light, or the long train, or what seemed an actual ball of light, that illuminated the country, and was slow to die away. As the night advanced these meteors chased one another across the sky, following in one another's track, or running side by side. The heavens seemed alive with this unwanted host. There were times when it seemed as if a mighty wind had caught the old stars, loosed them from their holdings, and swept them across the firmament. The Olympian himself might have been supposed on his throne launching his bolts against an offending or forgetful world. There he was all but visible, for at that one place there were meteors that appeared, only as spots to disappear, or to traverse only just as much space as would show motion. That, in fact, was the very pathway of all this artillery, which was thus foreshortened, like a column of soldiers, as seen by those that have to bear the brunt. In the course of two or three hours there must have been many thousands of these visitors, usually so rare. Even when the sky became partially overcast, they still showed themselves at every opening, and shone through the veil of clouds. Few indeed who saw it had ever seen the like, or could expect ever to see it. As to the sounds commonly heard on these occasions—the explosions, the hissings, and the rumblings—we cannot speak, for the wind was high, and it must be remembered that the stillness ascribed by poets to the night has utterly left this isle, for hardly is there a spot where it is not possible any hour of the night to hear several mail or luggage trains.

A reporter on Paddington-green counted 207 meteors between 12 and 12.30, and of these the greater number fell after 12.20. The next hundred was counted during the six minutes that succeeded the half hour. Soon after this it became impossible for two people to count the whole that were visible. The writer says—

As the constellation Leo rose over the houses north of Paddington green and cleared itself of haze, the divergence of the meteor-paths from a point within it became obvious, not merely in the directions of the streams that shot from or through the zenith, but in those that left their phosphorescent seeming trails in the sky towards every point of the compass.

Sometimes these rocket-like lines of light would glide out like sparks flying from an incandescent mass of iron under the blows of a Titanic hammer, but with the distinctive features, first, of those lingering lines of illuminated haze in their track, and secondly, of their rarely appearing as if they originated in the region of the sky from which their courses evidently diverged.

Sometimes the meteor was orange and almost red in its colour, whereas the luminous trail seemed almost always, probably by contrast with the surrounding light, of a bluish hue. In one splendid instance the trail, after having nearly disappeared, together with the rocket-head that had produced it, became again lit up and visible coincidentally with a sort of resuscitation of brightness in the body of the meteor. Now and then a little illuminated puffball would appear in the middle of the constellation Leo, generally more or less elongated or elliptic in form, as it seemed to be more or less distant and at the same time convergent from an imaginary point that seemed about 3 degrees S. by E. of the star  $\gamma$  Leonis ; and one, as near as could be estimated to such a point, was simply a star that waxed, and waned, and disappeared as one looked at it.

Sometimes a minute point of light, like a firefly, would dart with an angular jerking motion, and zigzag course hither and thither, but still as if away from Leo.

Mr. G. J. Symons, writing from 136, Camden-road, estimates that he saw from 7,000 to 8,000. In the five minutes between 1.15 and 1.20 he counted the greatest number—viz., 276. At 1.12 he reckons they were falling at 100 a minute, "in fact, the sky was

scored in all directions with their trains." Mr. J. R. Hind, at Bishop's Observatory, Twickenham, was assisted by a knot of other scientific men, M. Du Chailu being one of the party. He says—

From midnight to 1 o'clock a. m., Greenwich time, 1,120 meteors were noted, the numbers gradually increasing. From 1 a. m. 1h. 7m. 5s. no less than 514 were counted, and we were conscious of having missed very many, owing to the rapidity of their succession. At the latter moment there was a rather sudden increase to an extent which rendered it impossible to count the number, but after 1.20 a decline became perceptible. The *maximum* was judged to have taken place about 1.10, and at this time the appearance of the whole heavens was very beautiful, not to say magnificent. Beyond their immense number, however, the meteors were not particularly remarkable, either as regards brilliancy or the persistence of the trains, few of which were visible more than three seconds ; indeed, M. Du Chailu observed that in these respects the meteors fell far short of those of the April period, which he had witnessed under a fine sky in equatorial Africa. From 1.52 to 2.9,300 were registered ; from 3.9 to 3.24, 100 ; from 4.42 to 5 the number seen was 12, and these mostly faint ; and from 5.45 to 6 only 5 were counted.

No person acquainted with the constellations who carefully watched the display could have any doubt as to the accuracy of the astronomical theory relative to these bodies. The radiant in Leo was most strikingly manifested ; while the meteors in the opposite quarter of the sky traversed arcs of many degrees, in the vicinity of the diverging point they shone out for a few seconds without appreciable motion, and might have been momentarily mistaken for stars by any one to whom the configuration of the heavens in that direction was not familiar.

Several very vivid flashes of lightning were remarked during the night. The last at 3.54, was particularly brilliant, of a deep orange colour, and apparently emanated below the radiant in Leo. The horizon in that quarter was occupied by a pale glow, resembling what has been remarked during exhibitions of the aurora borealis.

Another astronomical observer whose observations have been published is Dr. G. F. Burder, of Clifton. He pronounces that the display, if it fell short of some of the descriptions which are on record, certainly surpassed anything that the present generation has witnessed. Up to 11 p. m., he says, meteors may almost be said to have been conspicuous by their absence. About 11.20 a fine one was seen, but no others were noticed until sixteen minutes after midnight, when a bright meteor was seen in the north, quickly followed by another and another, and in less than three minutes eleven were counted in the same quarter of the heavens, nearly all large and leaving trains, and all pursuing a generally similar direction. They all, without exception, radiated from a common centre in the constellation of Leo. Dr. Burder says—

The scene was very striking. The meteors succeeded each other with such rapidity that occasionally in counting them as many as five had to be added to the score in a lump, that number appearing simultaneously in different parts of the sky. They were of various sizes and degrees of brilliancy, but a very large number were of about the apparent magnitude of Sirius, which star afforded a ready means of reference. Several equalled Jupiter in size, and a good number were comparable with Venus at her brightest. Few exceeded the last-named standard of comparison, and none very greatly exceeded it. On the whole, the comparative uniformity of size, and the entire absence (so far as observed) of any meteors of the largest class, were noteworthy features of the phenomenon. Almost without exception the meteors left trains of light, marking the course they had travelled. These trains in the case of the larger meteors were of surpassing beauty, being of a most delicate greenish hue and strikingly phosphorescent in appearance. This greenish tint was very constant. The meteors themselves, on the contrary, had often a ruddy glow, and in cases where the path was very much foreshortened to the eye, and both train and meteor could therefore be seen in apposition, the contrast between the colours of the two was very remarkable. The trains seldom lasted more than two or three seconds, and never, perhaps, more than ten. The length of apparent path varied in direct proportion to the distance from the radiant point at which the meteor first appeared. In the remoter parts of the sky, having paths of 15, 20, or even 25 degrees were observed, the estimates being made roughly by the eye, but those which had their starting-points nearer to the constellation Leo had paths proportionately short. None were seen to follow the very long course across the sky which the largest class of meteors often take.

As clearly as the spokes in a wheel point to the centre of the wheel, so, says this observer, did the short-course meteors, of which the trains of two or three were sometimes visible together, point to the spot in the constellation Leo from which they all emanated :—

This spot was in a line between *gamma* and *mu* Leonis, about three degrees from the former and five and a half degrees from the

latter star. Not only was the centre of radiation thus accurately defined by this display, but the epoch of *maximum* intensity would seem also to admit of a very close determination. Although it was anticipated that no great number of meteors would be seen before midnight, it can hardly have been from the cause assigned—namely, the position of the radiant point below or near the horizon, that the fact accorded in this respect with the prediction, for the tract of sky in which the first meteors appeared had been equally visible during the whole evening. Neither does the diminution of frequency after 1 a.m. admit of any other explanation than that the star shower, actually and irrespective of visibility, culminated at about that hour. During the earlier part of the night a rather strong diffused light, no doubt of an auroral character, prevailed, especially over the northern part of the sky.

Writing from Coventry, Mr. W. W. Tyler remarks that from 10.30 till 12 (he and a friend being near Corley, the highest point of Warwickshire), there were several vivid flashes of lightning just above the horizon, "resembling more the bursting of globes of fire than ordinary lightning." During this time they did not count more than thirty meteors, but during the first hour of the morning as many as 250 were seen:—

Just before one o'clock the appearances became so frequent that in about fifteen minutes we enumerated 800. After that it was impossible to compute the number. For another hour there was not an instant when a considerable number might not be seen at once. Sometimes eight, ten, twenty, or more. In every direction the whole firmament was brilliantly illuminated, but the greatest number originated in Leo Major, Ursa Major, and Cancer. The meteors took a direction from east to west, with but very few exceptions.

They may be divided into three classes. The most numerous were the ordinary shooting stars, interspersed with some very large ones, which left a long blue (and sometimes green) streak of light, varying in width. At the moment of extinction there was nothing extraordinary but the intense brilliancy of the head.

Another class occurred at intervals of a few minutes, and seemed to be balls of copper-coloured fire, which left no path, nor varied in brightness before vanishing. The most remarkable series were also infrequent. The path they took was an irregular curve, short, but well defined, and which remained in view two or three minutes.

Some of the largest meteors appeared to burst and then reappear, leaving two nodes of light connected by a luminous line.

It would be impossible to exaggerate the grandeur of the heavens between one and three o'clock. It appeared to be as if thousands of rockets were being discharged in every part. The sky was clear, with occasional rain clouds. A fresh wind blew from the west. The thermometer was at about forty degrees. There was no apparent local disturbance of the atmosphere in any way by the meteors, nor any perceptible sound or smell.

At Dover "it lightened sharply during the whole night from the northward." About ten o'clock many single aerolites were seen darting from the horizon to the eastward; but here also the great display was after midnight. "One of the most singular and extraordinary parts of the grand sight," says a letter from this town, "was when several of the meteors ran parallel with each other, as if racing, and the colours varying from blue to purple." Mr. R. H. Allnatt, of Weymouth, speaks of the sight as "one of the most sublime displays it is possible to conceive." A constant shower of meteors was maintained, and the beautiful bay of that place afforded an excellent and extended sphere of observation. This writer fancied some of the meteors produced in their rapid transit a crackling sound, but the ripples of the water in the bay, he says, rendered that point somewhat problematical.

### 3. METEOR SHOWERS ANCIENTLY RECORDED.

The Rev. John Earle, writing to the *London Guardian*, says:—Perhaps it would be acceptable to some of your readers to be informed that *shooting stars* are recorded in our vernacular Annals under the years 744 and 1095. The first is a short sentence of a lost Anglian Chronicle that was kept probably in Yorkshire, and to which two of our southern chronicles—viz., D and E, were indebted for materials. The entry of 744 in E contains these words—"And steorran foran swyde scotienda:" that is, *And stars went shooting remarkably.*

The record of 1095 is more circumstantial. "On thiseum geare wæron Eastron on viii kal'. April'. and tha uppon Eastron on See Ambrosius mæsse niht. thæt is ii no' Apr' wæs gesewen forneah ofer eall this land swilce forneah ealle tha niht swide mænifealdlice steorran of heofenan feollan. naht be anan odde twam. ac swa thillice thæt hit nan man ateallan ne mihte." *This year Easter was on*

*the 25th of March; and presently after Easter, on the night of the Festival of St. Ambrosius, that is the 4th of April, was there seen almost all over this land, as it were almost all night long, vast multitudes of stars fall from heaven; not by ones or twos, but so thickly that no man was able to keep count of it. This might pass for a true and faithful description of what we saw a few nights ago. But I do not find that in either instance the interval of years is divisible by 33. In your admirable article on the theory of these appearances in your last number, it was implied that there was a fractional remainder over or under the 33 years cycle, and this may perhaps be worth taking into calculation where eight or eleven centuries are concerned.*

## IV. Miscellaneous.

### I. CHRISTMAS.

'Tis Christmas day! glad voices  
Repeat the pleasant sound;  
And happy faces in our home,  
And loving looks abound.  
Why do we thus greet Christmas morn?  
It is the day that Christ was born.

With little gifts that tell our love,  
With garlands on the wall,  
With thankful hearts and helpful hands,  
We keep a festival.  
Why do we thus keep Christmas morn?  
It is the day that Christ was born.

Full eighteen hundred years ago,  
Christ Jesus came on earth.  
He came, he lived, he died for us:  
We thank God for his birth.  
And therefore we keep Christmas morn,  
The day our Saviour, Christ, was born.

And on this Christmas morning,  
When the frost is at the door,  
Dear child! in your warm, pleasant home,  
Think of the sick and poor:  
So shall you well keep Christmas morn;  
The day our Saviour, Christ, was born.

Christ healed the sick, and helped the poor,  
When he was on the earth:  
Do what you can to be like him,  
This morning of his birth.  
Help some one to keep Christmas morn,  
The day our Saviour, Christ, was born.

—Hymns for Children.

### 2. A VISIT FROM ST. NICHOLAS.

'Twas the night before Christmas, when all through the house,  
Not a creature was stirring, not even a mouse;  
The stockings were all hung by the chimney with care,  
In hopes that St. Nicholas soon would be there;  
The children were nestled all snug in their beds,  
While visions of sugar plums danced in their heads;  
And Mamma in her kerchief and I in my cap,  
Had just settled our brains for a long Winter's nap;  
When out on the lawn I heard such a clatter,  
I sprang from my bed to see what was the matter;  
Away to the window I flew like a flash,  
Tore open the shutters, and threw up the sash,

The moon on the breast of the new-fallen snow,  
Gave the lustre of mid-day to objects below,  
When, what to my wondrous eyes should appear,  
But a miniature sleigh and eight tiny rein-deer,  
With a little old driver, so lively and quick,  
I knew in a moment it must be St. Nick.  
More rapid than eagle his coursers they came,  
And he whistled and shouted and called them by name,  
"Now, Dasher! now, Dancer! now, Prancer! and Vixen!  
On Comet! on Cupid! on Donner! and Blitzen!  
To the top of the porch, to the top of the wall!  
Now dash away! dash away! dash away all!"  
As dry leaves that before the wild hurricane fly,

When they meet with an obstacle mount to the sky ;  
 So up to the house-top the coursers they flew,  
 With the sleigh full of toys and St. Nicholas too,  
 And then, in a twinkling I heard on the roof,  
 The prancing and pawing of each little hoof.  
 As I drew in my head and was turning around,  
 Down the chimney St. Nicholas came with a bound.  
 He was dressed all in fur from his head to his foot,  
 And his clothes were all tarnished with ashes and soot,  
 A bundle of toys he had flung on his back,  
 And he looked like a pedlar just opening his pack.  
 His eyes—how they twinkled ! his dimples how merry !  
 His cheeks were like roses, his nose like a cherry !  
 His dear little mouth was drawn up like a bow,  
 And the beard of his chin was white as the snow.  
 The stump of a pipe he held tight in his teeth,  
 And the smoke, it encircled his head like a wreath.  
 He had a broad face and little round belly,  
 That shook when he laughed like a bowlful of jelly,  
 He was chubby and plump, a right jolly old elf,  
 And I laughed when I saw him in spite of myself :  
 A wink of his eye and a twist of his head,  
 Soon gave me to know I had nothing to dread.  
 He spoke not a word, but went straight to his work,  
 And filled all the stockings ; then turned with a jerk,  
 And laying his finger aside of his nose,  
 And giving a nod up the chimney he rose.  
 He sprang to his sleigh, to his team gave a whistle,  
 And away they all flew like the down of a thistle—  
 But I heard him exclaim, ere he drove out of sight,  
 " Merry Christmas to all, and to all a good night ! "

## V. Departmental Notices.

### GRAMMAR AND COMMON SCHOOL TRUSTEES.

Two Grammar School Trustees of each Board retire from office on the 31st of January. Their successors are to be appointed by the county, city, or town municipal councils concerned at an early meeting during that month.

The election of Common School Trustees takes place throughout Upper Canada on Wednesday the 9th of January, 1867, and must, in each case, be concluded on that day. The proceedings commence at 10 o'clock a.m., and cannot be brought to a close before 11 o'clock. In case a poll is demanded, they may be prolonged until 4 p.m., provided a vote be tendered during each hour. Should more than an hour elapse between each vote, the proceedings may be brought to a close, without further delay, by the chairman, or, in cities and towns, by the returning officer.

### PAYMENT OF THE SCHOOL GRANTS.

The *Common School Apportionment* is payable annually at the Education Office to the authorized agent of the Municipal Treasurer of each County, City, Town, and Village, in the first week of July, provided the audited school accounts and the Superintendent's or Trustees' Reports have been duly received.

The *Separate School Grants* are paid to the authorized agent of the Trustees of each school in January and July, on receipt of the semi-annual returns.

The *Grammar School Grants* are paid to the authorized agents of the County Treasurers and City Chamberlains on receipt of the semi-annual returns in January and July.

Whenever delays occur in the payments, they do not take place in the Department, but are occasioned either by the non-receipt of the required reports, or by their being incorrect and therefore sent back for revision, or by the failure of Municipal Clerks to report to the Department as required by law the name and address of the Municipal Treasurers appointed by the Council ; or the delay is caused by the failure of Municipal Treasurers or Separate School Trustees, to appoint a Toronto agent to receive the apportionment. Forms for all reports and blank powers of attorney, are gratuitously distributed to the officers concerned, upon application to the Department.

## REVISED LIST OF TEXT BOOKS.

(Authorized by the Council of Public Instruction for use in the Grammar Schools of Upper Canada.)

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated Grammar School Act, and others are *recommended*. The use of the books recommended is discretionary with the respective Boards of Trustees.

During the year 1867, the books already sanctioned by the Council may continue in use, as circumstances require, but on and after January 7th, 1868, the new list will be enforced.

### I. LATIN.

#### TEXT BOOKS PRESCRIBED :

Harkness's New Series, viz. :

1. An Introductory Latin Book. By Albert Harkness, Ph.D.
2. A Latin Reader, intended as a Companion to the Author's Latin Grammar. By Albert Harkness, Ph.D.
3. A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph.D.

*If preferred, the following may be used instead of the above series :*

Arnold's First and Second Latin Book and Practical Grammar, revised and corrected. By J. A. Spencer, D.D.

A Smaller Grammar of the Latin Language. By William Smith, LL.D.

LATIN DICTIONARY RECOMMENDED : (See note above.)

A Latin-English and English-Latin Dictionary. By Charles Anthon, LL.D.

or

The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M.A.

### II. GREEK.

#### TEXT BOOKS PRESCRIBED :

A First Greek Book, comprising an outline of Grammar and an Introductory Reader. By Albert Harkness, Ph.D.

A Smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtius.

GREEK LEXICON RECOMMENDED ; (See note above.)

Liddell and Scott's Greek-English Lexicon.

### III. ANCIENT HISTORY, CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

#### TEXT BOOKS PRESCRIBED :

A Manual of Ancient History. By Dr. Leonhard Schmitz.  
 First Steps in Classical Geography. By Prof. James Pillans.

CLASSICAL DICTIONARIES, &c., RECOMMENDED : (See note.)

A Classical Dictionary of Biography, Mythology and Geography. By William Smith, LL.D.

A Dictionary of Greek and Roman Antiquities. By William Smith, LL.D.

or

A Classical Dictionary. By Charles Anthon, LL.D.

A Manual of Roman Antiquities. By Chas. Anthon, LL.D.

A Manual of Greek Antiquities. By Charles Anthon, LL.D.

The revised list in other departments will appear as soon as approved.

EDUCATION OFFICE, Toronto, December, 1866.

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