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CONTENTS OF THIS NUMBER :

I. EDUCATION IN VARIOUS COUNTRIES.—(1) University Reform at Oxford. (2) Summary of the Report of the English Committee of Council on Education for 1867-68. (3) Opinions of English School Inspectors on Compulsory Education. (4) Adult Education in France. (5) Remarks on American Systems of Public Instruction. (6) The New American University. (7) Provision in the Old World and the New Scientific Education.....	145
II. PAPERS ON EDUCATION IN CANADA.—(1) Educational Status of Canada. (2) New Dominion English, the Language of the Provinces. (3) Sunday Schools in Ontario and Quebec. (4) Education of the Coloured People in Canada.....	150
III. MONTHLY REPORT ON METEOROLOGY IN THE PROVINCE OF ONTARIO.....	152
IV. PAPERS ON PRACTICAL EDUCATION.—(1) Bishop Strachan's Method of Teaching. (2) Courtesy of Manner and other Characteristics of a Teacher. (3) Keep a hopeful, patient Spirit. (4) A Teacher's Sympathy with his Pupils.....	153
V. BIOGRAPHICAL SKETCHES.—(1) The Most Rev. F. Fulford, D.D., Metropolitan of Canada. (2) Sir Henry Smith.....	155
VI. PAPERS ON SCIENCE AND NATURAL HISTORY.—(1) Important Facts about Telegraphing. (2) The Trades of Animals.....	156
VII. MISCELLANEOUS FRIDAY READINGS.—(1) Summer's Dying. (2) The Queen and the Highlandman. (3) Queen Victoria's Model Farm. (4) The Bavarian Sovereign and the School Boys. (5) Reading for Farmer's Boys. (6) Plant Trees round the Home and School House.....	157
VIII. EDUCATIONAL INTELLIGENCE.....	158
IX. DEPARTMENTAL NOTICES.....	159

I. Education in various Countries.

1. UNIVERSITY REFORM AT OXFORD.

(From the London Times.)

It is of great importance that the scope and dimensions of the University Reform just accomplished at Oxford, should be thoroughly understood. Its practical effect, as we have already observed, may be stated in half a dozen impressive words. Any lad whose parents can afford, say £40 a year, may, in future, "go to Oxford," and, what is more, may be insured to a great extent against the temptations to extravagance hitherto prevailing. On these terms, the benefits of a University education and the advantages of a University degree, will be henceforth obtainable. At the same time, it should be added, in any explanation of the subject, that already and before these changes the necessary expenses of University education were certainly not above £80 a year, so that, in fact, the chief improvement consists in removing the incentives to superfluous expenditure, which have hitherto stood in the way of academical economy. It was pretty well known that any student might get his degree at either Oxford or Cambridge for £200 or thereabouts, but then it was also known that, as a matter of fact, very few did so. The contagion of expensive society proved too strong for the young economist, and the possible £200 swelled practically into £500 or £600.

We may say, therefore, that in future an Oxford degree is not only nominally but actually to be procured for an outlay not exceeding £40 a year for three years together; but then

follows the important question—what is to be done with the degree when obtained? An Oxford education, though it may only cost half as much money as before, will still cost just as much time, and the "unattached," just like the College graduate, will have to begin working life at twenty-two. What are the limitations in the way of profession or calling which this age imposes? What percentage of the youth of this country can prudently accept these limitations? In other words, how many lads will find their account in taking an Oxford degree even at half price? These are the inquiries by which the results of this new "opening" must be practically governed, and we have already stated, though in no captious or unfriendly spirit, our doubts about the prospect. It is highly probable that a certain number of young men who shrink from the temptations of College life will embrace the opportunity of University life afforded by the new system, and these, as an experienced correspondent argued, may come from a new class or stratum of society; but still they must, upon the whole, come with the same views as are entertained by the classes already frequenting the University. They will expect to become clergymen, schoolmasters, tutors, perhaps here and there lawyers, or physicians. But what is the "opening" offered by these professions, and how many fresh mouths are likely to find pasture on such fields? We have no doubt that a few young curates may begin their duties as graduates instead of Literates, and a few ushers, perhaps, may now write themselves Bachelors of Arts who would have dispensed with that title before. The father of a large family, again, may send two sons into the Church instead of one, and all privileges of University education will be cheapened together; but will this economy affect a class large enough to leaven the actual constituencies of the Universities in any appreciable degree? We cannot but doubt it.

The point on which the whole case turns, appears to us to be this:—That the new "opening" can only concern lads of imperfect education and indifferent promise. If the extension now given to the Oxford system did really for the first time offer poor lads a chance of bettering their condition, and rising in the world, through the honours and emoluments of the University, we should be ready to admit that the results might be incalculable. This, however, as we have explained in previous observations, is not the case. This kind of "opening" has been effected by the Universities long ago, and on terms infinitely

more liberal than those offered now. Of late years, too, the system of encouraging and rewarding merit has been extended to an incredible degree. Oxford now says to a lad, who knows a little Latin and Greek, "Come to us, and you shall live for £40 a year;" but Oxford and Cambridge both said long ago to lads who knew something more,—“Come to us and you shall live for nothing.” Let a young man only show that he is qualified to rise in the world and better himself by the avenue of University distinction, and the University will provide for him altogether. He may obtain, even before commencing his residence, an Exhibition or Scholarship sufficient for his maintenance, and an open career is then before him. In fact, viewed in this aspect, the two old Universities are the real democratic institutions of this land. Through them and their endowments the poorest lad in a village may rise to take rank after Princes of the Blood. The only drawback to the unbounded liberality of the system is that not every poor lad has his proper chance to begin with, and this brings us to a conclusion which we are now preponderating for the first time—that University extension, to be really effectual, should begin in village schools.

If every lad, however humble in extraction, had the same opportunities of early education as are enjoyed by those who now win University honors, then the Universities would draw students of the best promise from every class of the nation, and become truly national institutions. At present, and owing to defects in the general system of education, many a youth of real talent and capacity is left without any chance of developing his gifts. It is thus that the endowments of the Universities do in a certain sense find their way to the rich instead of the poor, not by any fault of the dispensers of this patronage, but simply because such evidence of proficiency as they reasonably exact can only be given by the well-educated, and because to be well-educated means to be well to do. The lad who secures an Oxford residence free of charge, is a lad who has been taught and trained by good masters, and such teaching and training must be paid for. Here and there, as, for instance, at Christ's Hospital, it may happen that a boy is fortunate enough to obtain a cheap or gratuitous education from his earliest years, but as a rule the poor man's son is debarred from measuring his natural gifts against those of his betters, for want of the early discipline which they receive. The Universities say to the youth of the whole nation, "Come to us from any class, however humble; give us an assurance that you have the capacities for rising, and we will provide you with maintenance." No invitation could be more liberal or democratic, but, unfortunately, the humbler classes cannot turn it to account. Our correspondent, Mr. Kitchin, spoke of "a graduated and rising system of education, by which all the young ability of the country from every class of society may ascend from school to school, till at last it meets in a final trial of strength at the Universities." Exactly; that is the very consummation we should rejoice to witness, but we fail to see how it is promoted by the new "opening" at Oxford. That "opening" will merely admit men who, from want of training or talent, or both, are in arrears of their contemporaries, and who can never, except in rare instances, expect to overtake them. For these men the "final trial of strength," if, indeed, they attempt it, must, for the most part, result in failure, and it is in view of these conditions that we doubt, though we are very far from deprecating the material success of the experiment.

2. SUMMARY OF THE REPORT OF THE ENGLISH COMMITTEE OF COUNCIL ON EDUCATION FOR 1867-68

The Report begins by noticing that the number of schools or departments inspected, as compared with the previous year, was increased by 1005, and that of the children by 103,496, including 45,835 evening scholars. The number of certificated teachers was greater by 742, of assistant teachers, by 163, of pupil teachers, by 564. For the first time during the last five years, the number of pupil teachers has increased. The causes of the decline in the number of pupil teachers since the introduction of the Revised Code are stated thus:—a. The withdrawal of the direct payments made to them previously. b. The constant rise of wages in the class from which they are drawn, coupled with the fact that whereas the average payment per annum of a pupil teacher by the Committee of Council was £15 for male and female alike, the average under the Revised Code has been £13 9s. 9d. for a male, and £12 15s. 2d. for a female pupil teacher, and in the large majority of cases this payment has still been made annually and not more frequently, as it might easily have been. The increase of School fees is pointed out as one remedy for the lack of funds for paying pupil teachers, and this is noticed as being already in use.

The minute of February, 1867, has been another remedy, and its effect has been shown in the fact that out of the 564 new pupil teachers 392 belong to England and Wales, to which its operation

is confined. Inspectors' Reports are quoted to show that it has not yet produced its full effect. In a subsequent table made up to the end of the year, the total increase in the number of pupil teachers is shown to be 715. By a second table brought down to the same period, the number of assistant teachers is shown to have decreased, so that it would seem that during the last part of the year school managers have been replacing assistants by new pupil teachers. Still my Lords point out that pupil teachers are not the only source from which the Training Colleges should be filled; and suggest that such persons as voluntary teachers in Sunday schools, or persons engaged in occupations implying a certain degree of instruction, would form excellent candidates for training. It is thought that without lowering any further the standard for admission, a very moderate amount of aid from a certificated teacher, or from a clergyman would supply their educational deficiencies. The request to lower the standard of admission into the Training Colleges, which has been strongly urged upon my Lords, they refuse to grant, on the ground that the Training Colleges are not elementary schools, and that the stay in a Training College should be employed in mastering and digesting, rather than in acquiring knowledge.

Training Colleges are next noticed. They are capable of accommodating 3,205 students, and of supplying at least 1,500 trained teachers yearly, which number is enough to maintain a body (if once created), of 21,400 teachers, and these again, allowing the present rate of 85·8 day scholars for each certificated teacher, are equal to the instruction of an annual average number of 1,836,120 day scholars, or (adding one third for the difference between the annual average number present, and the number of scholars on the register), 2,448,160 children receiving more or less of daily instruction. But actually only 922 male students and 1,335 females are in these colleges. So that instead of maintaining a body of 21,400 teachers, they can only maintain 14,600.

This, which is regarded as a question of the utmost gravity, arises from the want, not of funds, but of suitable candidates. This deficiency of candidates does not arise from a deficiency in the demand for trained teachers, but rather from the fact that the remuneration offered, though gradually increasing, is not sufficiently attractive compared with that of other occupations. The average income of a master was, in 1867, £88 18s. 5d., of an infant mistress £53 11s. 3d., of other mistresses £55 11s. Rather more than one half have also a home or lodging rent free in addition. Though some few of the best paid masters may, in towns, receive larger incomes, and even as much as £250 or £300 a year, yet a man of average ability cannot, under ordinary circumstances, expect more than £100 per annum. There is, practically, little hope of any advancement.

Uncertificated masters in unaided schools have an average income of £52 14s. 9d. Mistresses in Infant Schools receive £29; and other mistresses £32 17s. 1d.

In 1867, 149 acting male teachers, and 123 acting female teachers were certificated; and 19 male and 76 female pupil teachers were provisionally certificated.

The work of such teachers is well reported of, when engaged in schools of suitable size and character.

Mixed Schools, in which boys and girls are taught together, are shown to have increased, from 1864 to 1867, in the proportion of 26·84 per cent.: although a portion of this increase is due to the different forms in which returns are made to the office, and not only to the consolidation of departments. This increase of mixed schools is not considered desirable. The employment of mistresses rather than masters is on the increase throughout England and Wales, though slowly.

In 1863 the per centage of male and female teachers was 55 and 45 respectively. In 1867, it was 52·4 and 47·6. This is in a great degree, owing to the employment of women in small rural schools, when economy demands it. To avoid the injurious effects of having infants and girls taught in one room, under one teacher, my Lords suggest that an increased grant should be made for infants under 40 in number, when the Inspector reports that they are taught by a certificated or probationary teacher, in a separate room, and are under seven years of age.

Schools under simple inspection are uniformly ill reported of. There are still a large number of schools not reached by inspection at all.

The number of children in average daily attendance in aided schools in England and Wales is 911,681. This is about 4·2 per cent. of the population. Therefore, of every 11 children of the labouring classes at school, the average number of those attending aided schools last year was about 4. This estimate does not include workhouse and reformatory schools. Of these scholars 708,468 were qualified for examination. The number examined was 592,005. Of these 364,523 were under 10 years of age.

Those presented in Standards I—III. were 342,642 under 10 years of age, and 102,398 over that age.

In Standards IV—VI. there were 21,881 under and 125,084 over 10 years of age.

The number of complete passes was 234,995 under and 70,618 over 10 years of age, in Standards I—III.; while in Standards IV—VI. the numbers were 11,776 under and 71,386 over 10 years.

The total amount of those who passed without any failure was 42.6 per cent. Irregularity of attendance appears to be the great cause of these figures not being more satisfactory. This again partly arises from the migratory habits and capricious preferences of the poor, by which it happens that the same child attends many schools in the course of its school life, or even in the same year.

In reading, the average of passes was 90.71; in writing 87.59; in arithmetic 76.28. The Inspectors express themselves best satisfied with the writing, least so with the arithmetic, and doubtful what value to put on the reading. Poetry is generally read badly. Some inspectors would omit it; but in this opinion my Lords do not agree. Mr. M. Arnold thinks that the selection is bad.

My Lords record their precautions against the dangers of merely mechanical instruction arising from individual examination, and quote from the Report of the Royal Commission the reasons for such examination, and refer to the favourable opinion of its results expressed in some of the Inspectors' reports.

The Inspector's duty of seeing that the schools are satisfying all the requirements of the Revised Code, and not merely producing good mechanical results, is strongly insisted upon.

In the case of religious knowledge the complaint of there being more information than intelligence is still made.

My Lords next notice the unnecessary multiplication of schools, which produces no result of efficient education at all commensurate with the expense incurred. They then express their regret at the unwillingness of some school managers to place their schools under Government.

The Inspectors generally advocate the extension of the Half Time Act to all employments. Some also advise compulsory attendance as a last resort.

The general neglect of Mr. Denison's Act, as reported by Mr. Blakiston, is noticed, and the Report concludes with the statement of the maintenance of the provisional arrangement under which the grant is administered in Scotland.—*Papers for the Schoolmaster.*

3. OPINIONS OF ENGLISH SCHOOL INSPECTORS ON COMPULSORY EDUCATION. (REPORT, 1867.)

Mr. Arlington thinks that Compulsory Education would effectually cut the knot of the difficulty of keeping children at school, but does not seem to advocate it.

Mr. W. Arnold writes:—

"Throughout my district I find the idea of Compulsory Education becoming a familiar idea with those who are interested in schools. I imagine that the newly-awakened sense of our shortcomings in popular education—a sense which is just, the statistics brought forward to dispel it being, as everyone acquainted with the subject knows, entirely fallacious—the difficult thing would not be to pass a law making Education compulsory; the difficult thing would be to work such a law after we had got it. In Prussia, which is so often quoted, Education is not flourishing because it is compulsory; it is compulsory because it is flourishing. Because people there really prize instruction and culture, and prefer them to other things, therefore they have no difficulty in imposing on themselves the rule to get instruction and culture. In this country people prefer to them politics, station, business, money-making, pleasure and many other things; and till we cease to prefer these things, a law which gives instruction the power to interfere with them, though a sudden impulse may make us establish it, cannot be relied on to hold its ground and to work effectively. When instruction is valued in this country as it is in Germany, it may be made obligatory here; meanwhile the best thing the friends of instruction can do is to foment as much as they can the national sense of its value. The persevering extension of provisions for the schooling of all children employed in any kind of labour, is probably the best and most practical way of making Education obligatory that we can at present take. But the task of seeing these provisions carried into effect should not be committed to the municipal authorities, less trustworthy with us than in France, Germany, or Switzerland, because worse chosen and constituted."

Mr. Bonner, after speaking favourably of compulsory rating proceeds:

"Forty-five per cent. of the accommodation provided in my district (Salop and Stafford) is still unoccupied; and I feel sure that if managers generally were sure of due attendance, which implies a large amount of income both in school pence and grant, complaints

of inability to provide requisite funds for a certificated teacher would cease at once; in other words, I believe that compulsory attendance would render compulsory rating needless: It is irregularity of attendance which is the sore point in our schools; which frustrates the efforts of the most energetic teachers, and deters managers from engaging in what may turn out to be useless expenditure. It is confessedly difficult to apply the principle of the Factory Acts to agricultural labour. A simple half time system is impracticable; but it might be provided that all children employed between the ages of 8 and 12, or 10 and 13, should be compelled to produce at the beginning of each year a certificate of attendance at school for 75 or 100 days in the course of the year preceding. If this rule were made applicable only to children living within a mile and a half of a school with unoccupied room, all ground of complaint would be taken away. I cannot see any abridgment of liberty in compelling parents to provide for the education of their children. A father who leaves his child to starve is liable to be criminally punished; and it is no less injury to the person whose rights are first to be considered, i.e., the child's, to keep him in ignorance, and thus to condemn him to a permanently lower station in life, and to deprive him of those higher pleasures which chiefly make life worth having."

Mr. Moncrieff:—

"I have reserved for the close the expression of an earnest hope that the time is at hand when something effectual will be done to secure a fair chance for our schools, and brighter prospects for our poorer children. Confining myself strictly to what is within my official knowledge, the state of those children who do, more or less, attend inspected schools, I have for years held the same language—that all our teaching was powerless for effective good so long as nothing was done to compel the attendance of children up to a reasonable age. It is with no small pleasure that I have seen that this ugly word "compulsion" has lost some of its terrors for the public mind. I do not, indeed, see my way quite clear to the advocacy of compulsion in its full and proper sense—the direct forcing of the parent to do his duty to the child. Nevertheless, if the choice were to be made between compulsion in its broadest form and the indefinite postponement of the attempt to secure the real education of the people, I cannot see how any educationalist could hesitate between the two. For our national school children it is a narrower question. Our main hinderance here is not absolute neglect but the encroachments of juvenile employment. I trust it may not be long before a measure is passed to regulate such work as brick-making, and to place some restrictions on the less tangible occupations of fruit picking, hop-picking, and other miscellaneous harvests, as well as the desultory employments of watering places. To most of these, I fear, the half-day principle would prove inapplicable, on the ground that every child capable of the work is wanted at the same time. Yet I should be glad to see the question fully considered, having from my old Yorkshire experience more faith in half time than in any other expedient. If this may not be, it would not be difficult to devise a scheme for rendering steady attendance at school during winter, the condition of employment in summer. The very abundance of work in summer might thus be made to secure a minimum of regular schooling. The minimum should be set high, not less than 200 half days in the year, so as to restrict the time of work to the months when it is really necessary. There should also be a minimum age, below which a child should not be employed at all. One, at least, of the above named modes of employment—brickmaking—would require separate considerations and possibly restrictions."

Mr. Oakeley:—

"In alluding slightly to Compulsory Education, it is, of course, beyond the scope of my report to consider it in any sense as a political question; but I cannot omit to refer to the most important point which vitally affects Education in my district generally, particularly the evil of the extreme irregularity of attendance amongst the children actually at school. Without compulsion in some form or other, whether direct or indirect, a number of children will never be educated at all, and those actually at school a considerable proportion (those who leave for permanent work before they have come up to the exceedingly moderate degree implied by the second standard) will continue to forget everything they have learnt by the time they are twenty years old. That an inconvenience would at first be felt on the introduction of any compulsory system may be conceded. Most great beneficial changes (to wit, the introduction of machinery) have caused dislocation, greater or less, in society, but I venture to predict that twenty years afterwards the compelling every parent to take care that his child shall learn to read and write will be considered (as it is now in Germany) of the same order of importance and necessity as that parents shall clothe and feed their children."

Mr. Renouf:—

"It is by no means surprising that a large number of managers, finding it hopeless to overcome such difficulties as the irregularity

of attendance, the short duration of stay at school and removal at an early age, should wish them to be met by legislative measures. The opinion favourable to Compulsory Education has been quietly but steadily growing among managers for the last three or four years but I am not quite sure that those who are most determined in advocating it have very clear notions as to the mode of harmonizing it with the denominational system."

Mr. Sewell :—

"If I may add a conviction of my own, it would be that, as the want of children to be taught is the most real and serious cause to assign for the low character of the English primary education, the removal of the difficulty will be followed by the silent disappearance of many other difficulties, which, while it exists, appear insurmountable. If the authority of the law could be worked to deal with it in such a way as to diminish and not increase the present popular distaste to education, and the self-denial that it requires, the interest of managers, which must naturally be languid as long as children and their parents can, by simple inaction, thwart and disappoint the most earnest efforts on their behalf, would awake to vigorous action. The dignity of school and the value of education would rise in popular estimation and popular use as people learned that the better kinds, if not all kinds, of respectable labour were closed against those who neglected it."

Mr. Sharpe :—

"In the first two classes of schools (rural and suburban) there would be very little difficulty in enforcing compulsory attendance. The 'mauvais sujets' at these districts are well known to managers and scholars. But in that part of my district which lies within a radius of about a mile on the average from the Elephant and Castle (London) the migratory habits, poverty and indifference of parents would increase the difficulty of tracing and punishing the worst offenders."

Mr. Watkins :—

"The Educational Conference at Manchester, which is proceeding while I write, has already spoken with a clear, a loud, and a commanding voice as to the compulsion needed; there is no doubt of the need—the only doubt is how to provide for it. There are many and considerable difficulties in the way, difficulties arising from the friends as well as from the enemies of education; from the working classes as well as from the higher; but there are none so great as not to be removable by earnest determination, by patient forbearance, and by intelligent devotion to the most important subject which in this century has risen up and taken its rightful place in the minds and hearts of the people of Great Britain."—*Papers for the Schoolmaster*.

4. ADULT EDUCATION IN FRANCE.

The Minister of Public Instruction has published the "Statistics of Adult Classes for the year 1867-8," which show that much is being done in this important matter. During the past winter, 27, 902 adult classes for men were opened in 26,193 communes, and 4, 429 classes for women in 4,084 communes, and the number of persons who attended them amounted to 779,373, of whom 95,281 were women. These figures are, however, inferior to those of the preceding year, for, says the document in question, if there has been no falling off in zeal, and if the teachers deserve the highest commendation, the winter was long and rigorous, the cold rendered communication difficult, especially in mountainous parts, while to other difficulties was added the dearness of provisions. In some rural communes, a portion of the population was compelled to emigrate. Yet, in spite of these exceptional circumstances, a general desire to attend the adult classes was evident; married men and women, in many instances no longer young, were often to be seen at the evening schools for months. Of the whole number that attended the adult classes, at least one-half were in a state of complete ignorance, or had a most imperfect knowledge of the most elementary matters, and it appears that they were certainly not 18,000 who failed to derive any appreciable advantage from their attendance at the classes. In Algeria, 82 classes were opened for men, and 22 for women during the year; the whole of these were evening classes, and open to all without any charge whatever. Of the teachers, 87 were laymen, and only 17 belonging to religious societies. The total number of persons who attended the schools was 2,548 men, and 274 women. A comparison is made between the state of primary education at the present time and that of thirty-five years ago, when primary schools were organized in all the communes of France. In 1833 the proportion of illiterate conscripts was 48.83 per cent.; in 1853 it was 34.39 per cent., a gain of 14.44 per cent. in twenty years, or 0.72 per annum. The adult classes are gradually being completed by the addition of scholastic libraries, the teachers, as well as the poor scholars themselves, contributing the collections. The movement is so unanimous, says the report in question, that it cannot be

arrested, and it may be safely predicted that before long France will occupy a high place amongst the nations most famous for popular education.—*Society of Arts Journal*.

5. REMARKS ON AMERICAN SYSTEMS OF PUBLIC INSTRUCTION.

THE REV. DR. E. RYERSON, Chief Superintendent of Education for the Province of Ontario, has presented a special report on the *Systems and State of Popular Education* on the Continent of Europe, in the British Isles, and the United States of America. It is a very valuable document, and will have great influence in improving the system of education in that province.

As far as our own country is concerned, he confines himself chiefly to the systems of Massachusetts, Connecticut, New York, Ohio and Pennsylvania. It is interesting to learn the opinions of one who judges these systems from without, especially of one so capable of judging and so unprejudiced as is Dr. Ryerson. As far as our own observation goes, we should give the schools of our country towns more credit than he has. Still, he is surveying a wider field, and it may be that the facts will support his conclusions. But it must be remembered that in a country like our own, subject to so large an influx of immigrants, there must be a large percentage of its inhabitants uninfluenced by its system of public schools. The remarks, however, of DR. RYERSON are worthy of consideration.

We know our systems are not perfect. Great improvements have been made in them during the last quarter of a century; but there are still defects which it is well to consider, that the proper remedies may be devised and applied.—*Massachusetts Teacher*.

6. THE NEW AMERICAN UNIVERSITY.

The Cornell University in Central New York was opened on Wednesday last for the reception of students. There are some things connected with the origin and constitution of this University which are deserving of special notice. The gentleman from whom it derives its name, is well known among the millionaires of America. He was born in Massachusetts, about the year 1808, and is, like the most of the prominent men on this continent, altogether what is called a "self made" man. His father was a farmer in very humble circumstances, and belonged to a branch of the Quaker society. The son, even when a boy, showed considerable mechanical ability, and as he grew up, this tendency manifested itself still more decidedly. It was when at Washington, seeking a patent for a plough which he had invented, that he became connected with the telegraph system, through which he has accumulated his princely fortune. He was the first to suggest carrying the telegraphic wires through the air by means of poles rather than by pipes under ground. The whole thing was new at that time and not in much favour. Ezra Cornell believed in it, and whatever money he made by contracts for the construction of telegraphic lines, he invested in stock. By degrees he became one of the largest holders of telegraph stock, and when that began to pay dividends, he became very speedily one of the wealthiest men in America. No man has employed his wealth more worthily. Impressed by painful experience with the difficulties to be met with by poor but deserving and gifted young men in seeking a liberal scientific education, he had no sooner become rich, than he conceived the idea of providing such youth with an education according to their turn of mind, without their being subjected to the annoyances and drawbacks he had himself passed through. For this purpose, it may be almost said he has for many years lived, and has finally seen his efforts crowned with success in the opening of the University which bears his name.

Some considerable time ago, the United States Congress, after much discussion and agitation concerning the subject of mechanical and agricultural education, passed an Act distributing grants of land belonging to the nation to the various States for the purpose. According to the plan of distribution, New York State received scrip for 990,000 acres. Mr. Cornell, now a member of the New York State Legislature, advocated the division of the whole into two parts, one to go to the existing colleges, and the other to found a great Central State University.

At this time, some five or six years ago, Mr. Cornell received an energetic coadjutor in Professor Andrew White, then of the University of Michigan. Mr. White was a native of the District of New York, where Mr. Cornell resided,—a man of great wealth and liberality; already, though young, distinguished in literature, and an enthusiastic educationist. His ideas of education were somewhat different from those generally held, and as he saw his way to embodying them in connection with this large grant to New York, he resigned his position in Michigan, came to his native State, sought and secured a seat in the Local Legislature, and became Cornell's right-hand man and adviser in the affair. Cornell had proposed

that if the Legislature would devote half the proceeds of the land to the foundation of such a University as he sketched, he would add to this fund three hundred thousand dollars out of his own purse. Mr. White said he should ask it all. "Then," said Cornell, in his place in the Legislature. "if you give the entire fund for a great Central University for New York State, I shall add five hundred thousand dollars from my own means." The University was accordingly determined on, and when the act of incorporation was passed, as it was by acclamation, Mr. Cornell at once presented for its buildings and grounds 250 acres of land, a paleontological cabinet worth \$10,000; books to the amount of \$3,000, in addition to the \$500,000 given to the main fund, and \$100,000 for the formation of a public Library at Ithaca, where Mr. Cornell resided, and where the University had been located. Nor do even these sums represent all that Mr. C. has done for the institution. In one way or other he has made over to it \$300,000 additional. In short, his contributions cannot have fallen much short of a million of dollars. The principles upon which the education to be given in Cornell University is based are well stated by Professor White, the first President of the institution, in an address given in 1866:—

"The theory on which the committee have based their plan, is that throughout the national and State legislation preparatory to the establishment of the institution, and also throughout the ideas of the founder of the Cornell University as explained to us by himself, are two leading convictions as to the educational needs of the country, and two corresponding ideas as to meeting these needs. The first of these convictions is, that there exists a necessity, never yet fully met, for thorough education in various special departments, and among them, the science and practice of agriculture, industrial mechanics, and kindred departments of thought and action. The corresponding practical idea is that institutions be founded where such instruction can be conducted with every appliance necessary in discovering truth, and in diffusing truth; that such instruction be not subordinate to any other; that the agricultural and industrial professions be regarded as the peers of every other; that access to those departments be opened as widely as possible, and progress in them be pushed as far as possible. The second of these convictions is that the system of collegiate instructions now dominant leaves unsatisfied the wants of a very large number, perhaps the majority, of those who desire an advanced general education; that, although there are great numbers of noble men doing noble work in the existing system, it has devoted its strength and machinery mainly to a single combination of studies, into which comparatively few enter heartily; that where more latitude in study has been provided for, all courses outside the single traditional course have been considered to imply a lower caste in those taking them; that the higher general education has therefore lost its hold upon the majority of the trusted leaders of society; that it has therefore become underestimated and distrusted by a majority of the people at large, and therefore is neglected by a majority of our young men of energy and ability.

"The corresponding practical idea is that colleges of wider scope be founded; that no single course be insisted upon for all alike; that various combinations of studies be provided to meet various minds and different plans; thus presenting a general course to meet the general want which existing colleges fail to satisfy."

In pursuance of this theory, the University has been formed into two great divisions; the first to comprise separate departments devoted each to a special science or art; the second to comprise the department of Science, Literature and the Arts in general.

In accordance with this division the following scheme of instruction was adopted:—

"I. Division of Special Sciences and Arts—Departments of Agriculture (9 branches); Mechanic Arts (6 branches); Civil Engineering (5 branches); Commerce and Trade; Mining (4 branches); Medicine and Surgery; Law; Jurisprudence, Political Science and History; Education.

"II. Division of Science, Literature and the Arts in general;—1st, 2nd and 3rd General Courses; Scientific Course; Optional Course.

"The 'first general course' in this second division comprises a combination of studies mainly like the classical course of existing colleges; the 'second general course' resembles the first, except that the study of German is substituted for that of the Greek language; the 'third general course' substitutes German and French for Latin and Greek, but otherwise resembles the previous courses. The scientific course is for those who intend devoting themselves mainly to the natural sciences. The 'optional course' is one in which the student is required to choose three subjects of study from all those pursued in the University, and to pass examinations in them.

"This schedule of studies implied, it was found, twenty-six Professorships. Of these, ten were to be non-resident, if they desired,

but would give courses of lectures during the terms; a non-resident to become a resident professorship, however, if the demands upon it should so require. In this and other things, the trustees allowed a good margin for such modifications as the experience and growth of the University, should suggest."

The Act organizing Cornell University, makes it an organic part of the educational system of the State. The principal officials of the State are *ex-officio* trustees. The trustees must be renewed every five years. The number of these trustees is 24, nine of these *ex-officio*, 12 chosen by the Legislature, and three by alumni of the University when their number shall amount to 50.

It is carefully provided that no religious views whatever held or not held shall exclude either professor or student. "The several departments of study in the said University," it also provides, shall be open to applicants for admission thereto, at the lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation, or locality." It provides also that each district of the State which is entitled to a representative in the assembly, shall be entitled also to have educated, without any and all matriculation or tuition fees, the student to be selected by the highest educational authorities of each district, solely as a reward for superior scholarship in the academies and public schools of the same. This admits to free education 128 students, this being the only advantage which the citizens of New York have over those of any other part of the world with regard to the University.

In order to secure the least possible expense to students, the entire College fees for each student have been fixed at 30 dollars, which is 20 dollars less than Yale and 70 dollars less than Harvard. This includes the use of the Library, collections and gymnasium. While boarding out in the town is allowed, rooms have been provided within the Walls of the University for 300 students, to be let at an annual charge of thirty dollars for each student. The whole expenses for board and education per annum, it is calculated, will not exceed \$250, at the present rate of exchange about \$175 in gold, which is believed to be the smallest rate in the world for anything like the same advantages. Ample provision is made for the assistance of poor students by giving them employment on the University farm of 250 acres, presented by Mr. Cornell. The payment given for work during recess time, will keep them during terms.

Arrangements are also made for complete physical education. In short, it is the aim of the trustees to make it the most thorough and comprehensive institution at present in existence. The town of Ithaca, near which the University is situated, is a small place near the head of Lake Cayuga, accessible from all parts by railway, the New York Central passing through it. Three massive college buildings, in the Florentine style, are already completed; and two more are in progress. The University Library is already large and choice. Dr. Charles Anthon's library of 7,000 volumes, and that of Bopp; the German Orientalist, consisting of 10,000 have been purchased, while President White himself has presented 13,000 volumes, and some 16,000 more have been purchased. President White, in a recent journey, obtained a valuable collection of 187 different kinds of ploughs which were at the late Paris exhibition. Its collections of Geological and other specimens are the finest in America.

The college has almost everything in its favour,—fine libraries, fine collections, laboratories and observatory, and a magnificent endowment, while around it are gathered the interest and hopes of many of the most earnest thinkers on this side of the Atlantic. It is a sort of protest against making the ancient classics the cornerstone of education, and it remains to be seen what success will crown its labours in the comparatively new path which has been marked out for it, now that all has been done for it which money can do.

We have more to add that the opening meeting was a great success. The weather was fine and the city crowded with visitors. Upwards of 300 students have already arrived. The founder, Mr. Cornell, delivered an address, in the course of which he said:—

"I fear that those who come expecting to find a finished institution will be disappointed. We did not invite you to such an entertainment; nor did we expect or desire to have a single thing finished. We expected only to commence an institution which in the future will mature to a great degree of usefulness; which will place at the disposal of the industrial classes such facilities for acquiring practical knowledge and high mental culture as the limited means of the humble can command. I trust that we have made the beginning of an institution which will prove highly beneficial to the poor young men and the poor young women of our country. This is one thing we have not finished; but more and more we hope to perfect until the young men of honest efforts and earnest labour, upon whom fortune has omitted to smile, shall be able to secure to themselves a thoroughly practical and useful education, thus making better the individual, the State, and society itself. I trust that we

have made the beginning of an institution which shall bring science to the aid of agriculture. Chemistry has the same great store of wealth in reserve for agriculture that it has lavished upon the arts, and we must instruct the young farmer how to obtain the hidden treasure. The farmer needs more light, and this we are preparing to supply. We also hope to strengthen the arm of the mechanic, that he may multiply his productions by means of a mind of higher culture. Millions have been wasted for the want of thorough scientific and practical training among our mechanics. The great wealth of our nation has been derived from mechanism applied to agriculture. We must labor earnestly in this inviting field. I hope we have made a beginning towards a condition in which men shall have enlarged culture, greater truthfulness, honesty and manliness, and higher aims, and be better qualified to serve their fellow-men, their families, and their God. It shall be our aim to make true Christian men, without dwarfing or paring them down to fit the narrow gauge of sect. Finally, I trust that we have laid the foundation of a University where every person can find instruction in any study."—*Globe*.

7. PROVISION IN THE OLD WORD AND THE NEW FOR SCIENTIFIC EDUCATION.*

Practical education is daily receiving more and more attention. Both in the old world and in the new, schools of practical and applied science are being established, and well supported. Colleges have added scientific departments, and seats of learning have established scientific degrees—chemistry and practical mechanics are taught in schools in England, to meet the requirements of the middle class school examinations of the Universities of Oxford and Cambridge—and in the United States polytechnic schools flourish and multiply. Why have we no such educational institutions in Canada? The country is not too young—the population is not too sparse. In the far West, St. Louis and Chicago, these institutions spring up and receive a ready support. Have our countrymen sufficient intelligence to see their importance and go and do likewise? The Polytechnic College of Pennsylvania is situated in Philadelphia, and was founded in 1851. The courses are: Civil engineering, practical chemistry, agriculture, mines and architecture. These extend through two years. The number of students in 1865 was 136.

The Polytechnic Institute in Troy, N. Y., was founded in 1824. It has courses of civil engineering, mechanical engineering, topographical engineering, natural science, and chemistry. Each course is four years. The attendance in 1866 was 150. Union College, Schenectady, N. Y., has similar courses—two years duration; attendance, 40.

The Sheffield Scientific School, connected with Yale College, New Haven, Conn., was founded in 1841. The courses are from two to four years; attendance, 57. The Lawrence Scientific School, Cambridge, Mass., near Harvard College, was founded in 1848. Courses: Chemistry, zoology, botany, geology, engineering, comparative anatomy, physiology, and mineralogy, one year each; attendance, 75. The Chandler Scientific School, Hanover, N. H., was founded in 1852; general courses, three years; scientific courses, one year each; attendance, 48. University Michigan, Ann Arbor, same courses; one year each; attendance, 82. In New York city there are several such schools, viz: professional, scientific department, university courses, civil engineering, analytical and practical chemistry; two to three years; attendance, 31. Cooper Union, Science and Art—attendance, including high schools, 1,281. Collegiate and Engineering Institution, founded in 1862—courses, two years. Columbia College, School of Mines—course of six years; attendance, 33. Massachusetts of Technology, in Boston—full course four years; science, two years; attendance, 72. So satisfactory has been the working of these schools, and such the support, that some score of others are projected—Worcester, Ithaca, Swanee, Franklin, Providence, Detroit, St. Louis, and Chicago, are establishing, or have recently established, similar schools for students above 16 years of age, and more or less engaged in trades or professions. It is surely time that Canada provided for her industrious sons and her skilled mechanics similar schools of training, where the cunning hand may be directed, by the well stored brain, into a thousand paths of useful knowledge, and the path of life be consolidated and enlivened by the twin treasures of science and art.—*Montreal Gazette*

II. Papers on Education in Canada.

1. EDUCATIONAL STATUS OF CANADA.

The Journal of Education for Quebec says:—

In order that our readers and friends of Education in Canada may understand our position in the scale of education, we present a few

figures, in a tabulated form, which speak more eloquently than words. After a perusal of the following statistics, we may justly feel proud of the comparative spread of Education in Lower Canada:

	Population.	Pupils.	Prop.
Italy, 1863.....	22,184,560	1,109,224	1 in 20
Spain, 1865.....	16,301,000	1,569,067	1 " 10½
France, 1850.....	35,779,222	3,407,545	1 " 10¼
————— 1862.....	37,472,000	4,336,368	1 " 8½
Austria.....	36,514,466	2,605,000	1 " 10
England, 1858.....	16,921,888	2,144,378	1 " 7½
United States, 1860.....	30,000,000	4,300,000	1 " 6½
Prussia, 1860.....	16,285,036	2,605,000	1 " 6¼
Lower Canada, 1861.....	1,111,568	180,845	1 " 6

The following, which we add for this Province, will shew that Upper Canada is quite in advance of all the countries named by our confrere:

Upper Canada, 1861.....	1,396,091	344,117	1 " 4
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2. NEW DOMINION ENGLISH, THE LANGUAGE OF THE PROVINCES.

To the editor of the Halifax Witness, writes in the last number of the St. John Literary Quarterly:

"The United States have to some extent enriched the language which they have inherited from the mother country, though unfortunately, they have in some respects taken very unpleasant liberties with it. The best English in the United States is heard in New York and Philadelphia.

"Cockneyism is unmercifully scourged with ridicule whenever it shows its head among us. Still, there is remarkable variety. I can distinguish a lumberer from a farmer by his speech. I can tell by the same sign whether a man comes from the St. John Valley or from the North Shore. Quite as easily you can distinguish a fisherman's English from a farmer's or a lumberer's. You could not mistake a Pictou man for a Luenburg, or a Yarmouth man. A "Cape Bretoner" is never mistaken for a man from Annapolis or King's. The Tight little island over the Strait, has its linguistic characteristics too; but it is not of the "Dominion,"—it is an independent dependency.

"The English of the Provinces is materially influenced by the mother tongues of the original settlers. French, Gaelic, Irish, Welsh, German and a variety of Indian dialects have all had possession of more or less of the ground, but all bow the head to the supremacy of the Queen's English, and the young people generally, from one end of the Dominion to the other, are paying the most practical homage to the imperial language by learning it. In the heart of the lonliest settlements of Lower Canada, where French is all in all, you are sure to find at least one or two individuals or families who have mastered a little English—enough to understand the stranger and make themselves understood by him. It is the same with respect to Gaelic in Cape Breton and Antigonish. There can be no serious doubt that all these weaker "tongues" must give way to the tongue of the majority. Step by step, their power is circumscribed, and the circle of their influence narrowed. The newspaper, the common school, the railway, the platform and the pulpit, are all enlisted overwhelmingly in the service of the English language. French will struggle long in "Quebec," and in sections of the sea provinces, but it cannot hope to run a successful race against its mighty rival.

"Since, then, English is to be our language, we should take care that it be of the right stamp—"undefiled,"—worthy of its name and its claims to precedence. Nowhere in the British empire or elsewhere is English better spoken than in Toronto, Kingston, Montreal, St. John and Halifax. We are free alike from the nasal twang of the typical "American" and the absurd "refinements" of cockneyism. What is of more importance, our spelling is still almost pure. We have resisted Websterian innovation, and clung faithfully to the traditions of the English Schools.

"Still there is danger, and we should carefully watch against it. Not a few of our papers spell honour, favour, Saviour, etc., without the *u*. But this is an "Americanism" of the most unreasonable sort, against which we should set our faces 'as a flint.' Webster's 'reforms' in spelling are in every instance worse than worthless, and very few American scholars of any standing approve of them. When he commenced his reforms, more than sixty years ago, he changed *acre* into *aker*, *keg* into *cag*, *crowd* into *croud*, *group* into *groop*, *heinous* into *hainous*, *island* into *iland*, *sew* into *soe*, *soot* into *sut*, *steady* into *steddy*, *porpoise* into *porpess*, and *tongue* into *tung*. He had the unspeakable coolness to reform women into *wimmen*! He himself saw the folly of his course in such absurd "reforms" as these, and if you turn up a "Webster" of the present day, hardly

* See also article on page 145 of this number.

one of these blemishes can be seen in it. The reforms have been very properly reformed out of existence. Still, "Webster" clings to such errors as omitting *u* in words ending with *our*, and omitting one of the *l*'s in such words as councillor, traveller, levelling, &c. These innovations have found their way too frequently into the "Dominion," and we must therefore be on our guard against them. If the *u* is omitted in words ending with *our*, why not in words ending with *ous*? Even more detestable is the "reform" which attempts to change sceptre into *scepter*; lustre into *luster*; centre into *center*, &c. The "radical" press of New York too commonly follow this vile innovation.

"Webster and his followers insert an additional *l* into dulness, fulness, fulfil, enrol, &c., without any just cause or even a plausible excuse. In the matter of spelling, the last edition of Webster is an improvement upon all the previous editions; but Worcester is a very decided improvement on the most approved Webster. The latter is justly prized for its definitions. Its popularity in the British Provinces is great. Hence the necessity of being on our guard against its atrocious spelling.

"As a rule we should produce our own school-books, and if we cannot do so, we should give a preference to books produced in Great Britain. For there is no influence (except that of newspapers) that goes so far in moulding the English of a country as its school-books.

"The "Queen's English," good, simple, pure, pellucid, should be the English of our people. Nothing worthy of us is gained by allowing ourselves to be corrupted by our neighbours. Our models, if we seek any, should be British, not American. We should go back as much as possible to the language as it was used by Shakespeare, Ben Johnson and Spenser. I have often regretted, when reading the glorious Fairy Queen, that some of the richest and sweetest words of that time have fallen into disuse. Some of these will yet be restored to our currency, and the more the better. Tennyson has brought us back some gems. Spenser, in his Fairy Queen tells of

"Dan Chaucer, well of English undefiled
On famels eternal beadroll worthy to be filed."

"This is a well-merited tribute to the father of English poetry. Chaucer is a study by himself. His prose and poetry are equally admirable for simplicity and purity of language. The lesson which the student will rise from these fathers of our language is one that many stand in need of, namely, that little words are stronger and better than big words. The same lesson is taught all through our higher literature, down to the Idyls of the King and the latest editorial in the *Times*."

3. SUNDAY SCHOOLS IN ONTARIO AND QUEBEC.

From the Report of the Sunday Schools Association of Ontario read at the recent Convention at St. Catharines, we gather the following particulars; in it an extract is given from the last report of the Canada Sunday School Union, at Montréal, one of the missionaries of which, Rev. Mr. Walker, had organized 26 new schools, with 142 teachers and 1,050 scholars, besides reporting the addition of 1,000 scholars to existing schools. The other Missionary of the Union, Rev. J. McKilligan, had completed during the year his four months' engagement with the Association, during which he organized 31 schools with 171 teachers and 1,340 scholars; visited 66 other schools, and delivered 135 sermons or addresses. The funds for this service were nobly supplied by schools in Ontario. In reference to county secretaries, whose duties are "to ascertain the number and condition of Sabbath Schools in the different counties, and the number of children not gathered into Sabbath Schools, to promote the establishment of new schools and of county associations, and to report to the General Secretary the condition and wants of their several counties," the report stated that, with the exception of Grenville, Glengarry and Stormont, there had been a local secretary in every county and city of Ontario; while in Quebec there were five counties, with protestant communities, without secretaries. These officers complained of the difficulty of securing the information asked for. The schools were generally prosperous, the scarcity of teachers and the want of interest in parents being the chief hinderances. There was a call in many quarters for the visits of a Sabbath School agent or Missionary. More county associations had been organized, and conventions held during the past than in any previous year. The Secretary had attended some, but an agent could be usefully employed in attending local conventions and institutes. There was a great demand among teachers for more information. The want of books is often felt. At the last convention, several persons offered \$100 each, and one \$200 towards a fund of \$1,000 for supplying books, but that amount was not made up. Teachers' meetings were not general. Many schools reported no contribution for missions, most have libraries. Few keep full records of their pro-

ceedings. The number of conversions reported, is on the increase, Ministers' Bible classes are numerous, but not general. Most schools are kept open through the year. The statistics furnished to the General Secretary, still very incomplete, were as follow:—Schools 1,653, new do 61; teachers 12,545, of whom 7,332 were church members; scholars 104,438, with about two-thirds in average attendance; scholars in church membership 3,924; Ministers' Bible classes 224; additions to church from schools 1,242; schools reported prosperous 533; net increase 4,531; teachers' meetings 306; volumes in libraries 167,275; schools closed in winter 162, conventions held 13. These returns being so partial, the Secretary had also obtained statistics of the schools connected with the several denominations, from which the following table was compiled:—

	Schools.	Teachers.	Scholars.
Wesleyan Methodists.....	810	7636	51,321
Church of England.....	430	3650	32,500
Canada Presbyterian.....	325	2600	24,830
Episcopal Methodist.....	250	2079	11,390
Regular Baptist.....	200	1500	10,000
New Connexion Methodist.....	143	990	6,806
Primitive Methodist.....	122	1043	7,009
Bible Christian.....	101	836	5,032
Kirk of Scotland (1868).....	98	981	8,398
Congregational.....	72	550	4,200
Luthern.....	41	221	2,056
Union Schools (estimated).....	500	4000	25,000
Total.....	3092	26086	188,542

4. EDUCATION OF THE COLOURED PEOPLE IN CANADA.

At the recent Conference of the British Methodist Episcopal Church at Hamilton, the Committee on Education made the following report:—Your Committee appointed on Education, beg to report that we have carefully considered the educational interests of our people at large, and can say, unhesitatingly, that, as far as we can learn, the young and rising generation in the Provinces have made rapid progress in point of education and general knowledge. But there yet remains ample room for improvement. It has been practically demonstrated that moral and intellectual improvement must go hand in hand with wealth to establish the greatness and insure the advancement and success of any church or people. We thank our Heavenly Father for the liberty and British equality that the law guarantees to us as a people, irrespective of the clime in which we were born, or the hue of our skin; but we are far from sympathizing with those administrators of law, who have it in their power to educate or see to the education of our children in the same branches of knowledge and science that are taught to their own children. It is needless to disguise the fact that colored people in the school sections and municipalities of Chatham, Windsor, Colchester, Buxton, Dresden, and St. Catharines, are not privileged to enter the Grammar Schools, and even the Common Schools. In Hamilton, Toronto, London, and all other places that we know of in the Dominion Provinces, it is, however, quite different. They are received in the Common and Grammar Schools, Academies, and Colleges, without distinction. The result of the latter has been quite favourable, for many colored ladies and gentlemen have in the latter places received a good education, and have gone to parts of the United States, and are acquitting themselves as teachers, among the freedmen and others, in a manner that reflects great credit both to themselves and to their educators. We believe that the system of education in British America, stands unsurpassed on the American continent. All we ask for is that the governments, general and local, throw open the doors of the Common and Grammar Schools—where they are closed against us—to our children, the existence of separate schools notwithstanding.—We recommend our people, who are suffering under those very unfavourable circumstances, to lay their grievances before the local Legislatures, or the councils, or some place where they may effect the opening required. And if their grievances are not heard, we recommend them to contend manfully at the polls and other places where their power can be felt. A noble contention for human rights, relying upon the strength of Israel's God, must inevitably succeed. We further more recommend, as our connection has been trying, to establish an institution of learning in the county of Kent, vicinity of Chatham, on the manual-labour system, known as the Naezry Institute, for the benefit of our coloured youth and ministry, that we not only feel it to be our duty to raise all the funds we can to support the said institution, but that we ask the Government for funds as other religious denominations have done: for it is quite evident that we, as a religious body of British subjects, believe it to be our duty to defend the Government, as is expressed by our 23rd Article of Religion, in our book of Discipline, and consequently we are as much entitled to Government aid in our educational institutions as other institutions in the Dominion.

III. Monthly Report on Meteorology in the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for August, 1868. OBSERVERS:—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, jun., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

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

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

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

* At Simcoe, the minimum thermometer was not in working order this month. a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds. f The Windsor observations are imperfect for August. Maximum and minimum observations were taken on the 10th, 11th, 29th and 31st. Mr. McSween having resigned the charge; observations are regularly taken by his successor.

REMARKS.

BARRIE.—Lightning, thunder and rain on 14th. Rain on 10th, 15th, 19th, 31st. BELLEVILLE.—Lightning, thunder and rain on 8th, 28th, 31st. Lightening, with thunder on 14th. Rain on 1st, 2nd, 8th, 9th, 11th 14th, 15th, 18th, 19th, 20th, 28th, 29th, 31st. HAMILTON.—On 7th a small meteor in S. 50° high, fell S. 15th, lightning, thunder and rain. 20th two thunder storms with rain, at 1 p.m. and 4 p.m.; a beautiful double rainbow visible from 5.15 p.m. to 5.50 p.m. 28th, rainbow visible from 5.45 p.m. to 6.05 p.m. 31st, two thunder storms with rain, at noon and at 4.20 p.m.

High winds on 1st, 8th, 13th, 14th, 15th, 18th, 19th, 25th, 27th, 28th, 29th. Rain on 8th, 10th, 11th, 15th, 18th, 20th, 28th, 31st. Month comparatively cool and dry.

PEMBROKE.—On 1st, lightning with thunder. Lightning, thunder and rain on 8th and 18th. Lightning on 14th. Very fine rainbow on 11th. On 20th, between 9.30 and 9.40 p.m. two shooting stars to SW and W. On 21st, a shooting star near zenith. During rain storm on 8th a high stratum of clouds moving from N, a lower stratum from S, and another lower, from SE. Severe frost occurred a few miles from the station on 16th, 17th and 27th, but none at Pembroke; much damage done in parts of Renfrew and Pontiac. High winds on 8th and 29th, and severe on 13th. Rain on 1st, 2nd, 8th, 9th, 11th, 14th, 15th, 18th, 19th, 20th, 26th, 28th, 31st. Water unusually low in the rivers and steamer compelled to discontinue trips between Havelock and Chapeau village. Some cases of small pox, one fatal at Pembroke. Hay crop very light; grain short in the straw, but better than expected from the drought.

PETERBOROUGH.—On 12th, a good many falling stars observed; seven within 12 minutes after 10 p.m., and on 13th two at 9.27 p.m. Lightning, thunder and rain on 8th, 14th, 28th, 31st. Rain on 1st, 7th, 8th, 11th, 14th, 15th, 18th, 19th, 28th, 29th, 31st.

SIMCOE.—Lightning, thunder and rain on 1st, 3rd, 8th, 15th, 20th, 31st. 14th, quite a number of meteors between 9 and 10 p.m., starting from a part some distance NE from Cygnus, and going towards NW; their paths were quite short, and none exhibited any remarkable brilliancy; twenty-three were seen in 45 minutes. 15th, solar halo at 1 p.m., 60° diameter. 24th and 26th atmosphere hazy and smoky, like Indian summer. High winds on 5th and 28th. Rain on 1st, 3rd, 8th, 10th, 11th, 14th, 15th, 18th, 19th, 20th, 28th, 29th, 30th.

STRATFORD.—On 11th, a few small aerolites, seen. Lightning, thunder with hail or rain on 4th, 7th, 15th, 20th, 31st. Lightning with thunder on 3rd. Lightning on 19th. Storms of wind on 7th, 8th, 18th, 28th, 29th, 31st. Fogs on 6th, 21st, 22nd, 23rd, 24th, 25th, 26th, 30th. Rain on 1st, 4th, 7th, 8th, 10th, 11th, 14th, 15th, 18th, 20th, 28th, 30th, 31st.

WINDSOR.—On 12th, a meteor from Z to N, and another from Z to W. Fogs on 5th and 27th. Rain on 2nd, 7th, 18th, 19th, 20th, 28th.

IV. Papers on Practical Education.

1. BISHOP STRACHAN'S METHOD OF TEACHING.

We insert the preface to a rare book, by the late Bishop Strachan, published at Montreal, in 1809, entitled "*A Concise Introduction to Practical Arithmetic for the use of Schools*" which will be read with interest, especially by teachers. It is highly characteristic of the man, and contains in a few words, the rationale and secret of the Bishop's wonderful success as a teacher. With a view to divest the sums of mere technicality to the youthful learner, the names of places in the country familiar to boys are inserted in many of the examples given in the book. The Bishop says:—"On my arrival at Kingston, about ten years ago, to superintend the Education of a select number of pupils, I experienced much inconvenience from the want of School Books. To supply this defect, I was under the necessity of compiling several treatises on different subjects, and among the rest, the following on Arithmetic, which I am now induced to publish for the greater convenience of my School. The great advantages of well digested Text Books, both to master and scholar are too evident to require proofs. In revising this little work for the press, I have endeavoured to make the rules and definitions as simple as possible, consistent with perspicuity, a quality which must never be lost sight of in any work, particularly those of an elementary kind. I am sufficiently aware that little reputation can be acquired by the publication of a School Book, on a subject already more perfect than any of the other sciences, and which has been so well treated by abler hands. But my desire to be useful to my pupils induced me to undertake the work, which I thought might, without any great exertion of intellect, though not without much labour, be made more useful for this country than any other publication on the subject.

"There is a difference of opinion among Teachers as to the order of teaching the primary rules, some giving the simple and then returning to the compound, others teaching both at once. I have been in the habit of giving all the simple rules to the young pupils before they proceeded to the compound, but to young men of discernment, I have seldom found it necessary, as they commonly understood the compound with as much facility as the simple. But if the pupils are carried through all the primary rules before they begin to write them down in their books, it becomes a matter of indifference which arrangement be chosen. It should, however, be laid down as a principle that no boy can do any thing right the first time, but that he must learn by the help of his teacher, so as to be

able to do it himself ever after. The strict observance of this rule will render any arrangement easy, and facilitate the study not only of Arithmetic, but of any other subject. Multiplication is applied to the measuring of Timber in all the varieties, because many who require this knowledge are not able to remain long enough at school to reach Duodecimals, which are generally taught at the end of Arithmetic—of this I have had frequent experience—for the same reason an account of household expenses is introduced in Subtraction; and in Division, book-debts and forms of bills and receipts. In Proportion, the common distinction of Direct and Inverse has been rejected, and a rule given that comprehends both. The same rule, extended in its operation, serves for double Proportion, and is very easily understood by boys who are too young to comprehend any explanation of antecedents and consequents. In Practice, a case of Feet and Inches is introduced, which will frequently be found more convenient than cross-multiplication. Care has been taken in Vulgar Fractions, to make the rules easy of comprehension, and to take away that seeming abstruseness so frequently complained of. In the arrangement of Decimal Fractions, as well as in the simplicity of the rules, something, it is hoped, will be found worthy of approbation. Simple Interest comprehends several rules which differ in name rather than in principle; some tables are introduced of great use in Practice and several things entirely new. In Compound Interest and Annuities, the several cases are rendered easy, and although it was necessary to contract this part of the treatise as much as possible, everything of real use is retained.

To this practical treatise, I intended to subjoin the theory and had actually prepared part of it, but finding the work growing larger than I expected, I desisted from that part of my design. It would have been easy to have given this work a more novel appearance, by inserting the common method of performing the different rules used by other nations, but these being rather curious than useful, I decline noticing them. Some things introduced in other books have been rejected in this. For example, though multiplying by the component parts of a composite number be recommended, yet dividing by component parts is rejected, because it is difficult to ascertain the value of the remainder (if there be any) until the pupil has learned Fractions. It did not seem necessary to give Reduction as a separate rule, as it is only the application of Multiplication and Division. Several rules are not separately treated, because they are comprehended in Proportion.

"Never forgetting that it was my duty to make a useful book rather than an ingenious one, I have not scrupled to borrow what seemed useful from other treatises. In this respect I am chiefly indebted to Doctor Hutton's and Doctor Hamilton's excellent treatises, from which I have transcribed several questions that convey useful knowledge, at the same time that they improve the pupil in Arithmetic. The reader, however, will discover that the questions are chiefly new, and such as will frequently occur in business. Not that I attach any merit to the composition of such questions, for I frequently write them out as they are wanted, and this every person ought to be able to do who teaches Arithmetic, or at least he should have a great collection, that he may give his pupils a sufficient variety to prevent copying. The few notes added on Surveying are not intended to supersede a more accurate study of that subject. The problems concerning the Gregorian Calendar belong to a very short system of Chronology used in the school, and they are added here for convenience—they may perhaps be found useful to others—for although the calculations in the Nautical Almanac are much more correct, these problems will be found sufficiently so for common use. I have added by way of appendix a few forms very useful in business. Upon the whole it is hoped that this treatise will answer the purpose of a text book in this country better than another publication on the subject."

"Before concluding this address, I beg leave to notice my method of teaching Arithmetic, as it may be of use to those Teachers who have not yet acquired much experience. In a new country like this, a variety of branches must be taught in every respectable School. Young men coming from a distance at a very considerable expense, are anxious to get forward as fast as possible, and even those destined for the learned professions are seldom allowed the time requisite for acquiring the knowledge previously necessary. These considerations induced me to turn my thoughts to the discovery of some sure, and at the same time, expeditious method of teaching Arithmetic. This object I have accomplished with a much greater degree of success than I dared to promise myself. I divide my pupils into separate classes according to their progress. Each class have one or more sums to produce every day neatly wrought upon their slates—the work is carefully examined, after which I command every figure to be blotted out and the sums to be wrought under my eye. The one whom I happen to pitch upon first, gives, with an audible voice, the rules and reasons for every step, and as he proceeds the rest silently work along with him, figure for figure, but ready to correct

him if he blunder that they may get his place—as soon as this one is finished the work is again blotted out and another called upon to work the question aloud as before, while the rest again proceed along with him in silence and so on around the whole class. By this method the principles are fixed in the mind, and he must be a very dull boy indeed who does not understand every question thoroughly before he leaves it. This method of teaching Arithmetic possesses this important advantage, that it may be pursued without interrupting the pupil's progress in any other useful study. The same method of teaching Algebra has been used with equal success. Such a plan is certainly very laborious but it will be found successful, and he that is anxious to spare labour, ought not to be a public Teacher. When boys remain long enough, it has been my custom to teach them the theory and to give them a number of curious questions in Geography, Natural Philosophy and Astronomy, a specimen of which may be seen in the questions placed before the Appendix.

"I need not detain the reader, praising the subject which I have been treating, for who is ignorant of the great advantages resulting from its cultivation. Who does not know that it is the key to all the treasures of Mathematics, Natural Philosophy and Astronomy that a thorough knowledge of it is essential to the man of business, highly requisite to the scholar, and ornamental to the gentleman."

2. COURTESY OF MANNER AND OTHER CHARACTERISTICS OF A TEACHER.

Every man desirous of being a successful teacher, should possess an extensive knowledge of human nature, and especially that of children. Cautious and sensible, he should know when to praise and when to censure—when to rule their passions, when to guide their affections, and when to direct and govern their ambition. Kindness of disposition and courtesy, of manner will enable him to rule both young and old with an almost despotic sway. Let him therefore endeavour to possess those noble characteristics. He should never fail to cordially greet the parents of his pupils wherever he meets them. In public or in private, he should always act so as to win their confidence and esteem. Wherever he meets his pupils (or any of them) he should always recognize them courteously—with a smile, not with a frown; with kind looks, not with a stern countenance. He should teach his pupils politeness not only by precept, but by example. He should never fail to impress on their minds that they "should rise up before the hoary head and honour the face of the old man." We may be excused if we digress for a moment to relate from Ancient History an anecdote which would seem to be a commentary on the foregoing quotation—an anecdote exhibiting clearly and fully what we mean by *true politeness*, whilst it affords an example worthy of imitation by the youth of every age. On a certain memorable occasion, in days gone by, a number of Spartans and Athenians assembled at an Athenian theatre, to see the acting of a "Star" of primitive times. When the actor had got about half through, it happened that an old man came in whose head was white with the snows of age. The young Athenian aristocrats resolved to have a joke at his expense, and therefore, pretending to make place for him, beckoned that he should come amongst them and take a seat. He did so, but when about to sit down the "wags" closed on either side and re-occupied the vacant seat. Then they laughed at the chagrin of the old man. The gallant young Spartans, having observed the whole "performance," every man of them rose instantaneously and remained standing, whilst one of their number went over to the old gentleman, and begged permission to conduct him to a seat. The old man complied, and leaning on the arm of the noble youth, crossed to the other side of the house, where he was requested to take the *most honourable seat*. Having done so, the whole band of Spartans resumed their seats. The people in the galleries having observed this noble conduct cheered and re-cheered the gallant Lacedæmonians, and the rude Athenians, now blushing at their own conduct, held down their heads with shame. Both parties received their reward—remorse was the lot of the one and an approving conscience the glory of the other.

Real courtesy should be a leading characteristic of the teacher—we mean true politeness, that politeness which springs from benevolence and the genuine kindness of a noble heart. This characteristic is indispensably necessary to his success. Being cheerful in disposition, kind and courteous to children, parents, friends and enemies, he will never fail to obtain the esteem and good will of all—of both the intelligent and ignorant. He will thus obtain a good name which is "more desirable than great riches." The experiment will cost him nothing—let him try it.

No vulgar jests, no coarseness of language, no disagreeable epithets and above all, no profanity, should ever stain the lips or character of the teacher. His language should be always pure, accurate, and

chaste. By precept and example he should instruct the rising generation to be guided in all things by the words of Him who said—"whatsoever ye would that men should do unto you even so do unto them." Should he do so well and faithfully, an abundant harvest will be the result of his labours, and in days to come, "many will rise up and call him blessed."

The teacher should be regular and punctual in everything he undertakes. It behooves him to be always a bright example of order and system, not only for his own sake but for that of those imitative beings committed to his charge. System in all things and punctuality with everything, should be the order of his life. Otherwise he cannot induce his pupils to practice them. Unless his own actions exemplify his precepts, he cannot with propriety insist on their observance by others. He, who neglects to practice what he teaches or preaches, is, at best, but a recruiting agent for the already numerous army of hypocrites. His tongue says one thing and his actions say another; so that he is divided against himself—How contemptible! As time rolls away, he gradually sinks in public estimation, and the only thing in which he succeeds is in making himself ridiculous. If possible the teacher should never be late in his attendance at school. As a rule he should arrive, at least, five minutes before the time and dismiss his pupils punctually when *their* time is up. If he does not love punctuality and regularity himself, how can he expect his pupils to do so!—G. V. LeVaux,

3. KEEP A HOPEFUL, PATIENT SPIRIT.

Many teachers are often easily discouraged. They plan out their work in their leisure hours, keep imaginary schools, meet with wonderful success; and then with strong faith in themselves, and great elevation of spirit, go into the real school to carry out their plans, expecting the same success there. But somehow the plans do not work as was anticipated. These real boys and girls are very different from the imaginary ones. They have strong wills of their own. They seem very decided in their determination not to go in the path marked out. The methods and arguments so effectual in the imaginary school utterly fail. There is a vast deal of friction in running the real machine, not taken into account. The teacher exhausts himself, is discouraged, loses faith in himself and wonders that anybody can keep school. It is not that he planned badly; but he did not fully comprehend the nature of his work, nor the time necessary for its accomplishment.

It will help to make us proof against discouragements, if we get a clear idea of what a school really is, and what school work really is; and whatever differences we are supposed to make between our school and others, let those differences be against us, in order to leave no margin for disappointments. Consider the worst school you know. What proportion of the scholars are bad. In your calculations you might as well allow for quite as large a proportion, if not larger, in your own. Believe, too, some of these will be among the very worst. You will not be far out of the way. Besides having made up your mind that you are to meet twenty bad scholars, and you only find nineteen, and these not so bad as you thought, you are agreeably surprised, and feel encouraged. Now it is very easy to teach a bright child who wishes to learn. But a large number of your scholars are not bright, and ever so many do not wish to learn. Your work then must be hard, very hard. Make up your mind to that. Somehow or other you must make the idle studious, and the dulllest comprehend. Do you no how hard it is to teach a very dull boy? If not, find out as soon as possible. You must proceed very slowly, and speak very clearly; and even then you will have to explain the same thing over and over, one does not know how many times. You must be very patient, and explain it just as carefully and cheerfully the hundredth time as you did the first, or you will lose all your work. But doing your best, you may be absolutely sure, that every attempt brings you nearer the accomplishment, and therefore you cannot fail to grow more and more hopeful. More than one such scholar you will have in your school. Allow for a dozen. If you do not find so many, you can be happy that your work is not so hard as you were prepared for.

These bright scholars of yours, who give you no trouble and recite their lessons without failures, may be found to have not very retentive memories. Often the morning lessons will disappear before afternoon, and very little of what is learned one day will hold over till the next. Still you may have faith; something has been gained; and instead of being discouraged, may congratulate yourself that it will be easier going over the same lessons the second time than it was the first; the third, than it was the second, and so on. After all your efforts, there will most certainly be some scholars you never can be sure of. Even your best classes may be called out for examination in what you are sure they have thoroughly learned, and their examination turn out a complete failure. You had better look these things in the face, and take them philosophically

when they come. Labouring cheerfully, patiently, conscientiously, you will always have very much to encourage you; and you may be sure more is done than shows.

But that is not all. There are school committees to satisfy. Some of these have hobbies, and perhaps you have hobbies too; but you must not ride yours, but theirs. Now, what is harder for a man than not to be permitted to ride his own hobby? Only one thing, and that is to be compelled to ride the different hobbies of, perhaps, a dozen men. That is what you are to do, if required. Were you not employed for that very purpose? So do your best, and, after a little practice, you may be able to bring in your own hobby also. Some members of these committees, when they go to examine a school, are very careful to ignore all that the teacher has done, and proceed to examine in the direction of their own knowledge or pursuits. Of course the examination is a failure. But do not be troubled. Such men do not come to find out what your scholars know, but to show their own knowledge; and they will not think the worse of you for the opportunity.

Then there are the parents. You want to please them. You must please them if it is possible. But some of them have very peculiar children. They are not like other children. They have too much brain; they are so nervous they cannot keep still; they have strange propensities to annoy you and their neighbours; they cannot bear the sight of the rod; must not be driven, but coaxed; are too feeble to study, but must be kept up with their classes and regularly promoted. Verily, your task is a hard one. Still, be hopeful and patient. Look at the whole matter calmly, and somehow you will see your way out to a clear place. You cannot expect to satisfy everybody, but you will probably succeed in satisfying every one whom it will be any honour to satisfy.

Take then at the outset things at their worst, and having put your hand to the plough, do not look back. Whether praised or blamed, petted or kicked, work on hopefully and patiently. You will be more than compensated for all your exertions. There is no work, lovingly and faithfully done, which brings sweeter or greater reward. Our purpose in this article has led us to look chiefly at the difficulties to be met, that they may not come upon you unawares, that you may understand your work, and, above all, avoid that impatient, fretful, fault-finding spirit, which is as disastrous in its effects upon your scholars, as is a sharp frost upon the tender foliage and opening blossoms of spring. Let your constant prayer be, "Make me more hopeful and patient, hopeful and patient."—*Massachusetts Teacher.*

4. A TEACHER'S SYMPATHY WITH HIS PUPILS.

SYMPATHY has its roots in love. Love those you teach, and their pleasures are your pleasures; their troubles are your troubles. You can bear with all their stupidity and waywardness. Their inability to comprehend you will not bring on a storm of wrath, nor will a little playfulness be accounted a sin. A mother never scolds a sick child; never frets nor murmurs though that the child demands her constant care. Why? She loves; and through her deep sympathy she suffers with the child. She will do anything, sacrifice even herself to remove the pain. Your sympathy will not be so complete as that of the mother; but you must have sympathy with those you teach, in all their backwardness, their love of play, their painful efforts to study; and through your sympathy will be found ways to help, otherwise unknown.

Once you were all boys and girls yourselves. Go back and be boys and girls again. Find out from your own experiences what boys and girls are, and thus establish yourselves in sympathy with them. How different things will seem! A boy whispers. Did you ever whisper in school? A girl laughs. Did you ever laugh in school? Charles puts out his foot when John goes by and gives him a sly trip; James bends up a pin and puts it upon his neighbour's seat; Thomas is munching an apple; Mary has just tossed a scrap of paper to Jane; Martha is telegraphing to Josephine the answer to the question you have just asked; Susan is mimicking you for the amusement of her companions. Were there ever such doings in your youthful days? This irrepressible love of fun and frolic, peanuts and candy,—was the youthful generation of which you formed a part entirely destitute of it? All these things, are of course, offences against school government, and must be, as far as possible, prevented. But they will not disturb you a tenth part so much when you are in sympathy with the offenders, and understand the feeling that has prompted them; and you will be ten times better able to take the proper measures for eradicating them.

Did you ever find it hard to give your attention to what your teacher was explaining to you, or fail in comprehending what he said? Cannot you recall some great blundering boys and girls who were almost dunces, who were laughed at and even whipped for their stupidity; and yet the fault, not in themselves, but in their

teachers? Do not you know some of these blunderheads grown up into useful men and women, successful in life and respected by all? Be careful not to judge harshly, nor deal unmercifully. Do not say, "you stupid," to that girl, nor call that boy a "wooden-headed bumpkin," for it may be the stupidity is in you, and a little wooden material may be wrought into the texture of your brain. They do not understand you but the reason probably is, you do not understand them. You do not know their way of looking at things nor their capabilities, so you do not know how to teach them. Better call yourselves stupid, and mean it too.

Dr. Isaac Barrow, the noted English divine, at his first school was noted for nothing but his idleness and love of fighting; Sir Joseph Banks, the eminent naturalist, was so fond of play his attention could not be fixed upon any study: and even Sir Isaac Newton stood rather low in his class, and was not thought to promise much. There may be some talent wrapped up in these playful stupid fellows after all. Do not be discouraged. What if, in coming near to them in sympathy, you should find it, and be instrumental in bringing it forth!

Sympathy! how it manifests itself in the tones of the voice! beams from the face! and shows itself in every act! It purifies the atmosphere of the school-room, cheers and quickens. It begets sympathy and brings teacher and taught into the best possible condition for the work to be done? Do you want to know how to tell when you are too old to keep school? Do not look in the glass to see if your hair is becoming gray, or if crow's feet are gathering in the corners of your eyes; but into your heart to see if there is yet sympathy with childhood, with great rough boys, and even rude girls. When you have journeyed so far from the East that you cannot get back into the morning light and the dewy freshness of the new born day, then stand aside, be you seventy-five or twenty-five, and let the young and sympathetic take your place.—*Massachusetts Teacher.*

V. Biographical Sketches.

1. THE MOST REV. F. FULFORD, D.D., METROPOLITAN OF CANADA.

The late Bishop was born at Sidmouth, in England, in the year 1803. He was a member of a very old family, which, we believe, has been settled in Devonshire, ever since the thirteenth century.

Deceased was first sent to Tiverton Grammar School, where he remained for some time. He subsequently entered Exeter College, Oxford, where he graduated B. A., in 1824, after passing a brilliant examination "*In Literis Humanioribus.*" In the following year he was elected a fellow of his college, and remained resident within its classic walls for some years—and after holding two curacies for a brief period, in 1832 he became rector of Trowbridge. We may mention that the Poet Crabbe, who, for eighteen years, was Rector of Trowbridge, was Bishop Fulford's immediate predecessor at that place. Having taken his M.A. degree, he was in 1838, appointed Chaplain to Her Royal Highness the Duchess of Gloucester. In 1841, the deceased became Rector of Croymond, a parish in Cambridgeshire, where he remained until 1845. In that year he was appointed Minister of Curzon Chapel, Mayfair, London. Here he remained for five years. In 1850, upon St. James' Day, the degree of Doctor of Divinity having been previously conferred upon him by his "Alma Mater," Dr. Fulford was consecrated in Westminster Abbey, as first Bishop of Montreal. In 1860, Bishop Fulford received his patent from the Queen, conferring upon him the dignity of Metropolitan of Canada. Among other works from his pen, we may mention, "Plain Sermons on the Church and Her Services," published in London in the year 1837; "Progress of the Reformation in England," published in 1841; "Pastoral Letters, addressed to the Clergy of his Diocese," in 1851; and five Letters on the following subjects: "Inaugural Address to the Church of England Association for the Young Men of Montreal"; "Some Remarks on Colonial Institutions"; "On Taste and Style in Literature"; "Some Recollections of a Visit to Abbotsford, and of Walter Scott and his Contemporaries"; and "The State of Prospects and Science and Literature in Montreal." When, on the late Bishop's return from England, a few months since, the bells of the Cathedral pealed forth a chime of greeting, it will be remembered by some few who were present, that the tongue of the bell broke in two, and, falling upon the works of the clock, stopped them. "A bad omen," said some, "what can it portend?" We are not of those who seek to find some hidden meaning or mysterious omen in every trivial circumstance, but it certainly is a singular coincidence that the late arrival of Bishop Fulford in Montreal, should have been attended by a circumstance, which in ancient times would have been regarded as an unmistakable omen of disaster and death.—*Montreal Daily News.*

2. SIR HENRY SMITH.

The telegraph brings the not altogether unexpected intelligence of the death of another prominent public man of the country, Sir Henry Smith. Sir Henry, though in public life for over a quarter of a century, never held a high position as a politician. As a Conservative, and a near neighbour of Sir John A. Macdonald's he succeeded in obtaining a position in the original Coalition Cabinet of 1854. When the McNab-Morin Ministry took office in the fall of that year, he was appointed Solicitor General for Upper Canada. That he was an acquisition to the Cabinet we cannot doubt, for he was frequently placed in difficult positions, and always acquitted himself with credit. His debating powers were above mediocrity, and many a gallant stand he made on the floor of the House of Assembly. He continued Solicitor General four years. The year after he was elected Speaker of the House, and was commissioned to proceed to England to present an Address from parliament, inviting Her Majesty the Queen to visit Canada. In the following year, it will be remembered, His Royal Highness the Prince of Wales came to this country as the Queen's representative in this particular instance, and as a memorial of the visit he conferred the honour of Knighthood upon the then Hons. Henry Smith, and Narcisse F. Belleau, the latter being at the time, Speaker of the Legislative Council. At the close of this year, Parliament was dissolved, Sir Henry ceased to be Speaker of the House of Assembly, and on going back to his constituents, in the County of Frontenac, he was defeated by Mr. Morton. After Confederation, he was elected for his old constituency as a candidate for the Local Legislature. As an active member of that body he was extremely industrious, but notwithstanding his introduction of many important measures, he carried out but little legislation. His position in the Legislature was rather anomalous, and he did not secure the respect he ought to have commanded, as an experienced Legislator. His measures were treated as the emanations of a disappointed politician, rather than a practical member, who had been longer in political life than any other member of the House, except the Hon. John Sandfield Macdonald. Sir Henry was born in London, England, April 23rd, 1812, and came to Canada when only eight years of age. He has thus seen the country gradually progress, until it has become what it is. He resided in Montreal until he received his elementary education, which, however, was completed at Kingston. He studied Law with Judge Hagerman, and commenced his career as a lawyer in 1836. In 1846 he was made a Queen's Counsel, and soon after the Union of Upper and Lower Canada, entered Parliament for the only county he represented during his long Parliamentary career. As a member he was painstaking, and always ready to do the most he could for his constituents; and had he been always true to his party, he might possibly have been one of its ornaments.—*Hamilton Spectator*.

VI. Papers on Science and Natural History.

1. IMPORTANT FACTS ABOUT TELEGRAPHING.

The unusual activity at this time of Telegraph Companies in extending their wires, and in enlarging their field of operations among our neighbours across the line, and the appearance in our midst of a new Company, organized under the name of the Dominion Telegraph Company, by some of our most wealthy and influential citizens, has led us to investigate the causes which superinduce the present extraordinary telegraphic developments which are everywhere presenting themselves.

Mr. Scudamore's report to the late and present Postmaster General of the Home Government, was laid before Parliament at its last Session. Satisfied with the arguments and facts detailed by Mr. Scudamore, after a full and critical examination of the entire Continental system of telegraphing, the Imperial Government has bought all the telegraph lines of Great Britain, with the view of withdrawing this important agent of civilization from the hands of private Companies (who by virtue of the control of certain exclusive patents, imposed a repressive tariff,) and making its magic achievements the cheap and general blessing the people demand.

To accomplish this result, the strong arm of the Imperial Government was required, owing to the continued life of the patents, upon the peculiar kind of instruments used in the United States, where the Morse system has been adopted, (that patent having expired) to accomplish the same results of cheaper rates and more efficient service, nothing but a well ordered competition need be invoked.

The following table taken from Mr. Scudamore's report, shows the rapid increase of telegrams as compared with letters, during the six years ending within 1867, on the Continent and the United Kingdom :

PROPORTION OF INLAND TELEGRAMS TO INLAND LETTERS.

Year.	Belgium.		Switzerland.		U. Kingdom.	
	Tel'gs.	Let'rs.	Tel'gs.	Let'rs.	Tel'rs.	Let'rs.
1860.....	1	to 218.....	1	to 84.....	1	to 296
1861.....	1	to 195.....	1	to 87.....	1	to 273
1862.....	1	to 187.....	1	to 80.....	1	to 221
1863.....	1	to 114.....	1	to 74.....	1	to 197
1864.....	1	to 83.....	1	to 70.....	1	to 169
1865.....	1	to 73.....	1	to 69.....	1	to 151
1866.....	1	to 37.....	1	to 69.....	1	to 121

The influence of cheapening the rates in increasing the volume of business, is pointedly shown by this table, in connection with the history of telegraphing in Belgium. In that country the charge was uniformly one franc, irrespective of distance, from December, 1862, until December 1865, the rate was reduced *half* a franc, and immediately, in a single year, notwithstanding the large augmentation of the previous three years, the number of despatches increased about 233 per cent. This was upon wires managed solely by Government Officials in the usual stated style of that little German Kingdom. What it would have been had the additional stimulant of competing private interests, adapting new modes, multiplying facilities and dependent, not on Government, but the people, entered into the experience, we are only left to conjecture. We can, however, judge something of the regular annual increase of telegraphing by taking the figures reported by Mr. Scudamore in relation to the telegraphs of the United Kingdom, and noting the history of the tariffs they have established for the last few years.

From 1860 to 1865 the tariff of English Companies, except for a short period of struggle between the United Telegraph Company and the London District Telegraph Company, remained stationary, and during that time telegraphing by its own normal development increased from the ratio of 1 telegram to 296 letters in 1860 to 1 telegram to 196 letters in 1864.

Early in 1865 an arrangement was arrived at between the owners of the various patents which excluded the possibility of competition, and tariffs were advanced and in some instances by the London District Telegraph Company, doubled, yet, notwithstanding this, of such irrepressible growth is the nature of telegraphing, that in 1866 the ratio of telegrams had again increased in two years, from 1 dispatch to 169 letters in 1864, to 1 dispatch to 121 letters in 1866. No modern agency of science and civilization has developed and is developing as rapidly as the telegraph. Europe, Asia, the United States, and even the North coast of Africa, are alive with schemes having for their object the increase of its facilities. Continents are spanned, and oceans crossed by multiplying wires.

Entering upon a new era of consolidated material and political advantages, it is proper that the public of the Dominion should liberally foster all enterprises which tend to yield enlarged means of intercommunicating between its parts, while at the same time, they give to the citizens of each the advantage of surer and better service at reduced rates.

On this side of the Atlantic, where the distances are greater from one city to another, and where the growth of trade and commerce keeps pace with the influx of population from all parts of the world, the growth in the receipts from telegrams cannot be estimated by the same standard as in the densely populated countries of Europe.

The rapid developments of the telegraph business in the United States opens to the people of the Dominion what we may expect, if we cultivate in the proper spirit the enterprise of extending and multiplying telegraph lines.—*Hamilton Spectator*.

2. THE TRADES OF ANIMALS.

The following observations, which we copy verbatim from an "Old Curiosity Shop," have reference to animals, and exhibit their least apparent knowledge of the sciences; also their professions, occupations and enjoyments:—

Bees and geometricians; their cells are so constructed as, with least quantity of material, to have the largest sized spaces and the least possible loss of interstice. So also is the ant-lion; his tunnel-shaped trap is exactly correct in its conformation as if it had been made by the skilful artists of our species, with the aid of the best instruments. The mole is a meteorologist. The bird called the nine-killer is an arithmetician; so, also, is the crow, the wild turkey, and some other birds. The torpedo, the ray, and the electric eel, are electricians. The nautilus is a navigator: he raises and lowers his sails, casts and weighs his anchor, and performs other nautical evolutions. Whole tribes of birds are musicians. The beaver is an architect, builder and woodcutter; he cuts down trees and erects houses and dams.

The marmot is a civil engineer; he not only builds houses, but constructs aqueducts and drains to keep them dry. The white ants maintain a regular army of soldiers. The East India ants are

horticulturalists; they make mushrooms, upon which they feed their young. Wasps are paper manufacturers. Caterpillars are silk spinners. The bird plocus textor is a weaver; he weaves a web to make his nest. The primia is a tailor: he sews the leaves together to make his nest. The squirrel is a ferryman: with a chip or a piece of bark for a boat, and his tail for a sail, he crosses a stream. Dogs, wolves, jackals, and many others, are hunters. The black bear and heron are fishermen. The ants are regular day laborers. The monkey is a rope dancer. The association of beavers presents us with a model of republicanism. The bees live under a monarchy. The Indian antelopes furnish an example of patriarchal government. Elephants exhibit an aristocracy of elders. Wild horses are said to select their leader. Sheep, in a wild state, are under the control of a military chief ram.

VII. Miscellaneous Friday Readings.

I. SUMMER'S DYING.

Fragrant flowers already fading,
Mirky clouds the heavens shading,
Withered leaves around us lying,
Tell us genial summer's fading.
Leave the city's stifling air;
Leave the gloomy dens of care.
Oh, come with me
To yonder lea—
Summer's fragrance lingers there.

Come, all ye in wealth delighting;
Come, all ye with prospects blighting;
Come, all ye misfortune wailing;
Leave your fame and golden glare—
Leave your aches and sickening care;
And come with me
To yonder lea—
Summer's fragrance lingers there.

Flow'ret's balmy odors breathing,
Woodbine dewy ringlets wreathing,
Poppies in their radiance blushing,
And the glowing eve is flushing,
Sunbeams between the branches slanting,
Philomel her vesper chanting,
Oh! the joys—the joys entrancing!
Nature's ecstasies will bear
Far from us all earthly care;
Then come with me
To yonder lea—
Summer's fragrance lingers there.

Ah! could man when eve approaches,
As benumbed old age approaches,
Leave this darkness and this grieving,
For a mild sweet summer's evening,
Cease this gloating dissipation,
Cease this weary lamentation;
Leave this vanity and glare,
Leave this toiling world and care,
And soar above
To realms of Love—
Summer's ever blooming there.

2. THE QUEEN AND THE HIGHLANDMAN.

"A Highlander Abroad," in a letter to the *Inverness Courier*, giving a few notes of a recent visit to Switzerland, relates the following incident:—A few days after "doing" Mount Pliatus, we made a party to ascend the Right, which is much easier to accomplish. A panorama of three hundred miles in circumference is visible from the summit. While we were admiring the view we observed a party of ladies on horseback, coming up to the flagstaff where we all were standing. The first pony was led by a stout, handsome fellow in the Highland dress, and we soon saw that the visitor was the Queen, accompanied by two princesses, Prince Arthur, the Marchioness of Ely and an equerry. The Royal party soon mixed with the crowd at the top, admiring the scene from every point of view. The Queen looked well, and perfectly happy. As she passed to and fro, the gentlemen touched their hats. I lifted my highland bonnet, and as her Majesty passed I heard her say to the gillie, I wonder who that Scotch gentleman is? The Highlander eyed me very keenly, but he could only report that I wore knickerbockers of a certain hunting tartan. Shortly afterwards the equerry came up. "Pardon

me, sir," he said, "but her Majesty, who takes an interest in all around her, requested me to come and ask you your name, as she is anxious to know it." In reply I said I was Captain—, late of the — regiment, and that on one occasion I had the honour of being on a guard of honour to her Majesty at Balmoral. He then gave me his name and went off down hill to satisfy the Queen's curiosity as to the Highland bonnet and the tartan. This little incident shows the predilection that her Majesty has for everything Highland.

3. QUEEN VICTORIA'S MODEL FARM.

A correspondent of the *Philadelphia Bulletin* thus writes from London:—"During the long drouth, when every blade of grass was burned to a dead brown, and the cattle had no herbage to feed on, milk and butter were scarce, and famous Devonshire clotted cream could not be found. But we Americans went to headquarters. The model farm, laid out and completed under the supervision of the late Prince Consort, is about a mile from Windsor Castle. At the main lodge we received from the daughters of the keeper a permit to visit the dairy.

"Approaching a beautiful cottage, as we supposed, in the centre of a large garden, not at the bottom of a hill, under a hazel tree by a running stream; we could not imagine a dairy on a dry, level plain. But entering the vestibule, lined with marble half way, and frescoed above with beautiful designs, we rang a bell, which was immediately answered by a woman past middle age and neatly dressed, one of the Queen's favorite servants. She ushered us into a room about thirty feet square, the roof supported by six octagonal columns of white marble with richly carved capitals. The floor was of white porcelain tiles, the windows stained glass, bordered with may flowers, daisies, butter-cups and primroses. The floors were lined with tiles of porcelain of delicate blue tint, with rich medallions inserted of the Queen, Prince Consort and each of the children. Shields, monograms of the Royal family and bas-reliefs of agricultural designs, representing the seasons, completed the ornamentation of this exquisite model dairy. All around the walls ran a marble table and through the centre two long ones, supported by which runs a perpetual stream of spring water. By this means the slabs of table are always cool, and the temperature of the dairy is chill, while the white and gilt china milk and butter dishes resting on the tables are never placed in water. We drank the delicious milk, just brought in bright metal buckets, lined with porcelain, the Queen's monogram and crest glittering on the brass plates on the covers. In the room where the butter was made, milk skimmed and strained, we feasted our eyes on the rows of metal porcelain-lined cans of every size, made to lock, and sent to the royal family even as far as Scotland; so they always have good milk and butter. The churn was of metal also, and lined in porcelain, made in two compartments. The outside chamber surrounding the cylinder could have warm or cold water poured in to regulate the "coming of the butter," without disturbing the stream. The lid was screwed on, and the stationary tank on which the whole was turned, made the work easy and rapid. But while over sixty cows are daily milked and as many more are out grazing, the royal family are more than satisfied and the Londoners more than dissatisfied to see rolls of golden butter and cans of cream sold from the Model Farm, for saving money for the Queen! I know the butter is sold for we breakfasted on it this morning, and we paid for it, not as a bribe, but a regular market bargain at the dairy."—*Montreal Daily News*.

4. THE BAVARIAN SOVEREIGN AND THE SCHOOL BOYS.

A correspondent of the *Vie Parisienne* gives the following pleasing description of a young European sovereign: Hats off! "boys" cried the schoolmaster to his twenty boys whom I had met in the large poplar alley near Hohenschwangau. "Here comes His Majesty the King!" Sure enough, the tall youth in the comfortable gray summer suit and with a fine Panama hat on his head was no other than the sovereign of Bavaria. He is by all odds the finest young sovereign prince your correspondent has ever seen. He wore no kid gloves, and held in his hand a twig he had torn off from a tree, and plucked leaf after leaf from it while humming a ditty. When he came up to the schoolmaster and his boys, he stood still, told the teacher to cover his head, exchanged a few words with one or two of the boys, and asked then all of them in a loud voice, "My children, are all of you industrious at school?" The schoolmaster replied that he was satisfied with the application of his pupils, "Then, sir," said the King, turning to him, "I hope you will let the boys have a free afternoon to-day." The schoolmaster was only too happy to comply with His Majesty's request; the boys shouted "Hurrah!" and the King, bowing and taking off his hat, passed on, humming again and plucking the leaves from

his twig. He looked like a student of a German university, rather than the sovereign of nearly five million people.—*Montreal Daily News*.

5. READING FOR FARMER'S BOYS.

An intelligent and thrifty farmer says: "But for the co-operation of my boys, I should have failed. I worked hard, and so did they. The eldest is near twenty-one, and other boys in the neighbourhood, younger, have left their parents; mine have stuck to me when I most needed their services. I attributed this result to the fact that I have tried to make home pleasant for them. I have furnished them with attractive and useful reading; and when night comes, and the day's labour is ended, instead of running with other boys to the railway station and adjoining towns, they gather around the great lamp and become absorbed in their books and papers." Such is substantially the testimony of a farmer who has known how hard the struggle for a footing on free soil without a capital is, and how valuable and comparatively cheap are the aids which good reading brings to him.

6. PLANT TREES ROUND THE HOME AND SCHOOL HOUSE.

Trees can be had for the taking up, and a couple of days in the fall or spring would transplant what trees would beautify even the square log school house for ever. Without trees no school house can look well, and during the hot days of summer we know of nothing more suggestive of slow baking of children to death than the unsheltered, glaring school houses which everywhere meet the eye. And, on the other hand, we breathe with a sense of positive joy under the glorious foliage of the maple or the elm, through whose cooling leaves the faint breezes came loaded with perfume-infusing breath at every pore. We gladly acknowledge that we have many such school houses in our memory, but what we should fain see in our beautiful Canada is not one here and there, but a universal diffusion of that simple taste which sees beauty in plants and flowers, and which gathers such beauty around the school and dwelling house—the taste which makes the farm not a mere manufactory of bread and beef, but a beloved home. We know what home-love is. We all remember the fireside of childhood, hallowed by recollections of the honoured father and the much loved mother. This feeling will exist in the mind even of those whose early years have known no beauty of nature, but in the breast of those who have been born out and away from cities, among green clad fields and brooks, the picture of home is always associated with the old, old trees, whose branches shaded them from the suns of July, or sheltered them from the winds of December. We are regretting that so many of our young men leave us. We cannot help this. The spirit of adventure will draw them away; but beautify our homes and school houses, and the spirit of love will gently bring them back—back, were it only to the trees planted by fathers no longer alive to welcome them.

VIII. Educational Intelligence.

—FRENCH EDUCATIONAL INVESTIGATION IN CANADA.—M. Hippeau, formerly professor of Foreign Literature in Caen, France, has arrived in Montreal to make enquires into the system of education in the United States and Canada, including primary, secondary, and superior teaching. Mr. Hippeau will visit the schools throughout the country, as well as the schools and institutions in towns and cities, and intends making a thorough investigation for the purpose of reporting to the Minister of Public Instruction in France.—*Leader*.

—TRINITY COLLEGE SCHOLARSHIPS.—These scholarships were assigned as follows:—1st, Worrell, Trinity College School. 2nd, Armour, Hellmuth College and Trinity College School. 3rd, Poole, Cornwall Grammar School. 4th, Darling, Mr. Mulvany, Niagara.

—HELLMUTH COLLEGE SCHOLARSHIPS.—The result of the annual examinations for scholarships was announced on Saturday, as follows:—Hellmuth scholarship, \$100, Barwick, St. Catharines; fifth form, tenable in the sixth, 1st \$60, Macbeth, London; 2nd, \$40, Galt, Toronto; 4th form, tenable in the 5th, 1st, \$60, Davis, Birt; 2nd, \$40, Meredith, London.

—THE GILCHRIST SCHOLARSHIP, which was allotted by the Trustees for competition in Canada, has been awarded to Mr. Stephen R. Wiggins, of the Toronto University, who will forthwith proceed to England, and report himself to the authorities at the London University. Mr. Wiggins

is a native of the County of Lincoln, and a resident of the village of Welldport.—*Leader*.

—MCGILL UNIVERSITY.—The "Shakspeare Medal" for 1867-68, has been awarded to Mr. Wallace Clarke, of Montreal, and the "Chapman Medal" to Mr. Alexander D. Blackades, of Brantford.

—OCCASIONAL STUDENTS AT QUEEN'S UNIVERSITY.—For the benefit of persons in this community, especially every young man who can conveniently spare the time, we give publicity to an arrangement intimated in the *Calendar*, namely, that each class is open to those who choose to attend. Such occasional students are exempted from the rules which apply to undergraduates, with respect to a particular course of study, examinations, and academic costume. If they have neither time nor taste for the study of the Classics or Mathematics, they might derive much improvement from attending the prelections on Natural Philosophy, Natural History, Chemistry, Rhetoric, Logic or Metaphysics. In other places, an opportunity of this kind is extensively embraced. The fee for a single class, meeting five hours a-week for six months, is only ten dollars, including the use of the Library, which now contains a very varied and valuable collection of books.—*Chronicle and News*.

—KNOX'S COLLEGE was opened on 7th instant for the season. The introductory lecture was delivered by the Rev Professor Caven, who chose for his subject, "The connection between the Interpretation of Scripture and Systematic Theology." The object of the lecturer "was to show the importance of a correct interpretation of Scripture in regard to the connection of Exegetics with Systematic Theology—with Theology considered as a science.—*Globe*.

—SCHOOL LEGISLATION—ONTARIO.—Dr. Ryerson has issued a circular to the members of the Legislature of the Province in which he calls their attention to the special report which he laid before the Legislature last year on the educational systems of European countries and the United States, with suggestions for the improvement of public instruction in this Province. Dr. Ryerson invites the attention of members to this report before the meeting of the Legislature, because he has reason to believe that the whole subject of common and grammar school law will be taken up by the Government and referred, with the concurrence of the House, to the consideration of a large select committee, with a view to such a legislation as may be deemed necessary after a careful examination of the question. He also refers to a report which he has laid before the Government on the subject of the education of the deaf and dumb and the blind, and to his annual report for 1867, which has also been laid before the Government. Appended to the latter are reports by the Rev. G. P. Young upon the Grammar Schools of the country, the majority of which are in a very unsatisfactory state. Dr. Ryerson, in the last paragraph of his circular, makes a very proper appeal to members of the Legislature not to allow political feeling to influence their judgment upon a question so vital to the interests and character of the Province as education. We quote this paragraph as follows:—

"The grave questions respecting our common and grammar school systems have always been considered as above and beyond the range of political partizanship—as strictly patriotic and national, in which all parties have an equal interest, to be investigated and decided upon by men of all parties irrespective of party feeling or connexions. In that philanthropic and Canadian spirit I hope these vital questions will be considered and legislated upon during the approaching meeting of the House of Assembly. No person has more reason than I have to desire that our whole school system should be appreciated as highly as possible, it having occupied and engrossed twenty-four years of my life; yet I think the details and working of some parts of it are susceptible of important improvements, and I desire, while I have strength, to confer freely once more, and in our new state of political existence, with the representatives of the people with a view of so maturing and perfecting our school law, so as to render it permanent at least for some years to come, until the progress of the school system and the advancement of society shall render further modifications and improvements necessary."—*Leader*.

—UNIVERSITY COLLEGE.—The annual convocation of the University College took place on the 16th instant, in Convocation Hall, University building. There was a fair number of visitors. The matriculants stood on the platform in front of the Chairman. The President then briefly welcomed the students to University College, after which they retired to their seats in the main portion of the hall. Messrs. G. R. Grasset and J. R. Teefy, were then called upon the platform, and read a translation of Shakspeare, *Coriolanus*, Act V. scene 3, into Greek Iambics. The presentation of prizes was then proceeded with, the successful students being called upon the platform by the professors who presented the prizes.

The President then said that in conformity with a custom that had prevailed he would refer for a few moments to the prospects and condition of the College, but before doing so, he wished to allude to some topics of particular interest in reference to the progress of the schools in the country. It would be observed that an unusually large number had presented themselves this year. Some, however, might not think so, and that the increase was small, but there were reasons to shew that it was the reverse. He then pointed out that the first impediment to a university course was that this country was young, and therefore comparatively speaking, few persons in it who could afford the expense of sending their sons to a University. Many years would elapse before the students could graduate, and they were during the time of study at such an expense that none but those in easy circumstances, could afford to pay. Another reason would be found in the difficulty of obtaining students in the rural parts fitted to enter the University. He did not say that to reflect upon the Grammar Schools, for there were some gentlemen at the head of those schools, that would do credit to any of the institutions of the country, and he found on reference to the printed papers that more than half of the honors bestowed by the University were taken by the grammar school scholars. (Applause). It had been stated also as an objection to sending young men to the University that the plucking process was very much in vogue, and that at the last examination thirty-two out of fifty-five had been plucked. He begged to assure the audience that there was no room for such alarm. The passage at arms was not so fierce as that for the number of dead and wounded did not amount to more than eight. There was another reason advanced why a larger number did not take advantage of a University education, and that was because many of the heads of families in this country had not had the advantage of a college education themselves and could not appreciate its value among their children. He would mention to those who brought forward such arguments that there was not one who had held high positions in the country that did not regret that they had not partaken of those advantages, nay more, he would venture to assert, there was not one of those men who would not be willing to give them to his sons. (Applause). With reference to the increasing numbers in the University, he could see in that fact the increasing prosperity of the country in its trade and manufactures. He need only allude to this city alone, and in its whole streets of houses rising up; projects for the building of railways, which would confer such a lasting benefit on this city and surrounding country, and he might venture to add the prospects of a canal which would be the means of pouring into Toronto the rich products of the West. (Applause.) The learned president then went on briefly to refer to the advantages of a University education, and to the fact that the University had already sent out some graduates, and when a generation had passed away and our young men came forward, few, then, (he predicted) would be found satisfied to allow their sons to remain without a College education. They were then celebrating the twenty-fifth anniversary of the University College, but he looked forward to the time when the celebration would not be the twenty-fifth, but the hundredth, when other ears would be listeners and other lips would be speakers, and that the speeches would be uttered by men whose names would shine like stars in the firmament. He would venture to indulge in the hope that peradventure the orator of that day when he turned back to the history of this institution might offer some kindly allusion or reference to those who had borne the burthen and heat

of the day. Their bones would then be lying at rest, but their memories, he trusted, would be fresh and green. (Applause.) Those who laid the foundation of the broad principles of academic education on the basis of merit alone; those who marked out a course of study for the student as the best fitted for Canadian youth. (Applause.) In conclusion he had one agreeable duty to perform, which was to return their grateful thanks to His Excellency the Lieut. Governor, for having honoured them with his presence on that occasion. (Applause).

The Lieut. Governor, on rising said, he begged to assure them that it afforded him the highest gratification to be present at the Convocation of University College, because he had always felt, and should continue to feel, a deep interest in the success of that noble institution, the funds for the maintenance of which were contributed and provided by the whole country. It was open free to the whole country without reference to class or creed, which he held was a correct principle, and he assured them that he should always lend his influence to aid in carrying it out to a successful issue. (Applause.) Three cheers were then given for the Queen, three for the Lieut. Governor, three for the President and Professors of the College, and three for the ladies, after which the audience dispersed.—*Leader*.

—PRESCOTT TEACHERS' ASSOCIATION.—At a meeting called at Van-kleek Hill, Rev. William Lumsden, M. A., in the Chair, It was resolved that a Teachers' Association be formed to be called the Co. Prescott Teachers' Association, and that its meetings be held quarterly. Rev. Wm. Lumsden, was chosen President, and Mr. Robert E. Hall, Secretary; further, that Teachers only shall be Members, although M.P.'s., M. P. P.'s., J. P.'s., Municipal Officers and School Trustees are to have the right of discussion.—*Communicated*.

—EDUCATION IN NOVA SCOTIA.—We have received the Report of the Superintendent of Education on the Common, Superior, Academic, Normal and Model Schools in Nova Scotia. Mr. Rand gives rather an encouraging account of educational prospects, and shows by comparative statements the great increase of scholars attending school in 1867 over 1866. From the Reports of the different County Inspectors, we should judge that the people are overcoming their objections to the new school system, of direct assessment, and that a greater interest in the cause of education is being manifested accordingly.

—HARVARD UNIVERSITY.—Rev. Thomas Hill, D.D., has resigned the position of President of Harvard College, and various names are suggested for the vacancy. One of the most honourable, a gentleman who would adorn the Chair, is Mr. J. Lothrop Motley, late Minister to Austria, and the historian of the Dutch Republic.

—OXFORD UNIVERSITY, with all its opportunities and privileges, is now open to any student upon the payment of the entrance fee of five pounds, and the yearly payment of three pounds ten. [See page 145.]

—MOUNT SINAI.—Sir Roderick Murchison, Sir John Herschel, and Sir Henry James are a Board of Trustees for a fund to survey the peninsula of Mount Sinai, to determine the true line of march to the Jews, and the true mountain of the law.

IX. Departmental Notices.

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

NO PENSIONS TO COMMON SCHOOL TEACHERS

UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teacher's Fund; that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

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

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

📖 Catalogues and forms of Application furnished to School authorities on their application.

* * If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

📖 The *one hundred per cent*. will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above; they must be paid for at the net catalogue prices.

6. ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1.	Books and Cards,	5cts. to 70cts. each.....	\$10
" No. 2.	Ditto ditto	5cts. to \$1.00 each.....	\$16
" No. 3.	Ditto ditto	5cts. to \$1.25 each.....	\$20
" No. 4.	Ditto ditto	10cts. to \$1.50 each.....	\$26
" No. 5.	Ditto ditto	10cts. to \$1.75 each.....	\$30
" No. 6.	Ditto ditto	10cts. to \$2.00 each.....	\$36
" No. 7.	Ditto ditto	15cts. to \$2.25 each.....	\$40
" No. 8.	Ditto ditto	15cts. to \$2.50 each.....	\$46
" No. 9.	Ditto ditto	15cts. to \$2.75 each.....	\$50
" No. 10.	Ditto ditto	20cts. to \$3.00 each.....	\$56
" No. 11.	Ditto ditto	20cts. to \$3.25 each.....	\$60
" No. 12.	Ditto ditto	20cts. to \$3.50 each.....	\$66
" No. 13.	Ditto ditto	25cts. to \$3.75 each.....	\$70
" No. 14.	Ditto ditto	25cts. to \$4.00 each.....	\$76
" No. 15.	Ditto ditto	25cts. to \$4.25 each.....	\$80
" No. 16.	Ditto ditto	30cts. to \$4.50 each.....	\$86
" No. 17.	Ditto ditto	30cts. to \$4.75 each.....	\$90
" No. 18.	Ditto ditto	30cts. to \$5.00 each.....	\$96
" No. 19.	Ditto ditto	35cts. to \$5.25 each.....	\$100
" No. 20.	Ditto ditto	35cts. to \$5.50 each.....	\$120

📖 *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of

Standard Literature, at from \$3.00 to \$10.00 per set. Also Microscopes, Drawing Instruments, Drawing Books, Classical Texts, Atlases, Dictionaries, Small Magic Lanterns, Magnets, Compasses, Cubes, Cones, Blocks, &c. &c.

* * Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment and delay.

SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Upper Canada. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodists, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

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

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—LORD ELGIN.

"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—HORACE MANN.

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

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

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