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1. GIRLS IN THE GRAMMAR SCHOOLS.

As considerable discussion has arisen on the subject of the alleged non admission of girls to the Grammar school of Ontario the Chief Superintendent of Education has addressed the following letter to the newspapers on the subject. He says:—

"The whole of the income of the Grammar School Fund is annually apportioned and distributed among the grammar schools of this province. It can of course, be of no personal interest to myself or to any other member of the Council of Public Instruction, whether any one Grammar School gets more or less of the fund. The simple question is whether the distribution of the fund is equitable.

"The principle of distribution which has been adopted is the average attendance of boys in the prescribed course of studies; and this is done according to the opinion of the first Law Officer of the Crown respecting the provisions of the Grammar School law.

"The parties complaining wish to have the average attendance of girls also included as the basis of distribution, and denounce me, and also the Council of Public Instruction for excluding girls from the Grammar Schools.

"No regulation has been adopted, or decision given, against admitting girls to pursue the whole course of Grammar School studies if the Trustees and Master of any Grammar School wish thus to admit girls. There is no more regulation against the admission of girls than of boys to the Grammar Schools. There

is even an express regulation to admit girls to learn French, without studying Greek or Latin. But the real object of the complaining parties would seem not the admission of girls to the Grammar Schools, but paying the masters out of the Grammar School fund for the admission of girls and relieving the parents of such girls from the payment of fees on account of the admission of their daughters. But there are many Grammar Schools, where girls are admitted, that would be losers of the grant were distributed on the basis of the girls' and boys' attendance combined. If such a mode of computation were adopted, the rate per pupil would of course be smaller than when the boys alone are reckoned.

"According to the returns 1867, if a school had an average attendance of ten boys and four girls, and the girls were reckoned in the distribution of the grant, such a school would receive precisely the same grant as it would if the boys only were reckoned, the higher rate per pupil in the latter case, making up the amount.

"There were upwards of 30 schools which admitted girls in 1867, and yet, if the girls had been reckoned their grants would have been less than they are the current year. Of course where the average of girls attendance is in a greater proportion to that of boys than 4 to 10 the grants would have been larger while those with a smaller proportion of girls would have had smaller grants.

"On the other hand, there are trustees and masters of Grammar Schools who have never admitted the propriety of educating large girls and boys together; who confine the whole work and strength of the teaching staff to teaching boys the prescribed course of Grammar School subjects, and complain as unjust to them that a part of the Grammar School Fund should be diverted from them to other Grammar Schools for persuading numbers of girls to learn Latin—a waste of time in nineteen cases out of twenty, and a preventative to such girls getting a solid and useful English education. For myself, I have never had a daughter learn Latin; but I am, of course no rule for others.

"Where a girl happens to possess great talents for learning languages, and her parents wish her to master the whole family of the most popular modern languages, the preliminary study of Latin would, in my opinion, greatly facilitate the accomplishment of that object. But I cannot suppose there are from 20 to 40 such feminine prodigies in each of a half dozen country towns and villages in this province in a single year, Nor do I think the Grammar School fund was intended to provide for such cases.

"I am equally concerned with any others for the superior education of girls; but I am not disposed to advocate a course which I believe will impede, rather than promote the proper education of girls. I think many boys would do better to get a solid English education than to neglect it for a smattering of Latin.

"The following extract from an official letter which I addressed last December to a chairman of a Grammar School Board of Trustees, will show that I have not acted hastily or arbitrarily in the matter, but deliberately and according to law:—

"I have the honor to state, in reply to your letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the Law officers of the Crown in regard to the provisions and intentions of the Grammar School law.

"The trustees and masters of some Grammar Schools believe that Grammar Schools, as well as University Colleges, were intended for boys; and that no part of the fund set apart for Grammar Schools, any more than the University endowment, was intended for other than the education of boys or young men. They have, therefore, complained that while they educate only boys, other schools are paid for admitting girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment of the school, without any intention of studying Italian, French, Spanish and Portuguese, to which the study of Latin is an appropriate introduction, and most do not go beyond the first or second declension. It is also urged, that if the Grammar School Fund is apportioned according to the average attendance of boys only, then all Grammar schools will be treated alike; and if the trustees and masters of some Grammar Schools think proper to admit girls, they can do so, and charge such fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar than in the Common Schools.

"I may remark that I administer the Grammar School law not only, as above stated, according to the legal opinion of the first law officer of the crown, but also upon a principle which I believe to be just to the masters and teachers of the Grammar Schools, and to the best interests of Grammar School education. I think, however, that since our separation from Lower Canada, it is a question for consideration whether French should be made imperative in any case, any more than German—thus leaving simply two courses of instruction in the Grammar Schools—an elementary classical and a higher English course.

"As to the question of the higher education of girls, this is not the place or occasion to discuss it. I have not omitted this important subject in my special report; just through the press this week, in my twelve suggestions for the further improvement of public instruction in Ontario." I will merely quote here the first three sentences of my tenth suggestion, under the head of "High Schools for Girls."

"I would suggest that a more specific and effectual provision be made than has yet been made for the better education of girls. It is the mother more than the father that decides the intellectual and moral character, if not material interests of the household. A well educated woman seldom fails to leave upon her offspring the impress of her own intelligence and energy, while on the other hand, an uneducated or badly educated mother often paralyzes by her example and spirit, all the efforts and influences exerted from all other sources for the proper training and culture of her children."

II. Education of England and the United States.

1. FEMALE EDUCATION IN ENGLAND.

A late Parliamentary Commission devotes a chapter of their report to the subject of female education. The defects of the present system, they say, are want of thoroughness and foundation; want of system, slovenliness and showy superficiality; inattention to rudiments; undue time given to accomplishments, and those not taught intelligently or in any scientific manner; want of organization." The teaching of "common things" and household duties is rare and occasional. They state that there is weighty evidence to show "that the essential capacity for learning is the same in both sexes;" and that the health of girls is not likely to suffer from increased and more scientific exercise of the mind, with a view to higher attainments. At the same time, it is suggested that more thorough recreation is desirable in many girls' schools, and physical exercise of greater freedom than is now the rule. One Commissioner expresses his regret that girls have no game corresponding to cricket and football, by which to help and unrestrained development. *English Sunday School Teacher.*

2. FRENCH REPORT ON THE ENGLISH SCHOOLS.

A very interesting report has just been published, containing the result of a French official commission of inquiry into the state of education in England. It is written in an exceedingly tolerant spirit, and it is valuable for the light it throws on the condition of the English public schools like Eton and Rugby.

The subjects of flogging and fagging are mentioned with wonder that they could be countenanced in this civilized age, and the latter is referred to with deserved contempt. That young boys should be compelled to devote their entire first year in school to menial services, and that the masters are unable to protect them, so strong is the spirit of routine and the obstinate opposition of the older boys, seems incomprehensible, and the Commissioners very pertinently ask if the English schools, with their princely revenues, cannot afford to pay for servants to perform the necessary household duties. They next allude to the subject of ancient languages, the system of learning which they condemn as exceedingly faulty. The same opinion is expressed of the complicated arrangement of the classes, which are entirely without order or method. The situation of the schools, generally, in rural districts, at a distance from large towns, and with ample opportunities for healthful occupations and amusements, is contrasted favorably with the closed and barred buildings of the French colleges, with long dormitories, and gravel spaces in the centre for a play-ground.

The Commissioners admit that English education develops self-reliance and strength of character, but they do not estimate very highly the amount of knowledge it confers. Mathematics are commonly learnt by rote without an attempt at really understanding their meaning, and the Commissioners are forced to the conclusion that "with the system of learning Euclid by heart, it is difficult to understand how England gave birth to Newton." Modern languages, including English, are almost neglected, and the Commissioners remark that "but for private reading and for having to make translations of the finest passages of the poets of his nation into Latin and Greek verse, a young Englishman might even leave the University, without knowing that Spencer, Milton, Shakespeare and Byron had ever existed."

But the strongest evidence of the low state of the schools is found in the results of the examinations for the Universities. The test for graduation is exceedingly simple. A passage of Virgil and one of Homer must be translated, a composition in Latin prose written, some grammatical questions answered, and a few sums in arithmetic done. Yet though the pieces selected for translation are from parts which they have already read, and the other questions are very commonplace, about one third of the candidates fail in the examination. The answers to the grammatical questions are very incorrect, and those in arithmetic are so poor that it is thought injudicious to examine in Euclid and Algebra.

There are 16,000 boys in England receiving this kind of education, and the best illustration of its inefficiency is seen in the fact that out of 2,886 applicants for competitive examination to obtain government positions only six per cent, belong to this class. These examinations are for positions in the army, navy and civil service, and a young man who is incompetent to pass them must possess very limited acquirements.

3. ENGLISH PUBLIC SCHOOLS INQUIRY.

A report of the English Schools Inquiry Commission was, during the last Session, presented to Parliament. We find an abstract in one of our English contemporaries which we subjoin. It refers mainly to middle class education:—

"Much complaint is made of the want of method and supervision of the schools. The controlling authority has hitherto been vested in the Court of Chancery, but in the schools everything is unregulated, and each master does pretty much as he pleases. The Commissioners divide the schools into three classes: endowed, private, and proprietary. The two last have grown up as correctives of the endowment system, which has been the nucleus of English education for centuries. There are about 3,000 endowed schools many of which have large incomes. King Edward's school, at Birmingham, has a present income of £12,000, and expects to have £50,000 before 1900. The net income of all the schools of this class mentioned in the report is £200,000 a year, and the total number of pupils educated is 36,874. There are said to be over 10,000 private schools, and 12,000 pupils in proprietary schools.

"These last only educate a small number, and the middle class are mainly dependent upon the endowed schools, which are of a very inferior grade. It seems incredible that so much money should be spent with so little result, yet this is actually the case. Birmingham with its £12,000 a year, teaches 800 boys. Leeds, with an income of £1,481, teaches 237 boys. Manchester expends £2,527

upon 230 boys, and in other places the proportion is about the same.

"Besides the small number of pupils, the amount of instruction given in these schools is very limited. They are called "classical" in their course, yet in most cases the barest outline of reading, writing, and arithmetic, and a little grammar and history, is all that is given. In some instances, even these are not taught. Magnificent endowments are wasted in teaching the most elementary knowledge.

"The Commissioners complain of the monopoly enjoyed by the clergy of the Established Church, in educational affairs. The utmost exclusiveness is practiced by them, and few if any Dissenters are allowed any share in the management. The schools are often in very unsuitable situations, and wanting in ventilation, cleanliness, and other sanitary essentials.

"The Commissioners advise the abolition of this clerical monopoly and gratuitous teaching; the improvement of the course of study, and the appointment of an Education Board or a Minister of Education to have entire control over all the schools. Much trouble has resulted from the abuse of charitable endowments, and it is proposed to authorize a revisionary care over these, so as to properly carry out the wishes of their founders."

4. RECENT GIFTS TO OUR AMERICAN INSTITUTIONS.

The *Congregational Quarterly* publishes a list of benefactions to American literary institutions during the past five years, compiled chiefly from the reports of the Society for Promoting Collegiate and Theological Education. The total makes the large sum of \$15,212,500. These are individual gifts and in addition to State appropriations. They are divided as follows:

Colleges	\$8,858,000
Theological Seminaries.....	1,359,500
Academies	1,850,000
Societies	540,000
Education	2,220,000
Schools.....	385,000

We give below a list of some of the institutions to whom the largest benefactions have been made:

Colleges and Universities.

Amherst College, Mass.....	\$350,000
Baldwin University, Ohio	103,000
Brown University, R. I	160,000
College at Bethlehem, Pa	500,000
College of New Jersey	100,000
Cornell University, N. Y.....	870,000
Dartmouth College, N. H	121,000
Dickinson College, Pa	100,000
Hamilton College, N. Y	202,500
Harvard College, Mass.....	453,000
Hobart Free College, N. Y.....	112,000
Lafayette College, Pa	260,000
Lincoln College, Pa	100,000
Lombardy College, Ill	100,000
Madison College, N. Y.....	160,000
Marrietta College, Ohio	100,000
Methodist College, N. Y. (city).....	250,000
New York University, N. Y	160,000
Princeton College, N. J	181,500
Protestant Syrian College, Beyrout	103,000
Racine College, Wis	100,000
Rochester University, N. Y.....	200,000
Rutgers College, N. J	255,000
Trinity College, Ct	100,000
Tuft's College, Mass	500,000
University of Chicago, Ill.....	285,000
University of Lewisburg, Pa	100,000
Washington College, St. Louis, Mo	150,000
Waterville College, Me.....	150,000
Wesleyan University, Ct	137,000
Yale College, Ct.....	750,000
Collegiate and Theo. Institute of the Lutheran Church	360,000

Theological Seminaries.

Andover Theological Seminary, Mass	\$155,000
Auburn Theological Seminary, N. Y.....	75,000
Bangor Theological Seminary, Me	30,000
Baptist Theological Seminary, West Phil., Pa.....	280,000
Chicago Theological Seminary, Ill	80,000
Columbia Theological Seminary, S. C	72,500
Drew Theological Seminary, N. Y	250,000
Lane Theological Seminary, Ohio	50,000

Theological Institute, Hartford, Ct	70,000
Union Theological Seminary, N. Y	150,000
Union Theological Seminary, Va	42,000
Yale Theological Seminary	50,000

Academies.

Dean Academy, Franklin, Mass.....	\$125,000
Drew Female Seminary, Carmel, N. Y.....	250,000
Female College, Terre Haute, Ind.....	100,000
Peabody Institute, Baltimore, Md.....	1,000,000
Phillips Academy, Andover, Mass	25,000
Young Ladies' Seminary, Exeter, N. H	200,000

Societies.

Boston Society of Natural History.....	\$270,000
Institute of Technology, Boston.....	270,000

Education.

Education in Essex, Mass	\$140,000
Education in New Bedford, Mass	80,000
Peabody Fund for the South	2,000,000

Libraries.

Astor Library, N. Y.....	\$50,000
Library at Ithaca, N. Y	100,000
Library at Waterbury, Ct	200,000

Some gentlemen in New York city have raised \$60,000 to endow Dr. McCosh's chair in Princeton College, securing him \$4,000 a year, and leaving the present salary as a retiring pension to Dr. McLean. Robert L. Stuart gave \$40,000; John A. Stewart gave half as much, and Robert Bonner half as much as he. Robert Carter, who is thought to be at the bottom of the movement, has raised \$6,000 more to furnish the new President's house.

III. Papers on Practical Education.

"WHAT MAKES THE DIFFERENCE?"

"What makes the difference? You see yonder primary school-house. For years the school kept there was taught by a lady whom the children greatly loved. Every morning, when she was approaching the school-house, there was a grand rush of the little ones to get her first kiss, and seize her by the hand. It was delightful to me to witness these pleasant greetings. In the course of time, that teacher went away, and a new teacher came. And now the children never run to meet their teacher. They keep as far from her as they can. Pray, what is it that makes the difference?" Thus gravely discoursed a friend who loved children, and was interested in schools. We have been thinking of this question—"What makes the difference?" Why is it that this teacher is loved, while that one is hated? Is the difference a necessary, an inevitable one? Or is it, rather, one which can, by voluntary effort, be diminished, if not wholly removed?

No teacher, surely, will question the importance of securing the good will of his pupils. Upon that depends, in a high degree, the good discipline and efficiency of the school. How can the desired affectionate regard be obtained? There is an old maxim which teachers especially should never forget: "*Like begets like.*" Energy begets energy; inactivity begets inactivity; sympathy produces sympathy; coldness produces coldness; dislike generates dislike, and love is rewarded with love. The principle of the maxim is of universal application, subject, of course, to such limitations or special qualifications as usually attach to a general statement of truth.

Children, more than adults, are creatures of sympathy. How quickly they read the countenance of every stranger! Why does that infant shrink in alarm from one new face, and smile with delight at another? Why does that school spontaneously give forth its affection to one teacher, and receive with coldness and dislike another? In the latter case, the fault, or the misfortune, lies with the unwelcome teacher. The truth is, that, as a rule, children love those who deserve their love.

The human face generally tells its own story. It is the expressive embodiment of habitual emotions. Every feeling of love, of sympathy, of unselfishness, of kindly regard, paints itself upon the countenance; and every feeling of ill-will, of petulance, of evil passion, makes its own impress. And thus it comes to pass that every person's face becomes lovely or unlovely, attractive or repulsive, just in the degree in which good or bad emotions habitually predominate. Whoever, then, would appear to possess those qualities which draw forth confidence and affection must patiently cultivate the better inclinations of the heart. Heartfelt kindness must become a habit; a self-sacrificing spirit must become a habit; and so must a sincere desire to seek out in the natures of children whatever of good they

contain, and a genuine longing to promote their highest welfare.

He who wishes to have children come to him must first go to them. Unkind words, severe looks, harsh treatment, never won a child's heart. A teacher must not expect to receive better than he gives. Frowns do not beget smiles. Clouds are a poor promise of sunshine. Every look, every tone, every action of the teacher has some influence upon the child's feelings. Observe those boys filing into the great school-room. How carefully the teachers watch them, to keep them in perfect order! One little fellow gets out of his proper place; a smiling teacher lays her hand gently upon him, and says, "Carefully, Charley!" Another walks somewhat astray; whereupon another teacher violently jerks him into place, and crossly says, "Mind what you are about!" The incident may seem a trifling one, but it shows a vast difference in the spirit of the two teachers,—a difference quite broad enough to account for the fact that one teacher is loved while the other is not.

We have seen a school pass successively under the control of two teachers. There were the same children, having at all times the same natural capacities and susceptibilities. Under one, they were orderly, obedient, affectionate; under the other, they seemed to be everything that was annoying and hateful. Who caused the change? Pupils or teacher? One teacher felt and manifested by kindly looks and acts a real regard for her pupils; she always greeted them cheerfully; showed an interest in their sports; sympathized with them in their little trials; provided pleasant and useful employment for them when they were not occupied with recitation; devised numerous ways of making her instructions attractive as well as practical; labored for them with that enthusiasm which springs spontaneously from an earnest and loving heart; in fine, she seemed to live in her pupils, she made their joys and sorrows her own; taught them patiently and thoroughly; governed them kindly yet firmly; and rejoiced in their success as in her own.

The successor of this teacher was cheerless in her manners; not that she intended to be unkind to her pupils, but she seemed to them unsympathizing, unamiable. She struggled hard to maintain order in the school-room, but she depended chiefly on force and fear. She failed to cultivate the better feelings of her pupils. Force and fear are good things under some circumstances, yet, of themselves, they never incite to high motives or kindly emotions.

It is not strange that this teacher found her pupils disagreeable and that they regarded her in a similar way. Pursuing a course so different from her predecessor's, she obtained a widely different result. The difference between the two states of the school was just as great as the difference between the two teachers, and the latter was the cause of the former.

Granting all we have said to be true, some one may ask, "How can a teacher who sees that her pupils do not love her obtain their love?" To such a teacher we would say, strive to feel a tender regard for your pupils; seek out and patiently cultivate their good qualities; dwell not too much on their bad ones; show them by your constant bearing that you are indeed their friend; preserve with a resolute determination a cheerful equanimity of temper; rule firmly, but pleasantly; as far as possible, dispel all clouds from the school-room by the sunshine of your kindness. *Resolve*, day by day, that you will establish and maintain happy relations between you and your pupils, and in spite of many discouragements you will doubtless achieve success.—*Mass. Teacher*.

2. WHAT CAN BE DONE TO IMPROVE OUR PRIMARY SCHOOLS?

No possible question could be raised of more importance to the educational interests of any community. The strength of most communities, the wealth of benevolence, the prayers of the churches, have heretofore been chiefly for the blessing of a few hundreds in seminaries and colleges, for instruction of a few score in academies and high schools, while the foundation of the education of these same scores and hundreds is irregular and uncertain, and that of the masses in elementary schools has been almost wholly overlooked.

It has been well said that the educated man differs from the uneducated, not so much in what he actually knows, as in his power to appropriate to himself the facts continually presented. All life is but a school, and the part we spend in a so-called school-house is valuable not merely for what is there learned, but more especially for the formation of habits and the cultivation of methods by which we may grasp the knowledge every where put within our reach. The Old Red Sandstone lay before thousands who only saw varying building-material where Hugh Miller learned to read a story of creation.

Habits of accuracy in observation, in statement, and in movement, are to be formed, with respect for rightful authority to make dutiful children, upright citizens, and a God-fearing community. To secure this, the great work of the schools must be done in the

elementary departments. More than two-thirds of the children in this and similar communities go forth to work and for various purposes before they are ready for the grammar schools. It is of vital importance to individual, to social and to national life, that in the brief period in which the school-influence is upon them it shall be the best possible influence.

Reading and spelling are the great keys to unlock to us the treasures of thought, of investigation, and of experience of others. A good speller and reader is in the way to any education which his circumstances admit. If we can send forth an army of good readers from our lower schools, we need not fear any decrease in knowledge in the community, how few soever pass through the higher courses of study. To make such readers requires not only careful drill in pronunciation and articulation—the mere mechanical part of reading,—but such understanding of the subject matter as shall inspire a delivery that will convey to others a like understanding of the author. This can only be reached by the widest investigation to answer the questions that will arise in the daily reading-lessons.

We now embrace Reading and Spelling, with some Arithmetic and Geography, in our primary courses. We shall improve not so much by radical changes here as by giving better opportunity to work.

The primary teachers have frequently too many pupils for each. The teachers themselves are trained to make that a stepping-stone to other positions, in stead of being encouraged to develop their own power in a department that ought to rank as equal with others. In large buildings the lower primaries are often put in the basement, and teachers and pupils alike are confused and bewildered by the noises around and above them. The teachers should have such wages as will retain there such as develop those qualities specially demanded in a primary school. They need charts in variety for Drawing, for Reading, for Natural History, for helps in guiding and answering the thousands of questions every mother has heard from the little ever-active students at her feet. A well-equipped primary school should be a great well-ordered family, with its facilities for illustration, its pictures and its cabinet multiplied as many times as it exceeds the private family; its teacher in sympathy with childish needs, yet with womanly dignity to command respect, love, and obedience. Such teachers have gone from the primary schools of our country; such teachers are now in the schools, and others will follow in a brief apprenticeship, passing up and through and away without showing their full power as primary trainers, for want of proper support and opportunity, unless the process of putting up a loosely-fastened, unevenly-jointed educational structure, with uncertain foundation but gilded spire, shall be set aside, and broad foundations, firmly settled and compactly joined together, shall be placed first, making a basis upon which the work of a lifetime may be securely put, and then only have a beginning made in the work our Creator intended these minds to do.—*Jas. H. Blodgett, in Illinois Teacher*.

3. KNOWLEDGE OF GEOGRAPHY A POLITICAL NECESSITY.

The brilliant success that has attended the Abyssinian Expedition, and the foresight with which the difficulties resulting from climate and other natural obstacles have on this occasion been overcome, remind us that a change has come over the requirements of high office since the time when, through Lord Castlereagh's sheer ignorance, an important fortress lapsed into the wrong hands at the Treaty of Vienna; or when a former Duke of Newcastle, also a Prime Minister, audibly expressed his astonishment at the discovery that Cape Breton was an island. Perhaps, however, there is no subject concerning which more loose and vague conceptions prevail, among even fairly educated Englishmen and Englishwomen, than with respect to the distinctive physical characteristics of distant countries. Occasionally, indeed, when some member of a family is resident in another clime, the interest attaching to the individual awakens a kindred interest in the home circle, in the often strangely dissimilar conditions of his lot. Such intelligence, however, is rather the exception than the rule; and when we consider how many of our youth are annually leaving our shores to pursue their fortunes in distant dependencies and colonies, unprepared, save by the most superficial information, to encounter the dominant natural influences which will surround them in their new life,—often, indeed, destitute of information on which their own health and success must largely depend,—we can scarcely refuse to admit that few studies have a better claim to increased recognition in our schools than that branch of science which more especially brings before us the main conditions which regulate all animal existence throughout the globe. Without in any way pledging ourselves to an estimate like that of Mr. Buckle, of the paramount influences of food and climate on the fortunes of the human race, we may yet allow that

the life of nations is largely modified by physical laws. Least of all, then, does it become a nation which guides the destinies of so many distant millions, to ignore the study of those causes whereon hinge the well-being and contentment of such vast multitudes. It is no exaggeration to state, that a million lives might have been saved within the last three years in Orissa, had our legislators recognized with greater promptitude the lessons to which the climate and physical features of India, by oft recurring phenomena, unmistakably point.

We have been led to these remarks by a recent movement to extend and systematize the study of Geography in some of our leading public schools, made by the Royal Geographical Society. The Society proposes to institute in certain selected schools (thirty-seven in number) an annual examination in (1) Political, (2) Physical Geography. The number of competitors in each school is limited to four in each of these two branches; supposing therefore the maximum number to present themselves from every school, there would be an aggregate of 296 competitors. To the most distinguished competitor in each subject (competition in both subjects in the same year being prohibited) a gold medal will be awarded; and to the next in distinction, a bronze medal. It is also proposed to publish the names of those "who may have eminently distinguished themselves in the examinations"—the examination to take place on the first Monday in May, 1869, "and to be repeated in each succeeding year until further notice;" to be conducted "by means of sealed papers of questions, sent simultaneously to the invited schools."—*English Educational Times*.

IV. Papers on Teachers and Teaching.

1. DR. FORRESTER'S TEACHERS' TEXT BOOK.

We have received and examined with pleasure this elaborate and suggestive work, so highly creditable to the sister Province of Nova Scotia. We give the following notices of the book from two sources—English and American:—

From the London Weekly Review.

"It is really gratifying to mark the energy with which the friends of educational improvement are prosecuting their work in Nova Scotia. They have for some years commanded the attention of educationists in this country. While we have been allowing our Normal colleges to struggle with difficulties which have seriously impaired their efficiency, no pains have been spared to make this central institution in Nova Scotia worthy of the colony.

The "Teachers' Text Book" a large volume of more than six hundred pages, in which all that is of greatest practical value is discussed with remarkable enthusiasm and ability, is, of itself, an indirect yet satisfactory evidence of the earnestness with which the mental, moral, and social elevation of the people is promoted. This text-book is the fruit of lectures delivered to the Normal Students, and is intended to guide those who have not attended training classes. It is divided into three books. The *first* discusses the Nature of Education; the *second* the Science of Education; and the *third*, the Art of Education. The volume is most interesting and instructive. It will, doubtless, be welcomed not only by teachers, but by those also who seek by sound legislation to increase our national security.

It is no slight testimony which this volume bears to the importance of the training system of David Stow. "We have already expressed our obligation to Stow, the great pioneer of all modern improvements in the inner life of education. Within these ten years we have visited the most celebrated Normal Schools in the United States of America, in Canada, Britain, and on the Continent of Europe, as the best exponents of method; and yet, notwithstanding the reluctance of a few to give honour to whom honour is due, nowhere have we met anything, in theory or practice, the germ of which is not imbedded in Mr. Stow's training system; and that simply, we apprehend, because that gentleman received all his lessons in the school of experience, and sat a close and humble student at the foot alike of nature and revelation." And Dr. Forrester adds, what our own experience confirms, that he has "seen but few schools indeed, professedly conducted on the training system, where anything like justice is done to that system in its leading peculiarities, as laid down by its distinguished founder." The principles of Mr. Stow he has "endeavoured to systematise and elaborate, both in their theoretical and practical bearing." "This has been our aim," he says, "and if we have succeeded in reducing these views to a more systematic form, or in adapting them to the external circumstances of these times, and thereby commending them to the calm and earnest consideration of our fellow-labourers in the educational field, we have our reward."

While the author has kept this object generally in view, he has very carefully discussed collateral topics—there is, indeed, scarcely a question of any practical value which does not pass under thought-

ful review, and there is no one interested in the progress of public instruction who will not find in the volume some invaluable expositions of the history, theory, or applications of physical, intellectual and moral training.

Although the esteemed author has entered, we think, too minutely into some sections of the "Science of Education"—as, for example, in the physiology of the human body, and in that, also, of the human mind, and has discussed with too elaborate fulness the "Art of Education," this may be necessary to a country in which teachers cannot be supposed to have such easy access to professional books as in Britain. The work is, on the whole, the most vigorously-written and most instructive which has recently appeared, and should be in the library of every one who desires to promote national education in its highest and most effective forms."

From the Scottish American Journal.

"For the last ten odd years—since the author's appointment as Chief Superintendent of Schools for Nova Scotia—he has grappled with education in all its phases and bearings, and in the fine treatise before us we have the results. We have gone over the whole ground with him, and are free to say that we never felt ourselves in safer hands. Dr. Forrester is certainly no sciolist, but has made the whole field his own by the most minute, laborious, and conscientious study. He does not halt where so many stop, in merely developing the body and whetting the intellect; but holds that the whole complex nature of the child, body, soul and spirit, should be educated so as best to do the work of the passing hour to God and man. This is the chief feature of the book. We could name several writers who have treated special departments with greater ability; but here we have all that is best in the best writers wrought up into one whole by a masterly plastic hand. We congratulate the teachers in Nova Scotia in having such a wise counsellor and able friend in Dr. Forrester. We were well acquainted with the state of schools in that Province at the time Principal Dawson undertook to organize a school system there—a most arduous task. But it was reserved for the author of this work to complete what was begun by Principal Dawson in the establishment of a Normal School at Truro and the better organization of schools in the several counties. Scotsmen may well be proud when we state that the interests of education in the Dominion have been entrusted to such men as Rev. George Young, Dr. Ormiston, and Dr. Forrester. Were we reviewing at length we certainly would take exception to a few things. Yet we know no work on education we would so heartily put into the hands of the young teacher. We are sorry its circulation will be limited, for some time at least, from the fact of its having been brought out in the Dominion. We find it next to impossible now—a-days to get a book from Canada."

2. THOMAS ARNOLD AS A TEACHER.

His whole method was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible—enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said, "It is a great mistake to think that they should understand all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man can not usually recollect a thing unless he understands it." But in proportion to their advance in the school he tried to cultivate in them a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read"; and thus the greater part of his instructions were interwoven with the processes of their own minds: there was a continual reference to their thoughts, an acknowledgement that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instruction might be communicated to the less advanced. Such a system he thought valuable alike to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to understand his instructions, it

confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, gave precisely what he conceived that such a character required. "He wants this," to use his own words, "and he wants it daily—not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned—a haze of indistinctness as to consciousness of his own knowledge or ignorance; he takes a vague impression for a definite one, and imperfect notion for one that is full and complete, and in this way he is continually deceiving himself."

Intellectually, as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. "I am sure," he said, speaking of his pupils at Laleham, "that I do not judge of them or expect of them as I should if I were not taking pains to improve my own mind." For this reason he maintained that no schoolmaster ought to remain at his post much more than fourteen or fifteen years, lest, by that time, he should have fallen behind the scholarship of the age; and by his own reading and literary works he endeavored constantly to act upon this principle himself. "For nineteen out of twenty boys," he said once to Archbishop Whately, in speaking of the importance not only of information but of real ability in assistant-masters (and his remark, of course, applied still more to the station which he occupied himself), "ordinary men may be quite sufficient; but the twentieth, the boy of real talents, who is more important than the others, is liable to suffer injury from not being early placed under the training of one whom he can, on close inspection, look up to as his superior in something besides mere knowledge. "The dangers," he observed, "are of various kinds. One boy may acquire a contempt for the information itself which he sees possessed by a man whom he feels nevertheless to be far below him. Another will fancy himself as much above nearly all the world as he feels he is above his own tutor, and will become self-sufficient and scornful. A third will believe it to be his duty, as a point of humility, to bring himself down intellectually to a level with one whom he feels bound to reverence; and thus there have been instances where the veneration of a young man of ability for a teacher of small powers has been like a mill-stone round the neck of an eagle."—*Stanley's Biography*.

3. EMPLOYMENT OF TEACHERS.

There is something radically wrong in the constant change of Teachers that is taking place in almost every school section in the province. Those who have lived in Great Britain or Ireland, know how strikingly it contrasts with the permanency of the situations of teachers in those countries. How often this circumstance is deplored by parents as well as teachers; and yet the evil continues. As matters stand, no teacher can count on holding his situation longer than a year, however efficient he may be. Hence, as a general thing, teachers make their profession a stepping-stone to some other calling, and after a few years abandon it to other youthful aspirants, who in turn follow their footsteps, just at the time when they begin really to know how to discharge aright the responsible duties imposed upon them. So long as this state of things continues, the cause of education will be retarded; and, instead of schools being wrought up to the highest state of efficiency by teachers of long experience and thorough familiarity with their work, they will be left to the management of novitiates pursuing their calling more from necessity than choice, and longing for the day when something permanent shall turn up and rid them of the capricious uncertainties of scholastic employment. Instead of engaging a teacher year by year, let him receive his appointment with the understanding that he shall retain it so long as he gives satisfaction and that he shall not be dismissed, nor relinquish his post, without at least three months' previous notice.—*Brucé Reporter*.

4. GOOD READING.

Good reading is an art so difficult, so rare, that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they knew not how to read. . . . Among the requisites which are indispensable for attaining the highest possible perfection in this delightful art, we will mention the following qualities which may be the gift of nature or the fruit of education: Rapidity of sight, by which the eye outstrips the voice, and embraces more words than the tongue utters; a voice pure, sonorous, and capable of varied modulation; clear utterance, great command over the respiratory function, and a flexible countenance; acute sensibility, lively sympathy, and great powers of imitation; quick conception, vivid imagination, correct judgment, and refined taste. In addition to these physical, moral and intellectual qualifications the rare assemblage of which sufficiently shows the difficulty of the art, a reader

should possess a thorough knowledge of grammar, prosody, and rhetoric; should have a mind enriched with information to seize every allusion; should know the human heart to enter into every sentiment and give expression to it; should finally be able to vary his manner of delivery with every style and every subject. . . . But we repeat it, the essential requisites, without which all others must prove unavailing, are perfect mastery of pronunciation, and the power of seizing instantaneously the sense and spirit of an author.—*Marcel*.

5. BRAIN AND BODY WORK.

Physiologists, after patient and close enquiry, have arrived at the important practical conclusion that the power of the entire man, his vitality, is as much expended by two hours of deep mental effort as by a whole day ordinary bodily labor; this fact seems to be founded on observed physiological laws; hence the man who spends four in the twenty-four in earnest mental labor goes to the utmost allowable limit for a day's work, and all the time that remains, after deducting ten hours for eating, sleeping and dressing, should be conscientiously expended in muscular exercises, which should, by preference, be those which are agreeable, useful and profitable; for they not only promote the healthful condition of the body, but give rest to the brain, which, by that rest, recuperates in power. Many can remember, when turning back to their school days, that they have gone to bed feeling that they did not know their lessons, yet, on rising in the morning, the mind would run over them with gratifying and surprising clearness. It is this which accounts for the observation, that persons have striven hard to remember some important fact, as to where valuable papers have been laid, and, towards morning, when the mind began to awake, a little before the body, this being the time of dreams, the point is made clear in the form of a dream, thus showing that rest of brain, whether by actual sleep or the passive comparative rest which manual labor affords, gives mental activity, vigor, perspicuity. From this it follows that no form of muscular exercise is ignoble in a student, a brain worker, which has to be done by some one, and, by being done by him, will save money, or will save the time of another, who, perhaps, may already be over-taxed. How many servants are over-taxed? How many faithful uncomplaining wives are over-taxed, and sons and daughters sometimes; and clerks and apprentices and other employees? In every dwelling in a city there are many things which the master could do which would reflect benefit on himself and others also. Some of these may be suggested; get up by daylight, clear the snow from the sidewalk, kindle two or three fires, ventilate your parlors, keep your cellars well swept, split up kindling wood, after sawing it yourself; whitewash the cellar twice a year, as also the fencing round the back yard; trim the eight or ten grape vines which you ought to have against the fence; kill off the worms which infest them in the summer; root out the clover and weeds from your grass plot; keep your hundred feet of flower bed in perfect order; if you have a library, dust your books, re-arrange them so that you may be able to put your hand on them in the dark if needed, assort your pamphlets and magazines, that no time may be lost should you want them in a hurry; in this way valuable time may be saved on occasions when you have no time to spare.

V. Biographical Sketches.

1. SAMUEL LOVER, ESQ.

"Green are the graves of the heroes," says an ancient Gaelic proverb, "but the heather blooms sweetest o'er the poet's tomb." Nor can there be any doubt that the literary champions of a nation, the men who have stamped the impress of their character upon the people among whom they lived, are worthy of that honored consideration while living, and that affectionate remembrance after they have past away, which is ever awarded to those heroes who have distinguished themselves upon another kind of battle field.

The announcement of the death of Samuel Lover, the celebrated Irish poet and novelist, which is contained in our telegram of this morning, will be received with universal regret. Not to the people of his native island alone had Mr. Lover endeared himself and made his name "familiar as a household word," by the charm of his poetical productions, and his amusing stories of Irish life, but wherever the language is spoken, the name of Lover is known and honored.

Mr. Lover was born in the city of Dublin in the year 1800. He was intended to succeed his father in business as a broker, but he had no taste for commercial pursuits, and at an early age devoted himself to a literary life. "Molly Bawn," "Rory O'More," and "The Angel's Whisper," these three poems alone would have been sufficient to have immortalized him, but these form but a very small portion of his poetical productions. As a novelist he has won a

name scarcely inferior to that of his distinguished countryman, contemporary and friend, Charles Lever. Who has not laughed over the comical mishaps of "Handy Andy," or been entranced by the mingled pathos and fun of "Rory O'More" and "Treasure Trove," or sailed forth with "Barney O'Reiridon," the navigator, or in fancy roamed along the historic banks of the Boyne as he read "The White Horse of the Peppers," one of the shortest, but at the same time one of the best of Lover's literary productions? One of Mr. Lover's latest poetical compositions appeared in the *Spectator* a few weeks since; "A welcome to the Prince and Princess of Wales."

For some years past the deceased gentleman has lived a very secluded life, on the receipt of a pension from the Imperial Treasury.—*Hamilton Spectator*.

2. LORD CRANWORTH.

Intelligence has been received of the death of Lord Cranworth, one of the leading jurists of England. Robert Monsey Rolfe, Baron Cranworth was born in the year 1790, educated at Winchester and Eton, and called to the bar in the year 1816. It was not long before he succeeded in obtaining a very large and lucrative practice, and he soon became greatly distinguished for his thorough knowledge of law, and for the skill and ability displayed by him in conducting cases in the courts.

Gradually working his way upwards, we find that in the year 1834 he had become Solicitor General of England, which important office he held, with but one brief intermission, until 1839, when he was elevated to the Bench as a Baron of the Exchequer. In 1850 he was appointed Vice-Chancellor and raised to the Peerage, and in the following year was one of the Lords Justices of Appeal in Chancery. In 1852 he became Lord High Chancellor of England, holding office during the whole of Lord Palmerston's administration, retiring in 1858. In 1865 he for a short time held the same high position after the resignation of Lord Westbury. Lord Cranworth was a Liberal in politics, and a man not only of great talents, but of thorough statesmanlike ability and political discernment.—*Hamilton Spectator*.

VI. Miscellaneous.

1. HOME AND FRIENDS.

Oh, there's a power to make each hour
As sweet as heaven designed it;
Nor need we roam to bring it home,
Though few there be that find it!
We seek too high for things close by,
And lose what nature found us;
For life hath here no charm so dear
As Home and Friends around us!

We oft destroy the present joy
For future hopes—and praise them;
Whilst flowers as sweet bloom at our feet,
If we'd but stoop to raise them!
For things afar still sweetest are
When youth's bright spell hath bound us:
But soon we're taught that earth hath nought
Like Home and Friends around us!

The friends that speed in time of need,
When Hope's last reed is shaken,
That show us still, that, come what will,
We are not quite forsaken:—
Though all were night: if but the light
Of Friendship's altar crowned us,
'Twould prove the bliss of earth was this—
Our Home and Friends around us!

From Charles Swain's "Songs and Ballads."

2. THE QUEEN ON THE CONTINENT.

The London *Telegraph* understands that the Queen will certainly visit the continent in the course of the recess. The journey will include some parts of Germany, but will also extend to Switzerland; and a house has been taken at Lucerne, where her Majesty will probably remain three weeks or a month. The Royal tourists will travel incognito: and though, of course, it will be impossible to prevent the people of the several countries from knowing who is among them, the well recognized method of avoiding forms and ceremonies will spare much irksome hindrance and fatigue. The best wishes of all her subjects will accompany the Queen on her intended journey.

It is no secret that health presents the principal inducement to undertake the tour; and it is reasonable to suppose that a visit to some of those scenes associated with the early youth of the late Prince Consort, and with the first happy years of her Majesty's wedded life, will exercise a soothing influence on one to whom State ceremonial and the excitement of a London season are constitutionally distasteful. Critics who grumble at the Queen's comparative abstinence from such gaieties for so long a period will do well to remember that at Windsor, and even at Osborne, her Majesty cannot be said to enjoy the sort of rest which an interval of entire leisure from business and State affairs should yield. She receives a constant succession of visitors at both places, and neglects none of the duties incident, to her high station, even at times when considerations of health would entitle her to some immunity. Her real villeggiature—that change of scene, occupation, and enjoyment to which she has the same claim as the humblest of her subjects or the most malicious of her detractors—is when she can escape from the pursuit of State cares; and this year, Switzerland will afford her healthful refuge.

3. ABOUT BOYS.

Mr. A. Hope, author of "A book about dominoes" has published in Edinburgh a companion volume called "A Book about Boys." He tells us at the beginning what kind of a boy he likes: "I don't think much of your gentlemanly, neat boys, and I have abominable your pretty, effeminate boys, and I have not so much faith as some people in even your good, clever boys, who are always at the head of their classes, and never do anything naughty, except when it is not found out.

But I like the happy, healthy unsophisticated boy, who is a boy, and not a young gentleman; active, restless, generous, brave and truthful, simple and pure minded, who think it half a pleasure to bear pain without crying, climbs trees, tears his trousers, has frequent tumbles, bumps and bruises, and comes home now and then splashed over with mud."

4. SONG—"THE BOYS AND GIRLS OF OUR SCHOOL."

For the Journal of Education.

The boys and girls of our school
Are fond of sport and fun,
And they can make the welkin ring
When all their tasks are done.
They play with joy upon the lea,
No sorrow there is known;
O! may they all as happy be
When childhood's years are flown.

CHORUS.—The boys and girls are running round,
And hear them how they sing!
O! listen to their cheerful notes,
How sweet their voices ring!
And see! they all have glorious fun,
As through the yard they skim;
While Jimmy after Charlie runs,
And Tommy's after him.

The teacher loves to hear them play
When they are out of school;
Then let them all his words obey,
And strive to mind the rule.
So shall they all in knowledge grow,
As they advance in years—
And no regrets nor sorrows know,
No bitter sighs and tears.

CHORUS.—The boys and girls are running round, &c.

Their parents, too, take such delight
In all their mirth and joy,
That every scholar thinks it right
His talents to employ.
And thus the days are gliding round
In sunshine and in showers;
In Canada there is not found
A happier school than ours.

CHORUS.—The boys and girls are running round, &c.

W. H. FINNEY.

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

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for June, 1868.

Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Longitude, West Longitude, ELEVATION, Barometer at temperature of 32° Fahrenheit, MONTHLY MEANS, RANGE, MONTHLY MEANS, DAILY RANGE, HIGH EST., LOWEST, WARMEST DAY, COLD EST DAY, TENSION OF VAPOUR, MONTHLY MEANS.

* The barometric readings from Pembroke this month must be received with caution.
a Approximation. e On Lake Simcoe. f Near Lake Ontario (on Bay of Quinte). g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. k On the Detroit River. l Inland Towns.

Table with columns: STATION, Humidity of Air, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S.

d Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.
e Where the clouds have contrary motions, the higher current is entered here.

REMARKS:

Barrie.—Lightning, thunder and rain on 6th. Lightning on 14th, 18th, 19th. Rain on 5th, 6th, 7th, 8th, 13th, 24th.
Belleville.—Lightning, thunder and rain on 6th and 28rd. Lightning on 27th. Rain on 5th, 6th, 7th, 15th, 16th, 20th, 22nd, 23rd, 24th.
Cornwall.—Storm of wind on 6th. Rain on 5th, 6th, 8th, 18th, 20th, 22nd.

apparent signs of rain, clouds murky and angry, and wind in gales from 5.30 to 6 p.m., but then settled and sky clear by 9 p.m. Wind storms on 3rd, 5th, 6th, 12th, 18th, 19th. Fog, 15th. Rain on 1st, 5th, 6th, 8th, 15th, 22nd.

PEMBROKE.—On 4th, lines of faint light at 8.15 and 9 p.m. diverging in shape of a fan from a mass of clouds NW by N. On 7th and 10th, aurora particularly grand; on evening at 7 p.m., about 9.40, the whole northern half of the sky was covered with a sheet of pale light, and the streamers converged to a point near the zenith; the arch on the 19th extended from E to NW by N, streamers converging as on 7th. 9th, shooting star. 10th, shooting stars near the poll. 12th, fire flies first seen; very numerous during month. 15th and 23rd, thunder. 19th, lightning. 20th, lightning, thunder and rain. Frost on 1st, 2nd and 3rd. Wind storm on 6th. Fogs on 15th, 16th, 29th. Rain on 2nd, 5th, 6th, 8th, 15th, 16th, 19th, 20th, 23rd, 30th. Latter part of month hot and dry, and whole season thus far the driest observed for many years; crops suffering.

PETERBORO'.—On 6th, lightning, thunder and rain. 7th, at 10.15 p.m., northern half of sky filled with faint streamers for about 15 minutes, all converging towards zenith. 8th and 10th, hoar frost reliably reported from the country, though not observable in the town. 15th, thunder. 18th and 27th, lightning. 19th, three strata of clouds observed. Fog on 8th. Rain on 5th, 6th, 8th, 15th, 16th, 23rd. Month inclined to be cold in commencement, but towards the end became warm and dry. Crops fine and luxuriant, especially fall wheat and meadow; promise of a most abundant harvest.

SIMCOE.—Between 12.30 a.m. and 11.30 p.m., on 5th, there were four thunder storms, the lightning exceedingly vivid and thunder very loud. On evening of 10th, fine aurora, the crest of the arc due north, with streamers from all parts of it converging towards polaris. On 8th, at sunset remarkable rainbow, viz: a primary bow clear and brilliant, the ordinary secondary bow, and a *third* below the primary, with the red and yellow quite distinct, but the other colors not very distinguishable. 11th, prismatic solar halo at noon, 80° diameter. Lightning, thunder and rain on 5th and 6th. Lightning on 17th and 23rd. Thunder on 30th. Frost on 7th and 8th. Rain on 3rd, 5th, 6th, 8th, 17th, 19th, 21st, 22nd, 23rd, 30th.

STRATFORD.—On 5th and 6th, rain accompanied by a succession of thunder storms, the rainfall (3.889 inches) being the greatest recorded at this station; the river was flooded to a height never known before. 15th, thunder and rain. 18th, lightning with rain. 19th, thunder. 23rd, lightning. 24th, fog. Rain on 1st, 3rd, 5th, 6th, 8th, 15th, 18th, 19th, 21st, 22nd, 24th.

WINDSOR.—On 11th, three meteors from Zenith to SW. Lightning and thunder, with rain on 5th, 6th, 15th, 18th, 23rd. Lightning on 10th and 17th. Fog on 25th. Rain on 1st, 3rd, 4th, 5th, 6th, 8th, 15th, 16th, 18th, 19th, 20th, 23rd, 29th.

TORONTO METEOROLOGICAL TABLES.

We are furnished with the following detailed table, showing a comparison between certain meteorological elements and the averages of the same elements for July, derived from a series of figures, from the assistant at the Toronto Observatory, Mr. W. A. Stewart. The facts, as exhibited through these figures, will fully sustain the priority of claim generally conceded to the last month as among the hottest ever experienced. We can now, with the thermometer at something nearer temperature than it had been, as a rule, for a long time previously, consider with some amount of coolness, at least, the extreme severity of the "spell" through we have passed, but the figures bring out some interesting facts in addition that deserve prominence.

In reference to the number of days during which rain fell. It is proper to state that any day is reckoned rainy during any part of which rain fell. Thus, in July, 1868, the duration of the rain was only 11 hours in all. The long continued drought appears to be unparalleled, but the nearest approaches were in August, 1854, when only the 45th part of an inch fell, and that in 5 hours. In June, 1864, from the 10th to the 26th, no rain fell, and the same was the case between the 11th and 25th of the same year, both occasions being accompanied by heat, and smoky haze similar to last month.

The preponderance of easterly wind is another fact worthy of notice, and is only equalled twice previously in July. This occurred in 1853 and 1857, and in both years the temperature agreed closely with the average of the last month. The mean reading of the barometer for the month only differed .001 from the average, and its changes were less in amount, and more slowly performed than usual.

	Average of years.	1868
Monthly mean temperature	67.1	75.8
Date and mean temperature	84.5	14th
Of absolutely warmest day	14th July, 1868	84.9
Date and mean temperature	54.0	25th
Of coldest day	26th July, 1847	69.4
Average of daily maximum of temperature...	77.1	85.4

	Average of years	1868
Highest temperature in the month.....	89.0	93.4
Date of the highest temperature.....		13th
Absolutely highest temperature in series.....	96.6	
Date of absolutely highest temperature.....	17th July, 1856	
Average of daily minimum.....	57.4	64.2
Lowest temperature in the month.....	42.8	59.0
Date of lowest temperature.....		27th
Absolutely lowest temperature in the month	38.7	
Date of absolutely lowest temperature	12th July, 1843	
Depth of rain, fall in inches.....	3.45	0.51
Number of rainy days	11	5
Greatest fall before recorded	8.15	
Year of its occurrence	1841	
Greatest number of rainy days	16	
Year of its occurrence.....	1861 and 1866	
Smallest fall before recorded	0.92	
Year of its occurrence	1853	
Fewest rainy days.....	4	
Year of its occurrence.....	1842 and 1849	
Resultant direction of wind	N 69 w s 87 E	
Mean velocity in miles.....	5.0	4.7

—Globe.

VIII. Educational Intelligence.

— **SCHOOL EXAMINATIONS.**—We see by our Ontario exchanges that during the present week the examinations of the various grades of our public schools were being held throughout every section in the country. The newspapers where they are reported compliment both teachers and children in the highest possible terms. We think it is unquestionable that our common schools now occupy a position inferior to those of no Province in the Dominion. It speaks well for the zeal manifested by our educators, and we think, with all the appliances and encouragements they now have at their command, there is nothing to hinder our schools being placed far ahead of any in existence. The summer vacation has commenced, and before the end of next week both teachers and pupils will be all of them liberated to enjoy their summer holiday.

— **UPPER CANADA COLLEGE.**—The usual Summer Vacation was preceded by an interesting exhibition in the Collego Hall. The proceedings were opened by several of the pupils reciting pieces in English, Latin, and French, respectively, in the most creditable manner. Master J. Hill recited in capital style "The Vulgar Boy," and was loudly and warmly applauded. Master F. Shack, a small boy, recited "Marco Bozzaris," with much vigor, and R. Gill gave "The Island of the Scotts," in a pleasing manner. Several other pupils also acquitted themselves in dialogues and recitations. R. Gill read the following prize composition of his own, on

THE DEATH OF MAXIMILIAN.

Lo! Clio, now, her record book hath oped
And takes her pen another name to add
To those, of whom the owners have been known
Above a common notoriety,
And Maximilian is the name inscribed
On Hist'ry's page, and Clio, where her pen
Has traced the word, still on it rests her gaze,
And from the pitying eye a tear-drop falls
Upon the name; if, through the hemisphere
Briny, and clear as drop of diamond dew,
Is magnified and brighter, clearer gleams
As we, when some one from this earth is sent
In manner sudden, tragical and sad,
Looking through Mem'ry's glass we only see
His virtues, for the grave conceals his faults.
For man is merciful to those alone
Who need not mercy, ask it, feel it not,
His charity is not for those who live,
But for the dead, them kindly he forgives,
And throws a cloak of pity o'er their sins.

Oh! Mexico; poor country, which should be
High, wealthy, and respected land, whose soil
Bears on its surface, wealth, and its breast
Hides precious gems and metal, luckless land
Whose human offspring is its only curse,
By petty private broils thy life's distraught.
If guiltless but reigned, though freedom e'en
Were absent for a time, thou rich and great
Would'st be, yet thou, when thy own misdeeds brought
To thee a ruler, placed o'er thee by those
Thy turbulency injured, who to thee
Would have insured the only need—calm peace,
Thou, like a child that healing draught rejects,
And screams rebellion, fierce, refuse to yield;
And him, when fell the throne, he had but taken
From others, on its ruins sacrificed.

Tranquil thou might'st have been, if that great state
Thy neighbor, democratic land, had not
The voice upraised against the 'stablishment
Of royalty upon the sacred soil
Claimed by a now renowned statesman's voice:
As ground republican, and by its ire
Obtained recall of those supporting troops,
Which in subjection kept thy lawless chiefs,
And thus encouragement to Juarez give—
Renewed the burning fever in thy veins.

Twice was the strife, and Fortune, fickle age,
On its perplexing wheel first raised the one,
And then the other on the changing round
The higher made, until at length she brought
Fierce Juarez far above, and pitiless
Shook Maximilian altogether off,
And he, the victor, with his rod of power,
New found, his adversary, helpless now,
Still deeper perishes in misfortune's flood.
The last sad scene! the pen must be dropped
In misery distilled, which paints with truth
The scene in which man's cruelty to man,
And treachery base, and disappointment vast
Of noble, high intentions, all combine
To limit the picture with a woful hue
Which earth but seldom sees,

Now 'tis the time
When Fanev tells us, that before the heats
Of noonday, his adopted land would look
Its best and brightest—that poor land, to which
He, with his heart out-bursting with great thoughts,
Had come, with gen'rous spirit dreaming that
By rule most kind, yet firm, he'd it redeem
From anarchy, which drank its life-springs up
And now in pure sweet morn they lead him forth
To die—to die a death such as is giv'n
To those who play their country false, and him
Who wished to be to his adopted land
Most true, such fate they now award.
Yet war's rough strain is hushed while on the way
To where his eyes shall look their last on earth,
And with respect, instinctive, all seems quiet
Just as before a coming storm, in awe,
Is Nature hushed. Now everything's prepared
For the sad immolation on the shrine
Of man's resentment. Now, we see him placed
With other two who had his helpers been
In his endeavours to reform their land,
He with his face towards the coming death,
An act of grace they could not well refuse
To bravery; they with faces turned about,
Because, according to the victor
Had traitors been. Now the opposing band
Death-dealing, is in its position placed,
The doomed three, opposite—a hush descends,
As if all Nature took a long-drawn breath
Of sorrow and amaze—a word, a flash—
And Maximilian but in mem'ry lives.

* * * * *
Mourn Europe, mourn, one of thy noblest sons
Hath bravely met a fate most undeserved,
And, thou, Napoleon, faithless to the dead,
May'st mourn, for those last words he sobbed shall reach
Thy shrinking ear, carry to thy heart
A biting sharp remorse, and all thy life
Shall "poor Carlotta" be a dread to thee.

Thou, Maximilian, now art gone from earth
And what we say, no joy nor pain can give
If thou did'st all for that mistake, thou hast
A grievous penalty endured, perhaps,
Thou, only, did'st mistake in trusting man—
We judge thee now, oh most ill-fated one,
Lest we, as we do judge, may too be tried.

The recitations having been concluded the Principal proceeded to deliver the prizes: 1. His Excellency the Governor-General's prize to J. Fletcher; 2. The Classical, J. Fletcher; 3. The Mathematical, F. A. Clarkson; 4. The Modern Languages, J. Fletcher; 5. The Smith English prize, J.W. Beatty and D. S. Paterson, equal. We have not room for the names of the other boys receiving prizes.

COLLEGE EXHIBITIONS.—V. Form, 1st. F. H. Wallace, U. C. College; 2nd. J. T. Small do. do.; J. T. Small do. do.; 3rd. J. H. Low, do. do.; 4th. F. T. Clarke, do. do. IV. 1st. Form, F. Ballantyne U. C. College; 2nd. R. Gill, do. do.; 3rd. P. E. Clement, do. do.;

4th. Cameron (Drummondville Grammar School.) The above exhibitions are open to the whole Province, and the examinations are conducted entirely by gentlemen unconnected with the college. At the conclusion of presenting the prizes, the Principal said that there was one matter to which he felt it his duty to refer, and of which the masters of Upper Canada College felt pleased; and that was that of seven pupils who went as matriculants to the University of Toronto last year out of the sixth form they received sixteen out of twenty-one honors in the first class, seventeen out of thirty in the 2nd class, and three out of fifty in the 3rd class; or, said he, to analyze these numbers, we find the following results in the various subjects of examination, namely, in classics, the seven Upper Canada College boys gained three out of four first class honors—viz. the first, second, and fourth place; 4 out of 7 class honors, viz., 1st and 3rd were equal in two places, while no one was placed in the third class. In mathematics, if we count Hamilton, who was in the sixth form in mathematics, they gained four out of five first-class honours, viz., the 1st, 2nd, 4th and 5th places; and out of 5 second classes, namely, 1st and 5th, while two of them respectively occupied the first and eighth place in the 3rd class. In English, of these seven boys, three out of four obtain first-class honors, namely, the 1st, 2nd, and 4th places. Three out of six obtained second class honors, namely, the 1st, 2nd and 6th, while the remaining boy was placed 5th in the B class. In French, 4 out of 5 first-class honors were carried off, namely, the two first equals, namely, the 3rd and 5th places; 3 out of 4 second-class honors were obtained, namely, the 1st, 3rd and 4th, while none was ranked so low as B class. In history, they obtained 2 out of 3 first-class honors, namely, the 1st and 3rd, and 5 out of 7 obtained second-class honors, namely, the 1st, 3rd, 5th and 6th and 7th places. I mention these particularly to draw attention to the fact that out of the fifty names in the third or lowest classes in which the matriculants merely pass and receive no honors were subjected to an easier examination. Only three out of the whole fifty are assigned to two Upper Canada College boys, namely the 1st and 8th in French, and the 5th in English. I think that these facts, which I can verify, will satisfy the public in spite of any insinuations to the contrary, that there is no shallow work done in Upper Canada College; but that the most thorough training in classics, mathematics, modern languages and commercial subjects generally, is given to the college boys. The class in prize list containing the names of the students who have completed the first, second, third or fourth year of their course, show how clearly that every one of them retains through their whole third course the present position they observed in matriculating, that they owe their success to no mere spasmodic effort or special cramming. In confirmation of this statement, I have but to say that out of seventeen regular university scholarships granted this year, the old U. C. College boys carried, in addition to the Macdonald bursary, no less than eight. These results are the more to be wondered at when we consider how sad a loss the college sustained in the untimely death of Daniel Ryrie, whose name is inserted in golden letters as head boy in the year 1865, and whom the learned president of the college (Dr. McCaul) fitly characterized as "the known man in every department," and as one who combined in his person, the whole qualities of high ability, untiring industry and unsurpassed modesty. No boy of fairer promise ever left these walls. In conclusion, the Principal drew attention to what, in his opinion was the unfairness of allowing the exhibition prizes to be open to the whole Province, and said that any student in the sixth form belonging to other colleges had the privilege of coming in and competing with the U. C. College boys, of the fourth form. This he considered was unfair to those boys, and trusted that the cause of complaint would be removed. He also congratulated the members of the College Cricket club upon their successes from time to time, and said that those who excelled at cricket also excelled at their studies. He closed his remarks by stating that the vacation would extend to the 1st of September, and he trusted that the boys would lay aside their books and enjoy themselves. Three cheers were then given for the Masters and the Queen, and the proceedings terminated.—*Leader.*

—TORONTO GRAMMAR SCHOOL.—The presentation of prizes awarded to the pupils at the recent examination, took place at the Toronto Grammar School, in the presence of a large number of parents and other friends of the pupils. Dean Grasset occupied the chair. Dr. Wickson, Rector of the school, opened the proceedings with prayer. After prayer had been offered, the boys who were chosen from the Common Schools last year, were called up and presented to the chairman. The prizes were awarded as the results of examinations, conducted by the masters, the Rev. Dr. Wickson in Classics; A. McMurchy, M.A., in Mathematics; Mr. Ridgeway, in English; and Mons. Gastou, in French. Rev. Dr. Jennings, at the close of the presentation of the prizes delivered a few remarks, in the course of which he referred to the regret felt by the trustees at not having a better school house, and said as soon as the Board could afford to do so they would have one erected, that might be truly designated the high school of Toronto. He also wished to remind the boys that they had a staff of teachers second to none in the country, and he trusted, therefore, that the pupils would take advantage of the opportunities thus afforded for obtaining a good education. The Rector then announced that the vacation would extend to the 2nd Monday in August.

— **WOODSTOCK CANADIAN LITERARY INSTITUTE.**—The school is prosperous, and yearly growing in prosperity. The blessing of God evidently rests upon it. The principal reports that the aggregate attendance of students for the year 1867-8 has been 307, and for the same time during the previous year 285. The aggregate attendance this year has been larger than any year since the school was opened. The conduct of the pupils has been good. Their progress in study is commendable, as may be seen from the reports published by the examiners. The students stand 277 Baptists, 14 Presbyterians, 18 Methodists, 2 Episcopalians, and 1 Congregationalist. In financial matters there is nothing discouraging. Everything is hopeful. During the year nearly \$3,000 have been received as free grants for ministerial education. This is more than ever given in the same time before. The receipts of the past year, from all sources, have been \$12,014.25, and the expenditure rather less, leaving a small balance in the treasury. It must, however, be remembered that there is a debt of \$4,000 resting on the building, with interest to pay, which must be met by the denomination twelve months from next fall. The school is enlarging in every department. More students than ever will attend next term. Every room is already engaged in the male department, but good boarding with real good families can be obtained in Woodstock. This must not keep students from coming. The fact is, we shall soon require \$100,000 to build more room, start an endowment, and increase the staff of professors. Nothing will be gained by delay. Procrastinate for a few years, and \$150,000 will be needed.—**JOHN BATES, in Canada Baptist.**

— **GRAMMAR SCHOOL MASTERS' ASSOCIATION.**—The annual meeting of the Grammar School Masters' Association was held in the Mechanics' Institute in this city. The president, Dr. Wickson, presided, and opened the proceedings with prayer. He then delivered a short inaugural address, in which he congratulated the association on the results achieved by it, and he thanked the members for the honor conferred upon him by his election as President. He reminded the masters of the deep responsibility resting upon them—a responsibility which implied something more than a perfunctory discharge of their duties—the responsibility of men who have in their hands the moulding of the character of our youth. Kindly treatment was, where possible, to be observed, influencing by an unconscious influence. A boy will frequently consult his own kind teacher on matters of doubt and difficulties before his own father. The president then discussed the considerations that ought to govern the grammar school masters in their administration of the schools. A vote of thanks was passed to the president for his very able and instructive address. The president replied in appropriate terms. The minutes of the meeting held in Toronto on January 3, 1868, were read and confirmed. The accounts of the secretary and treasurer were received, and on motion referred for audit to Messrs. Tassie and McCabe.

Communications.—The secretary, Mr. J. Howard Hunter, M.A., Dundas, read communications from the Very Rev. Principal Snodgrass, Queen's College, Kingston, and Rev. Prof. Ambrey, Trinity College, Toronto, announcing that the course of reading for entrance to these Universities had been assimilated to the grammar school course. An elaborate discussion of the question whether the girls should be admitted to the Grammar School, forwarded by the Clinton Board of Grammar School Trustees, was read in the hearing of the masters. Moved by Mr. McCabe, seconded by the Rev. Mr. Sargent, "That the able correspondence of the Clinton Board of Grammar School Trustees with the Chief Superintendent of Education on the subject of the recognition of girls in our Grammar Schools, and upon the present programme of Grammar School studies, be received." A communication on the same subject from the Drummondville Board of School Trustees was, on motion, received.

Admission of Girls into Grammar Schools.—Mr. W. W. Tamby, of Newcastle, expressed himself in favour of admitting girls into Grammar Schools. Mr. J. B. Dixon, Peterboro', was in favor of a continuance of girls in the Grammar Schools, and he maintained that the girls had the same right to a grant that the boys had. Mr. R. W. Young, Strathroy, said that some of the most eminent educationists in the country were of opinion that no harm resulted from the co-education of the sexes. With regard to the suitability of the present course of education for girls, he remarked that in examining the programme of studies in the Female College in Hamilton, he found the studies to be just the same as in the Grammar Schools. If they could effectively provide separate schools for the education of girls, let them do it; but they could not. He thought girls should be admitted to the Grammar Schools, and receive their proportion

of money, and that an absolutely English programme of studies should be instituted. Mr. W. Tassie, M.A., Galt, thought that girls had a clear right with boys to the same education; but most of the gentlemen seemed to overlook the fact that the after life of girls and boys was different. They would not hear the principle of the co-education of the sexes so fully advocated if it were not for the money. He knew of many men who were advocating the admission of girls who would not send their own daughters, Mr. John Seath, B.A., of Brampton, was not in favor of putting boys and girls together. That it was not considered a good plan to do so was evident from the fact that, where possible in large places, they were not educated together. Mr. J. H. Thom, B.A., of Norwood, thought it of great importance to educate boys and girls together. As regarded the course of studies, he did not go for exclusion of the classics, as they were of great importance in leading boys to reason, and he did not see that girls were not benefited as well as boys. He found his girls take as much interest in Latin as boys. Mr. D. Lennox, M.A., of Picton, also spoke in favor of admitting girls. In his experience he found that girls could excel boys in minor subjects, but when it came to working for the University, girls fell off, because there was nothing to lead them on. A committee was appointed to draft a series of resolutions on the question, as follows:—

"Whereas, in the opinion of this association, the sound, substantial and liberal education of the females of this Province is essential to its future progress and welfare; and whereas there should be no material difference in such exclusively mental studies as are followed with objects purely educatory and preparatory; and whereas, in the experience of the members of this association, the similar mixed education of boys and girls in our Grammar Schools has proved mutually beneficial; and whereas several of the Grammar Schools have, in each and every year since their establishment, admitted girls, and the majority of them did so last year; and whereas the present course of study is, in some respects not well adapted to meet the wants of those who attend the Grammar Schools, and complete their education in them; and whereas the Grammar Schools may be adapted to supply the higher education of both sexes. Therefore resolved:—1. That the course of studies for girls and boys in our higher schools should be substantially the same. 2. That although the separate education of the sexes is believed to be inadvisable, yet the decision of the question of their co-education in the higher schools ought to be left wholly to the several Boards of Trustees. 3. That the non-recognition of girls as pupils of our Grammar Schools is contrary to the wishes of the great majority of the people amongst whom these schools are situated—as is evidenced by the fact that 94 out of 104 such schools admitted girls last year. And that in our opinion the legal recognition of girls as Grammar School pupils is calculated to further the real educational interests of the country. 4. That the programme of studies prescribed by the Council of Public Instruction, for Grammar Schools, ought to be so amended as to give more prominence to natural and experimental science, and to add to it the study of English literature, the elements of logic and of mental science, and also to make the study of Greek optional, except in the case of students preparing for College and for the professions. 5. That the wiser policy would be, not to establish separate high schools or commercial schools for either sex, but to increase the efficiency of the Grammar Schools by affording greater facilities for instruction in the additional studies indicated above, or any that may be necessary, and by devoting to them such further aid as they may need."

Upper Canada College.—Mr. J. Howard Hunter, M.A., chairman of the committee on the U. C. College question, read an explanative report, entering fully into the past history and present administration of U. C. College. Moved by Mr. J. Seath, seconded by Mr. D. Ormiston, and resolved—"That the thanks of this association are due and are hereby heartily tendered to the committee, and particularly to the chairman, who have taken so much pains in preparing the very elaborate report on the relations of Upper Canada College to the other Grammar Schools of Upper Canada." Moved by Mr. W. W. Tamby, seconded by Mr. H. J. Strang, and resolved—"That the warmest thanks of the Grammar School Masters' Association be tendered to Robert Christie, Esq., M.P.P., (North Wentworth) for his very great kindness in siding the association to obtain so full information with regard to U. C. College." Moved by Mr. McCabe, seconded by Mr. Seath, and resolved—"That the secretary cause fifteen hundred copies of the U. C. College report to be printed and distributed." In order to meet the expenses attending this last measure

various plans were suggested. Several of the members present voluntarily taxed themselves \$4 each.

Authorized Text Book.—List approved, with the following exceptions:—Smith's Manual of Antiquities to be substituted for Anthon's Roman and Anthon's Greek Antiquities. Voltaire's Charles XII., Paris edition (Didot Freres) recommended. Miller's English Grammar—Opinions deferred. Lovell's General Geography—a new edition—recommended. Johnson's Book-keeping—Fulton's and Eachman's preferred. Books required:—Appendix to Harkness' First Greek Book. A book on French Conversation. Works on English Composition, Mensuration, cheap Manual on Geology and Mineralogy, Astronomy and General Chemistry. Books recommended to be placed on the authorized list:—Baird's Classical Manual. Barnard Smith's Arithmetic. Colenso's Algebra. Colenso's and Todhunter's Trigonometry. Chamber's Mathematical Tables. Grey's Manual of Botany, 4th edition, revised. Colenso's Euclid. Johnson's Catechism of Chemistry.

Grammar School Moneys to Common Schools.—In consequence of an assertion that Grammar School moneys had been appropriated to the use of Common Schools, the following resolution was carried:—"Resolved, that in the opinion of this association the government grant for each year should be apportioned on the average daily attendance of Grammar School pupils during that year, and that at least this sum and the half from local sources be wholly expended in paying the salaries of the Grammar School masters for said year."

Officers for 1869.—President, William Tassie, Esq., A.M., Galt Grammar School; Vice-President, William McCabe, Esq., LL.B., Oshawa; Treasurer, J. M. Buchan, Esq., A.M., Hamilton; Secretary, J. H. Hunter, Esq., A.M., Dundas; Councillors, Rev. W. J. Sargent, A.B., Ingersoll; J. B. Dixon, A.M., Peterboro; John Sneath, A.B., Brampton.

Miscellaneous.—As the constitution had not provided for the admission of any persons but members of the association and representatives of the press, it was thought advisable to amend it, in consequence of which the following resolution was passed:—"Moved by Mr. J. Preston, seconded by Mr. J. Buchan—That a committee be appointed to examine the constitution and by-laws, and suggest such amendments thereto as to them may seem expedient, and to give the necessary notice of motion to the secretary, in order to bring the subject before the next annual meeting; such committee to consist of Rev. J. Wickson, Messrs. Tassie, Hunter, Ormiston, Thom, Dixon, McCabe and Hodgson. Moved by Mr. J. H. Hunter, "That the secretary of the association be requested to communicate with the registrar of the medical society, regarding the changes said recently to have been made in the mode of conducting the medical society's preliminary examination." Carried. On motion, it was resolved that arrangements be made for an association excursion, to be held in the summer of 1869; executive committee to make all necessary arrangements for it.—*Abridged from Leader Report.*

— **ONTARIO TEACHERS' CONVENTION.***—The eighth annual convention of this association took place in Toronto on 4th—6th August. The President having taken the chair and called the meeting to order, the proceedings were opened with prayer by the Rev Mr. Wickson. The roll of officers

* A correspondent of the *Globe*, in that paper of the 20th inst., thus refers to the non-representative character of the late Teachers' Association in this city. He says,—“The ‘Common School Teachers' Association’ does not consist of Common School Teachers—they being the most insignificant and least influential element in its composition. Of the ‘five thousand’ Common School Teachers of Ontario, not a dozen names appear in the report as of those who took any active part in the proceedings of the association; and, I believe, not one out of every hundred attended at all. Why? I have conversed with several of the oldest and ablest teachers in the Province, and they concur in saying that they do not attend the meetings of the association, because it is not an association of Common School Teachers; it does not represent their opinions and wishes; it is not under their control or guidance; but its chief offices are held, and its action controlled, by others who have no personal or professional interest in their welfare. Teachers know that if they attend as silent spectators, their presence will give colour to the erroneous impression that their profession is represented by the association; and, to attend for the purpose of protesting against the organization and management of the association would be worse than useless. Hence their absence. Such being the case, it is to be hoped that the Chief Superintendent will not again refer to the association as expressing the wishes of the Teachers of Ontario.”

was called, and, on motion, it was decided that as the minutes had been printed and distributed among the members they be considered as read.

Errors in Minutes.—On motion to adopt the minutes of last meeting, a number of errors and omissions were pointed out by several speakers. Moved by Mr. Chesnut and seconded by Mr. McAllister, “That the Members of this association regret that the committee on printing have not exercised greater care and vigilance in order to secure accuracy in the printed minutes.”—Carried. Communications from various parties apologising for their inability to be present and address the association were read, also one from the Education Office stating that for various reasons the use of the Normal School buildings could not be given for the meetings of the association.

Awarding of Prizes.—Question: “Is it desirable that prizes be awarded to the pupils in our schools? And, if so, what is the best method of giving them?” Mr. Watson, Local of York Township, stated that hitherto he had no fixed opinion on the subject, from his experience in the practical working of schools he saw strong objections to the giving of prizes. There were different plans of conducting examinations, but he considered the combined competitive examinations the best. He quoted from the *Journal of Education* in support of his views. Mr. Vivian referred to the advantages of the merit card system recommended by the Education office. Mr. Campbell, Weston, kept a record of remarks and presented prizes according to the result of the marking. Mr. David Ormiston said he had been engaged in several competitive examinations in the County of Wellington. Irregular attendance which was generally the fault of the parents and not of the children, frequently interfered with the progress of the pupils. Teachers likewise are often tempted to pay undue attention to clever scholars to enable them to succeed in taking prizes. Mr. Foss spoke of the ill-feeling sometimes created even between teachers on account of the decisions of examiners. Mr. P. McDonald said the object of prizes was to arouse an unnatural stimulus in children, and on that account they were objectionable. Mr. Chesnut remarked that the objections brought against giving prizes, by previous speakers, were not against the principle of rewards in schools, but against the way in which they were generally administered. They were, he said, an excellent means of encouraging pupils. He thought that instead of creating jealousy and ill-feeling they tended to arouse a feeling of wholesome emulation, and to foster a sense of justice, and accustom them to the idea, and encourage the idea that only the meritorious are rewarded. Dr. Crowle spoke at some length and referred in a happy manner to numerous cases that had come under his notice in reference to prizes. Mr. Anderson, of Toronto, by request, explained the plan of conducting examination and awarding prizes and scholarships in the Public Schools of Toronto.

Attention of Pupils.—Question the importance of securing and keeping up the attention of pupils in order to successful teaching,” was then taken up. Mr. Hodgson, of Weston, read a lengthy paper on the subject. He favoured corporal punishment as a means of securing the pupil's attention, though he would use it in connection with moral suasion. A short discussion took place on the question, but no resolutions were adopted.

Township Boards.—The following topic, forwarded by the South Bruce Teacher's Association, was next taken up: “That township boards of school trustees are most decidedly preferable to sectional ones; that educational progress, in the shape of better schoolhouses, more suitable apparatus, &c., greater permanency in the teachers' position, and other advantages, would be secured to the township boards; that it is advisable to introduce a clause in the school act to enable townships to make the necessary changes. Mr. McKellar was in favor of the changes suggested, and thought township boards would be decidedly better than the standard boards. Mr. Archibald held the same opinion. Mr. Mullane, of Haldimand said if the matter were left with township boards politics might often interfere with the appointment of teachers. Mr. Campbell, of Weston, was in favor of township boards. Mr. Kennott said if a man were capable there would be no danger of politics interfering with his appointment. Mr. McCallum, of Hamilton, was surprised to find any teacher opposing the proposed changes. Mr. Watt, of Poole, said if the appointment of teachers was left to Township trustees, elected by the people politics would certainly interfere. Trustees would be more likely to appoint teachers who were friendly to them. Mr. Watson, of York, said so far as his experience went Township Boards were a failure. They had been tried in several places and with anything but satisfactory results. A

motion in favor of the adoption of the suggestions contained in the letter from the South Bruce association was then put and lost.

Vagrant Children.—Mr. McAlister said, our vagrant children are of two classes: those without natural guardians, and those whose guardians lack either the power or the will not only to compel their attendance at school, but to take a right course in life. Many recommend attendance at the common schools as an effectual method of dealing with them, but suppose they could be got to attend, what guarantee have we that their attendance will accomplish the result desired; there is none in regard to having influences, and we have no assurance that these children, who are so much neglected, though they may attend school that they will grow upright (as an English writer lately remarked, to read, write and cipher is no guarantee that those who possess them may not be either knaves or fools.) The common school then is not an effectual remedy for the evil of juvenile vagrancy. Neither is Dr. Wilson's plan, that of a voluntary school. The only effectual plan is that of compulsory attendance at an industrial school, where the inmates may not only be educated, but trained to some useful employment, and at the same time kept secluded from all evil influences. The cost of this would not be great, a pupil of the public schools in the city of Toronto for 1867 was \$10 31, this was for daily average attendance, and including expense of building as well as that of teachers, &c. The cost of an inmate of the House of Industry for the same year was \$58 40; these two items together make up \$68 71 per annum, which may be taken as a fair basis to place the cost of each pupil in an industrial school such as is proposed upon. Compare this with the actual cost of each criminal in the city gaol for the same year; by the Chamberlain's report, each criminal cost \$352 22 including exactly the same items of expense as those for a scholar, hence, one criminal costs more than it is reckoned five scholars would cost in such an industrial school. Mr. McCallum stated that in the city of Hamilton almost every child was brought under educational influences. He further urged that the Arabs of our streets should be separated from their old associates. Mr. Chesnut urged similar views on this subject, as Messrs. McAlister and McCallum.

Professor Wilson of University College, whose reception was exceedingly warm and cordial, then delivered a very able and instructive address on the literary forgeries or maskings of the 18th century. A vote of thanks was given to the learned Professor for his able, interesting and useful address.

Examination of Teachers.—Mr. Alexander introduced the third topic for discussion, viz: "What changes are desirable in the examination and admission of teachers?" He suggested that an entrance fee of \$20 be charged each candidate at admission, to make a fund for superannuated teachers; in regard to examinations, his views are similar to those recommended by the Chief Superintendent, as expressed in his supplementary report. A communication was read from the Beamsville Board of Trustees, in favor of the appointment of a central board of examiners for the Province. Mr. Dixon opposed the idea of charging an entrance fee, and urged that the admission should rest entirely on literary merit. A report was subsequently presented by the committee appointed upon the subject, and on motion was laid upon the table.

Attendance of Pupils.—Mr. Archibald introduced the fourth subject for discussion, viz.: "What steps can be taken to improve the attendance at our Common Schools," by remarking that if the attendance be bad, the fault must be either in parent or pupil. In order to secure good attendance he would suggest that the school-house should be made as cheerful as possible, and the study pleasant and useful. If these fail in securing a good attendance the fault must be in the parent, the only remedy for which he could name was a compulsory law. Mr. Leach (Newbury) suggested that the cause of the non-attendance of children might be some fault in the teacher, and therefore urged the necessity incumbent on trustees to select the best teachers. Mr. Vivian advocated the importance of monthly or quarterly reports in securing punctual attendance. Mr. McCauley said that if teachers and trustees would enforce the law in regard to absentees presenting a satisfactory reason for absence, this simple plan would go far to remedy the evil complained of. Mr. McCallum stated that by means of reports to parents or guardians, combined with making each pupil give an excuse for absence, and also by the masters calling on their parents, they succeeded in Hamilton in obtaining an average attendance of 66 per cent. of those on the roll.

Teachers' Institutes.—A discussion took place as to the feasibility of establishing Teachers' Institutes. Mr. Clarke, who introduced the sub-

ject, proposed that the \$100 granted by legal enactment to each county for the establishment and maintenance of Teachers' Institutes, should be put into a common fund and devoted to paying two lecturers, whose duty it would be to devote themselves to the fostering of Common School education throughout the country. Mr. Young concurred in the views of the previous speaker. Moved by Mr. Dixon, seconded by Mr. Hodgson—"That the Chief Superintendent of Education be requested to put the clause and the act referring to Teachers' Institutes into operation as soon as practicable."

The Finance committee reported, that having examined the treasurer's books, they found that the sum of \$99 50 had been paid out, leaving a balance of \$174 64, with interest thereon to the present date. The report was adopted.

School Books.—The following was then taken up: Question—"Is the present regulation respecting the selection and copyright of school books conducive to the best interests of education?" Mr. Chesnut pointed out that the Board of Education were always recommending changes in text books, thereby creating trouble, confusion and expense. He referred to a case of his own in proof of this, and complained of the bad treatment received by him from the Board of Education. Several other members complained of the changes constantly being made by the board of education. Mr. Hodgson said it was time the teachers of Ontario stamped with their most earnest disapproval the conduct of the council of public instruction. As matters were now arranged, a teacher who took the trouble to prepare a book on any subject could receive only the proceeds of one year's sale of the work. There was something wrong when teachers were so treated, and he hoped the convention would take some determined action on the question.

Girls in Grammar Schools.—The next topic was—"The co-education of the sexes and the advisability of the school law being so amended that girls may be recognized as pupils in the grammar schools."

Mr. Dixon spoke strongly in favor of educating boys and girls together, in both primary and higher schools, and held firmly to the opinion that girls should be admitted to grammar schools. He believed it would be better for both sexes. In point of right the girls had the same right to the benefits of grammar schools as the boys. Mr. R. W. Young, of Strathroy, was of opinion that the greater prosperity of the common schools of the province, compared with that of the grammar schools, was owing to a great extent to the more liberal and only liberal policy pursued in regard to the former. In the case of the common school, due regard was paid to the circumstances of the country, the requirements of the present age, the opinion of the public, and the experience of other countries. He (Mr. Y.) was not opposed to classical education, but he thought it should not be compulsory, as the number who required it was very small, and the time of those who were now compelled to study Latin and Greek, could be much better employed in acquiring a thorough English education. Mr. Hodgson stated that he had the best authority for stating that it was the clear intention of the act to open grammar schools to girls as well as boys. Mr. MacLennan stated that he would hazard the assertion that in many of our schools, girls had competed successfully in all their studies with boys; nay, in even the ancient classics, some of the most accurate and satisfactory pupils he had met were girls. He had deemed it his duty in his position, as a trustee of a public school, to urge the daughters of our more influential citizens to take advantage of the entire course of studies in the public schools, as the means of securing a solid and thorough training, and thereafter, if so disposed, to "finish" their studies in one of the larger cities. In many cases, he was aware, this had been done with very satisfactory results. Within a year or two, however, the presence of girls in the higher departments of our public schools has become a very marked and prominent feature. He had witnessed this tendency and regarded it with alarm. He had deemed it his duty to utter a word of caution, lest this feature of our higher school work might lead to the withdrawal of elder boys from such mixed schools. The result, he feared, had, in many cases, taken place. Boys had missed that tone and training in their school-work, in the class-room and play-ground alike, so much prized in Europe, and especially in Britain, which was designed to foster in them a manly spirit and bearing; and, as might have been expected, they found their way in considerable numbers to public schools which had gained a reputation for thorough instruction and careful training—a pecuniary consideration induced local school authorities to do what their judgment rejected, on educational grounds alone. Was it educationally wise, or morally honest, to organize and conduct public schools mainly

on financial considerations? The real question for teachers to consider—for this convention to consider—is the *educational* one, leaving the financial aspect of the matter to be dealt with by others. Much of the difficulty which seems to exist on this subject would be overcome, if we endeavour to do honest, thorough work in all the branches of public study, without any process of forcing, or any warping influence from our self-interest. Were this done, a practical solution would be found for this vexed question. By fairly working out the common school programme of studies, by providing a separate course of higher education for girls, or by admitting them to the course of Grammar school study, the framework of our school system could be adopted to this fundamental policy. While attaching a high value to the proper education of girls, and aware how important their influence would be on the future of our country, he was not prepared to see the elder boys jostled out of the higher schools. They were designed especially for them. They, in any case, ought to claim the chief attention of the teachers in the higher departments of our public schools. The grammar schools are not in the ordinary sense elementary schools. They should supply a course of higher education for our merchants, farmers, physicians, lawyers, and even the clergy of some of the religious denominations of the country. This position was no less important than that which they performed as feeders to our universities. In fact, for a large and influential class in the community they are themselves, in a sense, "universities." They are the last schools of training to which they can repair. At this moment he was more concerned for the intellectual character and public school training of the boys than of the girls—justice would be done, and is now being done, to the latter, but in our chivalrous devotion to what we conceive their interests, we are in danger of committing an error that may be difficult of correction,—that of destroying the interest of our higher school work for boys. As to the relative value of classical studies, and the natural sciences, he thought no practical difficulty need be felt. To one who would acquire the niceties of our own language, and of its language, a good knowledge of the Latin is indispensable; nay, he would go further, and regard the assertion that the careful study of Greek would be of high value as well, inasmuch as that language is the most perfect of the ancient languages, and the most exact as a vehicle of thought. But the main matter is to be morally honest in the school work, and pursue a policy dictated by *educational*, not *financial*, considerations. Reference has been made in this discussion to the practice of American instructors on this point. His observation recently in the city of Portland satisfied him that in what is called their "high" schools, or as we would designate them, "grammar" schools, an honest and efficient training is furnished to the daughters of the principal citizens, and to all who desired such studies and showed themselves qualified for entering upon them—propriety of deportment, accuracy of recitation, careful supervision, and an organization dictated by a purely *educational* consideration. This is precisely what we require, to supply to all the youth of the land, of both sexes, the education which they are disposed and qualified to receive. If in securing this end common school work were raised in character or made more thorough, and even grammar schools reduced in number, in order to be rendered more efficient in their conduct, he for one would consider that we were moving in the right direction. In dealing with this matter it would be well for the convention not to commit itself to the expression of confident opinions of too broad and general a character, but to aim at disposing practically of any difficulties that have arisen, in the way that the experience already gained indicates as desirable. He would urge caution in the expression of principles, together with a faithful and honest administration of school affairs, in accordance with the intention of existing school laws.

Election of Officers.—The committee on appointment to office reported the following list of officers:—President, Dr. Nelkes; 1st Vice do., R. Alexander; 2nd do., S. McAllister; 3rd do., A. McMurchy; 4th do., P. Leath, B.A.; 5th do., Mr. Watson; 6th do., Dr. Crowl; Treasurer, Mr. Anderson; Recording Secretary, Mr. Hodgson; Corresponding do., D. Ormiston, B.A.; Delegate to the Lower Province, W. McCabe; Council—Messrs. Scarlett, Archibald, Dewar, McClure, Miller, Johnson. Carried.

Miscellaneous.—On motion of Mr. A. A. Clark, seconded by Mr. E. B. Harrison, Messrs. Alex. McCallum and Wm. Anderson were appointed a committee to confer with the committee of the Grammar School Association, as to the best means of furthering the interests of education in the Province. The report of the committee on the Robertson Memorial Fund was referred to the Board of Directors. A resolution was carried, to the

effect that, in the opinion of the Association, holidays for schools in rural districts should be four weeks, and in cities or towns six weeks, and that the holidays commence on the 1st July. Mr. Scarlett, delegate to the Protestant Teachers' Association of Quebec, presented a report, giving a concise and business-like account of the proceedings of that convention. He received a vote of thanks. A vote was presented to Mr. Chesnut, for his zeal in promoting the interests of the Association. A vote of thanks was also passed to the retiring officers. A motion was carried requesting the directors of the Association to make arrangements for an excursion at the annual meeting. After a good deal of discussion, a resolution was carried rescinding the first resolution of Thursday morning. A motion to erase this motion to expunge was at a subsequent meeting put and lost on a division. The yeas and nays were called for and recorded—yeas, 19; nays, 21. Mr. Harrison and Mr. Miller, for the County of Kent, reported that during the year a number of itinerant meetings were held, at which subjects connected with education were discussed. Reports of a similar character were presented by Mr. Durer, delegate for Huron, Mr. McKellar for Lambton, and Mr. Vivian, for Norfolk; Mr. Miller, teacher, of Bothwell, read an interesting essay on "The Success of the Teacher," in which he referred to the necessity of a thorough sympathy existing between the teacher and scholars, of making his instructions interesting, and of holding in view the main fact that those under him had to be trained for active life. He recommended assiduous study on the part of the teacher of some subjects connected with physical science, with the view to the improvement of his scholars in this respect, and in conclusion he suggested that natural history or botany might be taken up with great benefit. The essayist received a vote of thanks. Readings and recitations by Mrs. A. T. Randall, of the Oswego Normal School, under the auspices of the Association, were given in the evening. Moved by Mr. Watson, seconded by Mr. Campbell, that the report of the delegate to the Protestant Teacher's Association of Quebec be published with the minutes.—Carried. Moved by Mr. Campbell, seconded by Mr. McKellar, that this association consider that grievous wrong is inflicted on the teachers of this Province by forcing them to pay taxes on their incomes, and denying them a voice in the government of their country.—Lost. Moved by Mr. J. B. Dixon, seconded by Mr. Watson, that Messrs. McCallum, McCabe and Scarlett be a committee to bring before the Legislature of Ontario the subject of the higher education of girls in accordance with the views of the association.—Carried. Mr. McAllister gave notice that at the next annual meeting he will move an amendment to the 8th article of the constitution, so that there shall be three instead of six vice-presidents. Moved by Rev. K. McLennan, seconded by Mr. A. McMurchy that, in order to secure more effectually the important objects contemplated in the formation of this association it is most desirable that careful effort should be made by members of the association to form and sustain branch associations, and to obtain from such associations annually delegates to attend the Provincial Association.—Carried. Moved by Mr. Scarlett, seconded by Mr. Millar, that Messrs. McCabe Hodgson and Rev. Mr. McLennan be a committee to confer with like committees in other places for the purpose of establishing a teacher's association for the whole Dominion, and also for the purpose of establishing an Educational Journal.—Carried. Moved by Mr. Anderson seconded by Mr. Hodgson, that the report of the committee on the incorporation of this association be referred to the Board of Directors for the purpose of carrying out the object therein recommended.—Carried. The association then adjourned to meet again on the 2nd Tuesday of August, 1869.—*Leader.*

—**STREET BOYS.**—The following circular has been issued by the Right Rev. Dr. Lynch, R. C. Bishop of Toronto:—"To the charitable and ever generous citizens of Toronto:—There are, in our rapidly improving city, many fine boys who render good service to the community. We must receive the daily papers, and small and indispensable services, that boys can best afford to perform. Therefore, these good boys ought to be protected and assisted in their present position, to enable them to work up to employments, to which talent, education and good conduct may entitle them. It is agreed on all sides, that the present condition of many of them needs amelioration. Those boys are inexperienced, many of them are poor, some of them have widowed mothers, others are worse off, with parents dissipated, and sometimes with step-mothers or step-fathers. A great number of them, through the blessing of our Divine Redeemer, bestowed upon youth, upheld, notwithstanding all those drawbacks, the dignity of nature—wonderfully instituted, and more wonderfully repaired. Those youths require the kind assistance and good advice of friends to enable them to be

good members of society, and inspire them with hopes to be chosen as citizens of their heavenly home. Again, what those good boys especially want is to have decent board and lodging. This luxury, at present, is far above their means, and therefore they cannot procure it. They are ashamed to beg, they will not steal, they abhor low associations, they refuse not to work in the frost and snow of winter, and in the great heat of summer. But after a hard day's work, they would like to have at least a bed at night, where they would be undisturbed by drunken brawls and fights; and at least to have one good meal in the day; and, from time to time, a bath, to quench the burning heat of their blood, vitiated by over-exertion, bad food, unwashed garments, and the ever-increasing fire of youth, infused into them by the wise Creator, to sustain life and its battles. In fine, they yearn for a home and a mother's care. To supply this great want of our youth, the assistance of the charitable and kind is needed. If we refuse it, the fault must be doubly expiated, even in this life, by supporting criminals; and in the next, the consequence will be the terrible sentence, 'I was a stranger and you took me not in; naked, and you clothed me not,' &c. We propose to place at the service of those good boys a comfortable home, on such conditions as their earnings and future prospects can easily meet with the kind co-operation of the ever generous citizens of Toronto. This Home will be called the 'St. Nicholas,' and will be conducted on hotel principles. A book of entry will always be kept; none will be admitted except the industrious, and those who strive to be good. Credit will be given to the deserving, but repayment will be expected when a boy procures employment. No lazy or dishonest boys are to be admitted; the reformatory or prison should be their place of abode. On entering the 'Home,' the boys will be supplied with a clean and comfortable bed and bath; kind gentlemen will see that order be observed in the dormitories, and night prayers said, and proper hours kept; there will also be evening school during the winter. The good Sisters of St. Joseph, of the House of Providence, will superintend the dining room, as soon as a house is provided for them, and see that the dormitories are kept clean. There will also be attached a clothing store, where, with the assistance of kind ladies, clothes may be had on the most reasonable terms, and credit will be given to reliable boys, who promise to pay when they may be able. Those regulations are intended to train boys to honor, honesty, thrift, and self-reliance. For many years we most earnestly desired to see such an establishment in this city. The Holy Providence of God enabled us to purchase a lot at \$1,050 (really too dear,) on Richmond street, on the rear of Stanley street school house, in order to have all facility for this work. The first difficulties of this establishment have thereby been overcome. The ground secured is 185 feet by 53 feet, and is situated near Church street. There is already a large brick building, formerly used as a school. This can easily be raised to make a three-story house with a wing,—all the out-offices, namely, bath-rooms, dining-rooms, kitchen, pantry, etc., connecting with the Sisters' Home, on Richmond street. From the time our Lord blessed little children, and proclaimed that those who did not become like unto them would not enter into the kingdom of Heaven, children have become the object of the dearest affection and ardent charity of all those who love God and reverence the angelic virtues. The condition of children is most suitable for little services, and their gratitude for favors is everlasting, whilst their resentments are of long duration. St. Paul, speaking of children, says—'Now I say as long as the heir is a child, he differeth nothing from a servant, though he be Lord of all.'—Gal. iv. 1. Men now say 'thoughtless youth,' whereas youth runs wild in superabundance of thought. To give this exuberance of thought direction and aim, and enable the mind to see heaven in the distance as the great goal of happiness, and to make them good citizens for earth, should be our earnest desire. Christ has said, 'Whosoever shall give to drink to one of those little ones even a cup of cold water in the name of a disciple, amen, I say to you he shall not lose his reward.'—Matt. x. 42. Whilst Christ pronounces a blessing on those who assist youth, He likewise pronounces a malediction on those who scandalize, them or permit them to perish.—'See that you despise not one of these little ones, for I say to you their angels in heaven always see the face of my Father who is in heaven,'—Matt. xviii. 10. Even pagan philosophy forcibly recommends the proper culture of youth, and Plutarch says children should be taught to worship God, to revere their parents, to obey the laws, to submit to rulers, to love their friends, and to be temperate in refraining from pleasures.—*De Educatione Puerorum*. We count upon the generous and hearty support of all good and charitable Christians, who have at heart the welfare of the most interesting portion of Christ's flock, for the success of our undertaking."

— KINGSTON.—The Semi Annual Examination of the Common Schools of Kingston, have just taken place. The veteran and respected Chairman, Wm. Ford, Jr., Esq., was at his post daily throughout the examination, and warm and trying work it was for him and Mr. Woods, sitting day after day in the crowded school-rooms. The examinations were most searching, and calculated to elicit the acquirements and proficiency of the pupils. We may be allowed to remark upon two branches of education, not included in the regular curriculum of the Common Schools, but afforded to those pupils who have a taste for them, by the kindness of their teachers, namely, singing and drawing. In both of these branches we observed a marked improvement in all the schools where one or both are taught. An interesting episode occurred at the close of the examination in Queen Street School. It appears that Mr. W. Phillips, the Chairman of the School Committee, at the commencement of the year, promised to present a copy of Reid's Dictionary, at the Examination, to the boy in the Senior Male Department, who exhibited the most proficiency in his studies. After addressing the pupils and distributing the prizes of merit, Mr. Phillips called upon Mr. Wilson to bring forward the boy to whom was due the honour and reward, and much to the surprise of all, he presented an amusing little fellow, named Thomas Thompson Mills, who had carried off the prizes in a class which, to our own knowledge, contains a number of as smart and diligent boys as any in the Common Schools. We cannot close this notice without reference once more, to the Father of our Kingston Common Schools. If we mistake not, this is the decennial Summer Examination of the Common Schools since Mr. Ford accepted the Chair of the Board, with its unremunerated labours and responsibilities. In addressing one of the schools, he told the boys, in the words of the immortal Nelson, that "England expected every man to do his duty," and faithfully has he done his, without grudging any sacrifice to promote the great object he had in view. He has at last nearly accomplished it, and the children of Kingston are henceforth assured of a good practical education whatever their condition in life may be. Monuments are erected to warriors and statesmen, which time obliterates; but William Ford will have a monument in the grateful hearts of future generations in Kingston, far more enduring, and one which his descendant will feel prouder of, than if a statue had been erected by the public to his memory.—*Whig*.

— THE ENOGENIA AT NEW BRUNSWICK.—It has been already noticed in the *Leader* that the annual oration was delivered before this Provincial University by the Hon. J. H. Gray, D.C.L., M.P. We find the following flattering notice of the discourse in the *N. B. Union Advocate*:—"Many had been attracted by this, and were now prepared to give careful attention. In our opinion the oration should be published. It was replete with interest and instruction. It pointed out in the clearest manner the benefits of education—and this word we use in the widest sense—nay, the absolute necessity thereof at the present day. Reference was made to our country in its enlarged condition. Instead of petty and divided provinces with separated interests, we can now employ the boastful language of our neighbors across the border—

"Our country, 'tis a glorious land,
With broad arms stretched from shore to shore;
The wide Pacific chafes her strand,
She hears the dark Atlantic roar."

And we might add—

"And nurtured on her ample breast
Full many a goodly prospect lies."

If, said the learned speaker, the young men of the present generation expect to compete with such men as Howe, McDonald, Cartier, and others scarcely less distinguished, they must be educated men; they must bring diligence and perseverance to bear upon their studies. A graceful tribute was paid to the memory of T. D'Arcy McGee; reference was also made to the careful preparation by which he fitted himself for public duties. The last and perhaps the best speech of his life, which excited admiration and wonder at the time, and was supposed to be a spontaneous outburst of eloquence, was, subsequent to his death, found in his desk fully and carefully written out. The oration of Mr. Gray fully sustained his reputation as a speaker and scholar."

— OXFORD UNIVERSITY AND THE UNIVERSITY OF THE SOUTHERN STATES.—In a convocation at Oxford University on the 13th ult., it was agreed, after a protest from Mr. Goldwin Smith, to make a grant of books from the University press to the University of the Southern States of America. A decree was then brought forward to grant from the University chest the sum of £350 towards restoring the buildings of the said University, which were destroyed during the late war. On a division, the decree

was rejected by 63 votes to 60—majority 3. The opposition seemed to rest partly on general financial grounds, and partly on the fear that such a vote would be taken in America as an expression of sympathy with the South.

— CAMBRIDGE UNIVERSITY.—An under graduate of Cambridge informs the *Pall Mall Gazette* that the Whewell Hostel at Trinity College is rapidly approaching completion. The fine new chapel of St. John's college will be opened at some time during the May term. The first university select preacher is Rev. J. R. Woodford, M. A., of Pembroke College. Some vexed questions will probably be settled the ensuing term. It is likely that less composition in verse will be hereafter required in the Classical Tripos, and that magnetism and electricity will be added to the list of subjects for the Mathematical Tripos.—All the American bishops who attended the Pan-Anglican Conference have been rewarded by Cambridge with the honorary degree of LL.D.

— QUEEN'S COLLEGE, CORK.—Table, showing the total numbers and Religious Denominations of Students attending the Queen's College, Cork, in each Session, from its first opening to the present date:—

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Religious Denominations.					Total.
				Roman Catholics.	Established Church.	Wesleyans.	Presbyterians.	Other Denominations.	
1849-50.....	70	45	115	62	43	7	2	1	115
1850-51.....	118	38	156	86	55	10	3	2	156
1851-52.....	117	32	149	81	57	7	2	2	149
1852-53.....	109	21	130	68	46	7	3	6	130
1853-54.....	115	25	140	80	46	10	2	2	140
1854-55.....	122	22	144	73	60	8	2	1	144
1855-56.....	149	13	162	83	67	6	3	3	162
1856-57.....	139	25	164	72	70	11	6	5	164
1857-58.....	125	32	157	71	69	7	6	4	157
1858-59.....	125	24	149	69	64	6	4	6	149
1859-60.....	144	27	171	85	68	8	5	5	171
1860-61.....	173	30	203	98	93	8	2	2	203
1861-62.....	211	18	229	98	111	7	7	6	229
1862-63.....	219	20	239	96	121	11	8	3	239
1863-64.....	241	19	260	121	106	12	12	9	260
1864-65.....	249	14	263	129	114	12	6	2	263
1865-66.....	223	12	235	108	107	9	4	7	235
1866-67.....	214	16	230	108	106	7	6	3	230
Totals.....	2863	433	3296	1588	1403	153	83	69	3296

IX. Departmental Notices.

1. TRIBUTE TO THE ONTARIO JOURNAL.

Extract from letter of Rev. Henry Barnard, LL.D., American Commissioner of Education at Washington:

"Why do you not have a minute topical index prepared to your Journal of Education—from vol. I to XXI? It is so full of the history, the principles, the methodology, the biography, and literature generally of schools and education. Such an index will make your sets valuable, not only to your own scholars, teachers, and statesmen, but to education everywhere. It is a monument of intelligent, and practical editorship."

2. SUNDAY SCHOOL BOOKS AND REQUISITES.

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

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

2. The admirable books published in England by the Society or Promoting Christian Knowledge, and by the London Reli-

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

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

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

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

1. An ordinary *Common School Library* in each school house for the use of the children and rate payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

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

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

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

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

*.*If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be necessary for the trustees to send not less than *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

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

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps or otherwise. TERMS: For a single copy of the *Journal of Education*, \$1 per annum. Back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each. All communications to be addressed to J. GEORGE HODGINS, LL.B. Education Office, Toronto.