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EDUCATION DEPARTMENT FOR ONTARIO.

PROVINCIAL SECRETARY'S OFFICE,
Toronto, 19th February, 1876.

His Honor the LIEUTENANT-GOVERNOR has been pleased to
make the following appointment, viz. :—

The Honourable ADAM CROOKS, a member of the Executive
Council of the Province of Ontario and the Treasurer thereof,
to be Minister of Education in and for the Province of Ontario.

PROVINCIAL SECRETARY'S OFFICE,
Toronto, 26th February, 1876.

His Honor the LIEUTENANT-GOVERNOR has been pleased to
make the following appointments, viz. :—

JOHN GEORGE HODGINS, of the City of Toronto, Esq., LL.D.
to be Deputy Minister of Education for the Province of On-
tario.

ALEXANDER MARLING, of the City of Toronto, Chief Clerk
in the Education Department, Gentleman, to be Secretary of
the Education Department of the Province of Ontario.

PARTING CIRCULARS FROM THE REVEREND
DR. RYERSON.

I.—To the Municipal Councils of Counties, Townships,
Cities, Towns and Villages in Ontario.

GENTLEMEN,—On retiring from a connection with you,
in matters of education, extending back to 1844—four
years anterior to the complete organization of our present
municipal system—I desire to say a few parting words.

(*Early School Legislation.*)—Devoting, as I did, a part of
the year 1844 and the whole of the year 1845 to visiting
and investigating the systems of public instruction in the
principal States of the neighbouring republic and the edu-

ating countries of Europe, I laid before our Government
early in 1846 the results of my inquiries, and the con-
clusions at which I had arrived, in a Report entitled
“*Report on a System of Public Elementary Instruction
for Upper Canada,*” pp. 191. My Report was approved
by the Government, and I was directed to prepare a draft
of Bill to give it effect. That Bill was brought in and con-
ducted through the House by the Hon. W. H. Draper
(then Attorney-General), and became law in the spring
of 1846; it was based upon the system of Municipal (or
District) Councils, as they then existed, and provided for
the establishment of a Normal School, and uniformity of
school text books as well as school libraries. In 1847 I
prepared a draft of another School Bill, which was intro-
duced into and conducted through the Legislature by the
Hon. J. Hillyard Cameron (then Solicitor-General), creat-
ing one Board of School Trustees for each city and town,
with other provisions. A change of government taking
place soon after, the late Hon. Robert Baldwin introduced
in 1848 his famous Bill for the complete system of county
and township Municipal Councils. In 1850, at Mr. Bald-
win's request, I prepared a draft of School Bill consoli-
dating the previous Acts, and introducing amendments
suggested by my experience and by various parties at
County (then District) Conventions which I held in each
county of the Province during the autumn of 1847,
adapting the whole to the new municipal system. Mr.
Baldwin devoted two days with me in adapting every
part of that Bill to the municipal laws of which he was
the author, and in perfecting its provisions, as far as we
could; so that it became and continued the charter of
our school system until 1874—for the several School Bills
passed between 1850 and 1874 were but extensions and
supplements to the School Act of 1850, suggested by the
progress of the system, and concurred in by County School
Conventions held throughout all the counties in 1853,
1859, 1866 and 1869.

(*Consulting with the People.*)—I have made these
references to recall to your recollection the fact that
not a single important feature of our School Laws has been
adopted without previous consultation with the people of
the Province, during the five visits I made to the several
counties, holding a public Convention in each county for
the purpose of consulting on educational matters. At all
these conventions, among the subjects proposed in the cir-
culars calling them, were—

“To answer any questions which may be proposed, and give any
“explanations which may be desired, respecting the several provi-
“sions of the Common School Law.” “To consider any sugges-
“tions which may be made for its improvement.” “The impor-
“tance and facilities of Normal School Training of Teachers,”
“The establishment of Public School Libraries; regulations for

"their management, and their relation to county, township and School Municipalities." "Free Schools." "County School Inspectors and Boards of Examiners and their qualifications." "Prize books for the schools." "Compulsory Education."

These and kindred subjects connected with both the public and high schools were freely discussed in successive years at these Conventions; nor did I recommend legislation on any one of them without the concurrence of at least two-thirds of these Conventions.

(*Text-books for the Schools.*)—The two subjects which first engaged attention were the Normal School training of teachers and proper text-books for the schools. As this last subject is of the greatest importance, and as recent attempts have been and are being made to break down the system established, I will briefly state its origin and early results, as stated at length with the official papers in my School Reports for 1847 and 1848. In my report for 1847, written in August, 1848, I gave the results of local reports on the subject of school text-books. "There were in use upwards of 295 text-books." The list on the six principal subjects of teaching were—spelling-books, 13; reading-books, 107; arithmetics, 53; geographies, 20; histories, 21; grammars, 16; and on nine other subjects mentioned, 53 text-books. Most of those books were foreign, and in general the prices of them were as high, and the quality of them was as inferior, as their variety was great. To relieve Canadian parents of such a burden, and the schools of such a nuisance, was attended with difficulties, detailed in the reports, but which were speedily overcome. The Canadian Board of Education (designated "Council of Public Instruction" by the Act of 1850) adopted the "Irish National Series of Text-books"—a series prepared by experienced teachers, and unanimously adopted by the Irish National Board of Education, consisting of Episcopalians, Presbyterians and Roman Catholics, and which for nearly forty years have held the first place among the school books used in England and Scotland as well as in Ireland. At the same time a twofold arrangement was effected with the Irish National Board—the one was to obtain the copyright to reprint the books in Upper Canada, and the other was to purchase those books in Dublin at fifty per cent. below their retail prices at home. The Education Department here reprinted no text-book, but gave its right (with a set of the books as models) to reprint the whole of the Irish National text-books to any and every Canadian publisher that might apply, and, by circular invited and endorsed the applications of the booksellers of the Province to purchase and import the original edition on their engaging to sell such books at the rate of not more than a shilling currency for the shilling sterling of the published retail price of them in Great Britain and Ireland. The immediate effect of this arrangement was the issue of two Canadian editions of these text-books, and the importation of the original editions by various booksellers; and the result was a competition, in both quality and prices, between the Canadian reprints and the imported editions of these text-books. In order that no available means might be left unemployed to acquaint the leading minds of Canada with the character of these excellent text-books, and secure their cordial introduction into all our schools, I proposed to the Irish National Board to purchase twenty-five complete sets of their text-books, registers, forms, &c., for presentation to the District and City Councils of Upper Canada, of which there were then only twenty-five; but the Irish National Board, with characteristic generosity, made a donation of twenty-five sets of their publications, one of which set I had the pleasure of presenting to each district and city council, with

the request that they would, by a committee or otherwise, examine both the character and prices of the books, and give public expression to their views. It was by the co-operation of the Municipal Councils I now address that this great boon of a uniform series of text-books was conferred almost simultaneously and universally upon and gladly accepted by our public school authorities, and the heaviest item of expense to parents sending their children to school greatly reduced. In my Annual Report for 1847, written in August, 1848, this first and most important step in our school progress is thus stated:

"I had shown its necessity in my *Report on a System of Public Elementary Instruction* for Upper Canada (1846), and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and already secured the support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America. It is just two years since the Board of Education was established, and recommended an uniform series of text books for the schools. The Board employed no powers of prohibition, but provided and suggested facilities for the useful and profitable exertions of private enterprises, and that in connection with measures which led not only to the introduction of school books of an improved character and quality, but to the reduction of nearly twenty per cent. in their prices, thus preparing the way for securing to the whole country the double boon of good and cheap books." (p. 12.)

This series of text-books was continued in our public schools from 1847 to 1867, when they were revised, and the present Canadian Series based upon them was introduced, the copyright of which has been still continued as public property, thus securing competition in their printing and prices, and enabling the Education Department to cause the revision of any one or all of them, as the progress and wants of the schools may require.

(*Maps and Apparatus.*)—The provision for and introduction of maps, globes and other apparatus, as also libraries and prize books, as a part of our school system, are of later date than those for text-books, and are all based upon the principle of providing at cost prices for the Municipal Councils and Boards of Trustees with what they may deem necessary for the interests of schools under their charge, with the further aid of one hundred per cent. upon whatever sums they may provide from local sources.

(*The People's Depository.*)—As all these provisions and distinguishing features of our school system have been adopted only after free and repeated consultations with the people in the several counties and cities, and have been sanctioned and provided for by successive Governments and Parliaments for twenty-five years and more, and as the Municipal Councils and Trustees are the only parties to whom they are rendered available, you will, I am sure, agree with me that no one of them should be crippled, much less abolished, without consulting you and securing your consent. You can at any time be consulted by circulars in the course of a few months, or even weeks; and if you and the Trustees the burden-bearers of all our school operations—deem the long-established agency of the Education Department to provide you with libraries, prize books, maps, globes and other apparatus to aid you in your work, should be abolished, then you will doubtless say so, and the Legislature would then be justified in abolishing it, but not till then. The management of this agency of the People's Depository has not cost the public revenue a farthing; and I am sure the appropriation by the Legislature to extend, through you and the school corporations, the benefits of this agency, will be applied to the best advantage, until the Legislature itself shall have reviewed its past and decided upon its future policy in regard to this, as I am confident, most important element of our

Public School system—an element which becomes not less, but more important with the advancement of the system and the country.

Gentlemen, I thank you most sincerely for the cordial manner in which you have received and responded to the many circulars which I have addressed to you during the last thirty years—on the duties and functions which modifications in the municipal or school laws have imposed upon you. Amongst the most pleasing recollections of my long administration of the Education Department will be the uninterrupted harmony which has existed between you and myself, and the efficient and liberal manner in which you have performed your part in the great work of our country's education—having, during every single year, provided larger sums by school assessments than the law itself required. During the year 1874—the last year for which we have complete statistical returns—the amount of the Legislative School Grant was \$244,933, the law requiring an equal sum to be provided by Municipal Councils as a condition of receiving it; but instead of limiting your school assessment to the sum required by law, you provided the noble sum of \$606,538—your own zeal and patriotism, in this one particular alone, being \$361,705 in advance of the law requirements for the year.

(*The New Minister of Education.*)—Feeling that the time had arrived for me to resign the administration of the Education Department to younger and abler hands, I submitted the best provision I could conceive for the future management of the Department, and perpetuation and further development of the School System. I am happy to say that the Government and Legislature have given effect to the plan recommended; and that an honourable gentleman, whom, in consideration of his principles, character, abilities and attainments, I had for two years pressed to assume my work, has at length been appointed Minister of Education. In his hands, I am sure, you will find no change in the administration of the Department, and of the School System, except for the better.

Your faithful friend and servant,

E. RYERSON.

Toronto, February 29th, 1876.

P.S.—(*Politics and Education.*)—Some sincere friends of the School system have expressed apprehensions lest under the new *regime* it might be brought within the pernicious influence of political party. I do not share in such apprehensions. I have every confidence that the administration of the School system will be strictly impartial and patriotic, and will accord in spirit with its inauguration and re-inauguration since 1840. Its first outlines were drawn and embodied in law by one political party led by the late Hon. R. Baldwin, in 1841 and 1843; it was revised and re-inaugurated under the auspices of the Conservative party, led by the Hon. Chief-Justice Draper, in 1846; it was revised again in 1850, under the Reform party led by Mr. Baldwin, who re-appointed the same person to the head of the Department and the same persons to the Council of Public Instruction that had been appointed in 1844 and 1846.

Immediately after the passing of our Charter School Act of 1850, I proceeded to England to make arrangements with regard to procuring maps, globes, library and prize books, and while in London, in December, 1850, I prepared my school address for that year to the inhabitants of Upper Canada. I reproduce here the following paragraph of that address for the references and facts it

contains, and in the belief that its spirit will be as fully realized in our country during the next twenty-five years as it has been during the past twenty-five years of our educational history:

"The virus of party spirit is poisonous to the interests of education in any country or neighbourhood, and the clangour and jostling of party conflicts are its funeral knell. It perishes in the social storm, but grows and blooms and bears fruit in the serenity and sunshine of social peace and harmony. It has, therefore, been the policy of the enemies of general education in any country, and of whatever party, as if prompted by a malevolent instinct, to seek to invest the agency for its extension with a party character, and then strangle it as a party monster. And even unintentionally and incidentally, the interests of education have largely suffered from the same upas influence. Among our American neighbours, I have been assured that party selfishness and contests have proved one of the most serious obstacles to the progress of their educational systems and interests. The working of their machinery of government involving countless elections and endless party conflicts, the local if not higher administration of their School systems have often been perverted and pressed into degrading service as an engine of party, to the grief of the earnest and patriotic friends of education; and it has been alleged that to the intrigues of party aspirants may be traced the origin of no inconsiderable number of their projects of School laws and School reforms. It is highly honourable to the discernment and patriotism of our neighbours that under a system of polity which to so high a degree lives and moves and breathes in an atmosphere of almost theatrical excitement, the interests of education have been so nobly sustained, and its progress has been so rapid and extensive. I regard it as an interesting incident in our Canadian history, and a brilliant sign and certain augury of educational progress, that our system of popular instruction stands forth, by common consent and suffrage, the exclusive property of no party, and the equal friend of all parties. If one party introduced legislative enactments laying the foundation and delineating the general outlines of the system in 1841 and 1843, and if another introduced a legislative measure to modify and essentially to improve it in 1846, both parties have united to mature and consolidate it in 1850.* I think there was a moral sublimity in the spectacle presented by our Legislature at its last session, when the leading minds of both parties (with only subordinate exceptions unworthy of formal notice, and reflecting just darkness enough to give stronger expression and greater majesty to the general outlines of the picture), forgetting the rivalships and alienations of party, and uniting as one man to provide the best system they could devise for the universal education of their common country—the spirit of sect being merged in the spirit of Christianity, and the spirit of partizanship absorbed in that of patriotism. I have stated the fact to several distinguished public men, as well in the United States as in England, and in every instance the comment has been one of admiration of such a spirit in the public men of Canada, congratulation on the educational and social prospects of the Canadian people under such circumstances. As a practical development of the same spirit in administration which had been thus illustrated in legislation, the same persons have been reappointed in 1850 to perpetuate and extend the work of education under the law,

*By previous arrangement a member of the Government moved the second reading of the Bill, and the leader of the Opposition seconded it.

who were first appointed in 1846 to devise and establish it. The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that in the education of youth he should forget sect and party, and only know Christianity and his country."

II.—To the Boards of Public and High Schools of Ontario.

GENTLEMEN,—After an official connection and labour with you for nearly a third of a century, I cannot bid you an official farewell without addressing to you a few parting words.

(*School Trustee Labours*).—You are pre-eminently the burden-bearers of the School System. The Municipal Councils indeed lay out the work, and form the districts, or circuits, or sections, and appoint the members of the High School Corporations, Public School Inspectors, and levy School Assessments in certain circumstances and to a certain extent; but upon the Trustees devolve the duty, responsibility, labour and trouble (often difficult and perplexing) of devising the means and modes for the establishment and success of the schools—the procuring of school sites, the erection and furnishing of school buildings, the employment and payment of school teachers, and all the appliances and requisites for the school education of the youth of the land. You know—and the older members of your bodies have felt—how unable, at the beginning, were Trustees of Public or Common Schools to command the means of either building decent school-houses or of paying even very ordinary teachers; and the Trustees of Grammar or High Schools well know how powerless they were to procure anything beyond the Government apportionment and the individual rate-bill, to pay their poorly compensated masters, much less to command a cent by rate on property, or in any other way but individual voluntary subscription, to build or furnish a school-house. But the commodious, and in many instances magnificent Public and High School buildings that are ornamenting our cities, towns and villages, and dotting the townships, and these rapidly multiplying, evince the vastly increased powers of school corporations, and the patriotism and intelligence with which they are exercising those powers—to the increase of the value of property, the elevation of the character of the country, and both the preparation for and indication of its advancing civilization. And to this I may add the facts, that the Trustees of 108 High Schools have paid the last year (1874) reported, to their Masters and Teachers, the sum of \$179,946, besides paying \$63,684 for Buildings; and the Trustees of the 4,758 Public Schools, reported the same year, paid their teachers the sum of \$1,647,750, besides \$699,547 on school sites and school buildings. Nor should I omit to say that you have furnished your High and Public Schools with (one of which did not exist in any High or Public School in Upper Canada in 1852) 2,785 globes, 47,413 maps, 1,334 libraries (containing 266,046 volumes), 766,645 volumes of prize-books—one-half of the cost of which has been defrayed by yourselves, and all of which have been sent to you on your own orders. Furthermore be it remembered, that the members of Trustee Boards of the 108 High Schools (each Board being composed of from six to eight members) and the members of the Trustee Boards of the 4,758 Public Schools (each Board consisting of from three to sixteen members) have performed their duties and done their great work without one dollar's compensation—a fact without a parallel in any State of America. Noble benefactors of their country!

(*The People's Depository*).—Gentlemen, you are my witnesses that before I submitted to the Legislature a single measure to provide you with school maps, or globes, or library or prize books, I consulted you and other fellow-citizens in County Conventions, held in every county in the Province, and had your cordial approbation. It must be known to many, if not all of you, that private influences have been vigorously, not to say unscrupulously exerted to undo what has thus been done by your consent first given, developed to such magnitude by your co-operation and labour; but I think I can hear your protest ready to sound out from every Trustee School Board, as well as from every Municipal Council, against the Legislature taking, or permitting to be taken, any step, without your consent, to abolish or cripple the agency by which you have been assisted in supplying your schools with library and prize books, globes and maps, and leave you to the impositions and extortions of private speculation, instead of being under the protection and having the aid of a Public Department, under the direction of a Minister of Education responsible to the representatives of the people.

(*Progress of our Schools*).—Gentlemen, while I thankfully contemplate your ever cordial co-operation during my long administration of the Education Department, and that I retire from it without a single complaint from any one of your nearly five thousand corporations, I have no language to express my grateful admiration of the immense labours you have performed, the difficulties you have encountered and overcome, the vast and varied work you have already accomplished, and the inestimable benefits you have conferred and are conferring wider and wider upon our common country. A few years since I attended a National Education Convention at Philadelphia—the city in which the great American Centennial Celebration is about to take place. At that Convention, attended by the Governors of several States, the Heads and Professors of many Colleges, and Educationists from all the States, some of them who had visited our country spoke of the educational system and work in Canada as excelling and shaming their doings in the United States, and pronounced extravagant praise upon the Canadian Chief Superintendent for the marvellous success and progress of the educational work in Upper Canada. In reply, while I believed the nature and success of the work in Canada had not been over-estimated, the Chief Superintendent was not entitled to anything like the praise which had been bestowed upon him; for the great secret of his success was not in the capacity and skill which had been attributed to him, but in the fact that he had to do with the best people in the world, and that if they had as good people for educational work as we had in Canada, they would have little to be ashamed of, and everything to be proud of.

I thus spoke in the absence of my countrymen, and I spoke the language not of compliment, but the testimony of simple fact, as abundantly shown by the figures above quoted, in connection with the newness and population of our country.

(*The New Minister of Education*).—In my successor, the Honourable Minister of Education, I am sure you will find higher qualifications and greater energies than I could ever pretend to, and a corresponding zeal and patriotism in advancing and extending the work which our joint labours have prepared. In my retirement and age, I shall feel no less interest than in past years in the progress of your labours in co-operation with those of the Minister of Education, and shall ever be ready to do what I can to

promote this primary and highest work of our country's civilization and greatness.

Yours faithfully and sincerely,

(Signed) E. RYERSON.

Toronto, March 1st, 1876.

III.—*To the Inspectors and Teachers of High and Public Schools.*

In addressing to you a few words on the termination of my long official connection with you, I cannot address you wholly as *gentlemen* (as I have done Municipal Councils and School Trustees), since of the 5,736 teachers employed in the public schools, 3,135 of them are females. I address you as friends and colleagues—having been myself a grammar school teacher two years before I commenced my public life.

(*Elevation of the Profession*).—In devising a system of public instruction for our country, the first thing needful was to exalt the office of the teacher. To do this two things were necessary: first, to elevate the qualifications and character of teachers; secondly, to provide better and more certain remuneration for their services. I need not say, what so many of you know, how low, a generation since, were the qualifications of by far the greater number of teachers, and how lower still was their moral character, and how poor and uncertain was their remuneration, and how wretched the places in which they taught. There were noble exceptions in all these respects—but they were exceptions to the general prevalence of ignorance, vice, and neglect. Of course much allowance is to be made on account of the infancy of the country, and the sparseness and penury of its hard-working inhabitants. But all the old inhabitants will bear witness that the state and character of the schools and teachers were such as I have indicated.

(*Normal Schools, Teacher's Remuneration*).—To improve the qualifications and character of the teachers two things were requisite—a school for the training of teachers, and competent Boards to examine and license them, making good moral character one element of qualification. A normal school trained and could train but a small proportion of the public school teachers; but it has furnished examples, and given a standard for qualifications of teachers and of teaching, the influence of which is felt in every part of the country. With the improved qualifications and character of teachers naturally followed their better remuneration; and to aid in promoting and rendering this more certain, the laws were improved, investing trustees with larger powers and securing to teachers the prompt and certain payment of their salaries. Though there is still much room for improvement, a contrast, rather than comparison, may be instituted between the qualifications, character, remuneration, social position and place of labour of the teacher of the present day and the teacher of thirty years ago.

(*County Boards—Improved status of the Teacher's Profession*).—For several years after the establishment of County Boards of Public Instruction for examining and licensing teachers, it was complained that teachers were subject to examination by Boards the members of which were not teachers themselves, and many of them incompetent for the office. That just ground of complaint has been removed by the qualifications of members of Examining Boards being prescribed by law, and none being eligible for the office except graduates of some English or Canadian University, with testimonial of experience as a

teacher, and teachers holding Provincial life first-class certificates. Another just ground of complaint remained, namely, that the schools were superintended and inspected by persons who had not been teachers, and were not qualified for the work. Now, no person is eligible to be a public school inspector who does not hold a certificate from the Education Department of the highest grade of the highest class in his profession. Thus is the profession of the public school teacher placed upon the same footing as the professions of law and medicine. It now only remains that the school text-books (the copyright of which is public property, under the control of the Education Department) be subject, as occasion may require, to the revision by select members of the teaching profession, and by them only.

(*Superannuation of Teachers*).—The heart almost recoils at the recollection of years of varied and often discouraging toil required to overcome the prejudices and obstacles in order thus to elevate the teacher's profession to its true standard of competence, dignity and permanence, and you are all aware of the storm of opposition which was raised against the last and most humane step taken to give increased value and stability to the teacher's profession by providing for the relief of its aged and disabled members—a provision now universally popular both within and without the profession. In 1853, the Legislature was with difficulty induced to grant \$2,000 a year, which was afterwards increased to \$4,000 and then to \$6,000, in aid of superannuated or worn-out public school teachers. High school teachers are now included, and the Legislative grant for the last year reported (1874) was \$23,100, nearly one-half of which was contributed by the profession itself.

(*Salaries of Teachers*).—I am aware that the remuneration of the profession is not yet what it ought to be. It should be the aim of every teacher to add to the value of the profession and its labours by good conduct, diligence and increased knowledge and skill; and the experience of the past shows that the country will not be slow to increase the remuneration of labours thus rendered increasingly valuable; for while the amount of salaries paid to 2,706 Public School Teachers in 1844 was \$206,856, the amount of salaries paid to 5,736 Public School Teachers in 1874 was \$1,647,750. It is gratifying to reflect that whatever sums are provided and expended for any educational purposes are all expended in the country, and therefore do not impoverish it in any respect, but tend to enrich it in the highest respect and in various ways.

(*The High Schools*).—In regard to High Schools, formerly called Grammar Schools, the law for their improvement and their administration by the Education Department dates back to only 1852, at which time their number was 84, the number of their pupils 2,643, and the Legislative Grant in their aid was \$20,567; in 1874 there were 108 High Schools, 7,871 pupils, and the Legislative Grant in their aid was \$75,553, in addition to which a sum equal to half that amount was required to be raised by County and City Councils, all of which to be sacred for the payment of salaries of masters and teachers; and corporate powers in Boards of Trustees to provide additional means for the payment of teachers, and the erection, repairs and furnishing of buildings. In 1852 there were no inspectors of High Schools; now there are three very able and efficient High School Inspectors. In 1852 the whole amount of salaries paid High School Teachers was \$38,533; in 1874 the amount of salaries paid High School Teachers was \$179,946. The improvements in the operations and efficiency of the High Schools have, I believe,

kept pace with their financial and material improvements. In no part of our School system have more opposition and buffetings been encountered than in effecting these changes and improvements.

(*The New Minister.*)—In terminating my official connection with the inspectors and teachers of High and Public Schools, I feel that, with all the defects and mistakes of my administration—and no one can be more deeply conscious of them than myself—I have, under very many difficulties, rendered you the best service in my power. In my retirement and advanced years I shall feel unabated interest in your success and happiness, while I shall enjoy the satisfaction of knowing that the honourable gentleman who succeeds me, with the rank and title of Minister of Education, is animated with the warmest zeal, and possesses much higher qualifications and greater power than I have been able to command, to advance your interests and promote the sound and universal education of our beloved country.

Your faithful friend and servant,

(Signed) E. RYERSON.

Toronto, March 2nd, 1876.

OUR MUNICIPAL SYSTEM AND ITS EDUCATIONAL FACILITIES.

From the Rev. Dr. Ryerson's address to the people of Ontario, in 1851, written in London, England, we select the following admirable remarks on our Municipal System and the facilities which it affords for educational advancement:—

"Our system of Municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our country. Since I came to England, a member of the Canadian Legislature now in this country, an able political opponent of the author of our present Municipal Law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our Municipal Law is the grandest, the most comprehensive and most complete measure of which he has any knowledge, for developing the resources and promoting the improvement of a country—especially a young country. But what is thus stated by an impartial and competent judge to be true of this law in respect to the general resources and interests of the country, is, I think, pre-eminently true in respect to its educational interests. Among the conditions essential to the advancement and greatness of a people, are individual development and social co-operation—to add as much as possible to the intellectual and moral value and power of each individual man, and to collect and combine individual effort and resources in what appertains to the well-being of the whole community. That system of polity is best which best provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and in order to that there must be self-government. To the most potent developments of the latter, organization is essential, and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of Municipalities, and in our School systems, which is engrafted upon the municipalities, these objects are carefully studied and effectually provided for, and provided for to an extent that I have not witnessed or read

of in any other country. In the neighbouring States, there are excellent town and city municipalities with ample powers, and in some States there are municipalities of townships and counties for certain objects; but these are isolated from and independent of each other, and are far from possessing powers commensurate with the development of the resources, and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest school section and remotest township to the largest county or union of counties—the one rising above the other, but not superseding it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, the municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of each municipality, whether of schools or roads, of the diffusion of knowledge or the development of wealth. Around the fireside and in the primary meetings, all matters of local interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their energy and discretion. In this development of individual self-reliance, intelligence and action in local affairs of common interest, we have one of the primary elements of a people's social advancement; whilst in the municipal organizations we have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do in respect to a school, a library, road, or a railway, can be easily accomplished by the municipality; and the concentration of individual feeling and sentiment gives character and direction to municipal action. The laws constituting municipalities and schools are the charters of their government, and the forms and regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them. The application of this simple but comprehensive machinery to the interests of schools and general knowledge opens up for Upper Canada the prospect of a glorious future."

I. Educational Matters in Ontario.

1. CHANGES IN THE EDUCATION OFFICE.

The recent transfer of the Department of Public Instruction from the late Chief Superintendent to the present Minister has rendered necessary some changes in the Education Office. Dr. Hodgins, formerly Deputy Superintendent, has been gazetted the "Deputy Minister of Education," and Mr. Marling, formerly Registrar of the Department, and Clerk of the Council of Public Instruction, becomes by the same process "Secretary of the Education Department." The work to be done by both of these officers will be much the same as heretofore. Dr. Ryerson, though freed from official duties in connection with the work of the Department, over which he has presided for thirty-two years, will have a room in the building, where he will be accessible should his advice be desired on any matter connected with the working of the education system. The apartment placed at his disposal by Mr. Crooks is the old Council Chamber, where his time will be mostly spent in the prosecution of his literary labours. His farewell circulars to the various bodies entrusted with the carrying out of the system, teachers, trustees, inspectors and municipal councils, are about to be issued.—*Globe*.

THE EDUCATION OFFICE.—We gather from the last number of the *Ontario Gazette* that Mr. Crooks has organized his Department. Dr. Hodgins is now "The Deputy Minister of Education," and Mr. Marling, "Secretary to the Education Department."

Both of these appointments were to be expected; but they are none the less such as the gentlemen themselves and the Province at large may be congratulated on. Dr. Ryerson, too, though absolved from the regular labours and responsibilities of the Department, does not altogether withdraw his assistance, but finds an arm-chair in the old Council Room, which has been placed at his disposal, and his valuable advice and information will, we hope, be long cheerfully tendered and gratefully received. An abrupt severance of the ties which so long connected the worthy Chief Superintendent with the administration of the office would have been a serious calamity.—*Mail*.

2. ELORA SCHOOL CONVENTION.

A convention of teachers was held at Elora on Friday and Saturday, March 3rd and 4th. There were about 150 teachers present from all parts of the county. On Friday evening addresses were delivered in the drill shed by Hon. Adam Crooks and Prof. Goldwin Smith. The following are the principal resolutions passed at the convention. In general, these resolutions were unanimously carried:

1. Moved and seconded that, in the opinion of this convention, County and City Boards of Examiners be not allowed to renew third-class certificates, or to grant permits or interim certificates under any condition whatever, and that third-class certificates be made Provincial for three years, also that an elementary knowledge of book-keeping and human physiology be required and that British or Canadian History be substituted for general history. Carried.

2. Moved and seconded that, in the opinion of this meeting, Botany, Natural History, Agricultural Chemistry, Domestic Economy, Civil Government, Book-keeping, and Christian Morals, as taught from a text-book, be made optional subjects. Unanimously carried.

3. Moved and seconded that, instead of having quarterly examinations as heretofore, we have two examinations during the year, time not specified. Carried.

4. Moved and seconded that, in the opinion of this meeting, the vacations of the Public Schools should be of the same length as those of the High Schools, and also at the same time. Carried.

5. Moved and seconded that, in consideration of the frequent changes which teachers are compelled to make in rural sections, and the inferior class of houses which they generally have to occupy, it would be a great advantage to married teachers, and tend to keep them in the profession if such a change were made in the school year as would enable them to terminate their annual engagements with the summer holidays; and that such a change would also benefit the Public Schools, since a teacher can gain control of a school much more easily, when the attendance is small, as it invariably is after the summer vacation; also that large scholars, who attend school during the winter season only would have the advantage of the same teacher during the whole session; and farther we hold, that it would facilitate the attendance of teachers at the Normal Schools, and be more convenient for teachers who obtain certificates in July.

The motion was not voted upon by the meeting, and discussion upon the matter was postponed until the next meeting of the Association, to be held in May.

3. COLLECTION OF SUPERANNATED TEACHERS' MONEY.

As the law makes Public School Inspectors responsible for the collection and transmission of the Superannuated Teachers' money to the Education Department, they should take steps to have it promptly placed in their hands by the local treasurers for this purpose. The 95th Section of the School Act declares that:—

Under this Section of the Act it is clear that every teacher holding a Public School certificate is required to pay into the fund at least four dollars annually in half yearly sums. In other words—so long as he holds a certificate, and whether he teaches for a longer, or shorter period in the year—say a month, six months, or the entire year—he becomes indebted to the fund at least four dollars for that year, payable half yearly.

As to the duty of the Inspector, the law prescribes that he shall:—

Thus it is clear that it is the duty of the Inspector, at any time before giving a cheque "to any qualified Teacher" (male or female), to deduct from the money due the Section for the time during which a male Teacher may have taught in it, the

sum payable by that male Teacher who may have taught in the section during the period for which the money is payable. It matters not whether the male Teacher concerned was previously paid in full by the Trustees or not, the money must be deducted by the Inspector.

The following examples may be given in illustration:—

1. In a section in which two (or more) male teachers are employed throughout the year, or only for part of a half-year, the sum of two dollars should be deducted for each male teacher, from the sum apportioned to the section for the half-year during which such male teachers were employed, although the 'Trustees' order may be made out in favour of their successors: male or female.

2. In a section in which a female teacher is engaged during either half-year, and is succeeded by a male teacher in whose favour the Trustees' order, for such preceding half-year, is made out in advance for his term, no deduction is to be made, as no payment is due to the male teacher in that section, for the half-year for which the apportionment is made; and consequently no payment to the fund is due by such male teacher.

In rural sections then, the rule to be observed is, to deduct the amount due from the apportionment made to the section, only when one or more male teachers were employed, and credit it to the male teacher or teachers employed during the half-year for which the apportionment was actually made.

The municipal treasurer is, by the 102nd Section, required to:—

"Pay over to the order of the Inspector the amount of money which said Inspector has deducted, as required by law . . . or which is due and payable by any male Teacher to the fund."

In order to insure punctuality and regularity in collecting and transmitting this superannuation money to the Department the simplest and most satisfactory plan for the Inspector to adopt is:—to make out at the end of each half year, a list of the male Teachers under his jurisdiction, with the names of the Sections or School Divisions in which they may have taught in, whether or not such Teachers may have taught one, two, or six months of such half year. The Inspector should then send this list with his order to the municipal school treasurer for the whole amount of superannuation money due by the Teachers mentioned on that list. Should the Treasurer neglect or refuse to comply promptly with the request or order of the Inspector for this money, he should without delay take measures to compel the Treasurer to comply with the provisions of the law on the subject.

As in cities, towns and villages the law makes it the duty of the Inspector to sign all cheques payable to Teachers for salaries, he has it in his power to ensure a prompt transmission, through the local agency of the Bank of Commerce or Bank of Montreal, of the superannuation money due and payable to the Department at the end of each half year.

4. THE OTTAWA NORMAL SCHOOL.

SOME ACCOUNT OF THE WORK.

Canada should be proud of her educational institutions, for the reason that teaching pupils is one branch of study, and teaching teachers is another. The latter is an art which, on the other side of the Atlantic, almost appears to have been lost sight of. At least so far as England is concerned, it is almost safe to say that such is the case. The "Training Schools" of the Dominion of Canada, or "Normal" Schools, as they are more properly termed, are infinitely superior in their curriculum to those in the old country. When the Hon. Mr. McKellar selected Ottawa as a central position for a Normal School, he did well, for he could not have found a site better suited for the purpose. Between the Provinces of Quebec and Ontario, *in medias res*, if the term may be applied, its situation could not have been better selected. The building has already been described in the *Times*.

THE OBJECT OF THE SCHOOLS.

"The sole object of these Schools is to prepare students for the profession of Teacher; and to this end, students have, in addition to the lectures, the advantage of practice in the Model School under

the direct supervision of the Principal and Masters of the Normal School, and the teachers of the various Divisions."

In view of the above clause in the curriculum, a representative of the *Times* last week paid a series of visits to the school, and he was most kindly received by the Professors in the various branches of study pursued there. He found the arrangements perfectly *en regle*, the lecture rooms in perfect order, and the gentlemen who occupy the chairs *au fait* in their work. Everything is conducted on a business-like footing. Nine o'clock in the morning sees males and females in their places in the class rooms, with the lessons prepared and ready for the queries of the lecturer of the day. To the credit of the fair sex be it said that as a rule they are (excuse a slang term) "better posted" than those of the sterner sex. To trace the whole course through would require an examination of the whole of the branches of study laid down, and perhaps it might be as well to give a brief synopsis of each of the professor's lectures, always bearing in mind that "lecturing" on the subjects taught is the system adopted, a monthly examination being held by the tutors in each class.

EDUCATION.

The following is a brief synopsis of the principles laid down in the professional lectures by Mr. McCabe:

First, it is important to start with a proper idea of what Education really is. It involves the culture and development of the various parts of our nature, physical, intellectual and moral. At this stage is given a hint that the healthful development of any one power involves the culture of the others. The cultivation of the intellect is first specially referred to. This culture involves two elements—in forming and developing—the first a cause, the latter an effect, and the more important. We must impart knowledge in such a way that it will awaken thought, stir the mind to new ideas by comparison and reasoning. We should aim to awaken a desire for knowledge, and train to the best method of acquiring it. Education is not to end with school life; but rather to begin when the child has left school, by his ability to acquire for himself.

Next comes the question how this all-important development is to be obtained? By exercise. We cannot educate by acting upon the child or working for him—we must secure action on his part.

We come back to the means—the various branches of knowledge taught in our schools. These branches must be taught in such a way as to awaken interest, induce effort, give activity to the mental powers and secure their development—the great end.

The different intellectual powers do not come into full activity simultaneously. In the young child, the perspective powers are first awakened, then memory, then reason. The educationist should conform to this order. If the knowledge presented appeals to a mental power not yet awakened, we shall fail to arrest the attention. The pupil must be taught *ideas* rather than words.

The more we can get the pupil to do for himself, the greater will be our success as teachers. He must be brought to the sources of knowledge, and led to discover and arrange for himself. He must be made to feel that knowledge is not confined to books—that it has not even its source there. The book is but an artificial *reservoir*; the *fountain*, the source, lies outside in the field of nature.

These remarks point to the necessity of a proper *method* of teaching, and introduce that part of the subject. Method involves the determination of the end in view, and the establishment of an intelligent plan to secure that end. The two grand methods of presenting knowledge are next referred to—*analytical* and *synthetical*. The former leads from an examination of the particulars to infer the general—from examples to principles; the latter from general principles to their application to various cases.

Young children, and those whose minds are but little developed, require analytic teaching. If we begin with principles and rules, they may commit these to memory without knowing anything of their meaning. We present individual objects or examples, thus appealing to a mental faculty already awakened; the child thus understands the subject, is interested in it, and gives his attention to it.

Guided by the teacher he proceeds from one example to another, fixing his mind on points of resemblance, gradually rising from individuals to classes; from examples to principles and rules.

All subjects should be taught on this plan to beginners; and after the mind has become more fully developed, and that the pupil is able to trace from the particular to the general, and back again, text books, in which knowledge is given in abstract form, may be used.

The teacher is warned against the practice of lecturing, doing all the work himself, against many other faults in questioning, &c.

Good teaching is next defined as a judicious combination of direct statement, questions, ellipses, the teacher discriminating between what he should tell the pupils, and what he should be able to draw from them without telling.

In using text books, the matter contained there should be treated as a *text*, not to preach a sermon from, but to *illustrate* and expand.

These are the general principles; and the teachers go on to apply these principles to the teaching of reading, spelling, grammar, arithmetic and geography, &c., &c. To freely appreciate this part of the course, the lecturer must be heard. We happened to be present at one sitting for the best method of teaching.

The subject of school organization is next taken up. This is intended to include registration, classification, distribution of time, and signals. These are dwelt upon in order. Then follows the subject of school management, which is distributed under two general heads—*teaching* and *governing*. *Teaching* is supposed to include assigning lessons, conducting recitations, supervision of desk-work, and reviews. *Governing* is considered under the heads preventives and punishments. Lastly is taken up a short sketch of mental philosophy, the successful teacher requiring to know something of the powers of the mind, &c.

We have here given but a very imperfect sketch of this most important department, but enough to show with what ability Mr. McCabe has organized the young institution committed to his care, and the system upon which the studies of the future teachers of the young are conducted.

THE SCIENTIFIC DEPARTMENT.

Under the department of sciences are included the following subjects: (1) chemical physics, (2) chemistry, (3) geology, (4) botany, (5) natural history, and (6) physiology and anatomy. This department is under the direction of Prof. Gibson, B.A., F.G.S., who is very favourably known in Canada as an enthusiastic teacher of the sciences, and an original investigator. His method of lecturing on the above topics is somewhat similar to that employed by Prof. Huxley in the Royal School of Mines, London, a plan of lecturing at once practical and efficient. The salient points in the lecture are in the first place given to the students in the form of dictation—the whole forming a sort of skeleton or *resumé* of the lecture, and taking up about twenty minutes in the hour. The remaining time is occupied in expanding and illustrating the points dictated, and in oral examinations of the previous lecture. In the meantime the Professor labours under considerable disadvantages from the fact that he has as yet at his command but a meagre supply of chemical apparatus and specimens for illustration in geology and botany. But this defect will shortly be remedied, seeing that the Ontario Legislature have voted a very handsome sum for the purpose of providing all such necessaries. The laboratory in connection with the science department will, when furnished, be one of the most commodious and efficient in the Province, and is arranged with a view to finding the students of the first division an opportunity for practical work. In the botanical sub-department we observed a very fine herbarium containing about 2,000 species of the indigenous and naturalized plants of Canada. This, we believe, is one of the largest collections of plants in the Dominion, and has now become the property of the museum through the kindness of Prof. Gibson. As yet there are no geological, mineralogical or zoological collections; but in the course of two or three months a number of good sets of typical Canadian specimens are forthcoming through the courtesy of Mr. A. R. C. Selwyn, director of the Geological Survey, and Dr. Dawson, of McGill College, Montreal.

MATHEMATICAL DEPARTMENT.

This department includes the subjects of arithmetic, algebra, geometry, mensuration, trigonometry and mechanics, including statics, dynamics, hydrostatics and pneumatics. The manner of teaching these branches differs considerably in the different divisions and subjects. In arithmetic the second division are thoroughly drilled on the principles of underlying all arithmetical operations: lessons are assigned in the authorized text-book, for the actual preparation of which the students are held responsible. At each recitation, the statements of the text-book are enlarged upon, thoroughly explained and largely supplemented, special attention being paid to anything of practical importance. Little attention is paid to *rule*, the pupils being trained in analysis, and in the method of performing all questions of proportion, &c., by analysis. In the first division the students are supposed to be familiar with everything in the text-books, and lectures are given on the theory of interest, exchange, on commercial law, on money and its substitutes, on stocks, and on matters of importance in business life, as well as on the theory of numbers; difficult questions from all sources are taken up and discussed before the class, and no pains are spared to make the students perfectly conversant with any question which is likely to arise in life.

Instruction in mensuration is given entirely by lectures, the first division applying the elements of trigonometry to solve triangles and other figures. The second division, who do not take trigono-

metry, are instructed in the methods of solution not requiring that science. Exercises are wrought out before the class, and in this, as in other branches, questions to be solved at home by the students are a constant concomitant of class instruction.—*Ottawa Times*.

II. Papers on Practical Education.

1. THE STUDY OF GEOGRAPHY.

The Right Hon. Mr. Forster, in his address upon the Colonies, insisted that every schoolboy in Britain and her dependencies should learn what the British Empire consists of, for any one impressed with a proper idea of its greatness would wish to preserve it. The study of geography is now held by scientists to supply one of the most attractive fields for genius. A new system of acquiring facts has come into use. In the eighteenth century, and the first half of the present one, though maritime discovery was prosecuted more or less ardently by great States employing adequate means, the work of exploring the interior of unknown countries was usually left to individuals, who spent whole sections of their lives in exploring countries or provinces which had, for any reason or no reason, attracted them. Sometimes a *savant*, sometimes a missionary, sometimes a man brimming over with the desire of adventure, the traveller entered the unknown country, wandered in its villages, became thoroughly familiar with its people, and either perished obscurely or emerged laden with his additions to human knowledge. Thus we got our knowledge of Central Africa and the interior of China, so far as they are known at all. The new plan is to send out a completely equipped expedition, with a sufficient force to ensure safety and apparatus to secure scientific accuracy. It is the better plan.

Investigations founded upon geographical data are now going on to determine how climatic influences have acted upon animal and vegetable life. Scientific deductions are worked out by men who have never gathered any rough facts for themselves. Richard Strachey, in his address to the Geographical Section of the British Association, on "The Place of Geography in Physical Science," showed his appreciation of the work of the traveller in his closing remarks. He said:

"It is the task of the geographer to bring together from all places on the earth's surface the materials from which shall be deduced the scientific conception of nature. Geography supplies the rough blocks wherewith to build up that grand structure towards the completion of which science is striving. The traveller, who is the journeyman of science, collects from all quarters of the earth observations of fact, to be submitted to the research of the student, and to provide the necessary means of verifying the inductions obtained by study, or the hypotheses suggested by it. If, therefore, travellers are to fulfil the duties put upon them by the division of scientific labour, they must maintain their knowledge of the several branches of science at such a standard as will enable them thoroughly to apprehend what are the present requirements of science, and the classes of facts on which fresh observation must be brought to bear to secure its advance. Nor does this involve any impracticable course of study. Such knowledge as fit will a traveller for usefully participating in the progress of science is now placed within the reach of everyone. The lustre of that energy and self-devotion which characterize the better class of explorers will not be dimmed, by joining to these qualities an amount of scientific training which will enable them to bring away from distant regions enlarged conceptions of other matters besides mere distance and direction. How great is the value to science of the observations of travellers endowed with a share of such instruction is testified by the labours of many living naturalists. In our days this is especially true; and I appeal to all who desire to promote the progress of geographical science as explorers, to prepare themselves for doing so efficiently, while they yet possess the vigour and physical powers that so much conduce to success in their pursuits."—*London Advertiser*.

2. TEACH SEWING IN PUBLIC SCHOOLS.

It is stated that Massachusetts will hereafter require that, so far as practicable, the girls in her public schools shall be taught sewing. This is a good move in a good direction. In these days of sewing-machines and high-pressure "book learning," the art of the needle-woman is too generally neglected. All girls should be taught the skilful use of the needle. To one it may mean resource for livelihood, to another an added grace of womanhood. Though a lady touch the keys like Arabella Goodard, or handle the brush like Rosa Bonheur, or wield the magic pen of George Eliot herself, she is still more the artist if able to sew on buttons and darn stockings; to stitch and seam, hem and fell, gather and bind, tuck and ruffle,

pleat and goffer—the veriest flesh-and-blood sewing-machine. We quote from "The Marble Farm" a paragraph or two, in which Hawthorn has his good word to say of needlework.

"There is something extremely pleasant and even touching—at least of very sweet, soft, and winning effect—in this peculiarity of needle-work, distinguishing women from men. Our own sex is incapable of any such by-play aside from the main business of life; but women—be they of what earthly rank they may, however gifted with intellect or genius, or endowed with awful beauty—have always some little handiwork ready to fill the tiny gap of every vacant moment. A needle is familiar to the fingers of them all. A queen, no doubt, plies it on occasion; the woman poet uses it as adroitly as her pen; the woman's eye that has discovered a new star turns from its glory to send the polished little instrument gleaming along the hem of her kerchief, or to darn a casual fray in her dress. And they have greatly the advantage of us in this respect. The slender thread of silk or cotton keeps them united with the small, familiar, gentle interests of life, the continually operative influences of which do so much for the health of the character, and carry off what would otherwise be a dangerous accumulation of morbid sensibility. A vast deal of human sympathy runs along this electric line, stretching from the throne to the wicker chair of the humblest sempstress, and keeping high and low species of communion with their kindred being. Methinks it is a token of healthy and gentle characteristics when women of high thoughts and accomplishments love to sew; especially as they are never more at home with their hearts than when so occupied. And when the work falls in a woman's lap, of its own accord, and the needle involuntarily ceases to fly, it is a sign of trouble, quite as trustworthy as the throb of the heart itself."—*Pennsylvania School Journal*.

3. TOO MANY TEXT-BOOKS IN OUR SCHOOLS.

One of the greatest drawbacks on the progress of education in this state, is its multiplicity of diluted text-books. In order to gain a modicum of knowledge of each of the common branches, pupils are expected to wade through the superficial contents of series comprising from three to eight books, of which each succeeding one is, for the most part, but a rehash of its predecessors. And as a natural consequence of all this, many of our pupils never find time to finish the most meager common school course. For to complete such a course, according to grade, in many of our city and other schools, would require from seven to thirteen years, and I have examined one grade which, if closely followed, would require eighteen years! And such a graduated course of study is a fraud on any community. For it not only puts parents to an unnecessary expense, but, at the same time, cheats their children out of their most precious time, and thus deprives them of all opportunities for acquiring any knowledge of even the elements of the higher branches. No series comprising more than two books relating to the same branch of study, except in the case of reading, in which it might consist of three, should be used in our public schools. And, indeed this is all that is necessary. For each branch of study naturally divides itself into two parts, one of which is inductive and the other deductive. And its text-books should correspond in character and number. In the first part, there is an inductive rising from the contemplation of the facts and phenomena peculiar to any branch of science, to an apprehension of its principles and laws; and in the second, there is a deduction from these principles and the laws of such rules and results as serve the purposes of practical life. For each of these parts there should be an appropriate text-book, which should be comparatively small, but logically arranged. And if all our public schools were supplied with such text-books, not only would our pupils obtain a far more thorough knowledge of the common school branches, but three-fourths of the time now spent in its acquisition would thus be saved. And while this would render it possible for every child to complete the ordinary common school course, it would leave ample time and opportunity for those who could remain longer at school, to study the rudiments of the natural sciences and make some progress in intellectual and moral culture.—*Deputy Sup't Curry of Pennsylvania*.

4. SWISS TEACHERS' CONFERENCE AT GENEVA.

On the first morning of the Conference the teachers present, to the number of nearly fifteen hundred, formed themselves into a procession, and marched through the principal thoroughfares of Geneva, preceded by a band and the federal flag. The first question proposed was the following: "What are the duties of the teacher towards society, and what are the duties of society towards the teacher?" This gave rise to a debate, which resulted in the presentation of eleven reports from the various sections. These reports have

been condensed and combined by Professor Verchere into one general report containing the following conclusions :

1. The business of the primary teacher is to give to the young an education and instruction calculated to form them into both moral and enlightened men.
2. He ought, therefore, to possess certain qualifications—physical, moral, and intellectual.
3. Among his physical qualifications, an essential one should be a good state of health, which should be maintained by a wise hygiene.
4. With reference to his moral qualities, the schoolmaster's character should in all respects be such as to obtain for him the confidence of families, the affection of children, and the respect of the public. Elevated piety, exemplary morality, devotion to duty, a serious view of his mission, sincere attachment to children, a spirit of good will and conciliation in his social relations, ardent sympathy—marked by disinterestedness and modesty—with everything that may contribute to the welfare of the people: complete dignity of bearing, of manner, and of language—these are the traits, which taken together, should represent the moral character of the schoolmaster.
5. As to his intellectual qualifications, the public has a right to demand from him a substantial and varied fund of knowledge acquired by previous instruction, and maintained and extended during his whole career. An enemy to mere immovable routine, he should welcome the progress realized by others, he should essay new methods of instruction, and search out for himself improved plans of procedure, remembering that a fundamental qualification of the teacher is to know how to reach the heart and intelligence of his pupils.
6. In school he should direct his attention, not only to instructing the young in various branches of knowledge, but also to inculcating sentiments of piety and virtue, love of work, and devotion to their mother country.
7. Out of school also there are different ways in which he should be actively employed. He should keep up friendly relations with the parents of his pupils, in order to secure their concurrence and support; he should aid with counsel and sympathy adolescent youth; he should enlighten the surrounding population to the best of his ability; and should lend his support to all useful undertakings that have for their aim the general good. He should also place himself in perfect accord with the authorities, political, scholastic, and religious.

In return for all this, society is under numerous obligations to the teacher.

1. Children are bound to be respectful, obedient and affectionate towards him. The best mode of testifying their recognition is to carry out in practice the instructions that he may give them.
2. The co-operation of the family is indispensable to render fruitful the work of the school; and it is necessary that the parents should themselves set an example of respect, confidence, and kindness, towards the educators of their children.
3. Society, and the authorities that represent society, should promote the work of instruction by taking all measures necessary for the good of the school; by aiding the master in questions of discipline; and by protecting him against all vexation, political or religious.
4. The teacher has a right to be guaranteed against arbitrary "deprivation."
5. The income of the schoolmaster should be sufficient to enable him and his family to live in comfort. The exigencies of the present day involve the necessity of raising his stipend above what it has been in the past.
6. A retiring pension should be assured to a teacher in his old age, or to his family in cases of his premature decease.
7. Schoolmistresses are entitled to these advantages equally with schoolmasters.
8. Inasmuch as military service is but little compatible with school work, it is desirable that teachers should be exempt from it.
9. The authorities to whom the work of inspection appertains should carry out their functions with serious and sustained interest, and in an enlightened large-hearted and kindly way, free from everything like partiality.
10. The state ought to facilitate the work of recruiting the ranks of the teachers' profession, and to furnish resources for their intellectual and professional improvement, by the creation of such establishments or auxiliary institutions as normal schools, courses of instruction in school management, libraries, meetings and conferences.—*Quebec Journal of Education.*

III. Miscellaneous Statistics.

1. THE METRIC SYSTEM.

This system has been adopted by nearly all the States of Europe and South America, and as it was made legal in the United States in 1866, its use should no longer be deferred. It is merely an extension of the system with which we are familiar as applied to our currency, as follows;—

MONEY.

- 10 mills make one cent.
- 10 cents make one dime.
- 10 dimes make one dollar.
- 10 dollars make one eagle.

The following are the metrical tables of weights and measures—

WEIGHTS.

- 10 milligrams make one centigram.
- 10 centigrams make one decigram.
- 10 decigrams make one gram.
- 10 grams make one decagram.
- 10 decagrams make one hectogram.
- 10 hectograms make one kilogram.
- 10 kilograms make one mynagram.

LENGTHS.

- 10 millimeters make one centimeter.
- 10 centimeters make one decimeter.
- 10 decimeters make one meter.
- 10 meters make one dekameter.
- 10 dekameters make one hectometer.
- 10 hectometers make one kilometer.
- 10 kilometers make one myrameter.

CAPACITY.

- 10 millimeters make one centiliter.
- 10 centiliters make one deciliter.
- 10 deciliters make one liter.
- 10 liters make one dekliter.
- 10 dekliters make one hectoliter.

New York Witness.

2. AMERICAN GEOGRAPHICAL ELEVATIONS.

As geographer in the Rocky Mountains Expedition under the charges of Dr. F. V. Hayden, Mr. Jas. T. Gardner found it necessary to fix upon some datum point to serve as a base for the reckoning of altitudes, and met with a first difficulty in the different altitudes assigned by Denver, Colorado, they diverging between 200 and 300 feet. To eliminate the error, he undertook the "reconstructing of all possible lines of level from the ocean to the Rocky Mountains, using only official reports by engineers, and checking them by personal examinations of their note books and working profiles whenever practicable." The following are a few of the levels ascertained.

Mean level of Lake Ontario above mean tide level	feet. 249.99
" Lake Erie.....	573.06
" Lake Huron.....	589.99
" Lake Michigan.....	589.15
Low water in Ohio at Cincinnati.....	440.00
Cairo city base, ordinary low water.....	291.23
Saint Louis directrix.....	429.29
Omaha, Low water base of U. P. R. R.....	977.90
" depot grounds.....	1,000.40
Denver, Col., O. P. & P. K. R. R. passenger depot	5,196.58
Cheyenne, U. P. passenger depot.....	6,075.28
Golden Colorado.....	5,728.98
Ogden, Utah, depot track.....	4,303.30
Pike's Peak.....	14,143.66

The level mean tide at Albany, N. Y. above mean tide at New York City, was taken at 4.84 feet, as ascertained by the Coast Survey. A few others of the heights ascertained are :

Quebec, mean tide level.....	feet. 15.37
Montreal, summer water level.....	30.00
Lake Champlain, mean level at Whitehall.....	100.84
Pittsburgh, Pa., low water in river.....	699.90
Louisville, Ky., low water above Falls, about ...	404.00
New Albany, Ind., low water in 1857.....	379.76
" depot of L. N. A. & C. R. R.....	451.76

Rock Island, Ill., high water in Mississippi in 1852	566.78
Terre Haute, Ind., high water in Wabash.....	485.55
" ordinary water.....	467.45
Mount Lincoln, Colorado.....	14,296.66

3. A FEW STARTLING TEMPERANCE FACTS.

A writer in the *Southern Presbyterian Review*, in an able article on "The Law of the Tithe and of the Free-Will Offering," says :

"The government statistics for 1871 may well cause every honorable man to hang his head with shame and may well fill every patriot's heart with alarm. They are as follows. Let them be pondered by every lover of his country :

Salaries of all Ministers of the Gospel - - - - -	\$6,000,000
Cost of Dogs - - - - -	10,000,000
Support of Criminals - - - - -	12,000,000
Fees of Litigation - - - - -	35,000,000
Cost of Tobacco and Cigars - - - - -	610,000,000
Importation of Liquor - - - - -	50,000,000
Support of Grog Shops - - - - -	1,500,000,000
Whole Cost of Liquor - - - - -	2,200,000,000

And these are the facts in this 'enlightened' nineteenth century and in this United States! One might infer from them that we are fast becoming, if not already, a nation of drunkards. And then consider this country's estimate of the gospel ministry, the minister

4. COST OF CRIME IN THE UNITED STATES.

It has been estimated by Mr. G. T. Angell, of Massachusetts, that the annual cost of crime in this country is \$200,000,000. It has been more than doubled during the past ten years. Crime in Massachusetts is thirty-three per cent. greater than in Ireland ; and the great question now for all good citizens is, how are we going to stop this increase of crime ? The education of the intellect will not do it. The churches cannot stop it, for not half the people of the United States ever go to church. The Sunday-schools cannot stop it.—There are only two remedies : One is to multiply jails, police, courts, judges, penitentiaries, constabulary, &c., and the other, in the words of Dr. Holland : "If you want to stop rascals, you must stop raising them." The columns of the newspapers will not cease to be filled with the records of crime and misery while thousands of children are allowed to grow up without moral, religious or mental education, and the only way to teach these children is through the public schools. For the safety of our republican institutions we need in our public school education the teaching of the higher truths of religion. One of the best ways to reach the hearts of children and ennoble them, is to teach them kindness to animals. Every step taken in this direction promotes an education which elevates human souls and prepares the way for Him who came preaching "Peace on earth, good will to men." I believe we should begin to talk in our schools about God and humanity, and the teachers' profession will be the noblest in the land.

IV. Miscellaneous Readings.

1. BEAUTIFUL THINGS.

Beautiful faces are those that wear—
It matters little if dark or fair—
Whole-souled honesty printed there.

Beautiful eyes are those that show,
Like crystal panes where hearth-fires glow,
Beautiful thoughts that burn below.

Beautiful lips are those whose words
Leap from the heart like songs of birds,
Yet whose utterance prudence guards.

Beautiful hands are those that do
Work that is earnest and brave and true,
Moment by moment the long day through.

Beautiful feet are those that go
On kindly ministries to and fro—
Down lowliest ways, if God wills it so.

Beautiful shoulders are those that bear
Ceaseless burdens of homely care
With patient grace and daily prayer.

Beautiful lives are those that bless—
Silent rivers of happiness,
Whose hidden fountains but few may guess.

Beautiful twilight at set of sun,
Beautiful goal, with race well won,
Beautiful rest, with work well done.

Beautiful graves, where grasses creep,
Where brown leaves fall, where drifts lie deep,
Over worn-out hands—Oh, beautiful sleep!

2. THE REWARDS OF LABOUR.

Mr. Gladstone was lately engaged in laying the corner stone of a new King's school at Chester, and he availed himself of the occasion to make a few remarks upon the subject of education. He told his hearers that the wages of mental labour are declining, while to the work accomplished by physical effort an increasing reward is paid. If mental work is constantly becoming worse and worse remunerated, it might seem a step in the wrong direction to be opening new schools, which will bring more labourers of that class into the field, and make the competition still keener. But Mr. Gladstone had a more important fact to make known. He was founding a school for the middle classes chiefly, and he told them that from the ranks of the people—the lower community—formidable competitors were springing. Therefore it was high time, he said, that the middle classes of the country, for themselves and their children, should consider that much exertion was needful in order to fit themselves to maintain even their relative position in the community. So not only was the work of the middle classes becoming worse rewarded and the work of the labouring class becoming better rewarded, but the lower were pressing upon the upper classes, and entering into immediate and direct competition with them. While the competition of manual labourers among themselves was becoming lighter and lighter, the competition of mental labourers among themselves was becoming sharper and sharper. The moral which he drew from all this, as applied to the boys of Chester school, was that every boy should fall back upon himself, and do his utmost to learn and improve. To console them under the prospect which he had held out, and brace them up for the struggle, he added the remark that it was "a time to be diligent," for "there was no more contemptible creature on the face of the earth than the idle man." "The idle man in the ranks of men might be compared to the reptiles in the ranks of the animal creation."

Some qualification might be desired of Mr. Gladstone's statements. If by mental labour he referred to the ordinary work which the average man with an average education can produce, he is perfectly right in saying that there is a tendency to decline in its market value. Attention has often been directed, for instance, to the enormous number of applicants who flock after an advertisement of a secretarial position or other "genteel" occupation, though the pay offered be much less than the earnings of a mechanic. But for those who stand out from their fellows, for the original workers in all fields, professional, literary and mercantile, the rewards are much above what they used to be. It is quite true, however, that the competition is becoming sharper. The opening out of opportunities for a fair education to the labouring community could be expected to have no other effect. The attainments which two or three centuries ago would make a man pass for a scholar and ensure him a subsistence are not enough at the present day. Clerical work is undoubtedly poorly paid, but then many kinds of clerical work in reality tax the mental powers less than some sorts of mechanical employment. The copyist of manuscripts was once looked upon as a scholarly man, occupying a position much above the vulgar herd, but copying really requires little more mental capacity than needle-work.

Mr. Gladstone, therefore, probably intended only to warn his hearers that the proportion of successful to unsuccessful men was growing smaller, and that mere routine ability was of little value in the struggle of life. He was speaking to the middle classes, and it was proper to warn them that it was, after all, in the masses "that the greatest proportion of useful material is to be found. There is less there that is conventional ; there is more that is natural ; but depend upon it, whenever you give to a people, upon a large scale, easy access to a good education, the consequence of it will be that you will bring out of the ranks of that people—I mean of that labouring community—and into a higher rank, a considerable portion of those who are your fellow citizens indeed, but whom I will now describe as your formidable competitors."

The circle of competition has been enlarged, and the number of successful aspirants from the humbler classes must be enlarged. But after all, the middle classes are not without their advantage in

the contest. Its very severity enhances the importance of those aids to education which money can procure—good tutors, good books, good society, the careful direction of the pupil from the earliest years, the utilization of his talents and energies, and the making the most of him generally. With wisdom and experience, educational results may be attained as remarkable as the triumphs of culture in physical departments. These advantages the middle classes will always possess in a superior degree, and possessing them, it will be their own fault if they are distanced in the competition.

Montreal Gazette.

3. WANT OF COURTESY.

The "bluff and honest" often talk down people at dinner-parties, and push women aside to secure railway tickets, and, finally, have the ungentlemanly impertinence to narrate their heroic sieges to secure the best places when they return home. They are the "gentlemen" who put their heads out of railway carriages having only four persons in them, and then call out of the windows, "Quite full!" to prevent the entrance of others, who will have to wait for the next train. "It's all very well," you say, Mark, "but for courtesy to be convenient and beautiful, other people must be courteous too!" Well, in the end, courtesy is creative. If you treat an old woman, grey with years and bent with toil, respectfully, your "bluff and honest" fellow-traveller who never lifted his portmanteau to give her a seat, will incline to be more courteous should another passenger enter. I have seen that, and believe in the influence of boorishness to create boorishness, and of courtesy to create courtesy. But if you are not repaid, what of that? Courtesy is right! Yes; the grand old Book—our inspired teacher, counsellor and comforter—tells us in one brief, pregnant sentence, to "be courteous." It is to be hoped that all readers of these pages have entered into the spirit and genius of Christianity, and that they detest the rude rush and crush, the selfish inattention to strangers and to foreigners, and many more of the rude signs of an absent courtesy which shame our English life. We ought to be honest, as we prize our fair name, and fame, and influence—always honest. But let us not mistake "bluffness" for the appropriate partner of this grand old virtue! C. and H. come, even alphabetically, nearer than B. and H.; and, morally, let us wed Courtesy and Honesty in our lives.—*By the Rev. W. Statham, M.A., in "The Quiver."*

4. THE COURTESY OF BLUFF AND HONEST PEOPLE.

One word more about your "bluff and honest" people. I wonder who married these two words! Cannot you have polite and honest, refined and honest, gentle and honest, courteous and honest, as well as bluff, or rough, and honest? You have put the words, mark, in juxtaposition, but there is no real vital connection between them. It is as manifest as can be that honesty is one of the noblest characteristics of a good man. Without that all acquirements are but decorations on a tomb; that is to say, they cover rottenness and corruption. For a dishonest man contravenes the first principles of peace and happiness in society. He degrades his nation, his family and himself. A man may be dishonest in many ways, and when detected he should be visited with the opprobrium of society—whether he picks a pocket, swindles a company, steals a reputation, or simulates what he is not.

5. CARRYING WATER TO THE SCHOOL.

Some time ago I passed by a school-house in Bucks county that had a nice little "Cucumber" pump in the yard. "Oh, dear!" I said, (I was talking to myself, not to my companion), "If I could only have a pump in my school-yard." And to-day I find myself echoing the wish again and again.

From time immemorial, school children have carried water from the neighbours' wells. Our neighbour had an old pump, and a dilapidated platform, and I used to see the scholars start, with fear and trembling, for I fully expected that they would fall down the well, break their bones and come home drowned. One day the aged pump did go down, but a beam "held her nozzle agin' the bank," and by propping and tinkering at the old thing, we managed to get the bucket under, and still secure a supply of water. The man who rented the place met the "Board" and made known his grievances. They tendered him a five-dollar note for necessary repairs, which he quietly pocketed, and moving from the place shortly afterward, he left the pump no better than he had found it.

Finally the landlord pulled up the superannuated pump, and as there was no family to need the well at that time, it was soon in part filled up with dirt and leaves. I used to let the water stand

till it settled, and then pour it off. At last it became too bad for use, and we began to scour the country for water. The season was hot, many wells were dry, and some families could not spare us as much as a bucketful.

There was another house untenanted, not far off, and we tried that well, but one of the boys was confident that "some dead things had jumped down there and died;" and the water was so dark, and smelled so abominably, that I soon put my veto on going there. We managed to get through the summer by walking a long distance and using the water sparingly. We used ditch water for wetting slate-rags, and washing the zinc and door-step. One day after vacation, the boys were all aglow with the good news that a "Cucumber pump" was being put in the old well, and we hoped our troubles were over. But the workman did not understand his business, or the pump was worthless, for it never worked properly, and we still foraged the country for water. I sent to one place and the proprietor complained that the boys frightened the ducks and stared in the windows. So I sent girls and made them wear their big paste-board sun-bonnets, and my last injunction was: "Pull your bonnets over your eyes; don't look at any body; above all, beware of the ducks." This worked capitally well for two days, when they were told not to come again as the pump was broken. Truth was "crushed to earth" considerably at that statement, and so were we, and we went back to the old well, removed a plank and let down the bucket. It was dangerous. I was in a fever all the time they were out of my sight.

Sometimes the bucket, rope and all sank to the bottom. They would rush to me with the astounding news. I improvised a grappling-hook out of an old shutter-fastener, and some window-cord, and they stood on the rickety planks and fished for them. Owing to their successful angling, the bucket slowly rose, and such was the moving of the waters, the stirring of the mud, and turning up of decayed leaves and fishing-worms, that we had to wait about an hour for everything to settle calmly.

This spring my large scholars all left, and I cannot permit little children to risk their lives over that well, so I often carry water myself. How my scholars are employed in my absence, I can but vaguely conjecture. I imagine that while I am raising the water they are "raising Cain." My private opinion is, that the monitor I leave in charge is kept in hot water until my return with the cold. Drawing water from the well is romantic and picturesque and all that. When I kneel on that uncertain plank, I feel like Rebecca in the Bible story. When I look at my blistered hands and muddy dress, poetic emotions are strongly stirred within me.

The other day the rope slipped from my hands. Being a woman, I only said: "Bother!" but while I fished with my patent grappling-irons, if my august Board had been around, they would have had the benefit of some of my private sentiments on the subject of "school economy."

My troubles have reached a climax. I must have sympathy, so I'll just let the world—through *The School Journal*—know what tribulations we pass through to get a drink of water. But the bitter end will come some day, for I shall surely fall down that well. Then, and not till then, will the hearts of those in authority be filled with remorse. Then, all too late!—they will put a "Cucumber pump" in my school-yard.—*A. Lee, in Pennsylvania School Journal.*

6. ANIMALS AND THE ANCIENT GREEKS.

In the history and poetry of ancient Greece we find constant reference to all varieties of animals. The Greek mythology teems with stories of the Gods of Olympus visiting earth under the guise of familiar animals; and Jupiter has his symbolic eagle always beside him: Juno is attended by her peacocks, which now are perched near her, and now are harnessed to her car; and Venus is said to have loved especially the swan, the sparrow, and the dove. The cock, the swan, the crow, the grasshopper, the wolf, and the hawk, were all considered sacred to Apollo. Diana is painted with her hunting dogs, and sometimes drawn by white stags. The owl and the cock were the favourite birds of Minerva. It is evident from this that animals, both as types of moral qualities and as personal friends, occupied a prominent place in the Greek mind.

Among others, the beautiful legend of Melampus is an example of the tenderness with which the higher class of minds regarded even reptiles. Melampus, says the story, was a soothsayer and physician who lived at Pylos in the Peloponnesus. One day two serpents came to an oak-tree near his dwelling and made their nest there. To the great concern of Melampus, his servants killed the intruders; so, taking their dead bodies, he burned them on a funeral pile, with all reverence. At the foot of the oak he found nestling a family of little serpents, and taking compassion upon their orphaned state, he fed them with milk, and tended them with

the greatest care. Contrary to the usage of most orphaned creatures, the little snakes thrive and grow. They learnt to know their friend and foster-father and were not afraid to approach him.

One day Melampus, tired with study and labour, lay down, in the soft grass close to the serpents' oak, to rest. A gentle breeze played in the oak leaves and lulled him to sleep, and the sunshine, tempered by their shade, soothed him with its warmth. Presently a curious sensation woke him from his dreams; something touched both his ears. Opening his eyes, he saw the little serpents playing about him, and finding that he lay still they again crept close to him and licked his ears. Strange visions opened before him; he saw future events as in an open scroll. The voices of the birds which sang in the oak tree sounded strangely familiar to him, and he soon learnt to interpret their meaning. Thus the service which he had rendered was paid back to him; and the legend continues to relate what honours and favours from the gods awaited him, and how, at last, temples were erected to his memory.

No people who despised the lower animals would have originated or preserved this charming myth.—*School Newspaper.*

V. Education in Various Countries.

1. ENGLISH PUBLIC AND RAGGED SCHOOLS.

The London School Board has discussed the relations of the public school and the ragged schools, owing to certain charges that the Board had broken up these schools, and thrown 30,000 poor children into the streets. The public interest and discussion awakened, led Sir Charles Reed, M.P., Chairman of the London Board, to make several important statements at the meeting of the Board, Feb. 2. He said that "at the close of the year 1870, in which the Elementary Education Act was passed, the number of children on the roll of the various ragged schools was 32,309. According to the last report of the Ragged School Union, the number of children on the rolls of ragged schools was 9,347. The roll, therefore, had fallen off by 22,962, or in round numbers 23,000. Of these 23,000 children formerly attending ragged schools, between 12,000 and 13,000—say 12,500—have been directly transferred to the Board, in many cases with their former managers, and have either been drafted into permanent schools, or are still in temporary buildings waiting for the erection of permanent schools. A few more, say about 500, were drafted into schools of the Board by their managers when the schools were opened. Other ragged schools, with an attendance of say 1,500, have ceased their connection with the Ragged School Union, a small fee being charged for instruction. Altogether, therefore, there will remain 8,500 children to be accounted for. But these 8,500 children have not been thrown upon the streets. Many of the ragged schools have been discontinued where there are no Board schools at all, and the children have been transferred to efficient voluntary schools in the neighbourhood. The rule of the Board, it may be here stated, is never to take action against the parents of children attending inefficient schools except in districts where there is an available supply of efficient school accommodation. What the opinion of the Ragged School Union itself is may be gathered from their last report, which was adopted on the 10th of May, 1875, Lord Shaftesbury, himself being in the chair. On the first page of this report it is stated, "The committee have no reason to believe that the children formerly cared for by them are not scholars elsewhere." Such a report as the above is the best possible commentary upon the practical workings of the free school system in London, inasmuch as its influence is to place under the very best public instruction, children who have been brought together on account of poverty by poor charitable institutions.—*New-England Journal of Education.*

2. ENGLISH EXHIBITION OF SCIENTIFIC INSTRUMENTS.

A new exhibition of a very interesting nature is about to be organized in England: a collection of scientific instruments, which is to take place on the 1st of April, 1876, in the Palace of South Kensington, and is to last six months. The object of the exhibition is to collect and open to public inspection the greater number of instruments to which are attached historical associations, such as the astrolabes of Tycho, the lenses of Galileo, the balances of Lavoisier, the lightning-rods of Franklin, the injector of Gifford, the pendulum of Leon Foucault, etc. An influential committee has been formed in England to promote the undertaking, and local committees are to be organized in various other countries which have been invited to take part in the same; and the Academy of Sciences, of Paris, and the Conservatory of Arts and Trades, have promised to cooperate, and will send a great many of the scientific curiosities which they possess.—*Ibid.*

3. EDUCATION IN HUNGARY.

The *Manuel Général* of Paris gives interesting details from the official report presented to the Chamber of Representatives as to the state of education in this country, from which we make some extracts. Hungary, including Transylvania, has 11,352 communes, or parishes, with a population of 13,455,030 souls, of whom 2,121,430 are children of an age to attend school. The schools number 15,445, of which 1,542 are communal or non-confessional, where children of all creeds are collected, and receive religious instruction from their respective ministers. Of the 2,121,430 children of age to attend school, 1,443,263 do actually attend, who are composed of seven separate nationalities, nearly a third part being Magyars. The diversity of origin is one of the difficulties which the Minister of Instruction has to contend against, it being naturally not easy to present a common system that could form of such heterogeneous elements a body of young men animated with a love for their common country. Happily the Minister's efforts have not been without much success: the number of scholars attending school has been increased during the past year from 64 to 68 per cent.; the schools of arboriculture have increased 571, the gymnastic establishments 374. The number of scholastic libraries is 1,508. The normal schools are 57, of which 10 are for female teachers, with a course of three years, frequented by 2,471 pupils, of whom 594 are girls; the teachers of the normal schools number 510. There are in addition 147 *gymnases*, with 1681 professors and 27,220 pupils; and 24 royal schools, with 337 professors and 7,310 pupils. In the universities 1,046 students are following the courses of the faculty of theology, and 1,744 are pursuing the studies of the faculty of law. The salaries of the teachers are still small, averaging 289 florins each; but the Minister is making efforts, in which he is aided by the different *communes*, to increase these salaries, and to provide pensions for those teachers who have served forty years.—*Ibid.*

4. NORMAL SCHOOLS IN GERMANY.

The total number of normal schools now exceeds 100, of which some are very ancient, that of the Hallberstadt having been founded in 1778, and that of Gotha in 1780; but the greater number owe their origin to near the beginning of the present century. Saxony is the country the most advanced as to the means of education, having for a population of two millions and a half of souls no less than 2,143 schools, with 16 normal schools.—*Ibid.*

5. SCHOOL SUPERVISION.

It has often been said, and with great truthfulness, that "the most important branch of administration, as connected with education, relates to school inspection."

What is needed for all our schools, and what is essential to their highest efficiency, is a constant thorough, intelligent, impartial, and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that after a long life devoted to educational labour, he said: "Take care how you choose your inspectors; they are men whom you ought to look for with lantern in hand."

The great majority of school men to whom by statute the supervision of our schools is confided, by their own acknowledgment discharge this duty very imperfectly. There are very few men in any community who can afford to devote the time and labour which this service requires.

"A school," says Everett, "is not a clock which you can wind up and then leave to go of itself." Our railroads and factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our schools need the same?

How to meet this great want of a proper supervision of our schools is the great problem of the day. The more direct, frequent and constant this supervision is, when wisely and judiciously exerted, the more successful will be the results. Hence the employment of a person possessing the needed qualifications, who shall devote his whole time to one county is unquestionably the best thing. Next to this, is for several counties to unite in employing such a person, who shall divide his time among them, and be paid proportionately by them according to the time and services rendered.—*American Journal of Education.*

6. REV. DR. JENNINGS.

THE REV. DR. JENNINGS was born in Glasgow in October, 1814, and on the death of his parents was sent to his uncle, Rev. Mr. Tyndal, in Fifeshire, from whom he received his early education. The Rev. Mr. Tyndal was a minister of the United Secession Church,

and through his influence Jennings studied at the Theological Hall of St. Andrew's, for the ministry of that body. When he had completed his studies he was licensed, and ordained for work in Canada, in connection with the Missionary Society of the United Secession Church. He arrived at Toronto with Mrs. Jennings in the spring of 1838, and for some time travelled as a missionary in various parts of the Province, and in July of the following year he was ordained, and settled as the minister of the Secession Church of this city in 1848. The Bay Street Church was erected, and the Rev. Dr. Jennings entered upon his duties as its pastor, continuing to act as such until the 10th March, 1874, when he resigned in consequence of failing health. During the twenty-seven years that he occupied the pulpit of the Bay Street Church, he identified himself with the educational system of the Province. He was a member of the Council of Public Instruction since 1850, as well as one of the trustees of the Grammar School, now the High School. At Dr. Jennings' funeral his friend and colleague in the Council of Public Instruction (Rev. Dr. Ryerson) thus referred to him:—

"I am sure, in my brief utterances in regard to the deceased, I will have the heartfelt sympathy of my reverend friend, Dean Grasset, here present, who with myself have, during the last twenty-five years, been connected with our departed friend in the most intimate relations, and which deeply concerned the educational interests of this country. I have never found a man more fervent or more earnest in advancing those interests, affecting as they did in the highest degree the Christian education of this country, than the deceased was. He was well known to us in the Council of Public Instruction, and we regarded him as one of the educational benefactors of the country."

VI. Short Critical Notices of Books.

From Messrs. HARPER & BROS., New York; HART & RAWLINSON, Toronto:

Athenagoras. By F. A. March, LL.D.

This is the fourth volume of a series which owes its origin to Mr. B. Douglass, who has endowed a chair for the professorship of "Christian Greek" in Lafayette College, U. S. This and the volumes already published contain full explanatory notes by Mr. W. B. Owen, A.M., who fills the chair endowed by Mr. Douglass. They will doubtless be well received by those who have long felt the want of the historical publications of early Christian authors.

Elijah the Prophet. By Rev. Wm. M. Taylor, D.D., of New York, author of "David, King of Israel."

Those who have enjoyed the pleasure of reading Dr. Taylor's former book ("David, King of Israel,") will be prepared to welcome this his succeeding work. The success which attended the story of David was mainly due, as before intimated, to the way in which it was treated. We saw David not merely as the shepherd boy and the king, but as the central figure of the famous men of his time, working and warring, sinning and suffering, just as his fellow-men did then and do now. "Elijah the Prophet" is thus drawn also. Not only by the brook in Cherith and alone under the juniper tree do we see him, but staking his life on his belief among the fierce priests of Baal on the top of Carmel, and rebuking the powerful yet vacillating king of Israel in the vineyard or field of Naboth. It is only in these relations that we can estimate his whole character, and feel that he was but "a man of like passions" as we are, yet strong, dauntless and sublime in his trust in Israel's God.

Through and through the Tropics; or 30,000 Miles of Travel: Oceania, Australasia and India. By Frank Vincent, Jr., author of the "Land of the White Elephant."

The title sufficiently indicates the contents of Mr. Vincent's work. Leaving New York with the author, we are taken round the dreaded Cape Horn, up to San Francisco, to the manners and customs of the inhabitants of which one very interesting chapter is devoted. Then off to Australia, where we get rapid glances of Melbourne and Sydney—both thoroughly English cities. Next we find ourselves in India, inspecting famous mosques and palaces, viewing tombs of kings, wondering at fantastic religious rites of the natives, and shooting antelopes. Provided as Mr. Vincent was with letters of introduction to native princes and gentlemen, he enjoyed exceptional opportunities for obtaining just the information needed on a subject of this kind. We can bear witness to the singularly good use that has been made of it.

Thrift. By Samuel Smiles, author of "Character," "Self-Help," etc.

There is really no necessity for advocating the perusal of this last effort of Mr. Smiles; his reputation as a useful practical writer is already made, and so generally acknowledged, that we can only add our tribute of pleasure to the universal verdict. Not only do we find chapters devoted to the result of thrift, the effect of improvidence and the use of savings banks, but there is an excellent and forcible chapter on Healthy Homes and Sanitary Reform. This is a subject which everyone could read with profit; it is one which we have often urged in this *Journal* with regard to our schools, and it still deserves more attention than it receives. The art of living, which forms the subject of the last chapter,

though hardly bearing on the stern character of thrift, is very interesting.

Why we Laugh. By S. S. Cox, author of "Eight Years in Congress," etc.

This book is more an attempt to aid in solving the Horatian query—*Quid Rides?*—than an actual answer itself. It is, perhaps, more a plausible title to introduce to the world some American oddities. Of humour in general, and American humour in particular, Mr. Cox writes. His opinion, after all, is that Artemus Ward, Josh Billings, Mark Twain and Bret Harte are the lights in the firmament of American wit. Exaggeration and extravagance of a somewhat solemn cast seem to be its peculiarity and its national stamp. Both Houses of Congress furnish all its examples; they are taken as types of the nation's jokers, and amid what is sometimes strained and attenuated there is much that will provoke a hearty laugh.

Barnes' Notes on the Epistles. By Albert Barnes.

This last publication of the series of "Barnes' Notes" is uniform with what has already appeared. It contains notes on the general or "Catholic" epistles of James, Peter, John and Jude. The book will be welcomed by those who have consulted with pleasure and profit the former works, critical and otherwise, of this lamented author.

German Principia. Part I.

French Principia. Parts I and II.

Those who prefer the "Plan" of Dr. William Smith's "Principia Latina" will find these elementary works on the modern languages arranged after that manner. It may be somewhat difficult to carry out in all cases a perfect likeness, but where it has been found practicable it has been done. These books will no doubt prove of material advantage to students of French and German.

From BELFORD BROS., Toronto:

Pausanias the Spartan. By the late Lord Lytton.

The present Governor-General of India has edited and given this unfinished fragment from his father's pen to the public. How active was that mind and how powerful was that intellect which was busied till the last in the literary arena in which he played so varied and important a part! Nearly every one of Bulwer's works was a wonderful monument of the literary skill and versatility of the author, and each different in thought, style and purpose. "Kenelm Chillingly" and "The Parisians," the first an English tale, where one central character entwines around itself philosophy and romance; the second a fountain of brilliancy and wit, a Parisian story, with its gay carelessness of life and an orphan's sadness seeming to form a perfect picture of life in the truth of its light and shade. "Pausanias," the last published work, was begun first nearly twenty years before its author's death, and though interrupted from many causes was never abandoned. We can only regret its unfinished state, unaided by even a hint as to what the probable termination would have been.

Messrs. Belford Brothers, the Toronto publishers, are to be highly commended, both in regard to the appearance of the work and for the despatch which they have displayed in its publication. This is the first edition of the work which we have seen, and is, we believe, out before the American reprint.

The New Poems of Jean Ingelow, J. G. Whittier, H. W. Longfellow.

These poems have already been published at intervals, but this is the first edition in which they have all been collected and published together. We need do no more than mention the names of the authors whose poems are here given; they are all well known on this side of the line. The volume contains "The Hanging of the Crane,"—the latest born of Longfellow, and is a touching domestic poem-tale, from the "setting up" of a new home, or "the hanging of the crane," until a golden wedding day and later. "Mabel Martin, a harvest idyl," by J. G. Whittier, is another quiet domestic sketch of New England Quaker life. Mabel, a "witch-wife's child," is the heroine. Her mother had

"Witched and plagued the country side,
Till at the hangman's hand she died."

But her scorned and orphaned daughter, from many other maidens (of husking bee),

—"Sat apart,

And let the hay-mow's shadow fall
Upon the loveliest face of all."

"But cruel eyes have found her out,
And cruel lips repeat her name,
And taunt her with her mother's shame."

At length a champion, Esek Harden, appears, of whom—

"The broadest lands in all the town,
The skill to guide, the power to awe,
Were Harden's—and his word was law."

"Good friends and neighbours," Esek said,
'I'm weary of this lonely life;
In Mabel see my chosen wife.'

The volume also contains sixteen poems by Jean Ingelow, besides the "Masque of Pandora," "Morituri Salutamus," and "Birds of Passage" (Flight the Fourth), by Longfellow.

Protestantism and Catholicism. By Emile de Laveleye, with an Introductory Letter by Rt. Hon. W. E. Gladstone, M.P.

VII. POOR SCHOOL GRANT PAID BY THE EDUCATION DEPARTMENT DURING 1875.

County.	Township.	Sec.	Amount.	
Russell	N. Plantagenet	4	\$60	\$60
Carleton	March	3	\$40	
	"	5	40	
	Marlborough	12	50	
	Osgoode	14	50	180
Grenville	Augusta	24	\$50	
	Edwardsburg	20	50	
	"	26	50	
	Oxford	21	40	
	Wolford	19	50	230
Leeds	Escott	12	\$50	
	Leeds	2	60	
	Leeds, &c.	18 & 15	75	
	Yonge Front	1	50	235
Lanark	Bathurst	13	\$50	
	N. Burgess	3	50	
	"	4	50	
	"	5	50	
	Dalhousie	5	50	
	"	7	40	
	Darling	1	50	
	Lavant	1	40	
	Sherbrooke N.	2	40	
	" U.	5	40	
	" S.	2	50	
	"	3	40	
	"	4	40	580
Renfrew	Bromley	1	\$30	
	Head	2	50	
	Add. Poor School Grant to County		500	580
Lennox & Addington	Abinger	1 & 6	\$40	
	"	2	40	
	Denbigh	5	40	
	Kaladar	1	40	
	"	4	40	
	"	8	40	
	Richmond	17	30	
	"	20	30	
	Sheffield	11	40	
	"	13	30	
	"	14	40	
	Add. Poor School Grant to County		150	560
Frontenac	Clarendon	3	\$30	
	Add. Poor School Grant to County		500	530
Hastings	Bangor	5	\$50	
	Carlow, &c.	2	15	
	Jones	1	70	
Northumberland	Brighton	26	\$50	135
Peterboro'	Douro	1	\$30	
	"	6	50	
	Galway	4	30	
	Add. Poor School Grant to County		300	410
Victoria	Bexley, &c.	9	\$30	
	Carden	6	50	
	"	7	40	
	Chaffey	3	60	
	"	4	60	
	Draper	4	40	
	"	5	50	
	U. " &c.	6	50	
	Macaulay	4	40	
	Carried forward		420	3,550

County.	Township.	Sec.	Amount.	
Victoria (Continued)	Brought forward		\$420	\$3,550
	Macaulay	6	50	
	Ryde	1	60	
	Somerville	1	30	
	"	5	40	
	"	9	40	
	Stephenson	1	40	
	"	2	40	
	"	3	40	
	"	8	60	
	"	9	40	
	Stisted	2	50	
	Verulam	5	40	
	"	12	40	
	Add. Poor School Grant to County		430	1,420
Haliburton	Anson	7	\$50	
	Cardiff	1	50	
	Lutlworth, &c.		150	
	Minden	2	50	
	"	3	50	
	"	5	50	
	"	8	90	
	"	9	50	
	Snowdon	1	50	
	"	2	50	
	"	4	40	
	Stanhope	3	50	
	"	9	75	
	Add. Poor School Grant to County		500	1,305
Ontario	Mara	7 & 9	\$75	
	"	8	40	
	Rama, &c.	4	50	165
Simcoe	Essa, &c.	13	\$50	
	Monck	2	50	
	"	4	50	
	Muskoka	5	30	
	Add. Poor School Grant to County		290	470
Wentworth	Saltfleet	4	\$60	60
Norfolk	Charlotteville	3	\$120	120
Grey	Melancthon	8	\$35	
	Proton	1	30	65
Bruce	Albemarle	2	\$6	
	"	4	25	
	Amabel	6	19	
	"	9	20	
	"	10	25	
	Eastnor	5	40	
	Add. Poor School Grant to County		100	226
Kent	Tilbury E.	1	\$40	40
District Algoma	Assiginack	1	\$90	
	Fort William	1	100	
	Howland	1	60	
	Tekhumah	2	90	
" Nipissing	Hagarty	1	60	
	Nipissing	1	90	
" Parry Sound	Foley	1	50	
	"	3	90	
	Hagerman	1	70	
	Humphrey	1	90	790
Total			\$8,211	
Less granted from Public School Fund			141	
Total paid from Poor School Fund			\$8,070	

VIII. Departmental Notices.

THE JOURNAL OF EDUCATION FOR ONTARIO.

It is proposed that *The Journal* be continued as a publication for the following objects:—

1. Departmental notices and proceedings.
2. Regulations of the Education Department and Orders in Council respecting educational matters.
3. Explanatory papers for the information of Inspectors, Masters and Teachers.
4. Legal decisions on educational points.
5. Proceedings of Teachers' Institutes, Associations and Conventions.
6. Matters connected with local administration.
7. Communications (See Notice).
8. Extracts from periodicals, &c., upon educational subjects.
9. Acknowledgement of books.
10. Advertisements on educational subjects will be inserted in *The Journal*.

ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 15th March, 1876.

NOTICE—COMMUNICATIONS TO THE JOURNAL.

While communications on educational subjects of general interest are invited, they must be considered as expressing the views of the writer. Political discussions are to be avoided. The essentials of each communication should be conciseness, and a subject-matter relating to school management, discipline, progress, teaching and other questions of administration.

Inspectors, Trustees and Teachers, as well as all others interested in education, are invited to avail themselves of *The Journal* for this purpose.

Messrs. Campbell & Son have written to the Minister of Education, respecting statements appearing in the circular letter of Dr. Ryerson, published in the February number of the *Journal of Education*, and which they contend may be construed to injuriously affect their standing. The purport of Messrs. Campbell & Son's reply, concisely stated, is as follows: That they expressed their willingness to correct any errors in their trade list, but that they were justified in omitting the star, as denoting authorized books, from the two works referred to, and they quote the Resolutions of the Council of Public Instruction, of the 2nd and 3rd February, 1875, in justification. With respect to their assuming to print, that their *Modern Geography and Atlas* were "authorized by the Council of Public Instruction," Messrs. Campbell & Son stated that they were only fulfilling the invitation of the Council of Public Instruction as expressed by their resolution:—

"Resolved,—That Mr. John Lovell be invited to have his *Geographies* revised, and to submit the same to the Council with a view to their consideration by the Text Book Committee; and that Messrs. Campbell & Son be also invited to revise and submit to the Council their *Geography*, with a view to its recommendation for adoption in the Schools of Ontario, if placed on the same footing as Messrs. Lovell's *Geography*, and reported by the Text Book Committee as approved."

They also claim the right of advertising in their catalogue both authorized and unauthorized books, to meet the wants not only of the High and Public Schools, but of the many other Educational Institutions of the Province.

Education Department, 20th March, 1876.

THIRD-CLASS TEACHERS' LENGTH OF SERVICE.

A practice neither contemplated nor authorized by law has sprung up in certain High Schools, to which the attention of Public School Inspectors is specially called. The regulations provide that "a *Teacher* holding a third-class certificate may be eligible, in less than three years for examination for a second-class certificate on the special recommendation of his County Inspector." The intention of this regulation was that when an Inspector in visiting Schools found that a *Teacher* in actual service, holding a third-class certificate was really an efficient *Teacher*, and competent to govern a School well, such *Teacher*

might be permitted before the three years' probation had expired, to prepare himself for examination for a higher grade. It was also designed to meet the special cases of *Teachers* of some experience coming from other countries, to whom a three years' probation as third-class teachers would be an unnecessary hardship. In these two classes of cases alone were Inspectors authorized to exercise a wise discretion and to permit such *Teachers* to compete for a higher rank in their profession in Ontario, before the expiration of the three years probation fixed by the regulations.

In some cases, however, which have come under the notice of the Department, Inspectors have not acted on this view of the case, but have allowed pupils of High Schools holding third-class certificates to compete for second-class certificates, apparently on account of what additional literary qualifications they may have been able to acquire during a brief attendance at such a High School. Sometimes such pupils have been permitted to act as monitors for a short time, &c.

The rule to be observed in future in all these cases, must be that none but third-class teachers in *actual service*, of the required age, and who evince in their Schools special *aptitude for teaching and government*, shall be eligible for recommendation by Inspectors for second-class certificates, before the expiration of their three years' probation.

AUTHORIZED TEXT-BOOKS.

In reply to enquiries on the subject, we desire to say that no books have been struck off the authorized list of text-books, except the following:

Peck's Ganot's Natural Philosophy.
Davidson's Animal Kingdom.
Collier's English Literature.

The Geographical text-books are undergoing revision, but no change is yet authorized in that subject, or in the French.

The list of new books authorized for Public and High schools will be found in the *Journal of Education* for May and September, 1875, pages 69 and 144. New lists will be furnished by the Department on application.

It is not intended to enforce the change of text-books either in High or Public Schools without the consent of the Trustees and of the Inspectors.

It will thus be seen that, with the exception of the three books named above, the same series of text-books prescribed or authorized for use in the Schools have been continued; and that even in the case of the additional books which have been authorized (not prescribed) none of them can be introduced into any school except with the concurrence of the Trustees and of the Inspector. *Teachers* therefore, will have to act very prudently in introducing even the newly authorized books in any School.

No unauthorized book can, under any circumstances, be introduced by a teacher.

Inspectors are specially required by law (clause ten (a) section one hundred and twelfth):

"To prevent the use of unauthorized and to recommend the use of authorized books in each School."

SCHOOL CENSUS OF 1875 THE BASIS OF APPORTIONMENT IN 1876.

As the School Census of 1875, which the School Trustees are required by law to take, will likely be the basis of the Legislative School apportionment of 1876, it is most important that the Inspectors should see that it is accurately taken in every School Section, incorporated village, town, and city.

REMITTANCES BY INSPECTORS AND TRUSTEES TO THE EDUCATION DEPARTMENT.

Persons having to make remittances to the Education Department of Ontario, will please send the same, if to the amount of \$50 or over, through an agency of the Bank of Commerce, or the Bank of Montreal, if there be one in the neighbourhood. The amount can be deposited at the agency to the credit of the Minister of Education, and the duplicate bank receipt enclosed with the letter of advice to the Education Department. Small amounts should be sent by P. O. Order. All money letters to the Department should be registered.